

YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF MANAGEMENT STUDIES
MBA PROGRAMME

THE EFFECT OF WORK-FAMILY CONFLICT ON
BURNOUT & TURNOVER INTENTION OF FEMALE
TEACHERS AT YUFL

SINT SINT

MBA II – 70

MBA 23rd BATCH

DECEMBER, 2019

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ACADEMIC YEAR (2017 – 2019)

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A thesis submitted to the Board of Examiners in partial fulfilment of the requirements for
the degree of Master of Business Administration (MBA)

Supervised by

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2017 – 2019

DECEMBER, 2019

ACCEPTANCE

This is to certify that the thesis entitled “**The Effect of Work-family Conflict on Burnout and Turnover Intention of Female Teachers at YUFL**” has been accepted by the Examination Board for awarding Master of Business Administration (MBA) degree.

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ABSTRACT

This study aims to examine the effect of work-family conflict and family-work conflict on burnout and turnover intention of female teachers at YUFL. This study employed a quantitative research design using self-administered questionnaires. The result of the study showed that teachers experience more work-family conflict than family-work conflict. Both work-family and family-work conflicts affect the burnout which includes emotional exhaustion, depersonalization and reduced personal accomplishment. Teachers experience emotional exhaustion when they are mostly unavailable to fulfil family responsibilities or spend time with their family because of their work or strain caused by work. Teachers experience depersonalization which refers to a negative, unsympathetic, or extremely detached reaction towards people, as well as other characteristics of the job, when they fail to put the extra effort in their job because of their family-related responsibilities. With relation to reduced personal accomplishment, it is difficult for teachers to attain a sense of achievement at work when they have large amount of family-related responsibilities to fulfil at home. Accordingly, the results showed that depersonalization and reduced personal accomplishment lead to turnover intention of female teachers at YUFL.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my gratitude to Dr. Tin Win, Rector of the Yangon University of Economics, for acknowledging me to implement this study as a partial fulfilment of Master's Degree of Business Administration.

I am deeply grateful to Professor Dr. Nu Nu Lwin, Head of Department, Department of Management Studies of the Yangon University of Economics, who gave the permission to complete this research topic as a partial fulfillment of Master of Business Administration.

I submit my heartiest gratitude to my supervisor, Professor Dr. Nu Nu Lwin, Head of Department, Department of Management Studies, for her expert advice, kind guidance, valuable time, mentoring, supervising and encouragement in supporting to complete this study successfully.

I also want to thank all of the professors, associate professors and lecturers of the Department of Management Studies and visiting lecturers for importing valuable knowledge in these two years.

I would like to show my appreciation to all respondents for giving their valuable time in answering the research survey question. Finally, I would like to thank all of my friends for their help and giving valuable information.

Sint Sint

MBA II-70

23rd Batch

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LIST OF ABBREVIATION

FWC	Family-work Conflict
WFC	Work-family Conflict
YUFL	Yangon University of Foreign Languages

CHAPTER 1

INTRODUCTION

Teaching profession is “far beyond the call of duty,” working unpaid hours while taking on the most difficult tasks. Teachers have to invest a great deal of emotional resources. In addition to this, long hours, large class sizes, and increasing pressure for accountability in the face of inadequate resources creates an environment that is particularly toxic to those teachers who feel called to do “whatever it takes” to help their students learn. Most teachers regularly go above and beyond for their students yet are wildly undercompensated for their efforts. Teaching is such a demanding profession.

Working women are challenged to manage both work and family roles. Although both roles can provide self-esteem, self-fulfilment, and happiness, they can also interfere with each other making it more difficult to fulfil work and family demands. That interference between work and family domains is termed as work-family conflict.

Work-family conflict occurs when an individual experiences conflicting demands between work and family roles, causing participation in both roles to become more difficult. It is important for organizations and individuals to understand the implications linked to work-family conflict. Work-family conflict has been associated with increased occupational burnout, job stress, decreased health, and issues pertaining to organizational commitment and job performance.

Professional burnout is not simply the result of being overworked and underpaid. It can be the result of prolonged stress, and emotional fatigue, feeling isolated and not respected. The condition affects job performance and it is contagious; it may even result in physical illness. Burnout often affects people in helping professions: lawyers, doctors, social workers, managers and teachers, among others. For teachers, working with students means constantly respond to their needs while simultaneously meeting the various demands of the organization. When teachers feel that there is a mismatch all these demands and the available resources they have for coping with them, stress is induced. The usual culprits mentioned are: lack of time, ideas, materials, expertise and support. Possible causes of teacher burnout include an extreme number of responsibilities above

and beyond instruction, a lack of administrative support, increasingly difficult student behaviour with increases in frequency and severity and so on.

Turnover among skilful workers can bring disastrous consequences to the organization. Turnover also has personal costs to employee in the form of loss of benefits, friendship and perhaps a disruption of a family. Therefore, analysing turnover intention and understanding how to curb it to avoid additional turnover would be essential.

The Yangon University of Foreign Languages (YUFL) is the leading university for the study of foreign languages in Myanmar. The university offers full-time four-year bachelor's degree programs, and part-time diploma programs in the study of several Asians and European languages. This study is made to examine the effect of work-family conflict on burnout and turnover intention of female teachers working at Yangon University of Foreign Languages.

1.1 Rationale of the Study

Working women have to manage scarce time and energy while meeting multiple commitments, both personally and professionally. Typically, they maintain a majority of household and family responsibilities. Moreover, duties of teachers here at Myanmar include administrative work, doing research papers, supervising students' term papers in addition to teaching which leads to long working hours and increasing pressure for accountability. The interference within these work and family domains leads to work-family conflict. Work-family conflict affects the individuals suffering from it, their families, and their employers.

High work-life conflict and low work life balance are linked to reduced job satisfaction, lower organisational commitment, lower productivity and performance, lower career satisfaction and success, and higher absenteeism and intention to quit, as well as employee burnout, job stress, poorer physiological and psychological health, substance abuse, and diminished family functioning.

Researchers have found that work-family conflict directly predicts burnout. Burnout is not an individual problem; it is contagious: a burned-out teacher in the staff room will affect others. Moaning and groaning, not getting involved in activities going on around them influence others and eventually define the climate of the staff room. Burnout

is associated with reduced job performance, coronary heart disease, and mental health problems. Chronic burnout is also associated with cognitive impairments such as memory and attention. Occupational burnout is also associated with absences, time missed from work, and thoughts of quitting.

One of the primary consequences associated with burnout is intention to turnover. High costs are one of the negatives of high turnover. Every time, an employee leaves and is replaced. Replacing a skilful employee can be costlier for organization. High turnover of skilful & competent teachers is harmful for both the students and the organization. As a result, reputation of the organization will be hurt because of the poor quality of the students which are the ultimate outputs of the organization.

Few studies are carried out about work-family conflict and burnout of working women whose profession is teaching meanwhile the studies of the relationship between work-family conflict and job satisfaction/organizational commitment are of abundance. In addition to this, burnout of nurses/doctors are mainly studied and, therefore, exploring the antecedent of burnout which is work-family conflict and the effect which is intention to leave of working women whose field is teaching is relevant with important implications for universities.

1.2 Objectives of the Study

The main objectives of the study include:

1. To examine the effect of work-family conflict & family-work conflict on burnout of female teachers at YUFL
2. To examine the effect of burnout on turnover intention of female teachers at YUFL

1.3 Scope and Method of the Study

This study focuses on work-family conflict, burnout and turnover intention of female teachers working at Yangon University of Foreign Languages. In this study, analytical research method is used. To achieve objectives, both primary and secondary data are used in this study. Survey method is used to collect primary data by using self-administered questionnaires. Secondary data are collected from journals, thesis papers,

online sources, websites and administrative department of YUFL. Simple random sampling method is used to collect data from 138 female teachers out of 193 teachers who are currently working at Yangon University of Foreign Languages. The reason for only collecting data from female teachers is because working women are more challenged to handle both work & family responsibilities compared to men who are not mandatorily needed to do so due to Myanmar Culture.

1.4 Organization of the Study

This paper is made up of five chapters. Chapter one is introduction chapter of this study. It consists of rationale of the study, objectives of the study, scope and method of the study and organization of the study. Chapter two includes theoretical background of the study. Chapter three focuses on work-family conflict and family conflict of female teachers at YUFL. Chapter four presents the analysis on the effect of work-family conflict & family-work conflict on burnout and the analysis on the effect of burnout on turnover intention of female teachers working at YUFL. Chapter five is the conclusion chapter that includes findings and discussion, suggestions and recommendations and needs for further study.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter includes the theories and concepts that form the theoretical framework of the study. Home life and work life are two elements that affect each other correlatively. When an individual experiences incompatible demands between work and family roles, work-family conflict occurs. The most common troubles due to the inconsistencies in the family and working life are being fatigue, underperformance, feeling less qualified and not well at work, dissatisfaction of job and walk-out. It was aimed in this study to determine the work-family conflict and family-work conflict- that teachers went through.

2.1 Work-family Conflict

Work-family conflict and its underlying theoretical framework have been the dominant perspective used to study and understand the psychological consequences of actively participating in both work and family roles (Demerouti et al., 2013). The work and family relationship has received considerable attention, which has been largely initiated by the increased participation of women in the workforce (Powell & Greenhaus, 2010).

Researchers have measured work-family conflict in many ways. Traditionally, researchers have measured work-family conflict unidirectionally. That is, they studied the conflict that occurred when work interfered with family (Greenhaus & Beutell, 1985). More recently researchers have begun to recognize the duality of work-family conflict by considering both directions: work interference with family and family interference with work (Duxbury, Higgins, & Mills, 1992; Frone et al., 1992; Gutek, Searle, & Klepa, 1991). To fully understand the work-family interface, both directions of work-family conflict (WIF and FIW) must be considered (Frone et al., 1992; Greenhaus & Beutell, 1985).

The work-family conflict facet was defined as a form of interrole conflict occurring as a result of general demands and strain created by the job interfering with one's ability to perform family related responsibilities (Netemeyer et al., 1996). In

contrast, Netemeyer et al. (1996) defined the family-work conflict facet as role conflict resulting from general demands and strain created by the family interfering with an employee's ability to perform responsibilities related to work. These two facets when combined form one overarching work-family conflict construct.

Family interference with work arises when responsibilities of participation in the family role impede an individual's performance at work; for example, when a sick child prevents a parent's work attendance. Work interference with family occurs when activities at work hinder the performance of family duties and responsibilities; for example, when an individual is working long hours and not spending enough time with the family. Family interference with work and work interference with family are separate, although interconnected, components of work-family conflict (Gutek, Searle, & Kelpa, 1991; O'Driscoll, Ilgen, & Hildreth, 1992).

Examination of the literature brings to light three forms of work and family conflict: time-based conflict, strain-based conflict and behaviour-based conflict. Time-based conflict refers to the numerous roles that compete for an individual's time. Strain-based conflict refers to strain produced by a particular role, and behaviour-based conflict refers to specific patterns of role behaviour incompatibility (Greenhaus & Beutell, 1985).

The conceptual definition of work-family conflict and family-work conflict used in the context of this study is based on the definition by Netemeyer et al. (1996). Therefore, the definition of work-family conflict used to guide the definition construction in this study is "a form of inter-role conflict in which the general demands of time devoted to, strain created by, and behaviour required for the job interfere with performing family-related responsibilities" (Netemeyer et al., 1996, p. 401; Greenhaus & Beutell, 1985, p.77). Family-work conflict is defined in this study as "a form of inter-role conflict in which the general demands of, time devoted to, strain created by, and behaviour required by the family interfere with performing work-related responsibilities" (Netemeyer et al., 1996, p. 401; Greenhaus & Beutell, 1985, p. 77).

Three main forms of work-family conflict are presented in the work-family literature: time-based, strain-based and behaviour-based conflict. Time-based and strain-based conflict have been widely measured and researched in the work and family literature (Carlson, Kacmar, & Williams, 2000).

a. Time-based Conflict

Numerous roles may compete for an individual's time. Time-based conflict takes two different forms. The first form occurs when time pressures associated with commitment to a particular role make it difficult, if not impossible, to fulfil expectations from another role. The second form occurs when demands create a preoccupation with a specific role even when an individual is physically trying to satisfy the demands of another role (Bartolome & Evans, 1979). Demands may be left unfulfilled if an individual is either mentally preoccupied with another role or physically absent from that particular role. For example, a mother may be present at work but continuously preoccupied and worried about a sick child at home. Time-based conflict therefore involves the transfer of limited personal resources such as time, attention and energy from one role to another. The implication of this is that the transfer of time or attention from one role ultimately results in the demands of that role being unfulfilled (Edwards & Rothbard, 2000).

Sources of time-based conflict may be work-related or family related. Work-related sources of conflict include demands of working hours, work schedules, overtime and inflexible working arrangements. Previous research and meta-analytic reviews show that those individuals who have greater autonomy over their work schedules and working hours experience less work-family conflict (Byron, 2005; Kossek et al., 2006; Moen, Kelley, & Huang, 2008).

Family-related role characteristics that require an individual to expend large amounts of time in family activities ultimately create work-family conflict. Bellavia and Frone (2005) found that individuals who were married reported higher levels of work-family conflict than unmarried individuals. Similarly, parents were found to experience higher levels of work-family conflict than non-parents did (Winslow, 2005). The responsibilities of raising children are significantly salient in the lives of most mothers and fathers in paid employment.

The presence or absence of a marriage, work pressures on an individual's partner or spouse and dependent elderly parents and children have progressively become salient issues in the lives of working individuals (Elliot, 2003). Many working adults are left with elder-care responsibilities which coincide with the most intensive years of the adults' own child-rearing life stages.

b. Strain-based Conflict

Strain-based conflict occurs when symptoms of exhaustion and anxiety created by the demands of one role interfere with another role, thus preventing the demands of that role from being satisfied (Netemeyer et al., 1996; Parasuraman & Greenhaus, 1997). Work stressors can create strain symptoms of tiredness, melancholy, anxiety, and irritability (Greenhaus & Beutell, 1985). Such strain symptoms have been found to relate to physical and mental ill health (Martinussen, Richardsen, & Burke, 2007).

Multiple-role participation has been related to various health outcomes, especially for women. Professional working women not only engage in paid work but are also responsible for most of the household responsibilities (PittCatsouphe et al., 2006). The time that employed mothers spend on domestic activities such as childcare is greater than the time their husbands spend on these activities, regardless of the number of hours working mothers still spend at work (Dilworth, 2004). Research on multiple-role participation suggests role overload is harmful to women's well-being (Staland-Nyman, Alexanderson, & Hensing, 2008). A woman's ability to display compassion and enthusiasm makes work satisfying but emotionally exhausting, especially when she is expected to demonstrate those qualities at home (Anderson, 2000).

c. Behaviour-based Conflict

Behaviour-based conflict refers to a specific pattern of role behaviour that is incompatible with the expectations that are required from another role (Schabracq, Winnubst, & Cooper, 2003). For example, behaviours required from a family role, such as being sensitive and emotional, are regarded as inappropriate behaviours when applied to the work role (Parasuraman & Greenhaus, 1997). Behaviour-based work-family conflict is different from time-based and strain-based conflict in that it displays an incongruity between the behaviours expected within each role (Edwards & Rothbard, 2000). Individuals may blame their organisations for having exhausted the time and energy they require for partaking in family activities, and therefore be less fulfilled in their jobs (Lapierre et al., 2008).

Men usually behave very differently when they are at work compared with when they are spending time at home with their children (Greenhaus & Beutell, 1985). At home, men are expected to be warm, nurturing and emotional, while at work they are expected to be more aggressive and assertive. If an individual is unable to modify the behaviour required for a particular role, the likelihood of conflict being experienced between different roles is high (Greenhaus & Beutell, 1985). Behaviour-based conflict may possibly be more prevalent among women than men because of the various transitions women are required to make between various roles (Bartolome, 1972). For example, women are required to transition from the employee-role at work to the subservient wife-role and the caring mother-role at home (PittCatsouphes et al., 2006).

2.2 Burnout

Burnout is an important construct to examine because of the increasing number of individuals who experience and suffer from it. Burnout as an occupational disorder is a significant dilemma in the modern workplace (Ten Brummelhuis et al., 2008). Increasing demands arising from an individual's job lead to greater workloads, conflicting roles and limited resources, elevating the individual's risk of burnout (Demerouti et al., 2001). According to recent research conducted by Ten Brummerlhuis et al. (2008), burnout may be traced back and related to the family domain, as the majority of individuals affected have also experienced an increase in family-related duties.

According to Winstanley and Whittington (2002), burnout is a dynamic process, associated with stress and deriving from a combination of low coping mechanisms and a high workload. Demerouti, Bakker, Nachreiner, and Schaufeli (2001) postulate that burnout is caused by the heavy workload that has resulted from modern lifestyles and demands from work-related pressures.

The most influential definition of burnout has been offered by Maslach (1982, p. 20), who characterises burnout as “a psychological syndrome of emotional exhaustion, depersonalisation, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity”, bearing in mind that burnout is defined as a state of mind that is related to work characteristics. Therefore, burnout is defined in this study as a three-dimensional condition of emotional exhaustion, cynicism and low professional efficacy, with the possibility of these resulting in a combination of

continued stress at work and ineffectual ways of coping (Ahola, Honkonen, Virtanen, Aromaa, & Lönnqvist, 2008).

Emotional exhaustion is regarded as the most apparent expression of the intricate syndrome of burnout. When individuals consider themselves experiencing burnout, they very often report the presence of exhaustion. According to Maslach et al. (2001) of the three dimensions of burnout, exhaustion is probably the most extensively researched and thoroughly analysed. Emotional exhaustion constitutes the stress dimension related to burnout and typically leaves the individual feeling drained of energy (Maslach et al., 2001).

The second dimension is depersonalisation, or cynicism. Cynicism is defined as an effort to place distance between oneself and one's clients (service recipients) by intentionally disregarding the aspects that make them exclusive and engaging individuals (Maslach et al., 2001). Outside the human services, individuals utilise cognitive distancing by developing an unresponsive or cynical attitude when they are exhausted and disheartened. Cynicism refers to a negative, unsympathetic, or extremely detached reaction towards people, as well as other characteristics of the job (Maslach, 2003). Depersonalisation affects the interpersonal situation, and refers to a negative approach towards other people and a tendency to treat them as objects (Maslach et al., 2001).

Professional inefficacy (reduced personal accomplishment) is the third dimension of burnout and refers to the tendency to evaluate oneself negatively, especially with regard to one's work with clients (González-Romá, Schaufeli, Bakker, & Lloret, 2006). A work situation with constant, unrealistic demands that contribute to exhaustion or cynicism has the potential to wear down the individual's sense of efficiency. Furthermore, exhaustion or depersonalisation interferes with effectiveness: that is, an individual finds it difficult to attain a sense of achievement when feeling exhausted. Reduced personal accomplishment represents the component of self-evaluation and denotes low levels of sufficiency in relation to individual job performance (Thoresen, Kaplan, Barsky, Warren, & De Clermont, 2003).

Owing to the nature of the various "nurturing" roles working women assume in their personal and professional lives, it may be surmised that women are more vulnerable to experiencing higher levels of burnout than men.

2.3 Turnover Intention

Staff intention to leave an organisation is considered to be a topic of major interest in the literature relating to organisational culture and behaviour. For many years, turnover intention has been a critical phenomenon in managerial and administrative settings, and the issue is certainly a problem for many organisations in the modern era (Maier et al., 2013).

The present study focuses on the turnover intention itself, rather than on the actual turnover, because an employee's intent to leave is considered to be one of the most significant indicators, and the strongest predictor, of actual turnover.

There are different meanings of turnover intention that exists in the literature. A general definition of turnover intention is to think of leaving from the organization in the future (Vandenberg & Nelson, 1999). It was also explained as a process including psychological, logical, and behavioral components (Takase, 2010; Hayes et al, 2012).

Perez (2008) defined turnover intention as the conscious wilfulness of seeking fresh job opportunities at other organisations. Meanwhile, Liu and Onwuegbuzie (2012) have presented alternative terms for turnover intention such as intent to leave, intention to leave, and propensity to leave. Furthermore, many researchers simply define turnover intention as the desire or willingness to leave a position within an organisation or across organisations.

Long et al., (2012) stated that turnover intention is the potentiality of an individual to leave the job, which is classified into the distinction of voluntary and involuntary, as well as the functional or dysfunctional. Each type of employee turnover affects the organisation where it occurs to a varying degree. Furthermore, turnover intention is defined by Hussain and Asif (2012) as the prevailing mental behavioural decisions between an employee's choices that are either to stay or withdraw, and are consequently connected instantly with actual turnover. Not surprisingly, Karatepe and Shahriari (2014) have pointed out that employees with high levels of turnover intentions have low morale, deliver poor services, and erode service recovery efforts.

Turnover intention reflects a worker's deliberate and intentional tendency to leave their job and the company (Maier et al., 2013). Moreover, Arshadi and Damiri (2013) defined it as the conscious decision to look for other alternative job opportunities in other

organisations, and say that this results from various factors, determinants, and causes that lead employees to intend to leave.

Thirapatsakun et al. (2014) divided employee turnover intention into three particular cognitive components: thinking of leaving the job, the intention to search for another job, and then, the intention to leave. Thirapatsakun et al. (2014) argued that there is a connection between actual employee turnover and turnover intention. Thus, this intention to leave creates direct effects on turnover decisions. An employee's decision to leave has several unwanted consequences, both for the organisation and for the employee, which functions along many dimensions.

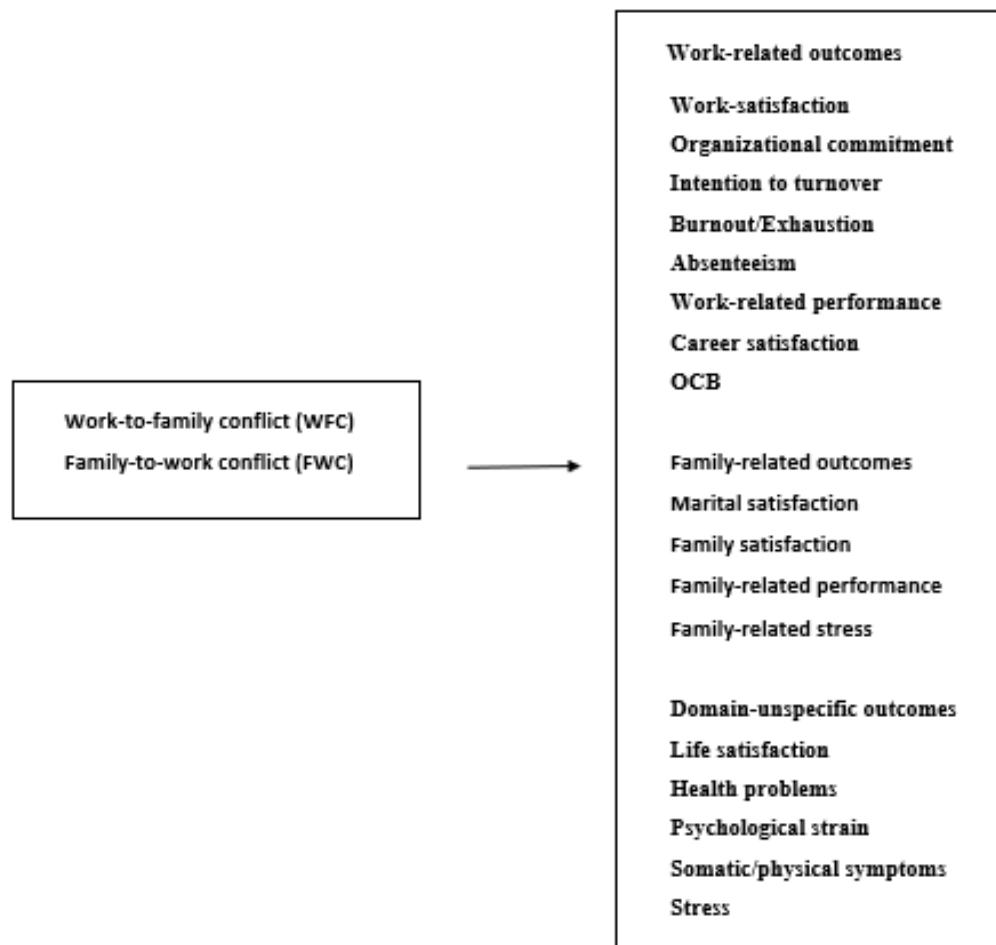
According to Liljegren and Ekberg (2009), there are particular physical symptoms of a high level of turnover intention and low rate of actual turnover. For example, individuals can suffer from headaches, slight depression, and fatigue, which can be more prevalent than in comparison to other employees. Statistically speaking, some studies (Liljegren and Ekberg, 2009; Emami et al., 2012) found that there are significant positive predictive associations between turnover intentions and actual turnover on any psychological well-being issues or burnout.

2.4 Previous Studies

A great proportion of research has recognised both job demands and work interference with family conflict as antecedents of burnout. It can, however, be argued that some stressors of a job cause work interference with family conflict and this may lead to the impairment of an individual's psychological health. According to the effort-recovery model, job demands that require more effort are associated with the accumulation of unfavourable load effects that are spilled over to the family domain (Geurts et al. 2005). In other words, excessive job demands make it more difficult for individuals to recuperate sufficiently at home because of the amount of effort that has been expended in their job. This suggests that there is a high probability that excessive job demands may affect psychological health. According to Peeters et al. (2005), job demands are a good predictor of work interference with family and, subsequently, of burnout, while family demands, on the other hand, are a good predictor of family interference with work and, subsequently, of burnout.

Both directions of work–family conflict have been found to be associated with work-related outcomes, such as job satisfaction (Perrewe´, Hochwarter, & Kiewitz, 1999), organizational commitment (Aryee, Srinivas, & Tan, 2005), burnout (Peeters, Montgomery, Bakker, & Schaufeli, 2005), and organizational citizenship behavior (OCB; Netemeyer, Maxham, & Pullig, 2005), as well as family-related outcomes, such as marital satisfaction (e.g., Voydanoff, 2005b), and family satisfaction (Cardenas, Major, & Bernas, 2004).

Figure (2.1) Consequences Associated with Work–family Conflict & Family-work Conflict



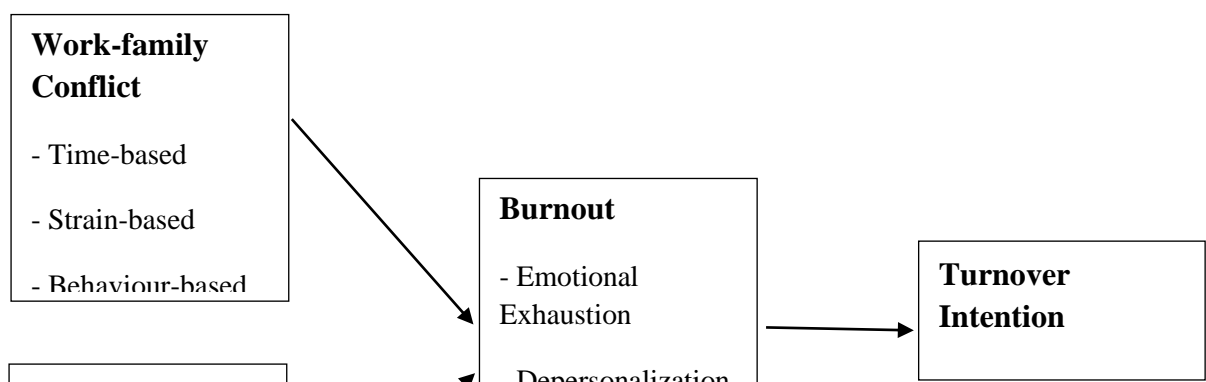
The findings of meta-analysis (Amstad et al., 2011) which included data from 98 studies published between 1999 and 2006 are summarized in Figure (2.1). The results indicate that work-family conflict and family-work conflict were related to work-related outcomes, family-related outcomes and domain-unspecific outcomes such as depression and anxiety.

Contrary to common belief, burnout is not only a problem for individuals. Therefore, it is a problem for both the individuals and the organizations. It is widely known that professions that require direct interaction with people are subjected to burnout and severe consequences of it (Vahey, Aiken, Sloane, Clarke & Vargas, 2004; Leiter, Laschinger & Leiter, 2006; Harvie & Frizzell, 1998). From the individual perspective, burnout correlates with “family and spouse problems, headache, problems with concentration, drug abuse, gastrointestinal disorders, alcohol addiction, lack of libido, and sleepiness problems” (Beemsterboer & Baum, 1984; Maslach & Jackson, 1981; Dignam et al., 1986; Freudenberger, 1974; Duxbury et al., 1984; Maslach, 1981). In the organizational level, low job satisfaction, disengagement, absenteeism, leaving the job are typical consequences of burnout (Schaufeli & Enzmann, 1998). It has been clearly shown for most occupations that turnover intention is related to high level of burnout (Shimizu, Feng & Nagata, 2005; Huang, Chuang & Lin, 2003). To date, many outcomes of burnout, such as turnover intention, were indicated by several researchers (Collins et al., 2000; Hasselhorn et al., 2005). Jamal (1999) found that each of three dimensions of burnout (as well as overall burnout) were significantly related to intention to turnover.

2.5 Conceptual Framework

Work-family conflict which is comprised of two components; work-family conflict (work interference with family) and family-work conflict (family interference with work) have been incorporated to analyse potential relationships of conflict with undesirable work outcomes such as burnout & turnover intention. The purpose of the present study was to examine the effect of work-family conflict & family-work conflict on burnout and turnover intention of female teachers.

Figure (2.2) Conceptual Framework of the Study



Source: Own Compilation (2019)

Figure (2.2) illustrates the conceptual framework of this study. It attempts to give explanation of the variables as considered in the framework. Work-family conflict construct includes work-family conflict & family-work conflict in which each is comprised of three factors: time-based, strain-based & behaviour-based. This study only focuses on to what extent these independent variables affect three components of burnout: emotional exhaustion, depersonalization & reduced personal accomplishment and whether three components of burnout have any associations with the final outcome which is turnover intention of female teachers working at YUFL.

CHAPTER 3

PROFILE AND WORK-FAMILY CONFLICT & FAMILY-WORK CONFLICT OF FEMALE TEACHERS AT YUFL

This chapter emphasizes on work-family conflict and family-work conflict of female teachers who are currently working at YUFL. It includes the research design, target population, data collection techniques & procedures, demographic profile of the respondents, and analysis of work-family and family-work conflict of 138 female teachers at YUFL.

3.1 Profile of Yangon University of Foreign Languages (YUFL)

The Yangon University of Foreign Languages, located in Yangon, is the leading public university for the study of foreign languages in Myanmar. The university offers full-time four-year bachelor's degree programs, and part-time diploma programs in the study of several Asian and European languages. The university is popular with students interested in careers in the tourism industry or finding work overseas.

YUFL was founded as the Institute of Foreign Languages (IFL) in January 1964, offering courses in French, German, Japanese and Russian language studies. IFL added Chinese speaking courses in 1965, English courses in 1969, and Burmese for foreigners in 1974. It was renamed to its current name in 1996.

YUFL offers full-time four-year bachelor's degree programs in Chinese, English, French, German, Japanese, Korean, Russian, and Thai. Part-time diploma programs are also open to university graduates who passed an entrance exam in English. English is the most popular language, followed by Chinese, Japanese, French, and Korean. Full-time students are most interested in English, while part-time students are mostly interested in Japanese, followed by French and Chinese. Diplomas in English can be earned after one year, while all other languages require four years of study. The university begins to launch a new four-years degree course in Thai language for students who earned a high marks and English proficiency. However, its intention is to co-balance the relationship between the two countries, as well as to adjust the needs of Myanmar students who study at Thailand universities and some economic viewpoints as Thailand introduced Burmese language at their Automated teller machines recently. The university also offers Burmese language courses for international students.

YUFL has fourteen departments; Myanmar, English, History, Philosophy, Oriental Studies, Japanese, International Relations(IR), German, Russia, Chinese, French,

Thai, Korea and Linguistics, with total female teachers' population of one hundred and ninety-three.

3.2 Research Design

Research design provides insights about “how” to conduct research using a particular methodology. Every researcher has a list of research objectives which need to be assessed – this can be done with research design. The research objective of this study is to examine the effect of work-family conflict & family-work conflict on three components of burnout of female teachers at YUFL. In this research, the unit of analysis is the female teachers who are currently working at YUFL. This research is carried out in quantitative research method by using the self-administered questionnaire survey. The questionnaire survey is a very well-known and widely-used research technique for quickly and efficiently gathering and analysing data from a population under study. Moreover, the data collected can be analysed and compared easily because the questions stated in each questionnaire are standardized.

This study focuses on work-family conflict, family-work conflict, burnout and turnover intention of female teachers at YUFL. Both work-family and family-work conflict have three forms which are time-based conflict, strain-based conflict and behaviour-based conflict. Burnout has three components which are emotional exhaustion, depersonalization and reduced personal accomplishment.

To achieve the objectives of this study, both primary and secondary data are used. Survey method is used to collect primary data by using questionnaire. Secondary data is obtained from the reports of YUFL and online sources. Simple random sampling method is used to collect data from 138 female teachers who are currently working at YUFL.

This study has used questionnaire as the research instrument. The questionnaire consists of five portions: demographic section, work-family conflict section, family-work conflict section, burnout inventory section and turnover intention section. Demographic section includes age, family-related information, level of education, working experience (in years), number of classes responsible for, average number of students in each class, and position or status at YUFL.

In each section of work-family conflict & family-work conflict, total 12 questions are included; 4 questions for time-based conflict, 4 questions for strain-based conflict, and 4 questions for behaviour-based conflict. All 24 questions are Likert-type in 5-point scale which ranges from “never, rarely, occasionally, often, always.” Most of the questions included in the work-family and family-work conflict sections are from “Investigation of work-family, family-work conflict of the teachers” by Gurcu Erdamar and Husne Demirel (2014). Burnout inventory section has total 15 questions; 5 questions for emotional exhaustion, 5 questions for depersonalization, and 5 questions for reduced personal accomplishment. All questions in burnout section are Likert-type in 7-point scale; never, a few times a year, monthly, a few times a month, every week, a few times a week, every day. Most of the questions in burnout section are from “Maslach Burnout Inventory for Educators.” Turnover intention, the final section of questionnaire, consists of total 5 questions. Likert-type five-point scale of “strongly disagree, disagree, neutral, agree, strongly agree” is used to assess the turnover intention of female teachers at YUFL.

To collect data for survey, initial contact with Dr. Kyi Shwin, Rector of YUFL, was done for getting approval of conducting survey at YUFL and the purpose of the research was explained. Questionnaires were collected from 5th April to 12th April. When questionnaires were distributed to all 14 departments, each Head of Department was explained that the data were collected only for academic purpose and would be remained absolutely confidential.

For data analysis, both descriptive and analytical methods are used. Descriptive method is applied to questions included in demographic section. With analytical approach, Statistical Package for the Social Sciences (SPSS) (version 25) was used to analyse the effect of work-family and family-work conflict on three components of burnout and the relationship between three components of burnout and turnover intention of female teachers at YUFL.

3.3 Reliability Test

Since this study was extensively used scales, it should be checked for reliability. The reliability of a measuring instrument is defined as its ability to consistently measure

the phenomenon it is supposed to measure. Reliability refers to the extent to which data collection techniques and analysis procedures will yield similar findings to those of prior researchers. Scores that are highly reliable are accurate, reproducible, and consistent from one testing occasion to another. Internal consistency reliability is most commonly used psychometric measure assessing survey instruments and skills. Cronbach's Alpha is the basic formula for determining reliability based on internal consistency. In this study, constructs were tested for internal consistency reliability using Cronbach's Alpha test as depicted in Table (3.1).

Table (3.1) Results of Cronbach's Alpha Value

Scale	Number of Items	Cronbach's Alpha
<u>Work-family Conflict</u>		
Time-based conflict	4	0.852
Strain-based conflict	4	0.880
Behaviour-based conflict	4	0.881
<u>Family-work Conflict</u>		
Time-based conflict	4	0.892
Strain-based conflict	4	0.896
Behaviour-based conflict	4	0.805
<u>Burnout</u>		
Emotional Exhaustion	5	0.868
Depersonalization	5	0.882
Reduced Personal Accomplishment	5	0.898
Turnover Intention	5	0.958

Source: Survey Data (2019)

The minimum acceptable value of Cronbach's Alpha is 0.70. Below this value, the internal consistency of the items is low. The internal consistency of the items is high when Cronbach's Alpha values are high. As shown in Table (3.1), all items have high Cronbach's Alpha values which are greater than 0.80, revealing the internal consistency of the items are undoubtedly great.

3.4 Profile of Respondents

The target population of this study is the female teachers who are currently working at YUFL. There are a total of 193 female teachers and questionnaires were distributed to 160 of total 193. The questionnaires of total 138 were returned back complete. The response rate is 86%. Simple random sampling method was used. The results of demographic factors are shown in Table (3.2).

Table (3.2) Demographic Factors of Respondents

Sr. No.	Demographic Factors	No. of Respondents	in Percentage (%)
	Total Respondents	138	100
1.	Age		
	Under 30	35	25
	31-40	25	18
	41-50	38	28
	51-60	40	29
2.	Level of Education		
	Bachelor's Degree	12	9
	Master's Degree	107	78
	Doctoral Degree	19	13
3.	Years of Experience		
	Under 1 year	4	3
	1-3 years	28	20
	4-6 years	23	17
	7 years and above	83	60
4.	Position		
	Tutor	20	15
	Assistant Lecturer	27	20
	Lecturer	73	53
	Associate Professor	9	6
	Professor	2	1
	Professor (Head)	7	5
Sr. No.	Demographic Factors	No. of Respondents	in Percentage (%)

5.	No. of Classes		
	1-3	61	44
	4-6	67	49
	7-9	10	7
6.	Average No. of Students		
	≤ 40	10	7
	40-60	84	61
	61-80	20	15
	Over 80	24	17
7.	Marital Status		
	Single	100	72
	Married	7	5
	Married with Children	31	23
8.	Elder Care		
	Responsible	62	45
	Not Responsible	76	55

Source: Survey Data (2019)

As shown in Table (3.2), most of the respondents are aged between 41 to 60. It means that the teachers are experienced and their intention to stay at the organization is high. There are also 35 respondents who are aged under 30.

Level of education figures indicates that majority of the respondents have got the Masters' Degree. The minority has the Bachelor's Degree. The respondents participated in this study were university teachers. To become a university teacher at Myanmar, it is preferred to have a Master's Degree. Therefore, most of the respondents have achieved their Master's Degrees. Those with Bachelor's Degree are, on the one hand, working and, on the other hand, trying to get their Master's. There are also 19 respondents with Doctoral Degrees.

Most of the respondents are experienced teachers with 7 years and above years of experience. This is directly proportionate to the age of teachers as majority respondents are aged between 41 to 60. It seems that the respondents are devoted to their teaching

career and the likelihood of them giving up on their career or quitting their job is quite low.

The majority of respondents are lecturers, assistant lecturers, and tutors. The minority of them are associate professors, professors, and professors (head). The former positions mentioned are lower in rank than the latter positions at a university. This is the same as in any organization; high-ranking positions are for only a few people meanwhile most of the people are in middle rank positions or in operational level positions.

Number of classes teachers are responsible for are mostly 4 to 6 classes. However, there are also 10 respondents who are responsible for 7 to 9 classes. The most common average number of students in each class is about 41-60 students meanwhile there are also classes with average number of students 61-80 or over 80. Different class sizes and average number of students results from the variety of programs YUFL is currently offering. YUFL offers four-year bachelor's degree programs, master's degree programs, and diploma programs. It is seen that most of the respondents are single and only 28% is married. Respondents who are responsible for elder care is 45%.

3.5 Work-family Conflict & Family-work Conflict of Female Teachers

In this study, work-family conflict and family-work conflict of female teachers are explored. Both work-family conflict and family-work conflict have three forms which are time-based conflict, strain-based conflict, and behaviour-based conflict.

3.5.1 Work-family Conflict

Work-family conflict has three forms; time-based conflict, strain-based conflict, and behaviour-based conflict. For each form of conflict, four questions with five-point Likert type scale were included in the questionnaire. Each question can be answered as Never (1), Rarely (2), Occasionally (3), Often (4) and Always (5).

a. Time-based Conflict

There are four questions in time-based conflict of work-family conflict. The mean value of each question is presented in Table (3.3).

Table (3.3) Time-based Conflict of Work-family Conflict

Sr. No.	Items	Mean
1.	Not being able to spend time with family	3.6
2.	Difficulty in fulfilling family responsibilities	3.7
3.	Postponing house-works	3.5
4.	Reducing efforts for home responsibilities	3.4
Overall Mean		3.5

Source: Survey Data (2019)

The overall mean value of time-based conflict is 3.5. It is seen that teachers experience time-based conflict of work-family conflict occasionally. Because of the nature of the teaching profession, teachers have high workload, and inflexible work schedule. This leads to time-based conflict of teachers. In general, teachers prefer fulfilling demands & responsibilities of work and sacrificing their household and family responsibilities. As a result, they are not able to spend time with family, they feel tired and postpone their house-works and efforts to fulfil family responsibilities are greatly reduced.

The most common time-based conflict of teachers is that they face difficulties in fulfilling family responsibilities because their job takes up most of their time with its mean value of 3.7.

b. Strain-based Conflict

There are total four questions in strain-based conflict of work-family conflict. Table (3.4) shows the mean value of each question.

Table (3.4) Strain-based Conflict of Work-family Conflict

Sr. No.	Items	Mean
1.	Decreasing tolerance towards family members	3.1
2.	Continuously thinking about a problem faced at work	3.5
3.	Feeling tired to do family responsibilities	3.7
4.	Being stressed & neryv because of work problem	3.3
Overall Mean		3.4

Source: Survey Data (2019)

The overall mean value is 3.4. It means that teachers experience strain-based conflict of work-family conflict occasionally. The symptoms of exhaustion and anxiety created by job demands interferes with the teachers' ability to perform effectively at home. Occasionally, they feel tired to do family responsibilities, they continue thinking about work problem at home, their tolerance towards family members is decreased and they feel stressed and nervy because of work problem.

Teaching profession is demanding and teachers go to great lengths for their students. Sometimes, they could face with disrespectful and insulting behaviours from students. Moreover, it is a profession with high workload, inflexible work schedule and extreme number of responsibilities beyond instruction. When teachers feel that there is a mismatch between all these demands and the available resources they have for coping with them, stress is induced.

c. Behaviour-based Conflict of Work-family Conflict

There are four questions in behaviour-based conflict of work-family conflict. Table (3.5) shows the mean value of each question.

Table (3.5) Behaviour-based Conflict of Work-family Conflict

Sr. No.	Items	Mean
1.	Not being able to act the same at home	3.2
2.	Effective behaviour at work being counterproductive at home	2.8
3.	Effectiveness of problem solving techniques of work at home	2.8
4.	Idleness of effective work behaviours at home	2.7
Overall Mean		2.9

Source: Survey Data (2019)

As shown in Table (3.5), the overall mean value is 2.9, which is close to 3. Teachers experience behaviour-based conflict of work-family conflict occasionally. Although they do have behavioural conflict between work and family domains, they do not experience it all the time. It means that at other times, they can just act and behave the same between two domains. In relation to handling both work and family roles, one must

treat people with affection, solve problems in fair and impartial manner, exhibit tact, showing an awareness of people’s emotional problems and needs, be warm, friendly, and responsive, demonstrate patience and empathy.

The most common problem concerning behaviour-based conflict is that they are not able to act the same at home as they do at work. The other outstanding problems include behaviour effective at work being ineffective at home, and problem-solving techniques used at work being ineffective at home.

3.5.2 Family-work Conflict

Family-work conflict has three forms; time-based conflict, strain-based conflict, and behaviour-based conflict. For each form of conflict, four questions with five-point Likert type scale were included in the questionnaire. Each question can be answered as Never (1), Rarely (2), Occasionally (3), Often (4) and Always (5).

a. Time-based Conflict

There are total four questions in time-based conflict of family-work conflict. Table (3.6) shows the mean value of each question.

Table (3.6) Time-based Conflict of Family-work Conflict

Sr. No.	Items	Mean
1.	Reducing time & effort to spare to work	2.1
2.	Interfering with work-related responsibilities	1.8
3.	Putting family responsibilities first before work responsibilities	2.0
4.	Absence in some work-related activities such as dinner	1.9
Overall Mean		2.0

Source: Survey Data (2019)

As shown in Table (3.6), the overall mean value is 2.0, revealing teachers experience time-based conflict of family-work conflict rarely. It does not occur a lot, however, the conflict does exist among teachers. They rarely put their family-related responsibilities first before work and work-related responsibilities. No matter how much trouble they face at home, they make sure they get to work on time, and fulfil their

responsibilities at work. They do not let home/family problems affect their teaching career. This shows the extent to which they cherish their career.

b. Strain-based Conflict

Table (3.7) shows the mean value of each question on strain-based conflict of family-work conflict. There are total four questions.

Table (3.7) Strain-based Conflict of Family-work Conflict

Sr. No.	Items	Mean
1.	Affecting professional life negatively by troubles and problems at home	2.2
2.	Feeling stressed & nery by a problem at home	2.3
3.	Causing difficulties in work life by situations at home	2.5
4.	Thinking about problem at home at the workplace	2.5
Overall Mean		2.4

Source: Survey Data (2019)

As presented in Table (3.7), overall mean value of strain-based conflict is 2.4. Teachers experience strain-based conflict of family-work conflict rarely and less than they experience that of work-family conflict. They rarely think about a problem at home at workplace and rarely feel stress and nery because of a problem at home. Low level of strain-based conflict means that in most of the time, they do not get distracted from work because of home-related problem or they do not get a lot of home-related troubles or problems. It could be due to the culture of Myanmar. Social support comes from family could help reduce a lot of home-concerned troubles and problems. In addition to this, according to the demographics data, most of the respondents participated in this study were single. This could reduce the responsibilities and duties at home. As a result, strain caused by home-related problems is also reduced.

c. Behaviour-based Conflict

Total four questions are included in behaviour-based conflict of family-work conflict. Table (3.8) shows the mean value of each question.

The overall mean value of 3.8 means that behaviour-based conflict of family-work conflict occurs to the respondents often and they act differently between their work and family constructs. At university, teachers have to act with workplace etiquette and manners, control emotions or anger when interacting with people, and act to their status unlike how they act at home.

Table (3.8) Behaviour-based Conflict of Family-work Conflict

Sr. No.	Items	Mean
1.	Effective behaviour at home being counterproductive at work	3.6
2.	Acting as different person at work	4.0
3.	Not being able to act the same way	4.1
4.	Problem solving technique used at home being ineffective at work	3.6
Overall Mean		3.8

Source: Survey Data (2019)

The respondents answered that behaviours which are effective and necessary at home are counterproductive at workplace, in order for them to succeed at work, they believe they have to act as a different person at work, and problem solving approaches used at home are not effective to use them at work.

CHAPTER 4

ANALYSIS ON THE EFFECT OF WORK-FAMILY CONFLICT & FAMILY-WORK CONFLICT ON BURNOUT & TURNOVER INTENTION OF FEMALE TEACHERS AT YUFL

This chapter will focus on the analysis of the relationships between the variables. The effect of time-based, strain-based, and behaviour-based conflicts of work-family conflict and family-work conflict on three components of burnout will be analysed. Moreover, the relationship between three components of burnout and turnover intention of teachers will be analysed. The results of the analysis will also be presented.

4.1 Analysis of the Effect of Work-family Conflict and Family-work Conflict on Burnout of Female Teachers at YUFL

To analyse the relationships between independent and dependent variables, Linear Regression Model will be used. Time-based, strain-based, and behaviour-based conflicts of both work-family and family-work conflicts are predictors for three components of burnout which are emotional exhaustion, depersonalization, and reduced personal accomplishment.

4.1.1 Burnout of Female Teachers at YUFL

Emotional exhaustion, depersonalization, and reduced personal accomplishment are three components of burnout. Total 15 questions were involved to measure the burnout of respondents. Each question can be answered as Never (0), A Few Times a Year (1), Monthly (2), A Few Times a Month (3), Every Week (4), A Few Times a Week (5), Every Day (6).

a. Emotional Exhaustion

There are five questions to test the level of emotional exhaustion of female teachers at YUFL. The mean value results are shown in Table (4.1).

Table (4.1) Emotional Exhaustion

Sr. No.	Items	Mean
1.	Emotionally draining from work	2.5
2.	Feeling very energetic	2.8
3.	Feeling used up at the end of the day	2.9
4.	Feeling fatigued to go to work	2.4
5.	Too much stress from working with people directly	1.9
Overall Mean		2.5

Source: Survey Data (2019)

The overall mean value of emotional exhaustion is 2.5. Teachers experience emotional exhaustion monthly. Every month, they feel used up at the end of the workday, they feel emotionally drained from work, and they feel fatigued to wake up at the morning and go to work. Teaching profession comes with heavy workload, inflexible work schedule, and vast amount of responsibilities and accountabilities. It is common that teachers experience emotional exhaustion monthly because teaching profession is demanding.

b. Depersonalization

There are five questions to test the level of depersonalization of female teachers at YUFL. The mean value results are shown in Table (4.2).

Table (4.2) Depersonalization

Sr. No.	Items	Mean
1.	Treating students unfriendly	1.6
2.	Becoming less enthusiastic about work	1.8
3.	Becoming more callous towards people	1.2
4.	Becoming less interested in work	1.6
5.	Not caring about what happens to some students	1.2
Overall Mean		1.5

Source: Survey Data (2019)

The overall mean value of depersonalization factor is 1.5. It means teachers experience depersonalization a few times a year. Depersonalization is one's detachment from work or from people because of burnout. Teachers answered that they treated their students unfriendly a few times a year, they became less interested in their work a few times a year, and they became more callous towards people a few times a year. Due to heavy workload, endless paperwork, putting up with undesirable behaviours of students,

and similar problems at work, they mentally detach themselves from work or from people a few times a year. The lowest mean value 1.2 of item 5 shows that although teachers do experience depersonalization, they pay attention to the issues of students.

c. Reduced Personal Accomplishment

There are five questions to test the level of reduced personal accomplishment of teachers at YUFL. The mean value results are shown in Table (4.3).

Table (4.3) Reduced Personal Accomplishment

Sr. No.	Items	Mean
1.	Feeling exhilarated after working closely with students	2.6
2.	Feeling confident to get things done effectively	2.6
3.	Dealing very effectively with the problems of students	2.7
4.	Feeling positive influence on other people’s lives	2.7
5.	Having accomplished worthwhile things in job	3.6
Overall Mean		2.9

Source: Survey Data (2019)

The overall mean value is 2.9. Teachers experience reduced personal accomplishment a few times a month. They do not feel that they have accomplished worthwhile things in their job. It is the most common answer with its highest mean value 3.6. They also feel that they are not influencing other people’s lives positively and they do not deal effectively with the problems of students. Reduced personal accomplishment is the tendency to evaluate oneself negatively regarding one’s work. All three demands of teaching profession; cognitive, affective, and quantitative, contribute to exhaustion or depersonalization of teachers. Exhaustion or depersonalisation interferes with effectiveness: that is, an individual find it difficult to attain a sense of achievement when feeling exhausted.

4.1.2 The Effect of Work-family Conflict & Family-work Conflict on Emotional Exhaustion

To identify the causes of emotional exhaustion, the overall mean value of emotional exhaustion is regressed with the mean values of time-based, strain-based, and behaviour-based conflicts of work-family conflict (WFC) and family-work conflict (FWC). The results are shown in Table (4.4).

Table (4.4) The Effect of Work-family Conflict & Family-work Conflict on Emotional Exhaustion

Variable	Unstandardized Coefficients		Beta	t-value	Sig	VIF
	B	Std. Error				
(Constant)	-1.295	.570		-2.272	.025	
Time-based conflict, WFC	.253**	.122	.186	2.068	.041	2.076
Strain-based conflict, WFC	.373***	.111	.322	3.366	.001	2.338
Behaviour-based conflict, WFC	-.092	.091	-.064	-1.008	.315	1.017
Time-based conflict, FWC	.227*	.123	.188	1.844	.067	2.665
Strain-based conflict, FWC	.254*	.137	.198	1.850	.067	2.922
Behaviour-based conflict, FWC	.218**	.108	.131	2.020	.045	1.067
R	0.698					
R Square	0.487					
Adjusted R Square	0.464					
F-value	20.760***					
Durbin Watson	2.028					

Source: Survey Data (2019)

Note *** significant at 1% level, ** significant at 5% level, * significant at 10% level

As shown in Table (4.4), R Square is 0.487 and Adjusted R Square is 0.464. This model can explain 46.4% about the variance of dependent variable with the independent variable. F-value (the overall significance of the model) is highly significant at 1% level.

Strain-based conflict of WFC is significant at 1% level. Time-based conflict of WFC and behaviour-based conflict of FWC are significant at 5% level. Time-based conflict and strain-based conflict of FWC are significant at 10% level. All variables have positive relationship with emotional exhaustion. Teachers will face higher level of emotional exhaustion when they experience high levels of time-based and strain-based conflicts of WFC and high levels of FWC.

A unit increase in time-based conflict of WFC results in 0.253-unit increase in emotional exhaustion of teachers. Time-based conflict occurs when time pressures

associated to commitment of a particular role make it difficult, if not impossible, to fulfil expectations from another role. Being a teacher is fulfilling, yet, at the same time demanding. Teachers have heavy workload, and long and inflexible working hours. On the other hand, being a woman, one is expected to take up most of the responsibilities at home, especially when there is no social support at home. When teachers spend most of their time for their job, they put behind their home/family related responsibilities. As a result, they cannot spend time with their families and postpone their responsibilities at home.

Similarly, a unit increase in strain-based conflict of WFC lead to 0.373-unit increase in emotional exhaustion of teachers. Strain-based conflict occurs when strain created by one role hinders the role demands in the other domain from being satisfied. Strain-based conflict may take the form of anxiety, fatigue, irritability and tension. Teaching profession includes taking up much attention and energy for preparation of lectures, for grading piles of students' papers, putting students' and their parents' needs before theirs', and handling endless paperwork. There are evidences to show that female teachers frequently experience strain caused by work. This leads to decreasing tolerance towards family members, feeling tired to do responsibilities at home, and feeling stressed and nervy at home.

A unit increase in behaviour-based conflict of FWC will lead to 0.218-unit increase in emotional exhaustion of teachers. Behaviour-based conflict means that teachers cannot act the same at workplace as they do at home. At university, teachers have to act with workplace etiquette and manners, control emotions or anger when interacting with people, and act to their status unlike how they act at home. This behavioural conflict between work and family domains of teachers causes the emotional exhaustion of teachers.

4.1.3 The Effect of Work-family Conflict & Family-work Conflict on Depersonalization

To identify the causes of depersonalization, the overall mean value of depersonalization is regressed with the mean values of time-based, strain-based, and behaviour-based conflicts of work-family conflict (WFC) and family-work conflict (FWC). The results are shown in Table (4.5).

According to the result shown in Table (4.5), R Square is 0.417 and Adjusted R Square is 0.390. This model can explain 39% about the variance of dependent variable with the independent variable. F-value (the overall significance of the model) is highly significant at 1% level.

Strain-based conflict of FWC is significant at 1% level. Time-based conflict of FWC is significant at 10% level with its significance value 0.085. Both time-based and strain-based conflicts of FWC have positive relationship with depersonalization.

Table (4.5) The Effect of Work-family Conflict & Family-work Conflict on Depersonalization

Variable	Unstandardized Coefficients		Beta	t-value	Sig	VIF
	B	Std. Error				
(Constant)	-1.552	.620		-2.504	.014	
Time-based conflict, WFC	.071	.133	.052	.537	.593	2.076
Strain-based conflict, WFC	.192	.120	.162	1.592	.114	2.338
Behaviour-based conflict, WFC	-.049	.099	-.033	-.497	.620	1.017
Time-based conflict, FWC	.233*	.134	.189	1.734	.085	2.665
Strain-based conflict, FWC	.492***	.149	.376	3.296	.001	2.922
Behaviour-based conflict, FWC	.168	.117	.098	1.428	.156	1.067
R	0.646					
R Square	0.417					
Adjusted R Square	0.390					
F-value	15.609***					
Durbin Watson	1.905					

Source: Survey Data (2019)

Note *** significant at 1% level, ** significant at 5% level, * significant at 10% level

A unit increase in time-based conflict of FWC will make 0.233-unit increase in depersonalization of teachers. A unit increase in strain-based conflict of FWC will lead to 0.492-unit increase in depersonalization of teachers. Depersonalization refers to a negative, unsympathetic, or extremely detached reaction towards people, as well as other characteristics of the job. Examples include treating students unfriendly, feeling and behaving more callous towards people, and becoming less enthusiastic about the job.

Teachers face high level of time-based and strain-based conflicts of FWC when there is lack of social support at home. Research also supports that working women with children or who are responsible for elder care are most likely to experience high levels of FWC. According to demographic data of this study, there are teachers who are married with children or are responsible for elder care. They are most likely to experience high levels of FWC with lack of social support. They have many responsibilities to fulfil within limited time and energy, more problems and troubles of home life than those with low level of FWC and feel stressed and nervy because of that home-related problems at work.

4.1.4 The Effect of Work-family Conflict & Family-work Conflict on Reduced Personal Accomplishment

To identify the causes of reduced personal accomplishment, the overall mean value of reduced personal accomplishment is regressed with the mean values of time-based, strain-based, and behaviour-based conflicts of work-family conflict (WFC) and family-work conflict (FWC). The results are shown in Table (4.6).

Table (4.6) The Effect of Work-family Conflict & Family-work Conflict on Reduced Personal Accomplishment

Variable	Unstandardized Coefficients		Beta	t-value	Sig	VIF
	B	Std. Error				
(Constant)	-.826	.600		-1.377	.171	
Time-based conflict, WFC	.004	.129	.003	.034	.973	2.076
Strain-based conflict, WFC	.280**	.116	.215	2.405	.018	2.338
Behaviour-based conflict, WFC	-.073	.096	-.045	-.762	.448	1.017
Time-based conflict, FWC	.257**	.130	.189	1.978	.050	2.665
Strain-based conflict, FWC	.651***	.144	.451	4.506	.000	2.922
Behaviour-based conflict, FWC	.226**	.114	.120	1.988	.049	1.067
R	0.742					
R Square	0.551					
Adjusted R Square	0.531					
F-value	26.814***					
Durbin Watson	1.914					

Source: Survey Data (2019)

Note *** significant at 1% level, ** significant at 5% level, * significant at 10% level

According to the result shown in Table (4.6), R Square is 0.551 and Adjusted R Square is 0.531. This model can explain 53.1% about the variance of dependent variable with the independent variable. F-value (the overall significance of the model) is highly significant at 1% level.

Strain-based conflict of FWC is significant at 1% level. Time-based and behaviour-based conflicts of FWC and strain-based conflict of WFC are significant at 5% level. All four significant variables have positive relationship with reduced personal accomplishment.

All three conflicts of FWC are correlated with reduced personal accomplishment. Teachers with high family-work conflict are more likely to expose reduced personal accomplishment which refers to the tendency to evaluate oneself negatively, especially with regard to one's work. Teachers with reduced personal accomplishment will feel less confident at getting things done effectively or solving the students' problems. They no longer feel a sense of personal accomplishment. Teachers with large amount of family-related responsibilities to fulfil at home find it difficult to attain a sense of achievement at work. They fail to put extra effort to focus on their job or, sometimes, exhaustion or strain caused by home-related troubles and problems make them difficult to have a sense of accomplishment at work.

It is seen that strain-based conflict of WFC affects the reduced personal accomplishment of teachers at YUFL. Teachers with high level of strain caused by heavy workload, emotional and cognitive job demands will experience low levels of sufficiency in relation to their job performance.

4.2 Analysis on the Effect of Burnout on Turnover Intention of Female Teachers at YUFL

Linear Regression Model will be used to analyse the effect of three components of burnout; emotional exhaustion, depersonalization, and reduced personal accomplishment, on turnover intention of female teachers at YUFL.

4.2.1 Turnover Intention of Female Teachers at YUFL

To assess the turnover intention of female teachers at YUFL, five questions are included. Each question can be answered as Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).

Table (4.7) Turnover Intention

Sr. No.	Items	Mean
1.	Thinking to leave the organization	2.5
2.	Planning to look for a new job	2.4
3.	Asking people about new job opportunities	2.5
4.	Not planning to be in the organization much longer	2.6
5.	Seeking a better job offer	2.8
Overall Mean		2.5

Source: Survey Data (2019)

The overall mean value is 2.5. Most of the teachers disagree that they will quit the organization in the future. As turnover intention is the strongest predictor of actual turnover, actual turnover rate will also be low. To choose the teaching profession, one's passion for the profession must really be strong. Teaching profession is exhausting, the pay is low, the workload is heavy, and working hours are long. When one decides to become a teacher, he/she expects all of this besides the fulfilling career. Most of the teachers become teachers when they have already decided to devote their whole life to their profession and are proud to work at public universities. Therefore, it is reasonable that turnover intention of female teachers is weak.

4.2.2 The Effect of Burnout on Turnover Intention

To identify the causes of turnover intention, the overall mean value of turnover intention is regressed with mean values of emotional exhaustion, depersonalization, and reduced personal accomplishment which are three components of burnout. The results are shown in Table (4.8).

According to the result shown in Table (4.8), R Square is 0.448 and Adjusted R Square is 0.436. This model can explain 43.6% about the variance of dependent variable with the independent variable. F-value (the overall significance of the model) is highly significant at 1% level.

Table (4.8) The Effect of Burnout on Turnover Intention

Variable	Unstandardized Coefficients		Beta	t-value	Sig	VIF
	B	Std. Error				
(Constant)	1.202	.211		5.690	.000	
Emotional Exhaustion	.072	.095	.071	.756	.451	2.162
Depersonalization	.490***	.099	.496	4.953	.000	2.432
Reduced Personal Accomplishment	.152**	.075	.169	2.026	.045	1.698
R	0.670					
R Square	0.448					
Adjusted R Square	0.436					
F-value	36.288***					
Durbin Watson	1.678					

Source: Survey Data (2019)

Note *** significant at 1% level, ** significant at 5% level, * significant at 10% level

Depersonalization is significant at 1% level. Reduced personal accomplishment variable is significant at 5% level. A unit increase in depersonalization will lead to 0.490-unit increase in turnover intention of teachers. A unit increase in reduced personal accomplishment will make 0.152-unit increase in turnover intention of teachers. When teachers experience depersonalization and reduced personal accomplishment components of burnout, they tend to quit. They mentally detach from their job or from people/students, and they do not feel like they have accomplished worthwhile things in their jobs, or effectively solved students' problems. To lessen the turnover intention of teachers, one must focus on depersonalization and reduced personal accomplishment components of burnout.

Teaching profession comes with heavy workload, inflexible work schedule, and a great deal of responsibilities and accountabilities. It is about putting the needs of others before yours. It is about putting up with undesirable behaviours of students. It is fulfilling, yet, exhausting. Teaching profession comes together with emotional exhaustion. Teachers will not give up on their careers just because of emotional exhaustion.

CHAPTER 5

CONCLUSION

This chapter consists of findings and discussion from the analysis of work-family conflict and family-work conflict on burnout of female teachers at YUFL. Moreover, suggestions and recommendations for the findings are included. Limitations of the study are also explained, followed by recommendations for further research.

5.1 Findings and Discussion

This study shows specifically that work-family conflict and family-work conflict were regarded as potential stressors, with undesirable effects on female teachers' well-being, particularly relating to burnout, and their intention to quit the organization. This study also includes family-work conflict which is less explored and under-researched construct. The construct of FWC has for some time been absent and neglected within organisational research.

It is understood that teachers experience work-family conflict more than family-work conflict. It may be thought that teachers transfer their work problems to the family environment and experience more conflicts at home due to requirements of their jobs. Some other studies also revealed that work-family conflict was experienced more than family-work conflict. In general, individuals prefer fulfilling the responsibilities resulting from their jobs and sacrificing their household responsibilities.

Time-based conflict and strain-based conflict of WFC (Work-family Conflict) causes the emotional exhaustion of teachers. Teachers are emotionally exhausted when they feel that they are often unavailable to fulfil family responsibilities or spend time with their families as a result of them spending most of their time for work and to fulfil work-related responsibilities. In addition to this, teachers feel emotionally exhausted when strain caused by work affects the quality of their family life. Behaviour-based conflict of FWC (Family-work Conflict) also influences the emotional exhaustion of teachers. The higher the differences between work and family behaviours, the greater the emotional exhaustion of teachers.

With relation to depersonalization, it was found that time-based conflict and strain-based conflict of FWC have the positive relationship with depersonalization of teachers. With lack of social support, teachers who are responsible for child-care or for

elder care struggle between work and family responsibilities. They are also more exposed to strain caused by home-related troubles and problems. High levels of these conflicts cause the depersonalization of teachers, which refers to a negative, unsympathetic, or extremely detached reaction towards people, as well as other characteristics of the job.

Reduced personal accomplishment of teachers is caused by all three conflicts of FWC, and strain-based conflict of WFC. Teachers with large amount of family-related responsibilities to fulfil at home find it difficult to attain a sense of achievement at work which is reduced personal accomplishment. They fail to put extra effort to focus on their job or, sometimes, exhaustion or strain caused by home-related troubles and problems make them difficult to have a sense of accomplishment at work. It is also seen that teachers with high level of strain caused by heavy workload, emotional and cognitive job demands will experience low levels of sufficiency in relation to their job performance.

Turnover intention of teachers is influenced by depersonalization and reduced personal accomplishment of burnout. When teachers experience high levels of depersonalization and reduced personal accomplishment, they tend to quit.

5.2 Suggestions and Recommendations

Imbalanced students and teachers' ratio make teachers work longer hours, handle heavy workload and responsibilities. Although teaching profession is demanding, the pay is low, and the workload is high. It would be beneficial to develop attractive compensation and benefits package for university teachers. Moreover, finding ways to reduce the high workload such as hiring more admin staff so that teachers could focus more on their main duties would be one solution to tackle the problem. This would encourage more people to become university teachers. Increasing number of teachers and balanced students and teachers' ratio would reduce the time-based conflict caused by the above-mentioned problems.

As teachers constantly aim to satisfy the needs of students, they sometimes forget how important they are too. They forget that they are also human beings and not robots. For each individual there is an existence at work, at home and also a life in which he/she has a room for leisure time and keep up a balance among all these is vital. Individual strategies such as emotional management and time management are needed to alleviate the time-based and strain-based conflicts of WFC of teachers. Teachers should learn how to cope with stress, pay attention to protecting physical and mental health and strike a balance between family and work life. As to the executives of schools, they should

provide a positive working environment for teachers, support teachers in solving the problems experienced in the working environment and also motivate them. In this manner, conflicts may be prevented.

To minimize FWC of teachers, intervention programs targeted at improving specific skills for handling work and family demands such as time-management skills and the use of selection, optimization, and compensation behaviours could be provided. Attractive compensation packages could also help reduce the FWC of teachers. They can hire someone else to perform family-related responsibilities. Another solution might be flexitime arrangements such as teaching from home using virtual network. Flexitime arrangements would help teachers to have more control over their time and minimize FWC of teachers. Superiors' social support would also be helpful to alleviate the FWC of teachers. For example, the superior could show understanding when a teacher is late for work because of family matters and assist them to manage their work and life-role integration and provide emotional support. The amount of social support an individual perceives can influence his or her appraisal of stressful situations, i.e., potential stressors are appraised as more manageable and less threatening when individuals perceive high levels of social support.

Work-family specific social support from both leader and family members may function as protective factors that prevent negative emotions and maladaptive coping strategies when work and family roles collide (Wang, Liu, Zhan, & Shi, 2010). As a result of high levels of work-family specific social support, an employee should be less likely to have turnover intentions when experiencing WFC or FWC.

5.3 Needs for Further Research

In this study, the effect of work-family conflict and family-work conflict on burnout are examined only for female teachers and male teachers were excluded. Additional research is recommended to explore whether work-family conflict and family-work conflict exist for male university teachers. In this study, teachers' burnout was measured by most of the questions from Maslach Burnout Inventory for Educators. A future research would be to utilise the alternative burnout inventory developed by Oldenburg. Different expression on burnout could be made using the Oldenburg's Burnout Inventory (OLBI).

This study focuses on the effect of work-family conflict and family-work conflict on burnout which is the work-related outcome is analysed. Additional research is

recommended to analyse the effect of work-family conflict and family-work conflict on other work-related outcomes such as organizational citizenship behaviour, job satisfaction, work-related performance. Moreover, as this study is about the precedent of work-family conflict and family-work conflict, further research could be carried out on the antecedents of work-family conflict and family-work conflict of teachers. Another limitation is that the data needed to analyse the objectives of this study are only from female teachers at YUFL. Such a limitation might imply that the findings and relationships found in the study are specific to this sample. Recommendations for future research would include expanding the current study to incorporate other similar organisations, to ensure a more comprehensive perspective.

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APPENDIX 1

This questionnaire is intended for the study of work-family conflict, burnout and turnover intention of female teachers. The data will be confidential and will be used only for my MBA Thesis. Thanking you in advance for your participation.

Section A: Demographic Information

For each of the following questions, please fill in the blank or check the appropriate space.

1. Age: _____ years
2. Level of Education (Check the highest level attained):
 Bachelor's Degree Master's Degree
 Doctoral Degree Others: _____
3. How many years have you worked at this university? _____
4. What is your position at this university?
 Tutor Assistant Lecturer Lecturer Associate Professor
 Professor Professor (Head) Others: _____
5. How many classes do you teach? _____
6. On average how many students are in each of the classes you instruct? _____
7. Marital Status:
 Single Married Married with Children
8. Are you primarily responsible for the care of an elder (e.g. parent or grandparent)?
____yes ____no

Section B: The following questions concern the influence your job has on your private life as well as the influence your private life has on your job. Please select the response which most closely reflects your opinion. How often does it happen that:

Work-Family Conflict Scale

No.		Never 1	Rarely 2	Occasionally 3	Often 4	Always 5
1.	As I have many tasks and responsibilities at work, I cannot spend time with my family.					
2.	Fatigue at work decreases my tolerance towards family members.					
3.	I am not able to act the same way at home as I do at work.					
4.	The amount of time my job takes up makes it difficult to fulfil family responsibilities.					
5.	I continue thinking about a problem I faced in the workplace.					
6.	My duties at the workplace make me feel tired while performing my responsibilities at home.					
7.	I cannot spare time for houseworks due to my job, I always postpone the houseworks.					
8.	Behaviour that is effective and necessary for me at work would be counterproductive at home.					
9.	My work life reduces my efforts necessary for my responsibilities at home.					
10.	The problem-solving approaches I use in my job are not effective in resolving problems at home.					
11.	A problem at the work life makes me stressed and nervy at home.					
12.	The behaviours I perform that make me effective at work do not help me to perform effectively at home.					

Family-Work Conflict Scale

No.		Never 1	Rarely 2	Occasionally 3	Often 4	Always 5
1.	My responsibilities at home reduce the time and effort that I should spare to my job.					
2.	Troubles and problems at home affect my professional life negatively.					
3.	Behavior that is effective and necessary for me at home would be counterproductive at work.					
4.	My home life interferes with my responsibilities at work such as getting to work on time/working overtime.					
5.	In order for me to succeed at work, I must be a different person than I can be at home.					
6.	A problem at home makes me feel stressed and nervy at work.					
7.	I am not able to act the same way at work as I do at home.					
8.	Certain situations experienced at home (guests, illness, a problem about the child) make my work life difficult.					
9.	My duties and responsibilities at home get ahead of my work life.					
10.	The problem solving behavior that work for me at home does not seem to be as useful at work.					
11.	Due to my responsibilities at home, I cannot take part in some activities related to my job (meeting, dinner etc.).					
12.	I continue thinking about a problem I faced at home at the workplace.					

Section C: The following statements express various “feelings” that teachers experience from time to time about their jobs. Please indicate how often you experienced the feelings described in each of the following statements by ticking the response that most accurately describes your feelings.

No.		Never	A few times a year	Monthly	A few times a month	Every week	A few times a week	Every day
		0	1	2	3	4	5	6
1.	I feel emotionally drained from my work.							
2.	I feel very energetic.							
3.	I feel I treat some students unfriendly.							
4.	I have become less enthusiastic about my work.							
5.	I feel used up at the end of the workday.							
6.	I feel fatigued when I get up in the morning and have to face another day on the job.							
7.	I’ve become more callous toward people since I took this job.							
8.	I feel exhilarated after working closely with my students.							
9.	At my work, I feel confident that I am effective at getting things done.							
10.	I have become less interested in my work since I started this job.							
11.	I deal very effectively with the problems of my students.							
12.	I feel I am positively influencing other people’s lives through my work.							
13.	I don’t really care what happens to some students.							

14.	I have accomplished many worthwhile things in this job.							
15.	Working with people directly puts too much stress on me.							

Section D: Intentions to Quit Scale

Using the scale below, please indicate the extent to which you agree or disagree with the following statements about your intentions to leave the organization.

No.		Strongly Disagree 1	Disagree 2	Neither Agree nor Disagree 3	Agree 4	Strongly Agree 5
1.	I am thinking about leaving this organization.					
2.	I am planning to look for a new job.					
3.	I intend to ask people about new job opportunities.					
4.	I don't plan to be in this organization much longer.					
5.	As soon as I can find a better job, I will leave this organization.					

APPENDIX 2

SPSS Regression Calculation Results

The Effect of Work-family Conflict and Family-work Conflict on Emotional Exhaustion

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.698 ^a	.487	.464	.84740	2.028

a. Predictors: (Constant), FWCbehavemean, WFCbehavemean, FWCtimemean, WFCtimemean, WFCstrainmean, FWCstrainmean

b. Dependent Variable: burnoutemotionmean

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	89.446	6	14.908	20.760	.000 ^b
	Residual	94.070	131	.718		
	Total	183.517	137			

a. Dependent Variable: burnoutemotionmean

b. Predictors: (Constant), FWCbehavemean, WFCbehavemean, FWCtimemean, WFCtimemean, WFCstrainmean, FWCstrainmean

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-1.295	.570		-2.272	.025		
	WFCtimemean	.253	.122	.186	2.068	.041	.482	2.076
	WFCstrainmean	.373	.111	.322	3.366	.001	.428	2.338
	WFCbehavemean	-.092	.091	-.064	-1.008	.315	.984	1.017
	FWCtimemean	.227	.123	.188	1.844	.067	.375	2.665
	FWCstrainmean	.254	.137	.198	1.850	.067	.342	2.922
	FWCbehavemean	.218	.108	.131	2.020	.045	.937	1.067

a. Dependent Variable: burnoutemotionmean

The Effect of Work-family Conflict and Family-work Conflict on Depersonalization

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.646 ^a	.417	.390	.92130	1.905

a. Predictors: (Constant), FWCbehavemean, WFCbehavemean, FWCtimemean, WFCtimemean, WFCstrainmean, FWCstrainmean

b. Dependent Variable: burnoutdmean

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79.492	6	13.249	15.609	.000 ^b
	Residual	111.191	131	.849		
	Total	190.683	137			

a. Dependent Variable: burnoutdmean

b. Predictors: (Constant), FWCbehavemean, WFCbehavemean, FWCtimemean, WFCtimemean, WFCstrainmean, FWCstrainmean

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-1.552	.620		-2.504	.014		
	WFCtimemean	.071	.133	.052	.537	.593	.482	2.076
	WFCstrainmean	.192	.120	.162	1.592	.114	.428	2.338
	WFCbehavemean	-.049	.099	-.033	-.497	.620	.984	1.017
	FWCtimemean	.233	.134	.189	1.734	.085	.375	2.665
	FWCstrainmean	.492	.149	.376	3.296	.001	.342	2.922
	FWCbehavemean	.168	.117	.098	1.428	.156	.937	1.067

a. Dependent Variable: burnoutdmean

The Effect of Work-family Conflict & Family-work Conflict on Reduced Personal Accomplishment

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.742 ^a	.551	.531	.89159	1.914

a. Predictors: (Constant), FWCbehavemean, WFCbehavemean, FWctimemean, WFCtimemean, WFCstrainmean, FWCstrainmean

b. Dependent Variable: burnoutreducedmean

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	127.889	6	21.315	26.814	.000 ^b
	Residual	104.135	131	.795		
	Total	232.024	137			

a. Dependent Variable: burnoutreducedmean

b. Predictors: (Constant), FWCbehavemean, WFCbehavemean, FWctimemean, WFCtimemean, WFCstrainmean, FWCstrainmean

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.826	.600		-1.377	.171		
	WFCtimemean	.004	.129	.003	.034	.973	.482	2.076
	WFCstrainmean	.280	.116	.215	2.405	.018	.428	2.338
	WFCbehavemean	-.073	.096	-.045	-.762	.448	.984	1.017
	FWCtimemean	.257	.130	.189	1.978	.050	.375	2.665
	FWCstrainmean	.651	.144	.451	4.506	.000	.342	2.922
	FWCbehavemean	.226	.114	.120	1.988	.049	.937	1.067

a. Dependent Variable: burnoutreducedmean

The Effect of Burnout on Turnover Intention

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.670 ^a	.448	.436	.87638	1.678

a. Predictors: (Constant), burnoutreducedmean, burnoutemotionmean, burnoutdmean

b. Dependent Variable: finalmean

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	83.612	3	27.871	36.288	.000 ^b
	Residual	102.917	134	.768		
	Total	186.529	137			

a. Dependent Variable: finalmean

b. Predictors: (Constant), burnoutreducedmean, burnoutemotionmean, burnoutdmean

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.202	.211		5.690	.000		
	burnoutemotionmean	.072	.095	.071	.756	.451	.463	2.162
	burnoutdmean	.490	.099	.496	4.953	.000	.411	2.432
	burnoutreducedmean	.152	.075	.169	2.026	.045	.589	1.698

a. Dependent Variable: finalmean