UNIVERSITI TEKNOLOGI MARA

JOB STRESS, WORK-FAMILY CONFLICT AND SOCIAL SUPPORT AMONG FEMALE SCHOOL TEACHERS – A STUDY IN JOHOR

NURMAZLINA BINTI MOHD ISA

Thesis submitted in fulfilment
of the requirements for the degree of
Master of Administrative Science

Faculty of Administrative Science and Policy Studies

October 2018

ABSTRACT

Work-family conflict can induce negative consequences such as turnover, decrease job performance, and emotional exhaustion. Despite the robust body of literature on work-family experiences among Western families, there is a lack of empirical research on Asian married female teacher's experiences in managing work and family roles especially in Malaysia. Drawing from work-family model as this model does not account for occupation-specific situations, thus, this study reports the characteristics of job stress that lead to work-family conflict (WFC) among married female teachers specifically on secondary schools Cluster (A) in Johor. This research is based on data obtained from a survey questionnaire that polled 244 married female teachers regarding the relationship between job stress and WFC as well as the moderating effect of social support in the relationship between job stress and WFC. The results identified that WFC is divided into two dimensions namely time and strain-based conflict, and behaviour-based conflict. The respondents also revealed that role ambiguity has the correlation with behaviour-based conflict, while role overload as antecedents of time and strain-based conflict. The process analyses for moderator effect of social support were performed and found that the existence of social support not help them to maintained balanced the demands of work and family domains but in fact increasing the level of WFC. This study has contributed to the body of knowledge in terms of dimension of WFC and also the moderating effect of social support that increase the level of WFC among married female teachers. It is hoped that this study can contribute to the improvement of work-life balance among teachers in Malaysia.

ACKNOWLEDGEMENT

Over the past four years, I thank all in one way or another who have contributed their time, patience, and expertise so that this study could happen. A special word of appreciation is owed to all those who were there for me especially my parents, Mohd Isa Ahmad and as well as my siblings, so I could complete my study. Without their encouragement, financial assistance, and words of wisdom, this dream would not have become a reality. They taught me to never give up, to believe in myself and keep fighting till the end.

I would sincerely thank my supervisor, Dr Hardev Kaur A/P Latchimanan Singh and PM Hj Rozalli Hashim who offered constructive and useful suggestion for the improvement of my study. They also gave me support and invaluable guidance. It is my radiant sentiment to place on record my best regards, to proofread PM Hajah Seha for her proofreading to make this study valuable.

Immeasurable appreciation to the lecturers and staff at the FSPPP and IPSIS for the workshop they conducted to enhance the skills and gain knowledge of students. I use this opportunity to express my deepest gratitude and I am honoured to be part of the GRiP workshop conducted by PM Dr Yarina Ahmad. She provides me and other members a platform to grow interests and skills in thesis writing as well as help on how to write a paper for publication.

I am deeply indebted to the following key persons for helping with the data collection; Dr. Roslee (Planning and Research Department, MoE), Mr. Khairul Annuar (JPN Johor), Mr. Nizam (Maktab Abu Bakar), Mrs M Runah (SIGS), Mrs Juraida (SMSSI), Mrs Noriza (SAB), and Mrs Kartini (SMK T Kluang). This study was only possible with the help and participation from them. A lot of thanks to all the security staff that enable me to meet the principals and staff in the schools.

A special note of thanks to my fellow friends Nabila Huda, Anis Safwan, Safwanah, Najmul Hazim, and Nor Hidayah for their willingness to help and offer suggestions to make this study better. It would have been a long, lonely journey without them. I feel obliged to thank them for believing in me, even when I did not believe in myself. Thank you for all the hugs and memories that we have shared together. Their encouragement is always appreciated.

Last but not the least, I want to acknowledge all the married female teachers who were involved in this study. This study could not have happened without the generous giving of their time and the careful completion of questionnaires. They are amazing teachers who make differences in all of their students' lives. For this, I will always be grateful. I also place on record, my sense of gratitude to all who directly and indirectly, have lent their helping hand in this study.

Most importantly, I acknowledge and thank Allah for the blessings, support, and insights that I have felt throughout my study. For me, HE is the source of all principles that bring joy and success in life. ALHAMDULILLAH. Thank you!

TABLE OF CONTENTS

	Page
CONFIRMATION BY PANEL OF EXAMINERS	**ii**
AUTHOR'S DECLARATION	**iii**
ABSTRACT	**iv**
ACKNOWLEDGEMENT	**v**
TABLE OF CONTENTS	**vi**
LIST OF TABLES	**ix**
LIST OF FIGURES	**xi**
LIST OF ABBREVIATIONS	**xii**
CHAPTER ONE: INTRODUCTION	**1**
1.1 Introduction	1
1.2 Background of The Study	1
1.3 Problem Statement	5
1.4 Research Questions	8
1.5 Research Objectives	8
1.5.1 Main Objective	8
1.5.2 Specific Objectives	8
1.6 Scope of The Study	9
1.7 Significance of The Study	10
1.8 Definition of Key Terms	11
1.8.1 Work-Family Conflict	11
1.8.2 Job Stress	12
1.8.3 Social Support	13
CHAPTER TWO: LITERATURE REVIEW	**14**
2.1 Introduction	14
2.2 The Concept of Work-Family Conflict	14
2.2.1 Work-Family Conflict	17

2.2.2 Directionality of Work-Family Conflict 22
2.2.3 Forms of Work-Family Conflict 22
2.2.3.1 Time-Based Conflict 27
2.2.3.2 Strain-Based Conflict 29
2.2.3.3 Behaviour-Based Conflict 30
2.2.4 Work-Family Conflict Experienced by Women 31
2.3 Job Stress 35
2.3.1 Job Stress Within The Organization 37
2.3.1.1 Role Ambiguity 43
2.3.1.2 Role Conflict 46
2.3.1.3 Role Overload 48
2.4 Social Support 52
2.4.1 Workplace Social Support 54
2.4.1.1 Supervisor Support 57
2.4.1.2 Colleagues Support 61
2.4.2 Working Women, Job Stress and Work-Family Conflict 62
2.5 Theoretical Framework 64
2.5.1 Role Theory 64
2.5.2 Conservation of Resources (COR) Theory 66
2.6 Conceptual Framework 69
2.7 Operational Definition 70
2.7.1 Dependent Variable (Work-Family Conflict) 70
2.7.2 Independent Variable (Role Ambiguity) 71
2.7.3 Independent Variable (Role Conflict) 72
2.7.4 Independent Variable (Role Overload) 72
2.7.5 Moderating Variable (Supervisor Support) 72
2.7.6 Moderating Variable (Colleagues Support) 72
2.8 Summary 73

CHAPTER THREE: RESEARCH METHODOLOGY 74
3.1 Introduction 74
3.2 Research Design 74
3.3 Unit of Analysis 74
3.4 Population and Sample Size 75
3.5 Measurement and Instrumentation 75