

Path Analysis of Work Family Conflict, Job Salary and Promotion Satisfaction, Work Engagement to Subjective Well-being of the Primary and Middle School Principals

Chun-mei Hu¹, Shu-jing Cui¹, Lei Wang¹

¹College Education, Chongqing University of Arts and Sciences, Chongqing Yongchuan 402160, China.

Correspondence: Lei Wang, College Education, Chongqing University of Arts and Sciences, Chongqing Yongchuan 402160, China.

Received: April 25, 2016 Accepted: May 11, 2016 Online Published: May 20, 2016

doi:10.11114/jets.v4i9.1619

URL: <http://dx.doi.org/10.11114/jets.v4i9.1619>

Abstract

Objective: To investigate the path analysis of work family conflict, job salary and promotion satisfaction, work engagement to subjective well-being of the primary and middle school principals, and provide advice for enhancing their well-being. **Methods:** Using convenient sampling, totally 300 primary and middle school principals completed the WFC, JSPSS, UWES and GWB. **Results:** There were four significant paths influencing the well-being: (1) work family conflict could influence subjective well-being directly, the direct effect was $-0.275(P<0.001)$; but the indirect effect through work engagement wasn't significant. (2) work engagement could influence subjective well-being directly, the direct effect was $0.388(P<0.001)$; (3) job salary and promotion satisfaction could influence subjective well-being directly, the direct effect was $0.137(P<0.05)$; (4) job salary and promotion satisfaction could influence subjective well-being through work engagement, the indirect effect was 0.096 , the total effect was 0.233 ; work engagement partially mediated the relation between them. **Conclusion:** We can enhance the subjective well-being of the primary and middle school principals through balancing work family conflict, improving work engagement, raising incomes and providing development opportunities.

Keywords: work family conflict, job salary and promotion satisfaction, work engagement, subjective well-being, path analysis

1. Introduction

The headmaster is the soul of a school (Wang, 2012). As the society develops, the role of school principals and requirements for their qualities are constantly changing and improving. As a result, a headmaster should be an expert in education rather than just a school administrator, which means that the fundamental requirement for a principle is to know education well and to ameliorate their core abilities is an integral project (Xiao & Li, 2012; Hu, 2015). Despite the increasing demands for headmasters in primary and secondary school, we should pay more attention to their physical and mental health. Subjective well-being, an important indicator to measure individual physiological status and quality of life, is an individual's overall assessment of life quality and can reflect the individual's physical and mental health in a comprehensive way (Yang, Fu, & Zhao, et al., 2015). Only a principal with a good sense of well-being can help teachers experience a sense of professional happiness as well as spread positive moods to teachers and students so as to promote the spiritual growth of teachers and students and further enhance the development of the school (Yan, 2006; Weng, 2011). This research, on the basis of job demands-resources model, explores the path by which the job resources (job satisfaction, work engagement) and demand (work family conflict) influence the subjective well-being of headmasters in primary and secondary schools, aiming to put forward advice for improving their subjective well-being.

Demerouti et al., 2001 proposed job demands-resources model (Demerouti, Bakker, & Nachreiner, et al., 2001), in which two kinds of variables, job demands (conflict, pressure, etc.) and job resources (economic income, organizational support, etc.), were considered to lead to two potential psychological processes, including depletion process and motivation process. The first process, depletion process, referred to the physical and psychological exhaustion due to the job demands, which led to job quit or physical and mental health problems. The second process, motivation process, referred to that the job resources could enhance the individual work input level and work motivation and led to excellent performance. The model has been widely applied and verified in research fields on various professions in many

countries (Wang & Qin, 2009). According to the second process, we proposed hypothesis 1: the job salary and promotion satisfaction could improve the work engagement and thus enhance the principals' subjective well-being, the work engagement might play an intermediary role in the relation between job salary promotion satisfaction and subjective well-being.

At present, most of researches on job demands-resources model regarded the influence that job resources and job demands exerted on individual's work as well as on physical and mental health as two parallel processes, however, researchers rarely discussed whether job resources and job demands would interact to influence individuals' job burnout and involvement, thereby affecting their working status as well as physical and mental health (Li, Li, & Tian, 2013). Some researches put forward hypothesis on the basis of the model that job resources would buffer the impact of job demands (such as job burnout) on subjective well-being (Bakker, Demerouti, & Taris, et al., 2003). Depending on that hypothesis, we conjecture that job demands would undermine the influence of job resources (work engagement) on subjective well-being, thus we put forward hypothesis 2 that work family conflict would affect subjective well-being through work engagement and work engagement might play an intermediary role in the relation between work family conflict and subjective well-being.

According to the above analysis, we assumed the path analysis model on effect of the work family conflict, job salary and promotion satisfaction and work engagement on subjective well-being in figure 1.

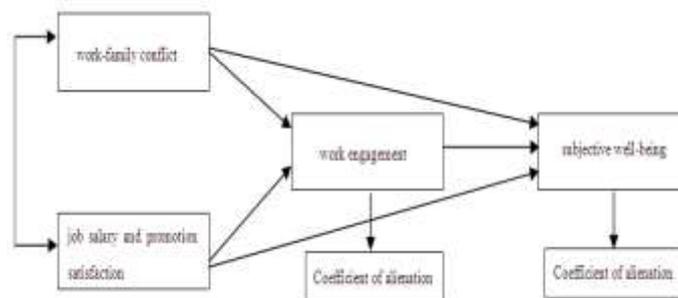


Figure 1. Hypothetical path analysis model on effect of work-family conflict, job salary and promotion satisfaction and work engagement on subjective well-being

2. Methods

2.1 Participants

Using convenient sampling method, we selected principals of primary and middle school attending the training courses during April 2014 and January 2015 in Chongqing, China, and conducted the investigation by questionnaires. We told the principals that their answers were all anonymous, so they should give the real answer without worry about erosion of privacy. 300 questionnaires were distributed and retrieved, among which 46 were incomplete questionnaires and 254 valid questionnaires were left, with the effective rate of 84.7%. Among those being investigated, 207 were male and 47 female, averagely aged was $41.62 + 5.80$.

2.2 Measures

2.2.1 Work Family Conflict Scale (WFC)

WFC (Zhou & He, 2009), five points scored, contains 18 items categorized into 2 dimensions, which are "work to family conflict" and "family to work conflict". "1" stands for "totally disagree" and "5" stands for "totally agree". The higher the total score is, the more intense the work family conflict is. In this study, the Cronbach's alpha of the scale was 0.884.

2.2.2 Job Salary and Promotion Satisfaction Survey (JSPSS)

JSPSS (Spector, 1985; Xu, 2012) is composed of 30 items in 4 subscales, which are job salary and promotion satisfaction, interest reward satisfaction, satisfaction with work, satisfaction with work environment. In this study, the subscale of job salary and promotion satisfaction was adopted to investigate principals' satisfaction with their incomes and promotion opportunities, which contains 11 questions scored by 5 points. In this subscale, "1" stands for "strongly disagree" and "5" stands for "strongly agree", with higher score representing higher salary and promotion satisfaction. In this study, the Cronbach's alpha of the scale was 0.848.

2.2.3 Utrecht Work Engagement Scale (UWES)

Chinese edition of Utrecht (Zhang & Gan, 2015), translated and revised by Yiwen Zhang and Yiqun Gan, was adopted

to measure work engagement. The scale contains a total of 16 items and comprises of 3 subscales concerning respectively with vitality, dedication and attention. 5 points scoring method is used, with "0" representing "very inconsistent" and "4" representing "very consistent". Higher score refers to higher level of work engagement. In this study, the Cronbach's alpha of the scale was 0.929.

2.2.4 General Subjective Well-being Schedule (GWB)

GWB (Wang, Wang & Ma, et al., 1998) is composed of 33 items and 6 factors which are concerning about health concerns, energy, satisfaction with life and interest, depression or happy mood, emotional and behavioral control, relaxation and tension. The items from 19-33 were used to measure the people who had the tendency of nervous breakdown, and the items from 1-18 had been used in China to measure the subjective well-being in many occupations. So in this study, the 1-18 items of the scale was utilized to measure subjective well-being, with higher total score representing higher level of subjective well-being. The items 2, 5, 6, 7 used 5 points, with ranging from "1" representing "very bad" to "5" representing "very good". The other 14 items used 6 points, with ranging from "1" representing "extremely bad" to "6" representing "extremely good". 9 items were reversely scored, which included 1, 3, 6, 7, 9, 11, 13, 15, 16. In this study, the Cronbach's alpha of the scale was 0.837.

3. Results

3.1 Descriptive Statistics

Means, standard deviations of all variables and correlation matrix were shown in Table 1. It was indicated that subjective well-being was positively correlated with work engagement and job salary and promotion satisfaction, and negatively correlated with work family conflict, reaching a significant level statistically. Also, there was a significantly negative correlation between work engagement and work family conflict, and a significantly positive correlation between work engagement and job and salary promotion satisfaction. At last, work family conflict had a significantly negative correlation with job and salary promotion satisfaction.

Table 1. Descriptive statistics of variables (N=254)

variable	M	SD	1	2	3	4
1.work engagement	60.23	9.96	1			
2.work-family conflict	49.72	13.02	-.226**	1		
3.job salary and promotion satisfaction	35.54	7.86	.299**	-.428**	1	
4.subjective well-being	72.32	9.77	.491**	-.422**	.371**	1

NOTE: *REFERS TO P<0.05, ** REFERS TO P<0.01, *** REFERS TO P<0.001.

3.2 Path Analysis on the Effect of Work-family Conflict, Job Salary and Promotion Satisfaction and Work Engagement on Subjective Well-being

Considering the significant correlations between any two factors among work family conflict, job salary and promotion satisfaction, work engagement and subjective well-being, we conducted multiple regression analysis to testify the path by which the work family conflict, job and salary promotion and work engagement influence the subjective well-being.

Regression analysis 1: In regression 1(Table 2), work engagement was as dependent variable, and work family conflict and job and salary promotion satisfaction were as independent variables. The results indicated that work family conflict and job salary and promotion satisfaction could explain 10.1% variance of work engagement, with the coefficient of alienation (residual) of 0.948. The influence coefficient of job salary and promotion satisfaction on work engagement was 0.248, and the p value was 0.000, reaching a statistically significant level. However, the influence coefficient of work family conflict on work engagement was -0.120, with the P value of 0.071 not reaching a statistically significant level.

Table 2. Regression analysis on impact of work-family conflict and job and salary promotion satisfaction on subjective well-being

variable	R ²	F	β	t	Sig
job salary and promotion satisfaction	0.101	14.133***	0.248	3.738	0.000
work-family conflict			-0.120	-1.816	0.071

Regression analysis 2: In regression 2(Table 3), subjective well-being was as dependent variable, work family conflict,

job and salary promotion satisfaction as well as job involvement were as independent variables. The results indicated that work family conflict, job and salary promotion satisfaction combining with work engagement could explain 35.8% of the variance of subjective well-being, with the coefficient of alienation (residual) of 0.801. The influence coefficient of job salary and promotion satisfaction on subjective well-being was 0.137 and the P value was 0.018, reaching a statistically significant level. The influence coefficient of work family conflict on subjective well-being was -0.275 with the p value of 0.000 reaching a statistically significant level. At last, the influence coefficient of work engagement on subjective well-being was 0.388 with the P value of 0.000 reaching a statistically significant level.

Table 3. Regression analysis on impact of work family conflict, job salary and promotion satisfaction and work engagement on subjective well-being

variable	R ²	F	β	t	Sig.
job salary and promotion satisfaction	0.358	46.417***	0.137	2.384	0.018
work-family conflict			-0.275	-4.878	0.000
work engagement			0.388	7.255	0.000

Based on above analysis, the path analysis model was drawn (Figure 2).

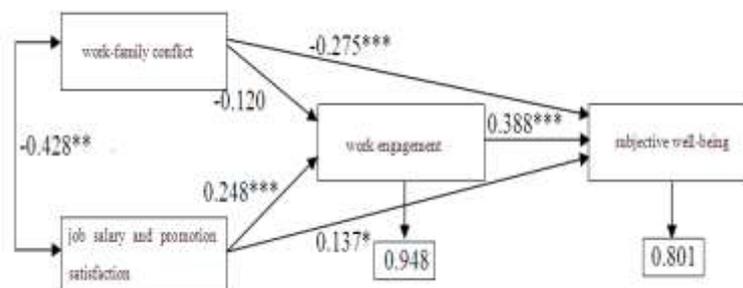


Figure 2. Path analysis model on effect of work family conflict, job salary and promotion satisfaction and work engagement on subjective well-being

It was indicated in the Figure above that 4 influence paths were significant. (1) Work family conflict would directly influence subjective well-being, with the direct effect coefficient of -0.275 ($P < 0.001$), however, the indirect influence of work family conflict on subjective well-being through work engagement was not significant statistically. (2) Work engagement could directly influence subjective well-being and the direct effect coefficient was 0.388 ($P < 0.001$). (3) Job and promotion satisfaction could directly influence subjective well-being with the direct effect coefficient of 0.137 ($P < 0.05$). (4) Job salary and promotion satisfaction could influence subjective well-being indirectly through the partly intermediary role played by work engagement between them, with indirect effect coefficient of 0.096 (0.388×0.248) and the total effect coefficient of 0.233 ($0.137 + 0.096$). In consequence, hypothesis 1 was verified and hypothesis 2 was disproved.

4. Discussion

4.1 The Effect of Work Family Conflict on Subjective Well-being

According to the results, work family conflict was negatively correlated with the subjective well-being of principals in primary and middle school and also was a factor impacting subjective well-being, that is consistent with the findings in research on teachers in primary and middle school (Pantatik, Badri & Rajab, et al., 2011; Liu, Feng & Liu, 2010). In light of Chinese traditional culture, harmonious family relationship is one of the main signs of happiness. Based on this, if the primary and middle school principals could balance the conflict between work and family, they would create a good working environment and harmonious family relationship. On the contrary, if the work family conflict were too high, the work efficiency of primary and middle school principals would decrease and their family relationships would be undermined, thus their subjective well-being would be declined. Therefore, it is necessary to take measures to balance their work family conflict in order to improve their subjective well-being. It is pointed out in other researchers that the implementation of telecommuting, flexible working time, improvement of the performance appraisal as well as social support could balance their work and family conflict (Yang, Fu & Zhao, et al., 2015; Brough & O'Driscoll, 2010). So, in future research, we should study how to carry out the measures above.

4.2 The Effect of Job and Promotion Satisfaction on Subjective Well-being

The results have shown that job salary and promotion satisfaction correlated significant positively with subjective well-being and could positively predict subjective well-being. That is congruent with the research findings concerning with teachers in vocational schools and civil servants in China (Xian, Wang & Jing, 2011; Zheng & Liu, 2011). As the reform of teachers' wage has been implemented, teachers' salary was increasing but still relatively low (Luo & Wang, 2011). In 2014, Teachers' strikes and protest events for low payments took place in Gushi in Henan Province (The China Youth Daily, 2014). Consequently, "the low income injury of teachers" is a negligible issue (Li, 2015). The low income couldn't meet the financial cost of the teacher and strengthen their job burnout and work family conflict. The research results reminded us that appropriate improvement of principals' salary as well as creating opportunities for work promotion for them to reinforce their satisfaction with their career would be necessary so as to enhance their subjective well-being.

4.3 The Effect of Work Engagement on Subjective Well-being

It was revealed in this study that work engagement would directly affect the subjective well-being, which is accordant with the results of research concerning with mental health workers (Liu, Shi & Zhang, et al., 2014). High level of work engagement could improve headmasters' work efficiency, bring them the pleasure of work (Zhao & Zhang, 2014; Little, Simmons & Nelson, 2007), make them feel in a positive emotion, and thus enhance their subjective well-being.

Meanwhile, work engagement had a partial mediating effect on the relationship between job salary and promotion satisfaction and subjective well-being. Firstly, raising salary of principals in primary and middle school could promote their work engagement (Hu & Lu, 2014). Secondly, offering opportunities of training could propel their career development and improve their level of work engagement. Work engagement is a positive mental state of energy, concentration and dedication. In a high degree of work engagement, principals of primary and middle school would experience higher professional identity and be invulnerable to the boredom and negative emotions at work (Halbesleben, Jonathon & Bakker, 2010), which could lead to a positive and serious attitude toward their jobs, thus they can more easily achieve a good performance and improve their subjective well-being.

References

- Bakker, A. B., Demerouti, E., & Taris, T., et al. (2003). A multi-group analysis of the Job Demands–Resources model in four home care organizations. *International Journal of Stress Management*, 10, 16–38. <http://dx.doi.org/10.1037/1072-5245.10.1.16>
- Brough, P., & O'Driscoll, M. P. (2010). Organisational interventions for balancing work and home demands: An overview. *Work & Stress*, 24, 280–297. <http://dx.doi.org/10.1080/02678373.2010.506808>
- Demerouti, E., Bakker, A. B., & Nachreiner, F., et al. (2001). The job demands–resources model of burnout. *Journal of Applied Psychology*, 86, 499–512. <http://dx.doi.org/10.1037/0021-9010.86.3.499>
- Halbesleben, Jonathon, R. B., Bakker, A. B., & Leiter, M. P. (2010). A meta-analysis of work engagement: Relationships with burnout, demands, resources, and consequences. *Work engagement: A handbook of essential theory and research*. New York, NY, US: Psychology Press, 102-117.
- Hu L., N., & Lu, H. R. (2014). A study on the relationship between job salary satisfaction and work engagement of nurse. *Chinese Nursing Research*, 28(11), 3877-3879.
- Hu, S. Y. (2015). The Primary and Middle School Principals' core qualities: trace back to the source and pragmatic-discussion based on the "Speciality standard of Compulsory education school principals". *Journal of Primary and Middle School management*, 3, 7-10.
- Li, Z. H. (2015). The teachers' injury of low income. *People's Education*, 2, 10.
- Li, Z. H., Li, Q. L., & Tian, Y. H. (2013). The impact of work engagement on emotional exhaustion-An Analysis from the Perspective of Job demands-resources model. *Soft Science*, 27(6), 103-107.
- Little, L. M., Simmons, B. L., & Nelson, D. L. (2007). Health among leaders: Positive and negative affect. engagement and burnout forgiveness and revenge. *Journal of Management Studies*, 44(2), 243-260. <http://dx.doi.org/10.1111/j.1467-6486.2007.00687.x>
- Liu, W., Feng, J. X., & Liu, M. (2010). On senior high school teachers' work-family conflicts: their characteristics and their impact on the teachers' satisfaction with their life. *Chinese Journal of Special Education*, 3, 77-81.
- Liu, W., Shi, Z. B., & Zhang, X. F., et al. (2014). Relationships of Job Characteristics, Work Engagement and Subjective Well-being in Psychiatric Clinical Staff. *Chinese Journal of Clinical Psychology*, 22(2), 315-318.
- Luo, R. G., & Wang, S. S. (2011). Study on the primary and middle school teachers' job salary satisfaction. *Modern*

Education Management, 5, 75-78.

- Panatik, S. A. B., Badri, S. K. Z., & Rajab, A., et al. (2011). The impact of work family conflict on psychological well-being among school teachers in Malaysia. *Procedia-Social and Behavioral Sciences*, 29, 1500-1507. <http://dx.doi.org/10.1016/j.sbspro.2011.11.390>
- Spector, P. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. *American Journal of Community Psychology*, 13(6), 693-713. <http://dx.doi.org/10.1007/BF00929796>
- The China Youth Daily. (2014, December 25). Hunderds of teachers asked for salary in Gushi in Henan Province. http://zqb.cyol.com/html/2014-12/25/nw.D110000zgqnb_20141225_7-01.htm
- Wang, T. J. (2012). Study Xing-zhi Tao, be a principal with heart. *China Education Daily*, 7-3(6).
- Wang, X. D., Wang, X. L., & Ma, H., et al. (1998). Handbook of rating scales for mental health (revised). *Chinese mental health journal*, (12), 173-178.
- Wang, Y. F., & Qin, J. L. (2009). Integrated study of job burnout and work engagement. *Advances in Psychological Science*, 17(4), 802-810.
- Weng, Q. Y. (2011). A Discourse on the secondary school principal's sense of occupational well-being. *Teacher Education Research*, 23(2), 17-20.
- Xian, G. C., Wang, Y., & Jing, J. X. (2011). Relationship between job satisfaction and subjective well-being of secondary vocational school teachers. *Vocational & Technical Education Forum*, 36, 83-86.
- Xiao, Y. J., & Li, C. L. (2012). Discussion on the role of Primary and Middle School Principals based on the educators' spirit of running school. *Journal of Teaching and Management*, 2, 27-30.
- Xu, Y. H. (2012). Exploring the impact of teachers' job satisfaction of elementary and middle school and organizational culture on school development—the positive study based on the 299 teachers of elementary and middle school in Lujiang town of Anhui province. Master's thesis of Soochow University.
- Yan, W. Y. (2006). Role of principals: creating teachers' vocational happiness. *Research in Education Development*, 6, 73-74.
- Yang L., Fu C., & Zhao X., et al. (2015). Mediating effect of job burnout on the relationship between work-family conflict and subjective well-being of primary and middle school teachers. *Chinese Journal of Clinical Psychology*, 23(2), 330-335.
- Zhang, Y. W., & Gan, Y. Q. (2015). The Chinese Version of Utrecht Work Engagement Scale: An Examination of Reliability and Validity. *Chinese Journal of Clinical Psychology*, 13(3), 268-270.
- Zhao, B., & Zhang, D. J. (2014). A study on the relationship between professional happiness and work engagement of teacher. *Modern Primary and Secondary Education*, 5, 108-111.
- Zheng, Y., & Liu, W. (2011). Relationship among job satisfaction, subjective well-being and job performance. *Research on Financial and Economic Issues*, 12, 23-30.
- Zhou, C. M., & He, X. C. (2009). The relationship between work-family Conflict and life satisfaction: big five personality as a mediator variable. *Psychological Science*, 32(5), 1057-1060.

