

Work-Family Conflict, Job Stress and Job Satisfaction among teachers

Hajra Maqsood*, Talat Sohail**, Uzma Qureshi***

Tehziba Kausar****

Abstract

A research was undertaken to explore the work-family conflict faced by teachers of Lahore College for Women University, a public sector University. A Survey based Cross Sectional Research Design was used for the study. The data was obtained through different scales namely Work-Family Conflict Scale by Kopelman, Greenhaus and Connolly (1983), Job Stress Scale by Parker and Decotlis (1983), Job Satisfaction Scale by Schriesheim and Tsu 1 (1980) and a demographic sheet were administered. Descriptive and Inferential Statistics was applied on data of 300 female University teachers. The SPSS version 20 was employed for data analysis. The major findings of the study revealed that Work-Family Conflict and Job Stress seem to be negatively related. Regression Analysis further added that the level of Job Satisfaction is influenced by the variables of Work-Family Conflict and Job Stress of University female teachers. The demographic variables of Age and Income showed negative correlations with Job Satisfaction while Experience showed a positive relationship. Results also showed that Job Satisfaction among teachers having less job experience (1-5 years) is significantly different from teachers having more (5 years and more) experience. Implications that can be made from this study could be that in order to make employees satisfied with their jobs in academic environment; there is a strong need for a stress free environment in all departments of the university.

Keywords: Work-Family Conflict, Job Satisfaction, University teachers.

This article can be cited as:

Maqsood H., Sohail T., Quraishi U., Kausar T.,(2017). Work-Family Conflict, Job Stress and Job Satisfaction among teachers International Journal of Arts and Social sciences, 1 (4).

*Hajra Maqsood MS Scholar Department of Applied Psychology Lahore College for Women University, Lahore

**Talat sohail, Prof. Department of Applied Psychology LCWU talat_lcwu@yahoo.com

***Uzma Quraishi Prof. Institute of Education LCWU uqr202@gmail.com

INTRODUCTION

The discipline of Health Psychology as well as the discipline of Educational Psychology has special interest in the research conducted on work-family conflict and job stress of teachers. We know that teachers play a significant role in the intellectual, emotional, and social grooming of the students. In America both scientists and teachers are considered to be very important persons (VIPs), while in Japan the police needs special permission to arrest a teacher, it is true that in Korea a teacher has status equal to a minister of state and the teacher is permitted to avail all facilities that a minister of state, so many young people join the teaching profession in order to satisfy their passion for helping students to develop their social and moral values on one hand and on the other hand to contribute positively to the development of a society where the majority of the people can grow and have a sense of accomplishment (Latham, 1998). It was observed by Jones (2002) that teachers have a unique trait and universal ability to make positive differences in the lives of young people. The majority of teachers view their profession as most rewarding when compared with Medicine and Engineering because we all know that teachers influence and touch humans in their personality development. The researcher was in this area as she has been working in Lahore College for Women University. The urgent need for conducting research in the given area is currently a very important one and secondly as Higher Education Commission (HEC) has upgraded many public sector colleges into public sector universities on one hand and on the other hand HEC is establishing new universities in Pakistan. It has been further observed, which is certainly a positive indicator that majority of young educated and married women are joining the world of work and the profession of teaching seems to be more popular among women thus it can be said that work and family conflict can be an important source of job stress.

The Occupational Role Stress (ORS) is a basic concept of Human Resource Management (HRM) which define the construct of Role, as a collection of responsibilities assigned to the

bearer of a particular role. The role theory further adds that roles can be professional, social as well as domestic in terms of responsibilities. It was researched by Greenhaus and Beutell (1985) that job stress is experienced when there is simultaneous, constant and continuous increase in the demands of both work roles and family roles (domestic) than it would be designated as Work- Family Conflict (WFC). According to Greenhaus and Beutell (1985) WFC is a form of inter-role conflict which develops when the load experienced in performance of role in one domain has a negative influence in the execution of role in the other domain. It was further mentioned that WFC hinders the actual performance of roles in the family domain.

The inter-role conflict is classified into three types, namely time-based conflict, strain-based conflict and behavior-based conflict. The most common type of inter-role conflict is the Time-based conflict which takes place when one spends time in a role from one domain (in this case, the work domain say in teaching), such that the individual is left with little or no time to spend performing roles in the other domain (in this case, the family domain, not having time to fulfill domestic responsibilities). In the second type of inter-role conflict is Strain-based conflict is present when the strain suffered in one domain (in this case, the work domain, physically tired) undesirably disturbs the fulfillment of roles in the other domain (in this case, the family domain, one is angry and irritable in moods). The third type of inter-role conflict is Behavior-based conflict is present when certain behavior may be appropriate in one domain and not the other. For example being tough and demanding more work in professional role is acceptable but not in the domestic role. Job satisfaction is the second variable of the study. According to De Nobile (2003) Job satisfaction has been defined as the extent to which a staff member has favorable or Positive feelings about his work or the work environment. Job satisfaction is the second variable of the study.

According to De Nobile (2003) Job satisfaction has been defined as the extent to which a staff member has favorable or positive feelings about his work or the work environment. In sharp

contrast to the developed nations of the world where teachers enjoy respect and good economic status the situation in Pakistan is very different teachers have to teach, perform administrative duties, conduct general election, participate in community health awareness projects, face constant pressure of burarocratic masters, satisfy the parents, do counseling of students and the additional responsibility to inculcate the national ideology and the religious principles among students (Siddique, Malik, Abbass, 2002). These observations have also been documented by Ahsan, Abdullah, Fie, and Alam (2009) in their study on teachers own feelings and emotions towards their jobs.

The major goal of this study was to explore and estimate the level of work-family conflict and its influence on job satisfaction of public sector university teachers. It is to noted that Lahore College for Women University, Lahore, is the largest public sector women university in Pakistan which has a teaching faculty of more than 500 teachers and the enrolled students exceed thirteen thousand. Job satisfaction construct relates with life satisfaction, a teacher who is satisfied with his job is going to contribute in the cognitive, social and intellectual development of his students.

HYPOTHESES

It was hypothesized that there would be relationship between the level of Work-Family Conflict and Job Satisfaction of university teachers. It was hypothesized that there was relationship between the experience of Job stress and Job satisfaction of university teachers.

METHODOLOGY

A public sector HEC recognized women university teachers of age range between 25-55 years, having one year or more teaching experience were selected for the study.

Work-Family Conflict Scale by Kopelman, Greenhaus and Connolly (1983), Job Stress Scale by Parker and Decotlis (1983), Job Satisfaction Scale by Schriesheim and Tsul (1980) and a self constructed demographic sheet were administered to the selected sample.

PROCEDURE

A Written permission was taken from the Registrar of Lahore College for Women University to allow the participation of university teachers in the survey. During the collection of data, all required standard ethics of research as laid down by APA were followed. The respondents were assured that the information taken was to be used for research purpose and not for any commercial gain. The questionnaires were completed anonymously. The participants were assured confidentiality and were not under any pressure to complete the questionnaire. The respondents were thanked for participating in the research.

RESULTS

The results are shown in tabular form.

Hypothesis 1:

- It was hypothesized that there would be relationship between the level of Work-Family Conflict and Job Satisfaction of university teachers.
- To check the relationship between Work-Family Conflict and Job Satisfaction correlation coefficient was estimated.

Table 1-Correlation between Work-Family Conflict and Job Satisfaction

| | | Work-Family Conflict Score |
|-------------------------------|-------------------------|---------------------------------------|
| Job Satisfaction Score | Pearson Correlation "r" | -.667 |
| | Sig. (2-tailed) | .002 |

*Correlation is significant at 0.05 level of significance

Ho: There is no correlation between the two variables.

Since the p-value i.e., .002 is smaller than 0.05, Ho is rejected. Hypothesis 1 is accepted, which means that there is a significant relationship between Work-Family conflict and Job Satisfaction. The value of Pearson Correlation is $r = -.667$, which shows the significant negative relationship between these two variables.

Hypothesis 2:

- It was hypothesized that there was relationship between the experience of Job stress and Job satisfaction of university teachers.
- To check the relationship between Job Stress and Job Satisfaction the correlation

Coefficient was estimated.

Table 2-Correlation between Job Stress and Job Satisfaction

| | | Job Stress Score |
|-------------------------------|-------------------------|-----------------------------|
| Job Satisfaction Score | Pearson Correlation "r" | -.969 |
| | Sig. (2-tailed) | .001 |

*Correlation is significant at 0.05 level of significance

Ho: There is no correlation between the two variables.

Since the p-value i.e., .001 is smaller than 0.05, Ho is rejected. Hypothesis 2 is accepted, which means that there is a significant relationship between job stress and job satisfaction. The value of Correlation i.e., $r = -.969$, which shows a significant negative relationship between Job Stress and Job Satisfaction.

DISCUSSION

The study investigated the relationship between Work-Family Conflict (WFC), Job Stress (JS) and Job Satisfaction (JSS). According to Greenhaus and Beutell (1985) WFC is the incompatibility of demands between the work and family. This interplay between work and family directly influence and endanger the employee health and wellbeing. Keeping in mind that the construct of work-family conflict was not given importance in the past as the number of women in the workforce was small as compared to their number in workforce today. In the decades of 60's and 70's mostly the husbands were working while the wives usually stayed at home and looked after their children and managed family demands. But the decade of 80's and 90's witnessed that this trend changed significantly and now almost in all countries more and more women are entering the workforce as paid employees. Most of the researches on WFC have been carried out in USA and in the western countries. In a study carried out in India by Aryee, Srinivas and Tan (2005) clearly show that work demands significantly relate to WFC.

Teaching is a noble profession and teachers are considered to be the builders of the nation.

The number of women involved in the teaching profession is comparatively higher than men both at international and at national level. The level and mark of success for any University

depends upon the attitudes and sense of satisfaction of its teachers. In this age of high competitive and advanced development organizations are all time concerned about retaining their high standards of performance as well as retaining their employees by satisfying them. According to the findings of Gautam, Mandal and Dalal (2006) Work-Family Conflict and Job Stress are core predictors of Job Satisfaction among women University teachers. Satisfaction of employees is very essential as it is universally observed that satisfied employees are an asset for the organization and for the country.

The main hypothesis of the current study explored the relationship between Work-Family Conflict and Job Satisfaction, the results revealed negative correlation. These findings are consistent with previous findings of the researches namely by Karimiet al., (2012) who conducted a research on 166 Iranian married female teachers to study the relationship between work-family conflict and job satisfaction. The results of their study also showed that there was a negative significant relationship between work-family conflict and job satisfaction. Thus by decreasing the conflict between work and family, job satisfaction can be improved. Iran is our neighboring country and possesses almost the same cultural characteristics as Pakistan. The Muslim female teachers face the same difficulties as in Pakistan. In the current study ($r = -.667$, $p < .05$), which shows negative significant relationship between the two variables. Taking the example of another study which showed almost similar results i.e., study conducted by Rajadhyaksha (2009) to assess the relationship between WFC and JSF. He took sample of 405 working men and women from two cities of India, Mumbai and Bangalore. The results showed negative significant relationship between WFC and JSF. Although obvious differences were observed between the work-family conflict of men and women, the women were seen to experience more WFC as compared to men.

The second hypothesis of the current study explored the relationship between Job Stress and Job Satisfaction. These findings are consistent with the findings of Mansoor et al., (2011) conducted

research on 134 employees from telecom sector of Pakistan and concluded that job stress is negatively related to job satisfaction. The current study shows ($r=-.969$, $p<.05$) which shows negative correlation between the two variables. The present study opens new ways for the further studies in the important area of Work Family Conflict, Job Stress and Job Satisfaction in Pakistani university teachers.

CONCLUSIONS

The study added some very vital observations particularly that work family conflict is a real debatable issue as it is directly related with the teachers level of job satisfaction and continuous research in the area is need of the hour as majority of women are employed in the education department. Secondly job satisfaction is also related with life satisfaction therefore our policy makers should ensure that teachers the nation builders in order to make them more productive by reducing job stress and keeping them satisfied with their job and with life.

LIMITATIONS

The generalization of the results of the study is not possible as the sample size was small to be generalized to all other government universities and secondly the participants were taken from one institution that is Lahore College for Women University and not from other institutions of Lahore. Furthermore qualitative analysis can be carried out in order to have an in depth understanding of the experiences of teachers working in university.

REFERENCES

- Ahmad, M.S., Masood, M.T., (2011) *Work Family Conflict among Women University Teachers: A Case from Pakistan*. European Journal of Social Sciences, 23(1). pp. 2
- Ahsan, N. et al. *A Study of Job Stress on Job Satisfaction among University Staff in Malaysia: Empirical Study*. European Journal of Social Sciences, 8(1), pp. 121-122.
- Amatea, E.S., Cross, E.G., Clark, J.E., & Bobby, C.L. (1986). *Assessing the work and family role*

expectations of career oriented men and women: The Life Role Salience Scales. Journal of Antoniou, A.S.G., Davidson, M.J., & Cooper, C.L. (2003). Occupational stress, job satisfaction and health state in male and female junior hospital doctors in Greece. Journal of Managerial Psychology, 18(6), 592-621.

Marriage and the Family, 48(4), 831-838.

Adler, D.A., McLaughlin, T.J., Rogers, W.H., Chang, H., Lapitsky, L., & Lerner, D. (2006). *Job performance deficits due to depression.* The American Journal of Psychiatry, 163, 1569-1576.

Ahsan, N. et al. *A Study of Job Stress on Job Satisfaction among University Staff in Malaysia: Empirical Study.* European Journal of Social Sciences, 8(1), pp. 121-122. Abu

Saad, I. and Isralowitz, R.E. (1992). *Teachers' Job Satisfaction in Transitional Society within the Bedouin Arab Schools of the Negev.* The Journal of Social Psychology, 132 (6), 771-781.

Australian Teaching Council. (1995). *What Do Teachers Think?* Leichhardt: Australian

Teaching Alexandros, S., et al. (2003). *Occupational Stress, Job satisfaction, and health state in male and female junior hospital doctors in Greece.* Journal of Managerial Psychology, 18(6), pp. 592-621. Council.

Al-Aameri A.S., 2003. *Source of job stress for nurses in public hospitals.* Saudi Medical Journal, 24(11), pp. 1183-1187.

Andrews, G. L. (1990). *An assessment of the interaction of selected personal characteristics and perceptions of selected aspects of job satisfaction by Wisconsin Cooperative Extension agricultural agents (Master's thesis, University of Wisconsin-River Falls, 1990).* Summary of Research in Extension, 5, 151.

Beehr, T.A., Jex, S.M., & Ghosh, P. (2001). *The management of occupational stress.* In Johnson, C.M., Redmon, W.K., & Mahwhinney, T.C.(Eds.), Handbook of Organizational Performance: Behavior Analysis and Management. New York: The Haworth Press.

Bishay, A. (1996). *Teacher motivation and job satisfaction: A study employing the experience sampling method*. Journal Of Undergraduate Sciences, 3(1), pp. 147- 154.

Biggs, A. & Brough, P. (2005). *Investigating the moderating influences of gender upon role salience and Work-Family conflict*. Equal Opportunities International, 24(2), pp. 30-41.

Bohen, H. H. & Viveros-Long, A. (Eds). (1981). *Balancing jobs and family life*. Philadelphia: Temple University Press.

Buitendach, J., & de Witte, H. (2005). *Job insecurity, extrinsic and intrinsic job satisfaction and affective organisational commitment of maintenance workers in a parastatal*. South African Journal of Business Management, 36(2), pp. 27-37.

Bindhu, C.M., & Sudheeshkumar, P.K. (2006). *Job satisfaction and stress coping skills of primary school teachers*. Blood, G., Ridenour, J., Thomas, E., Qualls, C., & Hammer, C. (2002). *Predicting job satisfaction among speech-language pathologists working in public schools*. Language, Speech and Hearing Services in Schools, 33, p p. 282- 290.

school teachers. Calicut: Department of Education, Farook Training College.

Bachkirova, T. (2005). *Teacher stress and personal values: An exploratory study*. School Psychology International, 26(3), pp. 340-352.

Bartolome, F., & Evans, P.A. L. (1980). *Must success cost so much?* Harvard Business Review, 58(2), pp. 137-148.

Carlson, D.S., & Kacmar, K.M. (2000). *Work-Family conflict in the organization: Do life role values make a difference?* Journal of Management, 26(5), 1031-1054.

Carlson, D.S., Kacmar, K.M. & Stepina, L.P. (1995). *An examination of two aspects of work-family conflict: Time and identity*. Women in Management Review, 10(2), 17-25.

Cinamon, R.G., & Rich, Y. (2005). *Work-family conflict among female teachers*. Teaching and Teacher Education, 21, 365-378.

Cinamon, R.G., & Rich, Y. (2002). *Profiles of attributions of importance to life roles and their implications for the work-family conflict*. *Journal of Counseling Psychology*, 49(2), 212-220.

Claesson, M., & Brice, R. (1989). *Teacher/Mothers: Effects of a dual role*. *American Educational Research Journal*, 26, 1-23.

Cartwright, S., & Cooper, C.L. (1997). *Managing workplace stress*. Thousand Oaks, California: Sage Publications.

Cox, T., Griffiths, A., & Rial-González, E. (2000). *Research on Work-Related Stress*. European Agency for Safety & Health at Work. Belgium, Luxembourg: Office for Official Publications of the European Communities.

Critchley, H.D., Rotshtein, P., Nagai, Y., O'Doherty, J., Mathias, C.J., & Dolan, R.J. (2004). *Activity in the human brain predicting differential heart rate responses to emotional facial expressions*. *NeuroImage*, 24, 751-762.

Chaplain, R.P. (1995). *Stress and Job Satisfaction: A Study of English Primary School Teachers*. *Educational Psychology*, 15 (4), 473-489.

Cummins R.C. (1990). *Job stress and the buffering effort of supervisory support*. *Journal of Group and Organizational Studies*, 15(1), pp.92-104.

Cooper, C., U. Rout and B. Faragher (1989). "*Mental Health, Job Satisfaction, and Job Stress Among General Practitioners*", *B Medical Journal*, 298, pp. 366-370.

Cummins R.C. (1990). "*Job stress and the buffering effort of supervisory support*". *Group and Organizational Studies*, 15(1), pp. 92-104.

De Nobile, J. (2003). *Organisational Communication, Job Satisfaction and Occupational Stress in Catholic Primary Schools*. Unpublished doctoral thesis, University of New South Wales, Sydney.

Duxbury, L., Higgins C., (2001) *Work Life Balance in the New Millennium: Where are we? Where we need to go?* CPNR Discussion paper no W/12 October

- Durham, J. (1992) *Stress in teaching*. (2nd ed.) London: Routledge.
- Durham, J. (1992) *Stress in teaching*. (2nd ed.) London: Routledge.
- De Nobile, J. (2003). *Organisational Communication, Job Satisfaction and Occupational Stress in Catholic Primary Schools*. Unpublished doctoral thesis, University of New South Wales, Sydney.
- Dinham, S. and Scott, C. (1996). *The Teacher 2000 Project: A Study of Teacher Satisfaction, Motivation and Health*. Kingswood: University of Western Sydney, Nepean – Faculty of Education.
- Dinham, S. and Scott, C. (1998). *A Three Domain Model of Teacher and School Executive Career Satisfaction*. *Journal of Educational Administration*, 36 (4), 362-378.
- Dinham, S. and Scott, C. (2000). *Moving Into the Third, Outer Domain of Teacher Satisfaction*. *Journal of Educational Administration*, 38 (4), 379-396.
- Duxbury, L.C., Higgins, & Lee, C. (1994). *Work-family conflict: a comparison by gender, family type* Dilek Yildirim & Zeynep Aycan (2007). *Nurses' work demands and work-family conflict: A questionnaire survey*. *International Journal of Nursing Studies*, 45 (2008), pp. 1366–1378
- and perceived control*. *Journal of Family Issues*, 15, pp. 449-467.
- Evans, L. (1998). *The effects of senior management teams on teacher morale and job satisfaction: A case study of Rockville county primary school*. *Educational Management and Administration*, 26, pp. 417-428.
- Fevre, M.L., Matheny, J., & Kolt, G. S. (2003). *Eustress, distress and interpretation in occupational stress*. *Journal of Managerial Psychology*, 18(7), 726-744.
- Fairbrother, K., & Warn, J. (2003). *Workplace dimensions, stress & job satisfaction*. *Journal of Managerial Psychology*, 18 (1), 8-21.
- Fevre, M.L., Matheny, J., & Kolt, G. S. (2003). *Eustress, distress and interpretation in occupational stress*. *Journal of Managerial Psychology*, 18 (7), pp. 726-744.

Furnham, A. (1997). *The Psychology of Behaviour at Work*. Hove: Psychology Press.

Fletcher, J.B., & Payne, R. (1980). *Stress and Work: A Review and a Theoretical Framework*.

Fields, D. L. (2002). Taking the measure of work: A guide to validated scales for Organizational Research and Diagnosis. International Educational and Professional Publisher Thousands Oakes London New Delhi: Sage Publications.

Personnel Review, 9(1), pp. 1-20.

Greenberger et al (1989). *Contributions of a supportive work environment to parents' wellbeing and orientation to work*. American Journal of Community Psychology, 17, pp. 755–783.

Grandey, A. A., Cordeiro, B.L., & Crouter, A.C. (2005). *A longitudinal and multi-source test of the work-family and job satisfaction relationship*. Journal of Occupational and Organisational Psychology, 78, 305-323.

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

Grandey, A. A., Cordeiro, B.L., & Crouter, A.C. (2005). *A longitudinal and multi-source test of the work-family and job satisfaction relationship*. Journal of Occupational and Organisational Psychology, 78, 305-323.

Guleryuz, K., Guney, S., Aydin, E.M., & Asan, O. (2008). *The mediating effect of job satisfaction between emotional intelligence and organizational commitment of nurses: a questionnaire*

Gruneberg, M.M. (1979). *Understanding Job Satisfaction*. London: MacMillan.

survey. International Journal of Nursing Studies, 45(11), 1625-1635.

Grandey, A. A., Cordeiro, B.L., & Crouter, A.C. (2005). *A longitudinal and multi-source test of the work-family and job satisfaction relationship*. Journal of Occupational and Organisational Psychology, 78, pp. 305-323.

Goff, S. J., Mount, M. K., & Jamison, R. L. (1990). *Employer supported child care, work/family conflict, and absenteeism: A field study*. *Personnel Psychology*, 43, pp. 793-809.

Greenberger et al (1989). *Contributions of a supportive work environment to parents' wellbeing and orientation to work*. *American Journal of Community Psychology*, 17, pp. 755–783

Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). *Burnout and work engagement among teachers*. *Journal of School Psychology*, 43, 495-513.

Hill, E.J., Yang, C., Hawkins, A.J., & Ferris, M. (2004). *A cross-cultural test of the work-family interface in 48 countries*. *Journal of Marriage and Family*, 66, 1300-1316.

Hill, E.J., Yang, C., Hawkins, A.J., & Ferris, M. (2004). *A cross-cultural test of the work-family interface in 48 countries*. *Journal of Marriage and Family*, 66, 1300-1316.

Herzberg, F. (1968). *One More Time: How Do You Motivate Employees?* *Harvard Business Review*, 46, 53-62.

Hartung P.J. (2002). *Cultural context in career theory and practice: Role Salience and values*.

The Higgins, C.A., & Duxbury, L.E., & Johnson, (2000). *Par-time work for women: Does it really help balance work and family?* *Human Resource Management*, 30(1), pp. 17-32.

Career Development Quarterly, 51, pp. 12-25.

Hepburn, A., & Brown, S. (2001). *Teacher stress and management of accountability*. *Human Relations*, 54(6), pp. 691-715.

Ismail, A, Yao, A., & Yunus, N.K. (2009). *Relationship Between Occupational Stress and Job Satisfaction: An Empirical Study in Malaysia*. *The Romanian Economic Journal*, 4(1), pp. 4.

Jones, W. (2002) *Making a difference through teaching*. *Black Collegian*, 32, 2-4. Cobb, B. (2004) *Assessing Job and Emotional Intelligence in Public School Teachers*. pp. 7.

Jones, W. (2002) *Making a difference through teaching*. *Black Collegian*, 32, 2-4.

Jarvis, M. (2002). *Teacher stress: a critical review of recent findings and suggestions for future research directions*. Teacher Support Network, 14(1). Retrieved Nov. 13, 2003, from Karasek, R.A. (1979). *Job demands, job decision latitude and mental strain*. Administrative Science Quarterly, 24, 285-308.

Kabanoff, B. (1980). *Work and nonwork: A review of models, methods, and findings*. Psychological Bulletin, 88(1), 60-77.

<http://www.google.com/search?q=cache:Yat4BaS26IoJ:www.teachersupport.org.uk/index>.

Kossek, E.E., & Ozeki, C. (1998). *Work-family conflict, policies and the job life satisfaction relationship*.

A review and directions for organizational behavior-human resource research. Kreitner, R., Kinicki, A. (2007). *Organizational behavior*. New York, US: Mcgraw-Hill/Irwin.

Journal of Applied Psychology, 83(2), 139-149.

Khalid, S. & Irshad, M. Z. (2010). *Job satisfaction among bank employee in Pakistan: a compensation study*. pp. 5.

Koslowsky, M., Kluger, A., & Reich, M. (1995). *Commuting Stress: Causes, Effects, and Methods of Coping*. Plenum, New York.

Koslowsky, M., Kluger, A., & Reich, M. (1995). *Commuting Stress: Causes, Effects, and Methods of Coping*. Plenum, New York.

Kelloway, E.K., Gottlieb, G.H., & Barham, L. (1999). *The source, nature and direction of work and family conflict: A longitudinal investigation*. Journal of Occupational Health Psychology, 4(4), pp. 337-346.

Kayastha (2012). *A study of Occupational Stress on Job Satisfaction among teachers with particular reference to corporate, higher secondary school of Nepal: Empirical Study*, Asian Journal of Management Sciences and Education, 1(2), pp. 52-61.

Landsbergis, P.A. (1988). *Occupational stress among health care workers: A test of the job-*

- demands- control model*”, Journal of Organizational Behavior, 9, pp.217-239.
- Landsbergis, P.A. (1988). *Occupational stress among health care workers: A test of the job demands- control model*. Journal of Organizational Behavior, 9, pp.217-239.
- Lasky, R.G, (1995). *Occupational stress: a disability management perspective*. Principles and Practices of Disability Management in Industry, pp.370-409.
- Lester, P.E. (1987). *Development and Factor Analysis of the Teacher Job Satisfaction Questionnaire (TJSQ)*. Educational and Psychological Measurement, 47 (1), 223-233
- Locke, E.A. (1976). *The Nature and Causes of Job Satisfaction*. In Dunnette, M.D. (Ed.) Handbook of Industrial and Organizational Psychology. (pp. 1297-1349). Chicago: Rand McNally.
- Leka, S., Griffiths, A., & Cox, T. (2004). *Work organization and stress*. Nottingham: UK. World Health Organization.
- Locke, E.A. (1976). *The nature and course of job satisfaction*. In Dunnette, M.D. Handbook of Industrial and Organizational Psychology, 1319-28. Chicago: Rand McNally & Co.
- Locke, E.A., & Latham, G.P. (1990b). *Work motivation and satisfaction: Light at the end of the tunnel*. Psychological Science, 1(4), 240-246.
- Lian Woei Jiunn. (2007), “*Job stress, job satisfaction and life satisfaction between managerial and technical IS professional*”.
- Leung, T. W., Siu, O. L., & Spector, P. E. (2000). *Faculty stressors, job satisfaction, and psychological distress among university teachers in Hong Kong: the role of locus of control*. International Journal of Stress Management, 7, 121-138.
- Leiter, M., & Durup, M. (1996). *Work, home, and in-between: a longitudinal study of spillover*. Journal of Applied Behavioral Science, 32(1), 29-47.
- Mansor, A.T., Fontaine, R., & Chong, S.C. (2003). Occupational stress among managers: a Malaysian survey. Journal of Managerial Psychology, 18(6), 622-628.
- Millward, L. (2005). *Understanding occupational and organizational psychology*. Thousand Oaks, California: Sage Publications.

- Mercer, D. (1993). *Job Satisfaction and the Headteacher: A Nominal Group Approach*. School Organisation, 13 (2), 153-164.
- McKenna, E.F. (1987). *Psychology in Business: Theory and Applications*. London: Lawrence Erlbaum Associates.
- Moriarty, V., Edmonds, S., Blatchford, P. and Martin, C. (2001). *Teaching Young Children: Perceived Satisfaction and Stress*. Educational Research, 43 (1), 33-46.
- Menon, M.E. and Christou, C. (2002). *Perceptions of Future and Current Teachers on the Organization of Elementary Schools: A Disonance Approach to the Investigation of Job Satisfaction*. Educational Research, 44 (1), 97-110.
- McCormick, J. and Solman, R. (1992a). *The Externalised Nature of Teachers' Occupational Stress and its Association with Job Satisfaction*. Work and Stress, 6 (1), 33-44.
- McCormick, J. and Solman, R. (1992b). *Teachers' Attributions of Responsibility for Occupational Stress and Satisfaction: An Organisational Perspective*. Educational Studies, 18 (2), 201-222.
- Muchinsky, P.M. (2000). *Psychology Applied to Work* (6th ed.). Belmont: Wadsworth.
- Mohanty J. (2000). *Current Trends in Higher Education*. New Dehli: Deep and Deep Publications.
- Noor, N.M. (2004). *Work-family conflict, work- and family- role salience, and women's wellbeing*. *The Journal of Social Psychology*, 144(4), 389-405.
- Newell, S. (2002). *Creating the healthy organization: Well-being, diversity & ethics at Work*. London: Thomson Learning.
- Nuosce, M.B. (2007). *The relationship between role salience, work-family conflict, and women's managerial leadership practices*. Unpublished doctoral thesis, University of Akron, Ohio, USA.
- Netemeyer, R.G., Boles, J.S., & McMurrian, R. (1996). *Development and validation of work-family conflicts and work-family conflict scale*. *Journal of Applied Psychology*, 81(4), pp. 400-410.

Nadeem et al (2011). *Teacher's Competencies and Factors Affecting the Performance of Female Teachers in Bahawalpur (Southern Punjab) Pakistan*. International Journal of Business and Social Science, 19(2), pp. 218-219.

Nestor, P. I., & Leary, P. (2000). *The relationship between tenure and non-tenure track status of Extension faculty and job satisfaction*. Journal of Extension, 38(4). Retrieved March 24, 2004, from <http://www.joe.org/joe/2000august/rb1.html>

Prieto, L. L., Soria, M. S., Martinez, I. M., & Schaufeli, W. (2008). *Extension of the job demands-resource model in the prediction of burnout and engagement among teachers over time*. Psicothema, 20(3), 354-360.

eeters, M. A. G., & Rutte, C. G. (2005). *Time management behavior as a moderator for the job demand-control interaction*. Journal of Occupational Health Psychology, 10(1), 64-75.

Patel, C. J., Govender, V., Paruk, Z., & Ramgoon, S. (2006). *Working mothers: family-work conflict, job performance and family/work variables*. SA Journal of Industrial Psychology, 32(2), 39-45.

Perrone, K.M., & Civiletto, C. L. (2004). *The impact of life role salience on life satisfaction*. Journal of Employment Counseling, 41, pp. 105-116.

R. Zirwatul Aida et al., (2009). *An Overview of Work Family Conflict and Employee Wellbeing: Role of Support and Family Friendly Policy*. Paper presented to the Southeast Asia Psychology Conference 2009.

Ram Nanik. (2011). *“volume Role conflict and role ambiguity as factors in work stress among managers: A study of manufacturing sector in Pakistan* Asian social science, volume 7, February 2.

Russo, J., & Vitaliano, P. (1995). *Life events as correlates of burden in spouse caregivers of persons with Alzheimers disease*. Experimental Ageing Research, 21, pp. 273-294.

Rosenblatt, Z. and Shirom, A. (2005). *Predicting Teacher Absenteeism by Personal Background Factors*. Journal of Educational Administration, 43 (2), 209-225.

Sheffield, D., Dobbie, D., & Carroll, D. (1994). *Stress, social support, and psychological and physical well-being in secondary school teachers*. *Work and Stress*, 8, 235-243.

Seaward, B.L. (2005). *Managing stress: Principals & strategies for health & well-being*.

Sudbury, Massachusetts: Jones & Bartlett Publishers.

Snelgrove, S.r. (1998). *Occupational stress and job satisfaction: A comparative study of health visitors, districts nurses and community psychiatric nurses*. *Journal of Nursing Management*, 6(2), 97-104.

Swanson, V., Power, K., & Simpson, R. (1998). *A comparison of stress and job satisfaction in female and male GPs and consultants*. *Stress Medicine*, 12(1), 17-26.

Stacciarini, J.M.R. (2004). *Occupational stress and constructive thinking: Health and job satisfaction*. *Journal of Advanced Nursing*, 46(5), 480-487.

Scott, C., Cox, S. and Dinham, S. (1999). *The Occupational Motivation Satisfaction and Health of English School Teachers*. *Educational Psychology*, 19, (3), 287-308.

Singh, K. and Billingsley, B.S. (1996). *Professional Support and Its Effects on Teachers' Commitment*. *The Journal of Educational Research*, 91(4), 229-239.

Singh, K. and Billingsley, B.S. (1996). *Intent to Stay in Teaching: Teachers of Students with Emotional Disorders Versus Other Special Educators*. *Remedial and Special Education*, 17 (1), 37-47.

Spector, P.E. (2000). *Industrial and Organizational Psychology: Research and Practice* (2nd ed.). New York: John Wiley & Sons.

Starnaman, S.M. and Miller, K.I. (1992). A Test of a Causal Model of Communication and Burnout in the Teaching Profession. *Communication Education*, 41 (1), 40-55.

Sarantakos, S. (1996). *Modern Families*, South Yarra: MacMillan Education Australis Pty Ltd.

Shan, M.H. (1998). *Professional commitment and satisfaction among teachers in urban middle schools*. *Journal of Educational Research*, 1 (2). pp. 67.

Starnaman, S.M. and Miller, K.I. (1992). *A Test of a Causal Model of Communication and Burnout in the Teaching Profession*. *Communication Education*, 41 (1), 40-55.

Sheena J., Cary C., Sue C., Ian D., Paul T., Clare M. (2005). "The experience of work-related stress across occupations", *Journal of Managerial Psychology*, 20(2), pp. 178-187.

Saltzstein et al. (2001). *Work Family Balance and Job Satisfaction: The Impact of Family-Friendly Policies on Attitudes of Federal Government Employees*. *Public Administration Review* 61(4), pp. 452-467.

Super, D.E., & Nevill, D.D. (1986). *The salience inventory*. Palo Alto, CA: Consulting Psychology Press.

Sempane, M., Rieger, H., & Roodt, G. (2002). *Job satisfaction in relation to organisational culture*. *South African Journal of Industrial Psychology*, 28(2), pp. 23-30.

Thomas K. R. & O'Brien, R. (1984). *Occupational status and prestige: Perceptions of business, education and law students*. *Vocational Guidance Quarterly*, 33, 70-75.

Timothy et al (2004). "Factors Affecting the Job Stress and Job Satisfaction of Australian Nurses: Implications for recruitment and retention". *Contemporary Nurse*, 17(3), pp. 293-303

Tian, J., & Wang, X. D. (2005). *Short Communication: an epidemiological survey of job stress and health in four occupational populations in Fuzhou city of China*. *Stress and Health*, 21, 107-112.

Travers, C., & Cooper, C. (1993). *Mental health, job satisfaction and occupational stress among UK teachers*. *Work and Stress*, 7, 203-219.

Thoits, P.A. (1995). *Identity-relevant events and psychological symptoms: A cautionary tale*. *Journal of Health and Social Behaviour*. 36, 72-82.

Vroom, V.H. (1964). *Work and Motivation*. New York: John Wiley & Sons.

Vecchio, R. P. (2000). *Organizational behaviour: Core concepts*. Fort Worth: The Dryden Press

Vinokur, J.X. (1991). *Job Satisfaction among Social Workers in Public and Voluntary Child Welfare Agencies*. *Child Welfare*, 155, pp. 81-91.

Vinokur-Kaplan J.X. (1991). "Job Satisfaction among Social Workers in Public and

Voluntary Child Welfare Agencies”, *Child Welfare*, 155, pp. 81-91.

Van Veldhoven, M., De Jonge, J., Broersen, J.P.J., Kompier, M., & Meijman, T. (2002).

Specific relations between psychosocial job conditions and job-related stress: A three-level analytical approach. *Work and Stress*, 16, pp. 207-228.

Van Dick, R., Phillips U., MarburgM & Wagner, U. (2001). *Stress and Strain in Teaching: A*
60 *Journal of Art and Social Sciences*, IV, I (2017)

Structural Equation Approach. *British Journal of Educational Psychology*, 71, pp- 243-259.

Wafula, A.N., (2010) *Work-Family Conflict Among Women From a Collectivistic Culture.* pp.
2.

Wetzel, C.M., Kneebone, R.L., Woloshynowych, M., Moorthy, K., & Darsy, A.D. (2006).

The effects of stress on surgical performance. *The American Journal of Surgery*, 191(1), 5-10.

World Health Organization (WHO) (2005). *Mental health and working life.* WHO European
Ministerial Conference on Mental Health: Facing The Challenges, Building Solutions.
Retrieved June 19, 2007, from www.euro.who.int/document/mnh/ebrief06.pdf.

Wilkes, L., Beale, B., Hall, e., Rees, E., watts, B., Denne, C. (1998). “*Community nurses’
descriptions of stress when caring in the home*”, *International Journal of Palliative Nursing*,
4(1).

Williams, M., & Gersh, I. (2004). *Teaching in mainstream and special schools: are the stresses
similar or different?* *British Journal of Special Education*, 31(3), pp. 157-162.

Warren, J. A., & Johnson, P. J. (1995). *The impact of workplace support on work-family role
strain.* *Family Relations*, 44, pp. 163-169.

Xinyuan Zhao (2009), "A Study on the Impacts of Work-Family Conflict on Job and Life
Satisfaction among Hotel Sales Managers in China". International CHRIE Conference-
Refereed Track.Paper 2. <http://scholarworks.umass.edu/refereed/Sessions/Saturday/2>

Yildirim, D., & Aycan, Z. (2008). *Nurses' work demands and and work-family conflict: A*

questionnaire survey. International Journal of Nursing Studies, 45, pp. 1366-1378.

Zhong J. et al. (2009). *Job Stress, Burnout, Depression Symptoms, and Physical Health*

Among Chinese University Teachers. Psychological Reports, 3(1-7). pp. 1-2.