Dissertation

Relations of Work-Family Conflict with Workplace and Psychosocial Outcomes among University Teachers

A dissertation submitted to the Department of Psychology, University of Dhaka, Dhaka, Bangladesh, in fulfillment of the requirements for the degree of Doctor of Philosophy (Ph.D.) in Psychology

By

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Academic Session: 2018-2019
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Dhaka, Bangladesh

August 2024

Dedication

To My Esteemed Teachers and Cherished Family

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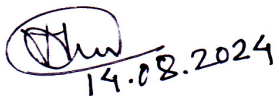

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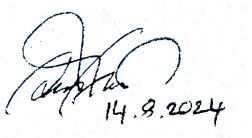

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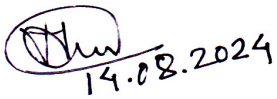
Declaration

I hereby declare that the dissertation titled "Relations of Work-Family Conflict with Workplace and Psychosocial Outcomes among University Teachers," submitted to the Department of Psychology, University of Dhaka, for the fulfillment of the requirements for the award of the degree of Doctor of Philosophy (Ph.D.) in Psychology is my original work. This thesis has not been previously submitted, either in whole or in part, for any degree to any other university or institution.

In preparing the thesis, I have adhered to the guidelines provided by the university and ensured that the work is free from plagiarism. Proper citations and acknowledgments have been made where references to other works are included.

I take full responsibility for the integrity and originality of the research work presented in this dissertation.



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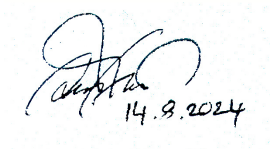
Approval

This is to certify that the dissertation titled "Relations of Work-Family Conflict with Workplace and Psychosocial Outcomes among University Teachers," submitted by **Md. Shaheen Mollah** (Registration No: 113/2018-2019) to the Department of Psychology, University of Dhaka, in fulfillment of the requirements for the degree of Doctor of Philosophy (Ph.D.) in Psychology, is a record of original and independent research work conducted under my supervision and guidance.

The thesis includes data and findings of the research, which, to the best of my knowledge, has yet to be submitted elsewhere for any degree award.

Supervisor:



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Md. Shaheen Mollah

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List of Abbreviations

Abbreviation	Elaboration
AIIC	Average Inter-Item Correlation
AITC	Average Item-Total Correlation
ANOVA	Analysis of Variance
AVE	Average Variance Extracted
BCCI	Bias Corrected Confidence Interval
CB-SEM	Covariance-Based Structural Equation Modeling
CE	Ceiling Effect
CFA	Confirmatory Factor Analysis
CID	Coefficient Alpha if item deleted
CITC	Corrected Item-Total Correlation
CR	Composite Reliability
FE	Floor Effect
FIW	Family Interference with Work
FSS	Family Satisfaction Scale
FWC	Family-to-Work Conflict
HOC	Higher-Order Construct
HOC_1	First-Order Higher-Order Construct
HOC_2	Second-Order Higher-Order Construct
HTMT	Heterotrait-Monotrait Ratio
JSM	Job Stress Measure
JSS	Job Satisfaction Survey
LM	Linear Model

Abbreviation	Elaboration
MAE	Mean Absolute Error
LOC	Lower-Order Construct
PLS-SEM	Partial Least Squares Structural Equation Modeling
PTSS	Posttraumatic Stress Symptoms
SEM	Structural Equation Modeling
SWLS	Satisfaction with life scale
UGC	University Grants Commission of Bangladesh
VAF	Variance Accounted For
VIF	Variance Inflation Factor
WFC	Work-Family Conflict
WIF	Work Interference with Family

Abstract

The main objective of this study was to explore the relationships between work-family conflict (WFC) and workplace outcomes (job stress and job satisfaction) as well as psychosocial outcomes (family satisfaction and life satisfaction) and to examine WFC's impact on job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers in Bangladesh. A cross-sectional survey design was employed, utilizing quantitative techniques to gather and analyze data. Non-probability (convenience) sampling was used to select 463 faculty members from 16 public universities in Bangladesh. Established scales were adapted and validated (through confirmatory factor analysis using PLS-SEM) for the Bangladeshi context to measure work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction. Data were analyzed using the Chi-square test, Pearson product-moment correlation, independent sample t-test, one-way between-group ANOVA, path analysis, and mediation analysis. The results indicated that the WFC of university teachers had significant positive correlation with job stress (r = .332, p < .01), but significant negative correlation with their job satisfaction (r = -.257, p < .01), family satisfaction (r = -.312, p < .01), and life satisfaction (r = -.287, p < .01). WFC of the teachers significantly increased their job stress (β = .363, t = 7.98, p < .001) with a small effect size (f^2 = .152) and medium predictive power (Q^2 = .125). WFC significantly decreased job satisfaction (β = -.168, t = 2.89, p = .004) and family satisfaction (β = -.331, t = 5.98, p < .001), with small effect sizes (f^2 = .033 and .106, respectively) and weak predictive power (Q^2 = .089 and .091, respectively). On the other hand, the effect of WFC on life satisfaction was fully mediated through both job satisfaction and family satisfaction. Also, the relationship between WFC and life satisfaction was fully mediated through the job stress-to-job satisfaction path, not the job stress-to-family satisfaction path. The study concludes that WFC was a significant predictor of decreased well-being among university teachers, emphasizing the need for institutional interventions to address WFC. These findings contribute to the existing literature by providing empirical evidence from the Bangladeshi context and underscore the importance of initiating supportive policies and programs to promote work-family balance among teachers in higher education institutions.

Keywords: work-family conflict, job stress, job satisfaction, family satisfaction, life satisfaction, university teachers

Chapter 1

Introduction

Introduction

Bangladesh's higher education scene has been fast-changing, and university teachers significantly impact how thousands of students learn. Nevertheless, this honorable career frequently entails a great deal of pressure and responsibility, which causes a great deal of work-family conflict. Bangladeshi university teachers are under growing pressure to fulfill their obligations and perform professionally in this rigorous work climate. When the expectations and demands of one role—such as work interfere with one's capacity to meet the obligations of another, such as family—work-family conflicts (WFC) result (Allen et al., 2000). Work-family conflict (WFC), a phenomenon where the demands of one's job interfere with one's ability to perform home commitments, is frequently the result of this dual burden. Although WFC is a well-researched problem worldwide, its effects on Bangladeshi university teachers are especially worrisome because of several difficulties.

First, a significant factor contributing to job stress is the rigorous work environment in Bangladeshi universities, particularly public universities. Large class sizes, scarce resources, administrative duties, mounting pressure for research output, and bureaucratic roadblocks mark these environments. The number of higher education institutions in Bangladesh has increased significantly; 55 public universities operate under the University Grants Commission (UGC). Except for the National University, Open University, and Islami Arabic University, 47 public universities employed 15,005 instructors as of 2021 to instruct 289,645 students. Furthermore, the Open University employs just 141 lecturers to oversee the online learning programs for 430,730 students (UGC, 2022). This hypothetical situation highlights the enormous effort and stress that university teachers endure, which may increase work-family conflict. Allen et al. (2000) explicitly mentioned the "widespread and serious consequences associated with

work-family conflict." University teachers who suffer from WFC frequently report greater levels of stress, emotional tiredness, and physical health problems such as headaches and disturbed sleep.

Second, as family roles and duties change due to the fast-changing cultural expectations in Bangladesh, public university teachers may experience worsening WFC. Despite WFC's widespread awareness, more research is needed to examine how it affects Bangladeshi university teachers. Numerous studies have investigated the connection between work-family conflict and different workplace outcomes, including job stress and job satisfaction. University teachers need help with job stress due to their demanding schedules, tight deadlines, and high standards. Work-family conflict and workplace stress are positively correlated, according to research consistently (Michel et al., 2011). Teachers' stress levels rise when they struggle to juggle their work and personal obligations, harming their performance at work and general well-being.

Conversely, as work-family conflict increases, job satisfaction—a crucial measure of workplace well-being—tends to decline. Research shows that workers with substantial work-family conflict express less satisfaction with their jobs (Kossek & Ozeki, 1998). University teachers frequently experience dissatisfaction because of feeling pressured by their jobs to neglect their family obligations, which casts doubt on their professional roles and responsibilities. This knowledge gap is crucial because neglected WFC can negatively affect people's quality of life and the efficiency of institutions.

Teachers at public universities who experience work-family conflict also see a significant influence on psychosocial outcomes like life and family satisfaction. "Family satisfaction" describes how happy people are with their families and relationships. Elevated levels of work-family conflict can sour relations within the

family and lower the quality of family life (Frone et al., 1992). University teachers who face challenges balancing work and family roles may feel guilty and frustrated, lowering their family satisfaction. Life satisfaction, encompassing overall satisfaction with life, is similarly affected by work-family conflict. Studies show that individuals experiencing high work-family conflict often report lower life satisfaction (Allen et al., 2000). This is especially important for university teachers in Bangladesh, where cultural norms and societal expectations place a high value on family roles and responsibilities.

1.1 Statement of the Problem

Work-family conflict is a major worry for professionals in various disciplines, including university teachers who must juggle demanding coursework, research obligations, administrative duties, and personal life. University teachers in Bangladesh are under more pressure to balance their professional and familial responsibilities because of the higher education sector's explosive growth. Despite these educators' vital role in determining the course of the country, few studies have been done to investigate the effects of work-family conflict on their workplace and psychosocial outcomes.

Because of their heavy workloads, strict deadlines, and high standards set by the academic community, parents, and students, university teachers in Bangladesh are experiencing increased occupational stress. Stress can undermine job satisfaction, lowering professional engagement and productivity. In addition, the struggle to balance work and family responsibilities can harm family satisfaction, straining interpersonal links and the general well-being of the family. Additionally, life satisfaction, a broader measure of overall satisfaction, can be significantly lowered by prolonged work-family conflict.

The significance of university teachers in learners' educational and individual growth makes it imperative to comprehend the degree and consequences of work-

family conflict in their lives. This knowledge is crucial for creating workable plans and interventions to help them achieve a better work-life balance, improving their productivity at work, relationships with their families, and general quality of life.

This study aims to fill the gap in the existing literature by investigating the relationships between work-family conflict and essential workplace and psychosocial outcomes, specifically job stress, job satisfaction, family satisfaction, and life satisfaction, among university teachers in Bangladesh. Based on earlier research (Akhtar et al., 2022), the current researcher contends that WFC will have a negative correlation with life satisfaction, family satisfaction, and job stress and a good correlation with job satisfaction. Additionally, this study will investigate potential structural relationships (including direct and mediation effects) and differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction based on sociodemographic variables like gender, designation, marital status, spouse occupation, and institutional support,

It is critical to address the issues educators face as Bangladesh's higher education industry develops to ensure their success on the job and in their home lives. Policymakers and university administrators who want to provide university teachers with a more encouraging and healthy work environment should take note of the study's significant consequences. Policymakers and administrators may create successful interventions to lessen the adverse effects of WFC and enhance the well-being of university teachers by thoroughly grasping the causes that lead to WFC and its repercussions.

1.2 Key Terms

1.2.1. Work-Family Conflict (WFC)

The two most significant areas of an adult's working life – work and family – have long been contentious subjects in industrialized and developing nations, including Bangladesh. The evidence that employees today are forced to deal with the conflicting demands of work and family roles– which frequently lead to work-family conflict– comes from changes in demographics (Neto et al., 2016; Page et al., 2018), such as the rise in dual-career couples and single-parent households, shifts in work and life attitudes, and the rapid changes in businesses with global competition.

"A form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect" is called the work-family conflict (WFC) (Greenhaus & Beutell, 1985). WFC has been described as bidirectional, meaning work can interfere with family (WIF) or work-to-family conflict, and family can interfere with work (FIW) or family-to-work conflict (Frone, 2003). Based on the above definition, there are three main types of WFC: time-based conflict, strain-based conflict, and behavior-based conflict (Carlson et al., 2000; Greenhaus & Beutell, 1985). When time spent on one function makes it impossible to engage in another, time-based work-family conflict (WFC) may arise (Carlson et al., 2000). According to Frone et al. (1992), strain-based WFC conflict postulates that strain in one role restricts one's capacity to fulfill the responsibilities of another role or prevents one from participating in it. When the behaviors necessary for one role are ineffective for another, behavior-based work-family conflicts (WFC) arise (Greenhaus & Beutell, 1985).

WFC is correlated with many workplace outcomes, including job stress, job satisfaction, organizational commitment, organizational citizenship behavior, job performance, counterproductive work behaviors, and intention to leave the company,

according to meta-analyses and reviews (Allen et al., 2000; King et al., 2012). WFC is associated with many psychosocial consequences. Employees' psychological and family-related outcomes are included in their psychosocial outcomes. Additionally, WFC has been linked to a variety of psychosocial outcomes, including life satisfaction, parent-child relationship quality, marriage satisfaction, family satisfaction, anxiety, depression, and the health of the children (Allen et al., 2000; King et al., 2012).

According to Hoque (2015), personnel in Bangladesh's public sector are better able to care for their families than those in the private sector. WFC has been linked in Bangladesh to several unfavorable job attitudes and outcomes, including low job satisfaction, a diminished organizational commitment, plans to leave the job, absenteeism, stress at work, depression, workplace violence, deteriorating health, and subpar job performance by female employees, among other things. Backpain, insomnia, intemperance, and appetite loss are among the physical and mental health issues that women experience because of WFC (Akkas et al., 2015).

1.2.2 Job Stress

The term "job stress" of university teachers describes the mental, emotional, and physical strain academic faculty members endure due to the many expectations and obligations of their tasks and responsibilities in a university context. Numerous things, including teaching, research, administrative work, and contacts with other academics, might be the source of this stress.

The issue of job stress among university teachers has become widespread and substantially negatively influences their health and well-being. According to studies, the conventional view of academia as a job free from stress and requiring little autonomy has changed, and teachers are now subjected to more pressure and demands, which is detrimental to their mental and physical health (Kovács et al., 2023).

University teachers' job stress has been linked to several factors, including student interactions, self-disclosure, and the execution of faculty competencies. Posts like chairman, director, or dean have been found to have a substantial impact (Je et al., 2023). Furthermore, studies show that teachers' job stress and burnout are positively correlated, highlighting the significance of social support in reducing this link and preserving work-life balance (Tehreem et al., 2022). Additionally, research has demonstrated the negative impacts of workplace stress on job performance, highlighting the necessity of interventions to control stress levels and improve university teachers' job performance (Jallu et al., 2022).

University teachers' job stress has been proven to be significantly impacted by work-family conflict. Studies show that work-family conflict is linked to elevated workplace stress levels, particularly when considering the interaction between work and family obligations (Toprak et al., 2022; Ahmad et al., 2022). Moreover, psychological capital is one component that might assist in lessening the impact of work-family conflict on teacher job stress by moderating the association between work-family conflict and stress at work (Toprak et al., 2022). Further highlighting the complex relationship between work-family conflict and job stress in the academic setting, work-family conflict has been shown to indirectly contribute to posttraumatic stress symptoms (PTSS) during difficult times like the COVID-19 pandemic through factors like perceived stress, rumination, and basic psychological needs (Huang et al., 2022).

According to research on university teachers, work-family conflict (WFC) and workplace stress have a favorable link. Research has indicated that university teachers frequently experience stress and burnout, with job stress as a significant contributing component (Tehreem et al., 2022). Furthermore, college teachers now experience

higher stress levels at work because of the reform in teacher performance management systems. This is because of their increasing workloads, pressure to advance in their careers, and job instability (Ye, 2022). Additionally, studies have shown that female university teachers are more stressed out at work than their male counterparts, highlighting the gender variations in resilience and stress tolerance (Hameed et al., 2022). Understanding these connections is essential to putting stress-reduction techniques into practice and encouraging university teachers to work in a healthier atmosphere.

Numerous studies have demonstrated the enormous influence that job stress has on university teachers' life satisfaction, especially for junior faculty members. University faculty members' life satisfaction is significantly impacted by work-related stress, which includes administrative, teaching, and research stress. Emotional burnout is a major psychological mechanism behind this (Xu & Wang, 2023). Furthermore, university teachers' job satisfaction is directly negatively correlated with professional burnout features such as emotional tiredness, low accomplishment, and depersonalization, with welfare and salary being significant predictors (Zhang & Tungsawat, 2023). Additionally, it has been established that there is a relationship between perceived stress and life satisfaction, with higher perceived stress levels being linked to higher levels of professional burnout and higher life satisfaction levels being linked to lower levels of burnout among teaching staff (Wilczek-Rużyczka & Wyszyńska-Michalec, 2023).

1.2.3 Job Satisfaction

Job satisfaction is the level of happiness, fulfillment, and good emotional state that university faculty members feel about their professional roles and obligations. This covers their happiness with interactions with other academic community members,

research, teaching, and administrative responsibilities. One important factor that affects the general performance of educational institutions is the job satisfaction of university teachers. According to research, the university environment, individual teacher traits, and student interactions all impact university teachers' job satisfaction (Yang & Hoque, 2023). Research has indicated that a range of factors, including connections with coworkers, working environment, pay, and chances for challenge and advancement, impact university teachers' job satisfaction (Liu, 2006).

Furthermore, it has been discovered that employability and transformational leadership styles considerably increase job satisfaction among university teachers, with employability having a more significant impact on satisfaction levels (Tentama et al., 2021). According to Nayak and Nayak (2014), married teachers report higher levels of job satisfaction than single teachers. Other demographic indicators like marital status have also been connected to job satisfaction. In general, raising the standard of instruction and increasing job satisfaction among university teachers depend on comprehending and resolving these complex issues.

According to numerous research studies, university teachers' job satisfaction and work-family conflict (WFC) are negatively correlated. According to Jiang's research, job satisfaction was positively influenced by perceived organizational support, whereas WFC and family-work conflict negatively predicted job satisfaction in Chinese female university teachers (Su & Jiang, 2023a). In a similar vein, Wang et al. (2023) discovered that using job burnout as a mediator, workplace exclusion was associated with decreased job satisfaction among university teachers. Furthermore, Zhang and Tungsawat (2023) showed that components of job burnout, such as emotional tiredness, low accomplishment, and depersonalization, had a direct negative impact on several variables of teachers' job satisfaction, with welfare and salary having

the best predictive power. These results highlight the adverse effects of work-family conflict (WFC) and job burnout on university teachers' job satisfaction, underscoring the significance of resolving these concerns to raise overall job satisfaction levels.

A complicated and nuanced relationship exists between university teachers' job stress and job satisfaction. Studies show that work-related stress has a detrimental effect on job satisfaction and that stress levels are exacerbated by work-family conflict, busyness, and burnout (Kim et al., 2023; Liu et al., 2023; Xu & Wang, 2023; Zhang & Tungsawat, 2023). Coping strategies, on the other hand, are essential in regulating this link because teachers who possess more robust coping mechanisms are less likely to feel that stress negatively affects their job satisfaction (Woods et al., 2023).

1.2.4 Family Satisfaction

Family satisfaction is the overall sense of fulfillment and contentment that family members feel in their connections. The degree of contentment with family life and relationships is known as family satisfaction (Zabriskie & McCormick, 2001). It includes several things, including the capacity for successful dispute resolution, communication, mutual respect, emotional support, and shared duties. A harmonious and supportive family atmosphere results from members feeling appreciated, understood, and linked, which is shown by high family satisfaction.

Evidence from several research (Al Musadieq 2019; Emanuel et al., 2018; Morr Loftus & Droser, 2020; Schnettler et al., 2020) shows that job and family satisfaction positively correlate. Work-to-family and family-to-work conflict frequently results in both work and family satisfaction; however, the domain generating the conflict may determine the correlation patterns between satisfaction and conflict (Amstad et al., 2011). Additionally, university teachers have greater work-family conflict than physicians and engineers, which affects their jobs and overall quality of life (Priyanka

et al., 2022). These results highlight how crucial it is to resolve work-family conflict to improve university teachers' overall well-being and family satisfaction.

1.2.5 Life Satisfaction

A person's subjective evaluation of their general level of happiness and pleasure with life is called life satisfaction. It includes a person's assessment of their situation and how well it fits their goals and expectations. This assessment is frequently based on several variables, such as relationships, health, work-life balance, personal accomplishments, and general quality of life. A person's general attitude toward their life is reflected in their level of life satisfaction, which is a crucial factor in overall satisfaction and mental health.

A cognitive assessment of one's life quality, life satisfaction includes both general well-being and self-perceived positive traits (Bramhankar et al., 2023; Меренкова &Солодкова, 2020). It has a close relationship with subjective well-being, economic status, friends, family, and job satisfaction, among other aspects of life (Меренкова & Солодкова, 2020). Sociodemographic characteristics, physical and mental health, social support, and past experiences with abuse or trauma all have an impact on life satisfaction (Bramhankar et al., 2023). University teachers' self-efficacy and job satisfaction are strongly impacted by fulfilling work-related basic psychological requirements, such as autonomy and competence, which affect life satisfaction (Meng, 2020).

Numerous research has repeatedly shown that WFC is linked to poorer levels of overall life satisfaction. WFC has been linked to lower levels of career, family, and life satisfaction (Chappell, 2012). Conflict between job and family can have a detrimental effect on a person's overall satisfaction and well-being. Studies reveal that

work-family conflict can result in reduced well-being, impacting mental and physical health as well as life satisfaction (Alshibani et al.,2023).

1.2.6. University Teachers

Academic experts known as university teachers work with students at the postsecondary level, usually at colleges and universities. In addition to planning and executing lectures, seminars, and workshops in their fields of specialization, they also grade and evaluate student work, carry out original research, produce books and scholarly articles, and assist with administrative and academic tasks. University teachers are vital to the advancement of information and the intellectual development of students. They can be referred to by several titles, including professor, associate professor, assistant professor, or lecturer.

Due to the demanding nature of their employment, which frequently entails long hours, large workloads, and constant pressure to publish and receive financing, university teachers are especially sensitive to WFC (Kashif & Rehman, 2020). WFC is common among university teachers worldwide and is linked to higher levels of stress, lower levels of job satisfaction, and lower levels of life satisfaction (Priyanka et al., 2022). For instance, a study on Pakistani female university teachers revealed a strong inverse association between work-life balance and job satisfaction, underscoring the difficulties women in academia experience (Kashif & Rehman, 2020).

In Bangladesh, cultural, sociological, and economic issues significantly influence university teachers' work-family conflict. Higher levels of work-family conflict might affect job and life satisfaction. These factors include gender norms, family expectations, and the important obligations of women as caregivers in society (Priyanka et al., 2022). Furthermore, the COVID-19 pandemic has made it more difficult for Bangladeshi women who teach at universities to manage their personal and

professional lives. This underscores the significance of financial aid, organizational support, and flexibility in preserving a positive work-life balance (Basak & Akter, 2022).

1.3 Research Questions of the Study

Research on WFC and its effects has been done in large quantities, but few studies have examined these links among Bangladeshi public university teachers. Because of cultural, social, and economic differences, most of the research done thus far has been done in Western environments. As a result, their conclusions may not immediately apply to the Bangladeshi context. A targeted examination is necessary due to the difficulties public university teachers in Bangladesh confront, which include high student-to-teacher ratios, scarce resources, and societal expectations. By filling in these gaps, the proposed study hopes to further knowledge of WFC and its effects while offering insights that would be useful to Bangladeshi public university teachers. Thus, the following research questions are the focus of this study:

1. What are the levels of work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers in Bangladesh?
2. What are the interrelationships among work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers in Bangladesh?
3. What significant differences exist in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction based on the designation of university teachers in Bangladesh?
4. What significant differences exist in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction between male and female university teachers in Bangladesh?

5. What significant differences exist in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction based on marital status among university teachers in Bangladesh?
6. What significant differences exist in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction based on the occupation of the spouse among university teachers in Bangladesh?
7. What significant differences exist in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction based on the support of the office head among university teachers in Bangladesh?
8. What are the direct effects of work-family conflict, job stress, job satisfaction, and family satisfaction on life satisfaction among university teachers in Bangladesh?
9. How do job stress, job satisfaction, and family satisfaction mediate the relationship between work-family conflict and life satisfaction among university teachers in Bangladesh?
10. How do job satisfaction and family satisfaction mediate the relationship between job stress and life satisfaction among university teachers in Bangladesh?

These research questions are designed to provide a comprehensive understanding of how work-family conflict impacts university teachers in Bangladesh, focusing on identifying the direct, mediating, and moderating factors that influence job stress, job satisfaction, family satisfaction, and life satisfaction.

1.4 Rationale of the Study

The higher education sector in Bangladesh is experiencing rapid growth, with public universities playing a critical role in this expansion. University teachers are at the forefront of this development, contributing significantly to students' academic and personal development. However, the increased demands of their professional roles often clash with their personal and family responsibilities, leading to work-family conflict. Understanding the implications of this conflict is essential for several reasons. Firstly, university teachers in Bangladesh face unique challenges that exacerbate work-family conflict. The pressure to publish research, engage in continuous professional development, and fulfill administrative duties, in addition to teaching responsibilities, creates an environment ripe for conflict between work and family roles. This can lead to increased job stress and decreased job satisfaction, affecting the quality of education provided to students. By exploring the relationship between work-family conflict and job-related outcomes, this study aims to identify specific stressors and their impacts on teachers' professional lives.

Secondly, work-family conflict extends beyond the workplace, affecting teachers' personal lives and well-being. Family satisfaction and life satisfaction are critical components of overall mental health and quality of life. High levels of work-family conflict can strain family relationships, leading to dissatisfaction and reduced life satisfaction. Understanding these psychosocial outcomes is crucial for developing comprehensive support systems that address professional and personal aspects of teachers' lives. Furthermore, the cultural context of Bangladesh, where family responsibilities are highly valued, adds another layer of complexity to the work-family conflict experienced by university teachers. The societal expectations to fulfill family

roles, alongside professional demands, can intensify the conflict, making it imperative to study these dynamics in the specific cultural setting of Bangladesh.

This study is also timely and relevant, given the current educational landscape. With the University Grants Commission (UGC) of Bangladesh reporting significant numbers of students and teachers in public universities, it is essential to ensure that educators are well-supported and satisfied in their roles. Addressing work-family conflict can improve job satisfaction, reduce job stress, and improve overall life satisfaction, ultimately benefiting the educational institutions and the students they serve. In summary, the rationale for this study lies in the critical need to understand the multifaceted impact of work-family conflict on university teachers in Bangladesh. By examining workplace and psychosocial outcomes, this research aims to provide valuable insights to inform policies and interventions to support university teachers. Enhancing their work-life balance will improve their well-being and contribute to the overall quality of higher education in Bangladesh.

1.5 Objectives and Hypotheses of the Present Study

The study's main objective was to investigate the relations of work-family conflict with workplace outcomes (job stress and job satisfaction) and psychosocial outcomes (family satisfaction and life satisfaction) among university teachers. The specific objectives and corresponding hypotheses are given below:

Objective 1

To assess the levels of work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers.

$H_{1.1}$: University teachers will report high levels of work-family conflict.

$H_{1.2}$: University teachers will report high levels of job stress.

$H_{1.3}$: University teachers will report varying levels of job satisfaction.

$H_{1.4}$: University teachers will report varying levels of family satisfaction.

$H_{1.5}$: University teachers will report varying levels of life satisfaction.

Objective 2

To analyze the interrelationship among work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction of university teachers.

$H_{2.1}$: Work-family conflict will be positively correlated with job stress among university teachers.

$H_{2.2}$: Work-family conflict will be negatively correlated with job satisfaction among university teachers.

$H_{2.3}$: Work-family conflict will be negatively correlated with family satisfaction among university teachers.

$H_{2.4}$: Work-family conflict will be negatively correlated with life satisfaction among university teachers.

$H_{2.5}$: Job stress will be negatively correlated with job satisfaction among university teachers.

$H_{2.6}$: Job stress will be negatively correlated with family satisfaction among university teachers.

$H_{2.7}$: Job stress will be negatively correlated with life satisfaction among university teachers.

$H_{2.8}$: Job satisfaction will be positively correlated with family satisfaction among university teachers.

$H_{2.9}$: Job satisfaction will be positively correlated with life satisfaction among university teachers.

$H_{2.10}$: Family satisfaction will be positively correlated with life satisfaction among university teachers.

Objective 3

To assess the significant differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction based on designation among university teachers.

$H_{3.1}$: There will be significant differences in work-family conflict among university teachers based on their designation.

$H_{3.2}$: There will be significant differences in job stress among university teachers based on their designation.

$H_{3.3}$: There will be significant differences in job satisfaction among university teachers based on their designation.

$H_{3.4}$: There will be significant differences in family satisfaction among university teachers based on their designation.

$H_{3.5}$: There will be significant differences in life satisfaction among university teachers based on their designation.

Objective 4

To determine the significant differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction between male and female university teachers.

$H_{4.1}$: Female university teachers will experience higher levels of work-family conflict compared to male university teachers.

$H_{4.2}$: Female university teachers will experience higher levels of job stress compared to male university teachers.

$H_{4.3}$: Female university teachers will report lower job satisfaction compared to male university teachers.

$H_{4.4}$: Female university teachers will report lower family satisfaction compared to male university teachers.

$H_{4.5}$: Female university teachers will report lower life satisfaction compared to male university teachers.

Objective 5

To evaluate the significant differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction based on marital status among university teachers.

$H_{5.1}$: Married university teachers will experience higher levels of work-family conflict compared to single university teachers.

$H_{5.2}$: Married university teachers will experience higher levels of job stress compared to single university teachers.

$H_{5.3}$: Married university teachers will experience higher levels of job satisfaction compared to single university teachers.

$H_{5.4}$: Married university teachers will experience higher levels of family satisfaction compared to single university teachers.

$H_{5.5}$: Married university teachers will experience higher levels of life satisfaction compared to single university teachers.

Objective 6

To examine the significant differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction based on spouse occupation among university teachers.

$H_{6.1}$: University teachers with spouses in demanding occupations (service or business) will experience higher levels of work-family conflict compared to those with spouses in less demanding occupations (housewife or unemployed).

$H_{6.2}$: University teachers with spouses in demanding occupations (service or business) will experience higher levels of job stress compared to those with spouses in less demanding occupations (housewife or unemployed).

$H_{6.3}$: University teachers with spouses in demanding occupations (service or business) will report lower levels of job satisfaction compared to those with spouses in less demanding occupations (housewife or unemployed).

$H_{6.4}$: University teachers with spouses in demanding occupations (service or business) will report lower levels of family satisfaction compared to those with spouses in less demanding occupations (housewife or unemployed).

$H_{6.5}$: University teachers with spouses in demanding occupations (service or business) will report lower levels of life satisfaction compared to those with spouses in less demanding occupations (housewife or unemployed).

Objective 7

To examine the significant differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction based on the support of office heads among university teachers.

$H_{7.1}$: University teachers who perceive high levels of support from their office heads will experience lower levels of work-family conflict compared to those who perceive low levels of support.

$H_{7.2}$: University teachers who perceive high levels of support from their office heads will experience lower levels of job stress compared to those who perceive low levels of support.

$H_{7.3}$: University teachers who perceive high levels of support from their office heads will report higher levels of job satisfaction compared to those who perceive low levels of support.

$H_{7.4}$: University teachers who perceive high levels of support from their office heads will report higher levels of family satisfaction compared to those who perceive low levels of support.

$H_{7.5}$: University teachers who perceive high levels of support from their office heads will report higher levels of life satisfaction compared to those who perceive low levels of support.

Objective 8

To examine the direct effects of work-family conflict on job stress, job satisfaction, family satisfaction, and life satisfaction of university teachers.

$H_{8.1}$: Work-family conflict will have a significant effect on increasing job stress among university teachers.

$H_{8.2}$: Work-family conflict will have a significant negative effect on job satisfaction among university teachers.

$H_{8.3}$: Work-family conflict will have a significant negative effect on family satisfaction among university teachers.

$H_{8.4}$: Work-family conflict will have a significant negative effect on life satisfaction among university teachers.

$H_{8.5}$: Job stress will have a significant negative effect on job satisfaction among university teachers.

$H_{8.6}$: Job stress will have a significant negative effect on family satisfaction among university teachers.

$H_{8.7}$: Job stress will have a significant negative effect on life satisfaction among university teachers.

$H_{8.8}$: Job satisfaction will have a significant positive effect on life satisfaction among university teachers.

$H_{8.9}$: Family satisfaction will have a significant positive effect on life satisfaction among university teachers.

Objective 9

To explore the mediating effects of job stress, job satisfaction, and family satisfaction on the relationship between work-family conflict and life satisfaction among university teachers

$H_{9.1}$: Job stress will mediate the relationship between work-family conflict and life satisfaction among university teachers.

$H_{9.2}$: Job satisfaction will mediate the relationship between work-family conflict and life satisfaction among university teachers.

$H_{9.3}$: Family satisfaction will mediate the relationship between work-family conflict and life satisfaction among university teachers.

Objective 10

To investigate the mediating effects of job satisfaction and family satisfaction on the relationship between job stress and life satisfaction among university teachers.

$H_{10.1}$: Job satisfaction will mediate the relationship between job stress and life satisfaction among university teachers.

$H_{10.2}$: Family satisfaction will mediate the relationship between job stress and life satisfaction among university teachers.

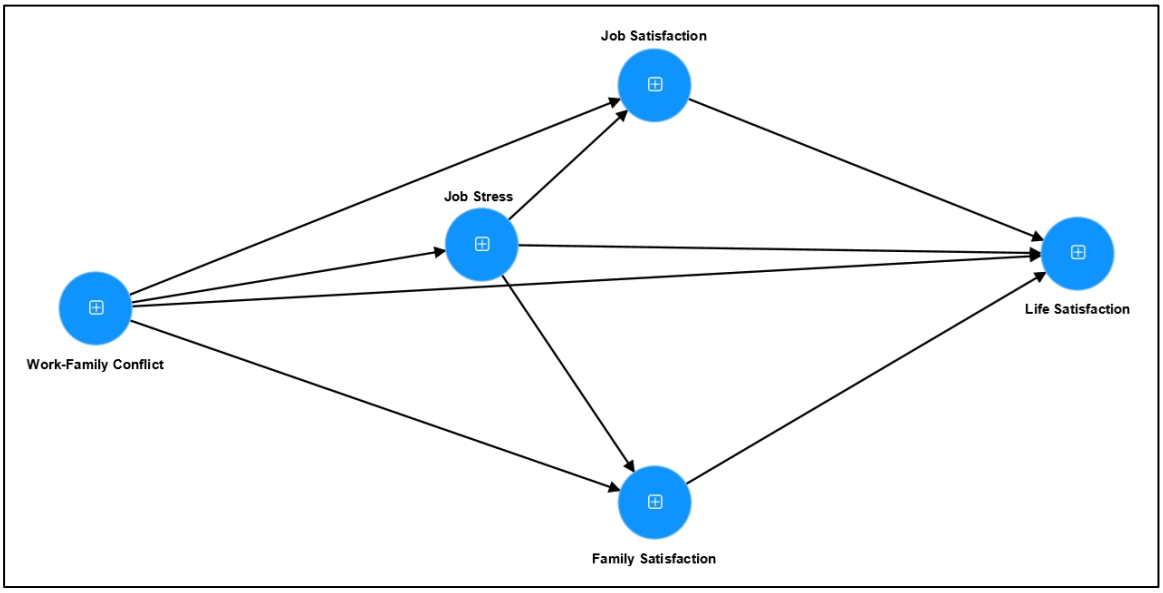
1.6 Conceptual Framework of the Study

Figure 1 shows a comprehensive framework for the study to assess the relations of work-family conflict with workplace (job stress and job satisfaction) and psychosocial (family satisfaction and life satisfaction) outcomes among university teachers. The conceptual model posits that work-family conflict (WFC) directly increases job stress and decreases job satisfaction, which are critical workplace outcomes. Additionally, WFC negatively impacts family satisfaction and life satisfaction, representing key psychosocial outcomes. The model further suggests that job stress reduces job satisfaction and diminishes family satisfaction, thereby affecting overall life satisfaction. Job satisfaction and family satisfaction are proposed to mediate

the relationship between WFC and life satisfaction, highlighting the cascading effects of WFC from workplace stressors to broader life contentment.

Figure 1

Conceptual Model of the Study



This framework underscores the profound impact of WFC on university teachers, where the demands of academic responsibilities and family roles intersect, leading to increased stress and decreased satisfaction in both areas. By elucidating these relationships, the model provides a comprehensive understanding of how WFC influences overall well-being, suggesting that interventions aimed at reducing WFC could enhance job satisfaction, family satisfaction, and life satisfaction among university teachers (Spector, 1997; Voydanoff, 2005; Zhao et al., 2011).

1.7 Operationalization of Variables

In this study, key variables – work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction – are operationalized to ensure they can be accurately measured and analyzed. Operationalization involves defining each variable

in measurable terms and selecting appropriate instruments to capture these variables effectively. Below are the details of how each variable is operationalized:

Independent Variable

Work-Family Conflict. Work-family conflict arises from a bidirectional relationship (i.e., WIF and FIW) in which the demands of work and family duties are mutually incompatible. This sort of inter-role conflict occurs when each role interferes with the other (Greenhaus & Beutell, 1985). A thorough framework for work-family conflict (WFC) was proposed by Carlson et al. (2000). Based on the type and direction of the conflict, six distinct types were identified, including time-based conflict, strain-based conflict, behavior-based conflict, and conflict that operates in both directions—work interference with family (WIF) and family interference with work (FIW). Six core elements and two secondary components emerge from this categorization, which captures the complexity and multidimensionality of WFC experiences.

Mediating Variable

Job Stress. Job stress is characterized as a specific kind of stressor associated with demands and pressures at work that are out of proportion to an individual's skills and knowledge, and that test their capacity for coping. Numerous variables, such as job uncertainty, excessive workloads, a lack of control, and unfavorable working circumstances, can lead to job stress (Judge et al., 1994).

Job Satisfaction. According to George and Jones (2008), "job satisfaction is the collection of feelings and beliefs people have about their current job." A worker's behavior at work is closely related to their level of job satisfaction, which is a composite of both positive and negative attitudes about their employment (Armstrong, 2006; Aziri, 2008; Davis & Newstrom, 1985; Spector, 1997).

Family Satisfaction. The degree to which family members are content and fulfilled with one another is known as family satisfaction. The three Circumflex Model-related dimensions—cohesion, flexibility, and communication—are included in the operational definition. According to Olson (2004), the family satisfaction scale's items evaluate satisfaction in all three categories.

Dependent Variable

Life Satisfaction. Life satisfaction is "a cognitive judgmental process in which individuals assess the quality of their lives by evaluating their own criteria, such as their own standards, aspirations, and goals" (Diener et al., 1985). Simply put, life satisfaction is how people view and assess their entire events and circumstances. It entails a subjective evaluation of how well their life fulfills their expectations, aspirations, and goals, including relationships, work, health, and personal accomplishments.

Chapter 2
Review of Literature

Review of Literature

This section provides a comprehensive review of relevant literature related to the objectives of the present study, which aims to examine the Relations of work-family conflict with job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers.

2.1 Levels of Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction among University Teachers

Heavy workloads, responsibilities for research, administrative work, and family obligations can all contribute to work-family conflict (WFC) among university teachers. Studies have indicated that elevated WFC is linked to adverse consequences such as elevated stress, reduced work contentment, and diminished overall well-being (Michel et al., 2011). University teachers frequently experience job stress, which is impacted by several variables such as workload, time constraints, and position ambiguity (Winefield et al., 2003). Excessive work-related stress can result in mental health problems, burnout, and decreased productivity. Research has indicated that teachers' struggles to balance their personal and professional lives make WFC a strong predictor of job stress (O'Driscoll et al., 2004). The stress associated with meeting the demands of both work and family can exacerbate feelings of pressure and exhaustion, further impacting job performance and satisfaction.

University teachers' job satisfaction is affected by work-life balance, professional development opportunities, and peer support (Hagedorn, 2000). High WFC has been linked to lower job satisfaction because it makes it difficult to combine work and family responsibilities, which can cause guilt, dissatisfaction, and a sense of unfulfillment at work (Zhao et al., 2011). University teachers' job satisfaction can be increased by addressing WFC and providing a supportive work environment. High

levels of WFC can negatively impact family relationships and lower the standard of family life for university teachers (Frone et al., 1992). Reduced family satisfaction might arise from tensions between academic commitments and home responsibilities. Guilt and dissatisfaction can arise when people cannot perform their family responsibilities because of job constraints, further reducing family satisfaction (Voydanoff, 2005). Due to the stress and conflict that come with juggling job and family responsibilities, studies have shown that higher WFC is linked to worse life satisfaction (Allen et al., 2000).

2.2 Relations of Work-Family Conflict with Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction among University Teachers

A substantial amount of research demonstrates that among university teachers, WFC and job stress are strongly positively correlated (Akhtar et al., 2022). Elevated stress levels, emotional tiredness, and burnout can result from an inability to balance the conflicting demands of work and home life. According to studies, educators with high WFC report feeling overworked, emotionally spent, and less able to handle their workload, eventually affecting their general well-being and effectiveness at work.

Among university teachers, WFC has continuously been associated with lower levels of life satisfaction, family satisfaction, and job satisfaction (Munawar & Sittar, 2020). People may feel inadequate, guilty, and frustrated when job and family conflict, which lowers their level of happiness in these important areas of life. Oshagbemi (1997) discovered, for example, that although research and teaching activities can be fulfilling, they can also exacerbate job dissatisfaction if they are adversely affected by WFC. Cinamon and Rich (2005) also pointed out that teachers' overall job satisfaction may be negatively impacted by WIF, which is a result of their perception of the value of both work and home responsibilities.

Empirical evidence indicates that sociodemographic variables, including age, gender, marital status, number of children, and years of teaching experience, may impact the association between WFC and its results. For instance, research indicates that because of cultural norms and traditional gender roles, female university teachers frequently have greater levels of WFC (Kashif & Rehman, 2020). Similarly, teachers with young children may find it more difficult to balance work and family life demands than their colleagues who do not.

2.3 Differences in Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction Based on Designation of University Teachers

Junior faculty members often experience high levels of WFC due to the dual pressures of establishing their careers and managing personal responsibilities. They are frequently tasked with heavy teaching loads, intensive research demands, and the need to secure tenure, all of which can contribute to heightened WFC (Bozeman & Gaughan, 2011). Junior faculty members are often assigned significant teaching responsibilities as they strive to build their teaching portfolios. These heavy teaching loads can consume substantial time and energy, leaving little room for family life. Concurrently, the pressure to publish research and achieve academic recognition adds to their workload, further increasing the likelihood of WFC (O'Meara et al., 2008). Unlike their senior counterparts, junior faculty members may not have established networks or access to resources that can help mitigate WFC. The lack of mentorship, flexible work arrangements, and support systems can make it challenging for them to manage the demands of both work and family (Bailyn, 2003). This lack of support can lead to feelings of isolation and increased stress, further intensifying WFC (Mason & Goulden, 2004).

Senior faculty members, although they might experience different kinds of pressures, generally have more resources and autonomy to manage their work-life boundaries. Their long tenure within the institution often affords them greater flexibility and control over their schedules, which can help mitigate WFC (Katz & Kahn, 1978). Senior faculty members often take on significant administrative responsibilities, such as department chair roles or leadership positions within the university. These roles can be demanding and time-consuming, contributing to WFC. However, their experience and established networks can provide them with more effective strategies for managing these demands (Sorcinelli, 1994).

2.4 Differences in Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction Between Male and Female University Teachers

According to a growing body of research, women in academics may have higher levels of WFC, especially WFC-F, because they are frequently responsible for providing greater care for their families (Solanki & Mandaviya, 2021; Yasin & Naqvi, 2016). This discrepancy emphasizes the necessity of comprehending how gender interacts with other social and institutional factors to form individual experiences rather than just recognizing the existence of WFC.

Although many variables affect job satisfaction, research indicates that WFC is the major (Kashif & Rehman, 2020). Furthermore, research has shown gender disparities in academic job satisfaction (Okpara et al., 2005; Taylor et al., 2014). Less work-life balance programs, uneven remuneration, barriers to leadership roles, and other factors can all decrease workplace satisfaction for female academics.

2.5 Differences in Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction Based on Marital Status of University Teachers

One important factor influencing the WFC experience is marital status. Studies show that married people frequently report higher WFC than single people, mostly because of their increased responsibilities to their families (Allen & Finkelstein, 2014). It can be particularly difficult for university teachers to balance job and family responsibilities, particularly if both spouses work (Byron, 2005).

Few studies have examined how family dynamics affect the job satisfaction of university faculty members. Among the most well-known of these is Hagedorn (2000), who claims that married faculty members report feeling more satisfied with their jobs than their single counterparts. It is also anticipated that marriage will boost university faculty members' job satisfaction because of comparable factors such as psychological support and encouragement from their spouses, task specialization and labor division, and a decrease in emotions of loneliness.

Because a partner provides emotional and social support, married people tend to report higher levels of life satisfaction (Kiecolt-Glaser & Newton, 2001). A supportive spouse can mitigate the negative consequences of work-family conflict and improve the overall well-being of university teachers (Bakker et al., 2005). Nonetheless, one important consideration is the nature of the married partnership. The advantages of marriage can be countered, and life satisfaction is reduced by high levels of marital conflict (Amato, 2010). While they may benefit from fewer family-related difficulties, single university teachers may have poorer life satisfaction if they lack social support (Hobfoll, 1989).

2.6 Differences in Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction Based on Spouses' Occupation of University Teachers

There is growing recognition of the impact of a spouse's job on WFC. Due to conflicting expectations and time constraints, research indicates that couples with dual careers have greater levels of WFC (Byron, 2005). Having a spouse in a demanding profession can worsen work-family conflict for university teachers, whose work frequently involves working beyond regular hours for teaching, research, and administrative responsibilities (Eby et al., 2005). Research has demonstrated that a spouse's occupational attributes greatly impact the primary earner's work-to-family balance, including work hours, job demands, and flexibility (Michel et al., 2011). For example, a university teacher may have more domestic obligations if their spouse works long hours at a high-stress profession, which could result in a greater WFC (Crouter et al., 2001).

According to Slišković and Maslać Seršić (2011), working from home causes more stress at work and lowers job satisfaction. The pressures of their spouse's job might either enhance or lessen these impacts for university teachers. Flexible working-supportive spouses might lessen work-related stress by offering practical and emotional assistance (Karasek & Theorell, 1990). On the other hand, if both partners work in high-stress environments, this might result in cumulative stress, which raises the overall level of job stress that university teachers face (Barnett & Hyde, 2001).

According to a study by Elloy & Smith (2003), couples with two careers have greater stress levels, role ambiguity, role conflict, overload, and family conflict than couples with one career. Because people in these kinds of partnerships must balance the demands and responsibilities of two occupations with those of a family, there is an

increased chance of conflict between the two positions (Adams et al., 1996; Frone et al., 1992). On the other hand, unbalanced schedules, conflicting professional priorities, or a spouse's lack of support can exacerbate family strife and lower overall life satisfaction.

2.7 Differences in Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction Based on the Supportiveness of Office Heads of University Teachers

It has been demonstrated that WFC is decreased by supportive supervision, characterized by empathy, adaptability, and help in juggling work and family obligations (Allen, 2001). Office heads' support in offering flexible work arrangements and respecting family responsibilities can greatly ease work-family conflict (WFC) for university teachers, whose work frequently extends beyond traditional office hours due to research and administrative duties (Eby et al., 2005). It is commonly known that supportive leadership can help reduce work-related stress. Office managers can help their staff feel less stressed by providing clear instructions, emotional support, and useful resources (Karasek & Theorell, 1990). Support from office heads can reduce stress related to administrative duties, publishing pressures, and heavy teaching loads for university teachers (Winefield et al., 2003).

Research studies show that supportive leadership and job satisfaction are positively correlated (Podsakoff et al., 1996). By acknowledging their efforts, offering professional growth opportunities, and fostering a collaborative work atmosphere, supportive office leaders can help university teachers feel more satisfied with their jobs (Bogler, 2001). According to the spillover idea, happiness or unhappiness in one area of life may impact another (Edwards & Rothbard, 2000). Office heads can enhance family satisfaction by supporting policies that allow university teachers to fulfill their

family obligations without sacrificing their professional obligations, such as flexible work hours and family-friendly workplace initiatives (Hammer et al., 2009). Higher life satisfaction results from supportive leadership's beneficial effects on work-family balance, job stress, job satisfaction, and family satisfaction (Judge et al., 2005). University teachers are likely to lead more balanced and satisfying lives on both a personal and professional level if they receive sufficient support from their office leaders (Kinman & Jones, 2008).

2.8 Direct Effects of Work-Family Conflict on Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction among University Teachers

Several research works have demonstrated a robust and direct correlation between WFC and higher levels of job stress experienced by university teachers (Akhtar et al., 2022). Emotional weariness, burnout, and overwhelming feelings can result from the strain of meeting competing demands and the constant juggling involved. Voydanoff (2005) discovered a direct correlation between increased perceived stress levels and particular work-to-family boundary-spanning demands, such as multitasking between work and family. High levels of workplace stress negatively correlate with job satisfaction (Spector, 1997). Antoniou et al. (2000) conducted a study that revealed that academic staff members under a lot of stress at work had significantly poorer job satisfaction. This finding underscores the negative impact of stress on educators' professional fulfillment.

WFC directly reduces people's sense of fulfillment and enjoyment from their work, decreasing job satisfaction (Su & Jiang, 2023b). Feeling content with their professional accomplishments becomes difficult for university teachers when job and family life are always at odds. Kossek and Ozeki (1998) demonstrated the deleterious

effects of this conflict on teachers' overall work experience by confirming, via a meta-analysis, a constant negative association between all forms of WFC and job satisfaction.

WFC has detrimental effects beyond the office and immediately influences family satisfaction. Family members may experience tension, dissatisfaction, and guilt when professional obligations interfere with personal time or the other way around (Anandasayanan et al., 2011). This may show up as less time spent with close friends and family, strained relationships, and overall dissatisfaction with family life. According to research by Carlson and Kacmar (2000), job stress has a detrimental impact on family satisfaction since it makes it harder to successfully carry out family responsibilities due to stress and demands at work. Family satisfaction is a significant predictor of life satisfaction at all life course phases (Gove et al., 1983). Their research showed that people with high family satisfaction typically have greater life satisfaction regardless of age or other demographic characteristics.

Ultimately, WFC's direct effects on family satisfaction, job stress, and job satisfaction combine to affect people's total life satisfaction (Priyanka et al., 2022). University teachers may experience long-term stress, discontent, and guilt related to WFC, which can lead to feelings of unfulfillment and overall life dissatisfaction. Brummelhuis & Bakker (2012) discovered that interfering from family to work negatively affects coworker results and harms the employee, underscoring the conflict's extensive effects. High levels of professional stress can affect every part of life and lower satisfaction levels overall. According to a study by Diener et al. (1999), stress at work is a strong predictor of life satisfaction because stress-related conditions, including burnout and an unbalanced work-life schedule, can negatively impact overall well-being.

According to research by Judge and Watanabe (1993), life satisfaction is strongly predicted by job satisfaction. According to their study, people who are happy in their professions also tend to be happier in life, which implies that having good work experience can improve one's overall well-being. Oshagbemi (1999) conducted a study on university teachers and found that job satisfaction significantly influences life satisfaction. The study found that university teachers who were more satisfied with their jobs were also more satisfied with their lives, highlighting the importance of encouraging work settings that support job satisfaction to improve overall well-being.

2.9 Mediating Roles of Job Stress, Job Satisfaction, and Family Satisfaction in the Relationship Between Work-Life Conflict and Life Satisfaction among University Teachers

Among university teachers, job stress significantly mediates the association between WFC and life satisfaction (Wang et al., 2020). Excessive WFC can cause stress in family dynamics and diminish the quality of family life, which lowers family satisfaction (Frone et al., 1992). Overall life satisfaction may decline because of this decline in family satisfaction. The challenge of balancing work and family responsibilities for university teachers can result in domestic disputes, which lowers family satisfaction and life satisfaction.

According to research by Grzywacz and Marks (2000), family satisfaction is a crucial mediator, emphasizing how disruptions in family life brought on by WFC can harm overall well-being. Xu & Wang (2023) discovered that among junior teachers, the association between job stress and life satisfaction was mediated by emotional burnout, a result of extended job stress. This finding highlights the negative effects of uncontrolled stress. The association between WFC and life satisfaction is also mediated by job satisfaction, a crucial measure of well-being. WFC causes resentment, guilt, and

unfulfillment in one's work, negatively impacting job satisfaction (Zhao et al., 2011). People who struggle to find fulfillment and purpose in their work lives also report lower levels of overall life satisfaction because of their decreased job satisfaction. WFC can lower a university teacher's job satisfaction, which lowers overall life satisfaction.

According to research by Judge et al. (2000), job satisfaction plays a critical role as a mediator in explaining the relationship between WFC and life satisfaction. WFC can have a detrimental effect on job satisfaction, which can then influence life satisfaction as the discontent at work permeates other aspects of life. WFC has detrimental effects on family life and, in turn, overall life satisfaction, which goes well beyond the job. WFC can result in more family conflict, strained relationships, and less time spent with loved ones—all of which can affect family satisfaction (Klassen & Chiu, 2010). This immediately decreases family satisfaction and negatively impacts an individual's life satisfaction.

A more comprehensive picture of how WFC ultimately affects university teachers' life satisfaction can be obtained by looking at the mediating roles of job stress, job satisfaction, and family satisfaction. The association between WFC and life satisfaction was found to be considerably mediated by job stress, according to research by Carlson et al. (2000). Likewise, a study by Judge et al. (1997) showed that the relationship between WFC and life satisfaction is influenced by job satisfaction, which acts as a crucial mediator. Additionally, studies conducted by Allen et al. (2000) demonstrated the mediating function of family satisfaction, demonstrating how WFC's detrimental effects on family life translate into decreased life satisfaction.

2.10 Mediating Roles of Job Satisfaction and Family Satisfaction in the Relationship Between Job Stress and Life Satisfaction among University Teachers

The detrimental effects of work stress on life satisfaction are largely mitigated by job satisfaction. People can handle stress at work better when they regard their profession as fulfilling, interesting, and well-compensated (Li, 2018). A high level of job satisfaction can serve as a buffer, reducing the detrimental effects of job stress on other areas of life and enhancing overall satisfaction. On the other hand, a poor level of job satisfaction might worsen the detrimental consequences of workplace stress, which will cause a bigger drop in life satisfaction. The hypothesis that job satisfaction moderates the link between job stress and life satisfaction is supported by research conducted by Judge et al. (1997). Researchers discovered that those with high stress at work also have lower levels of personal satisfaction.

A university teacher is among the many people who find great fulfillment and support in their families. As a protective factor against work-related stress, a happy and nurturing family atmosphere can enhance overall well-being and life satisfaction (Demirel, 2014). High family satisfaction makes people more capable of handling work-related stress and keeping it from negatively impacting their overall well-being. However, the negative impacts of professional stress can be amplified when family life is also a source of stress or discontent, resulting in a more notable fall in life satisfaction. Excessive levels of job stress can have a knock-on effect on relationships and lower family satisfaction (Bolger et al., 1989). The association between job stress and life satisfaction was considerably mediated by job satisfaction (Ilies et al., 2009). Wayne et al. (2004) showed that family satisfaction moderates the association between life satisfaction and job stress, underscoring the significance of family dynamics for overall well-being.

Chapter 3
Method

Method

3.1 Ethical Consideration

Official permissions were obtained from the original author to use the original English version of the WFC scale, JSS, FSS, and SWLS in this study. This study was submitted to and approved by the Ethical Review Committee of the Faculty of Biological Sciences, University of Dhaka (Ref. No. 189/Biol. Scs. & Date: December 20, 2022). To comply with the ethical principles and standards of the American Psychological Association (APA), this researcher sought consent from university teachers. All participants were informed about the purpose of the study and that their participation was voluntary, anonymous, and strictly confidential. In addition, they were informed that there were no right or wrong answers in the assessment measures; it is just an honest expression of their feelings and behaviors.

3.2 Study Design

This study adopts a cross-sectional survey design to investigate the relationships between work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers in Bangladesh by adopting quantitative techniques.

3.3 Sampling Technique

Non-probability (convenient) sampling was utilized to select university teachers from 16 public universities in Bangladesh. The universities included in the study are the University of Dhaka, Jahangirnagar University, Jagannath University, Mawlana Bhashani Science and Technology University, University of Chittagong, Begum Rokeya University, University of Rajshahi, Noakhali Science and Technology University, Bangabandhu Sheikh Mujibur Rahman Science & Technology University,

Pabna University of Science and Technology, Bangladesh Open University, Bangladesh Agricultural University, University of Barishal, Comilla University, Bangladesh University of Textiles, and Sher-e-Bangla Agricultural University.

3.4 Sample Size Determination

In the present study examining the relationships of work-family conflict with job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers in Bangladesh, the author used partial least squares structural equation modeling (PLS-SEM) to analyze the data. To ensure the robustness and reliability of the findings, the author determined the appropriate sample size using two different methods.

1. A-priori Sample Size Calculator for Structural Equation Modeling (Soper, 2024): Using this method, based on the parameters, i.e., anticipated effect size: 0.30, statistical power: 0.80, number of latent variables: 22, and number of observed variables: 85, the minimum required sample size was calculated to be 232. This method ensures that the study has sufficient power to detect the anticipated effect size with the given number of latent and observed variables.

2. Inverse Square Root Method (Kock & Hadaya, 2018): The inverse square root method was also employed at a 1% significance level to determine the minimum sample size. The formula for determining the minimum sample size is:

At 1% significance level, $n_{\min} > \left(\frac{3.168}{|Pmin|}\right)^2$

Using this formula, the parameters, i.e., minimum path coefficient open floor cap P m i. n close floor 0.20, were applied, and the minimum sample size was determined to be 251. This method ensures that even the smallest path coefficient in the

model can be detected with sufficient statistical power and a low probability of committing a Type I error.

This study involves a sample size of 463 university teachers. This sample size significantly exceeds the minimum requirements of 232 and 251, as calculated by the two methods above. The larger sample size enhances the precision and stability of the parameter estimates, increases the statistical power of the analysis, and improves the generalizability of the findings. By exceeding the minimum sample size requirements, the author ensures that the study was well-equipped to detect even small effects and interactions within the data, thereby providing more robust and reliable results. This substantial sample size strengthens the validity of our conclusions regarding the relationships between work-family conflict with job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers in Bangladesh.

3.5 Participants of the Study

Table 1 presents the distribution of participants by university, designation, and gender. The total sample comprises 463 participants from 16 universities in Bangladesh, including the University of Dhaka, Jagannath University, Jahangirnagar University, and others. The distribution covers four designations: lecturer, assistant professor, associate professor, and professor. The University of Dhaka has 89 participants, with 53 males and 36 females. Jagannath University has the largest representation, with 193 participants, including 120 males and 73 females. Jahangirnagar University and Noakhali Science & Technology University have 47 and 21 participants, respectively. The gender distribution varies across universities, with some institutions like Mawlana Bhashani Science & Technology University having no female participants in the ranks of lecturer, associate professor, and professor. Overall, the table highlights the diversity

in representation across different universities and academic positions, with a notable variation in gender distribution.

3.5.1 Demographic Characteristics of Participants

`Table 2 presents the demographic characteristics of participants categorized by designation and various variables, along with chi-square (χ^2) and significance (p) values. The sample includes 463 participants, comprising 61 lecturers, 144 assistant professors, 144 associate professors, and 114 professors. Gender distribution shows a significant difference ($\chi^2 = 21.07$, $p < .001$), with males representing 67.39% and females 32.61%. Marital status also reveals significant variation ($\chi^2 = 55.97$, $p < .001$), with 91.14% married, 7.78% unmarried, and 1.08% divorced.

The presence of children among married teachers differs significantly across designations ($\chi^2 = 67.16$, $p < .001$), with 84.31% having children. The spouse's occupation does not show significant differences ($\chi^2 = 12.98$, $p = .164$), although most spouses (61.83%) are employed in service. The health condition of children does not significantly differ ($\chi^2 = 17.48$, $p = .291$), with the majority (74.25%) rated as good. Support level from office heads varies significantly ($\chi^2 = 28.21$, $p = .020$), with 50.54% of participants considering their office heads supportive. Dependent care benefits do not show significant variation ($\chi^2 = 4.54$, $p = .209$), nor do childcare facilities ($\chi^2 = 1.68$, $p = .642$) or spouse care facilities ($\chi^2 = 6.84$, $p = .077$). However, daycare facility availability shows a significant difference ($\chi^2 = 8.75$, $p = .033$), with 61.21% having access to such facilities, whereas elderly care facility availability does not show significant variation ($\chi^2 = 4.79$, $p = .188$).

Table 1

Distribution of Participants by University, Designation, and Gender of Teachers

SL	Name of the University	Lecturer			Assistant Professor			Associate Professor			Professor			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	University of Dhaka	12	9	21	16	9	25	16	10	26	9	8	17	53	36	89
2	Jagannath University	2	9	11	41	25	66	40	27	67	37	12	49	120	73	193
3	Jahangirnagar University	1	3	4	4	1	5	7	1	8	29	1	30	41	6	47
4	Noakhali Science & Technology University	7	5	12	3	0	3	4	0	4	2	0	2	16	5	21
5	University of Chittagong	0	0	0	3	3	6	5	2	7	2	1	3	10	6	16
6	University of Rajshahi	1	2	3	5	1	6	0	1	1	3	1	4	9	5	14
7	Bangabandhu Sheikh Mujibur Rahman Science & Technology University	1	3	4	2	2	4	1	1	2	0	1	1	4	7	11
8	Mawlana Bhashani Science & Technology University	1	0	1	7	0	7	3	0	3	0	0	0	11	0	11

SL	Name of the University	Lecturer			Assistant Professor			Associate Professor			Professor			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
9	Bangladesh Open University	0	0	0	4	0	4	5	1	6	0	0	0	9	1	10
10	Bangladesh Agricultural University	1	2	3	1	0	1	1	1	2	3	0	3	6	3	9
11	University of Barishal	0	0	0	6	0	6	1	0	1	1	0	1	8	0	8
12	Comilla University	0	0	0	3	1	4	1	1	2	0	1	1	4	3	7
13	Begum Rokeya University, Rangpur	0	1	1	0	0	0	4	1	5	2	0	2	6	2	8
14	Pabna University of Science and Technology	0	0	0	0	1	1	4	1	5	1	0	1	5	2	7
15	Bangladesh University of Textiles	1	0	1	2	1	3	2	1	3	0	0	0	5	2	7
16	Sher-e-Bangla Agricultural University	0	0	0	3	0	3	2	0	2	0	0	0	5	0	5
	Total	27	34	61	100	44	144	96	48	144	89	25	114	312	151	463

Table 2

Demographic Characteristics of Participants by Designation and Categorical Personal Variables

Variable	Lecturer		Assistant Professor		Associate Professor		Professor		Total		χ^2	*p*
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Gender												
Male	27	44.26	100	69.44	96	66.67	89	78.07	312	67.39		
Female	34	55.74	44	30.56	48	33.33	25	21.93	151	32.61	21.07	< .001
Total	61	100.00	144	100.00	144	100.00	114	100.00	463	100.00		
Marital Status												
Married	43	70.49	129	89.58	139	96.53	111	97.37	422	91.14		
Unmarried	18	29.51	13	9.03	2	1.39	3	2.63	36	7.78	55.97	< .001
Divorce	0	0.00	2	1.39	3	2.08	0	0.00	5	1.08		
Total	61	100.00	144	100.00	144	100.00	114	100.00	463	100.00		
Have Children of Married Teachers												
No	24	55.81	24	18.32	14	9.86	5	4.50	67	15.69		
Yes	19	44.19	107	81.68	128	90.14	106	95.50	360	84.31	67.16	< .001
Total	43	100.00	131	100.00	142	100.0	111	100.0	427	100.0		
Spouse Occupation												
Service	32	74.42	79	60.31	86	60.56	67	60.36	264	61.83		
Business	2	4.65	15	11.45	19	13.38	9	8.11	45	10.54	12.98	.164
Housewife	6	13.95	34	25.95	34	23.94	34	30.63	108	25.29		
Unemployed	3	6.98	3	2.29	3	2.11	1	0.90	10	2.34		
Total	43	100.00	131	100.00	142	100.00	111	100.00	427	100.00		

Variable	Lecturer		Assistant Professor		Associate Professor		Professor		Total		χ^2	*p*
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Health Condition of Children												
Very Bad	1	5.00	0	0.00	1	0.78	1	0.93	3	0.82		
Bad	0	0.00	1	0.93	0	0.00	2	1.85	3	0.82		
Little Bad	1	5.00	3	2.78	8	6.20	4	3.70	16	4.38	17.48	.291
Little Good	4	20.00	9	8.33	15	11.63	7	6.48	35	9.59		
Good	14	70.00	81	75.00	91	70.54	85	78.70	271	74.25		
Very Good	0	0.00	14	12.96	14	10.85	9	8.33	37	10.14		
Total	20	100.00	108	100.00	129	100.00	108	100.00	365	100.00		
Support of Office Head												
Very Much Non-Supportive	3	4.92	10	6.94	4	2.80	2	1.77	19	4.12		
Non-Supportive	1	1.64	6	4.17	6	4.20	3	2.65	16	3.47		
Less Non-Supportive	4	6.56	15	10.42	11	7.69	9	7.96	39	8.46	28.21	.020
Less Supportive	19	31.15	28	19.44	46	32.17	27	23.89	120	26.03		
Supportive	23	37.70	74	51.39	71	49.65	65	57.52	233	50.54		
Very Much Supportive	11	18.03	11	7.64	5	3.50	7	6.19	34	7.38		
Total	61	100.00	144	100.00	143	100.00	113	100.00	461	100.00		
Have Dependent Care Benefits												
No	26	44.83	80	55.56	70	48.61	49	42.98	225	48.91		
Yes	32	55.17	64	44.44	74	51.39	65	57.02	235	51.09	4.54	.209
Total	58	100.00	144	100.00	144	100.00	114	100.00	460	100.00		

Variable	Lecturer		Assistant Professor		Associate Professor		Professor		Total		χ^2	*p*
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Day Care Facility												
No	14	43.75	20	32.26	22	30.14	34	52.31	90	38.79		
Yes	18	56.25	42	67.74	51	69.86	31	47.69	142	61.21	8.75	.033
Total	32	100.00	62	100.00	73	100.00	65	100.00	232	100.00		
Child Care Facility												
No	26	81.25	49	79.03	53	72.60	47	72.31	175	75.43		
Yes	6	18.75	13	20.97	20	27.40	18	27.69	57	24.57	1.68	.642
Total	32	100.00	62	100.00	73	100.00	65	100.00	232	100.00		
Spouse Care Facility												
No	17	53.13	36	58.06	40	54.79	24	36.92	117	50.43		
Yes	15	46.88	26	41.94	33	45.21	41	63.08	115	49.57	6.84	.077
Total	32	100.00	62	100.00	73	100.00	65	100.00	232	100.00		
Elderly Care Facility												
No	27	84.38	56	90.32	65	89.04	50	78.13	198	85.71		
Yes	5	15.63	6	9.68	8	10.96	14	21.88	33	14.29	4.79	.188
Total	32	100.00	62	100.00	73	100.00	64	100.00	231	100.00		

Table 3

Demographic Characteristics of Participants by Designation and Continuous Personal Variables

Variable	Designation	*n*	Range	*M*	*SD*	*F*	*p*
Age	Lecturer	61	24 - 39	30.08	3.05	296.82	< .001
	Assistant Professor	144	29 - 45	35.35	3.26		
	Associate Professor	144	30 - 50	40.24	3.71		
	Professor	114	26 - 65	48.52	6.54		
	Total	463	24 - 65	39.42	7.52		
Length of Marital Relations	Lecturer	43	0.5 - 12	3.91	3.23	161.17	< .001
	Assistant Professor	131	0.5 - 25	7.63	4.08		
	Associate Professor	142	1 - 24	11.25	4.45		
	Professor	111	4 - 43	19.47	6.50		
	Total	427	0.5 - 43	11.53	7.11		
Children Number	Lecturer	43	0 - 2	0.53	0.67	32.3	< .001
	Assistant Professor	131	0 - 3	1.17	0.79		
	Associate Professor	142	0 - 4	1.57	0.82		
	Professor	111	0 - 4	1.79	0.80		
	Total	427	0 - 4	1.40	0.87		
Age of Young Child	Lecturer	17	0.5 - 9	2.68	2.24	37.73	< .001
	Assistant Professor	103	0.08 - 20	3.53	3.29		
	Associate Professor	126	0.17 - 18	5.18	4.25		
	Professor	107	0.1 - 37	10.71	7.87		
	Total	353	0.08 - 37	6.26	6.14		
Job Experience in Current University	Lecturer	61	0.08 - 10	2.37	2.01	207.69	< .001
	Assistant Professor	144	1 - 23	7.57	2.83		
	Associate Professor	144	2 - 20	11.43	2.81		
	Professor	114	1 - 40	16.81	6.51		
	Total	463	0.08 - 40	10.36	6.11		

Table 3 presents the demographic characteristics of university faculty members across four academic ranks (lecturer, assistant professor, associate professor, and professor) in Bangladesh. The analysis of variance (ANOVA) was used to determine

the significance of differences across various continuous variables. Age shows a significant variation ($F = 296.82$, $p < .001$), with mean ages of 30.08 ($SD = 3.05$) for lecturers, 35.35 ($SD = 3.26$) for assistant professors, 40.24 ($SD = 3.71$) for associate professors, and 48.52 ($SD = 6.54$) for professors. Length of marital relations also differs significantly ($F = 161.17$, $p < .001$), with means of 3.91 years ($SD = 3.23$) for lecturers, 7.63 years ($SD = 4.08$) for assistant professors, 11.25 years ($SD = 4.45$) for associate professors, and 19.47 years ($SD = 6.50$) for professors.

The number of children varies significantly ($F = 32.3$, $p < .001$), with lecturers having an average of 0.53 children ($SD = 0.67$), assistant professors 1.17 ($SD = 0.79$), associate professors 1.57 ($SD = 0.82$), and professors 1.79 ($SD = 0.80$). The age of the youngest child also shows significant differences ($F = 37.73$, $p < .001$), with means of 2.68 years ($SD = 2.24$) for lecturers, 3.53 years ($SD = 3.29$) for assistant professors, 5.18 years ($SD = 4.25$) for associate professors, and 10.71 years ($SD = 7.87$) for professors. Lastly, job experience in the current university significantly differs across designations ($F = 207.69$, $p < .001$), with lecturers having an average of 2.37 years ($SD = 2.01$), assistant professors 7.57 years ($SD = 2.83$), associate professors 11.43 years ($SD = 2.81$), and professors 16.81 years ($SD = 6.51$).

These findings indicate significant differences in age, length of marital relations, number of children, age of the youngest child, and job experience in the current university among university faculty members in Bangladesh. The observed patterns suggest that higher academic ranks are associated with older age, longer marital relationships, more children, older youngest children, and greater job experience.

3.6 Used Measures

The five measuring scales were used in this study to assess work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction. The description and psychometric properties of the five scales are presented in Table 4. Also, a socio-demographic questionnaire was used.

3.6.1. Work-Family Conflict (WFC) Scale

The Bangla version of the WFC scale (Carlson et al., 2000) was used in the present study to measure the work-family conflict. The WFC scale is an 18-item multidimensional scale where nine items reflect Work Interference with Family (WIF) and nine reflect Family Interference with Work (FIW). The WIF sub-scale measures the extent to which work demands interfere with family-related obligations, whereas the FIW sub-scale measures the extent to which family demands interfere with work-related obligations. The items measure the six dimensions of the WFC, which arise from the integration of the three forms of WFC (time-based, strain-based, behavioral-based) and its two directions (Work Interference with Family, Family Interference with Work): time-based WIF, time-based FIW, strain-based WIF, strain-based FIW, behavior-based WIF, and behavior-based FIW. Each of the six dimensions of conflict is assessed with three items (Carlson et al., 2000).

In the original version of the WFC scale, all items are rated on an original 5-point Likert scale from Strongly Disagree (1) to Strongly Agree (5). Item responses were summed for subscales, with higher scores indicating more WFC. Carlson et al. (2000) reported internal consistency reliabilities for each subscale ranging from .76 to .89. The validity and reliability of this measure were assessed by confirmatory factor analysis (CFA) and alpha coefficients. All sub-scales proved to be reliable (Tabachnick

& Fidell, 2001) (time-based WIF = 0.82, strain-based WIF = 0.80, behavior-based WIF = 0.67, time-based FIW = 0.62, strain-based FIW = 0.84, behavior-based FIW = 0.76).

3.6.2 Job Stress Measure (JSM)

Job stress was measured with the Bangla version of the 16-item Job Stress Measure (Judge et al., 1994). In JSM, participants were asked to indicate the degree to which the items produced stress at work for them, rated on a 1= produces no stress to 5 = produces a great deal of stress scale. The score range is 16-80, and a higher score indicates higher job stress.

3.6.3 Job Satisfaction Survey

Job satisfaction was measured with the Bangla version of the Job Satisfaction Survey (JSS) (Spector, 1985; 1994). The JSS is a 36-item, 9-facet scale to assess employee attitudes about the job and aspects of the job. Each facet is assessed with four items, and a total score is computed from all items. A summated rating scale format is used, with six choices per item ranging from "strongly disagree" to "strongly agree." Items are written in both directions, so about half must be reverse-scored. The nine facets are pay, promotion, supervision, fringe benefits, contingent rewards (performance-based rewards), operating procedures (required rules and procedures), coworkers, nature of work, and communication. Each item is scored from 1 to 6, and high scores on the scale represent job satisfaction. Scores on each of the nine facet subscales, based on four items each, can range from 4 to 24, while scores for total job satisfaction, based on the sum of all 36 items, can range from 36 to 216. This scale shows internal consistency and discriminant and convergent validity (Spector, 2006).

Table 4

Description and Psychometric Properties of Original Measuring Instruments

Measuring Variable	Scale	Subscale	Number of Items	Items on Scale or Subscale	Response Format	Score Range	α
Work-Family Conflict	Work-Family Conflict Scale (Carlson et al., 2000)	Work Interference with Family	9	1-3, 7–9, 13-15	5-Point Likert (Strongly Disagree-Strongly Agree)	9-45	
		Time-based WIF	3	1-3		3-15	.87
		Strain-based WIF	3	7-9		3-15	.85
		Behavior-based WIF	3	13-15		3-15	.78
		Family Interference with Work	9	4-6, 10-12, 16-18		9-45	
		Time-based FIW	3	4-6		3-15	.79
		Strain-based FIW	3	10-12		3-15	.87
		Behavior-based FIW	3	16-18		3-15	.85
		Full Scale	18	1-18		18-90	
Job Stress	Job Stress Measure (Judge et al., 1994)		16	1-16	5-Point (Produces no stress-Produces a great deal of stress)	16-80	.84
Family Satisfaction	Family Satisfaction Scale (Olson & Wilson, 1982; 1989)		10	1-10	5-Point Likert (Very Dissatisfied-Extremely Satisfied)	10-50	.92

Measuring Variable	Scale	Subscale	Number of Items	Items on Scale or Subscale	Response Format	Score Range	α
Job Satisfaction	Job Satisfaction Survey (Spector, 1985; 1994)	Pay	4	1, 10*, 19*, 28	6-Point Likert Type (Strongly Disagree-Strongly Agree)	4-24	.75
		Promotion	4	2*, 11, 20, 33		4-24	.73
		Supervision	4	3, 12*, 21*, 30		4-24	.82
		Fringe Benefits	4	4*, 13, 22, 29*		4-24	.73
		Contingent Rewards	4	5, 14*, 23*, 32*		4-24	.76
		Operating Procedure	4	6*, 15, 24*, 31*		4-24	.62
		Coworkers	4	7, 16*, 25, 34*		4-24	.60
		Nature of Work	4	8*, 17, 27, 35		4-24	.78
		Communication	4	9, 18*, 26*, 36*		4-24	.71
		Full Scale	36	1-36		36-216	.91
Life Satisfaction	Satisfaction With Life Scale (Diener et al., 1985)		5	1-5	7-Point Likert Type (Strongly Disagree-Strongly Agree)	5-35	.87

*Indicate item must be reversed scored.

3.6.4 Family Satisfaction Scale (FSS)

Family satisfaction was measured with the Bangla version of the 10-item Family Satisfaction Scale (Olson & Wilson, 1982; 1989), based on a 14-item scale. Both the original 14-item scale and the revised 10-item scale (Olson, 2010) were designed to assess satisfaction with various aspects of family functioning, including family closeness, flexibility, and communication. The items should be answered using a 5-point Likert scale in which 1 means almost never, and 5 means almost always. The minimum score on the scale is 10 points, and the maximum is 50 points. Higher points indicate higher family satisfaction.

3.6.5 Satisfaction with Life Scale (SWLS)

The Bangla version of the Satisfaction with Life Scale (SWLS) (Diener et al., 1985) was used to assess university teachers' life satisfaction. Evidence recommends that the SWLS shows satisfactory psychometric properties (Pavot et al., 1991), and it has been employed in other organizational studies successfully (George, 1991; Judge & Bretz, 1994; Judge & Hulin, 1993; Judge & Locke, 1993). SWLS consists of five items clustered into an original 7-point Likert-type scale. The items on the scale are global rather than specific in nature.

3.6.6 Socio-Demographic Information

A questionnaire gathered socio-demographic data including age, gender, marital status, length of marital relationship, spouse's employment status, presence and number of children, children's health, organizational details (designation, length of service, supportiveness of office heads, and dependent-care benefits).

3.7 Scale Adaptation Process

Since five measuring instruments of the study were developed in the English language for use in Western countries, the author realized that the university teachers in Bangladesh would find it well to react to the measures in the Bangla language. Therefore, the author undertook the adaptation of five scales. The scale adaptation process followed in this study was determined by the scale and test adaptation steps accepted by the International Test Commission (ITC) and developed by Hambleton and Patsula (1999). These steps are:

Step 1: Ensuring Construct Equivalence

First, through discussions between the author and other psychologists, authors have determined that constructs of work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction existed equally well in both language and cultural groups.

Step 2: Deciding whether to Adapt the Existing Measures

The author considered the purpose of the adapted scales and carefully considered the advantages and disadvantages of adapting the five scales versus constructing the new scales.

Step 3: Obtaining Permission from Original Author(s)

The lead authors of the scales were contacted through e-mail, and necessary permission was obtained (except for JSM) to translate and validate the scales into Bangla.

Step 4: Selecting Well-Qualified Translators

Then, the author sought out translators with language proficiency, knowledge of relevant cultures, and subject matter knowledge of the constructs, i.e., work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction.

Based on the criteria, the author contacted by e-mail and phone with seven to eight psychologists as translators for each scale.

Step 5: Forward Translation

Five translators actively participated in forward translations for the WFC, JSS, JSM, and FSS scales, and six translators participated in SWLS.

Step 6: Reviewing the Forward Translations and Making Necessary Revisions

The forwarded translations of each item in five scales were reviewed by 10 experts (Bangla Language Expert-2, English Language Expert-2, Teacher cum Psychologist-2, HRM Expert-2, and Psychometrician-2). They reviewed all items on a 4-point Likert-type scale (not at all accurate – highly accurate) to check the accuracy of the translations. They were also asked to write their own if they were not happy with the translations. The mean of ratings, rank of mean ratings, and coefficient alpha as the inter-rater reliability were calculated for each item of the scales (presented in Table 5-9).

Table 5 presents the mean ratings, rank of mean ratings, and inter-rater reliability (α) for five translations of each item on the Work-Family Conflict (WFC) scale, as evaluated by 10 raters. For instance, item WFC_01 shows that translation T1 received the highest mean rating of 2.8 and the best inter-rater reliability (α = .758), whereas T5 received the lowest mean rating of 1.3. Similarly, item WFC_02 highlights T1 and T5 both receiving the highest mean rating of 2.8 and the highest inter-rater reliability (α = .822).

Notably, items WFC_07 and WFC_04 exhibit high inter-rater reliability (α = .932 and α = .913, respectively), indicating consistent translation ratings. Conversely, item WFC_10 shows negative inter-rater reliability (α = -.284), suggesting

inconsistency among rater evaluations for this item. Overall, Table 5 underscores variability in the perceived quality of different translations and the consistency of rater evaluations, with several items demonstrating high inter-rater reliability and others highlighting the need for further refinement of translations to achieve more reliable assessments.

Table 6 presents the mean ratings, rank of mean ratings, and inter-rater reliability (α) for 10 raters evaluating five translations of each item in the Job Stress Measure (JSM). Each item in the JSM has five translations (T1 to T5), and the ratings provide insight into the preferred translations and consistency among raters. For most items, inter-rater reliability was generally high, with values such as .779 for JSM_01 and .787 for JSM_02, indicating substantial agreement among raters. However, some items exhibited low inter-rater reliability, such as JSM_03 (α = .021) and JSM_11 (α = .161), suggesting less rating consistency. The highest reliability was observed for JSM_9 (α = .918), reflecting strong consensus on translation rankings.

The rank means highlight the preferred translations. For instance, for JSM_01, Translation 4 (T4) received the highest rank mean (1), while T1 was the least preferred (rank mean = 5). Similar trends are observed for other items, with certain translations consistently rated higher. Some items had negative inter-rater reliability values, such as JSM_12 (α = -2.418) and JSM_14 (α = -.984), indicating potential issues with the ratings' reliability. Overall, the table provides a detailed view of the relative preferences and agreement levels for different translations of job stress measure items.

Table 5

Mean Ratings, Rank of Mean Ratings, and Inter-Rater Reliability of Ratings by 10 Raters on Five Translations in Each Item of Work-Family Conflict Scale

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
WFC_01	T1	2.8	1	.758
	T2	2.1	2	
	T3	1.6	4	
	T4	1.8	3	
	T5	1.3	5	
WFC_02	T1	2.8	1.5	.822
	T2	2.6	3	
	T3	1.3	5	
	T4	2.4	4	
	T5	2.8	1.5	
WFC_03	T1	2.1	3.5	.756
	T2	2.1	3.5	
	T3	2.5	2	
	T4	1.5	5	
	T5	3	1	
WFC_04	T1	2.6	3	.913
	T2	3.2	1	
	T3	2.9	2	
	T4	1.9	4	
	T5	1.8	5	
WFC_05	T1	2.5	2	.585
	T2	2.4	3	
	T3	1.9	5	
	T4	2.9	1	
	T5	2.1	4	
WFC_06	T1	2.2	2	.559
	T2	1.5	4.5	
	T3	2.1	3	
	T4	1.5	4.5	
	T5	2.4	1	
WFC_07	T1	3.1	1	.932
	T2	2.8	2	
	T3	1.4	4	
	T4	1.3	5	
	T5	2.3	3	
WFC_08	T1	2.5	1	.641
	T2	1.8	3	
	T3	1.8	3	
	T4	1.8	3	
	T5	1.7	5	

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
WFC_09	T1	1.6	5	.909
	T2	2.7	2	
	T3	3.2	1	
	T4	1.8	3	
	T5	1.7	4	
WFC_10	T1	2.4	3	-.284
	T2	2.3	4	
	T3	2.2	5	
	T4	2.6	2	
	T5	2.7	1	
WFC_11	T1	2.9	1	.485
	T2	2.1	4.5	
	T3	2.5	2	
	T4	2.4	3	
	T5	2.1	4.5	
WFC_12	T1	2.7	1	-.157
	T2	2.2	4.5	
	T3	2.2	4.5	
	T4	2.3	2.5	
	T5	2.3	2.5	
WFC_13	T1	2.7	1	.638
	T2	1.9	4.5	
	T3	1.9	4.5	
	T4	2	3	
	T5	2.4	2	

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
WFC_14	T1	2.7	1	.408
	T2	2.3	3	
	T3	2.3	3	
	T4	1.8	5	
	T5	2.3	3	
WFC_15	T1	3.1	1	.806
	T2	2.4	2	
	T3	2	4	
	T4	1.7	5	
	T5	2.3	3	
WFC_16	T1	2.8	1	.420
	T2	2.2	4	
	T3	2.1	5	
	T4	2.5	3	
	T5	2.6	2	
WFC_17	T1	2.5	2	.566
	T2	2	4	
	T3	2.1	3	
	T4	1.9	5	
	T5	2.6	1	
WFC_18	T1	2.8	1	.612
	T2	2.6	2	
	T3	1.9	5	
	T4	2.2	4	
	T5	2.5	3	

Table 6

Mean Ratings, Rank of Mean Ratings, and Inter-Rater Reliability of Ratings by 10 Raters on Five Translations in Each Item of Job Stress Measure

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
JSM_01	T1	1.5	5	.779
	T2	2	4	
	T3	2.5	2	
	T4	2.8	1	
	T5	2.3	3	
JSM_02	T1	2.7	4	.787
	T2	2.2	5	
	T3	3	1.5	
	T4	3	1.5	
	T5	2.9	3	
JSM_03	T1	2.5	2	.021
	T2	2.2	5	
	T3	2.4	3	
	T4	2.8	1	
	T5	2.3	4	
JSM_04	T1	1.2	5	.858
	T2	2.2	4	
	T3	2.6	2.5	
	T4	2.6	2.5	
	T5	2.7	1	
JSM_05	T1	1.7	5	.743
	T2	2.8	1.5	
	T3	2.5	3	
	T4	2.2	4	
	T5	2.8	1.5	
JSM_06	T1	2.9	2	.717
	T2	2.1	5	
	T3	2.3	4	
	T4	3.1	1	
	T5	2.5	3	
JSM_07	T1	2.3	4	.646
	T2	3	1	
	T3	2.7	2.5	
	T4	2.7	2.5	
	T5	2	5	
JSM_08	T1	1.8	5	.574
	T2	2.4	2.5	
	T3	2.3	4	
	T4	2.9	1	
	T5	2.4	2.5	

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
JSM_09	T1	1.4	5	.918
	T2	2	3	
	T3	2.9	2	
	T4	3	1	
	T5	1.9	4	
JSM_10	T1	1.8	5	.697
	T2	2	4	
	T3	2.6	2	
	T4	2.9	1	
	T5	2.3	3	
JSM_11	T1	2.1	4.5	.161
	T2	2.1	4.5	
	T3	2.6	3	
	T4	2.7	1.5	
	T5	2.7	1.5	
JSM_12	T1	2.5	4	-2.418
	T2	2.4	5	
	T3	2.7	1.5	
	T4	2.6	3	
	T5	2.7	1.5	

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
JSM_13	T1	1.8	4	.916
	T2	1.9	3	
	T3	3	1	
	T4	2.9	2	
	T5	1.7	5	
JSM_14	T1	2.3	3	-.984
	T2	2.3	3	
	T3	1.9	5	
	T4	2.5	1	
	T5	2.3	3	
JSM_15	T1	2.2	4	.763
	T2	2.2	4	
	T3	2.3	2	
	T4	3.3	1	
	T5	2.2	4	
JSM_16	T1	2.8	1.5	-1.587
	T2	2.6	3.5	
	T3	2.8	1.5	
	T4	2.6	3.5	
	T5	2.5	5	

Table 7

Mean Ratings, Rank of Mean Ratings, and Inter-Rater Reliability of Ratings by 10 Raters on Five Translations in Each Item of Job Satisfaction Survey

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
JSS_01	T1	2.6	3	.812
	T2	1.7	5	
	T3	2.7	2	
	T4	2.5	4	
	T5	3.1	1	
JSS_02	T1	2.8	2	.804
	T2	3	1	
	T3	2.3	3	
	T4	1.8	5	
	T5	2.1	4	
JSS_03	T1	3	1	.751
	T2	2.6	2	
	T3	2.1	4	
	T4	1.7	5	
	T5	2.2	3	
JSS_04	T1	2.9	2.5	.644
	T2	3.2	1	
	T3	2.1	5	
	T4	2.9	2.5	
	T5	2.6	4	
JSS_05	T1	2.6	1	.773
	T2	2.5	2	
	T3	1.4	5	
	T4	2.3	3	
	T5	1.9	4	
JSS_06	T1	2.5	2	.709
	T2	2.8	1	
	T3	2.4	3	
	T4	1.6	5	
	T5	2.2	4	
JSS_07	T1	3.2	2.5	-2.667
	T2	3.1	4.5	
	T3	3.3	1	
	T4	3.1	4.5	
	T5	3.2	2.5	
JSS_08	T1	3.2	1	.918
	T2	2.4	3	
	T3	2.5	2	
	T4	2.1	4	
	T5	1.6	5	

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
JSS_09	T1	2.1	3.5	.509
	T2	2.4	2	
	T3	1.8	5	
	T4	2.1	3.5	
	T5	2.6	1	
JSS_10	T1	3	1	.836
	T2	2.2	4	
	T3	1.7	5	
	T4	2.3	3	
	T5	2.9	2	
JSS_11	T1	3	1	.814
	T2	2.1	4	
	T3	2.7	2	
	T4	2.6	3	
	T5	2	5	
JSS_12	T1	2.4	2.5	.808
	T2	2.7	1	
	T3	2	4	
	T4	1.4	5	
	T5	2.4	2.5	
JSS_13	T1	2.6	1.5	.201
	T2	2.6	1.5	
	T3	2.1	4.5	
	T4	2.2	3	
	T5	2.1	4.5	

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
JSS_14	T1	2	4	.589
	T2	1.8	5	
	T3	2.6	1.5	
	T4	2.6	1.5	
	T5	2.1	3	
JSS_15	T1	2.5	1	-.175
	T2	2	4.5	
	T3	2	4.5	
	T4	2.4	2.5	
	T5	2.4	2.5	
JSS_16	T1	2.8	1.5	.785
	T2	1.8	5	
	T3	2	4	
	T4	2.2	3	
	T5	2.8	1.5	
JSS_17	T1	2.6	3	.848
	T2	2.9	1	
	T3	2.6	3	
	T4	2.6	3	
	T5	1.6	5	
JSS_18	T1	2.5	4	-1.125
	T2	2.6	2.5	
	T3	2.4	5	
	T4	2.8	1	
	T5	2.6	2.5	

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
JSS_19	T1	3.2	1	.889
	T2	2.1	2	
	T3	1.8	4	
	T4	1.7	5	
	T5	2	3	
JSS_20	T1	2.5	2	.811
	T2	2.6	1	
	T3	1.5	5	
	T4	2	3	
	T5	1.7	4	
JSS_21	T1	2.4	3.5	.871
	T2	2.9	1	
	T3	2.4	3.5	
	T4	1.3	5	
	T5	2.5	2	
JSS_22	T1	3.1	1	.817
	T2	2.2	2.5	
	T3	1.9	4	
	T4	2.2	2.5	
	T5	1.8	5	
JSS_23	T1	2.7	1	.717
	T2	2.3	2	
	T3	2	3	
	T4	1.6	5	
	T5	1.9	4	

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
JSS_24	T1	2.6	2	.832
	T2	2.3	3	
	T3	1.4	5	
	T4	2	4	
	T5	3	1	
JSS_25	T1	2.8	1	.737
	T2	1.9	4	
	T3	2.3	2	
	T4	2	3	
	T5	1.5	5	
JSS_26	T1	3	1	.914
	T2	2.6	2	
	T3	2.2	3.5	
	T4	2.2	3.5	
	T5	1.6	5	
JSS_27	T1	2.2	4	.732
	T2	2.2	4	
	T3	3	1.5	
	T4	3	1.5	
	T5	2.2	4	
JSS_28	T1	2.5	3	.832
	T2	2.8	1	
	T3	2.1	4	
	T4	2.6	2	
	T5	1.5	5	

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
JSS_29	T1	3.1	1	.689
	T2	2.7	3	
	T3	2.8	2	
	T4	2	5	
	T5	2.3	4	
JSS_30	T1	2.7	1	.848
	T2	2.6	2.5	
	T3	2.4	4	
	T4	1.3	5	
	T5	2.6	2.5	
JSS_31	T1	3.1	1	.873
	T2	2	3	
	T3	1.5	5	
	T4	2.2	2	
	T5	1.9	4	
JSS_32	T1	3.1	1	.886
	T2	2.2	3	
	T3	2.3	2	
	T4	2	4	
	T5	1.6	5	

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
JSS_33	T1	2.9	1	.844
	T2	2.5	4	
	T3	2.7	2.5	
	T4	2.7	2.5	
	T5	1.5	5	
JSS_34	T1	2.2	3	.849
	T2	2.5	2	
	T3	1.8	4	
	T4	2.9	1	
	T5	1.4	5	
JSS_35	T1	2.7	3	.232
	T2	2.9	1	
	T3	2.3	4	
	T4	2.8	2	
	T5	2.2	5	
JSS_36	T1	2.5	2.5	-1.278
	T2	2.7	1	
	T3	2.4	4	
	T4	2.3	5	
	T5	2.5	2.5	

Table 7 summarizes the mean ratings, rank of mean ratings, and inter-rater reliability (α) for 10 raters evaluating five translations of each item in the Job Satisfaction Survey (JSS). Each item labeled JSS_01 through JSS_36 had five translations (T1 to T5), with ratings indicating the preferred translations and the consistency among raters. Overall, the inter-rater reliability for most items was high, indicating substantial agreement among raters. For example, JSS_01 had a reliability of .812, JSS_10 had .836, and JSS_19 had .889, demonstrating strong consensus. However, a few items, such as JSS_07 (α = -2.667) and JSS_36 (α = -1.278), showed negative reliability values, suggesting inconsistencies in ratings. The rank means highlighted the preferred translations, with certain translations consistently receiving higher ranks. For instance, for JSS_01, T5 had the highest rank mean (1), while T2 had the lowest (rank mean = 5). These trends were observed across multiple items, reflecting raters' preferences. Notably, high inter-rater reliability and consistent rank mean across various items indicate reliable translation evaluations in the survey.

Table 8 presents the mean ratings, rank of mean ratings, and inter-rater reliability (α) of ratings by 10 raters for five translations of each item in the Family Satisfaction Scale (FSS). The items labeled FSS_01 through FSS_10 were evaluated across five translations (T1 to T5), reflecting the raters' preferences and the consistency of their ratings. The inter-rater reliability for most items was relatively high, indicating good agreement among raters. For instance, FSS_01 had a high reliability of .897, while FSS_04 and FSS_06 had reliability of .825 and .582, respectively. Some items, like FSS_10, had low reliability (α = .118), suggesting less consistency among raters for these translations.

Table 8

Mean Ratings, Rank of Mean Ratings, and Inter-Rater Reliability of Ratings by 10 Raters on Five Translations in Each Item of Family Satisfaction Scale

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
FSS_01	T1	1.7	5	.897
	T2	3.1	1.5	
	T3	2	3	
	T4	1.9	4	
	T5	3.1	1.5	
FSS_02	T1	2.1	3.5	.731
	T2	2.7	2	
	T3	2	5	
	T4	2.1	3.5	
	T5	3	1	
FSS_03	T1	1.7	5	.759
	T2	2.3	2.5	
	T3	2.2	4	
	T4	2.3	2.5	
	T5	3.1	1	
FSS_04	T1	2.1	4	.825
	T2	3	1	
	T3	2.3	3	
	T4	1.7	5	
	T5	2.4	2	
FSS_05	T1	2	3.5	.756
	T2	2.9	1	
	T3	2	3.5	
	T4	1.6	5	
	T5	2.7	2	
FSS_06	T1	2	5	.582
	T2	2.8	2	
	T3	2.2	4	
	T4	2.5	3	
	T5	2.9	1	
FSS_07	T1	1.9	5	.723
	T2	2.9	1	
	T3	2	4	
	T4	2.5	3	
	T5	2.8	2	
FSS_08	T1	2.2	3	.772
	T2	2.6	2	
	T3	1.9	4.5	
	T4	1.9	4.5	
	T5	3.2	1	
FSS_09	T1	2.3	3	.560
	T2	2.7	1	
	T3	2.1	4	
	T4	1.6	5	
	T5	2.6	2	
FSS_10	T1	2.2	3	.118
	T2	2.6	1.5	
	T3	2.1	4.5	
	T4	2.1	4.5	
	T5	2.6	1.5	

The rank means reveal preferred translations, with several items showing a clear favorite. For example, FSS_01 translations T2 and T5 had the highest rank mean (1.5), while T1 had the lowest (rank mean = 5). Consistent preferences were also observed for items like FSS_07, where T2 was rated highest (rank mean = 1), and T1 was rated lowest (rank mean = 5). Overall, the table illustrates that most translations were rated consistently, with certain translations preferred more than others, indicating reliable translation evaluations in the Family Satisfaction Scale.

Table 9 provides an overview of the mean ratings, rank of mean ratings, and inter-rater reliability (α) for six translations of each item in the Satisfaction with Life Scale (SWLS), as evaluated by 10 raters. The items labeled SWLS_01 through SWLS_05 exhibit varying levels of consistency and preference among raters. Inter-rater reliability for the items ranged widely. For example, SWLS_03 demonstrated high reliability (α = .786), indicating strong agreement among raters. Conversely, SWLS_02 and SWLS_05 showed negative reliability values (-1.340 and -.739, respectively), suggesting inconsistencies in rater agreement. The rank means identifying preferred translations, with some items having clear favorites. SWLS_01 had translation T2 ranked highest (rank mean = 1), while T4 was ranked lowest (rank mean = 6). Similarly, SWLS_02 had translations T4 and T3 ranked highest (rank mean = 1 and 2, respectively), with T5 and T6 ranked lowest (rank mean = 5.5). SWLS_03's translation T3 was the most preferred (rank mean = 1), while T5 and T6 shared the lowest preference (rank mean = 5.5). The table highlights the variability in translation preferences and inter-rater reliability across the Satisfaction with Life Scale, indicating areas where translation consistency could be improved.

Table 9

Mean Ratings, Rank of Mean Ratings, and Inter-Rater Reliability of Ratings by 10 Raters on Six Translations in Each Item of Satisfaction with Life Scale

Item	Translations	Mean Rating	Rank Mean	Inter-Rater Reliability (α)
SWLS_01	T1	2.7	4	.561
	T2	3.2	1	
	T3	2.8	2.5	
	T4	2.2	6	
	T5	2.8	2.5	
	T6	2.6	5	
SWLS_02	T1	2.4	3.5	-1.340
	T2	2.4	3.5	
	T3	2.5	2	
	T4	2.7	1	
	T5	2.3	5.5	
	T6	2.3	5.5	
SWLS_03	T1	3.2	3	.786
	T2	3.4	2	
	T3	3.6	1	
	T4	2.9	4	
	T5	2.6	5.5	
	T6	2.6	5.5	
SWLS_04	T1	2.7	2	.221
	T2	2.4	5	
	T3	2.5	4	
	T4	2.7	2	
	T5	2.7	2	
	T6	2.1	6	
SWLS_05	T1	2.3	3	-.739
	T2	2.4	2	
	T3	2.5	1	
	T4	2.2	4	
	T5	2.1	5	
	T6	1.9	6	

Based on the coefficient alpha and rank of the mean, the researcher selected a single translation for each item. The forward translation was revised if the coefficient alpha was less than .70. The author reviewed the single translations for each item of the scales to finalize the primary version. A Bangla language expert reviewed the primary version of the scales to check for grammatical and other errors. Then, the present author obtained permission from the original authors to change the response format to a 6-point Likert-type scale. After getting permission from the original author, the present researcher has changed (except JSM due to its unidirectional nature) the response format from a 5-point to a 6-point Likert-type scale.

Step 7: **Pilot Testing**

The revised Bangla versions of five scales were administered as pilot testing along with a standard instruction during July 01-23, 2022. It was also added six questions with a two-point scale (Yes/No) at the end of each scale, whether the scale's items were readable, logical, clear, comprehensive, answerable, and writing style and format. The online survey took 15 − 20 minutes, and participants received no credit for participating in the research.

A total of 65 university teachers voluntarily participated in the pilot testing. Table 10 presents the percentages of participants who commented on different aspects of five scales—Work-Family Conflict (WFC), Job Stress Measure (JSM), Job Satisfaction Survey (JSS), Family Satisfaction Scale (FSS), and Satisfaction with Life Scale (SWLS)—during pilot testing. The aspects evaluated include readability, logic, clarity, comprehensiveness, ease of response, and style and formatting.

All scales received high marks for readability, with WFC, JSS, FSS, and SWLS achieving 100% readability and JSM slightly lower at 98.5%. Logical consistency was

also rated highly, with percentages ranging from 89.2% for SWLS to 96.9% for JSS. Clarity ratings were similarly positive, with the highest for SWLS (98.5%) and the lowest for WFC and JSM (both 90.8%). Participants found all scales comprehensive, with ratings between 92.3% (JSM) and 98.5% (WFC). Ease of response was rated highest for SWLS (96.9%) and lowest for WFC (86.2%). Finally, style and formatting were well-received, with ratings ranging from 92.3% (WFC and JSM) to 96.9% (FSS).

Table 10

Percentages of the Participants Commented on Different Aspects of Each Scale in Pilot Testing (N = 65)

Aspect	Comments (%) on:									
	WFC		JSM		JSS		FSS		SWLS	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Readable	100	0.00	98.50	1.50	100	0.00	100	0.00	100	0.00
Logical	92.30	7.70	95.40	4.60	96.90	3.10	93.80	6.20	89.20	10.80
Clear	90.80	9.20	90.80	9.20	96.90	3.10	93.80	6.20	98.50	1.50
Comprehensive	98.50	1.50	92.30	7.70	96.90	3.10	96.90	3.10	96.90	3.10
Ease of Response	86.20	13.80	89.20	10.80	93.80	6.20	95.40	4.60	96.90	3.10
Style & Formatting	92.30	7.70	92.30	7.70	93.80	6.20	96.90	3.10	95.40	4.60

Table 11

Description and Psychometric Properties of Measuring Instruments in Pilot Testing (N = 65)

Measures	No. of Items	Score Range		*M*	*SD*	Reliability		
		Scale	Observed			Split-Half	Coefficient α	McDonald's ω
Work-Family Conflict Scale	18	18 – 108	24 – 86	54.43	13.56	.790	.899	.891
Work Interference with Family	9	9 – 54	9 – 43	29.92	7.53	.765	.842	.837
Time-based WIF	3	3 – 18	3 - 16	11.83	3.31	.853	.852	.853
Strain-based WIF	3	3 – 18	3 - 17	9.78	3.48	.858	.827	.833
Behavior-based WIF	3	3 – 18	3 - 15	8.31	2.58	.632	.583	.606
Family Interference with Work	9	9 – 54	11 – 45	24.51	7.26	0.634	0.836	0.806
Time-based FIW	3	3 – 18	3 - 18	8.38	3.48	.826	.854	.866
Strain-based FIW	3	3 – 18	3 - 15	7.14	3.08	.788	.823	.841
Behavior-based FIW	3	3 – 18	3 - 16	8.98	2.91	.784	.780	.805
Job Stress Measure	16	16 – 80	17 – 64	37.28	10.63	0.875	0.892	0.886
Job Satisfaction Survey	36	36 – 216	73 – 186	124.62	22.5	0.91	0.91	0.938
Pay	4	4 – 24	4 – 22	11.54	4.25	0.786	0.759	0.759
Promotion	4	4 – 24	4 – 20	10.63	5.03	0.847	0.837	0.85
Supervision	4	4 – 24	5 – 24	15.18	3.62	0.716	0.685	0.701
Fringe Benefits	4	4 – 24	5 – 22	11.8	3.93	0.759	0.739	0.738
Contingent Rewards	4	4 – 24	4 – 21	12.58	4.2	0.78	0.829	0.832
Operating Procedure	4	4 – 24	5 – 19	12.77	2.91	0.104	0.351	N/A
Coworkers	4	4 – 24	10 – 21	16.69	2.81	0.741	0.619	0.616
Nature of Work	4	4 – 24	11 – 24	18.14	3	0.622	0.656	0.669
Communication	4	4 – 24	8 – 23	15.28	3.13	0.578	0.497	0.472
Family Satisfaction Scale	10	10 – 60	19 – 60	44.71	8.62	0.898	0.943	0.944
Satisfaction with Life Scale	5	5 – 30	9 – 29	19.82	4.39	0.684	0.747	0.746

Table 11 presents the description and psychometric properties of various measurement instruments used in a pilot study with 65 participants. The instruments include the Work-Family Conflict Scale, Job Stress Measure, Job Satisfaction Survey, Family Satisfaction Scale, and Satisfaction with Life Scale. Each measure is evaluated based on the number of items, observed scores, mean (*M*), standard deviation (*SD*), split-half reliability, coefficient alpha (α), and McDonald's omega (ω).

The Work-Family Conflict Scale (18 items) shows high reliability with an α of .899 and ω of .891. Its subscales—work interference with family (9 items), family interference with work (9 items), time-based, strain-based, and behavior-based subscales—also demonstrate good reliability. However, the behavior-based WIF subscale has slightly lower coefficients (α = .583). The Job Stress Measure (16 items) also indicates strong reliability (α = .892, ω = .886). The Job Satisfaction Survey (36 items) and its subscales present varied reliability, with some subscales, like operating procedure, showing low reliability (α = .351). Lastly, the Family Satisfaction Scale (10 items) and the Satisfaction with Life Scale (5 items) exhibit high reliability (α = .943 and α = .747, respectively).

Overall, the instruments used in this pilot study demonstrate adequate to high reliability, with most measures meeting the acceptable thresholds for α and ω. These results suggest that the instruments are generally reliable for assessing work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers.

Step 8: Field Testing

The field test was carried out to validate the Bangla version of the five measuring scales. A total of 463 (312 males and 151 females) university teachers

purposively selected from 16 public universities in Bangladesh participated in the field test. Among them, 61 lecturers, 144 assistant professors, 144 associate professors, and 114 professors. Scale validation entails item descriptives and item analysis, as well as evaluating the scales' validity, reliability, and measurement model. SPSS Statistics 27 and Microsoft Excel 365 were utilized to assess the descriptives of the items and analyze them. Confirmatory factor analysis (CFA) was employed to evaluate the validity, reliability, and measurement model of the scales using the partial least squares structural equation modeling (PLS-SEM) approach with SmartPLS 4 (Ringle et al., 2024).

One contemporary measuring option that is acknowledged as a second-generation multivariate analysis technique is structural equation modeling (SEM). Comparing SEM analysis to first-generation multivariate approaches reveals significant advantages. SEM combines regression and factor analysis methods to help researchers investigate the connection between latent and observable variables. The capacity to examine each of these associations simultaneously is a major advantage of SEM.

These days, partial least squares SEM (PLS-SEM) and covariance-based SEM (CB-SEM) are the most often used SEM analysis methods. The objectives, statistical methodologies, and analytical needs of CB-SEM and PLS-SEM procedures vary considerably, notwithstanding their complementarity (Hair et al., 2014). A statistical method for determining the causal links between variables is PLS-SEM. PLS-SEM is a non-parametric technique that uses a multivariate method to evaluate latent constructs in path models. Furthermore, PLS-SEM can calculate intricate models that analyze mediation channels (Hair et al., 2020).

Table 12

Validation Analysis Techniques and Assumptions on Validation Indexes

Analysis		Index	Assumption	Reference	Tool
Item Descriptives		% of Response, Mean, Standard Deviation	N/A	N/A	SPSS
		Floor Effect (FE) and Ceiling Effect (CE)	< 15%	McHorney & Tarlov, 1995; Terwee et al., 2007	
		Skewness and Kurtosis	< ± 2.58	Hair et al., 2006	
Item Analysis		Average Inter-Item Correlation (AIIC)	.15 - .50	Briggs & Cheek, 1986	
		Corrected Item-Total Correlation (CITC)	≥ .30	Cristobal et al., 2007	
		Cronbach's Alpha If Item Deleted (CID)	CID < Overall α	Allen et al., 2008	
Reflective Measurement Model	Convergent Validity	Outer Loading	Outer Loading ≥ .70 (suggested)	Hair et al., 2022	SmartPLS
			.4 ≤ Outer loading < .7 (Acceptable with certain condition)		
			Outer loading < .4 (should be deleted)		
		Indicator Reliability	≥ .50	Hair et al., 2022	
		Average Variance Extracted (AVE)	≥ .50	Hair et al., 2022	
	Internal Consistency Reliability	Cronbach α, Exact Reliability (ρ_A), Composite Reliability (ρ_C)	≥ .70	Hair et al., 2022	
			< .60 (Lack of Internal Consistency Reliability)		
			.60 – .90 (Acceptable)		
			.70 – .90 (Satisfactory)		
			> .95 (Not Desirable)		

	Analysis	Index	Assumption	Reference	Tool
	Discriminant Validity	Heterotrait-Monotrait (HTMT) Ratio	For different constructs: ≤ 0.85 (Stringent Criterion) For similar constructs: ≤ 0.90 (Conservative Criterion)	Hair et al., 2022	SmartPLS
		Fornell-Larcker Criterion	Square root of AVE > Highest correlation with any other construct		
		Cross-Loadings	Indicator's outer loadings on a construct > Cross-loadings with other constructs		
Formative Measurement Model	Collinearity		VIF < 3	Hair et al., 2022	SmartPLS
	Statistical significance of weights		p < .05 or Bias-corrected confidence interval does not include zero		
	Relevance of indicators with a significant weight		Larger significant weights are more relevant (contribution more)		
	Relevance of indicators with a non-significant weight		Outer loadings > .50 or statistically significant, indicators are considered relevant		
			Outer loading is < .05 but significant, consider removal (not deletion) of the indicator		
			Outer loading is < .05 and not significant, delete the formative indicator		
	Reliability of Adapted Scale	Split-Half Coefficient α McDonald's ω	≥ 0.9: Excellent	Hair et al., 2010	SPSS
			0.80 – 0.89: Good		
			0.70 – 0.79: Acceptable		
			0.60 – 0.69: Questionable		
			0.50 – 0.59: Poor		
			< 0.50: Unacceptable		

To validate the Bangla version of the five scales, the researcher calculated, following guidelines presented in Table 12, item descriptives (percentage of participant's response on different response options, mean, standard deviation, skewness, and kurtosis), item analysis (average inter-item correlation or *AIIC*, corrected item-total correlation or *CITC*, and coefficient Alpha if item deleted or *CID*), construct convergent validity (outer loading, indicator reliability, and average variance extracted or *AVE*), construct reliability (coefficient α, exact reliability-ρ_A, and composite reliability-ρ_C) of LOCs and HOCs, discriminant validity (heterotrait-monotrait or *HTMT* ratio, Fornell-Larcker criterion, and cross-loadings) of LOCs and HOCs, and full-scale and sub-scale reliability (split-half, coefficient α, and McDonald's ω) of the adapted measures.

3.7.1 Item Analysis, Construct Reliability and Validity of WFC Scale

In Table 13, the item properties of the Work-Family Conflict (WFC) scale were analyzed, focusing on item descriptives and reliability metrics. The response scale percentages showed that items had no significant floor or ceiling effects, with percentages for the lowest (*FE*) and highest (*CE*) response categories below 15%. Mean values ranged from 2.27 to 3.97, with standard deviations (*SD*) between 1.148 and 1.427, indicating moderate variability in responses. The skewness and kurtosis values were within the acceptable range of ±2.58, as Hair et al. (2006) suggested, indicating no significant departure from normality in the item distributions.

The internal consistency reliability of the WFC scale was supported by coefficient alpha values ranging from .656 to .787. The average inter-item correlation (*AIIC*) values fell within the recommended range of .15 to .50 (Briggs & Cheek, 1986), ensuring adequate internal consistency.

Corrected item-total correlations (*CITC*) were above the threshold of .30 for most items, confirming satisfactory item discrimination (Cristobal et al., 2007). Additionally, the Coefficient alpha if item deleted (*CID*) values were lower than the overall alpha, indicating that no item removal would enhance the scale's internal consistency (Allen et al., 2008). These results collectively affirm the reliability and validity of the WFC scale for assessing work-family conflict.

The initial measurement model for all lower-order constructs in the WFC scale is presented in Figure 2. Table 14 evaluated the construct reliability and convergent validity of the Work-Family Conflict (WFC) scale using several criteria. The outer loadings for all items in the time-based WIF, strain-based WIF, time-based FIW, and strain-based FIW constructs were well above the suggested threshold of .70, indicating strong indicator reliability (Hair et al., 2022). In the behavior-based WIF and behavior-based FIW constructs, most outer loadings were also above .70, except for WFC_13, with an outer loading of .626, which falls in the acceptable range (.4 ≤ outer loading < .7) under certain conditions.

The average variance extracted (*AVE*) for all constructs was above the .50 threshold, confirming convergent validity (Hair et al., 2022). Internal consistency reliability was demonstrated with coefficient alpha values exceeding .70 for all constructs, except for behavior-based WIF, which had an alpha of .685 but still fell within an acceptable range. Composite reliability values (ρ_C) and exact reliability (ρ_A) ranged from .70 to .90 for all constructs, indicating satisfactory internal consistency. These findings suggest that the WFC scale is a reliable and valid measure of work-family conflict.

Table 13

Item Properties of the Work-Family Conflict Scale

HOC	LOC	Items	Response Scale (%)						Item Descriptives							
			1 (*FE*)	2	3	4	5	6 (*CE*)	*M*	*SD*	Skew.	Kurt.	*AIIC*	*CITC*	α	*CID*
WIF	Time-based WIF	WFC_01	5.62	11.45	9.07	36.50	29.16	8.21	3.97	1.295	-0.655	-0.172		.722		.791
		WFC_02	4.97	15.12	10.15	30.45	33.05	6.26	3.90	1.315	-0.583	-0.550	.656	.744	.851	.770
		WFC_03	4.54	13.82	14.69	31.10	26.35	9.50	3.89	1.321	-0.393	-0.577		.697		.815
	Strain-based WIF	WFC_07	5.40	14.90	10.37	29.37	29.81	10.15	3.94	1.375	-0.499	-0.627		.580		.842
		WFC_08	14.25	29.81	13.82	27.21	12.10	2.81	3.02	1.371	0.185	-1.002	.602	.721	.820	.703
		WFC_09	12.74	27.00	14.69	26.35	14.25	4.97	3.17	1.427	0.138	-1.000		.724		.697
	Behavior-based WIF	WFC_13	4.54	16.41	18.14	25.27	29.81	5.83	3.77	1.314	-0.331	-0.820		.343		.781
		WFC_14	18.14	41.25	15.55	17.93	6.26	0.86	2.56	1.205	0.616	-0.443	.420	.581	.679	.470
		WFC_15	21.17	36.50	17.93	17.28	6.26	0.86	2.54	1.225	0.567	-0.510		.576		.474
FIW	Time-based FIW	WFC_04	10.58	25.49	15.77	29.59	14.69	3.89	3.24	1.363	0.029	-0.952		.684		.862
		WFC_05	9.50	23.76	15.98	27.21	17.93	5.62	3.37	1.407	-0.010	-0.988	.680	.787	.864	.767
		WFC_06	12.96	30.02	16.85	23.54	12.10	4.54	3.05	1.395	0.287	-0.873		.759		.794
	Strain-based FIW	WFC_10	25.27	46.00	11.02	12.31	4.54	0.86	2.27	1.153	0.990	0.404		.683		.787
		WFC_11	21.17	43.41	11.88	16.63	5.62	1.30	2.46	1.225	0.778	-0.177	.635	.779	.835	.690
		WFC_12	14.69	31.75	12.96	27.65	9.72	3.24	2.96	1.365	0.268	-0.910		.642		.835
	Behavior-based FIW	WFC_16	6.48	27.00	18.36	25.27	20.09	2.81	3.34	1.314	0.017	-1.047		.670		.632
		WFC_17	18.14	45.36	17.06	12.53	6.26	0.65	2.45	1.148	0.808	0.032	.536	.546	.777	.768
		WFC_18	7.56	28.29	20.52	22.89	19.01	1.73	3.23	1.297	0.081	-1.052		.631		.678

Figure 2

Initial Measurement Model for Lower-Order Constructs (LOCs) of the Measures

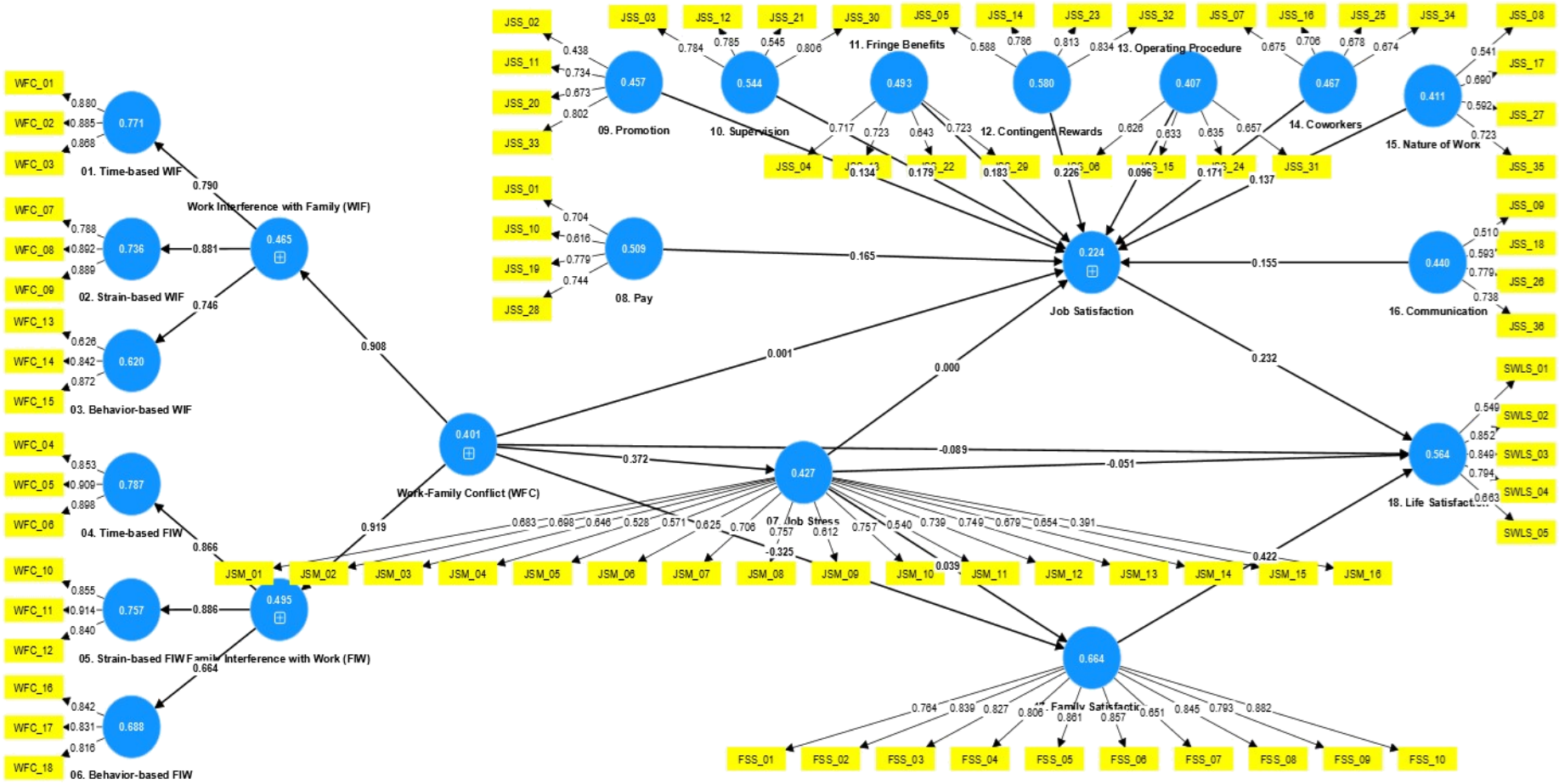


Table 14

Construct Reliability and Convergent Validity of the WFC Scale

HOC	LOC	Indicators	Convergent Validity			Internal Consistency Reliability		
			Outer Loading	Indicator Reliability	*AVE*	Coefficient α	Exact Reliability (ρ_A)	Composite Reliability (ρ_C)
WIF	Time-based WIF	WFC_01	.880	.775	.771	.851	.852	.910
		WFC_02	.885	.783				
		WFC_03	.868	.753				
	Strain-based WIF	WFC_07	.788	.622	.736	.819	.828	.893
		WFC_08	.892	.796				
		WFC_09	.889	.790				
	Behavior-based WIF	WFC_13	.626	.392	.620	.685	.724	.828
		WFC_14	.842	.709				
		WFC_15	.872	.760				
FIW	Time-based FIW	WFC_04	.853	.728	.787	.864	.865	.917
		WFC_05	.909	.827				
		WFC_06	.898	.806				
	Strain-based FIW	WFC_10	.855	.731	.757	.839	.844	.903
		WFC_11	.914	.836				
		WFC_12	.840	.706				
	Behavior-based FIW	WFC_16	.842	.708	.688	.776	.786	.869
		WFC_17	.831	.690				
		WFC_18	.816	.666				

Table 15

Item Properties of the Job Stress Measure

LOC	Items	Response Scale (%)					Item Descriptives						
		1 (*FE*)	2	3	4	5 (*CE*)	*M*	*SD*	Skew.	Kurt.	*AIIC*	*CITC*	α	*CID*
Job Stress	JSM_01	5.40	36.29	39.31	12.74	6.26	2.78	0.95	0.51	0.01		.631		.899
	JSM_02	9.07	32.40	39.31	12.53	6.70	2.75	1.01	0.37	-0.13		.643		.898
	JSM_03	21.81	35.85	25.27	13.17	3.89	2.41	1.09	0.48	-0.47		.591		.900
	JSM_04	40.82	34.34	17.93	5.18	1.73	1.93	0.97	0.94	0.42		.477		.903
	JSM_05	11.66	29.16	20.09	23.11	15.98	3.03	1.28	0.08	-1.14		.484		.904
	JSM_06	19.01	46.65	22.46	9.29	2.59	2.30	0.97	0.69	0.20		.568		.901
	JSM_07	6.26	39.09	30.67	17.93	6.05	2.78	1.01	0.43	-0.44		.649		.898
	JSM_08	7.99	40.60	27.86	15.77	7.78	2.75	1.06	0.51	-0.44	.380	.699	.906	.896
	JSM_09	6.05	30.67	28.51	19.87	14.90	3.07	1.16	0.21	-0.92		.536		.902
	JSM_10	9.07	39.31	26.35	16.20	9.07	2.77	1.11	0.47	-0.57		.708		.896
	JSM_11	33.91	33.05	16.20	8.86	7.99	2.24	1.23	0.85	-0.23		.468		.905
	JSM_12	14.25	39.52	29.16	11.02	6.05	2.55	1.06	0.56	-0.15		.692		.897
	JSM_13	16.20	36.07	29.81	11.23	6.70	2.56	1.10	0.50	-0.30		.699		.896
	JSM_14	21.38	39.09	22.68	10.80	6.05	2.41	1.12	0.65	-0.23		.612		.899
	JSM_15	11.45	33.26	24.41	20.73	10.15	2.85	1.18	0.25	-0.87		.574		.901
	JSM_16	50.76	28.73	14.69	3.46	2.38	1.78	0.98	1.29	1.29		.339		.907

3.7.2 Item Analysis, Construct Reliability and Validity of Job Stress Measure (JSM) Scale

In Table 15, the item properties of the Job Stress Measure (JSM) were evaluated using response scale percentages, item descriptives, and reliability metrics. The response distribution for each item indicated no significant floor or ceiling effects, with percentages for the lowest (*FE*) and highest (*CE*) response categories generally below 15%. The mean values ranged from 1.78 to 3.07, with standard deviations (*SD*) between 0.95 and 1.28, indicating moderate variability in responses. Skewness and kurtosis values were within the acceptable range of ±2.58, as suggested by Hair et al. (2006), indicating no significant departure from normality in the item distributions.

The internal consistency reliability of the JSM was supported by coefficient alpha values, with most items showing *CITC* values above the recommended threshold of .30 (Cristobal et al., 2007), confirming satisfactory item discrimination. The coefficient alpha if item deleted (*CID*) values were lower than the overall alpha, indicating no item removal would enhance the scale's internal consistency (Allen et al., 2008). The *AIIC* values ranged from .380 to .708, within the recommended range of .15 to .50 (Briggs & Cheek, 1986), ensuring adequate internal consistency. These results collectively affirm the reliability and validity of the JSM for assessing job stress.

The initial measurement model for JSM is presented in Figure 2. Table 16 evaluated the Job Stress Measure's construct reliability and convergent validity based on several criteria. Outer loadings for the indicators ranged from .391 to .757, with the majority falling between .4 and .7, which is acceptable under certain conditions (Hair et al., 2022). However, the outer loading for JSM_16 was below .4, suggesting it should be deleted.

Indicator reliability, assessed through the square of the outer loadings, ranged from .153 to .574, with most indicators falling below the recommended threshold of .50 (Hair et al., 2022). The average variance extracted (*AVE*) for the construct was .427, below the recommended .50, indicating issues with convergent validity. Despite these concerns, the internal consistency reliability was strong, with coefficient alpha, exact reliability (ρ_A), and composite reliability (ρ_C) values of .907, .913, and .921, respectively, all exceeding the .70 threshold for satisfactory internal consistency (Hair et al., 2022).

Table 16

Construct Reliability and Convergent Validity of the JSM

LOC	Indicators	Convergent Validity			Internal Consistency Reliability		
		Outer Loading	Indicator Reliability	*AVE*	Coefficient α	Exact Reliability (ρ_A)	Composite Reliability (ρ_C)
Job Stress	JSM_01	.683	.466	.427	.907	.913	.921
	JSM_02	.698	.487				
	JSM_03	.646	.417				
	JSM_04	.528	.279				
	JSM_05	.571	.326				
	JSM_06	.625	.390				
	JSM_07	.706	.498				
	JSM_08	.757	.573				
	JSM_09	.612	.374				
	JSM_10	.757	.574				
	JSM_11	.540	.291				
	JSM_12	.739	.545				
	JSM_13	.749	.561				
	JSM_14	.679	.461				
	JSM_15	.654	.428				
	JSM_16	.391	.153				

Figure 3

Final Measurement Model for Lower-Order Constructs (LOCs) of the Measures After Adjustment

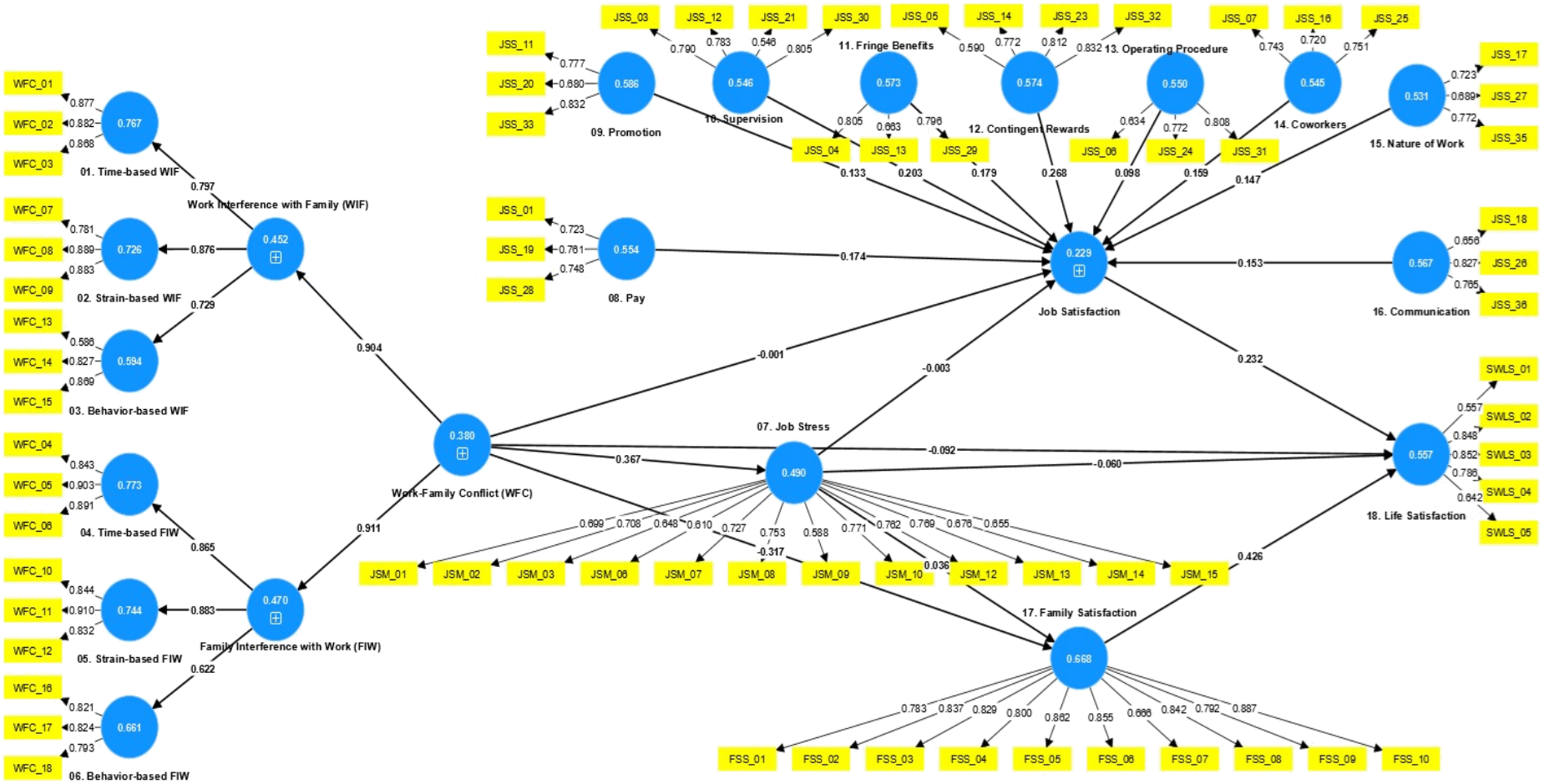


Table 17 shows the construct reliability and convergent validity of the Job Stress Measure after removing items JSM_04, JSM_05, JSM_11, and JSM_16. The final measurement model of JSM after removing four items is presented in Figure 3. The outer loadings of the retained indicators ranged from .593 to .772, with most loadings surpassing the acceptable threshold of .70, indicating adequate indicator reliability. The average variance extracted (*AVE*) for the adjusted scale was .496, slightly below the recommended threshold of .50, but still demonstrates a reasonable level of convergent validity. The internal consistency reliability of the adjusted Job Stress Measure is evidenced by a high Coefficient alpha of .906, exact reliability (ρ_A) of .908, and composite reliability (ρ_C) of .921, all of which are above the .70 threshold. These values indicate that the adjusted Job Stress Measure is a reliable and consistent tool for assessing job stress, providing a robust framework for further research and practical applications (Hair et al., 2022).

Table 17

Construct Reliability and Convergent Validity of the JSM After Adjustment

LOC	Indicators	Convergent Validity			Internal Consistency Reliability		
		Outer Loading	Indicator Reliability	*AVE*	Coefficient α	Exact Reliability (ρ_A)	Composite Reliability (ρ_C)
Job Stress	JSM_01	.711	.506	.496	.906	.908	.921
	JSM_02	.722	.521				
	JSM_03	.651	.424				
	JSM_06	.609	.370				
	JSM_07	.735	.540				
	JSM_08	.755	.569				
	JSM_09	.593	.351				
	JSM_10	.764	.584				
	JSM_12	.766	.587				
	JSM_13	.772	.596				
	JSM_14	.676	.457				
	JSM_15	.665	.442				

3.7.3 Item Analysis, Construct Reliability and Validity of Job Satisfaction Survey (JSS) Scale

In Table 18, the item properties of the Job Satisfaction Survey (JSS) were evaluated across various dimensions, including pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. Response scale percentages for each item showed no significant floor or ceiling effects, with the distribution of responses indicating moderate variability. Mean values ranged from 2.24 to 4.68, and standard deviations (*SD*) ranged from 0.95 to 1.52, showing moderate response dispersion. Skewness and kurtosis values were within the acceptable range of ±2.58 (Hair et al., 2006), suggesting no significant departure from normality.

Reliability metrics were also assessed, with most items showing corrected item-total correlation (*CITC*) values above the recommended threshold of .30 (Cristobal et al., 2007), indicating satisfactory item discrimination. The coefficient alpha if item deleted (*CID*) values were generally lower than the overall alpha, indicating that removing any item would not significantly enhance the scale's internal consistency (Allen et al., 2008). Average inter-item correlation (*AIIC*) values ranged from .150 to .699, falling within the recommended range of .15 to .50 (Briggs & Cheek, 1986), which supports the internal consistency of the survey. These results collectively affirm the reliability and validity of the JSS for assessing job satisfaction.

Table 18

Item Properties of the Job Satisfaction Survey

LOC	Items	Response Scale (%)						Item Descriptives							
		1 (*FE*)	2	3	4	5	6 (*CE*)	*M*	*SD*	Skew.	Kurt.	*AIIC*	*CITC*	α	*CID*
Pay	JSS_01	18.14	26.57	16.63	12.74	22.68	3.24	3.05	1.52	0.21	-1.25	.350	.461	.681	.618
	JSS_10	22.68	33.69	17.06	9.07	12.53	4.97	2.70	1.48	0.71	-0.57		.421		.644
	JSS_19	6.05	20.73	24.84	19.22	23.54	5.62	3.50	1.36	0.00	-0.97		.480		.605
	JSS_28	10.80	24.62	24.84	18.14	18.36	3.24	3.18	1.36	0.15	-0.94		.496		.595
Promotion	JSS_02	2.81	10.80	14.47	19.01	37.15	15.77	4.24	1.33	-0.61	-0.51	.263	.166	.592	.662
	JSS_11	17.28	27.86	13.61	18.79	19.65	2.81	3.04	1.48	0.18	-1.23		.372		.522
	JSS_20	10.37	21.17	22.03	17.28	25.27	3.89	3.38	1.42	-0.04	-1.11		.456		.454
	JSS_33	9.07	17.06	19.87	21.81	26.78	5.40	3.56	1.41	-0.22	-0.98		.522		.399
Supervision	JSS_03	8.64	15.12	20.95	19.22	28.94	7.13	3.66	1.43	-0.26	-0.96	.388	.541	.716	.631
	JSS_12	4.54	10.37	20.95	16.85	32.40	14.90	4.07	1.40	-0.42	-0.75		.553		.623
	JSS_21	3.46	17.49	21.81	21.60	29.37	6.26	3.75	1.31	-0.20	-0.94		.372		.728
	JSS_30	3.46	7.99	10.37	27.21	41.25	9.72	4.24	1.22	-0.87	0.28		.563		.624
Fringe Benefits	JSS_04	11.23	25.27	26.35	14.47	17.93	4.75	3.17	1.40	0.26	-0.90	.323	.455	.656	.575
	JSS_13	13.17	30.89	19.44	19.01	15.77	1.73	2.98	1.35	0.26	-1.00		.486		.555
	JSS_22	12.74	26.13	20.73	17.93	19.87	2.38	3.13	1.40	0.13	-1.10		.347		.647
	JSS_29	15.77	26.57	23.97	14.69	14.47	4.54	2.99	1.43	0.37	-0.82		.461		.570
Contingent Rewards	JSS_05	8.21	22.03	27.21	24.19	16.41	1.94	3.24	1.25	0.02	-0.80	.429	.343	.751	.797
	JSS_14	4.97	17.71	27.00	20.09	24.84	5.40	3.58	1.31	-0.06	-0.89		.601		.662
	JSS_23	4.97	18.14	27.86	22.68	22.03	4.32	3.52	1.27	-0.03	-0.80		.612		.656
	JSS_32	5.18	19.87	28.94	21.81	20.09	4.10	3.44	1.27	0.06	-0.79		.650		.635

LOC	Items	Response Scale (%)						Item Descriptives							
		1 (*FE*)	2	3	4	5	6 (*CE*)	*M*	*SD*	Skew.	Kurt.	*AIIC*	*CITC*	α	*CID*
Operating Procedure	JSS_06	8.21	23.54	32.83	17.71	14.90	2.81	3.16	1.25	0.25	-0.61	.220	.330	.531	.449
	JSS_15	3.24	15.77	22.46	23.97	30.89	3.67	3.75	1.24	-0.30	-0.84		.150		.595
	JSS_24	7.34	37.58	24.84	15.55	12.10	2.59	2.95	1.24	0.57	-0.49		.399		.388
	JSS_31	6.91	29.16	28.73	17.71	13.61	3.89	3.14	1.27	0.39	-0.60		.413		.372
Coworkers	JSS_07	0.86	4.97	6.70	19.22	51.84	16.41	4.65	1.05	-1.13	1.31	.294	.429	.614	.522
	JSS_16	5.83	17.49	31.10	18.79	22.25	4.54	3.48	1.29	0.03	-0.80		.359		.577
	JSS_25	1.08	3.89	9.29	22.46	50.76	12.53	4.56	1.02	-1.03	1.15		.439		.517
	JSS_34	10.58	25.49	34.77	16.41	9.50	3.24	2.98	1.23	0.41	-0.24		.370		.564
Nature of Work	JSS_08	3.89	14.25	21.17	12.96	36.07	11.66	3.98	1.40	-0.36	-0.97	.210	.204	.491	.524
	JSS_17	1.94	7.13	11.45	24.41	46.00	9.07	4.33	1.14	-0.90	0.39		.313		.396
	JSS_27	1.08	4.32	4.75	23.97	47.52	18.36	4.68	1.04	-1.11	1.56		.281		.426
	JSS_35	1.30	3.46	5.62	27.00	49.24	13.39	4.60	0.99	-1.12	1.86		.388		.342
Communication	JSS_09	4.97	14.04	15.33	24.19	34.56	6.91	3.90	1.33	-0.50	-0.68	.242	.161	.557	.625
	JSS_18	3.24	14.90	16.85	14.90	37.80	12.31	4.06	1.39	-0.46	-0.89		.321		.503
	JSS_26	6.70	21.38	23.76	20.09	22.89	4.97	3.47	1.36	-0.01	-0.98		.488		.352
	JSS_36	4.32	15.33	32.61	23.97	19.44	4.32	3.52	1.21	0.03	-0.58		.425		.422

Table 19

Construct Reliability and Convergent Validity of the JSS

LOC	Indicators	Convergent Validity			Internal Consistency Reliability		
		Outer Loading	Indicator Reliability	*AVE*	Coefficient α	Exact Reliability (ρ_A)	Composite Reliability (ρ_C)
Pay	JSS_01	.704	.496	.509	.683	.709	.805
	JSS_10	.616	.380				
	JSS_19	.779	.607				
	JSS_28	.744	.554				
Promotion	JSS_02	.438	.192	.457	.588	.626	.764
	JSS_11	.734	.539				
	JSS_20	.673	.453				
	JSS_33	.802	.644				
Supervision	JSS_03	.784	.614	.544	.717	.750	.824
	JSS_12	.785	.616				
	JSS_21	.545	.298				
	JSS_30	.806	.650				
Fringe Benefits	JSS_04	.717	.514	.493	.656	.656	.795
	JSS_13	.723	.523				
	JSS_22	.643	.413				
	JSS_29	.723	.523				
Contingent Rewards	JSS_05	.588	.346	.580	.750	.762	.845
	JSS_14	.786	.618				
	JSS_23	.813	.661				
	JSS_32	.834	.695				
Operating Procedure	JSS_06	.626	.392	.407	.530	.511	.733
	JSS_15	.633	.400				
	JSS_24	.635	.403				
	JSS_31	.657	.432				
Coworkers	JSS_07	.675	.456	.467	.625	.624	.778
	JSS_16	.706	.498				
	JSS_25	.678	.459				
	JSS_34	.674	.454				
Nature of Work	JSS_08	.541	.293	.411	.515	.525	.733
	JSS_17	.690	.476				
	JSS_27	.592	.350				
	JSS_35	.723	.523				
Communication	JSS_09	.510	.260	.440	.560	.580	.754
	JSS_18	.593	.351				
	JSS_26	.779	.606				
	JSS_36	.738	.544				

The initial measurement model for all lower-order constructs in JSS is presented in Figure 2. Table 19 outlines the construct reliability and convergent validity of the Job Satisfaction Survey, focusing on various dimensions such as pay, promotion, supervision, fringe benefits, contingent rewards, operating procedure, coworkers, nature of work, and communication. The outer loadings for the indicators ranged from .438 to .834, with most indicators falling within the acceptable range of .4 to .7 and several exceeding .7, which suggests strong indicator reliability.

The average variance extracted (*AVE*) values varied across dimensions, with pay (.509), contingent rewards (.580), and supervision (.544) meeting the recommended threshold of .50, indicating good convergent validity for these dimensions. However, other dimensions such as promotion (.457), fringe benefits (.493), operating procedure (.407), coworkers (.467), nature of work (.411), and communication (.440) fell below the threshold, indicating potential issues with convergent validity. Internal consistency reliability was assessed using coefficient alpha, exact reliability (ρ_A), and composite reliability (ρ_C). All dimensions demonstrated satisfactory internal consistency reliability, with coefficient alpha values ranging from .515 to .750, exact reliability (ρ_A) values from .525 to .762, and composite reliability (ρ_C) values from .733 to .845, all meeting the acceptable thresholds for reliability (Hair et al., 2022).

Table 20 presents the Job Satisfaction Survey's construct reliability and convergent validity after deleting items JSS_02, JSS_22, JSS_15, JSS_34, JSS_08, and JSS_09. The final measurement model of JSS after removing six items is presented in Figure 3. The outer loadings of the remaining indicators ranged from .578 to .837, with the majority exceeding the .70 threshold, demonstrating adequate indicator reliability.

The average variance extracted (*AVE*) values ranged from .510 to .592 across different constructs, indicating acceptable convergent validity.

Table 20

Construct Reliability and Convergent Validity of the JSS After Adjustment

LOC	Indicators	Convergent Validity			Internal Consistency Reliability		
		Outer Loading	Indicator Reliability	*AVE*	Coefficient α	Exact Reliability (ρ_A)	Composite Reliability (ρ_C)
Pay	JSS_01	.701	.491	.510	.683	.708	.805
	JSS_10	.626	.391				
	JSS_19	.780	.608				
	JSS_28	.741	.548				
Promotion	JSS_11	.776	.601	.592	.664	.686	.812
	JSS_20	.697	.485				
	JSS_33	.830	.689				
Supervision	JSS_03	.783	.613	.545	.717	.748	.824
	JSS_12	.785	.616				
	JSS_21	.551	.303				
	JSS_30	.804	.646				
Fringe Benefits	JSS_04	.805	.647	.588	.645	.652	.810
	JSS_13	.685	.470				
	JSS_29	.803	.646				
Contingent Rewards	JSS_05	.578	.334	.581	.750	.767	.845
	JSS_14	.789	.622				
	JSS_23	.816	.666				
	JSS_32	.837	.701				
Operating Procedure	JSS_06	.639	.408	.557	.594	.602	.789
	JSS_24	.777	.604				
	JSS_31	.812	.659				
Coworkers	JSS_07	.729	.532	.539	.590	.582	.778
	JSS_16	.730	.533				
	JSS_25	.744	.553				
Nature of Work	JSS_17	.727	.529	.516	.530	.536	.761
	JSS_27	.650	.423				
	JSS_35	.772	.596				
Communication	JSS_18	.667	.445	.573	.627	.645	.800
	JSS_26	.824	.679				
	JSS_36	.771	.595				

The internal consistency reliability of the adjusted Job Satisfaction Survey is strong, as evidenced by coefficient alpha values ranging from .530 to .750, exact reliability (ρ_A) values from .530 to .708, and composite reliability (ρ_C) values from .761 to .845. These metrics surpass the recommended .70 threshold, ensuring the adjusted survey is a reliable and consistent measure of job satisfaction. The robust reliability and validity indicators affirm that the survey is a sound instrument for evaluating various aspects of employee job satisfaction (Hair et al., 2022).

3.7.4 Item Analysis, Construct Reliability and Validity of the Family Satisfaction Scale (FSS)

In Table 21, the item properties of the Family Satisfaction Scale (FSS) were assessed, revealing a well-distributed response scale without significant floor or ceiling effects. The mean (*M*) values ranged from 4.13 to 4.70, with standard deviations (*SD*) between 1.08 and 1.19, indicating moderate variability in responses. Skewness and kurtosis values for all items were within the acceptable range of ±2.58 (Hair et al., 2006), suggesting a normal distribution of responses.

The reliability of the FSS was evaluated using several metrics. The average inter-item correlation (*AIIC*) values ranged from .579 to .846, falling within or exceeding the recommended range of .15 to .50 (Briggs & Cheek, 1986), thus supporting internal consistency. Corrected item-total correlation (*CITC*) values were above the recommended threshold of .30 (Cristobal et al., 2007), indicating good item discrimination. Coefficient alpha if item deleted (*CID*) values were consistently lower than the overall alpha of .942, suggesting that removing any item would not enhance the scale's internal consistency (Allen et al., 2008).

Table 21

Item Properties of the Family Satisfaction Scale

LOC	Items	Response Scale (%)						Item Descriptives							
		1 (*FE*)	2	3	4	5	6 (*CE*)	*M*	*SD*	Skew.	Kurt.	*AIIC*	*CITC*	α	*CID*
Family Satisfaction	FSS_01	2.81	3.46	9.29	11.23	52.27	20.95	4.70	1.17	-1.33	1.60	.622	.708	.942	.939
	FSS_02	1.73	5.62	13.17	21.60	48.38	9.50	4.38	1.11	-0.92	0.47		.789		.935
	FSS_03	1.94	5.62	10.80	23.33	48.60	9.72	4.40	1.11	-1.01	0.77		.773		.936
	FSS_04	1.73	4.10	7.99	18.14	52.70	15.33	4.62	1.08	-1.22	1.55		.753		.937
	FSS_05	1.94	4.54	8.42	17.06	52.92	14.90	4.60	1.10	-1.22	1.42		.824		.933
	FSS_06	2.59	5.62	11.23	25.27	46.00	9.29	4.34	1.13	-0.98	0.71		.814		.934
	FSS_07	1.94	9.29	16.41	27.43	36.07	8.86	4.13	1.19	-0.55	-0.30		.579		.945
	FSS_08	1.73	7.78	11.23	24.41	46.87	7.99	4.31	1.13	-0.91	0.34		.807		.934
	FSS_09	1.30	7.78	18.36	27.43	38.88	6.26	4.14	1.11	-0.57	-0.26		.744		.937
	FSS_10	1.94	5.83	11.02	19.65	50.76	10.80	4.44	1.13	-1.04	0.74		.846		.932

Table 22

Construct Reliability and Convergent *Validity of the FSS*

LOC	Indicators	Convergent Validity			Internal Consistency Reliability		
		Outer Loading	Indicator Reliability	*AVE*	Coefficient α	Exact Reliability (ρ_A)	Composite Reliability (ρ_C)
Family Satisfaction	FSS_01	.764	.583	.664	.943	.945	.952
	FSS_02	.839	.704				
	FSS_03	.827	.683				
	FSS_04	.806	.649				
	FSS_05	.861	.741				
	FSS_06	.857	.734				
	FSS_07	.651	.424				
	FSS_08	.845	.713				
	FSS_09	.793	.629				
	FSS_10	.882	.778				

The initial measurement model for FSS is presented in Figure 2. Table 22 presents the construct reliability and validity of the Family Satisfaction Scale, assessing various indicators related to family satisfaction. The outer loadings for the indicators ranged from .651 to .882, with the majority exceeding the suggested threshold of .70, indicating strong indicator reliability. The *AVE* value for the scale was .664, which surpasses the recommended threshold of .50, thereby demonstrating good convergent validity. The Family Satisfaction Scale exhibited high reliability across multiple measures regarding internal consistency reliability. Coefficient alpha was .943, exact reliability (ρ_A) was .945, and composite reliability (ρ_C) was .952, all of which are well above the acceptable threshold of .70. These results suggest that the Family Satisfaction Scale has excellent internal consistency and can be considered a reliable measure of family satisfaction (Hair et al., 2022).

3.7.5 Item Analysis, Construct Reliability and Validity of the Satisfaction with Life Scale (SWLS)

Table 23 evaluated the Satisfaction with Life Scale (SWLS) for its psychometric properties, revealing a well-distributed response scale with no significant floor or ceiling effects. Mean scores (*M*) ranged from 3.09 to 4.54, with standard deviations (*SD*) between 1.10 and 1.47, indicating moderate variability among respondents. The skewness and kurtosis values were within the acceptable range of ±2.58 (Hair et al., 2006), suggesting a normal distribution of responses.

The reliability analysis of the SWLS showed robust internal consistency. Average inter-item correlation (*AIIC*) values ranged from .433 to .680, which, while slightly below the recommended range of .15 to .50 (Briggs & Cheek, 1986), still indicated a reasonable level of inter-item correlation. The corrected item-total correlation (*CITC*) values exceeded the recommended threshold of .30 (Cristobal et al., 2007), demonstrating good item discrimination. The coefficient alpha if item deleted (*CID*) values were consistently lower than the overall alpha of .792, indicating that removing any item would not improve the scale's reliability (Allen et al., 2008). These findings affirm the SWLS as a reliable and valid measure for assessing life satisfaction.

Table 24 presents the construct reliability and validity of the Satisfaction with Life Scale (SWLS), which evaluates various indicators related to life satisfaction. The initial measurement model SWLS is presented in Figure 2. The outer loadings for the indicators ranged from .549 to .852, with most exceeding the suggested threshold of .70, indicating strong indicator reliability. The *AVE* value for the scale was .564, which surpasses the recommended threshold of .50, thus demonstrating good convergent validity.

Table 23

Item Properties of the Satisfaction with Life Scale

LOC	Items	Response Scale (%)						Item Descriptives							
		1 (*FE*)	2	3	4	5	6 (*CE*)	*M*	*SD*	Skew.	Kurt.	*AIIC*	*CITC*	α	*CID*
Life Satisfaction	SWLS_01	1.51	5.62	9.94	17.06	52.27	13.61	4.54	1.11	-1.09	0.88		.380		.808
	SWLS_02	2.59	5.62	16.41	29.81	36.07	9.50	4.20	1.15	-0.65	0.15		.680		.719
	SWLS_03	1.73	3.02	12.31	23.11	43.84	15.98	4.52	1.10	-0.87	0.71	.433	.675	.792	.723
	SWLS_04	3.02	9.94	16.85	33.91	28.94	7.34	3.98	1.19	-0.48	-0.22		.667		.722
	SWLS_05	15.55	23.11	25.05	17.06	11.88	7.34	3.09	1.47	0.34	-0.78		.507		.785

Table 24

Construct Reliability and Convergent *Validity of the SWLS*

LOC	Indicators	Convergent Validity			Internal Consistency Reliability		
		Outer Loading	Indicator Reliability	*AVE*	Coefficient α	Exact Reliability (ρ_A)	Composite Reliability (ρ_C)
Life Satisfaction	SWLS_01	.549	.302	.564	.799	.833	.863
	SWLS_02	.852	.726				
	SWLS_03	.849	.721				
	SWLS_04	.794	.630				
	SWLS_05	.663	.439				

Regarding internal consistency reliability, the SWLS exhibited high reliability across multiple measures. Coefficient alpha was .799, exact reliability (ρ_A) was .833, and composite reliability (ρ_C) was .863, all of which are above the acceptable threshold of .70. These results suggest that the SWLS has excellent internal consistency and can be considered a reliable measure of life satisfaction (Hair et al., 2022).

3.7.6 Discriminant Validity of LOCs: Heterotrait-Monotrait (HTMT) Ratio

Table 25 presents the discriminant validity of the lower-order constructs (LOCs) using the heterotrait-monotrait (*HTMT*) ratio. The *HTMT* ratios for different constructs are evaluated against stringent and conservative criteria, where values ≤ 0.85 indicate discriminant validity for different constructs, and values ≤ 0.90 indicate discriminant validity for similar constructs (Hair et al., 2022). The results demonstrate that the *HTMT* ratios between all pairs of LOCs are within the acceptable range, confirming adequate discriminant validity. For instance, the *HTMT* ratio between time-based WIF and strain-based WIF is 0.650, and between strain-based FIW and behavior-based FIW is 0.500, below the stringent criterion of 0.85. These findings support the discriminant validity of the measurement model, ensuring that each construct is distinct and measures a unique aspect of work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction.

3.7.7 Discriminant Validity of LOCs: Fornell-Larcker Criterion

Table 26 presents the discriminant validity of the lower-order constructs (LOCs) using the Fornell-Larcker criterion. According to this criterion, the square root of the average variance extracted (*AVE*) for each construct should be greater than its highest correlation with any other construct (Hair et al., 2022). This table displays the diagonal elements representing the square root of the *AVE*, while the off-diagonal elements represent the correlations between constructs.

Table 25

Discriminant Validity of LOCs: Heterotrait-Monotrait (HTMT) Ratio

LOCs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Time-based WIF																		
2. Strain-based WIF	.650																	
3. Behavior-based WIF	.438	.713																
4. Time-based FIW	.484	.566	.578															
5. Strain-based FIW	.355	.585	.688	.792														
6. Behavior-based FIW	.308	.588	.944	.415	.500													
7. Job Stress	.315	.519	.277	.237	.232	.246												
8. Pay	.156	.138	.141	.139	.116	.139	.398											
9. Promotion	.044	.071	.089	.039	.077	.072	.304	.580										
10. Supervision	.093	.205	.254	.203	.222	.254	.275	.291	.370									
11. Fringe Benefits	.128	.190	.173	.129	.085	.193	.410	.998	.488	.280								
12. Contingent Rewards	.151	.237	.219	.179	.129	.252	.492	.775	.446	.619	.879							
13. Operating Procedure	.151	.167	.124	.161	.080	.161	.490	.599	.115	.128	.619	.566						
14. Coworkers	.119	.360	.369	.283	.339	.334	.424	.299	.285	.711	.457	.712	.379					
15. Nature of Work	.190	.387	.394	.209	.335	.338	.486	.353	.445	.601	.371	.487	.210	.855				
16. Communication	.171	.288	.349	.270	.254	.317	.341	.451	.395	.676	.520	.729	.346	.573	.456			
17. Family Satisfaction	.157	.187	.392	.253	.349	.258	.089	.081	.064	.147	.085	.074	.067	.209	.279	.229		
18. Life Satisfaction	.170	.298	.351	.219	.292	.334	.248	.271	.329	.334	.231	.232	.114	.416	.649	.292	.555	

For example, the square root of *AVE* for time-based WIF is 0.878, which is higher than its highest correlation with other constructs (0.544 with strain-based WIF). Similarly, the square root of *AVE* for strain-based FIW is 0.870, which exceeds its highest correlation with other constructs (0.677 with time-based FIW). These findings indicate adequate discriminant validity, confirming that each construct shares more variance with its indicators than with other constructs. The results uphold the integrity of the measurement model, ensuring that the constructs are distinct and effectively capture the intended aspects of work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction.

3.7.8 Discriminant Validity of LOCs: Cross-Loadings

Table 27 presents the discriminant validity of the latent constructs (LOCs) through cross-loadings. The indicators are listed alongside their loadings on various factors, including time-based work-family interference (WIF), strain-based WIF, behavior-based WIF, time-based family-work interference (FIW), strain-based FIW, behavior-based FIW, job stress, and facets of job satisfaction (pay, promotion, supervision, fringe benefits, contingent rewards, operating procedure, coworkers, nature of work, and communication), as well as family satisfaction and life satisfaction.

The loadings of each indicator on its respective construct are significantly higher than those on other constructs, demonstrating good discriminant validity. For instance, WFC_01 loads .880 on time-based WIF, significantly higher than on other constructs, such as .469 on strain-based WIF and .343 on behavior-based WIF. Similarly, job stress indicators (e.g., JSM_01 with loading of .711) predominantly load higher on their respective construct than others. This pattern is consistently observed across most indicators, reinforcing the discriminant validity of the constructs.

Table 26

Discriminant Validity of LOCs: Fornell-Larcker Criterion

LOCs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Time-based WIF	**.878**																	
2. Strain-based WIF	.544	**.858**																
3. Behavior-based WIF	.343	.541	**.788**															
4. Time-based FIW	.415	.475	.444	**.887**														
5. Strain-based FIW	.302	.491	.524	.677	**.870**													
6. Behavior-based FIW	.253	.480	.690	.347	.417	**.830**												
7. Job Stress	.279	.450	.233	.215	.208	.219	**.704**											
8. Pay	-.111	-.107	-.096	-.031	-.016	-.106	-.320	**.714**										
9. Promotion	-.021	-.034	.013	.010	.001	-.031	-.248	.408	**.769**									
10. Supervision	-.069	-.161	-.180	-.159	-.172	-.201	-.233	.178	.279	**.738**								
11. Fringe Benefits	-.088	-.140	-.117	-.080	-.055	-.142	-.318	.663	.322	.195	**.767**							
12. Contingent Rewards	-.122	-.185	-.156	-.148	-.102	-.189	-.406	.579	.330	.449	.622	**.762**						
13. Operating Procedure	-.102	-.116	-.073	-.115	-.043	-.108	-.355	.374	.055	-.035	.387	.384	**.746**					
14. Coworkers	-.082	-.247	-.226	-.191	-.232	-.227	-.331	.235	.199	.475	.307	.501	.260	**.734**				
15. Nature of Work	-.126	-.257	-.251	-.149	-.232	-.232	-.349	.207	.274	.372	.221	.305	.108	.458	**.718**			
16. Communication	-.127	-.215	-.228	-.203	-.191	-.222	-.265	.304	.265	.453	.344	.512	.209	.386	.256	**.757**		
17. Family Satisfaction	-.139	-.165	-.317	-.231	-.312	-.224	-.070	.045	.022	.125	.046	.044	-.024	.135	.200	.180	**.815**	
18. Life Satisfaction	-.153	-.245	-.275	-.187	-.240	-.269	-.219	.205	.244	.255	.168	.168	.042	.266	.429	.200	.488	**.751**

Table 27

Discriminant Validity of LOCs: Cross-Loadings

Indicators	Time-based WIF	Strain-based WIF	Behavior-based WIF	Time-based FIW	Strain-based FIW	Behavior-based FIW	Job Stress	Pay	Prom-otion	Super-vision	Fringe Benefits	Contingent Rewards	Operating Procedure	Cowo-rkers	Nature of Work	Com-munic-ation	Family Satisfaction	Life Satisfaction
WFC_01	**.880**	.469	.343	.400	.310	.212	.289	-.122	-.061	-.085	-.083	-.104	-.098	-.071	-.141	-.119	-.180	-.170
WFC_02	**.885**	.443	.269	.307	.218	.204	.172	-.024	-.003	-.024	-.022	-.064	-.035	-.024	-.075	-.086	-.079	-.085
WFC_03	**.868**	.517	.289	.382	.264	.251	.271	-.143	.010	-.072	-.124	-.152	-.133	-.119	-.113	-.128	-.103	-.144
WFC_07	.438	**.788**	.385	.388	.312	.324	.325	-.103	-.010	-.086	-.141	-.110	-.072	-.154	-.124	-.150	-.134	-.195
WFC_08	.506	**.892**	.524	.409	.478	.463	.363	-.101	-.046	-.154	-.118	-.159	-.115	-.212	-.241	-.217	-.168	-.228
WFC_09	.453	**.889**	.475	.426	.460	.438	.468	-.073	-.029	-.168	-.104	-.202	-.109	-.264	-.286	-.182	-.122	-.207
WFC_13	.200	.362	**.626**	.295	.324	.507	.103	-.067	.059	-.137	-.110	-.122	-.039	-.124	-.129	-.163	-.175	-.158
WFC_14	.232	.384	**.842**	.366	.455	.569	.144	-.051	.035	-.137	-.040	-.093	-.033	-.175	-.192	-.176	-.322	-.211
WFC_15	.356	.515	**.872**	.382	.448	.559	.276	-.104	-.042	-.153	-.124	-.150	-.092	-.221	-.253	-.198	-.247	-.267
WFC_04	.443	.450	.420	**.853**	.580	.309	.170	-.007	.003	-.154	-.044	-.108	-.096	-.173	-.107	-.149	-.207	-.171
WFC_05	.349	.425	.378	**.909**	.598	.296	.190	-.038	.002	-.123	-.094	-.137	-.090	-.154	-.131	-.177	-.208	-.159
WFC_06	.315	.391	.386	**.898**	.624	.320	.211	-.036	.022	-.148	-.075	-.148	-.119	-.181	-.157	-.214	-.198	-.167
WFC_10	.232	.382	.439	.516	**.855**	.330	.153	.029	.055	-.107	.004	-.062	-.013	-.171	-.159	-.107	-.243	-.166
WFC_11	.280	.462	.473	.642	**.914**	.373	.174	-.006	.002	-.143	-.052	-.061	-.040	-.234	-.224	-.203	-.244	-.191
WFC_12	.273	.432	.454	.603	**.840**	.384	.214	-.063	-.051	-.197	-.091	-.143	-.057	-.199	-.219	-.183	-.329	-.269
WFC_16	.168	.357	.519	.241	.273	**.842**	.150	-.048	-.053	-.169	-.086	-.123	-.055	-.116	-.144	-.175	-.173	-.241
WFC_17	.228	.468	.646	.354	.463	**.831**	.262	-.113	-.036	-.217	-.145	-.196	-.121	-.272	-.291	-.215	-.210	-.209
WFC_18	.230	.351	.532	.252	.271	**.816**	.113	-.097	.014	-.102	-.114	-.142	-.083	-.154	-.115	-.156	-.170	-.222
JSM_01	.220	.314	.104	.137	.062	.142	**.711**	-.235	-.119	-.084	-.254	-.262	-.374	-.169	-.207	-.097	-.031	-.095
JSM_02	.235	.295	.135	.162	.111	.132	**.722**	-.278	-.127	-.115	-.327	-.334	-.379	-.211	-.206	-.177	.008	-.153
JSM_03	.176	.277	.157	.109	.074	.155	**.651**	-.229	-.099	-.209	-.173	-.351	-.323	-.261	-.222	-.225	-.027	-.088
JSM_06	.109	.241	.148	.119	.133	.137	**.609**	-.150	-.198	-.152	-.115	-.232	-.142	-.169	-.236	-.223	-.033	-.174
JSM_07	.235	.330	.128	.108	.091	.070	**.735**	-.222	-.167	-.113	-.214	-.262	-.219	-.168	-.228	-.182	-.128	-.150
JSM_08	.171	.289	.164	.127	.161	.182	**.755**	-.255	-.194	-.244	-.267	-.347	-.250	-.287	-.262	-.215	-.063	-.176
JSM_09	.146	.251	.093	.105	.143	.090	**.593**	-.249	-.231	-.260	-.258	-.352	-.226	-.305	-.203	-.273	-.042	-.117
JSM_10	.232	.334	.169	.191	.182	.157	**.764**	-.226	-.168	-.096	-.235	-.255	-.284	-.219	-.219	-.149	-.057	-.135

Indicators	Time-based WIF	Strain-based WIF	Behavior-based WIF	Time-based FIW	Strain-based FIW	Behavior-based FIW	Job Stress	Pay	Promotion	Supervision	Fringe Benefits	Contingent Rewards	Operating Procedure	Coworkers	Nature of Work	Communication	Family Satisfaction	Life Satisfaction
JSM_12	.185	.365	.172	.112	.144	.153	**.766**	-.209	-.124	-.088	-.200	-.225	-.249	-.253	-.305	-.125	-.001	-.132
JSM_13	.212	.335	.176	.134	.141	.154	**.772**	-.214	-.184	-.131	-.229	-.264	-.251	-.273	-.284	-.180	-.069	-.170
JSM_14	.206	.395	.252	.259	.286	.217	**.676**	-.129	-.170	-.217	-.119	-.195	-.152	-.208	-.286	-.211	-.065	-.209
JSM_15	.216	.346	.230	.211	.176	.224	**.665**	-.281	-.271	-.207	-.265	-.318	-.166	-.232	-.264	-.161	-.066	-.212
JSS_01	-.023	.011	-.033	.081	.073	-.065	-.173	**.701**	.362	.135	.458	.314	.202	.138	.180	.065	-.010	.237
JSS_10	-.089	-.065	-.070	-.084	-.056	-.043	-.216	**.626**	.002	-.082	.488	.338	.393	.079	.034	.100	.021	.015
JSS_19	-.150	-.193	-.157	-.108	-.078	-.136	-.285	**.780**	.201	.189	.565	.604	.364	.271	.151	.410	.073	.131
JSS_28	-.040	-.021	.006	.034	.025	-.038	-.227	**.741**	.551	.191	.386	.339	.133	.135	.201	.204	.029	.182
JSS_11	-.001	.017	.042	.002	.048	.000	-.195	.309	**.776**	.203	.298	.339	.103	.201	.192	.261	-.020	.126
JSS_20	-.017	-.054	.017	.001	-.031	.007	-.135	.224	**.697**	.146	.176	.108	-.021	.052	.167	.097	.027	.160
JSS_33	-.031	-.054	-.025	.018	-.028	-.068	-.227	.381	**.830**	.275	.248	.263	.023	.170	.262	.218	.047	.272
JSS_03	-.052	-.113	-.131	-.075	-.097	-.136	-.202	.178	.265	**.783**	.187	.296	-.022	.319	.342	.286	.132	.254
JSS_12	-.075	-.132	-.120	-.164	-.164	-.182	-.132	.183	.223	**.785**	.134	.424	-.051	.379	.169	.446	.091	.141
JSS_21	-.058	-.088	-.090	-.104	-.114	-.078	-.097	.023	.063	**.551**	.062	.263	-.078	.213	.182	.265	.030	.108
JSS_30	-.026	-.136	-.180	-.127	-.134	-.178	-.238	.106	.230	**.804**	.169	.335	.025	.454	.385	.329	.098	.229
JSS_04	-.068	-.164	-.110	-.087	-.078	-.136	-.281	.540	.179	.108	**.805**	.505	.346	.274	.188	.299	.058	.132
JSS_13	-.023	-.034	-.054	.023	-.001	-.055	-.189	.459	.392	.202	**.685**	.368	.166	.233	.209	.173	-.003	.175
JSS_29	-.108	-.116	-.101	-.112	-.042	-.130	-.257	.521	.186	.144	**.803**	.547	.365	.201	.116	.311	.048	.085
JSS_05	-.071	-.141	-.110	-.035	-.055	-.204	-.304	.353	.360	.365	.281	**.578**	.169	.382	.298	.257	.078	.232
JSS_14	-.087	-.162	-.116	-.135	-.102	-.168	-.277	.405	.182	.346	.460	**.789**	.239	.350	.176	.399	-.010	.024
JSS_23	-.089	-.136	-.158	-.112	-.085	-.122	-.284	.491	.237	.374	.529	**.816**	.291	.396	.266	.447	.029	.123
JSS_32	-.120	-.130	-.090	-.156	-.067	-.100	-.371	.497	.244	.294	.587	**.837**	.439	.400	.200	.434	.040	.143
JSS_06	-.045	-.110	-.060	-.100	-.089	-.116	-.264	.231	.011	.036	.267	.282	**.639**	.162	.042	.199	.001	.048
JSS_24	-.070	-.065	-.047	-.080	-.016	-.028	-.263	.329	.050	-.060	.298	.278	**.777**	.191	.075	.112	-.016	.026
JSS_31	-.109	-.086	-.056	-.078	.004	-.097	-.266	.274	.060	-.049	.300	.297	**.812**	.225	.121	.158	-.037	.022
JSS_07	-.066	-.201	-.200	-.195	-.171	-.189	-.222	.068	.098	.373	.156	.285	.043	**.729**	.375	.207	.152	.263
JSS_16	-.048	-.143	-.090	-.075	-.123	-.112	-.311	.311	.185	.326	.345	.508	.400	**.730**	.235	.398	.013	.083
JSS_25	-.073	-.217	-.240	-.179	-.239	-.223	-.165	.078	.138	.357	.123	.250	.037	**.744**	.442	.193	.170	.289
JSS_17	-.136	-.251	-.204	-.186	-.216	-.167	-.295	.238	.234	.209	.207	.239	.142	.307	**.727**	.199	.171	.323
JSS_27	.000	-.045	-.086	-.006	-.067	-.094	-.105	.107	.155	.295	.075	.159	.032	.373	**.650**	.179	.111	.252

Indicators	Time-based WIF	Strain-based WIF	Behavior-based WIF	Time-based FIW	Strain-based FIW	Behavior-based FIW	Job Stress	Pay	Promotion	Supervision	Fringe Benefits	Contingent Rewards	Operating Procedure	Coworkers	Nature of Work	Communication	Family Satisfaction	Life Satisfaction
JSS_35	-.119	-.235	-.236	-.110	-.201	-.229	-.329	.092	.195	.307	.180	.251	.049	.317	**.772**	.174	.144	.342
JSS_18	-.078	-.095	-.171	-.106	-.093	-.174	-.116	.192	.235	.328	.150	.287	.003	.171	.227	**.667**	.106	.171
JSS_26	-.129	-.216	-.234	-.195	-.189	-.177	-.222	.265	.158	.326	.348	.468	.243	.350	.141	**.824**	.182	.125
JSS_36	-.078	-.162	-.113	-.151	-.141	-.158	-.248	.228	.223	.378	.259	.389	.191	.330	.228	**.771**	.113	.167
FSS_01	-.036	-.085	-.208	-.159	-.243	-.135	-.049	-.007	.018	.060	.018	.010	.018	.110	.143	.119	**.764**	.399
FSS_02	-.123	-.179	-.323	-.273	-.337	-.193	-.076	.041	-.022	.142	.075	.070	-.037	.134	.237	.188	**.839**	.401
FSS_03	-.113	-.139	-.243	-.237	-.272	-.169	-.052	.030	-.019	.170	.026	.050	-.018	.125	.158	.124	**.827**	.411
FSS_04	-.092	-.104	-.287	-.204	-.305	-.238	-.012	.024	-.008	.098	-.004	.043	-.067	.158	.202	.140	**.806**	.378
FSS_05	-.107	-.110	-.256	-.168	-.271	-.182	-.045	.020	.021	.123	-.017	.034	-.027	.115	.187	.111	**.861**	.382
FSS_06	-.118	-.164	-.289	-.199	-.264	-.213	-.046	-.005	.029	.107	.007	.006	-.018	.096	.158	.153	**.857**	.416
FSS_07	-.251	-.222	-.198	-.111	-.151	-.171	-.163	.162	.078	.069	.158	.104	.057	.080	.133	.141	**.650**	.370
FSS_08	-.105	-.113	-.272	-.166	-.205	-.180	-.054	.055	.035	.072	.056	.004	-.041	.069	.141	.161	**.844**	.392
FSS_09	-.080	-.086	-.202	-.136	-.200	-.145	-.022	.000	.041	.049	.024	.000	-.023	.070	.123	.146	**.793**	.389
FSS_10	-.108	-.136	-.283	-.203	-.275	-.193	-.052	.055	.014	.114	.039	.032	-.031	.132	.141	.171	**.882**	.429
SWLS_01	-.013	-.156	-.093	-.131	-.196	-.107	-.136	.043	.144	.193	.039	.065	-.088	.124	.284	.146	.274	**.547**
SWLS_02	-.186	-.232	-.263	-.190	-.228	-.249	-.199	.195	.218	.225	.159	.143	.027	.201	.351	.150	.444	**.853**
SWLS_03	-.162	-.231	-.283	-.176	-.206	-.243	-.209	.154	.208	.191	.144	.123	.100	.278	.407	.176	.441	**.850**
SWLS_04	-.093	-.140	-.196	-.124	-.153	-.217	-.142	.196	.201	.191	.142	.163	.032	.189	.310	.127	.315	**.794**
SWLS_05	-.067	-.140	-.146	-.056	-.109	-.160	-.116	.160	.131	.158	.124	.129	.046	.183	.234	.157	.317	**.663**

Figure 4

Measurement Model for First-Order Higher-Order Constructs (HOC_1) of the Measures

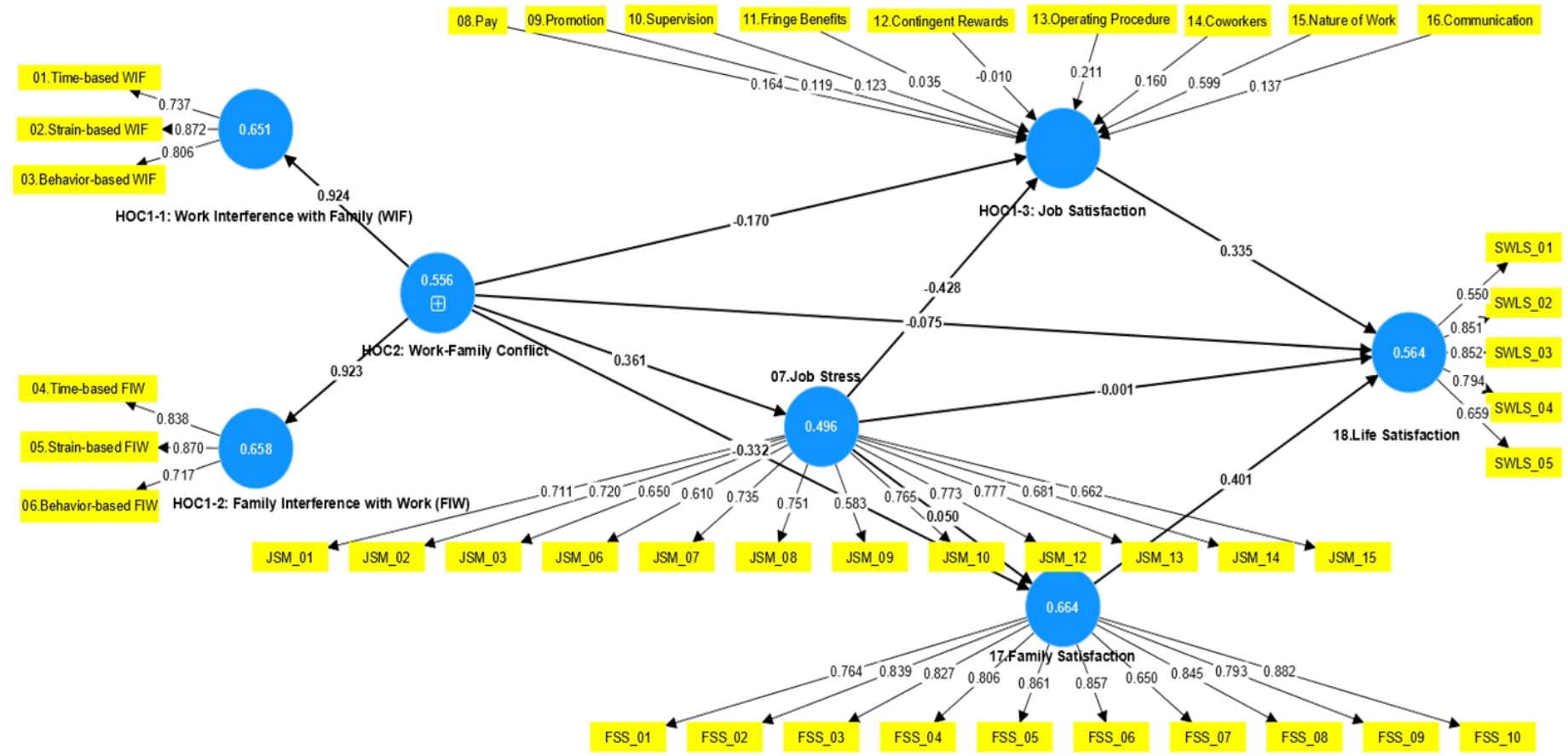


Table 28

Construct Reliability and Convergent Validity of First-Order Reflective Higher-Order Constructs (HOC_1)

Reflective HOC_1	LOC	Convergent Validity			Internal Consistency Reliability		
		Outer Loading	Indicator Reliability	*AVE*	Coefficient α	Exact Reliability (ρ_A)	Composite Reliability (ρ_C)
1. Work Interference with Family (WIF)	Time-based WIF	.737	.543	.651	.732	.747	.848
	Strain-based WIF	.872	.761				
	Behavior-based WIF	.806	.650				
2. Family Interference with Work (FIW)	Time-based FIW	.838	.703	.658	.735	.739	.851
	Strain-based FIW	.870	.757				
	Behavior-based FIW	.717	.515				

3.7.9 Construct Reliability and Validity of First-Order Reflective Higher-Order Constructs (HOC_1)

Table 28 presents the construct reliability and convergent validity of the first-order reflective higher-order constructs (HOC_1) for work interference with family (WIF) and family interference with work (FIW). The measurement model for HOC_1 is presented in Figure 4. The outer loadings for the WIF sub-constructs—time-based WIF, strain-based WIF, and behavior-based WIF—are .737, .872, and .806, respectively, exceeding the .70 threshold, indicating strong indicator reliability. The *AVE* for WIF is .651, and its internal consistency reliability is confirmed by a coefficient alpha of .732, exact reliability (ρ_A) of .747, and composite reliability (ρ_C) of .848, all meeting the recommended criteria for reliability and validity (Hair et al., 2022).

Similarly, for the FIW sub-constructs—time-based FIW, strain-based FIW, and behavior-based FIW—the outer loadings are .838, .870, and .717 respectively, demonstrating strong indicator reliability. The *AVE* for FIW is .658, with a coefficient alpha of .735, exact reliability (ρ_A) of .739, and composite reliability (ρ_C) of .851, all confirming the construct's internal consistency reliability and validity. These results indicate that the measures for both WIF and FIW are robust and reliable for assessing interference between work and family domains.

3.7.10 Construct Validity of First-Order Formative Higher-Order Constructs (HOC_1)

Table 29 displays the construct validity of the first-order formative higher-order constructs (HOC_1) for job satisfaction, comprising multiple dimensions including pay, promotion, supervision, fringe benefits, contingent rewards, operating procedure, coworkers, nature of work, and communication.

The variance inflation factors (*VIF*) for these dimensions range from 1.32 to 2.57, indicating acceptable levels of collinearity among the formative indicators. Each construct's outer weights and corresponding statistical measures, such as mean (*M*), standard deviation (*SD*), *t*-values, *BCCI* (bias-corrected confidence interval) with lower and upper bounds, and *p*-values, are detailed. These indicators collectively contribute to the overall validity and reliability assessment of the job satisfaction construct, ensuring comprehensive evaluation across diverse facets crucial to workplace satisfaction. This table underscores the methodological approach of employing formative indicators to capture the multidimensional nature of job satisfaction, allowing for a nuanced understanding of its constituent elements within organizational settings.

3.7.11 Discriminant Validity of First-Order Reflective Higher-Order Constructs (HOC_1)

Table 30 presents the discriminant validity assessment of first-order reflective higher-order constructs (HOC_1) using multiple criteria. The *HTMT* ratios indicate discriminant validity between constructs, with values below 1.0 confirming acceptable discriminant validity. For example, work interference with family shows an *HTMT* ratio of .484 with job stress and .308 with family satisfaction, suggesting adequate differentiation between these constructs. Similarly, family interference with work demonstrates an *HTMT* ratio of .378 with family satisfaction and .368 with life satisfaction, indicating distinctiveness among these constructs. The Fornell-Larcker criterion further supports discriminant validity, where diagonal elements (square roots of average variance extracted) are higher than off-diagonal elements (correlations between constructs).

Table 29

Convergent Validity of First-Order Formative Higher-Order Constructs (HOC_1)

Formative HOC_1	LOC	*VIF*	Outer Weights	*M*	*SD*	*t*	*BCCI*		*p*	Outer Loading	*p*
							Lower	Upper			
Job Satisfaction	Pay	2.14	.164	.158	.094	1.732	-.015	.356	.083	.534	< .001
	Promotion	1.32	.119	.116	.087	1.359	-.044	.296	.174	.472	< .001
	Supervision	1.73	.123	.123	.090	1.376	-.057	.297	.169	.542	< .001
	Fringe Benefits	2.16	.035	.037	.101	0.345	-.157	.240	.730	.510	< .001
	Contingent Rewards	2.57	-.010	-.010	.114	0.086	-.232	.215	.932	.616	< .001
	Operating Procedure	1.38	.211	.207	.079	2.685	.064	.375	.007	.420	< .001
	Coworkers	1.73	.160	.153	.086	1.855	-.006	.329	.064	.669	< .001
	Nature of Work	1.36	.599	.588	.072	8.370	.465	.744	< .001	.848	< .001
	Communication	1.51	.137	.137	.085	1.612	-.023	.310	.107	.541	< .001

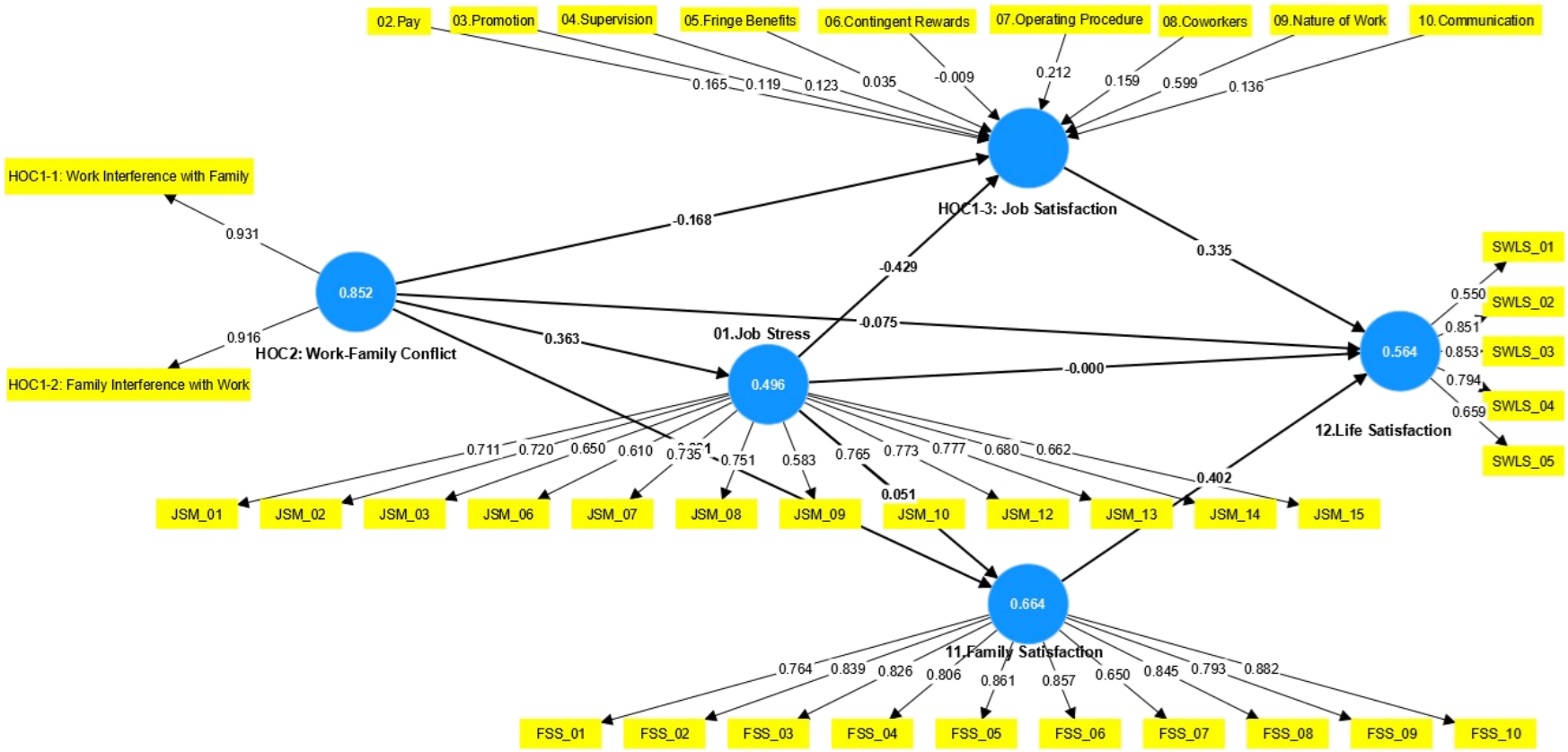
Table 30

Discriminant Validity of First-Order Reflective Higher-Order Constructs (HOC_1)

***HTMT* Ratio**					
HOC_1	Job Stress	Family Satisfaction	Life Satisfaction	Work Interference with Family	Family Interference with Work
Work Interference with Family	.484	.308	.348		
Family Interference with Work	.317	.378	.368	.946	
Fornell-Larcker Criterion					
HOC_1	Job Stress	Family Satisfaction	Life Satisfaction	Work Interference with Family	Family Interference with Work
Work Interference with Family	.400	-.263	-.285	**.807**	
Family Interference with Work	.264	-.317	-.286	.705	**.811**
Cross-Loadings					
Indicators	Job Stress	Family Satisfaction	Life Satisfaction	Work Interference with Family	Family Interference with Work
Time-based WIF	.279	-.139	-.152	**.737**	.400
Strain-based WIF	.451	-.165	-.246	**.872**	.595
Behavior-based WIF	.234	-.317	-.275	**.806**	.679
Time-based FIW	.215	-.231	-.187	.552	**.838**
Strain-based FIW	.208	-.312	-.240	.556	**.870**
Behavior-based FIW	.220	-.225	-.269	.609	**.717**

Figure 5

Measurement Model for Second-Order Higher-Order Constructs (HOC_2) of the Measures



For instance, work interference with family has an average variance extracted of .400, higher than its correlations with family satisfaction (-.263) and life satisfaction (-.285). Cross-loadings of indicators on constructs also align with expected patterns, reinforcing the discriminant validity across dimensions of job stress, family satisfaction, life satisfaction, work interference with family, and family interference with work.

3.7.12 Construct Reliability and Validity of Second-Order Reflective Higher-Order Constructs (HOC_2)

Table 31

Construct Reliability and Convergent Validity of Second-Order Reflective Higher-Order Constructs (HOC_2)

HOC_2	HOC_1	Convergent Validity			Internal Consistency Reliability		
		Outer Loading	Indicator Reliability	*AVE*	Coefficient α	Exact Reliability (ρ_A)	Composite Reliability (ρ_C)
Work-Family Conflict	WIF	.931	.866	.852	.827	.832	.920
	FIW	.916	.839				

Table 31 presents the construct reliability and validity of the second-order reflective higher-order construct (HOC_2) for work-family conflict, which encompasses two first-order constructs: work interference with family (WIF) and family interference with work (FIW). The measurement model for HOC_2 is presented in Figure 5. The outer loadings for these dimensions are notably high, ranging from .916 to .931, indicating strong relationships between the first-order constructs and the overarching second-order construct. Indicator reliability measures, such as average variance extracted

(*AVE*), coefficient alpha (α), exact reliability (ρ_A), and composite reliability (ρ_C), are robust, with values ranging from .827 to .920, suggesting high internal consistency and reliability of the measurement model. This table underscores the comprehensive assessment of work-family conflict, emphasizing its multidimensional nature and the rigorous validation of its constituent components within research on organizational and personal well-being. This structured approach ensures a thorough evaluation of the relationships between work and family domains, offering insights into how these interactions influence overall work-family dynamics and individual outcomes in various contexts.

3.7.13 Discriminant Validity of Second-Order Reflective Higher-Order Constructs (HOC_2)

Table 32 evaluates the discriminant validity of second-order reflective higher-order constructs (HOC_2) using *HTMT* ratios, the Fornell-Larcker criterion, and cross-loadings. The *HTMT* ratios demonstrate acceptable discriminant validity, with all values below the threshold of 1.0. Specifically, the work-family conflict construct shows *HTMT* ratios of .409 with job stress, .354 with family satisfaction, and .369 with life satisfaction, indicating a clear distinction between these constructs. The Fornell-Larcker criterion supports this finding, with the diagonal element (square root of average variance extracted) for work-family conflict being .923, higher than its correlations with job stress (.363), family satisfaction (-.313), and life satisfaction (-.309). Additionally, cross-loadings of indicators highlight that work interference with family (WIF) and family interference with work (FIW) load more strongly on work-family conflict (.931 and .916, respectively) than on other constructs, further confirming discriminant validity.

Table 32

Discriminant Validity of Second-Order Reflective Higher-Order Constructs (HOC_2)

***HTMT* Ratio**					
HOC2	Job Stress	Family Satisfaction	Life Satisfaction	Work-Family Conflict	
Work-Family Conflict	.409	.354	.369		
Fornell-Larcker Criterion					
HOC2	Job Stress	Family Satisfaction	Life Satisfaction	Work-Family Conflict	
Work-Family Conflict	.363	-.313	-.309	**.923**	
Cross-Loadings					
Indicators	Job Stress	Family Satisfaction	Life Satisfaction	Job Satisfaction	Work-Family Conflict
Work Interference with Family	.400	-.263	-.285	-.305	**.931**
Family Interference with Work	.264	-.317	-.286	-.291	**.916**

Table 33

Psychometric Properties (Reliability) of Original Scales and Validated Scales

Measures	Original Scale		Observed Scale			
			No. of Final Items	Reliability		
	Number of Items	Coefficient α		Split-Half	Coefficient α	McDonald's ω
Work-Family Conflict Scale	18		18	.780	.910	.905
Work Interference with Family (WIF)	9		9	.748	.853	.847
Time-based WIF	3	.87	3	.836	.851	.852
Strain-based WIF	3	.85	3	.853	.820	.828
Behavior-based WIF	3	.78	3	.749	.679	.704
Family Interference with Work (FIW)	9		9	.711	.867	.858
Time-based FIW	3	.79	3	.782	.864	.868
Strain-based FIW	3	.87	3	.798	.835	.840
Behavior-based FIW	3	.85	3	.790	.777	.788
Job Stress Measure	16	.84	12	.885	.905	.904
Job Satisfaction Survey	36	.91	30	.889	.879	.871
Pay	4	.75	4	.728	.681	.669
Promotion	4	.73	3	.719	.662	.671
Supervision	4	.82	4	.759	.716	.720
Fringe Benefits	4	.73	3	.693	.647	.664
Contingent Rewards	4	.76	4	.742	.751	.767
Operating Procedure	4	.62	3	.682	.595	.630
Coworkers	4	.60	3	.671	.564	.596
Nature of Work	4	.78	3	.614	.524	.545
Communication	4	.71	3	.612	.625	.642
Family Satisfaction Scale	10	.92	10	.909	.942	.942
Satisfaction with Life Scale	5	.87	5	.740	.792	.797

3.7.14 Psychometric Properties (Reliability) of Original Scale and Validated Scale

Table 33 presents the psychometric properties of the original and validated scales for various constructs, specifically the reliability. The Work-Family Conflict Scale, consisting of 18 items, shows excellent reliability in the validated scale with a split-half reliability of .910, a coefficient α of .780, and McDonald's ω of .905. Within this scale, both subscales, Work interference with family (WIF) and family interference with work (FIW), exhibit good to excellent reliability, with split-half reliabilities ranging from .679 to .864 and McDonald's ω from .704 to .868.

The Job Stress Measure, reduced from 16 to 12 items, demonstrates excellent reliability in the validated scale, with a split-half reliability of .905, coefficient α of .885, and McDonald's ω of .904. Similarly, the Job Satisfaction Survey, consisting of 30 items, maintains high reliability with a split-half reliability of .879, coefficient α of .889, and McDonald's ω of .871. The Family Satisfaction Scale and Satisfaction with Life Scale, with 10 and 5 items, respectively, both exhibit excellent reliability in the validated scales, with split-half reliabilities of .942 and .792, coefficient α of .909 and .740, and McDonald's ω of .942 and .797, respectively. Overall, the validated scales demonstrate strong reliability across various measures, supporting their robustness for assessing work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers in Bangladesh.

3.8 Data Collection Procedure

A comprehensive survey instrument was developed to measure the variables of interest, including work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction. The survey consisted of well-established and validated scales for each construct to ensure accuracy and reliability. The items were adapted to fit the cultural context of Bangladeshi university teachers. Before the full-scale data

collection, the survey instrument was pilot-tested with a group (N = 65) of university teachers to identify any issues with the questions' wording, comprehension, or format. Feedback from the participants was used to refine the survey. Also, the reliability of the scales was measured to make any necessary adjustments.

Non-probability (convenience) sampling was utilized to select faculty members from 16 public universities in Bangladesh. Printed copies of the survey were distributed to faculty members, who may prefer or have easier access to paper-based surveys. Additionally, the survey was distributed to faculty members via multiple channels to maximize the response rate. Invitations containing a link to the online survey were sent to faculty members' institutional email addresses, WhatsApp, or Facebook Messenger.

Data was collected from June 2023 to June 2024 to ensure a sufficient response rate and accommodate university faculty members' busy schedules. Follow-up reminders were sent to encourage participation and remind those who had not completed the survey. Completed surveys were collected and securely stored. For online surveys, responses were automatically recorded in a secure database. Paper-based surveys were manually entered into the database by trained research assistants to ensure consistency and accuracy. Data entry was double-checked to minimize errors.

No identifying information was collected from the participants to ensure anonymity and confidentiality. Unique identification codes were assigned to each survey response for data analysis purposes. All data were stored securely, and access was restricted to the research team. Once data collection was complete, the dataset was cleaned to remove any incomplete, inconsistent, or extreme responses. Statistical software was used to prepare the data for analysis, including coding responses, handling missing data, and ensuring all variables were properly formatted for subsequent analysis.

3.9 Statistical Analysis

The collected data were analyzed using descriptive and inferential statistics using SPSS Statistics 27 and the partial least square structural equation modeling (PLS-SEM) method using SmartPLS 4 (Ringle et al., 2024). Demographic characteristics (frequency and percentage or mean and standard deviation) were calculated to describe participants. Chi-square tests for categorical variables and *F*-tests for continuous variables were conducted (see Table 2-3). Normality testing with Kolmogorov-Smirnov and Shapiro-Wilk was performed to test the normality of data in study variables.

To address the first objective, i.e., assess the levels of work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers, the researcher calculated frequency, percentage, mean, standard deviation, Chi-square test, and one-way between-group ANOVA tests. Pearson product-moment correlations between study variables were conducted to address the second objective, i.e., to analyze the interrelationship among work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction.

To address the third objective, i.e., to assess the significant differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction based on designation among university teachers, the researcher conducted a one-way between-group ANOVA with effect size and bar diagram. To address the fourth objective, i.e., to determine the significant differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction between male and female university teachers, the researcher conducted an independent sample *t*-test with effect size and bar diagram. To address the fifth objective, i.e., to evaluate the significant differences in work-family conflict, job stress, job satisfaction, family satisfaction, and

life satisfaction based on marital status among university teachers, the researcher conducted a one-way between-group ANOVA with effect size and bar diagram.

To address the sixth objective, i.e., to examine the significant differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction based on spouse occupation among university teachers, the researcher conducted a one-way between-group ANOVA with effect size and bar diagram. To address the seventh objective, i.e., to examine the significant differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction based on the support of office heads among university teachers, the researcher conducted a one-way between-group ANOVA with effect size and bar diagram.

To address the eighth objective, i.e., to examine the direct effects of work-family conflict, job stress, job satisfaction, and family satisfaction on the life satisfaction of university teachers, the structural or path model using PLS-SEM with model fit indices, *VIF*, β, *t*, *BCCI*, R^2, f^2, Q^2, predictive power, and model comparison analyses were performed. To address the ninth objective, i.e., to explore the mediating effects of job stress, job satisfaction, and family satisfaction on the relationship between work-family conflict and life satisfaction among university teachers, mediation analysis was performed using PLS-SEM with direct effect, indirect effect, and VAF. To address the tenth objective, i.e., to investigate the mediating effects of job satisfaction and family satisfaction on the relationship between job stress and life satisfaction among university teachers, mediation analysis using PLS-SEM with direct effect, indirect effect, and *VAF* was performed. The researcher employed the analyses following the guidelines presented in Table 34 and Figure 6-7.

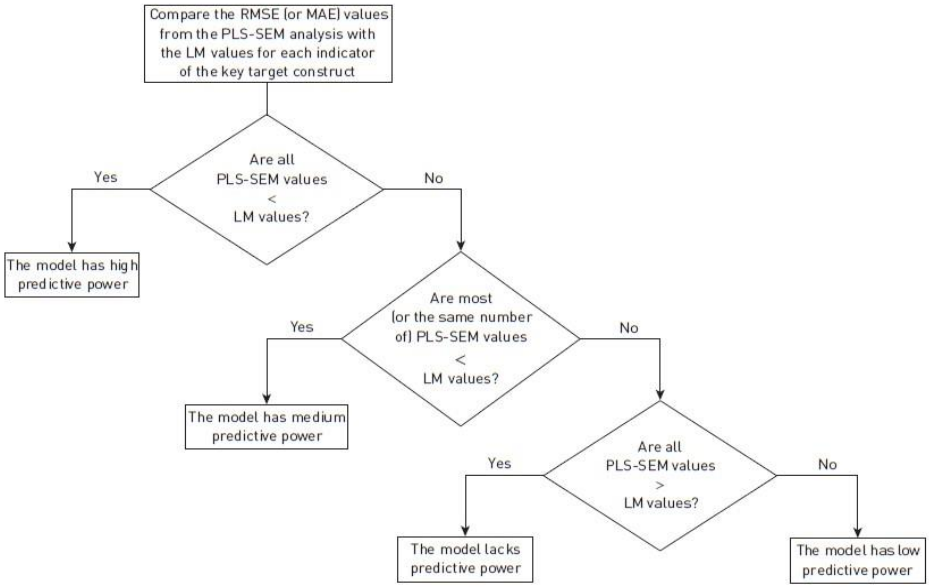
Table 34

Data Analysis Techniques and Assumptions on Analysis Indexes

Analysis	Index	Assumption	Reference	Tool
Demographics	Mean, Standard Deviation, Frequency, and Percentage	N/A	N/A	SPSS
	χ^2 and F	$p > .05$ indicates no difference between EG and WCG	Fisher, 1925	
Normality	Kolmogorov-Smirnov and Shapiro-Wilk	$p > .05$	Shapiro & Wilk, 1965	
Correlation	r	$p \leq .05$	N/A	
Independent-Sample t-test	t-value	$p \leq .05$	Fisher, 1925	
	Effect Size (Cohen's d)	.20 = Small effect, .50 = Medium effect, .80 = Large effect	Cohen, 1988	
One-Way Between Group ANOVA	F	$p \leq .05$	Fisher, 1925	
	Effect Size (Partial η^2)	.01 = Small effect, .06 = Medium effect, .14 = Large effect	Cohen, 1988	
Structural or Path Analysis	Collinearity (VIF)	< 3	Hair et al., 2022	SmartPLS
	t-value	$t = 1.96; p \leq .05$	Fisher, 1925; Hair et al., 2022	
	Bias Corrected Confidence Interval (*BCCI*)	Lower-Upper: Positive-Positive/ Negative-Negative	Hair et al., 2022	
	Explanatory Power (R^2)	.75 = Substantial .50 = Moderate .25 = Weak	Hair et al., 2022	
	Effect Size (f^2)	.02 = Small Effect .15 = Medium Effect .35 = Large Effect	Hair et al., 2022	
	Predictive Power (Q^2)	.50 = Large .25 = Medium .00 = Small	Hair et al., 2022	
Mediation Analysis	Variance Accounted For (*VAF*)	> 80% = Full Mediation 20% - 80% = Partial Mediation < 20% = No Mediation	Hair et al., 2019	

Figure 6

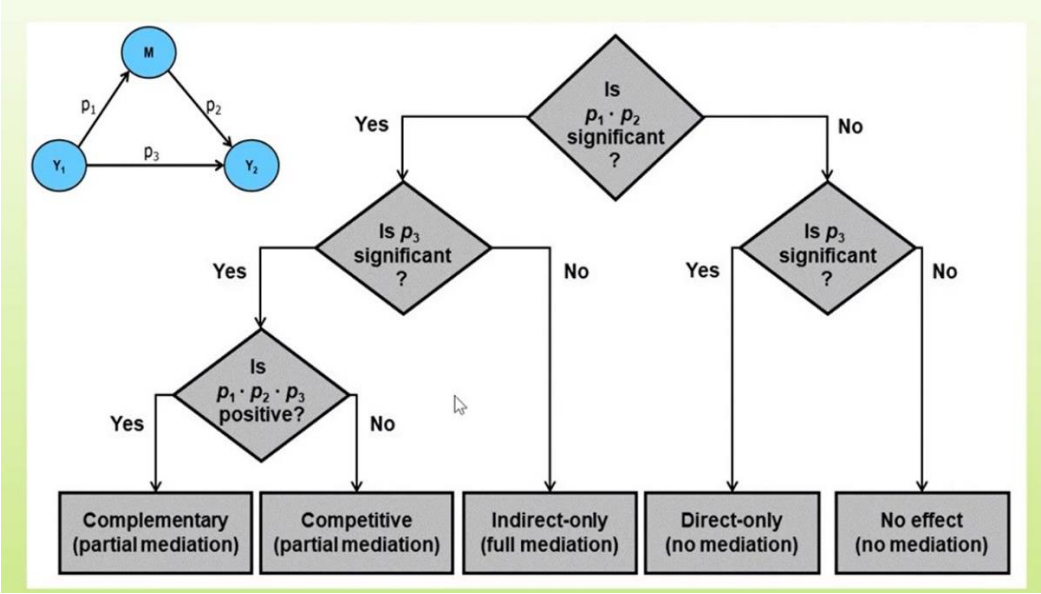
Guidelines for $PLS_{predict}$ Using SmartPLS 4



Source: Hair et al., 2022

Figure 7

Guidelines for Mediation Analysis Using SmartPLS 4



Source: Hair et al., 2022

Chapter 4
Results

Results

This section presents the findings of the study to evaluate the relation of work-family conflict with job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers. The results are presented systematically, beginning with descriptive statistics, followed by inferential statistics, to address the ten specific objectives. The analysis includes the Chi-square test, Pearson product-moment correlation, independent sample t-test, one-way between-group ANOVA, path analysis, and mediation analysis.

4.1 Normality Testing Results for Studied Variables

Table 35 presents the results of normality testing for the studied variables using the Kolmogorov-Smirnov and Shapiro-Wilk tests. For the overall Work-family conflict variable, both tests indicated non-significant results (Kolmogorov-Smirnov: $D(463) = 0.034$, $p = .200$; Shapiro-Wilk: $W(463) = 0.995$, $p = .193$), suggesting normal distribution. However, the subscales of work interference with family (WIF) and family interference with work (FIW) demonstrated significant deviations from normality ($p < .05$) across all sub-components.

For Job Stress, both tests indicated significant results (Kolmogorov-Smirnov: $D(463) = 0.096$, $p < .001$; Shapiro-Wilk: $W(463) = 0.969$, $p < .001$), suggesting non-normal distribution. Similarly, the overall job satisfaction variable showed significant results in the Kolmogorov-Smirnov test ($D(463) = 0.056$, $p = .001$) but not in the Shapiro-Wilk test ($W(463) = 0.995$, $p = .102$). Job satisfaction subscales, including pay, promotion, supervision, and others, indicated significant deviations from normality in both tests. The Family Satisfaction Scale (Kolmogorov-Smirnov: $D(463) = 0.131$, $p < .001$; Shapiro-Wilk: $W(463) = 0.930$, $p < .001$) and the Satisfaction with Life Scale (Kolmogorov-Smirnov: $D(463) = 0.062$, $p < .001$; Shapiro-Wilk: $W(463) = 0.988$, $p =$

.001) both demonstrated significant results in both tests, indicating non-normal distribution. These results suggest that most studied variables do not follow a normal distribution, which should be considered in subsequent analyses.

Table 35

Normality Testing Results for Studied Variables

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Value	*df*	*p*	Value	*df*	*p*
Work-Family Conflict	.034	463	.200	.995	463	.193
WIF	.061	463	< .001	.992	463	.016
Time-based WIF	.136	463	< .001	.955	463	< .001
Strain-based WIF	.095	463	< .001	.985	463	< .001
Behavior-based WIF	.099	463	< .001	.981	463	< .001
FIW	.061	463	< .001	.987	463	< .001
Time-based FIW	.106	463	< .001	.972	463	< .001
Strain-based FIW	.158	463	< .001	.947	463	< .001
Behavior-based FIW	.118	463	< .001	.974	463	< .001
Job Stress	.096	463	< .001	.969	463	< .001
Job Satisfaction	.056	463	.001	.995	463	.102
Pay	.062	463	< .001	.988	463	.001
Promotion	.091	463	< .001	.980	463	< .001
Supervision	.068	463	< .001	.982	463	< .001
Fringe Benefits	.075	463	< .001	.980	463	< .001
Contingent Rewards	.069	463	< .001	.990	463	.004
Operating Procedure	.095	463	< .001	.980	463	< .001
Coworkers	.121	463	< .001	.962	463	< .001
Nature of Work	.144	463	< .001	.951	463	< .001
Communication	.076	463	< .001	.987	463	< .001
Family Satisfaction	.131	463	< .001	.930	463	< .001
Life Satisfaction	.062	463	< .001	.988	463	.001

4.2 Distribution of Teachers Across Levels of Work-Family Conflict by Designation

Table 36 presents the distribution of teachers across different levels of work-family conflict by their designation. A chi-square test of independence was conducted to examine the relationship between the designation of teachers and their levels of work-family conflict and its components. The results indicate significant associations for overall work-family conflict, $\chi^2(6, N = 463) = 16.48$, $p = .011$, strain-based WIF, $\chi^2(6, N = 463) = 16.29$, $p = .012$, FIW, $\chi^2(6, N = 463) = 13.84$, $p = .032$, time-based FIW, $\chi^2(6, N = 463) = 15.66$, $p = .016$, and behavior-based FIW, $\chi^2(6, N = 463) = 17.26$, $p = .008$.

Lecturers, assistant professors, and associate professors primarily reported moderate work-family conflict, while professors exhibited a higher proportion of mild conflict. Notably, moderate interference was predominant for strain-based WIF, especially among assistant professors (61.81%). Similarly, moderate FIW was most common across designations, with assistant professors reporting the highest percentage (54.17%). Time-based FIW and behavior-based FIW also displayed moderate interference at the most frequent level, particularly among assistant and associate professors. These findings suggest varying levels of work-family conflict and interference experienced by lecturers, assistant professors, associate professors, and professors.

Table 36

Distribution of Teachers Across Levels of Work-Family Conflict by Designation

Variable	Level	Lecturer (61)		Assistant Professor (144)		Associate Professor (144)		Professor (114)		Total (463)		χ^2	*p*
		n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Work-Family Conflict	Mild Conflict	19	31.15	40	27.78	33	22.92	47	41.23	139	30.02		
	Moderate Conflict	39	63.93	95	65.97	92	63.89	61	53.51	287	61.99	16.48	.011
	Severe Conflict	3	4.92	9	6.25	19	13.19	6	5.26	37	7.99		
Work Interference with Family (WIF)	Mild Interference	16	26.23	28	19.44	23	15.97	35	30.70	102	22.03		
	Moderate Interference	39	63.93	102	70.83	99	68.75	63	55.26	303	65.44	12.26	.057
	Severe Interference	6	9.84	14	9.72	22	15.28	16	14.04	58	12.53		
Time-based WIF	Mild Interference	17	27.87	26	18.06	18	12.50	30	26.32	91	19.65		
	Moderate Interference	23	37.70	68	47.22	70	48.61	46	40.35	207	44.71	11.11	*.085*
	Severe Interference	21	34.43	50	34.72	56	38.89	38	33.33	165	35.64		
Strain-based WIF	Mild Interference	21	34.43	37	25.69	40	27.78	53	46.49	151	32.61		
	Moderate Interference	31	50.82	89	61.81	80	55.56	49	42.98	249	53.78	16.29	.012
	Severe Interference	9	14.75	18	12.50	24	16.67	12	10.53	63	13.61		
Behavior-based WIF	Mild Interference	30	49.18	65	45.14	61	42.36	56	49.12	212	45.79		
	Moderate Interference	29	47.54	70	48.61	69	47.92	56	49.12	224	48.38	8.56	.200
	Severe Interference	2	3.28	9	6.25	14	9.72	2	1.75	27	5.83		

Variable	Level	Lecturer (61)		Assistant Professor (144)		Associate Professor (144)		Professor (114)		Total (463)		χ^2	p
		n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Family Interference with Work (FIW)	Mild Interference	28	45.90	58	40.28	55	38.19	64	56.14	205	44.28	13.84	.032
	Moderate Interference	31	50.82	78	54.17	74	51.39	45	39.47	228	49.24		
	Severe Interference	2	3.28	8	5.56	15	10.42	5	4.39	30	6.48		
Time-based FIW	Mild Interference	26	42.62	54	37.50	47	32.64	60	52.63	187	40.39	15.66	.016
	Moderate Interference	28	45.90	64	44.44	64	44.44	43	37.72	199	42.98		
	Severe Interference	7	11.48	26	18.06	33	22.92	11	9.65	77	16.63		
Strain-based FIW	Mild Interference	41	67.21	86	59.72	87	60.42	85	74.56	299	64.58	10.80	.095
	Moderate Interference	18	29.51	51	35.42	45	31.25	26	22.81	140	30.24		
	Severe Interference	2	3.28	7	4.86	12	8.33	3	2.63	24	5.18		
Behavior-based FIW	Mild Interference	35	57.38	68	47.22	46	31.94	57	50.00	206	44.49	17.26	.008
	Moderate Interference	24	39.34	63	43.75	82	56.94	51	44.74	220	47.52		
	Severe Interference	2	3.28	13	9.03	16	11.11	6	5.26	37	7.99		

4.3 Distribution of Teachers Across Levels of Job Satisfaction by Designation

Table 37 shows the distribution of teachers across different levels of job satisfaction and its components by their designation. A chi-square test of independence was performed to assess the relationship between teachers' designation and their job satisfaction levels. The overall job satisfaction levels did not significantly associate with designation, $\chi^2(6, N = 463) = 10.90$, $p = .091$. However, significant differences were found for satisfaction with promotion, $\chi^2(6, N = 463) = 27.56$, $p < .001$, indicating that higher-ranked teachers, such as professors, reported more satisfaction compared to lecturers and assistant professors.

Lecturers and assistant professors predominantly expressed dissatisfaction with pay (54.10% and 55.56%, respectively), whereas a significant proportion of professors were satisfied with their pay (21.93%). Dissatisfaction with promotion was most notable among lecturers (47.54%) and assistant professors (54.17%), while professors reported higher satisfaction levels (34.21%). There were no significant differences in satisfaction levels for supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication across designations, suggesting uniform experiences among teachers in these areas. Overall, ambivalence toward job satisfaction was the most common response across all designations, with 59.83% of the total sample indicating ambivalence.

Table 37

Distribution of Teachers Across Levels of Job Satisfaction by Designation

Variable	Level	Lecturer (61)		Assistant Professor (144)		Associate Professor (144)		Professor (114)		Total (463)		χ^2	*p*
		n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Job Satisfaction	Dissatisfaction	11	18.03	34	23.61	26	18.06	11	9.65	82	17.71	10.90	.091
	Ambivalent	35	57.38	84	58.33	88	61.11	70	61.40	277	59.83		
	Satisfaction	15	24.59	26	18.06	30	20.83	33	28.95	104	22.46		
Pay	Dissatisfaction	33	54.10	80	55.56	69	47.92	46	40.35	228	49.24	11.57	.072
	Ambivalent	24	39.34	44	30.56	48	33.33	43	37.72	159	34.34		
	Satisfaction	4	6.56	20	13.89	27	18.75	25	21.93	76	16.41		
Promotion	Dissatisfaction	29	47.54	78	54.17	54	37.50	31	27.19	192	41.47	27.56	< .001
	Ambivalent	21	34.43	46	31.94	61	42.36	44	38.60	172	37.15		
	Satisfaction	11	18.03	20	13.89	29	20.14	39	34.21	99	21.38		
Supervision	Dissatisfaction	11	18.03	33	22.92	29	20.14	16	14.04	89	19.22	9.33	.156
	Ambivalent	16	26.23	52	36.11	60	41.67	43	37.72	171	36.93		
	Satisfaction	34	55.74	59	40.97	55	38.19	55	48.25	203	43.84		
Fringe Benefits	Dissatisfaction	38	62.30	82	56.94	76	52.78	62	54.39	258	55.72	2.23	.898
	Ambivalent	15	24.59	42	29.17	44	30.56	32	28.07	133	28.73		
	Satisfaction	8	13.11	20	13.89	24	16.67	20	17.54	72	15.55		
Contingent Rewards	Dissatisfaction	21	34.43	58	40.28	56	38.89	35	30.70	170	36.72	6.72	.348
	Ambivalent	23	37.70	58	40.28	57	39.58	43	37.72	181	39.09		
	Satisfaction	17	27.87	28	19.44	31	21.53	36	31.58	112	24.19		

Variable	Level	Lecturer (61)		Assistant Professor (144)		Associate Professor (144)		Professor (114)		Total (463)		χ^2	*p*
		n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Operating Procedure	Dissatisfaction	37	60.66	73	50.69	85	59.03	64	56.14	259	55.94	4.27	.640
	Ambivalent	16	26.23	47	32.64	42	29.17	38	33.33	143	30.89		
	Satisfaction	8	13.11	24	16.67	17	11.81	12	10.53	61	13.17		
Coworkers	Dissatisfaction	5	8.20	22	15.28	13	9.03	8	7.02	48	10.37	9.77	.135
	Ambivalent	15	24.59	42	29.17	51	35.42	44	38.60	152	32.83		
	Satisfaction	41	67.21	80	55.56	80	55.56	62	54.39	263	56.80		
Nature of Work	Dissatisfaction	1	1.64	10	6.94	5	3.47	5	4.39	21	4.54	7.02	.319
	Ambivalent	13	21.31	41	28.47	38	26.39	23	20.18	115	24.84		
	Satisfaction	47	77.05	93	64.58	101	70.14	86	75.44	327	70.63		
Communication	Dissatisfaction	20	32.79	43	29.86	46	31.94	34	29.82	143	30.89	1.94	.925
	Ambivalent	22	36.07	57	39.58	54	37.50	38	33.33	171	36.93		
	Satisfaction	19	31.15	44	30.56	44	30.56	42	36.84	149	32.18		

4.4 Distribution of Teachers Across Levels of Job Stress, Job Satisfaction, and Life Satisfaction by Designation

Table 38 presents the distribution of teachers across varying levels of job stress, family satisfaction, and life satisfaction by their designation. A chi-square test of independence indicated a significant association between teachers' designation and their levels of job stress, $\chi^2(6, N = 463) = 33.88$, $p < .001$. Professors reported the highest proportion of mild stress (59.65%), while lecturers reported the highest levels of severe stress (16.39%). For family satisfaction, there was no significant association with designation, $\chi^2(12, N = 463) = 8.92$, $p = .710$. Most teachers across all designations reported moderate to high levels of family satisfaction, with a small percentage indicating very high satisfaction. Similarly, life satisfaction did not significantly correlate with designation, $\chi^2(6, N = 463) = 10.08$, $p = .121$. Regardless of designation, most teachers reported moderate life satisfaction, with professors slightly more likely to report high satisfaction (42.11%) compared to lecturers (26.23%). Overall, the results suggest that while job stress levels vary significantly by designation, family satisfaction, and life satisfaction levels do not.

4.5 Descriptive Statistics for Work-Family Conflict Levels

Table 39 presents the descriptive statistics for work-family conflict levels among university teachers. Significant differences were observed across the levels of work-family conflict, with mild conflict showing a mean score of 39.65 ($SD = 6.62$), moderate conflict a mean of 61.78 ($SD = 7.72$), and severe conflict a mean of 85.19 ($SD = 4.56$) ($F = 750.27$, $p < .001$).

Table 38

Distribution of Teachers Across Levels of Job Stress, Job Satisfaction, and Life Satisfaction by Designation

Variable	Level	Lecturer (61)		Assistant Professor (144)		Associate Professor (144)		Professor (114)		Total (463)		χ^2	*p*
		n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Job Stress	Mild Stress	17	27.87	50	34.72	49	34.03	68	59.65	184	39.74	33.88	< .001
	Moderate Stress	34	55.74	72	50.00	84	58.33	42	36.84	232	50.11		
	Severe Stress	10	16.39	22	15.28	11	7.64	4	3.51	47	10.15		
Family Satisfaction	Very Low Satisfaction	15	24.59	28	19.44	33	22.92	20	17.54	96	20.73	8.92	.710
	Low Satisfaction	14	22.95	27	18.75	35	24.31	19	16.67	95	20.52		
	Moderate Satisfaction	16	26.23	46	31.94	37	25.69	33	28.95	132	28.51		
	High Satisfaction	12	19.67	33	22.92	34	23.61	33	28.95	112	24.19		
	Very High Satisfaction	4	6.56	10	6.94	5	3.47	9	7.89	28	6.05		
Life Satisfaction	Low Satisfaction	5	8.20	12	8.33	8	5.56	4	3.51	29	6.26	10.08	.121
	Moderate Satisfaction	40	65.57	93	64.58	83	57.64	62	54.39	278	60.04		
	High Satisfaction	16	26.23	39	27.08	53	36.81	48	42.11	156	33.69		

For work interference with family (WIF), teachers with mild interference had a mean score of 19.73 (*SD* = 3.55), those with moderate interference scored 31.99 (*SD* = 3.97), and those with severe interference scored 42.72 (*SD* = 2.67) ($F = 755.86$, $p < .001$). Similar patterns were observed for time-based, strain-based, and behavior-based WIF, with each showing significant differences across mild, moderate, and severe levels (*F*-values ranging from 746.57 to 1333.24, all $p < .001$)

Family interference with work (FIW) also showed significant differences, with mild, moderate, and severe interference levels having mean scores of 19.11 (*SD* = 3.79), 30.68 (*SD* = 4.13), and 43.27 (*SD* = 2.48), respectively ($F = 778.16$, $p < .001$). Time-based, strain-based, and behavior-based FIW followed the same trend, with significant differences across levels (*F*-values ranging from 803.80 to 1326.40, all $p < .001$). These findings highlight the substantial variability in work-family conflict experiences among university teachers.

4.6 Descriptive Statistics for Job Stress Levels

Table 40 presents the descriptive statistics for job stress levels among university teachers. The data indicates significant differences across the levels of job stress, with teachers experiencing mild stress having a mean score of 23.78 (*SD* = 3.58), those with moderate stress scoring 34.84 (*SD* = 4.44), and those with severe stress scoring 50.06 (*SD* = 3.89). The overall mean score for job stress was 31.99 (*SD* = 8.98). The analysis revealed a significant *F*-value of 896.39, with a *p*-value of less than .001, indicating substantial variability in teacher job stress levels.

Table 39
Descriptive Statistics for Work-Family Conflict Levels

Variable	Level	*n*	Range	*M*	*SD*	Skew.	Kurt.	*F*	*p*
Work-Family Conflict	Mild Conflict	139	18 - 48	39.65	6.62	-1.031	0.689	750.27	< .001
	Moderate Conflict	287	49 - 78	61.78	7.72	0.101	-1.085		
	Severe Conflict	37	79 - 96	85.19	4.56	0.620	-0.208		
	Total	463	18 - 96	57.01	14.83	0.067	-0.340		
Work Interference with Family (WIF)	Mild Interference	102	9 - 24	19.73	3.55	-0.919	0.690	755.86	< .001
	Moderate Interference	303	25 - 39	31.99	3.97	-0.074	-1.118		
	Severe Interference	58	40 - 50	42.72	2.67	1.163	0.482		
	Total	463	9 - 50	30.63	7.73	-0.192	-0.295		
Time-based WIF	Mild Interference	91	3 - 8	6.22	1.60	-0.599	-0.606	1333.24	< .001
	Moderate Interference	207	9 - 13	11.51	1.28	-0.465	-0.899		
	Severe Interference	165	14 - 18	15.14	1.21	1.074	0.317		
	Total	463	3 - 18	11.76	3.45	-0.579	-0.238		
Strain-based WIF	Mild Interference	151	3 - 8	6.38	1.49	-0.746	-0.177	1023.67	< .001
	Moderate Interference	249	9 - 13	10.90	1.34	0.035	-1.089		
	Severe Interference	63	14 - 18	15.16	1.22	0.730	-0.517		
	Total	463	3 - 18	10.01	3.20	0.022	-0.411		
Behavior-based WIF	Mild Interference	212	3 - 8	6.29	1.49	-0.601	-0.541	746.57	< .001
	Moderate Interference	224	9 - 13	10.57	1.42	0.362	-1.225		
	Severe Interference	27	14 - 17	14.85	0.77	0.814	0.933		
	Total	463	3 - 17	8.86	2.92	0.187	-0.450		

Variable	Level	*n*	Range	*M*	*SD*	Skew.	Kurt.	*F*	*p*
Family Interference with Work (FIW)	Mild Interference	205	9 - 24	19.11	3.79	-0.717	0.011	778.16	< .001
	Moderate Interference	228	25 - 39	30.68	4.13	0.367	-1.014		
	Severe Interference	30	40 - 49	43.27	2.48	0.489	-0.620		
	Total	463	9 - 49	26.38	8.14	0.313	-0.341		
Time-based FIW	Mild Interference	187	3 - 8	5.94	1.51	-0.566	-0.496	1326.40	< .001
	Moderate Interference	199	9 - 13	10.99	1.37	-0.149	-1.247		
	Severe Interference	77	14 - 18	15.29	1.36	0.859	-0.476		
	Total	463	3 - 18	9.67	3.69	0.143	-0.765		
Strain-based FIW	Mild Interference	299	3 - 8	5.70	1.64	-0.280	-0.941	803.80	< .001
	Moderate Interference	140	9 - 13	10.65	1.38	0.318	-1.205		
	Severe Interference	24	14 - 18	15.29	1.00	1.061	1.273		
	Total	463	3 - 18	7.69	3.25	0.608	-0.146		
Behavior-based FIW	Mild Interference	206	3 - 8	6.11	1.46	-0.576	-0.186	964.52	< .001
	Moderate Interference	220	9 - 13	10.78	1.36	0.169	-1.215		
	Severe Interference	37	14 - 18	14.78	0.89	1.465	3.333		
	Total	463	3 - 18	9.02	3.13	0.125	-0.670		

Table 40

Descriptive Statistics for Job Stress Levels

Variable	Level	*n*	Range	*M*	*SD*	Skew.	Kurt.	*F*	*p*
Job Stress	Mild Stress	184	13 - 28	23.78	3.58	-0.935	0.278	896.39	< .001
	Moderate Stress	232	29 - 44	34.84	4.44	0.489	-0.908		
	Severe Stress	47	45 - 58	50.06	3.89	0.333	-1.232		
	Total	463	13 - 58	31.99	8.98	0.611	0.064		

Table 41

Descriptive Statistics for Job Satisfaction Levels

Variable	Level	*n*	Range	*M*	*SD*	Skew.	Kurt.	*F*	*p*
Job Satisfaction	Dissatisfaction	82	51 - 90	80.37	9.78	-1.320	1.024	854.87	< .001
	Ambivalent	277	91 - 120	106.51	7.83	-0.319	-0.882		
	Satisfaction	104	121 - 168	132.16	9.16	1.405	2.610		
	Total	463	51 - 168	107.64	18.45	-0.075	0.377		
Pay	Dissatisfaction	228	4 - 12	9.03	2.31	-0.583	-0.566	882.61	< .001
	Ambivalent	159	13 - 16	14.37	1.10	0.145	-1.299		
	Satisfaction	76	17 - 23	18.62	1.64	0.974	0.197		
	Total	463	4 - 23	12.44	4.10	0.040	-0.476		
Promotion	Dissatisfaction	192	3 - 9	6.71	1.87	-0.496	-0.784	1000.64	< .001
	Ambivalent	172	10 - 12	11.09	0.84	-0.178	-1.561		
	Satisfaction	99	13 - 18	14.38	1.32	0.932	0.404		
	Total	463	3 - 18	9.98	3.34	-0.136	-0.526		
Supervision	Dissatisfaction	89	4 - 12	9.84	2.30	-1.169	0.733	968.05	< .001
	Ambivalent	171	13 - 16	14.59	1.06	-0.106	-1.207		

Variable	Level	*n*	Range	*M*	*SD*	Skew.	Kurt.	*F*	*p*
	Satisfaction	203	17 - 24	19.24	1.89	0.618	-0.326		
	Total	463	4 - 24	15.72	3.94	-0.388	0.110		
Fringe Benefits	Dissatisfaction	258	3 - 9	6.83	1.84	-0.412	-0.908	786.68	< .001
	Ambivalent	133	10 - 12	10.89	0.82	0.213	-1.491		
	Satisfaction	72	13 - 18	14.24	1.26	0.881	0.499		
	Total	463	3 - 18	9.14	3.20	0.175	-0.513		
Contingent Rewards	Dissatisfaction	170	4 - 12	9.76	2.04	-0.816	-0.118	1051.99	< .001
	Ambivalent	181	13 - 16	14.45	1.05	0.067	-1.172		
	Satisfaction	112	17 - 24	18.80	1.73	0.938	0.613		
	Total	463	4 - 24	13.78	3.86	-0.022	-0.291		
Operating Procedure	Dissatisfaction	259	3 - 9	7.22	1.53	-0.632	-0.276	845.58	< .001
	Ambivalent	143	10 - 12	10.87	0.81	0.235	-1.447		
	Satisfaction	61	13 - 18	14.05	1.15	0.999	1.074		
	Total	463	3 - 18	9.25	2.80	0.263	-0.319		
Coworkers	Dissatisfaction	48	5 - 9	7.71	1.24	-0.820	-0.172	902.83	< .001
	Ambivalent	152	10 - 12	11.30	0.77	-0.583	-1.092		
	Satisfaction	263	13 - 18	14.40	1.25	0.721	0.099		
	Total	463	5 - 18	12.69	2.47	-0.590	0.373		
Nature of Work	Dissatisfaction	21	5 - 9	7.81	1.25	-0.793	-0.412	627.09	< .001
	Ambivalent	115	10 - 12	11.33	0.81	-0.679	-1.153		
	Satisfaction	327	13 - 18	14.77	1.28	0.443	-0.264		
	Total	463	5 - 18	13.60	2.27	-0.715	0.710		
Communication	Dissatisfaction	143	3 - 9	7.56	1.49	-0.996	0.506	1078.03	< .001
	Ambivalent	171	10 - 12	11.03	0.82	-0.054	-1.518		
	Satisfaction	149	13 - 18	14.41	1.42	0.896	0.073		
	Total	463	3 - 18	11.04	3.00	-0.065	-0.322		

4.7 Descriptive Statistics for Job Satisfaction Levels

Table 41 presents the descriptive statistics for various levels of job satisfaction among university teachers, highlighting significant differences across different job satisfaction dimensions. Overall job satisfaction showed substantial variability, with a mean score of 107.64 (*SD* = 18.45). Teachers expressing dissatisfaction had a mean score of 80.37 (*SD* = 9.78), those who were ambivalent scored 106.51 (*SD* = 7.83), and satisfied teachers scored 132.16 (*SD* = 9.16). The *F*-value for overall job satisfaction was 854.87, with a *p*-value of less than .001, indicating significant differences across satisfaction levels.

In terms of pay satisfaction, the mean scores were 9.03 (*SD* = 2.31) for dissatisfaction, 14.37 (*SD* = 1.10) for ambivalence, and 18.62 (*SD* = 1.64) for satisfaction, with an *F*-value of 882.61 ($p < .001$). For promotion satisfaction, the mean scores were 6.71 (*SD* = 1.87) for dissatisfaction, 11.09 (*SD* = 0.84) for ambivalence, and 14.38 (*SD* = 1.32) for satisfaction, with an *F*-value of 1000.64 ($p < .001$). Similarly, supervision satisfaction showed mean scores of 9.84 (*SD* = 2.30) for dissatisfaction, 14.59 (*SD* = 1.06) for ambivalence, and 19.24 (*SD* = 1.89) for satisfaction, with an *F*-value of 968.05 ($p < .001$).

Fringe benefits, contingent rewards, operating procedure, coworkers, nature of work, and communication also displayed significant differences in satisfaction levels, with *F*-values of 786.68, 1051.99, 845.58, 902.83, 627.09, and 1078.03, respectively, all with *p*-values of less than .001. These results underscore the substantial variability in job satisfaction dimensions among university teachers.

4.8 Descriptive Statistics for Family Satisfaction Levels

Table 42 presents the descriptive statistics for family satisfaction levels among university teachers, demonstrating significant differences across various satisfaction levels. The overall mean family satisfaction score was 44.05 (*SD* = 9.13). Teachers reporting very low satisfaction had a mean score of 29.68 (*SD* = 6.61), while those with low satisfaction had a mean score of 41.29 (*SD* = 1.86). Moderate satisfaction was associated with a mean score of 47.34 (*SD* = 1.43), high satisfaction with 51.33 (*SD* = 1.69), and very high satisfaction with 58.04 (*SD* = 1.69). The analysis revealed a significant difference in family satisfaction levels, with an *F*-value of 744.49 and a *p*-value of less than .001, indicating substantial variability in family satisfaction among the participants.

4.9 Descriptive Statistics for Life Satisfaction Levels

Table 43 presents the descriptive statistics for life satisfaction levels among university teachers, highlighting significant differences across varying satisfaction levels. The overall mean life satisfaction score was 20.32 (*SD* = 4.48). Teachers reporting low satisfaction had a mean score of 10.79 (*SD* = 2.09), while those with moderate satisfaction had a mean score of 18.62 (*SD* = 2.30). High satisfaction was associated with a mean score of 25.13 (*SD* = 2.05). The analysis revealed a significant difference in life satisfaction levels, with an *F*-value of 724.56 and a *p*-value of less than .001, indicating substantial variability in life satisfaction among the participants.

Table 42

Descriptive Statistics for Family Satisfaction Levels

Variable	Level	*n*	Range	*M*	*SD*	Skew.	Kurt.	*F*	*p*
Family Satisfaction	Very Low Satisfaction	96	10 - 37	29.68	6.61	-1.057	0.642	744.49	< .001
	Low Satisfaction	95	38 - 44	41.29	1.86	-0.168	-1.031		
	Moderate Satisfaction	132	45 - 49	47.34	1.43	-0.289	-1.272		
	High Satisfaction	112	50 - 55	51.33	1.69	0.995	-0.387		
	Very High Satisfaction	28	56 - 60	58.04	1.69	-0.010	-1.767		
	Total	463	10 - 60	44.05	9.13	-1.025	1.128		

Table 43

Descriptive Statistics for Life Satisfaction Levels

Variable	Level	*n*	Range	*M*	*SD*	Skew.	Kurt.	*F*	*p*
Life Satisfaction	Low Satisfaction	29	5 - 13	10.79	2.09	-1.009	0.602	724.56	< .001
	Moderate Satisfaction	278	14 - 22	18.62	2.30	-0.259	-0.923		
	High Satisfaction	156	23 - 30	25.13	2.05	0.954	-0.169		
	Total	463	5 - 30	20.32	4.48	-0.256	0.087		

4.10 Interrelationship among Work Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, Life Satisfaction and Socio-Demographic Variables of University Teachers

Table 44 provides a detailed examination of the intercorrelations among various study variables and continuous demographic variables, offering valuable insights into the relationships between work-family conflict, job stress, job satisfaction, family satisfaction, life satisfaction, and demographic factors among university teachers.

Work-family conflict (WFC) exhibits a high correlation with work interference with family (WIF) ($r = .931$, $p < .01$), indicating that teachers experiencing work-family conflict often perceive their work as interfering with their family life. Specifically, time-based WIF ($r = .637$, $p < .01$) suggests that conflicts arising from time demands at work contribute significantly to overall work-family conflict. Strain-based WIF ($r = .866$, $p < .01$) and behavior-based WIF ($r = .764$, $p < .01$) further emphasize that stress or strain and incompatible behaviors between work and family roles play crucial roles in WFC. Similarly, family interference with work (FIW) shows a high correlation with WFC ($r = .938$, $p < .01$), highlighting a reciprocal relationship where family demands also interfere with work, enhancing the overall conflict. Time-based FIW ($r = .810$, $p < .01$), strain-based FIW ($r = .777$, $p < .01$), and behavior-based FIW ($r = .675$, $p < .01$) demonstrate that family demands in terms of time, strain, and behavior also significantly contribute to work-family conflict.

Work-family conflict is moderately correlated with job stress ($r = .332$, $p < .01$), suggesting that higher levels of work-family conflict are associated with increased job stress. Both WIF ($r = .366$, $p < .01$) and FIW ($r = .257$, $p < .01$) are also moderately correlated with job stress, indicating that interference from both work and family roles can elevate job stress levels. Work-family conflict is negatively correlated with job

satisfaction (r = -.257, p < .01), implying that higher work-family conflict leads to lower job satisfaction. Specific facets of job satisfaction reveal nuanced relationships. Pay satisfaction is weakly negatively correlated with WIF (r = -.115, p < .05) and WFC (r = -.089, ns). Supervision satisfaction shows a stronger negative correlation with WFC (r = -.204, p < .01) and WIF (r = -.167, p < .01), indicating that better supervision might mitigate work-family conflict. Fringe benefits, contingent rewards, and coworker relations correlate negatively with WFC and WIF, highlighting these job aspects as potential buffers against work-family conflict. Family satisfaction is negatively correlated with WFC (r = -.312, p < .01) and WIF (r = -.269, p < .01), indicating that higher work-family conflict is associated with lower family satisfaction. Life satisfaction is negatively correlated with WFC (r = -.287, p < .01) and WIF (r = -.260, p < .01), suggesting that work-family conflict negatively impacts overall life satisfaction.

Age is negatively correlated with job stress (r = -.273, p < .01) and WFC (r = -.102, p < .05), indicating that older teachers may experience less job stress and work-family conflict. Job experience negatively correlates with job stress (r = -.210, p < .01), suggesting that more experienced teachers may handle job stress better. The length of marital relationships is negatively correlated with WFC (r = -.138, p < .01) and job stress (r = -.221, p < .01), suggesting that longer marital relationships might provide a stabilizing effect against work-family conflict and job stress. The number of children has a weak but significant correlation with job stress (r = -.125, p < .01) and minimal impact on WFC. The age of the youngest child is negatively correlated with WFC (r = -.116, p < .05) and job stress (r = -.123, p < .05), implying that having older children might reduce these stressors.

Table 44

Intercorrelations for Study Variables and Continuous Demographic Variables

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1.WFC	--																										
2.WIF	.931**	--																									
3.Time-based WIF	.637**	.797**	--																								
4.Strain-based WIF	.866**	.866**	.542**	--																							
5.Behavior-based WIF	.764**	.757**	.334**	.555**	--																						
6.FIW	.938**	.748**	.404**	.756**	.674**	--																					
7.Time-based FIW	.810**	.656**	.414**	.733**	.444**	.854**	--																				
8.Strain-based FIW	.777**	.584**	.301**	.611**	.521**	.861**	.678**	--																			
9.Behavior-based FIW	.675**	.562**	.249**	.464**	.685**	.696**	.335**	.398**	--																		
10.Job Stress	.332**	.366**	.277**	.386**	.219**	.257**	.212**	.207**	.203**	--																	
11.Job Satisfaction	-.257**	-.244**	-.143**	-.239**	-.214**	-.238**	-.176**	-.170**	-.234**	-.481**	--																
12.Pay	-.089	-.115*	-.102*	-.089	-.087	-.052	-.025	-.013	-.093*	-.312**	.700**	--															
13.Promotion	-.007	-.006	-.020	-.017	.025	-.007	.009	-.005	-.024	-.238**	.545**	.373**	--														
14.Supervision	-.204**	-.167**	-.072	-.166**	-.177**	-.214**	-.159**	-.175**	-.186**	-.224**	.593**	.139**	.256**	--													
15.Fringe_Benefits	-.134**	-.142**	-.087	-.142**	-.117*	-.110*	-.079	-.055	-.135**	-.315**	.726**	.662**	.317**	.190**	--												
16.Contingent Rewards	-.197**	-.188**	-.121**	-.179**	-.157**	-.181**	-.145**	-.106*	-.189**	-.407**	.834**	.549**	.315**	.454**	.613**	--											
17.Operating Procedure	-.126**	-.126**	-.100*	-.133**	-.070	-.110*	-.116*	-.046	-.103*	-.357**	.458**	.382**	.045	-.042	.385**	.377**	--										
18.Coworkers	-.261**	-.221**	-.082	-.239**	-.226**	-.266**	-.196**	-.235**	-.216**	-.325**	.619**	.204**	.180**	.461**	.298**	.493**	.242**	--									
19.Nature of Work	-.251**	-.232**	-.120*	-.216**	-.237**	-.237**	-.144**	-.227**	-.210**	-.339**	.516**	.196**	.266**	.365**	.218**	.306**	.106*	.470**	--								
20.Communication	-.264**	-.244**	-.125**	-.243**	-.232**	-.249**	-.198**	-.186**	-.220**	-.255**	.634**	.258**	.255**	.453**	.330**	.499**	.191**	.361**	.263**	--							
21.Family Satisfaction	-.312**	-.269**	-.139**	-.216**	-.313**	-.313**	-.228**	-.313**	-.219**	-.071	.125**	.039	.025	.119*	.047	.045	-.022	.140**	.198**	.177**	--						
22.Life Satisfaction	-.287**	-.260**	-.136**	-.246**	-.256**	-.276**	-.176**	-.238**	-.263**	-.209**	.330**	.194**	.236**	.250**	.165**	.172**	.034	.268**	.417**	.206**	.479**	--					

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
23. Age	-.102*	-.097*	-.071	-.127**	-.036	-.093*	-.091*	-.127**	-.001	-.273**	.120**	.107*	.190**	.003	.086	.056	.037	.017	.076	.104*	.042	.088	--				
24.Job Experience	-.039	-.043	-.024	-.067	-.011	-.030	-.035	-.071	.038	-.210**	.084	.065	.190**	.041	.018	.026	-.025	.003	.027	.108*	.046	.109*	.808**	--			
25.Marital Relation's Length	-.138**	-.131**	-.095*	-.116*	-.108*	-.128**	-.097*	-.157**	-.057	-.221**	.134**	.114*	.165**	-.004	.082	.097*	.069	-.023	.095	.151**	.067	.150**	.855**	.749**	--		
26.Children Number	.010	.001	.082	-.032	-.056	.017	.071	.017	-.058	-.125**	.080	.157**	.102*	-.107*	.109*	.067	.108*	.012	.007	-.019	.011	.096*	.410**	.349**	.467**	--	
27.Age of Young Child	-.116*	-.088	-.128*	-.041	-.045	-.128*	-.108*	-.153**	-.049	-.123*	.095	.014	.187**	.058	.032	.102	-.026	-.081	.095	.126*	.060	.103	.678**	.563**	.770**	.025	--

*p < .05 (two-tailed). **p < .01 (two-tailed).

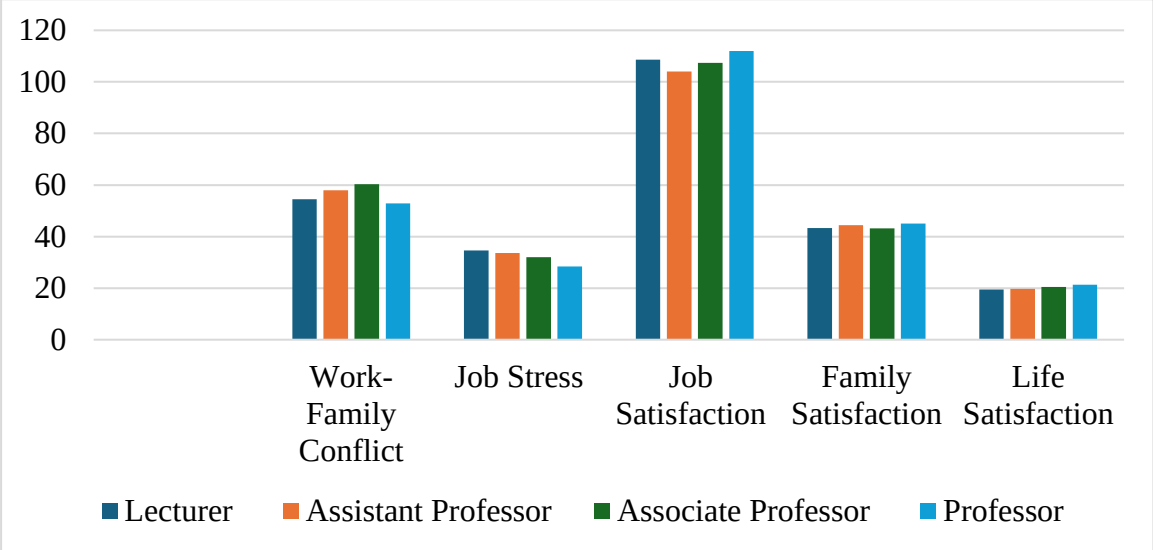
Overall, Table 44 highlights the intricate relationships among work-family conflict, job stress, job satisfaction, family satisfaction, life satisfaction, and various demographic factors among university teachers. Higher work-family conflict and its components are linked to increased job stress and decreased satisfaction across multiple domains, emphasizing the importance of managing these conflicts to improve overall well-being and job satisfaction among educators. Demographic variables such as age, job experience, and marital relation length play moderating roles, potentially offering avenues for targeted interventions.

4.11 Significant Differences in Study Variables Based on Designation

Table 45 presents the mean differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction according to designation among university teachers. Analysis of variance (ANOVA) revealed significant differences across designations for several variables. Work-family conflict showed a significant effect, F (3, 459) = 6.46, $p < .001$, $\eta^2 = .040$, with associate professors reporting the highest conflict (M = 60.37, SD = 14.55) and professors reporting the lowest (M = 52.85, SD = 15.30). Similarly, job stress varied significantly by designation, F (3, 459) = 9.78, $p < .001$, $\eta^2 = .060$, with lecturers experiencing the highest stress (M = 34.61, SD = 9.86) and professors the lowest (M = 28.46, SD = 7.52). The mean differences in the study variables, categorized by designation of teachers, are also presented in Figure 8.

Figure 8

Mean Scores of Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction of University Teachers by Designation (N = 463)



Job satisfaction also differed significantly among designations, F (3, 459) = 4.10, p = .007, η^2 = .026, with professors reporting the highest satisfaction (M = 111.98, SD = 17.82) and assistant professors the lowest (M = 104.02, SD = 19.26). Within job satisfaction subscales, significant differences were found in pay, F (3, 459) = 2.93, p = .033, η^2 = .019, promotion, F (3, 459) = 10.66, p < .001, η^2 = .065, and supervision, F (3, 459) = 3.72, p = .011, η^2 = .024. Family satisfaction and life satisfaction showed no significant differences across designations. However, life satisfaction approached significance, F (3, 459) = 3.42, p = .017, η^2 = .022, with professors reporting slightly higher life satisfaction (M = 21.30, SD = 4.26) compared to other groups.

Table 45

Mean Difference in Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction According to Designation (N = 463)

Variable	Lecturer (61)		Assistant Professor (144)		Associate Professor (144)		Professor (114)		Total (463)		*F(3, 459)*	*p*	η^2
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*			
Work-Family Conflict	54.51	13.92	57.99	14.29	60.37	14.55	52.85	15.30	57.01	14.83	6.46	< .001	.040
WIF	29.90	7.18	30.93	7.41	32.03	7.47	28.87	8.42	30.63	7.73	3.88	.009	.025
Time-based WIF	11.49	3.44	11.70	3.31	12.31	3.07	11.31	3.99	11.76	3.45	2.00	.113	.013
Strain-based WIF	10.08	3.08	10.23	2.96	10.44	3.15	9.14	3.49	10.01	3.20	3.98	.008	.025
Behavior-based WIF	8.33	2.68	9.00	2.98	8.42	2.96	8.86	2.92	9.15	3.67	2.72	.044	.017
FIW	24.61	7.78	27.06	7.99	28.33	8.03	23.98	7.94	26.38	8.14	7.69	< .001	.048
Time-based FIW	9.15	3.67	9.85	3.59	10.46	3.68	8.70	3.64	9.67	3.69	5.47	.001	.035
Strain-based FIW	7.26	3.19	8.23	3.10	8.22	3.44	6.58	2.95	7.69	3.25	7.67	< .001	.048
Behavior-based FIW	8.20	2.89	8.98	3.27	9.66	3.05	8.70	3.06	9.02	3.13	3.88	.009	.025
Job Stress	34.61	9.86	33.66	9.87	32.00	7.86	28.46	7.52	31.99	8.98	9.78	< .001	.060
Job Satisfaction	108.64	18.08	104.02	19.26	107.40	17.66	111.98	17.82	107.64	18.45	4.10	.007	.026
Pay	11.52	3.67	11.97	4.10	12.78	4.20	13.08	4.08	12.44	4.10	2.93	.033	.019
Promotion	9.61	3.20	9.06	3.21	10.01	3.19	11.32	3.35	9.98	3.34	10.66	< .001	.065
Supervision	16.89	4.51	15.20	4.18	15.34	3.56	16.22	3.63	15.72	3.94	3.72	.011	.024
Fringe Benefits	9.00	3.11	8.72	3.30	9.38	3.08	9.47	3.23	9.14	3.20	1.56	.198	.010
Contingent Rewards	14.49	3.85	13.25	3.85	13.47	3.73	14.47	3.92	13.78	3.86	3.17	.024	.020
Operating Procedure	8.95	2.71	9.29	3.01	9.31	2.69	9.27	2.74	9.25	2.80	0.27	.849	.002
Coworkers	13.07	2.41	12.52	2.65	12.67	2.51	12.72	2.22	12.69	2.47	0.70	.551	.005
Nature of Work	14.13	2.15	13.17	2.46	13.56	2.09	13.91	2.23	13.60	2.27	3.66	.012	.023
Communication	10.98	3.18	10.85	3.17	10.90	2.66	11.51	3.06	11.04	3.00	1.27	.286	.008
Family Satisfaction	43.28	9.94	44.46	8.99	43.13	9.17	45.11	8.78	44.05	9.13	1.24	.296	.008
Life Satisfaction	19.48	4.64	19.75	4.73	20.48	4.21	21.30	4.26	20.32	4.48	3.42	.017	.022

4.12 Significant Differences in Study Variables Between Male and Female Teachers

Table 46 compares the mean differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction according to gender. The analysis shows no significant gender differences in overall work-family conflict (t = -0.775, p = .439, Cohen's d = -.077). However, within the subscales, males reported significantly lower strain-based WIF (t = -2.462, p = .014, Cohen's d = -.244) and time-based FIW (t = -2.931, p = .004, Cohen's d = -.308). The mean differences in the study variables between male and female teachers are also presented in Figure 9.

Figure 9

Mean Scores of Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction of University Teachers by Gender (N = 463)

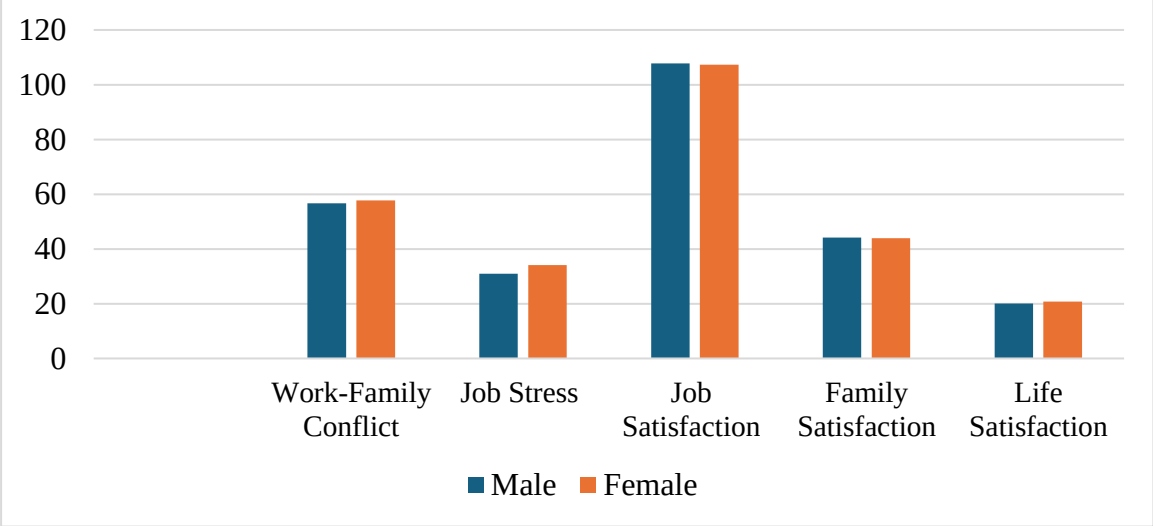


Table 46

Mean Difference in Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction According to Gender (N = 463)

Variable	Male		Female		*t*	*p*	Cohen's *d*
	M	*SD*	*M*	*SD*			
Work-Family Conflict	56.63	14.39	57.77	15.73	-0.775	.439	-.077
WIF	30.54	7.62	30.81	7.99	-0.356	.722	-.035
Time-based WIF	11.91	3.33	11.46	3.67	1.336	.182	.132
Strain-based WIF	9.75	3.16	10.53	3.22	-2.462	.014	-.244
Behavior-based WIF	8.88	2.83	8.83	3.12	0.163	.871	.016
FIW	26.09	7.79	26.96	8.81	-1.075	.283	-.107
Time-based FIW	9.30	3.45	10.42	4.07	-2.931	.004	-.308
Strain-based FIW	7.71	3.19	7.66	3.38	0.163	.870	.016
Behavior-based FIW	9.09	2.98	8.88	3.43	0.662	.508	.066
Job Stress	30.98	8.35	34.07	9.86	-3.321	.001	-.349
Job Satisfaction	107.83	18.50	107.25	18.40	0.316	.752	.031
Pay	12.36	4.10	12.59	4.11	-0.559	.576	-.055
Promotion	10.14	3.39	9.64	3.20	1.519	.129	.151
Supervision	15.67	3.66	15.81	4.48	-0.321	.748	-.034
Fringe Benefits	9.21	3.13	9.01	3.35	0.615	.539	.061
Contingent Rewards	13.70	3.75	13.97	4.09	-0.709	.479	-.070
Operating Procedure	9.29	2.86	9.17	2.67	0.442	.659	.044
Coworkers	12.78	2.38	12.50	2.65	1.109	.268	.114
Nature of Work	13.71	2.26	13.37	2.28	1.501	.134	.149
Communication	10.97	3.00	11.20	3.00	-0.754	.451	-.075
Family Satisfaction	44.11	8.68	43.93	10.03	0.201	.841	.020
Life Satisfaction	20.09	4.41	20.81	4.61	-1.627	.104	-.161

Job stress was significantly higher among females (M = 34.07, SD = 9.86) compared to males (M = 30.98, SD = 8.35), with t = -3.321, p = .001, Cohen's d = -.349. Job satisfaction showed no significant gender differences overall (t = 0.316, p = .752, Cohen's d = .031) or within its subscales. Family satisfaction and life satisfaction did not differ significantly by gender, with t = 0.201, p = .841, Cohen's d = .020 for family satisfaction and t = -1.627, p = .104, Cohen's d = -.161 for life satisfaction. This analysis indicates that while job stress and certain aspects of work-family conflict differ by gender, other variables such as overall job satisfaction, family satisfaction, and life satisfaction remain consistent across genders.

4.13 Significant Differences in Study Variables Based on Marital Status

Table 47 shows the mean differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction according to marital status among university teachers (N = 463). Significant differences were found in job stress, where married participants reported lower job stress (M = 31.37, SD = 8.67) compared to unmarried (M = 39.64, SD = 9.48) and divorced participants (M = 29.40, SD = 6.15), with F (2, 460) = 15.17, p < .001, and an effect size (η^2) of .062, indicating a medium effect. No significant differences were observed in work-family conflict [F (2, 460) = 1.44, p = .239, η^2 = .006], job satisfaction [F (2, 460) = 2.94, p = .054, η^2 = .013], family satisfaction [F (2, 460) = 1.59, p = .206, η^2 = .007], or life satisfaction [F (2, 460) = 2.04, p = .131, η^2 =.009]. However, coworker relations showed a small but significant difference [F (2, 460) = 4.96, p = .007, η^2 = .021]. These results suggest that while marital status has a medium impact on job stress, it has a small or negligible impact on the other variables. The mean differences in the study variables, categorized by the marital status of teachers, are also presented in Figure 10.

Table 47

Mean Difference in Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction According to Marital Status (N = 463)

Variable	Married (422)		Unmarried (36)		Divorce (5)		*F (2, 460)*	*p*	η^2
	M	*SD*	*M*	*SD*	*M*	*SD*			
Work-Family Conflict	57.16	14.98	54.11	12.89	65.00	14.23	1.44	.239	.006
WIF	30.69	7.77	29.53	7.36	33.20	7.85	0.66	.520	.003
Time-based WIF	11.79	3.41	11.47	3.70	11.40	5.22	0.17	.842	.001
Strain-based WIF	9.99	3.23	9.92	2.84	12.40	2.19	1.42	.242	.006
Behavior-based WIF	8.91	2.93	8.14	2.85	9.40	2.41	1.26	.286	.005
FIW	26.46	8.21	24.58	7.08	31.80	6.46	2.02	.134	.009
Time-based FIW	9.73	3.70	8.61	3.44	12.00	4.30	2.54	.080	.011
Strain-based FIW	7.72	3.27	7.08	3.02	9.60	3.21	1.51	.222	.007
Behavior-based FIW	9.02	3.12	8.89	3.21	10.20	3.56	0.39	.680	.002
Job Stress	31.37	8.67	39.64	9.48	29.40	6.15	15.17	< .001	.062
Job Satisfaction	108.26	18.19	100.53	20.56	107.00	16.57	2.94	.054	.013
Pay	12.49	4.02	11.64	4.80	14.00	4.80	1.08	.341	.005
Promotion	10.03	3.35	9.36	3.24	10.00	2.92	0.67	.511	.003
Supervision	15.83	3.90	14.56	4.47	14.80	2.77	1.87	.156	.008
Fringe Benefits	9.19	3.20	8.61	3.33	8.80	2.17	0.58	.561	.003
Contingent Rewards	13.86	3.81	12.64	4.38	15.20	3.03	2.02	.134	.009
Operating Procedure	9.25	2.77	9.00	3.10	10.60	3.44	0.72	.486	.003
Coworkers	12.80	2.43	11.56	2.71	11.40	2.61	4.96	.007	.021
Nature of Work	13.67	2.26	12.97	2.30	12.40	2.07	2.26	.105	.010
Communication	11.13	2.97	10.19	3.34	9.80	1.64	2.07	.128	.009
Family Satisfaction	44.18	9.15	43.56	9.05	37.00	5.52	1.59	.206	.007
Life Satisfaction	20.42	4.40	19.67	5.24	16.80	4.49	2.04	.131	.009

Figure 10

Mean Scores of Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction of University Teachers by Marital Status (N = 463)

4.14 Significant Differences in Study Variables Based on Spouses' Occupation of Teachers

Table 48 presents the mean differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction according to spouse occupation among university teachers ($N = 427$). Significant differences were found in operating procedure satisfaction, with those whose spouses were in service reporting lower satisfaction ($M = 9.03$, $SD = 2.76$) compared to those whose spouses were in business ($M = 11.33$, $SD = 2.77$), housewives ($M = 8.94$, $SD = 2.44$), and unemployed ($M = 9.80$, $SD = 3.08$), $F\ (3, 423) = 10.18$, $p < .001$, $\eta^2 = .067$, indicating a medium effect size.

Other variables, such as work-family conflict [$F\ (3, 423) = 1.27$, $p = .283$, $\eta^2 = .009$], job stress [$F\ (3, 423) = 0.75$, $p = .522$, $\eta^2 = .005$], job satisfaction [$F\ (3, 423) = 0.93$, $p = .426$, $\eta^2 = .007$], family satisfaction [$F\ (3, 423) = 2.45$, $p = .063$, $\eta^2 = .017$],

and life satisfaction [F (3, 423) = 2.48, p = .061, η^2 = .017], did not show significant differences based on spouse occupation, indicating small effect sizes. However, time-based FIW [F (3, 423) = 3.35, p = .019, η^2 = .023], promotion satisfaction [F (3, 423) = 2.77, p = .041, η^2 = .019], and supervision satisfaction [F (3, 423) = 2.64, p = .049, η^2 = .018] did show small but significant differences. These results suggest that while spouse occupation has some impact on specific aspects of job satisfaction and work-family conflict, its overall effect on the well-being measures is limited. The mean differences in the study variables, categorized by the spouses' occupation of teachers, are also presented in Figure 11.

Figure 11

Mean Scores of Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction of University Teachers by Spouses' Occupation (N = 427)

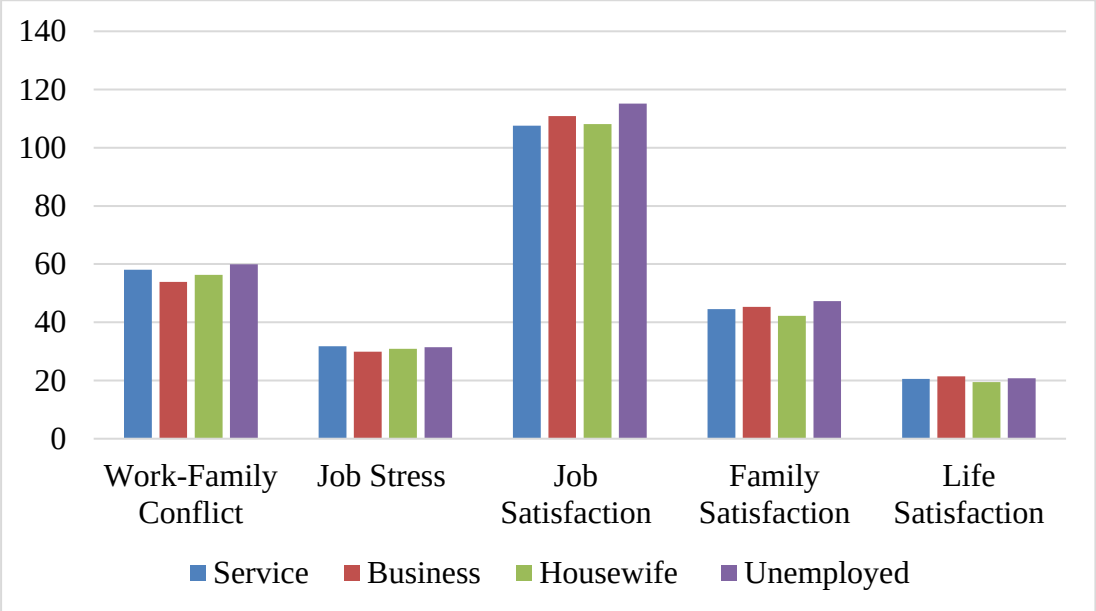


Table 48

Mean Difference in Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction According to Spouses' Occupation (N = 427)

Variable	Service (264)		Business (45)		Housewife (108)		Unemployed (10)		*F (3, 423)*	*p*	η^2
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*			
Work-Family Conflict	58.10	15.66	53.91	13.00	56.32	14.20	59.90	11.54	1.27	.283	.009
Work Interference with Family (WIF)	30.95	8.08	29.22	7.08	30.49	7.31	34.10	6.19	1.30	.274	.009
Time-based WIF	11.83	3.48	11.09	3.48	11.81	3.28	13.70	3.06	1.68	.171	.012
Strain-based WIF	10.27	3.35	9.29	3.01	9.63	3.05	10.60	2.12	1.95	.120	.014
Behavior-based WIF	8.85	2.97	8.84	3.18	9.05	2.75	9.80	2.78	0.43	.732	.003
Family Interference with Work (FIW)	27.15	8.52	24.69	6.85	25.83	7.97	25.80	6.94	1.55	.201	.011
Time-based FIW	10.19	3.79	8.91	3.51	9.18	3.47	8.40	3.60	3.35	.019	.023
Strain-based FIW	7.97	3.39	6.87	2.67	7.59	3.20	7.30	2.75	1.64	.179	.012
Behavior-based FIW	9.00	3.26	8.91	2.90	9.06	2.97	10.10	2.33	0.42	.735	.003
Job Stress	31.79	8.72	29.93	8.58	30.84	8.23	31.40	11.22	0.75	.522	.005
Job Satisfaction	107.59	18.83	110.91	13.82	108.08	18.14	115.20	17.39	0.93	.426	.007
Pay	12.33	4.25	13.40	3.58	12.42	3.58	14.00	4.45	1.39	.247	.010
Promotion	9.86	3.44	9.24	3.16	10.71	3.03	10.80	3.94	2.77	.041	.019
Supervision	15.98	3.85	14.36	3.90	15.91	3.94	17.00	3.16	2.64	.049	.018
Fringe Benefits	8.96	3.26	10.04	2.82	9.31	3.08	10.20	3.39	1.94	.123	.014
Contingent Rewards	13.93	4.02	14.07	3.05	13.63	3.58	14.40	3.66	0.27	.847	.002
Operating Procedure	9.03	2.76	11.33	2.77	8.94	2.44	9.80	3.08	10.18	.000	.067
Coworkers	12.70	2.42	13.44	1.97	12.67	2.55	13.30	2.95	1.46	.225	.010
Nature of Work	13.61	2.31	13.84	2.13	13.61	2.17	14.40	2.59	0.52	.669	.004
Communication	11.19	3.10	11.18	2.53	10.90	2.88	11.30	1.57	0.26	.851	.002
Family Satisfaction	44.53	9.19	45.33	9.51	42.20	8.94	47.30	5.66	2.45	.063	.017
Life Satisfaction	20.55	4.53	21.42	4.40	19.49	4.10	20.80	3.58	2.48	.061	.017

4.15 Significant Differences in Study Variables Based on the Supportiveness of Office Heads of the Teachers

Table 49 shows the mean differences in work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction according to the level of support the office head provides among university teachers ($N = 461$). Significant differences were observed across all variables. For work-family conflict, participants with very much supportive office heads reported the lowest levels ($M = 43.97$, $SD = 13.35$), while those with very much non-supportive office heads reported the highest levels ($M = 66.58$, $SD = 15.04$), $F\ (5, 455) = 10.31$, $p < .001$, $\eta^2 = .102$, indicating a medium effect size.

In terms of job stress, those with very much supportive office heads had the lowest stress levels ($M = 32.47$, $SD = 10.99$), compared to those with very much non-supportive office heads who had the highest stress levels ($M = 41.21$, $SD = 9.22$), $F(5, 455) = 9.33$, $p < .001$, $\eta^2 = .093$, also reflecting a medium effect size. Job satisfaction was significantly higher among participants with very much supportive office heads ($M = 121.26$, $SD = 21.69$) compared to those with very much non-supportive office heads ($M = 82.84$, $SD = 21.72$), $F(5, 455) = 27.14$, $p < .001$, $\eta^2 = .230$, indicating a large effect size. The mean differences in the study variables, categorized by the supportiveness of office heads of teachers, are also presented in Figure 12.

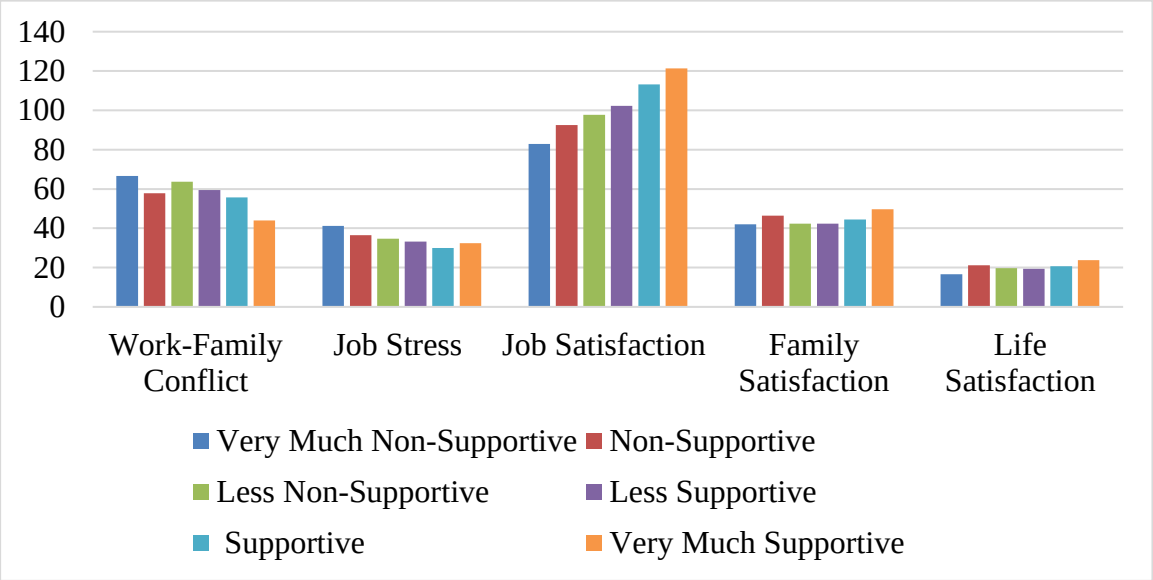
Table 49

Mean Difference in Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction According to Supportiveness of Office Heads of the Teachers (N = 461)

Variable	Very Much Non-Supportive (19)		Non-Supportive (16)		Less Non-Supportive (39)		Less Supportive (120)		Supportive (233)		Very Much Supportive (34)		*F (5, 455)*	*p*	η^2
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*			
Work-Family Conflict	66.58	15.04	57.81	17.19	63.67	16.50	59.38	12.93	55.71	14.17	43.97	13.35	10.31	< .001	.102
WIF	35.42	7.73	30.81	8.41	33.38	8.33	31.71	6.73	30.00	7.53	25.06	8.22	7.19	< .001	.073
Time-based WIF	12.95	3.27	11.50	3.81	12.82	3.16	12.07	3.09	11.56	3.47	10.32	4.28	2.77	.018	.030
Strain-based WIF	11.95	2.34	10.38	3.81	10.90	3.67	10.37	2.89	9.81	3.14	7.94	3.12	5.62	< .001	.058
Behavior-based WIF	10.53	3.81	8.94	2.91	9.67	3.00	9.28	2.55	8.63	2.82	6.79	2.98	6.39	< .001	.066
FIW	31.16	8.41	27.00	9.80	30.28	9.01	27.68	7.28	25.71	7.62	18.91	7.27	10.79	< .001	.106
Time-based FIW	11.53	4.05	10.31	3.96	10.97	3.89	9.96	3.31	9.50	3.62	7.00	3.71	6.13	< .001	.063
Strain-based FIW	8.58	3.76	8.06	4.12	9.10	3.85	8.17	3.26	7.48	2.90	5.18	2.71	6.96	< .001	.071
Behavior-based FIW	11.05	2.27	8.63	3.77	10.21	3.21	9.55	2.79	8.73	3.12	6.74	2.87	8.05	< .001	.081
Job Stress	41.21	9.22	36.50	9.41	34.74	8.63	33.18	8.54	29.90	8.07	32.47	10.99	9.33	< .001	.093
Job Satisfaction	82.84	21.72	92.50	15.30	97.67	16.23	102.22	14.98	113.13	15.64	121.26	21.69	27.14	< .001	.230
Pay	9.63	3.53	11.94	5.03	11.41	4.18	12.03	3.86	13.01	3.98	12.74	4.67	3.59	.003	.038
Promotion	8.21	3.79	8.31	2.52	9.64	3.50	9.63	2.98	10.35	3.40	10.74	3.51	3.20	.008	.034
Supervision	8.95	4.94	10.00	2.56	12.82	2.22	13.95	2.70	17.36	2.75	20.62	3.03	88.31	< .001	.493
Fringe Benefits	7.37	3.24	7.50	3.08	8.33	2.63	8.89	2.95	9.58	3.20	9.71	3.99	3.86	.002	.041
Contingent Rewards	10.58	4.86	10.81	3.58	12.00	3.38	13.00	3.41	14.62	3.43	16.00	5.08	13.06	< .001	.125
Operating Procedure	7.53	2.52	8.94	3.59	9.08	3.34	9.59	2.79	9.38	2.57	8.35	3.14	2.70	.020	.029
Coworkers	10.42	3.01	11.50	3.20	11.67	2.52	11.90	2.24	13.30	2.11	14.26	2.60	15.43	< .001	.145
Nature of Work	11.53	2.86	13.00	2.07	12.92	2.66	12.97	2.20	14.03	1.99	15.09	2.04	11.73	< .001	.114
Communication	8.63	4.11	10.50	3.06	9.79	2.63	10.25	2.34	11.50	2.91	13.75	2.82	13.92	< .001	.133
Family Satisfaction	42.00	11.08	46.44	10.03	42.36	9.09	42.29	7.90	44.46	9.08	49.65	9.95	4.36	.001	.046
Life Satisfaction	16.68	6.25	21.13	2.70	19.69	4.01	19.43	4.34	20.62	4.28	23.85	4.01	8.80	< .001	.088

Figure 12

Mean Scores of Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction of University Teachers by Office Heads' Support (N = 461)



Family satisfaction and life satisfaction also showed significant differences. Family satisfaction was highest among those with very much supportive office heads ($M = 49.65$, $SD = 9.95$) and lowest among those with very much non-supportive office heads ($M = 42.00$, $SD = 11.08$), $F(5, 455) = 4.36$, $p = .001$, $\eta^2 = .046$, showing a small effect size. Life satisfaction followed a similar pattern, with the highest scores for those with very much supportive office heads ($M = 23.85$, $SD = 4.01$) and the lowest for those with very much non-supportive office heads ($M = 16.68$, $SD = 6.25$), $F(5, 455) = 8.80$, $p < .001$, $\eta^2 = .088$, indicating a medium effect size. These results suggest that office head support significantly impacts work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers.

4.16 Direct Effects of Work-Family Conflict on Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction of University Teachers

Figure 13

Structural Relationship between Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction

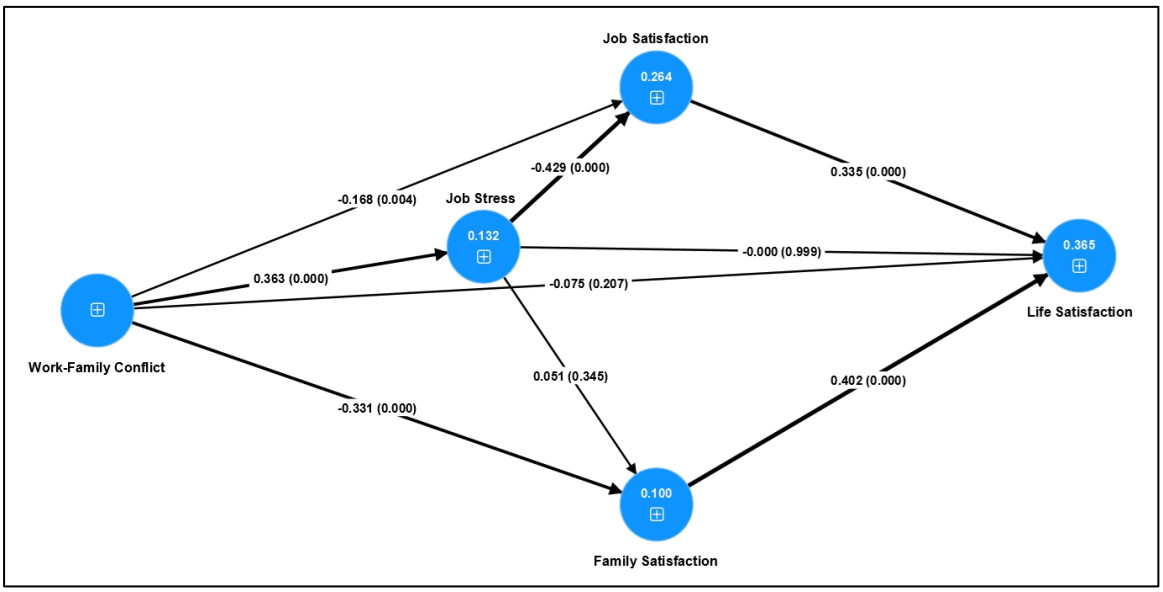


Table 50 presents the model fit indices for the partial least squares structural equation modeling (PLS-SEM) analysis. The standardized root mean square residual (*SRMR*) value of 0.06 indicates a good fit, suggesting that the model's predicted correlations are close to the observed correlations. The *d_ULS* value of 2.63 denotes a reasonable fit, while the *d_G* value of 0.72 is within the acceptable range, further supporting the model's adequacy. However, the Chi-square statistic of 1874.06 suggests a poor fit, indicating potential model misspecification or complexity. Despite this, the normed fit index (*NFI*) of 0.82 demonstrates a good fit, implying that the model compares favorably to a null model. While most indices indicate a satisfactory model fit, the high Chi-square value warrants caution and suggests further model refinement or consideration of additional factors.

Table 50

Model Fit Indices for PLS-SEM Model

Fit Index	Value	Interpretation
SRMR	0.06	Good fit
d_ULS	2.63	Reasonable fit
d_G	0.72	Acceptable fit
χ^2	1874.06	Poor fit
NFI	0.82	Good fit

Table 51 presents the direct effects of work-family conflict (WFC) on job stress, job satisfaction, family satisfaction, and life satisfaction within the structural model (Fin). The analysis reveals several significant paths. Work-family conflict has a positive and significant effect on job stress (β = .363, t = 7.98, p < .001) with a small effect size (f^2 = .152) and medium predictive power (Q^2 = .125). In contrast, work-family conflict negatively affects job satisfaction (β = -.168, t = 2.89, p = .004) and family satisfaction (β = -.331, t = 5.98, p < .001), with small effect sizes (f^2 = .033 and .106, respectively) and weak predictive power (Q^2 = .089 and .091, respectively).

Job stress negatively influences job satisfaction (β = -.429, t = 8.59, p < .001), with a medium effect size (f^2 = .217). Additionally, job satisfaction and family satisfaction positively impact life satisfaction (β = .335, t = 6.09, p < .001, and β = .402, t = 7.75, p < .001, respectively), with small effect sizes (f^2 = .128 and .225, respectively). The overall explanatory power for life satisfaction (R^2 = .365) indicates a weak explanatory power, and significant t-values and confidence intervals support the model's paths.

Table 52 presents the predictive power and model comparison for the indicators of job stress, job satisfaction, family satisfaction, and life satisfaction using partial least squares structural equation modeling (PLS-SEM) and linear model (LM). The

predictive power was assessed based on the mean absolute error (*MAE*) values for job stress, most indicators in the PLS-SEM model yielded smaller prediction errors compared to the LM benchmark, with notable examples being JSM_07 (*MAE* = 0.805 vs. 0.784) and JSM_14 (*MAE* = 0.849 vs. 0.836), indicating a medium predictive power for this construct. Job satisfaction indicators generally showed mixed results, with indicators such as supervision (*MAE* = 0.780 vs. 0.784) and nature of work (*MAE* = 0.765 vs. 0.766) exhibiting lower prediction errors in PLS-SEM, pointing to medium predictive power.

Family satisfaction indicators also demonstrated a medium predictive power, as shown by FSS_02 (*MAE* = 0.822 vs. 0.810) and FSS_04 (*MAE* = 0.779 vs. 0.766). Similarly, Life satisfaction indicators like SWLS_03 (*MAE* = 0.828 vs. 0.825) and SWLS_04 (*MAE* = 0.928 vs. 0.925) confirmed this medium predictive power. Overall, most indicators across these constructs had smaller prediction errors in the PLS-SEM analysis compared to the LM benchmark, suggesting that the model demonstrates medium predictive power.

Table 51

Direct Effects of Work-Family Conflict on Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction in the Structural Model

Predictor	Outcome	Collinearity	β	*M*	*SD*	*t*	*BCCI*		*p*	R^2	f^2	Q^2
		VIF					Lower	Upper				
Work-Family Conflict	Job Stress	1.00	.363	.366	.046	7.98	.295	.498	< .001	.132	.152	.125
Work-Family Conflict	Job Satisfaction	1.15	-.168	-.172	.058	2.89	.215	.433	.004	.264	.033	.089
Job Stress		1.15	-.429	-.434	.050	8.59	-.101	.097	< .001		.217	
Work-Family Conflict	Family Satisfaction	1.15	-.331	-.333	.055	5.98	-.054	.155	< .001	.100	.106	.091
Job Stress		1.15	.051	.049	.054	0.94	-.428	-.208	.345		.002	
Work-Family Conflict	Life Satisfaction	1.30	-.075	-.069	.059	1.26	-.514	-.313	.207	.365	.007	.089
Job Stress		1.42	.000	.001	.052	0.00	-.271	-.041	.999		< .001	
Job Satisfaction		1.38	.335	.342	.055	6.09	.266	.442	< .001		.128	
Family Satisfaction		1.13	.402	.405	.052	7.75	-.199	.033	< .001		.225	

Table 52

Predictive Power and Model Comparison for the Indicators (or Subscale) of Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction

Construct	Indicators	Q^2	*PLS-SEM_MAE*[a]	*LM_MAE*[a]	Difference
Job Stress	JSM_01	.044	0.729	0.722	0.007
	JSM_02	.054	0.779	0.776	0.002
	JSM_03	.043	0.867	0.854	0.013
	JSM_06	.037	0.733	0.737	-0.004
	JSM_07	.042	0.805	0.784	0.021
	JSM_08	.057	0.838	0.837	0.000
	JSM_09	.032	0.948	0.951	-0.003
	JSM_10	.078	0.874	0.871	0.003
	JSM_12	.063	0.821	0.808	0.013
	JSM_13	.065	0.845	0.836	0.009
	JSM_14	.117	0.849	0.836	0.013
	JSM_15	.092	0.945	0.939	0.006
Job Satisfaction	Pay	.004	0.823	0.824	-0.001
	Promotion	-.022	0.830	0.825	0.005
	Supervision	.040	0.780	0.784	-0.004
	Fringe Benefits	.016	0.808	0.809	-0.001
	Contingent Rewards	.037	0.794	0.798	-0.004
	Operating Procedure	.013	0.804	0.806	-0.002
	Coworkers	.067	0.767	0.769	-0.002
	Nature of Work	.075	0.765	0.766	-0.001
	Communication	.060	0.779	0.772	0.007

Construct	Indicators	Q^2	*PLS-SEM_MAE*[a]	*LM_MAE*[a]	Difference
Family Satisfaction	FSS_01	.033	0.829	0.826	0.003
	FSS_02	.097	0.822	0.810	0.012
	FSS_03	.066	0.826	0.822	0.003
	FSS_04	.072	0.779	0.766	0.013
	FSS_05	.056	0.801	0.800	0.001
	FSS_06	.076	0.845	0.846	-0.001
	FSS_07	.056	0.921	0.908	0.014
	FSS_08	.051	0.858	0.864	-0.007
	FSS_09	.030	0.891	0.894	-0.003
	FSS_10	.070	0.838	0.835	0.003
Life Satisfaction	SWLS_01	.022	0.858	0.854	0.004
	SWLS_02	.085	0.875	0.874	0.001
	SWLS_03	.080	0.828	0.825	0.003
	SWLS_04	.038	0.928	0.925	0.002
	SWLS_05	.018	1.196	1.197	-0.002

[a] Due to the non-symmetrical prediction errors, *MAE* was used instead of *RMSE*.

4.17 Mediating Effects of Job Stress, Job Satisfaction, and Family Satisfaction on the Relationship Between Work-Family Conflict and Life Satisfaction among University Teachers

Table 53 demonstrates the mediating effects of job stress, job satisfaction, and family satisfaction on the relationship between work-family conflict and life satisfaction among university teachers. Specifically, job stress partially mediates the relationship between work-family conflict and job satisfaction, with a variance accounted for (*VAF*) of 48.15%, indicating complementary partial mediation. Additionally, job satisfaction fully mediates the relationship between work-family conflict and life satisfaction, with a *VAF* of 18.19%, suggesting that the impact of work-family conflict on life satisfaction is entirely mediated by job satisfaction.

Furthermore, family satisfaction fully mediates the relationship between work-family conflict and life satisfaction, with a *VAF* of 43.05%, highlighting the significant role of family satisfaction in this context. However, the direct effect of work-family conflict on life satisfaction is insignificant when mediated by job stress, indicating no mediation effect. Also, the job stress-to-job satisfaction path fully mediated the relationship between work-family conflict and life satisfaction, with a VAF of 16.90%, suggesting that the job stress-to-job satisfaction path entirely mediates the effect of work-family conflict on life satisfaction. However, the path of job stress-to-family satisfaction did not mediate the relationship between work-family conflict and life satisfaction.

These findings underscore the importance of job stress, job satisfaction, and family satisfaction as key mediators in the link between work-family conflict and life satisfaction among university teachers.

4.18 Mediating Effects of Job Satisfaction and Family Satisfaction on the Relationship Between Job Stress and Life Satisfaction among University Teachers

Table 53 explores the mediating effects of job satisfaction and family satisfaction on the relationship between job stress and life satisfaction among university teachers. The analysis reveals that job satisfaction fully mediates the relationship between job stress and life satisfaction. The direct effect of job stress on life satisfaction is not significant (β = .000, t = 0.00, p = .999), whereas the indirect effect through job satisfaction is significant (β = -.144, t = 4.74, p < .001). The total effect of job stress on life satisfaction is also significant (β = -.123, t = 2.25, p = .025), with a variance accounted for (*VAF*) of 116.56%, indicating full mediation through job satisfaction.

On the other hand, family satisfaction does not mediate the relationship between job stress and life satisfaction. The indirect effect of job stress on life satisfaction through family satisfaction is insignificant (β = .020, t = 0.89, p = .371), and the *VAF* is -16.59%, indicating no mediation effect. Therefore, job satisfaction is a crucial mediator in the link between job stress and life satisfaction. In contrast, family satisfaction does not play a significant mediating role in this relationship among university teachers.

Table 53

Mediating Effects of Job Stress, Job Satisfaction, Family Satisfaction on the Relationship between Work-Family Conflict and Life Satisfaction

Predictor	Mediators	Outcome	Direct Effect					Indirect Effect					Total Effect					*VAF* (%)	Interpretation
			β	*t*	*BCCI*		*p*	β	*t*	*BCCI*		*p*	β	*t*	*BCCI*		*p*		
					Lower	Upper				Lower	Upper				Lower	Upper			
Work-Family Conflict	Job Stress	Job Satisfaction	-.168	2.89	.215	.433	.004	-.156	6.11	-.204	-.107	< .001	-.323	5.86	-.413	-.194	< .001	48.15	Complementary Partial Mediation
		Family Satisfaction	-.331	5.98	-.054	.155	< .001	.018	0.92	-.020	.060	.359	-.313	6.37	-.399	-.207	< .001	-5.92	No Mediation (Direct Effect Only)
		Life Satisfaction	-.075	1.26	-.514	-.313	.207	.000	0.00	-.039	.034	.999	-.309	6.22	-.401	-.208	< .001	0.01	No Mediation (No Effect)
Work-Family Conflict	Job Satisfaction	Life Satisfaction	-.075	1.26	-.514	-.313	.207	-.056	2.70	-.095	-.015	.007	-.309	6.22	-.401	-.208	< .001	18.19	Full Mediation (Indirect Effect Only)
Job Stress			.000	0.00	-.271	-.041	.999	-.144	4.74	-.204	-.087	< .001	-.123	2.25	-.230	-.012	.025	116.56	Full Mediation (Indirect Effect Only)
Work-Family Conflict	Family Satisfaction	Life Satisfaction	-.075	1.26	-.514	-.313	.207	-.133	3.99	-.197	-.069	< .001	-.309	6.22	-.401	-.208	< .001	43.05	Full Mediation (Indirect Effect Only)
Job Stress			.000	0.00	-.271	-.041	.999	.020	0.89	-.020	.070	.371	-.123	2.25	-.230	-.012	.025	-16.59	No Mediation (No Effect)
Work-Family Conflict	Job Stress -> Job Satisfaction	Life Satisfaction	-.075	1.26	-.514	-.313	.207	-.052	4.24	-.077	-.030	< .001	-.309	6.22	-.401	-.208	< .001	16.90	Full Mediation (Indirect Effect Only)
	Job Stress -> Family Satisfaction							.007	0.86	-.007	.027	.387						-2.40	No Mediation (No Effect)

Chapter 5

Discussion

Discussion

The primary objective of this study was to investigate the relations of work-family conflict (WFC) with workplace outcomes (job stress and job satisfaction) as well as psychosocial outcomes (family satisfaction and life satisfaction) and WFC's effect on job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers in Bangladesh. The key findings, according to specific objectives, are discussed in the following:

5.1 Discussion on Levels of Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction among University Teachers

This section discusses the results related to the first objective (to assess the levels of work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers) and corresponding hypotheses, leveraging findings in Table 36-43 and supporting literature. The results reveal that university teachers in Bangladesh report moderate to high levels of work-family conflict (WFC). This is consistent with Michel et al. (2011), who found that high levels of WFC are prevalent among professionals juggling demanding work and family responsibilities. The mean WFC scores (Table 39) indicate significant interference between work and family roles, supporting $H_{1.1}$. The extensive teaching loads, research commitments, and administrative duties typical of university teachers likely contribute to these high WFC levels.

Regarding job stress, university teachers reported relatively high levels, aligning with the hypothesis ($H_{1.2}$) and corroborating previous research by Winefield et al. (2003), which identified workload, time pressure, and role ambiguity as significant stressors in academic settings. Table 40 highlights the considerable job stress faced by

university teachers, likely exacerbated by WFC, as supported by O'Driscoll et al. (2004), who demonstrated that WFC is a significant predictor of job stress.

The levels of job satisfaction among university teachers varied ($H_{1.3}$), with some reporting moderate to high satisfaction (Table 41) while others reported lower satisfaction. This variation is consistent with the findings of Zhao et al. (2011), who noted that high WFC negatively impacts job satisfaction. Factors such as colleague support, opportunities for professional development, and work-life balance significantly influence job satisfaction, as Hagedorn (2000) noted.

Family satisfaction also varied among university teachers ($H_{1.4}$), with Table 42 indicating moderate satisfaction levels. This finding supports the hypothesis and aligns with Frone et al. (1992) and Voydanoff (2005), who found that high WFC strains family interactions and reduces family satisfaction. The inability to fulfill family roles due to work pressures leads to feelings of guilt and frustration, diminishing family satisfaction.

Lastly, life satisfaction levels also varied among university teachers ($H_{1.5}$), as shown in Table 43. This variation supports the hypothesis and is consistent with Allen et al. (2000), who found that high WFC is associated with lower life satisfaction. The stress and conflict from balancing work and family roles negatively impact overall well-being, underscoring the importance of achieving a balance for maintaining high life satisfaction. In summary, the findings confirm that university teachers experience significant WFC, job stress, and varying levels of job satisfaction, family satisfaction, and life satisfaction. These outcomes align with previous research, highlighting the substantial impact of WFC on both workplace and psychosocial outcomes.

5.2 Discussion on the Interrelationship Between Work-Family Conflict, Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction among University Teachers

The second objective of this study was to analyze the interrelationship among work-family conflict (WFC), job stress, job satisfaction, family satisfaction, and life satisfaction of university teachers. The hypotheses ($H_{2.1}$ to $H_{2.10}$) aimed to uncover the intricate correlations between these variables. The findings from Table 44 align with and expand upon the existing literature, providing a deeper understanding of these relationships in the context of Bangladeshi university teachers.

The results reveal a strong positive correlation between WFC and job stress ($H_{2.1}$), consistent with Akhtar et al. (2022). University teachers experiencing high levels of WFC often face increased job stress due to the inability to manage competing demands from work and family. This heightened stress can lead to emotional exhaustion and burnout, further impacting their overall well-being and job performance.

WFC is negatively correlated with job satisfaction ($H_{2.2}$), family satisfaction ($H_{2.3}$), and life satisfaction ($H_{2.4}$). These findings align with Munawar and Sittar (2020), who demonstrated that WFC significantly reduces satisfaction across these domains. The frustration and guilt arising from WFC contribute to feelings of inadequacy, leading to decreased job and family satisfaction. Oshagbemi (1997) and Cinamon and Rich (2005) also highlighted how the dual responsibilities of teaching and family can result in lower job satisfaction when negatively impacted by WFC.

Job stress is negatively correlated with job satisfaction ($H_{2.5}$), family satisfaction ($H_{2.6}$), and life satisfaction ($H_{2.7}$), supporting the existing body of research. High job stress, driven by WFC, decreases job satisfaction due to the overwhelming pressure and

reduced ability to perform effectively. This stress also extends to family and life satisfaction, as the emotional strain from job stress permeates all aspects of life.

Furthermore, job satisfaction is positively correlated with family satisfaction ($H_{2.8}$) and life satisfaction ($H_{2.9}$), indicating that when university teachers are content with their jobs, it positively influences their satisfaction in family life and overall life. This aligns with previous research emphasizing the importance of job satisfaction in enhancing overall well-being. Lastly, family satisfaction is positively correlated with life satisfaction ($H_{2.10}$), underscoring the significant impact of family dynamics on overall life satisfaction. When university teachers experience satisfaction in their family roles, it contributes to higher overall life satisfaction, highlighting the interconnectedness of these domains.

The literature review supports these findings, emphasizing that WFC, job stress, job satisfaction, family satisfaction, and life satisfaction are interrelated. WFC, categorized into work-to-family conflict or WIF and family-to-work conflict or FIW (Allen et al., 2000), demonstrates detrimental effects on various aspects of a university teacher's life. The interplay of socio-demographic factors, such as gender, age, marital status, number of children, and years of teaching experience, further influences these relationships. For instance, female teachers and those with young children often face higher levels of WFC due to societal expectations and traditional gender roles (Kashif & Rehman, 2020).

5.3 Discussion on the Significant Differences in Study Variables Based on the Designation of University Teachers

The third objective of this study was to assess the significant differences in work-family conflict (WFC), job stress, job satisfaction, family satisfaction, and life

satisfaction based on designation among university teachers. The hypotheses ($H_{3.1}$ to $H_{3.5}$) aimed to determine if designation influences these key variables. The findings from Table 45 provide valuable insights into how designation within the academic hierarchy impacts these dimensions of well-being, adding depth to the understanding of these dynamics in the context of Bangladeshi university teachers.

Hypothesis $H_{3.1}$ posited that there would be significant differences in WFC based on designation. The results supported this hypothesis, revealing significant variations in WFC among different academic ranks. This finding aligns with Cinamon and Rich (2005), who indicated that WFC is pervasive in academia but can vary significantly based on cultural context and institutional factors. Junior faculty, often burdened with heavy teaching loads, research pressures, and limited institutional support, tend to experience higher levels of WFC compared to their senior counterparts. Despite facing greater administrative burdens, senior academics generally have more autonomy and resources to manage work-life boundaries, resulting in lower WFC.

Hypothesis $H_{3.2}$ predicted significant differences in job stress among university teachers based on designation. The analysis confirmed this hypothesis, demonstrating that job stress levels differ significantly across designations. This supports the findings of Slišković and Maslać Seršić (2011), who found a strong correlation between WFC and increased job stress. Junior faculty members, striving for tenure and recognition, often face higher levels of pressure and insecurity, contributing to increased job stress. In contrast, senior academics with more established careers and resources typically experience lower job stress.

Hypothesis $H_{3.3}$ suggested significant differences in job satisfaction based on designation. The results indicated that job satisfaction varies significantly among

different academic ranks. This aligns with existing research suggesting that job satisfaction is influenced by factors such as colleague support, opportunities for professional development, and work-life balance (Hagedorn, 2000). Junior faculty, dealing with the pressures of establishing their careers, tend to report lower job satisfaction compared to senior academics, who have more control over their work environment and career trajectory.

Hypothesis $H_{3.4}$ proposed significant differences in family satisfaction based on designation. However, the findings did not reveal significant differences in family satisfaction across academic ranks. This insignificance might be due to the deeply ingrained societal expectations and gender roles in Bangladesh, which uniformly impact family satisfaction regardless of designation. Both junior and senior faculty face similar family responsibilities and societal pressures, resulting in comparable levels of family satisfaction.

Hypothesis $H_{3.5}$ posited significant differences in life satisfaction based on designation. The results supported this hypothesis, indicating that life satisfaction varies significantly across academic ranks. This finding is consistent with previous research suggesting that life satisfaction is closely tied to balancing professional and personal responsibilities (Allen et al., 2000). Senior academics, with more autonomy and resources, generally report higher life satisfaction compared to junior faculty, who are still navigating the demands of their burgeoning careers.

The insignificant findings regarding family satisfaction can be contextualized within the cultural framework of Bangladesh. The societal expectations around family responsibilities and gender roles are deeply ingrained, impacting university teachers uniformly, regardless of their designation. Both junior and senior faculty members face

similar family-related challenges, leading to comparable levels of family satisfaction. Additionally, institutional support systems and policies addressing work-life balance might be insufficient or uniformly lacking, further contributing to the lack of significant differences in family satisfaction.

The literature highlights the pervasive issue of WFC in academia and its varying impact based on designation. Junior faculty face unique challenges, such as heavy teaching loads and research pressures, which exacerbate WFC and job stress. Conversely, senior academics benefit from greater autonomy and resources, mitigating these impacts. This study underscores the complex interplay between WFC, job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers in Bangladesh. By examining these variables through the lens of academic designation, the research provides a nuanced understanding of the challenges individuals face at different career stages.

5.4 Discussion on the Significant Differences in Study Variables Between Male and Female University Teachers

Objective 4 aimed to determine the significant differences in work-family conflict (WFC), job stress, job satisfaction, family satisfaction, and life satisfaction between male and female university teachers. The hypotheses were based on the expectation that female university teachers would experience higher levels of WFC and job stress, as well as lower levels of job satisfaction, family satisfaction, and life satisfaction compared to their male counterparts. This discussion synthesizes findings from Table 46 with the study's hypotheses and relevant literature to provide insights into how gender impacts these critical outcomes. Contrary to $H_{4.1}$, the analysis reveals no significant difference in overall WFC between male and female university teachers. Specifically, both male and female teachers report similar levels of WFC, including

work interference with family (WIF) and family interference with work (FIW). This finding suggests that in the context of Bangladesh, gender does not independently predict variations in WFC among university teachers, possibly reflecting shared societal and institutional pressures affecting both genders equally (Cinamon & Rich, 2005).

Supporting $H_{4.2}$, the results indicate that female university teachers experience significantly higher levels of job stress compared to their male counterparts. This finding aligns with global research highlighting how women in academia often face additional stressors related to role expectations, career advancement barriers, and familial responsibilities (Slišković & Maslać Seršić, 2011). The higher job stress among female teachers underscores the need for targeted support mechanisms to alleviate these pressures and promote well-being.

There is no significant difference in job satisfaction between male and female university teachers, contrary to $H_{4.3}$. Both genders report similar satisfaction levels with various job facets, including pay, promotion opportunities, supervision, and workplace relationships. This finding suggests that despite potential differences in stress levels, overall job satisfaction remains comparable across genders within the sampled population. The analysis does not support $H_{4.4}$, indicating no significant difference in family satisfaction between male and female university teachers. Both male and female teachers report similar levels of satisfaction with their family life, suggesting that perceived satisfaction in familial roles is not distinctly influenced by gender in this context.

Contrary to $H_{4.5}$, there is no significant difference in life satisfaction between male and female university teachers. Both groups report comparable levels of overall

life satisfaction, indicating that despite potential disparities in job stress, gender does not independently predict variations in life satisfaction among university teachers in Bangladesh. The literature review underscores the complex interplay between gender, work-family dynamics, and well-being among university teachers. While global studies often highlight higher levels of WFC among women due to dual role expectations (Yasin & Naqvi, 2016), the findings from this study suggest a nuanced picture within the Bangladeshi context. Here, both male and female teachers experience similar levels of WFC, indicating shared challenges in balancing professional and personal responsibilities.

The significant finding of higher job stress among female teachers aligns with broader research indicating that women in academia may encounter unique stressors related to career progression and societal expectations (Slišković & Maslać Seršić, 2011). Despite this, job satisfaction, family satisfaction, and life satisfaction do not significantly differ between genders in this study, highlighting potential resilience or coping mechanisms employed by both male and female teachers to maintain overall satisfaction despite challenges. In conclusion, this study provides valuable insights into the experiences of male and female university teachers in Bangladesh regarding work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction.

5.5 Discussion on the Significant Differences in Study Variables Based on Marital Status of University Teachers

Objective 5 aimed to evaluate the significant differences in work-family conflict (WFC), job stress, job satisfaction, family satisfaction, and life satisfaction based on marital status among university teachers. This discussion synthesizes findings from Table 47 with the study's hypotheses and relevant literature to provide insights into how

marital status influences these critical outcomes. Contrary to $H_{5.1}$, the analysis reveals no significant difference in overall WFC between married and unmarried university teachers. Specifically, both married and unmarried teachers report similar levels of WFC, including work interference with family (WIF) and family interference with work (FIW). This finding suggests that in the context of Bangladesh, marital status alone does not predict variations in WFC among university teachers, possibly due to shared societal and institutional pressures affecting both groups (Allen & Finkelstein, 2014).

Supporting $H_{5.2}$, the results indicate a significant difference in job stress based on marital status. Married university teachers experience higher levels of job stress compared to unmarried teachers, with divorced teachers also showing elevated stress levels. This finding aligns with research indicating that married individuals, especially those managing dual careers or family responsibilities, may encounter heightened stress due to role conflicts and increased demands (Byron, 2005). The presence of a spouse, while providing support, can also introduce additional stressors related to managing family obligations alongside professional responsibilities.

There is no significant difference in overall job satisfaction among university teachers based on marital status, contrary to $H_{5.3}$. Both married and unmarried teachers report similar levels of satisfaction with various job facets, including pay, promotion opportunities, and supervision. This finding suggests that while marital status influences job stress, it may not independently predict variations in job satisfaction among university teachers in Bangladesh.

No significant difference in family satisfaction is found based on marital status, contrary to $H_{5.4}$. Both married and unmarried teachers report comparable levels of

satisfaction with their family life, indicating that perceived satisfaction in familial roles is not distinctly influenced by marital status in this context. This finding underscores the resilience and coping strategies employed by university teachers across different marital statuses to manage family-related responsibilities effectively.

There is no significant difference in overall life satisfaction based on marital status among university teachers, contrary to $H_{5.5}$. Both married and unmarried teachers report similar levels of overall life satisfaction, suggesting that while marital status may impact job stress, it does not independently predict variations in life satisfaction. Factors such as social support, personal fulfillment from work, and individual coping mechanisms likely play significant roles in shaping life satisfaction among university teachers in Bangladesh.

The literature review highlights the nuanced relationship between marital status, work-family dynamics, and well-being among university teachers. Research suggests that marital status influences the experience of WFC and job stress due to the varying demands and support structures associated with different relationship statuses (Allen & Finkelstein, 2014). Married teachers may navigate higher levels of WFC and job stress due to dual career responsibilities and family obligations. In contrast, unmarried teachers may experience fewer family-related stressors but potentially lack the emotional and social support a spouse provides (Bakker et al., 2005).

While marital status affects job stress, the study finds no significant impact on job satisfaction, family satisfaction, or life satisfaction among university teachers in Bangladesh. This suggests that while married teachers may face distinct challenges related to balancing work and family, they do not necessarily report lower levels of satisfaction in their professional or personal lives compared to their unmarried

counterparts. These findings highlight the resilience and adaptive strategies employed by university teachers across different marital statuses to maintain overall well-being.

In conclusion, this study provides valuable insights into the influence of marital status on work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers in Bangladesh. While marital status affects job stress levels, it does not independently predict variations in job satisfaction, family satisfaction, or life satisfaction.

5.6 Discussion on the Significant Differences in Study Variables Based on Spouses' Occupation of University Teachers

Objective 6 aimed to examine the significant differences in work-family conflict (WFC), job stress, job satisfaction, family satisfaction, and life satisfaction based on the spouse's occupation among university teachers. The hypotheses predicted that university teachers with spouses in demanding occupations (service or business) would experience higher levels of WFC, job stress, lower job satisfaction, lower family satisfaction, and lower life satisfaction compared to those with spouses in less demanding occupations (housewives or unemployed).

Research supports the notion that dual-career couples experience higher levels of WFC due to competing demands and time constraints (Byron, 2005). University teachers, whose work often extends beyond regular hours due to teaching, research, and administrative duties, are particularly susceptible to heightened WFC when their spouse is also in a demanding occupation (Eby et al., 2005). The study by Michel et al. (2011) indicates that the occupational characteristics of a spouse, such as work hours, job demands, and flexibility, significantly impact the primary earner's WFC. The results of Table 48 show that university teachers with spouses in service or business occupations

did not significantly differ in WFC levels from those with spouses who are housewives or unemployed. This could be due to the relatively uniform cultural expectations and shared family responsibilities in the Bangladeshi context.

The relationship between WFC and job stress is well-documented, with higher levels of WFC contributing to increased job stress (Slišković & Maslać Seršić, 2011). University teachers with spouses in demanding occupations might face cumulative stress from both professional and family responsibilities, leading to higher job stress (Barnett & Hyde, 2001). Table 48, however, shows no significant differences in job stress among university teachers based on their spouse's occupation. This suggests that factors such as institutional support and personal coping mechanisms might significantly influence job stress levels.

Various factors, including WFC and the nature of spousal support, influence job satisfaction. Supportive spouses with flexible jobs can provide emotional and practical support, enhancing job satisfaction (Karasek & Theorell, 1990). Conversely, if both partners have high-stress jobs, it can lead to cumulative stress and reduced job satisfaction (Barnett & Hyde, 2001). The results in Table 48 indicate no significant differences in overall job satisfaction based on the spouse's occupation. This could be attributed to a strong sense of professional identity and intrinsic satisfaction from university teachers' academic work.

WFC and the division of family responsibilities can significantly impact family satisfaction. Couples with aligned work schedules and a shared understanding of demanding careers might find it easier to negotiate family responsibilities and maintain family satisfaction. However, mismatched schedules and differing career priorities can lead to increased family conflict and reduced satisfaction (Elloy & Smith, 2003). Table

48 shows no significant differences in family satisfaction among university teachers based on the spouse's occupation. This might be due to effective communication and mutual support within families, regardless of the spouse's job demands.

Life satisfaction is closely linked to WFC and the overall balance between professional and personal life. Married individuals generally report higher levels of life satisfaction due to emotional and social support from a spouse (Kiecolt-Glaser & Newton, 2001). However, high levels of WFC and job stress can negatively impact life satisfaction (Hobfoll, 1989). The findings in Table 48 show no significant differences in life satisfaction based on the spouse's occupation. This suggests that university teachers might have developed effective coping strategies and support systems to maintain their overall life satisfaction.

This discussion highlights the intricate relationship between WFC, spouse occupation, and well-being among university teachers in Bangladesh. While the hypotheses predicted higher WFC, job stress, and lower satisfaction levels among those with spouses in demanding occupations, the results did not show significant differences based on spouse occupation. This underscores the importance of considering other contextual factors, such as cultural norms, institutional support, and individual coping mechanisms, in understanding the well-being of university teachers.

5.7 Discussion on the Significant Differences in Study Variables Based on the Supportiveness of Office Heads of University Teachers

Objective 7 examined significant differences in work-family conflict (WFC), job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers based on their perception of support from office heads. This discussion integrates findings from Table 49 with the study's hypotheses and existing literature to

provide a comprehensive understanding of how office head support influences these outcomes.

The results support $H_{7.1}$, indicating that university teachers who perceive higher levels of support from their office heads experience lower levels of work-family conflict (WFC). As shown in Table 49, there is a significant difference in WFC across different levels of perceived support. Specifically, teachers who view their office heads as very much supportive or supportive report significantly lower levels of WFC compared to those perceiving less support. This finding aligns with prior research emphasizing the role of supportive leadership in reducing WFC by offering flexibility and understanding towards family responsibilities (Eby et al., 2005; Michel et al., 2011). Consistent with $H_{7.2}$, the analysis reveals a significant association between office head support and job stress levels. University teachers with higher support levels report lower job stress than those with lower support. This finding underscores the importance of supportive leadership in mitigating job stressors through effective communication, resource allocation, and emotional support (Karasek & Theorell, 1990; Barnett & Hyde, 2001).

$H_{7.3}$ is supported by the results, indicating a significant difference in job satisfaction based on perceived office head support. Teachers who perceive their office heads as supportive report higher job satisfaction levels compared to those with less supportive perceptions. This finding corroborates extensive literature highlighting the positive impact of supportive leadership on job satisfaction and organizational commitment (Judge & Piccolo, 2004).

Similarly, $H_{7.4}$ is supported by the data, showing a significant relationship between office head support and family satisfaction. University teachers who perceive

higher levels of support from their office heads report greater family satisfaction. This relationship underscores how supportive leadership can facilitate a better balance between work and family roles, thereby enhancing family satisfaction among employees (Hammer et al., 2009). Finally, $H_{7.5}$ finds support in the analysis, revealing significant differences in life satisfaction based on office head support. Teachers who perceive their office heads as supportive report higher levels of life satisfaction. This outcome reflects the broader impact of supportive leadership on overall well-being and happiness, consistent with the spillover theory suggesting that satisfaction in one domain positively influences others (Judge et al., 2005).

The literature review highlights that the support of office heads plays a critical role in influencing work-family dynamics, job stress, job satisfaction, family satisfaction, and life satisfaction among university teachers. Supportive leadership, characterized by empathy, flexibility, and assistance with balancing work and family demands, has been consistently linked to reduced WFC and job stress (Allen, 2001; Eby et al., 2005). This study's findings contribute to this body of research by demonstrating concrete associations between perceived office head support and these critical outcomes.

5.8 Discussion on the Direct Effects of Work-Family Conflict on Job Stress, Job Satisfaction, Family Satisfaction, and Life Satisfaction of University Teachers

Objective 8 aimed to examine the direct effects of work-family conflict (WFC) on job stress, job satisfaction, family satisfaction, and life satisfaction of university teachers. The findings of this study provide valuable insights into how these variables interplay to affect the overall well-being of university teachers in Bangladesh. This

discussion section will analyze the results concerning each hypothesis and the supporting literature.

The analysis confirmed the $H_{8.1}$ that WFC significantly increases job stress among university teachers, aligning with previous research (Akhtar et al., 2022; Voydanoff, 2005). This finding underscores the pervasive nature of WFC and its capacity to elevate stress levels, contributing to emotional exhaustion and burnout. Supporting the $H_{8.2,}$ WFC was found to have a significant negative effect on job satisfaction. This is consistent with the literature, which indicates that conflict between work and family roles diminishes job satisfaction (Kossek & Ozeki, 1998; Su & Jiang, 2023b). When university teachers struggle to balance these demands, it detracts from their ability to derive fulfillment from their professional roles.

The results confirmed the $H_{8.3}$ that WFC significantly reduces family satisfaction, which aligns with findings by Anandasayanan et al. (2011) and Carlson and Kacmar (2000). The intrusion of work demands into family life leads to reduced quality time with loved ones, strained relationships, and overall dissatisfaction within the family unit. Contrary to the hypothesis $H_{8.4}$, WFC did not have a significant direct effect on life satisfaction. This finding suggests that while WFC negatively impacts job and family satisfaction, its direct impact on life satisfaction might be mediated through these other variables—the complex relationship between WFC and life satisfaction warrants further investigation.

Supporting hypothesis $H_{8.5}$ that job stress was found to significantly negatively affect job satisfaction, in line with research by Spector (1997) and Antoniou et al. (2000). High levels of job stress led to frustration and burnout, reducing overall job satisfaction. Contrary to hypothesis $H_{8.6,}$ the analysis did not find a significant direct

effect of job stress on family satisfaction. This contrasts with some literature (Carlson & Kacmar, 2000) and suggests that other factors might buffer the impact of job stress on family satisfaction or that the effect is indirect. Similarly, contrary to $H_{8.7}$, there was no significant direct effect of job stress on life satisfaction, which was unexpected given the literature (Diener et al., 1999). This finding might indicate that job stress impacts life satisfaction indirectly through its effects on job and family satisfaction.

The study confirmed $H_{8.8}$ that job satisfaction has a significant positive effect on life satisfaction, supporting findings by Judge and Watanabe (1993) and Oshagbemi (1999). High job satisfaction enhances overall well-being and life satisfaction. Confirming the $H_{8.9}$ that family satisfaction was found to significantly positively affect life satisfaction, consistent with Gove et al. (1983). Satisfaction within the family domain is crucial for overall life satisfaction, highlighting the importance of a supportive family environment.

Table 52 indicates the predictive power and model comparison for the indicators of job stress, job satisfaction, family satisfaction, and life satisfaction. The Q^2 values and the mean absolute error (*MAE*) for PLS-SEM and LM models suggest that the model's predictive accuracy is acceptable, with minor differences between the methods. This strengthens the reliability of the findings.

5.9 Discussion on the Mediating Effects of Job Stress, Job Satisfaction, and Family Satisfaction on the Relationship Between Work-Family Conflict and Life Satisfaction among University Teachers

Objective 9 explored the mediating effects of job stress, job satisfaction, and family satisfaction on the relationship between work-family conflict (WFC) and life satisfaction among university teachers. The findings from this study provide insights

into how these mediating variables influence the overall well-being of university teachers. This discussion will analyze the results concerning each hypothesis and the supporting literature.

The results did not support hypothesis $H_{9.1, \text{ which states}}$ that job stress mediates the relationship between WFC and life satisfaction. The indirect effect of job stress on life satisfaction was insignificant, and WFC had no direct effect. This finding is inconsistent with previous research (Xu & Wang, 2023) suggesting that job stress mediates the relationship between WFC and life satisfaction. It may indicate that other factors not included in this study could mediate the impact of WFC on life satisfaction.

The analysis partially supported $H_{9.2, \text{ which is}}$ that job satisfaction fully mediates the relationship between WFC and life satisfaction. The indirect effect of WFC on life satisfaction through job satisfaction was significant, supporting the hypothesis. This aligns with research by Judge et al. (2000), which found that job satisfaction is a crucial mediator in the relationship between WFC and life satisfaction. When WFC reduces job satisfaction, it consequently lowers overall life satisfaction. Family satisfaction fully mediates the relationship, confirming $H_{9.3,}$ between WFC and life satisfaction. The indirect effect was significant, while the direct effect of WFC on life satisfaction was not significant. This finding supports previous research (Grzywacz & Marks, 2000) highlighting the mediating role of family satisfaction in the relationship between WFC and life satisfaction. Strain in family relationships due to WFC significantly impacts overall life satisfaction.

The results reveal that while job stress does not mediate the relationship between WFC and life satisfaction, both job satisfaction and family satisfaction play significant mediating roles. It was also found that the path of job stress to job

satisfaction mediates entirely the relationship between work-family conflict and life satisfaction. The mediation of job stress, job satisfaction, and family satisfaction underscores the importance of these variables in understanding how WFC impacts life satisfaction among university teachers.

5.10 Discussion on the Mediating Effects of Job Satisfaction and Family Satisfaction on the Relationship Between Job Stress and Life Satisfaction among University Teachers

Objective 10 aimed to investigate the mediating effects of job satisfaction and family satisfaction on the relationship between job stress and life satisfaction among university teachers. This discussion will analyze the results concerning each hypothesis and the supporting literature. The results from Table 53 confirmed hypothesis $H_{10.1,}$ that job satisfaction fully mediates the relationship between job stress and life satisfaction. The indirect effect of job stress on life satisfaction through job satisfaction was significant. This finding supports the hypothesis and aligns with existing literature, such as the study by Judge et al. (1997), which found that job satisfaction is a critical mediator in the relationship between job stress and life satisfaction. When university teachers experience high job stress, their job satisfaction decreases, which, in turn, significantly lowers their overall life satisfaction.

Contrary to $H_{10.2,}$ the analysis revealed that family satisfaction does not mediate the relationship between job stress and life satisfaction. The indirect effect of job stress on life satisfaction through family satisfaction was not significant. This finding is inconsistent with some literature (Wayne et al., 2004) that suggests family satisfaction can mediate the relationship between job stress and life satisfaction. In this study, however, family satisfaction did not significantly buffer the negative effects of job

stress on life satisfaction. The findings indicate that while job satisfaction significantly mediates, family satisfaction does not mediate the relationship between job stress and life satisfaction among university teachers. This highlights the critical role of job satisfaction in mitigating the negative impact of job stress on life satisfaction.

5.11 Limitations of the Study

Despite the significant insights gained from this study, several limitations must be acknowledged, which may affect the generalizability and comprehensiveness of the findings.

1. Sampling Technique and Sample Representation: Non-probability (convenience) sampling was employed in the study to select faculty members from 16 Bangladeshi public universities. The capacity to generalize the results to professors at private universities or other educational institutions may be limited by selection bias introduced by this technique, despite its practicality in focusing on a particular group.
2. Cross-Sectional Design: The cross-sectional design of this study limits the ability to establish causal relationships between work-family conflict and the examined outcomes. Although the study offers insightful correlations and potential mediation effects, longitudinal data would be necessary to confirm the causality and directionality of these relationships.
3. Measurement Tools: There is the possibility that response biases such as social desirability bias or recall bias could be introduced if self-reported measures for work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction are used. Based on their personal beliefs at the time of the survey or

on perceived societal norms, participants may have overreported or underreported their experiences.

4. Generalizability of Findings: The study's emphasis on Bangladeshi university teachers may have limited the results' applicability in different professional or cultural contexts. Cultural norms, organizational policies, and socioeconomic conditions can influence the dynamics of work-family conflict.
5. Institutional Variations: Although teachers from different universities were included in the study, institutional variations that could influence work-family conflict and related outcomes were not considered. Different institutional policies and work environments may affect university teachers' experiences.
6. Gender and Role Disparities: The study did examine differences according to gender and academic designation, but the results might have been affected by the participants' uneven distribution across these categories. Some universities may have excluded female participants from some academic designations, which could have influenced the results about gender disparities.

In conclusion, acknowledging these limitations is crucial for interpreting the study's findings within their appropriate context and guiding future research to address these gaps. By considering these limitations, researchers can build on this study to develop more comprehensive and generalizable insights into the relations of work-family conflict with workplace and psychosocial outcomes among university teachers.

5.12 Recommendations

Based on the findings and limitations of the study, several recommendations can be made to improve the work-life balance and overall well-being of university teachers in Bangladesh.

1. Providing Supportive Work Environments: Creating a supportive work environment is crucial for decreasing job stress and increasing job satisfaction. Universities should cultivate a culture of mutual support and cooperation among faculty members. This can be achieved through team-building activities, peer mentoring programs, and opportunities for faculty members to share their experiences and strategies for managing work-family conflict.
2. Enhancing Institutional Support Systems: Comprehensive support systems, such as counseling services, stress management workshops, and employee assistance programs, should be established by universities. These services may provide faculty members with the resources and guidance required to deal with stress at work and enhance their overall well-being. Universities should also ensure that these support systems are well-known and easily accessible.
3. Implementing Flexible Work Policies: Flexible working arrangements, like adjustable work schedules, remote work options, part-time jobs, and teaching assistants, should be explored by universities. Flexible policies can assist faculty members in striking a balance between their personal and professional obligations, thereby lowering work-family conflict and the stress that comes with it.
4. Promoting Gender Equality and Inclusivity: The study highlights significant gender differences in experiences of work-family conflict and associated outcomes. Universities should implement policies and practices that promote gender equality and inclusivity. This entails ensuring equal opportunities for career advancement, offering maternity and paternity leave, and addressing gender-specific challenges through targeted programs and initiatives.

5. Encouraging Family-Friendly Policies: Family-friendly policies, such as on-campus daycare (childcare) facilities, family leave provisions, and family support programs, can significantly alleviate work-family conflict for university teachers. Universities should invest in these policies to support faculty members in fulfilling their family responsibilities without compromising their professional roles.
6. Conducting Regular Assessments and Feedback Mechanisms: Universities should regularly assess the levels of work-family conflict, job stress, job satisfaction, family satisfaction, and life satisfaction among their faculty members. Conducting surveys and feedback sessions can help institutions identify emerging issues and areas for improvement. The collected data can inform policy changes and the development of targeted interventions.
7. Facilitating Professional Development Opportunities: Providing professional development opportunities, such as workshops, seminars, and training programs, can enhance faculty members' skills and job satisfaction. These opportunities should be designed to accommodate faculty members' schedules and include topics related to work-life balance, stress management, and career development.
8. Promoting a Balanced Workload: Universities should ensure faculty members have a manageable workload for a healthy work-life balance. This can be achieved by monitoring and adjusting teaching loads, administrative responsibilities, and research expectations. Institutions should also encourage faculty members to take regular breaks and vacations to prevent burnout.
9. Encouraging Research on Work-Family Conflict: Further research on work-family conflict among university teachers is essential to understand its causes

and effects. Universities should encourage and support research initiatives exploring this topic, particularly those considering Bangladeshi institutions' unique cultural and organizational contexts.

10. Collaborating with Stakeholders: Universities should collaborate with stakeholders, including government bodies, educational associations, and non-governmental organizations, to address work-family conflict comprehensively. Joint efforts can lead to the development of broader policies and initiatives that benefit the academic community.

By implementing these recommendations, universities in Bangladesh can create a more supportive and balanced work environment for their faculty members, ultimately enhancing their job satisfaction, family satisfaction, and life satisfaction. These efforts will improve the well-being of university teachers and contribute to the overall quality and effectiveness of higher education in the country.

5.13 Implications of the Present Study

5.13.1 Theoretical Implications

The present study offers several significant theoretical implications that extend the understanding of work-family conflict and its impact on various outcomes, particularly within the context of university teachers in Bangladesh. The findings contribute to the broader theoretical frameworks in the fields of organizational behavior, occupational health psychology, and work-family studies.

1. Extension of Work-Family Conflict Theory: The study provides empirical evidence supporting the Work-Family Conflict Theory, which posits that conflict arises when the demands of work and family roles are incompatible. By demonstrating the relationships between work-family conflict and

outcomes such as job stress, job satisfaction, family satisfaction, and life satisfaction, this study reinforces the theory's applicability to the context of university teachers in Bangladesh. The findings suggest that work-family conflict significantly impacts both workplace and psychosocial outcomes, highlighting the need for theoretical models to consider the unique challenges academic professionals face.

2. Integrating Job Demands-Resources (JD-R) Model: The results of this study align with the Job Demands-Resources (JD-R) model, which posits that job demands (e.g., work-family conflict) lead to strain and reduced job satisfaction, while job resources (e.g., support from the office head) can buffer these effects. The significant role of support systems in mitigating the negative impact of work-family conflict on job satisfaction and stress underscores the importance of integrating the JD-R model in understanding how university teachers navigate their work and family responsibilities. This study thus contributes to the theoretical refinement of the JD-R model by emphasizing the critical role of institutional support in academic settings.
3. Gender and Marital Status as Moderators: The study's findings on gender and marital status differences in work-family conflict and its outcomes add to the theoretical discourse on the moderating effects of personal demographics in work-family dynamics. The significant variations based on gender and marital status indicate that these factors play a crucial role in shaping the experiences and consequences of work-family conflict. These insights call for a more nuanced theoretical approach that considers demographic variables as important moderators in models of work-family conflict and its impact on both workplace and psychosocial outcomes.

4. Mediating Role of Job Stress and Job Satisfaction: Exploring job stress and job satisfaction as mediators between work-family conflict and life satisfaction contributes to the theoretical understanding of how work-family conflict influences broader life outcomes. By empirically validating these mediating relationships, the study provides a more comprehensive view of the pathways through which work-family conflict affects life satisfaction. This underscores the importance of addressing job stress and job satisfaction in interventions to reduce the adverse effects of work-family conflict.
5. Cultural Context and Work-Family Conflict: The study highlights the importance of cultural context in understanding work-family conflict and its outcomes. The findings specific to Bangladeshi university teachers suggest that cultural norms and expectations significantly influence the experience and management of work-family conflict. Theoretical models must, therefore, incorporate cultural considerations to provide a more accurate and holistic understanding of work-family dynamics. This study calls for further theoretical exploration of how cultural context shapes work-family conflict and its impacts across different populations.

In summary, the present study contributes to the theoretical understanding of work-family conflict by extending existing models, highlighting the moderating and mediating variables, emphasizing the role of cultural context, and bridging the gap between theory and practice. These theoretical implications provide a foundation for future research and policy development to improve the work-life balance of university teachers and other professionals facing similar challenges.

5.13.2 Practical Implications

The findings of the study offer several practical implications for university administration, policymakers, and academic professionals. These implications provide actionable insights for improving work-life balance, enhancing job satisfaction, and mitigating job stress among university teachers.

1. Development of Supportive Institutional Policies: The study highlights the critical role of institutional support in mitigating the adverse effects of work-family conflict. University administrations should consider developing and implementing policies that promote a supportive work environment. This can include flexible work schedules, remote work options, and leave policies that accommodate family responsibilities. By providing such support, universities can help reduce job stress and improve job satisfaction among faculty members.
2. Enhancing Support Systems: The significant role of support from office heads in alleviating the negative impacts of work-family conflict suggests that strengthening support systems within universities can be highly beneficial. Training programs for academic heads can be developed to enhance their ability to provide effective support and guidance to their colleagues. Such training can focus on leadership skills, empathetic communication, and strategies for managing work-family conflict.
3. Promoting Work-Life Balance Programs: Universities should consider implementing comprehensive work-life balance programs that address the unique challenges academic professionals face. These programs can include workshops on time management, stress reduction techniques, and strategies for balancing work and family responsibilities. Additionally, providing

access to counseling services and employee assistance programs can help faculty members manage stress and improve their overall well-being.

4. Addressing Gender and Marital Status Differences: The study found significant differences in work-family conflict and its outcomes based on gender and marital status. Universities should take these differences into account when designing interventions and support programs. Similarly, programs that support work-life balance for single or married faculty members can be tailored to their unique needs.
5. Fostering a Family-Friendly Work Environment: Creating a family-friendly work environment can significantly enhance family satisfaction and overall well-being. Universities can organize family-friendly events, provide childcare facilities, and offer family support services. By fostering a culture that values and supports family life, universities can improve the psychosocial outcomes of their faculty members, leading to increased life satisfaction and overall happiness.
6. Enhancing Job Satisfaction and Reducing Job Stress: Given the mediating role of job stress and job satisfaction in the relationship between work-family conflict and life satisfaction, universities should focus on strategies that directly address these factors. This can include providing opportunities for professional development, recognizing and rewarding academic achievements, and ensuring a fair and transparent promotion process. Reducing administrative burdens and streamlining work processes can also help alleviate job stress.
7. Leveraging Technology for Flexibility: Using technology to provide greater flexibility in work arrangements can help reduce work-family conflict.

Universities can leverage online teaching platforms, virtual meetings, and digital collaboration tools to offer more flexible work options. This can help faculty members manage their work responsibilities more effectively while accommodating their family needs.

8. Policy Recommendations for Policymakers: Policymakers should consider the implications of work-family conflict on the well-being of university teachers and the quality of education. Policies that promote work-life balance in higher education institutions can have far-reaching effects. This includes funding for family support programs, incentives for universities to implement work-life balance initiatives, and regulations encouraging flexible work arrangements.
9. Ongoing Monitoring and Evaluation: To ensure the effectiveness of work-family balance initiatives, universities should establish ongoing monitoring and evaluation mechanisms. Regular surveys and feedback from faculty members can provide valuable insights into the effectiveness of implemented policies and programs. Continuous improvement based on feedback will help universities create a more supportive and balanced work environment.
10. Raising Awareness and Changing Attitudes: Finally, raising awareness about the importance of work-life balance and changing attitudes towards work-family conflict are crucial. Universities can conduct awareness campaigns, seminars, and discussions to highlight the benefits of a balanced work-life approach. By fostering a culture that values work-life balance, universities can create an environment where faculty members feel supported and valued.

In conclusion, the practical implications of this study underscore the need for comprehensive and targeted interventions to address work-family conflict among university teachers. By implementing supportive policies, enhancing support systems, and promoting a family-friendly work environment, universities can improve their faculty members' workplace and psychosocial outcomes, leading to greater job satisfaction, reduced stress, and improved overall well-being.

Chapter 6
Conclusion

Conclusion

This study investigated the intricate relationships among university teachers between work-family conflict, workplace outcomes (job stress and job satisfaction), and psychosocial outcomes (family satisfaction and life satisfaction). The study provides a comprehensive understanding of how work-family conflict impacts these outcomes through a series of ten objectives and their corresponding hypotheses.

The findings revealed significant relationships between work-family conflict and all four measured outcomes: job stress, job satisfaction, family satisfaction, and life satisfaction. Specifically, work-family conflict was found to increase job stress and decrease both job satisfaction and family satisfaction, ultimately reducing overall life satisfaction. These results underscore the pervasive impact of work-family conflict on both professional and personal domains of university teachers' lives.

Further, the study explored the mediating roles of job stress, job satisfaction, and family satisfaction in the relationship between work-family conflict and life satisfaction. It was found that job satisfaction and family satisfaction fully mediated the relationship between work-family conflict and life satisfaction, while job stress did not. Additionally, the job stress-to-job satisfaction path fully mediated the relationship between work-family conflict and life satisfaction, whereas the job stress-to-family satisfaction path did not. These findings highlight the critical roles that job stress, job satisfaction, and family satisfaction play in determining life satisfaction in the context of work-family conflict among university teachers in Bangladesh.

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Appendices

Appendix A: Cover Letter

প্রিয় মহোদয়

আমার শুভেচ্ছা গ্রহণ করবেন।

আমি ঢাকা বিশ্ববিদ্যালয়ের মনোবিজ্ঞান বিভাগে পিএইচডি গবেষক হিসেবে অধ্যয়নরত। গবেষণার শিরোনাম হচ্ছে 'Relations of Work-Family Conflict with Workplace and Psychosocial Outcomes among University Teachers'। উক্ত গবেষণা প্রস্তাবনাটি ঢাকা বিশ্ববিদ্যালয়ের জীববিজ্ঞান অনুষদের Ethical Review Committee কর্তৃক অনুমোদিত এবং গবেষণাটি তত্ত্বাবধান করছেন ঢাকা বিশ্ববিদ্যালয়ের মনোবিজ্ঞান বিভাগের অধ্যাপক ড. মোঃ কামাল উদ্দিন।

গবেষণাকর্মটি পরিচালনার জন্য আপনার সহযোগিতা প্রয়োজন। এতদ্সংগে একটি ডেমোগ্রাফিক ফর্ম ও কয়েকটি প্রশ্নমালা সংযুক্ত করা হলো যা পূরণ করতে প্রায় ১৫-২০ মিনিট সময় লাগবে। এছাড়া আপনি চাইলে প্রশ্নমালাটি নিম্নোক্ত লিংক বা কিউ আর কোড ব্যবহার করে গুগল ফর্মের মাধ্যমেও পূরণ করতে পারেন

https://tinyurl.com/Work-Family-Research অথবা

আপনার প্রদত্ত সকল তথ্য ও মতামত সম্পূর্ণ গোপন রাখা হবে এবং কেবল গবেষণাকার্যে ব্যবহার করা হবে। এই গবেষণায় অংশগ্রহণ এবং সহযোগিতার জন্য আপনার প্রতি আমি অনেক কৃতজ্ঞ।

ধন্যবাদান্তে-

মোঃ শাহীন মোল্লা

পিএইচডি গবেষক ও সহকারী অধ্যাপক

মনোবিজ্ঞান বিভাগ, ঢাকা বিশ্ববিদ্যালয়।

মোবাইলঃ 01716030211

ইমেইলঃ mdshaheenmollah@gmail.com

Appendix B: Consent Form

সম্মতি পত্র

গবেষণার শিরোনামঃ Relations of Work-Family Conflict with Workplace and Psychosocial Outcomes among University Teachers

গবেষকঃ মোঃ শাহীন মোল্লা, পিএইচডি গবেষক ও সহকারী অধ্যাপক, মনোবিজ্ঞান বিভাগ, ঢাকা বিশ্ববিদ্যালয়।

তত্ত্বাবধায়কঃ অধ্যাপক ড. মোঃ কামাল উদ্দিন, চেয়ারম্যান, মনোবিজ্ঞান বিভাগ, ঢাকা বিশ্ববিদ্যালয়।

ইথিক্যাল ক্লিয়ারেন্স সনদঃ ইথিক্যাল রিভিউ কমিটি (Ref. No. 189/Biol. Scs. & Date: December 20, 2022), জীববিজ্ঞান অনুষদ, ঢাকা বিশ্ববিদ্যালয়।

গবেষণার উদ্দেশ্যঃ এই গবেষণার প্রধান উদ্দেশ্য হচ্ছে, বিশ্ববিদ্যালয়-শিক্ষকদের কর্মক্ষেত্র-পরিবারের দ্বন্দ্বের সাথে কর্মক্ষেত্র সম্পর্কিত ও মনোসামাজিক বিভিন্ন চলের মধ্যকার সম্পর্ক দেখা।

গবেষণার নমুনাঃ এই গবেষণায় নমুনা (Sample) হিসেবে বিশ্ববিদ্যালয় শিক্ষকদের নির্বাচন করা হয়েছে।

কার্যক্রমঃ আপনাকে বর্তমান ফর্মে সংযুক্ত একটি ডেমোগ্রাফিক ফর্ম এবং পরিবার, কর্মক্ষেত্র ও জীবন সম্পর্কিত কয়েকট প্রশ্নমালা পূরন করতে হবে যা সম্পন্ন করতে প্রায় ১৫-২০ মিনিট সময় লাগবে।

ঝুঁকিঃ এই গবেষণায় অংশগ্রহণে আপনার কোনো ব্যক্তিগত (শারীরিক বা মানসিক), পারিবারিক, সামাজিক ও পেশাগত ক্ষতি হবে না। গবেষণার প্রশ্নমালা পূরণের সময় কোনো অসুবিধা বা সমস্যার সম্মুখীন হলে আমাদের জানাবেন যাতে আমরা তা সমাধান করতে পারি।

গোপনীয়তাঃ আপনার প্রদত্ত সকল তথ্য সম্পূর্ণ গোপন রাখা হবে এবং কেবল গবেষণাকার্যে ব্যবহার করা হবে। গবেষণালব্ধ তথ্যাদি প্রয়োজনে অন্য গবেষকদের সাথে উপস্থাপন করা হতে পারে তবে সেক্ষেত্রে অবশ্যই আপনার পরিচয়ের সম্পূর্ণ গোপনীয়তা রক্ষা করা হবে।

প্রশ্ন থাকলে যোগাযোগঃ আপনার যদি কোনো প্রশ্ন বা অভিযোগ থাকে তাহলে মোবাইল (01716030211) বা ইমেইল (mdshaheenmollah@gmail.com) – এর মাধ্যমে জানাতে পারেন। অধিকন্তু আপনি এই গবেষণার তত্বাবধায়ক অধ্যাপক ড. মোঃ কামাল উদ্দিন (চেয়ারম্যান, মনোবিজ্ঞান বিভাগ, ঢাকা বিশ্ববিদ্যালয়; 01713456644, kamaluddin67@hotmail.com) এর সাথে যোগাযোগ করতে পারেন।

আমি, নিম্নস্বাক্ষরকারী, উপরোক্ত তথ্য পড়ে গবেষণার বিষয়বস্তু ও প্রকৃতি বুঝতে পেরেছি এবং এই গবেষণায় অংশগ্রহণ করতে সম্মতি দিচ্ছি।

গবেষণায় অংশগ্রহনকারীর নামঃ **স্বাক্ষর ও তারিখঃ**

তথ্য সংগ্রহকারীর নামঃ **স্বাক্ষর ও তারিখঃ**

Appendix C: Socio-Demographic Information Form

[প্রযোজ্য ক্ষেত্রে টিক (√) চিহ্ন দিন]

- লিঙ্গ: ☐ ছেলে ☐ মেয়ে ☐ **অন্য**
- বয়স: বছর
- বৈবাহিক অবস্থা: ☐ বিবাহিত ☐ অবিবাহিত ☐ তালাকপ্রাপ্ত ☐ বিধবা/বিপত্নীক
- বৈবাহিক জীবনকাল: বছর
- স্ত্রী/স্বামীর পেশা: ☐ চাকুরি ☐ ব্যবসা ☐ গৃহিণী ☐ বেকার
- সন্তান-সংখ্যা:
- ছোট সন্তানের বয়স: বছর
- সন্তান/দের স্বাস্থ্যের অবস্থা: ☐ খুব খারাপ ☐ খারাপ ☐ কিছুটা খারাপ ☐ কিছুটা ভালো ☐ ভালো ☐ খুব ভালো
- বর্তমান প্রতিষ্ঠানে চাকুরীকাল: বছর
- মোট চাকুরীকাল (অন্যান্য প্রতিষ্ঠানসহ): বছর
- পরিবারের সদস্যদের জন্য প্রতিষ্ঠান প্রদত্ত চিকিৎসা সুবিধা কিংবা অন্য কোন পরিষেবা আছে কিনা:

  ☐ হ্যাঁ ☐ না
- উত্তর ‘‘হ্যাঁ’’ হলে কি কি সুবিধা আছে: (প্রযোজ্য ক্ষেত্রে একাধিক উত্তর দেয়া যাবে)

  ☐ ডে-কেয়ার সেন্টার ☐ শিশুদের চিকিৎসা সুবিধা ☐ স্বামী/স্ত্রী'র চিকিৎসা সুবিধা ☐ বয়স্ক ব্যক্তিদের চিকিৎসা সুবিধা
- চেয়ারম্যান/অফিস প্রধান সহযোগিতাপরায়ন কিনা:

  ☐ খুব অসহযোগিতাপরায়ন ☐ অসহযোগিতাপরায়ন ☐ কিছুটা অসহযোগিতাপরায়ন ☐ কিছুটা সহযোগিতাপরায়ন ☐ সহযোগিতাপরায়ন ☐ খুব সহযোগিতাপরায়ন
- বিশ্ববিদ্যালয়ের নাম:
- বিভাগ/ইনস্টিটিউট-এর নাম:
- পেশাগত পদবি:
- মোবাইল নম্বর:
- ইমেইল:

Appendix D-1: Work-Family Conflict Scale (WFC): English Version

1. My work keeps me from my family activities more than I would like.
2. The time I must devote to my job keeps me from participating equally in household responsibilities and activities.
3. I have to miss family activities due to the amount of time I must spend on work responsibilities.
4. The time I spend on family responsibilities often interfere with my work responsibilities.
5. The time I spend with my family often causes me not to spend time in activities at work that could be helpful to my career.
6. I have to miss work activities due to the amount of time I must spend on family responsibilities.
7. When I get home from work I am often too frazzled to participate in family activities / responsibilities.
8. I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.
9. Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy.
10. Due to stress at home, I am often preoccupied with family matters at work.
11. Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.
12. Tension and anxiety from my family life often weakens my ability to do my job.
13. The problem-solving behaviors I use in my job are not effective in resolving problems at home.
14. Behavior that is effective and necessary for me at work would be counterproductive at home.
15. The behaviors I perform that make me effective at work do not help me to be a better parent and spouse.
16. The behaviors that work for me at home do not seem to be effective at work.
17. Behavior that is effective and necessary for me at home would be counterproductive at work.
18. The problem-solving behavior that works for me at home does not seem to be as useful at work.

Appendix D-2: Work-Family Conflict Scale (WFC): Final Adapted Bangla Version

নিচের বিবৃতিগুলো মনোযোগসহ পড়ুন এবং সেগুলোর ক্ষেত্রে আপনি কতটুকু একমত বা ভিন্নমত তা টিক চিহ্নের মাধ্যমে চিহ্নিত করুন।

ক্রমিক	বিবৃতিসমূহ	পুরোপুরি ভিন্নমত	ভিন্ন মত	কিছুটা ভিন্নমত	কিছুটা একমত	এক মত	পুরোপুরি একমত
১	পেশাগত কারণে পারিবারিক ক্ষেত্রে আমি প্রত্যাশিত সময় দিতে পারি না।						
২	পেশাগত একাগ্রতার কারণে আমি গৃহস্থালির দায়িত্ব-কর্তব্য সমানভাবে পালন করতে পারি না।						
৩	পেশাগত দায়িত্বপালনে বেশি সময় দেয়ার কারণে আমি পারিবারিক অনেক কর্মকাণ্ডে অংশগ্রহণ করতে পারি না।						
৪	পারিবারিক দায়িত্বপালন প্রায়ই আমার পেশাগত কাজকে বাধাগ্রস্ত করে।						
৫	পারিবারিক দায়িত্বপালন করার কারণে আমি প্রায়ই ক্যারিয়ার সহায়ক কর্মকাণ্ডে সময় দিতে পারি না।						
৬	পারিবারিক দায়িত্বপালনে বেশি সময় দেয়ার কারণে আমি পেশাগত অনেক কর্মকাণ্ডে অংশগ্রহণ করতে পারি না।						
৭	কর্মক্ষেত্র থেকে বাড়ি ফেরার পর প্রায়ই পারিবারিক দায়িত্ব-কর্তব্য পালন করতে মন চায় না।						
৮	কর্মক্ষেত্র থেকে বাড়ি ফেরার পর আমি এতটাই মানসিক চাপে থাকি যে পরিবারে অবদান রাখতে পারি না।						
৯	পেশাগত কর্মব্যস্ততার কারণে আমি প্রায়ই এমন মানসিক চাপে থাকি যে বাড়ি ফিরে পছন্দের কাজটিও করতে পারি না।						
১০	পারিবারিক চাপের কারণে কর্মক্ষেত্রে আমি প্রায়ই পারিবারিক বিষয় নিয়ে ব্যস্ত থাকি।						
১১	পারিবারিক কাজের চাপে আমি প্রায়ই কর্মক্ষেত্রে মনোযোগ দিতে পারি না।						
১২	পারিবারিক দুশ্চিন্তা প্রায়ই আমার পেশাগত সক্ষমতা কমিয়ে দেয়।						
১৩	কর্মক্ষেত্রে সমস্যা সমাধানের জন্য আমি যেসব পদক্ষেপ নেই সেগুলো পারিবারিক সমস্যা সমাধানে কার্যকর নয়।						
১৪	কর্মক্ষেত্রে আমার ইতিবাচক আচরণগুলোই পারিবারিক ক্ষেত্রে সম্পূর্ণ নেতিবাচক।						
১৫	কর্মক্ষেত্রের কার্যকর পদক্ষেপগুলোই আমার একজন ভালো বাবা/মা এবং স্বামী/স্ত্রী হওয়ার ক্ষেত্রে অন্তরায়।						
১৬	আমার যেসব আচরণ বাড়িতে কার্যকর সেগুলো কর্মক্ষেত্রে কার্যকর হয় না।						
১৭	পারিবারিক ক্ষেত্রে আমার ইতিবাচক আচরণগুলোই কর্মক্ষেত্রে সম্পূর্ণ নেতিবাচক।						
১৮	পারিবারিক সমস্যা সমাধানের জন্য আমি যেসব পদক্ষেপ নেই সেগুলো কর্মক্ষেত্রে সমস্যা সমাধানে কার্যকর নয়।						

Appendix E-1: Job Satisfaction Survey (JSS): English Version

1. I feel I am being paid a fair amount for the work I do.
2. There is really too little chance for promotion on my job.
3. My supervisor is quite competent in doing his/her job.
4. I am not satisfied with the benefits I receive.
5. When I do a good job, I receive the recognition for it that I should receive.
6. Many of our rules and procedures make doing a good job difficult.
7. I like the people I work with.
8. I sometimes feel my job is meaningless.
9. Communications seem good within this organization.
10. Raises are too few and far between.
11. Those who do well on the job stand a fair chance of being promoted.
12. My supervisor is unfair to me.
13. The benefits we receive are as good as most other organizations offer.
14. I do not feel that the work I do is appreciated.
15. My efforts to do a good job are seldom blocked by red tape.
16. I find I have to work harder at my job because of the incompetence of people I work with.
17. I like doing the things I do at work.
18. The goals of this organization are not clear to me.
19. I feel unappreciated by the organization when I think about what they pay me.
20. People get ahead as fast here as they do in other places.
21. My supervisor shows too little interest in the feelings of subordinates.
22. The benefit package we have is equitable.
23. There are few rewards for those who work here.
24. I have too much to do at work.
25. I enjoy my coworkers.
26. I often feel that I do not know what is going on with the organization.
27. I feel a sense of pride in doing my job.
28. I feel satisfied with my chances for salary increases.
29. There are benefits we do not have which we should have.
30. I like my supervisor.
31. I have too much paperwork.
32. I don'*t* feel my efforts are rewarded the way they should be.
33. I am satisfied with my chances for promotion.
34. There is too much bickering and fighting at work.
35. My job is enjoyable.
36. Work assignments are not fully explained.

Appendix E-2: Job Satisfaction Survey (JSS): Final Adapted Bangla Version

নিচের বিবৃতিগুলো মনোযোগসহ পড়ুন এবং সেগুলোর ক্ষেত্রে আপনি কতটুকু একমত বা ভিন্নমত তা টিক চিহ্নের মাধ্যমে চিহ্নিত করুন।

ক্রমিক	বিবৃতিসমূহ	পুরোপুরি ভিন্নমত	ভিন্ন মত	কিছুটা ভিন্নমত	কিছুটা একমত	এক মত	পুরোপুরি একমত
১।	আমি কাজের ধরন অনুযায়ী ন্যায্য বেতন পাই।						
২।	আমার অফিস প্রধান/চেয়ারম্যান/পরিচালক কাজের ক্ষেত্রে পুরোপুরি দক্ষ।						
৩।	আমি কর্মক্ষেত্রে প্রাপ্ত সুবিধায় সন্তুষ্ট নই।						
৪।	আমি কর্মক্ষেত্রে সবসময় ভালো কাজের স্বীকৃতি পাই।						
৫।	কর্মক্ষেত্রের অনেক নিয়ম-কানুন ভালোভাবে কাজ সম্পন্ন করাটাকে কঠিন করে তোলে।						
৬।	আমি সহকর্মীদের পছন্দ করি।						
৭।	চাকুরিতে বেতন বৃদ্ধির হার খুবই কম ও সময়সাপেক্ষ।						
৮।	চাকুরিতে ভালো কাজের স্বীকৃতিস্বরূপ পদোন্নতির সুযোগ রয়েছে।						
৯।	আমার অফিস প্রধান/চেয়ারম্যান/পরিচালক আমার প্রতি অন্যায় আচরণ করে।						
১০।	অন্যান্য প্রতিষ্ঠানের মতোই আমরা অত্র প্রতিষ্ঠানে সুযোগ-সুবিধা পাই।						
১১।	কর্মক্ষেত্রে আমার কাজের প্রাপ্য স্বীকৃতি নেই।						
১২।	সহকর্মীদের অদক্ষতার কারণে আমাকে কঠোর পরিশ্রম করতে হয়।						
১৩।	কর্মক্ষেত্রে আমার কাজের ধরনে আমি সন্তুষ্ট।						
১৪।	এই প্রতিষ্ঠানের লক্ষ্য ও উদ্দেশ্য আমার কাছে অস্পষ্ট।						
১৫।	প্রাপ্ত বেতন বিবেচনায় প্রতিষ্ঠান আমাকে পর্যাপ্ত মূল্যায়ন করছে না।						
১৬।	এই প্রতিষ্ঠানের কর্মীরা অন্যান্য প্রতিষ্ঠানের মতো দ্রুত পদোন্নতি পায়।						
১৭।	আমার অফিস প্রধান/চেয়ারম্যান/পরিচালক তার অধঃস্তনদের প্রতি খুব কম সহানুভূতিশীল।						
১৮।	এই প্রতিষ্ঠানে কাজের মূল্যায়ন/স্বীকৃতি খুব কম।						
১৯।	কর্মক্ষেত্রে আমাকে প্রচুর কাজ করতে হয়।						
২০।	আমি সহকর্মীদের সঙ্গে কাজ করতে স্বাচ্ছন্দ্য বোধ করি।						
২১।	প্রায়ই মনে হয় প্রতিষ্ঠানটিতে কি হচ্ছে তা আমি জানি না।						
২২।	আমি এই প্রতিষ্ঠানে কাজ করতে পেরে গর্ববোধ করি।						
২৩।	এই প্রতিষ্ঠানে বেতন বৃদ্ধির প্রক্রিয়া নিয়ে আমি সন্তুষ্ট।						
২৪।	এই প্রতিষ্ঠানে পর্যাপ্ত সুযোগ-সুবিধা নেই।						
২৫।	আমার অফিস প্রধান/চেয়ারম্যান/পরিচালক-কে আমি পছন্দ করি।						
২৬।	আমাকে প্রচুর দাপ্তরিক কাজ করতে হয়।						
২৭।	এই প্রতিষ্ঠানে আমার পরিশ্রমের উপযুক্ত মূল্যায়ন হয় না।						
২৮।	চাকুরিতে পদোন্নতির সুযোগ নিয়ে আমি সন্তুষ্ট।						
২৯।	আমার কাজটি আনন্দদায়ক।						
৩০।	কর্মক্ষেত্রে করণীয় দায়িত্বসমূহ ভালোভাবে বুঝিয়ে দেয়া হয় না।						

Appendix F-1: Job Stress Measure: **English Version**

1. The number of projects and/or assignments I have.
2. The amount of time I spend at work.
3. The amount of time I spend in meetings.
4. The number of phone calls and office visits I have during the day.
5. The degree to which politics rather than performance affects organizational decisions.
6. The inability to clearly understand what is expected of me on the job.
7. The volume of work that must be accomplished in the allotted time.
8. The extent to which my position presents me with conflicting demands.
9. The amount of red tape I need to go through to get my job done.
10. The time pressures I experience.
11. The lack of job security I have.
12. The amount of responsibility I have.
13. The scope of responsibilities my position entails.
14. The degree to which my career seems "stalled."
15. The opportunities for career development I have had.
16. The amount of traveling I must do.

Appendix F-2: Job Stress Measure: Final Adapted Bangla Version

নিচের বিবৃতিগুলো মনোযোগসহ পড়ুন এবং সেগুলো আপনার কর্মক্ষেত্রে কি পরিমাণ মানসিক চাপ তৈরি করে তা চিহ্নিত করুন।

ক্রমিক	বিবৃতিসমূহ	একেবারেই চাপ তৈরি করে না	কিছুটা চাপ তৈরি করে	মোটামুটি চাপ তৈরি করে	বেশি চাপ তৈরি করে	অনেক বেশি চাপ তৈরি করে
১।	কর্মক্ষেত্রে আমার উপর অর্পিত দায়িত্বের সংখ্যা-					
২।	কর্মক্ষেত্রে আমার ব্যয় করা সময়ের পরিমাণ					
৩।	কর্মক্ষেত্রে মিটিংয়ে আমার ব্যয় করা সময়ের পরিমাণ					
৪।	কর্মক্ষেত্রে আমার কাছে যা প্রত্যাশা করা হয়, তা স্পষ্টভাবে বুঝতে না পারা					
৫।	নির্ধারিত সময়ে যেসব কাজ অবশ্যই সম্পন্ন করতে হবে তার পরিমাণ					
৬।	কর্মক্ষেত্রে আমাকে যেসব পরস্পরবিরোধী চাহিদার সম্মুখীন হতে হয় তার মাত্রা					
৭।	কাজ সম্পাদনের জন্য প্রচলিত আমলাতান্ত্রিক জটিলতার পরিমাণ					
৮।	কাজ সম্পাদনের জন্য আমার অপর্যাপ্ত সময়					
৯।	আমার উপর অর্পিত দায়িত্বের পরিমাণ					
১০।	পদমর্যাদা অনুসারে আমার দায়িত্বের পরিধি					
১১।	পেশাগত ক্ষেত্রে নিজেকে ‘‘স্থবির’’ মনে হবার মাত্রা					
১২।	ক্যারিয়ারের উন্নতির জন্য প্রাপ্য সুযোগের পরিমাণ					

Appendix G-1: Family Satisfaction Scale: **English Version**

1. The degree of closeness between family members.
2. Your family's ability to cope with stress.
3. Your family's ability to be flexible.
4. Your family's ability to share positive experiences.
5. The quality of communication between family members.
6. Your family's ability to resolve conflicts.
7. The amount of time you spend together as a family.
8. The way problems are discussed.
9. The fairness of criticism in your family.
10. Family members concern for each other.

Appendix G-2: Family Satisfaction Scale: Final Adapted Bangla Version

নিচের বিবৃতিগুলো মনোযোগসহ পড়ুন এবং সেগুলোতে উল্লেখিত বিষয় নিয়ে আপনি কতটুকু সন্তুষ্ট বা অসন্তুষ্ট তা চিহ্নিত করুন।

ক্রমিক	বিবৃতিসমূহ	অনেক বেশি অসন্তুষ্ট	অসন্তুষ্ট	কিছুটা অসন্তুষ্ট	কিছুটা সন্তুষ্ট	সন্তুষ্ট	অনেক বেশি সন্তুষ্ট
১।	পরিবারের সদস্যদের মধ্যে ঘনিষ্ঠতার মাত্রা						
২।	মানসিক চাপ মোকাবেলার ক্ষেত্রে পরিবারের সদস্যদের সামর্থ্য						
৩।	নমনীয়তা বা সমঝোতার ক্ষেত্রে পরিবারের সদস্যদের সামর্থ্য						
৪।	ইতিবাচক অভিজ্ঞতা শেয়ার করার ক্ষেত্রে পরিবারের সদস্যদের সামর্থ্য						
৫।	পরিবারের সদস্যদের মধ্যে যোগাযোগের ধরন						
৬।	দ্বন্দ্ব মোকাবেলার ক্ষেত্রে পরিবারের সদস্যদের সামর্থ্য						
৭।	পরিবারের সবাইকে নিয়ে একসঙ্গে কাটানো সময়ের পরিমাণ						
৮।	পরিবারের সদস্যদের মধ্যে বিভিন্ন সমস্যা নিয়ে আলোচনার ধরন						
৯।	সমালোচনা করার ক্ষেত্রে পরিবারের সদস্যদের নিরপেক্ষতা						
১০।	পরিবারের সদস্যদের মধ্যে পারস্পরিক বোঝা-পড়া						

Appendix H-1: Satisfaction With Life Scale (SWLS): English Version

1. In most ways my life is close to my ideal.
2. The conditions of my life are excellent.
3. I am satisfied with my life.
4. So far I have gotten the important things I want in life.
5. If I could live my life over, I would change almost nothing.

Appendix H-2: Satisfaction With Life Scale (SWLS): Final Adapted Bangla Version

নিচের বিবৃতিগুলো মনোযোগ সহকারে পড়ুন এবং সেগুলোর ক্ষেত্রে আপনি কতটুকু একমত বা ভিন্নমত তা চিহ্নিত করুন।

ক্রমিক	বিবৃতিসমূহ	পুরোপুরি ভিন্নমত	ভিন্নমত	কিছুটা ভিন্নমত	কিছুটা একমত	একমত	পুরোপুরি একমত
১।	অধিকাংশ-ক্ষেত্রেই আমার জীবন নিজ আদর্শের সঙ্গে সঙ্গতিপূর্ণ।						
২।	আমার জীবনের অবস্থা অত্যন্ত ভালো।						
৩।	আমি আমার জীবন নিয়ে সন্তুষ্ট।						
৪।	অদ্যাবধি আমার জীবনে কাঙ্খিত সবই আমি পেয়েছি।						
৫।	পুণরায় পৃথিবীতে আসার সুযোগ হলেও আমি জীবনের কোনো কিছুই পরিবর্তন করবো না।						

Appendix I: Similarity Index Report

Relations of Work-Family Conflict with Workplace and Psychosocial Outcomes among University Teachers

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