Work-Family Conflict, Social Support and Job Satisfaction among Saudi Female Teachers in Riyadh, Saudi Arabia

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Abstract: Work-family and family-work conflict are problematic in today's business world. This is due to the negative consequences on employees' job satisfaction, which in turn leads to low productivity. The aim of this study is to examine the relationship between work-family conflict, family-work conflict, social support and job satisfaction among Saudi female teachers who have at least one child. 15 secondary schools located in Riyadh and 194 Saudi female teachers were selected for this study. The results indicate that work-family and family-work conflict are both negatively correlated with job satisfaction. The findings also reveal that supervisor support and colleague support are positively correlated with job satisfaction. It is recommended for school management to consider child care services and flexible working schedules for female teachers who have children. In addition, effective training programs focusing on communication and management skills would be beneficial. Further research that includes different measures and another environment is also suggested, which could result in better understanding of the relationships between the study variables.

Keywords: work-family conflict, family-work conflict, job satisfaction, social support, Saudi female teachers.

صراع الأسرة – العمل والدعم الاجتماعي والرضا الوظيفي لدى المعلمات السعوديات

في مدينة الرياض في المملكة العربية السعودية

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المستخلص: يعتبر صراع الأسرة – العمل من المشاكل التي تهدد قطاع الأعمال في وقتنا الحاضر، وذلك لما له من نتائج سلبية على الرضا الوظيفي والذي بدورة يؤدي إلى ضعف الإنتاجية. لذا هدفت هذه الدراسة للتحقق من العلاقة بين صراع الأسرة – العمل والدعم الاجتماعي والرضا الوظيفي لدى المعلمات المتزوجات واللاتي لديهم طفل واحد على الأقل. وقد بلغت عينة الدراسة 194 معلمة من 15 مدرسة ثانوية للبنات بالرياض. وأوضحت النتائج وجود علاقة عكسية بين صراع الأسرة – العمل والرضا الوظيفي. كما أظهرت الدراسة وجود علاقة موجبة بين الدعم الاجتماعي والرضا الوظيفي. وأوصت الدراسة بإعادة النظر في خدمات رعاية الطفل ووجود ساعات عمل مرنة لمن لديها أطفال من المعلمات. وكذلك إيجاد برامج تدريبية فعالة تركز على المهارات الإدارية والتعامل. وأخيرا اقترحت الدراسة المزيد من الأبحاث المستقبلية المفيدة.

الكلمات المفتاحية: صراع الأسرة – العمل، الرضا الوظيفي، الدعم الاجتماعي، المعلمات السعوديات .

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Introduction

Balancing family and work responsibilities has become challenging for working people, who attempt to fulfil their job responsibilities and at the same time take care of their families. To achieve multiple roles in the work and family domains, vast amounts of energy and time are needed. According to Nadeem and Metcalf (2007), the push and pull between work tasks and family are referred to as work-family conflict. Dealing with family and work roles has been found to produce inter-role conflict (Mugunthan, 2013), also called work-family conflict (Greenhaus & Beutell, 1985). According to Kahn, et al. (1964), work-family conflict is a type of inter-role conflict, whereby pressure in the work role is incompatible with the pressure from the family role. Greenhaus and Beutell (1985) later concluded that work-family conflict occurs when demands associated with one domain are incompatible with the demands associated with another domain. Employees spending more time on one task and less on another increases work-family conflict (M. Frone, Yardley, & Markel, 1997).

Nonetheless, it has been proven that conflict between work and family adversely affect workers' health and well-being (Ádám, Györffy, & Susánszky, 2008; Kinnunen, Feldt, Geurts, & Pulkkinen, 2006; N. Noor, 2003). Work-family conflict is a common problem, considered to be of important concern in today's business world (Burke & El-Kot, 2010; Grandey, Cordeiro, & Crouter, 2005). A variety of studies carried out in different countries and cultures have confirmed that high levels of work-family conflict have serious consequences for employees and organizations. Literature reviews indicate that work-family conflict is related to reduced job satisfaction, organizational commitment and performance, and increased turnover intention among workers (Ernst & Ozeki, 1998; Ghayyur & Jamal, 2012; Grandey, et al., 2005; Howard, Donofrio, & Boles, 2004; O. Karatepe & Kilic, 2007; L. Lu et al., 2010; R. Netemeyer, Brashear-Alejandro, & Boles, 2004; Thanacoody, Bartram, & Casimir, 2009). In addition, the excessive pressure and scarcity of free time may negatively affect employees' capabilities, something that can, in turn, lead to absenteeism, low job satisfaction, poor personal relations and poor performance (O'Laughlin & Bischoff, 2005).

Jeffrey, et al. (2004) argued that female workers, having responsibilities in multiple roles, are more likely than men to experience work-family conflict involving incompatible demands. Married working women are susceptible to work-family conflict due to the discordant demands of family and work roles (Greenhaus & Beutell, 1985), which may consequently result in negative outcomes. Women's participation in the workforce has been on the rise worldwide (Adler & Izraeli, 1994; Burke & Davidson, 2004). This has led to changes in women's roles in society. As a result of this trend, maintaining a balance between work tasks and family responsibilities has become a challenge for working people. The growing number of women in the workplace is a global phenomenon, with Saudi Arabia no exception, especially in the educational field. According to Duxbury and Hinggins (2001), simultaneous participation in two tasks requires energy and time, causing work-family conflict among teachers.

Although work-family conflict is related to many factors as mentioned above, the relationship between work-conflict and job satisfaction is increasingly significant in today's societies. This is on account of the important effects of job satisfaction on absenteeism, job performance, organizational commitment and customer satisfaction (Hoffman & Ingram, 1992; T.A. Judge, Thoresen, Bono, & Patton, 2001; Sagie, 1998; Tett & Meyer, 1993). Over the last 25 years, a number of studies have been conducted to explore the relationship between work-family conflict and job satisfaction (Aryee, 1992; Boles, Howard, & Donofrio, 2001; Bruck, Allen, & Spector, 2002; Ergeneli, Ilsev, & Karapınar, 2010; O. M. Karatepe & Tekinkus, 2006; Q. Karimi, Jomehri, Asadzade, & Sohrabi, 2012; M. S. Nadeem & Abbas, 2009).

Despite several studies having been carried out globally on the relationship between work-family conflict and job satisfaction, the majority of research on work-family conflict has been conducted in developed countries rather than developing countries (L. Karimi, 2009). Nevertheless, it is recognized that work-family conflict may vary across cultures due to differences in beliefs, norms and values (Hofstede, 1984). According to Grzywacz, et al. (2007) and Aryee (1992), the findings from studies conducted in developed countries are not necessarily interpretable

in developing countries because of different cultures, beliefs and values. However, unlike previous studies, this work expands on an analysis to include social support, which will enable the researcher to probe some of the findings and make certain recommendations. The motivation is the fact that people from different countries have varying levels of social support (Glazer, 2006) and job satisfaction (Griffin, Patterson, & West, 2001; Sargent & Terry, 2000). In addition, these variables have not been adequately investigated in Saudi Arabia – a country with a fairly different culture from other countries. This study, therefore, presents an attempt to examine the relationship between work-family conflict, social support, and job satisfaction among married female teachers in Saudi Arabia.

Work-family conflict

Owing to the changing nature of work, the problem relating to work environment and its effects is considered a very important topic that needs confronting (M. R. Frone, Russell, & Cooper, 1995). Employees find themselves struggling to balance work and family responsibilities. As a result, maintaining a balance between family and work roles is difficult for employees. Coping with family and work responsibilities thus appears to produce work-family conflict.

Work-family conflict is a term used to describe conflict between the work and family domains. It is defined as "a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect" (Greenhaus & Beutell, 1985). Netemeyer, et al. (1996) argued there are two directions to work-family conflict: work-to-family conflict and family-to-work conflict (see also (Byron, 2005; Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005; Kossek & Ozeki, 1998). Work-to-family conflict arises when activities related to work interfere with family responsibilities, and family-to-work conflict takes place when activities related to family interfere with work responsibilities (Gutek, Searle, & Klepa, 1991; R. G. Netemeyer, et al., 1996). In simpler words, work-to-family conflict means that work interferes with family, while family-to-work means that family interferes with work.

Job satisfaction

The nature of work and other societal factors have caused changes in the attitudes of employees towards their jobs. Therefore, it can be concluded that the success of an organization is dependent on its employees along with their level of job satisfaction. Job satisfaction is defined in various ways by different authors. Among the most widely employed definitions of job satisfaction is by Porter et al. (1974), who described it as one's reaction to his/her job or organization. Job satisfaction is an important topic among practitioners and researchers (H. Lu, While, & Louise Barriball, 2005). Several studies have found that satisfied employees are more productive and committed, and less prone to absenteeism and turnover (Agarwal & Ferratt, 2001; Chen, Yang, Shiau, & Wang, 2006; Riketta, 2008).

According to Mullins (1998), the level of employee job satisfaction is affected by several factors, such as social, cultural, personal, environmental and organizational factors. Thus, if organizations endeavor to reduce turnover and absenteeism, increase productivity and display organizational commitment, they must understand the factors that affect employee satisfaction (Oshagbemi, 2000).

Social support

Social support represents the resources available to individuals from other people in their social network (S. Cohen & Wills, 1985). It is defined as social interactions that provide individuals with real assistance or with a feeling of attachment to an individual or group that is perceived as caring or loving (House, 1981). According to Furnham and Walsh (1991), more social support leads to a higher level of employee job satisfaction. Caplan et al. (1975) argued that social support can be from a source at the workplace including supervisors and colleagues, or outside the workplace including family and friends. House (1981) stated that colleague and supervisor support are the most important and effective sources of social support in the workplace.

Several studies have suggested the importance of supervisor and colleague support (Ganster, Fusilier, & Mayes, 1986; Jayaratne, Himle, & Chess, 1988; Lim, 1997; Ray & Miller, 1991; Shinn, Rosario, Morch, & Chestnut, 1984; Wadsworth & Owens, 2007). Cohen and Wills (1985) argued that it would be valuable to include various sources of social

support and determine the differences in effects. Support from supervisors can provide main resources, information and assistance in dealing with work-related stressors (Jiang & Klein, 1999). In a similar vein, colleagues can provide instrumental and emotional support, which both positively affect job satisfaction (Ducharme & Martin, 2000; Sargent & Terry, 2000). Thus, the focus of this study is on two sources of social support, namely supervisor support and colleague support.

Previous research

Researchers have argued that employees who experience work-family conflict are generally unsatisfied with their jobs (Grandey, et al., 2005; T. A. Judge, Ilies, & Scott, 2006). A number of studies have been conducted on the relationship between work-family conflict and job satisfaction. Both work-family conflict and family-work conflict have shown a negative relationship with job satisfaction (Allen, Herst, Bruck, & Sutton, 2000; Aryee, 1992; Bhuian, Menguc, & Borsboom, 2005; Boles, et al., 2001; Bruck, et al., 2002; Carlson, Grzywacz, & Kacmar, 2010; Cortese, Colombo, & Ghislieri, 2010; Grandey, et al., 2005; O. M. Karatepe & Sokmen, 2006; Q. Karimi, et al., 2012; Lapierre et al., 2008; Namasivayam & Zhao, 2007; R. G. Netemeyer, et al., 1996; Perrewé, Hochwarter, & Kiewitz, 1999; Perrone, Ægisdóttir, Webb, & Blalock, 2006; Wayne, Musisca, & Fleeson, 2004). However, a meta-analysis conducted by Kossek and Ozeki (1998) indicated that work-family conflict was negatively correlated to employees' job satisfaction, producing a mean weighted correlation of -0.36. Several studies have also found a low significant relationship between work-family conflict, family-work conflict and job satisfaction, ranging between -0.11 and -0.18 (Lyness & Thompson, 1997; R. Netemeyer, et al., 2004; N. M. Noor, 2004).

Social support at work is also noted to be an important contributor to employees' job satisfaction (Limbert, 2004). The literature clearly illustrates that job satisfaction is positively related to social support (Baruch-Feldman, Brondolo, Ben-Dayan, & Schwartz, 2002; Ducharme & Martin, 2000; Griffin, et al., 2001; Kovner, Brewer, Wu, Cheng, & Suzuki, 2006; Shu-Hung, Kuo-Sue, & Kuo-Chung, 2015). Based on the above discussion, the following hypotheses are postulated:

H1: Work-family conflict is negatively correlated with job satisfaction.
H2: Family-work conflict is negatively correlated with job satisfaction.
H3: Supervisor support is positively correlated with job satisfaction.
H4: Colleague support is positively correlated with job satisfaction.

Research methodology
Sample

The current study was conducted with the purpose to examine the relationship between work-family conflict, social support and job satisfaction among female teachers in Riyadh, Saudi Arabia. The sample of this study consists of female teachers who are married, have at least one child and are working in public secondary schools in Riyadh city. These criteria were established in order to guarantee that the women in the sample have quite similar responsibilities in terms of work and family roles. Moreover, the central interest of the current study is to examine female teachers who experience conflict arising from their work and family roles.

The researcher visited the Ministry of Education and obtained a list of secondary schools in Riyadh city. There are 157 secondary schools currently operating in Riyadh, out of which 15 were selected randomly. Next, the researcher obtained the total number of female teachers working at the selected schools and who has at least one child. Approximately 273 female teachers are working at these schools and met the criteria. The sample technique therefore used in this study was cluster random sampling, whereby the 15 schools served as the clusters.

However, due to the fact that Saudi Arabia is a conservative Muslim society, males are not allowed access to women's workplaces for research purposes. Therefore, the data collection was conducted with the help of trained women among the researcher's relatives. In the process of data collection, the trained women visited the identified schools and distributed questionnaire personally. The researcher prepared the questionnaire with a cover letter including the research title and an explanation of the study objectives. During data collection, ethical considerations were taken into account. No one was

forced to take part in the study and respondents were shown due respect. Questionnaire distribution and collection took about five weeks. Out of 273 questionnaires distributed to the eligible respondents, 216 were returned. Out of these, 22 were excluded due to invalid responses. The final sample was 194, or a 71% response rate.

Instruments

The questionnaire for the current study consists of three sections. The first section is about work-family conflict, the second section regards social support, and the third section concerns job satisfaction. Work-to-family conflict was measured using 5 items adopted from the instrument developed by Netemeyer, et al. (1996). A sample item from the scale is "things I want to do at home do not get done due to demands of my job". Family-to-work conflict was measured using 5 items adopted from the instrument developed by Netemeyer, et al. (1996). These 5 items measure family-to-work conflict that results from family life. A sample item from the scale is "I have to put off doing things at work because of demands on my time at home". According to Jones, et al (2013), Netemeyer et al. scale is different from other measures, it has a limited number of items and, therefore, it can be used in wider studies. In addition, it detects both directions of the conflict.

In order to measure social support, the scale developed by Caplan, et al. (1975) was used. The scale consists of 8 items that measure 2 factors based on the source of support: supervisor support (4 items, e.g. "my supervisor is always willing to listen to my problem") and co-worker support (4 items, e.g. "it is easy to talk to my colleagues when I need help"). They were modified to ask employees whether they agreed or disagreed with the items. These 8 items measure the extent to which employees experience social support from their supervisors and colleagues and how the source of support helps. These subscales, however, were selected as they directly assess the respondent's perception regarding the level of social support received (Ahmad, 1997).

Job satisfaction was measured using the 3-item General Job Satisfaction, which is part of the Job Diagnostic Survey developed by Hackman and Oldham (1975). This scale has been found to provide a good assessment of overall job satisfaction, it includes 3 items measure the extent to which an employee is satisfied and happy with his/her job. A sample item is "I am generally satisfied with the kind of work I do in my job".

Since the questionnaire was originally developed in English and the respondents were female teachers working in Saudi Arabia whose main language is Arabic, English to Arabic translation was done. Back translation is the most popular means to ensure questionnaire reliability and validity (Brislin, 1970). The questionnaire was translated to Arabic and validated using back translation in order to ensure that both versions were equivalent. The translations were done by language experts.

Following translation, experts from Al-Imam Muhammad Ibn Saud Islamic University tested the questionnaire's validity based on their knowledge and interest in the study area. Their feedback and comments were used to further refine the questionnaire. Therefore, some modifications were made to the questionnaire to suit the current study. For example, the term "supervisor" was replaced with "headmistress". The respondents were asked to complete the questionnaire using a 5-point scale ranging from strongly disagree (1) to strongly agree (5). Before the final distribution, a pilot study was carried out on a small number of female teachers. They were asked to indicate the period of time they spent on filling out the questionnaire and to comment on its ambiguity and clarity. Upon making the necessary changes and modifications, the measurement scale in the pilot study was gaged for internal consistency using Cronbach's alpha. In general, the reliabilities of all instruments are satisfactory and showed an acceptable level (Nunnally, 1978). Work-family conflict had a value of 0.75, family-work conflict 0.77, supervisor support 0.84, colleague support 0.87 and job satisfaction 0.83.

Data analysis

After collection, the data were analyzed using SPSS, version 21. The Pearson correlation (r) statistics served to determine the relationship between variables. It provides an index of the strength and direction of the relationship between variables (Sekaran, 2003a). According to Sekaran (2003a), the correlation between two variables is considered a perfect positive when it is close to +1, or perfect negative when it is close to -1.

Cohen (1988) stated that the relationship between variables can be described as small if the correlation coefficient is between 0.10 and 0.29, medium or moderate if it is between 0.30 and 0.49, and large or strong if it comes between 0.50 and 1.0 irrespective of sign. Multiple regression was applied. It allows the researcher to identify the relative importance of each predictor (Sekaran, 2003b). In other words, multiple regression is used to determine how well a set of variables are able to predict a particular outcome, and which variables are significant predictor of the outcome (Lomax, 2007; Sekaran, 2003b). In this study, supervisor support, colleague support, work-family conflict and family-work conflict are independent variables while job satisfaction is the dependent variable.

Results
Demographic data

As shown in Table 1, four demographic variables were collected in the survey. They are age, level of education, number of years employed and number of children a family has. The majority of respondents fell under the 31 – 40 (n= 93/47.9 %) age category, followed by 41 - 50 (n= 72/37.1%) years old. Those who fell under the 20 - 30 age group comprised 10.8% or 21 respondents, and the lowest reading was 4.1% or 8 respondents representing those over 50 years old. As for educational level, the majority of respondents held a bachelor degree (n= 151/77.8%), n= 39/20.1% diploma, and only 2.1%, or 4 respondents, held a master degree. In terms of the number of years in service, 16% of teachers had between 1 and 5 years of experience, 14.4% had between 6 and 10 years of experience, 24.2% had between 11 and 15 years of experience, and 45.4% had more than 15 years of experience. Finally, 23.7% of respondents had only 1 to 2 children, 37.6% had 3 to 4 children, 34% had 5 to 7 children, and the lowest reading was 4.6% with more than 7 children.

Table 1. Respondents' Demographic data

Description	Frequency	Percentage
Age: 20 - 30 31 - 40 41 - 50 50+	21 93 72 8	10.8% 47.9% 37.1% 4.1%
Educational level: Diploma Bachelor degree Master	39 151 4	20.1% 77.8% 2.1%
Length of service (yrs.): 1 - 5 6 - 10 11 - 15 More than 15	31 28 47 88	16% 14.4% 24.2% 45.4%
Children: 1 – 2 3 – 4 5 – 7 More than 7	46 73 66 9	23.7% 37.6% 34% 4.6%

Hypothesis Testing
Hypothesis 1 (H1): Work-family conflict is negatively correlated with job satisfaction.

To investigate the relationship between work-family conflict and employees' job satisfaction, the Pearson correlation was used. The Pearson correlation results in Table 2 indicate that work-family conflict is negatively correlated with job satisfaction, and the strength of the correlation is small ($r = -0.238$, $p < 0.01$). Therefore, the study hypothesis 1 (H1), work-family conflict is negatively correlated with job satisfaction, is accepted. The negative r value indicates that any increase in the level of work-family conflict will be followed by a decrease in employees' job satisfaction.

Table 2. Pearson correlation: work-family conflict and job satisfaction

Correlation	Job satisfaction
Work-family conflict	-0.238**

**. Correlation is significant at the 0.01 level (2- tailed).

Hypothesis 2 (H2): Family-work conflict is negatively correlated with job satisfaction.

To identify the relationship between family-work conflict and employees' job satisfaction the Pearson correlation was used. The results in Table 3 reveal that family-work conflict is negatively correlated with job satisfaction, and the strength of this correlation is small (r= -0.156, p < 0.05). Therefore, the study hypothesis 2 (H2), family-work conflict is negatively correlated with job satisfaction, is accepted. The negative r value also indicates that any increase in the level of family-work conflict will be followed by a decrease in employees' job satisfaction.

Table 3. Pearson correlation: family-work conflict and job satisfaction

Correlation	Job satisfaction
family-work conflict	-0.156*

*. Correlation is significant at the 0.05 level (2-tailed).

Following Pearson correlation, multiple regression was performed. The regression results based on independent variables (work-family conflict and family-work conflict) are presented in Table 4. The R-square = .057 indicates that 5.7 % of the variance in job satisfaction has been significantly explained by these two independent variables together. The F-statistic of 5.735 is statistically significant at the 0.004 level, this shows that there is a model fit between work-family and family-work conflict and job satisfaction. Coefficients shows which among the two independent variables most influence the variance in job satisfaction. With a beta value of -.249, work-family conflict reaches statistical significance at the 0.01 level and is the most significant independent variable.

Table 4. Multiple regression: work-family and family-work conflict and job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficient	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.605	.253		18.237	.000
	work-family conflict	-.297	.116	-.249	-2.553	.011
	family- work conflict	.018	.105	.017	.170	.865

Dependent Variable: Job satisfaction, **Overall model:** F=5.735, R^2=0.057, Adjusted R^2=0.047, P<0.5

Hypothesis 3 (H3): Supervisor support is positively correlated with job satisfaction.

To identify the relationship between supervisor support and employees' job satisfaction, the Pearson correlation was applied. The Pearson correlation results in Table 5 show that supervisor support is positively correlated with job satisfaction, and the strength of the correlation is medium (r = 0.335, p < 0.01). Therefore, the study hypothesis 3 (H3), supervisor support is positively correlated with job satisfaction, is accepted. The positive r value also indicates that an increase in the level of supervisor support will be followed by an increase in employees' job satisfaction.

Table 5. Pearson correlation: supervisor support and job satisfaction

Correlation	Job satisfaction
Supervisor support	0.335**

**. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 4 (H4): Colleague support is positively correlated with job satisfaction.

To determine the relationship between colleague support and employees' job satisfaction, the Pearson correlation was used. The Pearson correlation results in Table 6 show that colleague support is positively correlated with job satisfaction, and the strength of the correlation is high (r = 0.522, p < 0.01). Therefore, the study hypothesis 4 (H4), colleague support is positively correlated with job satisfaction,

is accepted. The positive r value also indicates that any increase in the level of colleague support will be

followed by an increase in employees' job satisfaction.

Table 6. Pearson correlation: colleague support and job satisfaction

Correlation	Job satisfaction
Colleague support	0.522**

**. Correlation is significant at the 0.01 level (2-tailed).

Subsequent to Pearson correlation, multiple regression was applied. The regression results based on independent variables (supervisor support and colleague support) are presented in Table 7. The R-square = .305 depicts that 30.4 % of the variance in job satisfaction is due to both supervisor and colleague support together. The F value of 41.955 is

statistically significant at the .000 level, signifying the model fits. With a beta value of .462, colleague support reaches statistical significance at the 0.01 level and is the best predictor of job satisfaction, followed by supervisor support (Beta= .192, p < 0.01).

Table 7. Multiple regression: supervisor and colleague support and job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficient	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.838	.333		2.514	.013
	Supervisor support	0.199	.066	.192	3.023	.003
	Colleague support	0.594	.081	.462	7.290	.000

Dependent Variable: Job satisfaction , **Overall model:** F=41.955, R^2=0.305, Adjusted R^2=0.298, P<0.1

Discussion and Conclusions

The purpose of this study was to examine the relationship between work-family conflict, family-work conflict, social support and job satisfaction among Saudi female teachers who have at least one child and are working in secondary schools in Riyadh, Saudi Arabia. The findings of this study indicate a small but significant relationship (r = -0.238) between work-family conflict and job satisfaction. A small but significant relationship (r = -0.156) between family-work conflict and job satisfaction was also found. Moreover, the regression results showed that there is a significant negative effect of work-family conflict ob job satisfaction. The results of the current study support past research, for example (Bhuian, et al., 2005; Bruck, et al., 2002; Carlson, et al., 2010; Cortese, et al., 2010; Q. Karimi, et al., 2012; Perrone, et al., 2006). The current study findings are in agreement with earlier studies in that work-family conflict and family-work conflict negatively affect employee job satisfaction.

The results of the current study can help schools and decision makers in the ministry of education to provide alternative solutions and effective ways to help female teachers balance the conflicting demands from multiple roles. Based on the present findings, it is suggested that education planners and decision

makers from the ministry of education should consider child care services and flexible working schedules for female teachers who have children, which would help them better manage both family and work responsibilities. Due to the negative effects of work-family and family-work conflict on job satisfaction, top management of ministry of education should take this issue seriously and create the environment in which female teachers do not feel any barriers in their work.

In addition, the present findings revealed there is a significant positive relationship between supervisor support, colleague support and job satisfaction. The regression results also indicated that the most predictor variable was colleague support (Beta= .462, p < 0.01), followed by supervisor support (Beta= .192, p < 0.01), The results are consistent with previous studies that found a positive correlation between supervisor and colleague support and job satisfaction (Baruch-Feldman, et al., 2002; Ducharme & Martin, 2000; Griffin, et al., 2001; Kovner, et al., 2006; Shu-Hung, et al., 2015). In this study, however, the importance of social support in terms of both supervisor and colleague support was highlighted as effective in enhancing female teachers' job satisfaction. This findings are useful for schools to develop suitable strategies in order to increase job

satisfaction through social support. The results of this study could also help headmistresses pay closer attention to social support as a way to have more satisfied teachers, which would in turn reflect as high performance and productivity. In addition, headmistresses can create family-friendly culture through open communication and practice family-friendly leadership style as it will reflected positively on the work environment.

Overall, work-family and family-work conflict and social support play an important role in female teachers' job satisfaction which in turn affect their performance. Therefore, headmistresses need to be clear and honest in providing sufficient and clear information on working procedures as well as feedback on productivity and performance. In addition, effective training programs with emphasis on communication and management skills may also be a good investment for schools. Finally, despite the fact that people from different countries have different levels of social support, work-family conflict, family-work conflict and job satisfaction, the current study validated the outcome of prior different studies done across the world and generalized it to employees in Saudi Arabia.

Although this study contributes to the limited body of knowledge on work-family conflict, social support and job satisfaction in Saudi Arabia, as with any other study, it has some limitations with potential effects on the findings. First, the responses obtained were confined to Saudi female teachers who have at least one child. Therefore, the findings should be viewed with some degree of caution in terms of generalizability to other female teachers. Second, a cross-sectional research design was employed rather than a longitudinal research design, which may limit the findings. Third, data was collected via questionnaire, which may not capture the truest participant responses. In order to overcome these limitations, further research is recommended to explain the link between the variables using different measures. As this study was conducted in a public sector, future studies can be designed to examine differences between government and private schools.

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