

THE RELATIONSHIP OF SOCIAL SUPPORT AND PERSONALITY WITH
WORK-FAMILY CONFLICT AMONG WOMEN EMPLOYEES IN UNIVERSITI
TUN HUSSEIN ONN MALAYSIA

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Dedication

In the name of Allah, Most Gracious, Most Compassionate.

I praise and thank Allah.

Special thanks for my spiritual leader Pir Muhammad Saddique Qureshi Naqshbandi,
my beloved Mohammad Moosa Bughio (Father) and Fatima (mother).

For dearest,

Noor Mohammad Keerio, Laal Bux Dahri, Fazal Mohammad Mahar, Gulam Qadir
Bughio, Ghulam Siddique, Ghulam Hassan, Karim Bux, Abdul Rehman, Waqar,

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(Husband, grandfather, uncles, brothers, sister)

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This thesis is dedicated to all of you.

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ABSTRACT

Work and family are two important spheres of an adult's life. Due to high demanding work and several family responsibilities, women experience trouble in juggling work and family obligations which is called work-family conflict (WFC). Hence many women leave the workforce which resulted in low female labor force participation (FLFP) for the country. This study examines the under-researched area of WFC among university women employees in Malaysia. As research on WFC is limited in academic literature of Malaysia and this is one of the few studies to examine social support mechanisms used to mitigate such conflict. The study aims to advance the understanding on the role of social support and personality with both directions of the conflict, work-to-family conflict (W-to-FC) and family-to-work conflict (F-to-WC). The study designed as correlational and survey method was used to collect data from women working at a Universiti Tun Hussein Onn Malaysia (UTHM). The result showed that women experience a moderate level of WFC however work is more demanding than family. Contradictory to a large body of work-family literature, work-family specific supervisor support did not significantly relate to either directions of WFC. Although, family support is significantly and negatively related to W-to-FC and F-to-WC. Showed a cross domain effect of family work interaction. The personality is also very important in managing stressful situations. The core self-evaluations (positive self-concept) was significantly and negatively related to both W-to-FC and F-to-WC. From study findings, the institutes of higher education would be able to incorporate social support mechanism with personality training to mitigate the conflict for working women which can retain them in the workforce to raise FLFP for Malaysia.

ABSTRAK

Kerja dan keluarga adalah dua perkara penting dalam kehidupan. Oleh kerana tuntutan kerja dan kewajipan keluarga yang tinggi, wanita mengalami masalah dalam melaksanakan kerja dan kewajipan dalam keluarga yang dipanggil konflik keluarga kerja (WFC). Oleh itu, ramai wanita yang meninggalkan alam pekerjaan yang mengakibatkan penyertaan wanita yang rendah dalam tenaga buruh (FLFP) untuk negara. Kajian ini adalah mengenai WFC di kalangan akademik dan bukan akademik wanita di Malaysia. Oleh kerana penyelidikan mengenai WFC adalah terhad dalam literatur akademik di Malaysia, maka kajian ini adalah salah satu kajian untuk mengkaji mekanisma sokongan sosial yang digunakan untuk mengurangkan konflik tersebut. Kajian ini bertujuan untuk meningkatkan pemahaman mengenai kedua-dua arah konflik iaitu, konflik kerja kepada keluarga (W-to-FC) dan konflik keluarga kepada kerja (F-to-WC). Kajian ini direkabentuk untuk mewujudkan korelasi dari kaji selidik yang dijalankan untuk mengumpul data daripada wanita yang bekerja di Universiti Teknikal di Malaysia. Hasil kajian menunjukkan bahawa wanita mengalami WFC di tahap sederhana namun pekerjaan lebih menuntut perhatian daripada keluarga. Ini berlawanan dengan kajian penyelidikan lepas tentang badan kerja-keluarga yang besar, sokongan khusus dari penyelia keluarga-kerja tidak berkaitan dengan kedua-dua arah bagi WFC. Walaubagaimanapun, sokongan keluarga adalah signifikan dan tidak berkaitan dengan (F-to-WC) namun bagi situasi (W-to-FC) ia tidak menunjukkan perbezaan yang besar. Keperibadian juga sangat penting dalam menguruskan situasi tekanan. Teras penilaian sendiri (konsep positif diri) secara signifikan dan negatif berkait dengan (W-to-FC) dan (F-to-WC). Dari hasil kajian ini, institut pengajian tinggi dapat menggabungkan mekanisma sokongan sosial dengan latihan keperibadian untuk mengurangkan konflik bagi wanita yang bekerja agar ia dapat mengekalkan mereka dalam tenaga kerja bagi meningkatkan FLFP untuk Malaysia.

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PTTHM
PERPUSTAKAAN TUNKU TUN AMINAH

CHAPTER 1

INTRODUCTION

1.1 Introduction

Almost half of the world's population are women and constitute around half of any country's human capital. However, women participation in economic activities and growth is far less than its potential. In most countries, female labor force participation (FLFP) is much lower than their male counterpart (WorldBank, 2012a). Female economic participation is crucial for the improvement and socio-economic development of a country. As it encourages advancement in the social and economic position of women which can help in building a higher capability for poverty reduction and economic growth (Hosney, 2016; Elborgh-Woytek et al., 2013).

Understanding the factors that can encourage women to either participate in or leave the workforce, might help to raise female participation through addressing the issues which restrict women to contribute economically. In literature, there are many factors which influence women's tendency to participate. Such as education (Eckstein & Lifshitz, 2011; Mehmood, Ahmed, & Imran, 2015; Steinberg & Nakane, 2012), demographic factors (marital status, household size, age) and gender norms (Aziz, Lan, & Mahmud, 2013; Kinoshita & Guo, 2015). Harris (2016) revealed, family duties and time demand as the top two career-inhibiting factors for female employees in the United States. Malaysian women who left workforce also stated care and family

responsibilities as the cause for not being able to participate (Anas, 2017; TalentCorp, 2013).

On the other hand, women who continue working often confronted with the issue of work-family conflict (WFC) because of managing heavy workload and family responsibilities altogether. The WFC occurs when the demanding expectations of work and family roles get difficult to fulfill simultaneously (Busch-Heizmann & Holst, 2017). Such that participation in one role is become difficult by participation in the other role (Achour, Grine, & Roslan Mohd Nor, 2014; Chopur, 2011; Greenhaus & Beutell, 1985; Mache et al., 2015; Michel, 2011; Thein, 2014). Hence, in most cases employees have no choice but to interrupt their career goals or leave the workforce to satisfy competing role expectations (Karatepe, 2013).

Besides a possible factor to low female labor force participation (FLFP), the work-family conflict (WFC) links to several negative consequences (personal as well as organizational). Including employee's higher turnover (intention to leave the workplace), job burnout, higher levels of family distress, sleep disturbance, poor physical and mental health, lower job satisfaction and organizational commitment, and lower levels of marital happiness, family satisfaction and quality of family life (Aazami, Mozafari, Shamsuddin, & Akmal, 2016; Haines, Harvey, Durand, & Marchand, 2013; Higgins, Duxbury, & Julien, 2014; Michel, 2011)

Moreover, unsupportive work environment also negatively impact female labor force participation (TalentCorp, 2013; WorldBank, 2012b). Therefore, support at work and family may play an important role to retain women in the workforce. Previous work-family literature emphasized on employee's use of formal workplace support (work-family policies e.g. maternal/paternal leaves) to ease the conflict. However, the lack of workplace informal support (e.g. supervisor's social support), discourages employees to utilize work-family policies efficiently, making them more expose to work-family conflict (O'Mera, 2017).

Additionally, personality can play an active role in work-family interface (Haines et al., 2013). However, the research on personality differences in work-family literature is lacking (T. D. Allen et al., 2012). About 25 to 28% variance in work-family conflict report was examined due to personality (J. S. Michel & Clark, 2013) because some individuals are more vulnerable to stressful situations than are others (T.

D. Allen et al., 2012). The inconsistencies in work-family conflict literature may be explained by individual differences (O'Mera, 2017). Therefore, the personality contribution cannot be ignored in work-family conflict research.

Despite being an important source of work stress, work-family conflict (WFC) has been under examined in eastern countries (Hassan, Dollard, & Winefield, 2010; Thein, 2014) and often overlooked in education profession (Achour et al., 2014; Omar, Rashid, & Puad, 2018). However, due to growing institutional demands and work intensification of 50 to 60 hours per week, university women employees exposed to enormous job-related stress and often reported work-family conflict (Busch-Heizmann & Holst, 2017; Panatik et al., 2012). That contribute towards becoming disentangled and demotivated from their chosen profession and leave the workforce (Omar et al., 2018).

To date, not much attention has been paid on reducing work-family conflict for university women employees through contribution of social support and personality in Malaysian sample. Therefore, the study seeks to measure the level of work-family conflict perceived by university women employees. Along with the possible impact of social support at work domain (supervisor support), family domains (family support) and personality trait (Core self-evaluations - positive self-concept) on work-family conflict. This will be investigated in the context, whether social support and positive personality have any influence on women's ability to juggle work and home responsibilities efficiently to reduce the conflict.

For clarity purpose, throughout the rest of this study, we use the term WFC to mention the work-family interaction in general and will use W-to-FC and F- to-WC when refer to a specific direction of the conflict. This chapter is arranged as follows; the next section 1.2 gives a thorough background of Malaysia. Section 1.3 presents the problem statement. Followed by the section 1.4 that describes the aim/purpose of the study. Section 1.5 listing the objectives to achieve. Section 1.6 reporting the research questions will be answered through this study. Section 1.7 explains the study scope. Moreover, section 1.8 counts the limitations of the study. Section 1.9 describes the practical and theoretical significance of the research. Section 1.10 illustrates the conceptual framework of the study and finally 1.11 states the operational definition of the study variables.

1.2 Research Background

There has been a big shift in the gender balance from past decades; as a result, women have started to outnumber men in university enrolments worldwide. This global trend is seen not only in developed countries such as America and Europe, but it also prevails in Asian countries such as China, Brunei, Philippines, Indonesia, Japan, and Korea with Malaysia being an extreme case in the region (Kinoshita & Guo, 2015).

Almost 55% of higher education intakes (community colleges, private and public universities) in the year 2015, were dominated by females at 280,296 versus males at 230,858 in Malaysia. The same year also saw 169,198 females successfully graduating from higher education institutes (HEIs) as compared to only 120,596 males. The statistics are showing that women are in the forefront of higher education, with over 50,000 females managed to graduate as compared to males in the year 2015 (Anas, 2017). As seen in Table 1.1 which shows gender disparity in tertiary education from the year 2007 to 2015.

Table 1.1: Gender disparity in tertiary education attainment in Malaysia

Year	Male	Female
2007	72272	96607
2008	76028	103769
2009	83549	118654
2010	75413	113523
2011	61832	96856
2015	120,596	169,198

Source: Malaysia Ministry of Higher Education “Student Statistical Report 2007-2011” and 2015.

Female higher educational attainment is positively correlated with female labor force participation (Awad & Yussof, 2017). Steinberg and Nakane (2012) concluded that for OECD countries, one standard deviation increase in the education level is correlated with a 3-percentage point increase in female economic participation. Hence, higher education means more chances of women to participate economically (Ahmad, Zia, Ghazali, & Aziz, 2014; Eckstein & Lifshitz, 2011).

Unfortunately, the significant gains by Malaysian women in tertiary education have not translated into better workforce participation. According to the Malaysian Economic Monitor Report for November 2012 (World Bank Group, 2012a), although

leading in tertiary education Malaysian women participation rate remains low at 54.7% percent. As can be seen in Table 1.2 which shows a large gap among male and female participation rates.

Table 1.2: Malaysian labor force participation by gender.

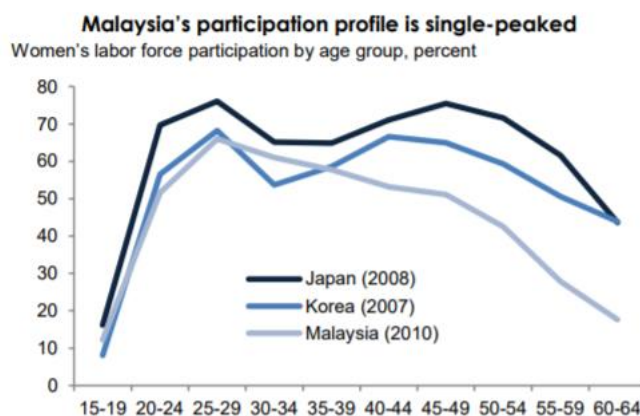
Year	Male %	Female %
2010	79.3	46.8
2011	79.7	47.9
2012	80.5	49.5
2013	80.7	52.4
2014	80.4	53.6
2015	80.6	54.1
2016	80.2	54.3
2017	80.1	54.7

Source: Ministry of women (WPWKM report 2015).

Source: Malaysia Department of Statistics, Labor-force survey reports 2015-17.

In 2017, Malaysian women's labor force participation rate was at a modest 54.7% (out of the total 9.9 million potential women labor force), a far cry from the men's rate of 80.1% (DOSM report 2017). According to the WorldBank. (2012c) participation rates in Malaysia were significantly lower than the average in the Asian region despite of strong economic growth. The WorldBank (2012b) reported that Malaysian women economic participation rate is considerably low as compared to other neighboring countries. Such as, Thailand at 62.9%, Myanmar is at 75.1%, Cambodia 75.5%, Vietnam 73.8% and Lao 77.7%. Here we are left questioning, where have these highly educated women gone? And "What are the challenges for women in employment and how should we address them?"

To answer the first question, it has been noticed that Malaysian women participation started to decline at the age of 26 due to marriage and child rearing, regrettably these women never return (TalentCorp, 2013). The WorldBank (2012b) found a pattern in participation profile that can only be seen in Malaysia as compared to all other countries in East Asia.



Source: <http://documents.worldbank.org>

Figure 1.1: Malaysia's labor force participation profile

The age-participation profile illustrated a “single peaked” pattern as shown in figure 1.1. The ‘single-peaked’ profile points towards the fact that Malaysian women generally find it difficult to reconcile family with work commitments, hence leave the workforce (WorldBank, 2012b). Conversely, Japan and Korea have “double-peaked” (‘M’ shaped) profiles where there is a recovery in labor force participation after women hit the age of 35. The World Bank attributed this factor as women being caught in a “double burden” syndrome (WorldBank, 2012a, 2012b). Where they face difficulty in managing both, the paid work and domestic work with childcare responsibilities, hence, mostly women in Malaysia leave the workforce and never return (TalentCorp, 2013).

Secondly, there are many challenges for women in employment and one of the crucial issues is work-family conflict. Women who trying to continue paid work with all the home responsibilities and childcare are exposed to severe work-family conflict (Badri & Panatik, 2017). Chopur (2011) studied university staff and revealed that women employees experienced greater conflict both work-to-family conflict (W to FC) and family to work conflict (F to WC) as compared to men. Women in education sector experience work-family conflict more because of their heavy workloads (Panatik et al., 2012), competitive pressures and increased efficiency across sector (Ahsan, Abdullah, Fie, & Alam, 2009). Along with the heavy workload at universities, the cultural expectations of an ideal wife/mother also associated with Malaysian women as household work considered women's true vocation (TalentCorp, 2013;

WorldBank., 2012c). Subsequently, women working in universities are concocted the ideal fixings to encounter work-family conflict.

However, university women employees are less studied in work-family literature of Malaysia. The studies specifically on retention of women who are currently working in TVET (Technical and Vocational Education and Training) institutions are even rare (Omar et al., 2018). Though financial development policies anticipated women playing an imperative part in meeting labor market needs by filling technical roles presently possessed largely by males (Khan, Aradi, Schwalje, Buckner, & Fernandez-Carag, 2017). TVET is the implementation of technical and vocational elements by providing the study of technologies, practical skills and preparing individuals for a profession (Nordina, Hassana, & Hasana, 2015). Along with the study of technologies, it also provides the general education and the study of related sciences in order to give a holistic approach to the students.

Although females outnumber males in university enrolments in Malaysia (Kinoshita & Guo, 2015). However, there is still substantial gender gap exist in some fields of study and shows a clear gender pattern across the fields of study in Malaysia (see table). In technical disciplines such as engineering, manufacturing and construction, the number of females is significantly lower than males (Tienxhi, 2017). Though women are leading in the fields of Education, humanities, Arts and Social sciences, the technical fields are still dominated by men.

Table 1.3: Enrolment in Public and private HEIs by Field of Study and Gender, 2008, 2011 and 2014

HEI	Education Fields	2008		2011		2014	
		Male	Female	Male	Female	Male	Female
Public	Education	12,682	28,828	12,867	29,867	14,946	35,462
	Arts & Humanities	61,105	126,350	81,890	157,986	18,382	30,932
	Technical	57,130	35,375	66,683	48,365	69,047	52,415
Private	Education	8,190	18,469	10,694	23,715	n.a	
	Arts & Humanities	72,348	108,163	100,143	112,948	n.a	
	Technical	46,391	13,585	43,381	13,854	n.a	

Note: n.a stand for "Not available"

Source: Data obtained from women, family and community report of Malaysia 2015.

Data obtained from (Da, 2012)

The table 1.3 clearly shows the low number of enrollments by women in technical fields as compared to other academic programs, in public as well as private HEIs (Higher Education Institutes) of Malaysia. In the year 2014, there were only 52,415 females versus 69,047 males enrolled in technical fields. Hence, it wouldn't be wrong saying that gender disparity in Education is still exists but horizontally where women choose most typical female fields (Education, Arts, humanities and social sciences etc) and are not comfortable adopting technical TVET fields. However, the vertical gender disparity is almost gone in Malaysia, which means that females can go to any educational level like men.

Female enrolments in technical fields can be increased through producing women role models in TVET (Khan et al., 2017; Ngugi & Muthima, 2017). It helps female students to overcome the identity crisis related to technical fields (i-e technical fields do not belong to girls, rather the male fields of study) and encourages them to enroll in TVET education and later employment (Khan et al., 2017). To produce and increase the number of women role models, it is important to retain these talented women in TVET through reducing the work-family conflict so that they can continue progression in the field. This is how Malaysia can motivate female students to pursue technical fields with a sense of belonging and achieve a true gender equality in education.

Social support represents the resources available to an individual from other people in their social network (Kossek, Pichler, Bodner, & Hammer, 2011). The support provided at work and home domains may play a critical role in the work-family interface (O'Mera, 2017). According to COR theory by Hobfoll, Halbesleben, Neveu, and Westman (2018), the juggling between work and family will be stressful if the individual did not receive emotional and practical support. A number of studies conducted to examine the role of social support as a mechanism to reduce WFC in west (Griggs, Casper, & Eby, 2013; Huang, Wu, Wang, & Tang, 2015; Kossek et al., 2011; Lizano, Hsiao, Mor Barak, & Casper, 2014). However, in eastern context the literature to mitigate conflict through the lens of recourses is still sparse.

Furthermore, variations in the work-family literature may be described by personality differences (J. S. Michel & Clark, 2013). Such that, some individuals are more likely to drift into stressful situations (work-family conflict) than others. T. D.

Allen et al. (2012) concluded that, the negative personality traits may serve as risk factors as well as positive personality appears to serve a protective function against work–family conflict. In recent years, researchers have begun testing a more comprehensive personality trait known as core self-evaluations (Haines et al., 2013; O'Mera, 2017). A better understanding of personality variables as they relate to work–family conflict should be useful toward the identification of additional approaches to deal with work–family conflict. Therefore, this study investigated a single-dimension personality measure called Core self-evaluations (CSE) and viewed it as a recourse (COR theory posits that resources can be in the form of positive personality) to investigate its relationship in an eastern sample (Malaysia).

To investigate the work–family conflict of women employees in TVET and its relationship with social support and personality, this study was conducted on women employees working in one of the renowned TVET university of Malaysia namely, Universiti Tun Hussein Onn Malaysia (UTHM). To investigate whether work–family conflict issue exist in UTHM, the researcher found out that university women academics work more hours than the decided workload by the government employment act 1955. According to the UTHM- annual workload report 2017/2018, women academics work on average of 52 hours per week, however Malaysian government's Employment act 1955 (60A) states that, “An employee shall not be required to work more than eight hours a day and more than forty-eight hours a week”. However, UTHM women academics' workload exceed four hours to the upper limit of workload for any employee in Malaysia.

Having known about the excessive workload, the informal interviews had been conducted with one of the UTHM woman staff and a staff counsellor to get an insight into the situation. The interviewees were asked about the workload, job stress and how they manage work and family duties together. Woman staff reported the job stress and pressure from management on the completion of given task though her family supports her. As one of staff stated that,

“Sometimes it makes me exhausted, when the management wants some reports to get done. And if it couldn't get done before 5 pm, I need to stay a little late at university to complete it to present the next day...”. (interviewee 1)

According to this lady, staff need to complete their task on time even though it takes some extra hours than the due eight hours of the day (9-5pm). Further, asking about her family responsibilities, it was found that family is supportive towards women employee, she stated that,

“...And I have a 3-years old daughter, I think she feels my absence. But my husband is very helpful, he takes care of her whenever I come late from my job...”
(Interviewee 1)

Furthermore, the Universiti Tun Hussein Onn Malaysia provided counselling service to the students and its staff as well. The staff counsellor at UTHM, was a lady and she had above 15 years of experience of counselling in UTHM. With an informal interview with the staff counsellor, the researcher was informed that total 5 women cases reported to the counselling department, from the year 2015 to 2017. Each case would take at least 2 sessions of counselling to overcome the problem. After the first session, the counsellor decides time duration for the next session. It sometimes takes 6 months in counselling a client. Moreover, the staff counsellor was providing counselling service to the referral cases (the staff refer to the counselor from his/her department on their low performance at work) and volunteer clients (the staff who wants to come for a counselling session voluntarily or through friends).

Further asking about the referral cases, the staff counsellor reported that,

“The different departments/faculties refer the clients (women employees) for counselling sessions, who have low performance issue at their work” (interviewee 2)

The counsellor was asked about the issues of their clients who cause the low performance, she replied that,

“The women clients have sometimes family issues and sometimes they have issues with the university management, so they couldn’t give their 100% to the job. The departments refer the employees to the counselling department whose performance is below 60%” (interviewee 2)

The researcher asked about the volunteer cases, why women employees voluntarily come for counselling service? The staff counsellor reported that, the employees who are suffering from severe job stress and anxiety, they voluntarily come for a counselling session or their friends request them to get counselled. Further asking about any client’s case she wants to quote in this context. The lady counsellor reported

a woman employee's case, who suffered from extreme work-family conflict, and was dealing with severe negative emotions,

“One of my woman client had heavy workload in her faculty, so that she needed to stay till night at her office to finish her work. She was exhausted and had severe job stress in doing so. Everyday her husband brings their children to her office and stays for her till night. It was her routine from 3 long months and when she came to me for counselling, her physical and mental health was dented. She was dealing with negative emotions to leave the job” (interviewee 2).

The lady counsellor further added that after helping her client, it was requested to the concern department to change her job duty so that she can manage the workload better. Further she added that family issues such as relationship with the husband/ in-laws and financial problems also some of the reason why women employees cannot perform well and ask for counselling help.

This informal interview with staff and the counsellor do give a thought that work-family conflict and the issues in the level of work base social support may exist in the university. Although, the level of the social support provided at work and family is not clear yet, it can be low, moderate or high. But as social support has crucial role towards reducing work-family conflict, it becomes critical to determine the level of supervisor and family support. It is therefore an initial step towards the exploration and investigation of the problem to retain women role models in TVET.

1.3 Problem Statement

Women are “missing” from the workforce of Malaysia even though defeating their male counterpart in tertiary education by 50,000 more female graduates across Malaysian Universities. The education attainment is positively correlated with women economic participation. However, unfortunately the significant gain by Malaysian women in tertiary education have not translated into better labor force participation. The female labor force participation (FLFP) rate at 54% is way lower than 80.1% of male participation in the year 2017.

This shows an immense level of human capital loss in the transition from education to the labor market. The reason behind this mismatch was found that

working women having difficulty in fulfilling work and family duties simultaneously, as a result women experience severe work-family conflict. Moreover, the work-family conflict has a high societal relevance and many negative outcomes not only personal but also organizational adverse consequences; such as low job performance, intention to quit the workforce, mental distress, sleep disturbance and job/family dissatisfaction.

University women employees are exposed more to work-family conflict due to heavy workload with high expectations at job, along with enormous home responsibilities which are culturally associated with Malaysian women. However, it is found that social support (provided at work/home domain) and positive personality act as resources to reduce the stressful situation of work-family conflict.

Hence, to recruit and retain these talented women in the universities with high performance at work and healthy life at home, it is crucial to deal with work-family conflict issue through positive personality, supportive work environment at universities and family support at home.

1.4 Aim of the study

This study aimed to find out the level of work-family conflict (WFC) experienced by women employees at a Malaysian Technical University and its relationship with social support and personality trait. It is to find out whether provided support from supervisor at university and support from family at home have any significant relationship with work-family conflict (WFC). The study also evaluated the role of personality in work-family interface and examined whether core self-evaluations – the positive self-concept – can play a part to reduce work-family conflict for working women to encourage and retain them in the workforce.

1.5 Objectives

Specifically, following are the objectives of the study:

1. To determine the current level of work-family conflict (W-to-FC and F-to-WC) perceived by university women employees.

2. To determine the level of supervisor support as perceived by university women employees.
3. To determine the level of family support as perceived by university women employees.
4. To determine the level of core self-evaluations perceived by university women employees.
5. To assess the relationship of supervisor support (SS), family support (FS) and core self-evaluations (CSE) with work-to-family conflict (W-to-FC).
6. To assess the relationship of supervisor support (SS), family support (FS) and core self-evaluations (CSE) with family-to-work conflict (F-to-WC).

1.6 Research Question

Based on the objectives, the study proposes following research questions:

1. What is the level of work-family conflict (W-to-FC and F-to-WC) perceived by women employees in a Malaysian University?
2. What is the level of supervisor support towards women employees in a Malaysian University?
3. What is the level of family support towards women employees in a Malaysian University?
4. What is the level of core self-evaluations among university women employees?
5. Is there any significant relationship of supervisor support, family support and core self-evaluations with work-to-family conflict?
6. Is there any significant relationship of supervisor support, family support and core self-evaluations with family-to-work conflict?

1.7 Scope of the study

The scope of the study is narrowed down towards determining the level of work-family conflict experienced by women employees working at a Malaysian Technical

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