



WORK-FAMILY CONFLICTS AND JOB SATISFACTION: MODERATING EFFECT OF SOCIAL SUPPORT IN THE HIGHER-EDUCATION ENVIRONMENT IN VIETNAM

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Abstract

The purpose of the study is to test the relationship between both directions of conflict at work interface with family - family interface with work (WIF, FIW) and job satisfaction (JS) from female lecturers in Vietnam. Moreover, this study is to review the influence of adjusting social support includes the support of colleague and the support of family to the relationship between aspects of work-family conflict and job satisfaction. Research combines both qualitative and quantitative research. The data used in the research was collected from 457 female lecturers of universities in Vietnam. The research findings show a negative relationship between work family conflict, family work conflict and job satisfaction. At the same time, the support from colleagues and from the family reduces the levels of work-family conflict and increases the job satisfaction of female lecturers.

Keywords: Work-family conflict, family work conflict, job satisfaction, social support, support colleagues, support family



INTRODUCTION

Research topic on Work Family Conflicts (WFC) getting lots of attention from researchers worldwide for a long time in many different aspects and many scientific results have been published in professional and prestigious journals. Studies have shown that work issues affect families and the lives of individuals and vice versa. Work-family conflict can lead to positive or negative consequences for workers such as job satisfaction, absent, perform related work roles poorly (Rathi and Barath, 2013; Greenhaus and Beutell, 1985), turnover (Panatik et al., 2011), emotional exhaustion (Zhang et al., 2012; Burke, 1988) and mental health (Panatik et al., 2011)..

A few of studies consider the mediating role of work-family conflict between both directions of work interface with family (WIF),family interface with work (FIW) and life satisfaction (Kopelman et al., 1983), between both overloaded roles and role conflict with the decline in job (Bacharach et al., 1991). Moreover, the problem of family work conflict is more and more complicated due to economic change, globalization and equal opportunity for employment (Hughes and Bozionelons, 2007). In recent years, economic factors (such as inflation, recession, unemployment, underemployment) and globalization (such as foreign investment flows, multinational companies and the speed of information technology change) has directly and indirectly affected every aspect of the life and work of workers, leading to research the problems about the jobs and families are increasingly important and urgent not only in developed countries but also in developing countries (Ling and Poweli, 2001).

Socio-economic changes have put enormous pressure on higher education systems of Vietnam. To ensure success in the labor market, the quality and effectiveness of higher education must be improved (De Lisle et al., 2012). Lecturers are an important resource in higher education institutions because they play an important role in achieving the goals and successes of universities (Sharma and Jvoti, 2009). Job satisfaction of lecturers are one of the factors contributing to improving the quality and learning outcomes of students (Waqas et al., 2012). However, Vietnamese women in general and university lecturers in particular, despite their social status, financial independence, etc.... still affected quite a lot about social prejudice and the role of women in the family. In the relationship with the with the family, female lecturers, like many other women, often assume the role of housewives, caring, reproducing and reproducing labor. In relationship with society and work, female lecturers always have to ensure to fulfill tasks such as fulfilling teaching norms, scientific research, lectures quality, student feedback pressure, stress at work.

Based on the role theory view that conflict occurs when individuals with multiple roles are incompatible with each other. Greenhaus and colleagues argue that conflict between workplace

and family roles is defined as "a kind of interfering conflict between roles, which job role pressures at the workplace jobs hindering individuals from meeting the demands, requirements from the role of the family in some respects and vice versa, the pressure on the role in the family prevents the individual from meeting the demands and requirements from the role at work" (Greenhaus, 1985, p. 76-88). Therefore, the impact of stresses at work or the pressure of family responsibilities also has significant impacts on the family life of female lecturers and vice versa can impact on their job satisfaction and the goals of the University. Besides, most studies agree that the support policies of the organization, the support of colleagues related to employee job satisfaction (Clark, 2001; Allen, 2001), work-family conflict is lower than (Allen, 2001), expected revenue is higher (Allen, 2001), more connected with the organization (Allen, 2001), the productivity of the organization is raised (Perry-Smith and Blum, 2000), degree of balance functions between work and family improved (Clark, 2001), and better sales profits (Perry-Smith and Blum, 2000). In general, supportive policies reduce the negative effects of conflict between work and family (Behson, 2002).

LITERATURE REVIEW

Work-Family Conflict (WFC) is the term often used to describe the conflict between roles in work and roles in the family. Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) defined work-family conflict is a form of inter-role conflict which pressure from role at work and role in the family are incompatible in some respects. A family work conflict occurs when an individual has to perform many roles: The role of worker, the role of the wife or the husband in the family and in many cases the role of parenting or caring for elderly parents. Each of these roles requires time, competence and commitment. Simultaneous requirements of multiple roles can lead to role stress in two forms: role overload and intersection of roles (Kelly and Voydanoff, 1985). A role overload occurs when all the time and effort requirements associated with a workplace role and a family role are considered too large to be appropriately implemented. Role interference occurs when the requirements of conflicting roles interfere with the fulfillment of the requirements of the roles. Renshaw (1976) argues that WFC is a result of interactions between pressure in the family and at work. In addition, Kopelman et al (1983, pp. 198-215) also suggested that role conflicts at work will appear when a person is under great pressure from the roles at work and conflict of role in the family will occur when an individual is under great pressure from the role in the family. According to Netemeyer et al (1996), work-family conflict is "a form of conflict between roles which common needs, time and stress created by work interferes with the performance of family-related responsibilities" while family-work conflict is "a form of conflict between roles in which common needs, family-generated time and stress affect the

performance of work-related responsibilities". In this study, the author uses the definition of work-family conflict proposed by Greenhaus and Beutell (1985). This definition is consistent with the views of many researchers (Kahn, 1964; Holahan and Gilbert, 1979; Kopelman, 1983; Bedian and Mossholder, 1989, Duxbury and Higgins, 1991; Netemeyer et al., 1996). Greenhaus and Beutell (1985) define WFC as "a form of conflict which pressure from roles in work and in the family are mutually incompatible roles" (P.77). Greenhaus and colleagues argue that conflict in household roles can be expressed in three forms: time, stress and behavior (Greenhaus and Beutell, 1985). A *time conflict* occurs when the time spent on activities in one role hinders the fulfillment of responsibilities in another role, in other words, a time conflict occurs when someone must perform two roles at the same time in both the family and the workplace (For example, asking lecturers to teach after hours, which makes it difficult for them to perform obligations to the family, such as taking - picking up children at school). *Conflict from stress* occurs when the stress of one role affects the performance of another (For example, a mother who is worried about her sick child at home may not be fully focused on teaching and scientific research. Affect teaching quality, lecture content and scientific research results). *Behavioral conflicts* occur when behaviors in a role cannot be adjusted to be compatible with other behaviors (For example, a lecturer requires flexibility, able to speak and not easily accept criticism different from their views ...but sometimes such as behavior can lead to conflicts with other members of family). *Job satisfaction* has been defined for many different areas of work, Imran et al. (2014) defining job satisfaction as a general or overall emotional response of individuals who feel a job, job satisfaction is the degree to which a person feels like their job. Harter and Stone (2011) have provided a broader definition that includes awareness of aspects of job satisfaction. Locke (1969) defines job satisfaction as the degree of expectation that an individual in a given position receives from that job. Job satisfaction is described as an attitude related to the extent to which people feel or dislike their jobs (Spector, 1997).

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According to Locke (1976), job satisfaction is considered from a multidimensional perspective, job satisfaction will vary depending on the level of influence of different factors. Studies have shown many factors that affect job satisfaction including social support, roles,

expectations and family work conflicts. In their study, Rodgers and Rodgers (1989) suggested that employees consider their supervisors to cause higher levels of stress, absenteeism and lower job satisfaction. Thomas and Ganster (1995) found that without information, dependent care services are significant factor in the conflict between work and family. Researchers have demonstrated a positive connection between schedules, flex time policy and job satisfaction (Christensen and Staines, 1990; Thomas and Ganster, 1995).

According to Etzion (1984), social support can be defined as an informal social network that supports individuals emotionally (for example: caring), tangible (eg. financial support), information (e.g. advice) or friendship, colleagues (e.g. empathy), and intangible (e.g., personal counseling). Social support can be divided by source (Organization, supervision, colleagues); by field (work, family); according to different forms or categories (emotions, tools) (House et al., 1985).

In the context of family social support, a person will receive support from their own family members in solving family requirements. Couples can provide emotional and physical support to their spouses to reduce the effects of stress from work-family conflict (Kinnunen et al., 2010). In the family, if a wife receives support from her husband in caring for and raising the children, supporting and sharing household chores will reduce the level of conflict, stress and happiness are higher (Carlson and Perrewe, 1999). Besides that, study by Adams et al (1996) also suggested that the positive support from family members such as parents, spouses, children having negative relationship with WIF and FIW at the same time have a positive relationship with life satisfaction, job satisfaction.

Within the scope of social support in the field of work which a person receives from an organization, supervisor or colleague when solving a job requirements may be in the form of emotional support or direct support of work. This expectation of support occurs when workers are overworked or have to deal with stressful working situations. The researchers found that emotional support from the organization, supervisors and colleagues has a positive impact to the result of the work, job satisfaction, work-family conflict (Ford et al, 2007) and exhaustion (Lingard and Francis, 2006). Brough and Pears (2005, p. 472) suggest that "Social support in the workplace focuses on collaborative problem solving and information sharing, re-evaluating the situation and get advice from individuals like colleagues, supervisors and managers. "

Colleague support is defined as "is the degree to which employees believe their colleagues are ready to assist them with issues related to the work to help the good performance of their duties ". This can promote lecturers to take more responsibility and join in many social behaviors to achieve collective goals, including helping colleagues with heavy workloads, sharing resources, and advising colleagues who have work problems. Current

experimental studies also showed that employees receive more support from their colleagues may be more motivated to work to deal with the stressful and creative tasks.

The relationship between work conflict and job satisfaction

The most widely studied correlation of WFC is job satisfaction. According to the theory of roles, the expected relationship between work family conflict (WFC) and job satisfaction is when WFC increases, job satisfaction decreases (Kahn et al., 1964), but the results of inconsistent studies. Review of studies related to work-family conflict and job satisfaction, Allen et al., (2001); Kossek and Ozeki, (1998) suggest that a more accurate understanding of the relationship between WFC and job satisfaction can be hindered by the forms have been used to measure these two structures. A concern is that most previous studies have ignored the multidimensional of WFC. These problems show that the need to proceed analyze in more detail the relationship between WFC and job satisfaction. In this study, authors tested three different forms of work family conflict (WFC) according to each dimension of conflict based on time, based on stress, based on behavior from both perspective of work interface with family (WIF) and family interface with work (FIW). Most previous studies only conduct review the general activities of the WFC but very little research on specific aspects of WFC there may be different relationships to job satisfaction. For example, as noted by Frone, Yardley and Markel (1997), previous studies often have results related to job satisfaction or family satisfaction with a general measurement of work family conflict. To get a clearer picture of the specific aspects of the relationship between work family conflict and job satisfaction. Moreover, getting to know more about aspects of WFC more or less related to job satisfaction can help universities have the support needed to prioritize and establish appropriate policies for female lecturers.

Vietnamese people, with their collective culture, they always attribute great importance to their social and family responsibilities. They always feel happy when spending time with family, friends and relatives. The family members of female lecturers always expect them to spend time participating in family activities and responsibilities. However, due to work requirements, female lecturers must ensure responsibility for teaching according to norms (both during and after hours) and participating in scientific research. The female lecturer has very little time to spend with her family and to fulfill the family responsibilities. Because both the family and work fields require them and their high expectations, it can easily lead to conflicts between the workplace role and the family role. This can also lead to job dissatisfaction and family role requirements that are expected to hinder job fulfillment and accountability and vice versa.

Based on the above, the author proposes the following research hypothesis:

H1: Work interference with family (WIF) has a negative relationship with the job satisfaction of female lecturers.

H2: Family interference with work (FIW) has a negative relationship with the job satisfaction of female lecturers.

The impact of social support on the relationship between work family conflict and job satisfaction

Based on role theory and derived from the scarcity hypothesis, people work with a fixed resource of time and energy. Conflict theory suggests that issues related to work and family may be incompatible because they are determined by different norms and requirements (Zedeck and Mosier, 1990). Moreover, the theory of work-family conflict suggests that when increasing performance the role in a field (such as work) will lead to preoccupation with that role, thereby reducing role performance in other fields (eg family; Greenhaus and Beutell, 1985). This conflict is considered a two-way conflict and produces negative effects from one field to another (Frone et al., 1992; Mesmer-Magnus and Viswesvaran, 2004). With high requirements from teaching and scientific research, especially, due to the characteristics of teaching job both during office hours and out of working hours (eg teaching schedule can be arranged in the early morning, at night or on weekends in the provinces ...) Female lecturers often do not have much time or vacation time that does not match the schedules of family members (for example: have to class in the early morning hours or teach in the evening and they can not take their children to school, weekends can not participate in activities with family ...). So most of the time they depend on each other, emotional support, information, empathy, sharing on the various issues they face. Therefore, social support in both work and family sectors is an important premise help reduce work-family conflicts (Michel et al., 2010).

Some researchers have looked at the regulatory impact of social support on the relationship between work-family conflict and job satisfaction. However, most researchers have considered supervision support as a moderating variable (Karatepe and Kilic, 2007; Lu et al., 2010; Hsu, 2011). While some researchers considered colleague support as a moderating variable for the relationship of work family conflict and job satisfaction.. (Ng and Sorensen, 2008; O'Driscoll et al., 2004). The researchers suppose that the social support received at the workplace plays an intermediary role and reduces the negative effects of conflict between work and family. Beutell (2010) argues that social support can help reduce difficulties in fulfilling high requirements of job. Besides that, to explain the positive effects of social support, Kamerman and Kahn (1987) suggest that the social support received at the workplace will be able to

reduce conflicts between roles and can lead to higher job satisfaction. From the above analysis, the author gives the following hypotheses:

H3: Colleague support will reduce the relationship between work interference with family (WIF) and job satisfaction. Specifically, the relationship between work interference with family (WIF) and job satisfaction will be less negative as the support of colleague increases.

H4: Colleague support will reduce the relationship between family interference with work (FIW) and job satisfaction. Specifically, the relationship between family interference with work (FIW) and job satisfaction will be less negative as the support of colleague increases.

H5: Family support will reduce the relationship between work interference with family (WIF) and job satisfaction. Specifically, the relationship between work interference with family (WIF) and job satisfaction will become less negative as family support increases.

H6: Family support will reduce the relationship between family interference with work (FIW) and job satisfaction. Specifically, the relationship between family interference with work (FIW) and job satisfaction will become less negative as family support increases.

METHODOLOGY

Study and Sample

Based on the basis of discovery in the qualitative research phase, the author carried out quantitative surveys to the surveyed objects in 2 forms: (1) Directly, (2) Online. Herman and Gyllstrom (1977) found that married people will experience more work-family conflicts than unmarried people. Similarly, they also think that parents will experience more work-family conflicts than couples without children. Although support for this view, there are contrasting opinions on this matter, (Holahan and Gilbert, 1979a; Pleck et al., 1980), however, the primary responsibility in raising children can be a significant source of work-family conflict (Bohen and Viveros-Long, 1981). Therefore, the author focuses on the target group of married female lecturers and have at least one child and teaching at public universities autonomy and without autonomy representing different areas in Vietnam.

Respondents:

- (1) Female lecturers at autonomous public universities and non-autonomous public universities in Vietnam;
- (2) Female lecturers who have been married and have at least one child living together;
- (3) Part-time lecturers, Faculty/Department managers of autonomous public universities and non-autonomous.

The survey period is from September 2018 to January 2019. The number of votes collected is: 518 votes (accounting for 86.33%). The number of valid votes is: 457 votes

(reaching 76.17%). Which the direct vote is 372 votes (accounting for 81.4%), the online vote is 85 votes (accounting for 18.6%); there are 457 lecturers from 22 autonomous public universities and non-autonomous public universities participated in the survey.

Measures

Work-family conflict. In this study, the author uses a multi-dimensional scale of Carlson et al. (2000) to measure work family conflict (WFC). Each direction of WFC (WIF - work interface with family or FIW - family interface with work) is nested in three forms of WFC (time, stress, and behavior). Each form of the 6-dimensional model consists of 3 observation variables forming 18 observed variables in total and using a scale from 1 to 5, from strongly disagree (1) to strongly agree (5). For example, for each form, WIF by time, "Because of my job, I don't have much time to take care of my family members"; FIW by time, "Because of family chores, I do not have much time to participate in activities to develop my career"; stress based on WIF, "I often get tired when I get home from work"; stress based on FIW, "Because of the stress at home, I am often distracted by family issues at workplace"; WIF by behavior, "My necessary behaviors in the work is sometimes inappropriate in the family "; FIW by behavior, "Behavior is very effective in the family but not suitable for work". Carlson et al reported the reliability for each observation to fluctuate from 0.76 to 0.89, the α coefficient to fluctuate from 0.79 to 0.89.

Job satisfaction is an overall measure about the level that an individual satisfied or dissatisfied with their job. In the study of Carlson et al. (2000) measured job satisfaction including observed variables designed and used by Cammann, Fichman, Jenkins and Klesh (1979). One of the observed variables is "In all, I am satisfied with my work". Cronbach alpha for this scale is .91.

Social support of Caplan et al. (1975) includes: family support and colleagues support. Each aspect consists of 4 observed variables forming 8 observed variables in total. In this study, author assesses the aspect of social support that is supported by colleagues and support of the family as moderating variable relationship between work-family conflict and job satisfaction of female lecturers in university. Observational variables include: "Colleagues are always ready to support me at work"

Data analysis

The primary data was subject to descriptive and inferential statistics. SPSS 20.0 and AMOS 20.0 software was used in research.

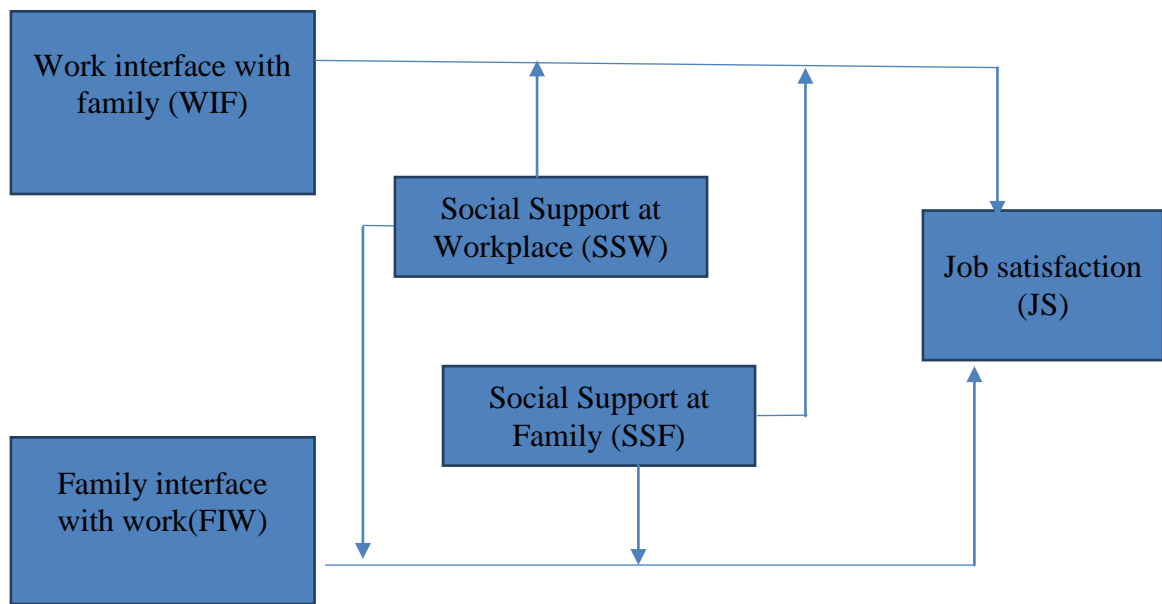


Figure 1: Proposed Research model

ANALYSIS AND RESULTS

Inter-correlations

Average, standard deviation and correlation of research variables is reported in Table 1. The results presented in Table 1 show a significant negative relationship between the conflict of work and family roles and job satisfaction ($r = -.440$; $p < 0.05$). In addition, the research findings also show a negative relationship between the conflict of family and work roles and the job satisfaction of female lecturers ($r = -.364$; $p < 0.05$). This reflects that H1 and H2 hypothesis is supported by the findings of the study.

Table 1: Average, standard deviation and correlation

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10
1. WIF	3.7899	.59940										
2. FIW	3.0656	.57360	.353**									
3. JS	2.4858	1.0639	-.440**	-.364**								
4. SSW	2.6608	1.0926	.171**	-.081	.512**							
5. SSF	3.1575	.76470	.052	.025	.059	.285**						
6. Mana Model	1.3895	.48817	.273**	.206**	-.570**	-.352**	-.015					
7. Qualifications	2.1554	.52559	-.049	-.041	.086	.037	.031	-.014				
8. Salary	2.5799	.78547	-.002	-.021	.151**	.150**	.120*	-.024	.238**			
9. Experience	2.6586	.98980	.042	.024	.045	.066	.037	-.028	.368**	.281**		
10. Job Position	2.8928	.55754	-.008	-.040	-.027	-.030	.030	-.015	-.168**	-.203**	-.325**	

Notes: ** $p < 0.05$; * $p < 0.01$

The regulatory effect of social support

Through EFA factor analysis, KMO> 0.5 was obtained; P-value for Bartlett norm <0.05 and total variance extracted is 69,212%> 50%. Meets EFA analysis requirements

Table 2: Total variance extracted

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
				Loadings			Loadings		
	% of	Cumulative		% of	Cumulative		% of	Cumulative	
Total	Variance	%	Total	Variance	%	Total	Variance	%	
1	7.107	29.612	29.612	7.107	29.612	29.612	3.250	13.540	13.540
2	2.840	11.834	41.446	2.840	11.834	41.446	2.862	11.927	25.467
3	1.921	8.004	49.449	1.921	8.004	49.449	2.809	11.703	37.170
4	1.819	7.580	57.029	1.819	7.580	57.029	2.725	11.354	48.524
5	1.610	6.708	63.738	1.610	6.708	63.738	2.484	10.351	58.875
6	1.314	5.474	69.212	1.314	5.474	69.212	2.481	10.337	69.212
7	1.009	4.203	73.415						
8	.976	4.065	77.480						
9	.606	2.523	80.003						
10	.565	2.355	82.359						
11	.487	2.029	84.388						
12	.425	1.772	86.160						
13	.408	1.702	87.861						
14	.381	1.589	89.450						
15	.353	1.470	90.920						
16	.320	1.334	92.254						
17	.303	1.264	93.518						
18	.291	1.215	94.732						
19	.262	1.090	95.822						
20	.239	.996	96.818						
21	.202	.841	97.659						
22	.200	.835	98.494						
23	.197	.820	99.314						
24	.165	.686	100.000						

Extraction Method: Principal Component Analysis.

Table 3: Factor analysis

	Component					
	1	2	3	4	5	6
FIW_B4	.883					
FIW_B2	.846					
FIW_B1	.795					
FIW_B3	.784					
WIF_T4		.781				
WIF_T3		.778				
WIF_T1		.778				
WIF_T2		.772				
FIW_T4						
WIF_B4						
WIF_S4			.819			
WIF_S2			.775			
WIF_S3			.767			
WIF_S1			.725			
FIW_S4				.854		
FIW_S1				.787		
FIW_S3				.778		
FIW_S2				.770		
WIF_B1					.882	
WIF_B3					.856	
WIF_B2					.842	
FIW_T2						.892
FIW_T3						.877
FIW_T1						.861

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Through exploratory factor analysis, the author obtained 6 factors, denoted as WIF_T, WIF_S, WIF_B, FIW_T, FIW_S, FIW_B. Use second order structure for SEM model. Conducting latent score extraction for WIF, FIW, JS and SSW, SSF on AMOS software, obtained the linear structure model (Model fit meets the following requirements:

Chisquare/df = 2,697 <3; RMSEA = 0.061 <0.08; CFI = 0.928 and IFI = 0.928 and 0.917 <0.9; GFI = 0.882)

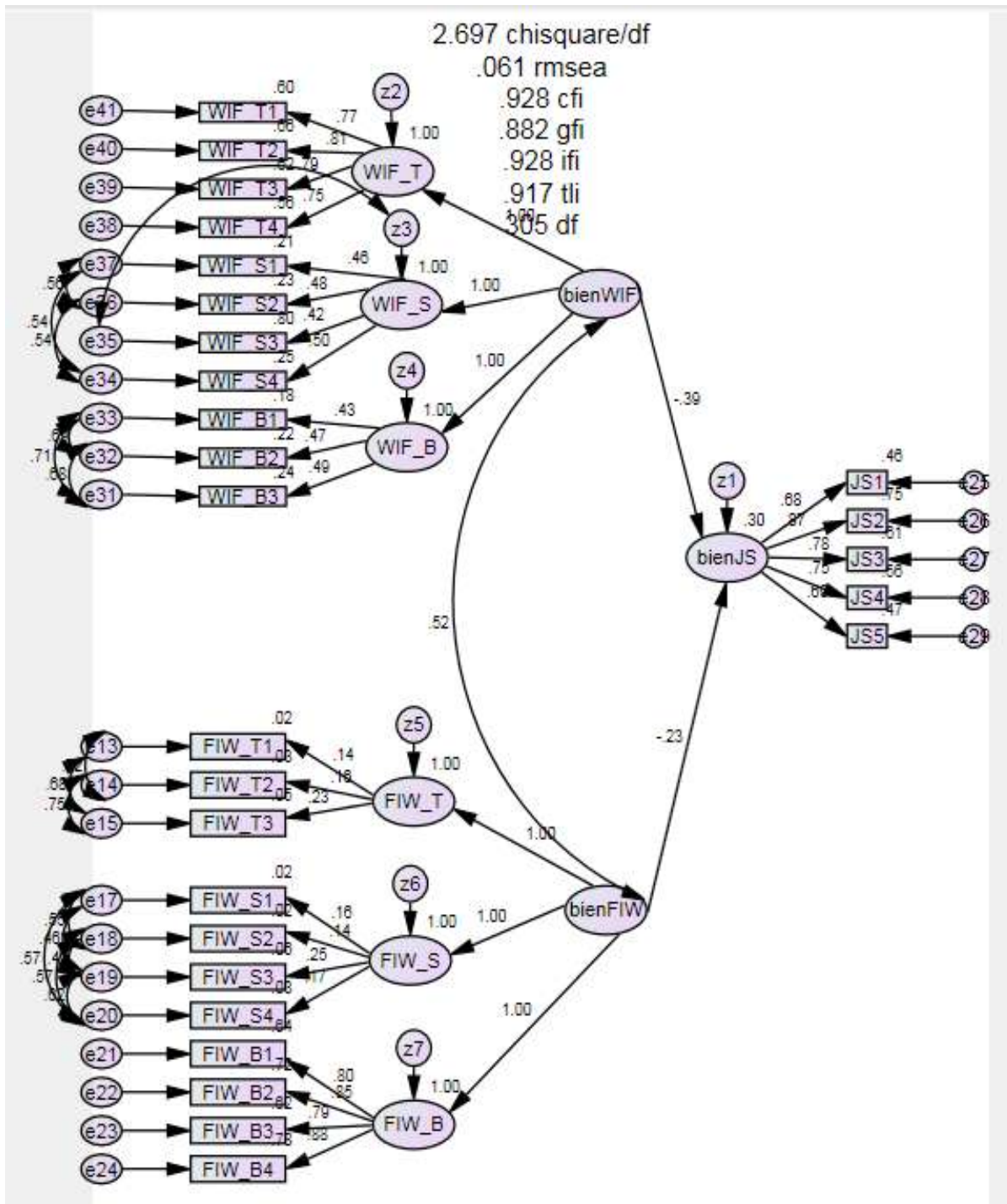


Figure 1: Running SEM to extract the latent score of WIF, FIW and JS

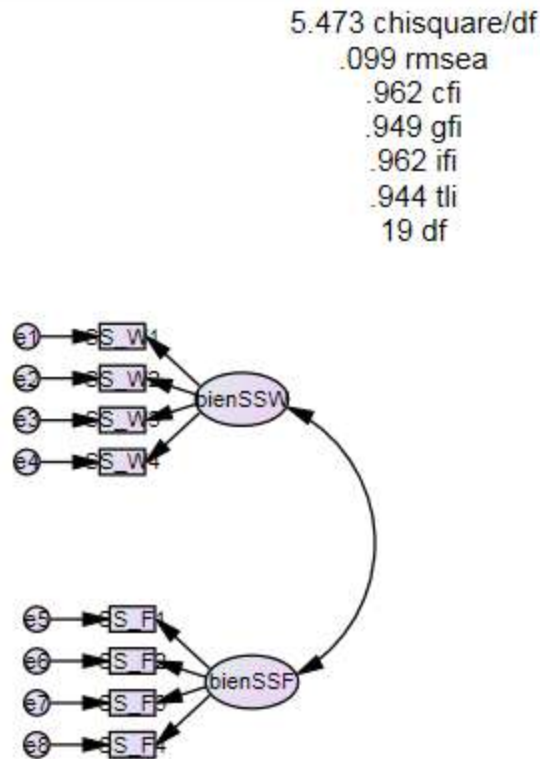


Figure 2: Running SEM to extract the latent score of SSW and SSF

Table 4: Results of regression

Variable	Satisfaction			
	Model 1	Model 2	Model 3	Model 4
WIF	-.541(*)			
FIW	-.208(*)			
WIFxSSW	.192(*)			
WIF		-1.059(*)		
FIW		-.001		
WIFxSSF		.869(*)		
WIF			-.485(*)	
FIW			-.269(*)	
FIWxSSW			.196(*)	
WIF				-.806(*)
FIW				-.297(*)
FIWxSSF				.816(*)
R²	0.389	0.853	0.391	0.856

After obtained latent score, authors conducted regression on SPSS. Table 4 presents the results of regression. H3, H4 hypotheses assume that colleague support will moderate the relationship between work interference with family (WIF), family interference with work (FIW), and job satisfaction. The Report results in Table 4 (Model 1) show that the coefficient of determination = 0.389, this means that the independent variables explained about 38.9% of the variation of the variable satisfaction. Regression estimation coefficients are statistically significant. The WIF variable has a stronger effect (= -0.541) on satisfaction than the FIW variable and the WIFxSSW moderator variable has the effect of regulating this effect, make satisfaction more improved.

In Table 4 (Model 3), the coefficient of determination = 0.853, meaning that the independent variables explain about 85.3% of the variation in the satisfaction variable. Regression estimates are statistically significant. The WIF variable (= -0.485) had a stronger effect on satisfaction than the FIW variable, and the WIFxSSW moderator variable has the effect of regulating this effect, make satisfaction more improved show significant regulatory effectiveness of colleagues support. Therefore, H3 and H4 are supported by the findings of the study.

The H5, H6 hypotheses assume that family support will regulate the relationship between work interference with family, family interference with work (FIW), and job satisfaction. The results reported in Table 4 (Models 2 and 4) show significant regulatory effect of family support on both the relationship between work interference with family, family interference with work (FIW), and job satisfaction (respectively 0.869 and 0.816, * $p < 0.01$). Regression estimates are statistically significant, the WIFxSSF and FIW * SSF moderator variables has the effect of regulating this effect, make satisfaction more improved show the significant regulatory effect of family support. In addition, VIF coefficients are < 5 , satisfying no multi-collinearity. Therefore, H5 and H6 hypotheses are accepted.

DISCUSSION

The study aims to test the relationship between work family conflict (work-to-family conflict and family-to-work conflict) with job satisfaction from female lecturers in Vietnam. Moreover, this study aims to examine the regulatory impact of social support from colleagues and from the family to the relationship between aspects of work-family conflict and job satisfaction. Research findings show that female lecturers find that their job role requirements interfere with fulfilling the family role, which can negatively affect their attitude towards work, this may reduce job satisfaction. Conversely, requirements in fulfilling household responsibilities can negatively affect and hinder the fulfillment of role in the work.

For Vietnamese people, with their collective culture, they are always respect their social and family responsibilities. They always feel happy when spending time with family, friends and relatives. The family members of female lecturers always expect them to spend time participating in family activities and responsibilities. However, due to work requirements, female lecturers must ensure responsibility for teaching according to norms (both during and after hours) and participating in scientific research. The female lecturer has very little time to spend with her family and to fulfill the family responsibilities. Because both the family and work fields require them so it is easy to lead to conflicts between workplace roles and family roles.

The research findings also show the negative relationship between work family conflict, family work conflict and job satisfaction. Some other studies showed similar findings (Kossek and Ozeki, 1998; Beutell, 2010). Another study also pointed out that both work-family conflict and family - work are related to the consequences at workplace such as organizational commitment, job satisfaction, and intention to quit (Netemeyer et al., 1996). Rice, Frone and McFarlin (1992) have shown in their research that work-family conflict and family - work have a direct relationship and negative with job satisfaction.

Finally, research shows that social support from colleagues, family support has significantly moderated the relationship between work family conflict and family work conflict with job satisfaction. These findings have received some support from previous research such as research conducted by Ng and Sorensen (2008) proving that the support of colleagues has significantly adjusted the relationship between work family conflict and job satisfaction. Beutell (2010) proposed that social support can help reduce some job requirements such as difficult schedules, high pressures from students, schools. Besides, to explain the positive effect of social support, Kamerman and Kahn (1987) suppose that the social support received at work or in the family helps to combine job role - family role, can.

According to Vu The Dung (2008), the role of university lecturers in schools is defined in three main functions: (1) Teachers (Lecturers with the role of teachers must be erudite with professional knowledge; master specialized knowledge; knowledge of the training program; knowledge and skills in teaching and learning; knowledge of the educational environment, education system, educational goals and values), (2) Scientists (Lecturers with the role of scientists will participate and conduct scientific research, seek to apply scientific research findings and publish research findings to the community), and (3) Service providers for society (Lecturers with the role of providing their services to schools, students, mass organizations and the society in general. With this role, they can participate in management, administration, internships, and mentoring for students. In addition, they can also act as a reviewer in academic boards/scientific journals, or as an expert in the provision of consulting services). Besides,

female lecturers must also perform the role of children, wife, mother ... in the family. It can be seen that each lecturer simultaneously undertakes many different roles both in the family and the workplace, so there will be a variety of behaviors associated with each role. Female lecturers are very likely to fall into a role conflict because they are always expected and high expectations in both role in family and role in workplace.

RESEARCH AND PRACTICAL IMPLICATIONS

The findings of this study may have implications for employees in organizations, especially for female lecturers university. Current research results pointed out that conflict between work and family (work family conflict and family work conflict) having a negative relationship with job satisfaction. Previous research has shown that work-family conflicts can have adverse consequences for employees as well as organizations (For example: Beutell, 2010; Panatik et al., 2011; Lu et al., 2010). Researchers in many fields such as psychology, sociology, economics and management (Bozeman and Gaughan, 2011; Paul and Seok Kheng, 2011; Qayyum, 2013) have been paying more attention to job satisfaction. The spread of research on this issue in many areas shows the importance and its impact on most workers who spend most of their time at work (Rashid and Rashid, 2011). So, identifying factors that affect job satisfaction are important to improve employee satisfaction in the workplace (Ahammed, 2011). It can be argued that organizations (in this case are universities) should apply measures can reduce work-family conflict and enhance job satisfaction.

LIMITATIONS AND FUTURE RESEARCH

Current research has several limitations that must be solved. Firstly, the study uses a uniform sample of female university lecturers. Therefore, the findings of this study have limited applications for other fields and it is difficult to declares that the findings of this study can be generalized in the sector or other sectors. Secondly, this study investigated regulatory effects of support from colleagues, family support on the relationship of work-family conflict with job satisfaction, not find out the monitoring support as the moderator variable. It can be very interesting as well as providing more information to investigate regulatory effects of the support monitoring on the relationship between work-family conflict and job satisfaction in the context of higher education. This above research findings show that the research potential of work family conflict and job satisfaction in educational institutions in general and higher education in particular is enormous. In addition, the limitations of this study are also the basis for further studies to overcome and clarify. Moreover, future research can expand and focus on exploring the relationship of work-family conflict with committed organizations, job performance and other

relevant variables, researching the factors that influence work family conflict, work-family balance, family work conflict in the university compare with some other countries in the region.

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