WORK-FAMILY CONFLICT AND JOB BURNOUT AMONG PUBLIC SCHOOL FEMALE TEACHERS IN MALAYSIA DURING COVID-19

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Abstract

Juggling with multiple roles at home and work can lead to burnout, and working at home may increase the possibility of juggling between work and family. This study investigates the relationship between work-family conflict and job burnout among Malaysian female teachers in public schools during the COVID-19 pandemic in which teachers were working at home by adopting home-based teaching and learning mode. This study used a cross-sectional online survey design. A total of 376 female public-school teachers in Malaysia were recruited by using a purposive sampling technique. The eligible participants to answer the questionnaires are (a) Malaysian, (b) teaching in primary or secondary school, (c) public school teachers, and (d) female. The study used the Malay version of the Work-Family Conflict Questionnaire to measure work-family conflict and Oldenburg Burnout Inventory to measure job burnout. It is hypothesised that there will be a significant positive relationship between work-family conflicts and job burnout. The results from multiple regression analyses show the overall work-family conflict predicts job burnout. The study also found the significance of strain-based conflicts in predicting job burnout in which work-interfere-family predict job burnout at a greater value than family-interfere-work. The results indicating that while working at home, female teachers experience strain from handling work demands which interfere with their role at home, hence contribute to job burnout. The findings, recommendations, and implications of this study are discussed.

Keywords: Female teachers, Job burnout, Malaysia, Work at home, Work- family conflict

Introduction

The COVID-19 pandemic has taken a toll of 3.92 million lives worldwide (Ritchie et al., 2021) and 5001 deaths in Malaysia as of June 2021 (Ministry of Health Malaysia, 2021). To curb the transmission of the disease, the Malaysian government

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has announced sets of Movement Control Orders (MCO) that limit the mobility of the people to cross districts and states' borders. This situation has brought about tremendous change in all aspects, especially in work culture and home environments.

Education is among the impacted sector experiencing tremendous change and has significantly increased the responsibility of teachers. During the MCO, teaching and learning activities continue even when schools are closed. However, teachers are forced to practice home-based teaching and learning *(Pengajaran dan Pembelajaran di Rumah: PdPR)*. Teachers need to work from home and shift their regular, face-to-face classes to online teaching and learning mode (Ministry of Education Malaysia [MOE], 2020a). The sudden change demands teachers' effort and time to plan effective teaching methods and design their online learning modules to suit the students while at the same time facing pressures to maintain the academic achievement of their school.

Besides their role as educators, teachers also have an obligation to manage their families, predominantly female teachers. Although women are working or taking up professional positions, the traditional gender role where women are the primary home and children caretaker is still emphasised even in the Malaysian context (Noor & Mahudin, 2016). Furthermore, it is another challenge for teachers to juggle multiple roles at home as a wife, mother, daughter, daughter-in-law, sister, friends (Noor & Mahudin, 2016), and worker simultaneously. Consequently, juggling domestic duties and work responsibilities creates a work-family conflict (Aazami et al., 2016). The situation may be stressful, especially while working at home (Oakman et al., 2020), leading to job burnout among teachers.

Literature Review

Work-family conflict (WFC)

Work-family conflict (WFC) happens when the role at work is clashing with roles at home, and vice versa and the individual struggles to fulfil each role properly (Weer & Greenhaus, 2014). WFC is also a multidimensional concept. It involves the two-way nature of conflicts known as works interfere with family (WIF) and family interfere with works (FIW) (Reimann et al., 2019).

Besides that, Kelloway et al. (1999) expanded the WFC into two more aspects: time-based and strain-based conflicts. Time-based conflict is characterised by conflicts that occur when fulfilling one role (e.g., work) prevents one from fulfilling another (e.g., family). Meanwhile, strain-based conflict happens when strain experience from fulfilling one role (e.g., family) affects the performance of the other (e.g., work). Thus, Kelloway et al. (1999) also proposed a fourfold classification of WFC, the combination of WIF and FIW with strain- and time-based conflicts: i) WIF time-based, ii) WIF strain-based, iii) FIW time-based, and iv) FIW strain-based.

Previous literature has highlighted that WFC predicts increased experience of stress outcomes such as psychological distress (Viertiö et al., 2021), sleep disturbance (Aazami et al., 2016), and further promote job burnout (Smith et al., 2018; Wu et al., 2018).

Job burnout

Job burnout is strain associated with works (Lizano, 2015), characterised by emotional exhaustion, pessimistic, cynical attitudes, and a low sense of accomplishment (Salvagioni et al., 2017). The teaching profession is challenging, and the prevalence of burnout is high across the globe (Szabo & Jagodics, 2019).

The adverse impact of job burnout is detrimental to health and well-being, such as depressive symptoms and cardiovascular diseases (Salvagioni et al., 2017), physical and somatic problems, psychological distress, life satisfaction (Lizano, 2015), and work-related behaviour such as reduce performance (Wu et al., 2018) and job satisfaction which in turn affecting organisational commitment and turnover intention (Chong & Monroe, 2015). Besides, job burnout also reduces teachers' relatedness with students (Saloviita & Pakarinen, 2021). Thus, the issue of WFC and job burnout cannot be taken lightly.

In other words, job burnout disrupts teacher functioning and may prevent effective student learning. Such a condition will impact themselves, students, and schools. As a result, they will not excel at their job as the stress increases and depletes the organisation's resources (Western Governors University, 2019).

WFC and job burnout

The WFC is described as a significant predictor of job burnout. Previous studies found a positive relationship between WFC and job burnout (Wang et al., 2012; Wu et al., 2018) among different types of professions such as firefighters (Smith et al., 2018) and police officers (Lambert et al., 2019), professionals (Wang et al., 2012; Wu et al., 2018), as well as teachers (Chakravorty & Singh, 2020a). The findings indicate that a higher level of WFC predicts job burnout. Furthermore, the literature also found variability of the strength of the relationship between classifications of WFC and job burnout, and further discussed in the next section.

Work interferes with family (WIF) vs family interferes with work (FIW)

Previous studies found that both WFC conflicts, WIF and FIW, positively predict work-related outcomes (Chakravorty & Singh, 2020b; Mete et al., 2014); however, the strength of prediction might be different. For instance, WIF has a more substantial relationship with job burnout than FIW (Chakravorty & Singh, 2020b; Mete et al., 2014). The findings suggest that the consequence of spillover of high work demands that interfere with employees' roles at home make them experience depletion in energy, leading to job burnout. Nevertheless, both WIF and FIW were significantly positively predicting job burnout.

Time-based vs strain-based

Past research also found a significant impact of both time-based and strain-based WFC on job burnout. However, strain-based conflict was found to be predicting job burnout at a greater value than time-based (Geraldes et al., 2018; Lambert et al., 2019). Also, interestingly, Lambert et al. (2019) found that only time-based conflict significantly and negatively contributes to depersonalisation but not strain-based conflict. The findings indicate that employees experience a sense of time pressure due to long working hours and little time to spend with family members, making them feel ineffective at work. On the other hand, Dacey (2019) did not support such findings. The study found that time-based conflict did not positively influence any aspect of job burnout, indicating the superiority of strain-based conflict in predicting job burnout over time-based conflict.

Some other literature also investigated the association of WIF and FIW conflict on time-based and strain-based conflict. For instance, studies found that all types of association between strain-based and time-based with WIF and FIW are positively and significantly predicts sleep disturbance (Aazami et al., 2016) and turnover intention (Tariq et al., 2021). Nevertheless, the WIF strain-based conflict appears to be a stronger predictor of sleep disturbance (Aazami et al., 2016) turnover intention (Tariq et al., 2021), indicating that employees are more prevalent to adverse outcomes when strain from work interferes with their private.

Methodology

The present study

Based on the literature, it is conclusive that WFC contributes to job burnout, including teachers. The challenging teaching profession makes teachers prone to show job burnout symptoms such as exhaustion, predominantly among females (Arvidsson et al., 2016). Since more than 70% or about 294,154 primary and secondary public-school teachers are female (MOE, 2020b), understanding the relationship between WFC and job burnout among female public-school teachers is necessary, which serves as the aim of this study.

Although the relationship between WFC and job burnout among female teachers was studied by Noor and Zainuddin (2011), the study was conducted during the regular learning and teaching period, where teachers work at school. During the COVID-19 pandemic, the context of working has changed (i.e., *PdPR*), where teachers are working at home while fulfilling domestic duties simultaneously. As a result of the changes in the working context, workers might be more likely to experience a more significant work-family conflict that can lead to job burnout because of work and family demands (Ghislieri et al., 2016).

Since the impacts of job burnout are devastating (e.g., Chong & Monroe, 2015; Lizano, 2015; Salvagioni et al., 2017; Wu et al., 2018), thus, investigating the relationship between WFC and job burnout among teachers is necessary due to the

changes in the working context. This study will benefit policymakers to understand teachers' struggle in juggling multiple roles at home and work simultaneously during *PdPR*. Furthermore, the finding might help in designing intervention programmes to prevent job burnout among schoolteachers in Malaysia. Consequently, it helps ensure teachers provide a quality learning experience for students despite the challenges of working at home.

Hypotheses

This study aims to investigate how WFC predicts job burnout. This present study adopted four classifications of WFC based on Kelloway et al. (1999) to predict job burnout. The study predicts that higher levels of conflicts lead individuals to experience more incredible job burnout. Therefore, this study hypothesises that WIF time-based (H1) and strain-based (H2) conflicts positively relate to job burnout. This study also hypothesises that FIW time-based (H3) and strain-based (H4) conflicts positively relate to job burnout. Lastly, this study predicts that the overall WFC to be positively related to job burnout (H5).

Study design

This study used a cross-sectional online survey designed to investigate the relationship between WFC and the four classifications of WFC with job burnout among Malaysian female public school teachers. The study used Google form as the survey medium, and the link was spread out through social media.

Participants

This study recruited 376 female public-school teachers in Malaysia using a purposive sampling method. They represented all states in Malaysia except the Federal Territory of Labuan. The highest number comes from Selangor (n = 88), followed by Johor (n =87), and Kelantan (n = 47) and the least is Perlis (n =1). The participants must meet the inclusion criteria and be willing to provide information related to the study. The participants' criteria include: (a) Malaysian, (b) Teaching in primary or secondary school, (c) Public school teachers, and (d) female.

About 44.90 per cent of the public-school female teachers taught in primary schools, while 55.10 per cent taught in secondary schools. The age range is from 23 to 58, with a mean of 43.05. On average, the respondents have been working as teachers for more than 17 years (M = 17.55). Only 16.22 per cent have less than ten years of working experience; meanwhile, 38.03 per cent have 10-19 years and 20-29 years of experience, whereas 7.71 per cent have more than 30 years of working experience in the field. Table 1 summarises the demographic profiles of the respondents.

Table 1: Respondents' Demographic Profiles

	M (SD)	n	%
Type of School			
	Primary	169	44.90
	Secondary	207	55.10
Age	43.05 (8.11)		
	20-30	30	7.98
	31-40	115	30.59
	41-50	148	39.36
	> 50	83	22.07
Working experience	17.55 (8.29)		
	< 10 years	61	16.22
	10-19 years	143	38.03
	20-29 years	143	38.03
	> 30 years	29	7.71

Measures

This study used the Malay language versions of the Work-Family Conflict Questionnaire and Oldenburg Burnout Inventory. Work-Family Conflict Questionnaire (WFCQ) has four dimensions, a combination of time and strain-based as well as WIF and FIW (Aazami et al., 2014). The WFCQ contains 22 items, scored using a 5-point Likert scale from 1 "Strongly Disagree" to 5 "Strongly Agree." A higher score indicates a higher conflict. Examples items based on the WFC aspect include i) WIF (time-based): I have to change plans with family members because of the demands of my job; ii) WIF (strain-based): After work, I have little energy left for the things I need to do at home; and iii) FIW (time-based): My family demands interrupt my workday. The discriminant validity, convergent validity, and internal consistency of the Malay version WFCQ are adequately supported (Aazami et al., 2014).

Oldenburg Burnout Inventory was used to measure job burnout. It consists of 16 items with a 4-point Likert scale ranging from 1 "Strongly Agree" and 4 "Strongly Disagree" (Mahadi et al., 2018). Items 2, 3, 4, 6, 8, 9, 11, and 12 are reversed. Then, all items are summed together, and the higher score indicates the person who is described as the one who experiences job burnout. Examples of items are "I always

find new and interesting aspects in my work" and "During my work, I often feel emotionally drained." The Malay version of the OBI has adequate face validity, construct validity, and internal consistency (Mahadi et al., 2018).

The reliability analysis was conducted to check the reliability of the scales. The Cronbach's alpha (α) for all scales is more than 0.70, which is considered acceptable internal consistency, while 0.80 is preferable (Pallant, 2016). Table 2 summarised the internal reliability of scales used in this study.

Table 2: Reliability Analysis

Variables	Cronbach's alpha (α)
Work-interfere-family (time-based)	0.88
Work-interfere-family (strain-based)	0.85
Family-interfere-work (time-based)	0.79
Family-interfere-work (strain-based)	0.89
Overall WFC	0.94
Job Burnout	**0.78**

Procedure

The survey link was spread out through social media platforms, namely WhatsApp, Facebook, and Instagram. Social media was used because it is cost and time-efficient and able to reach many participants. The survey form consisted of four sections. Part A contains informed consent, Part B includes demographic questions, Part C is the job burnout scale (OBI), and Part D is the work-family conflict scale (WFCQ).

Firstly, participants filled the informed consent as an agreement to ensure their understanding of this study's objective. Next, participants filled in the demographic information. Subsequently, participants filled the scale, OBU and followed by the WFCQ. It took approximately 10 to 15 minutes to complete the survey. An online debriefing form consisting of an appreciation for participation and the researchers' contact information was also attached at the end of the survey.

This study conducted two hierarchical multiple regression analysis sets using IBM SPSS version 25 to test the hypotheses. First, hierarchical multiple regression was used because it enables control over the effect of demographic variables in predicting job burnout (Pallant, 2016). Before that, descriptive analysis and assumption checking for multiple regression were conducted. Finally, all the outputs are interpreted and concluded whether the hypothesis is rejected or not.

Ethical consideration

Before collecting data, the researchers obtained the ethical review approvals from the Department of Psychology and Research Ethics Committee of International Islamic University Malaysia. At the beginning of the survey, a simple consent paragraph was shown to each participant to assure their understanding of this study's objective and ensure voluntary participation. They were required to click the box provided in Google Form to indicate their agreement to participate in this study. This study maintains the anonymity of participants. Furthermore, confidentiality was ensured by keeping the data collected from participants in password-protected computers. Also, access to the data collected is limited as only the researchers have access to participants' information. The participants were given the right to withdraw from this study through the consent form at any time. Their personal data is not used for analysis or in this study.

Results

Table 3 describes the minimum and maximum value, mean, standard deviation *(SD)* of work-family conflict and job burnout. The result shows that age and experience significantly, negatively correlated with WIF, FIW (strain-based), and job burnout. Interestingly, the school level (primary and secondary) significantly positively correlates with WIF (strain and time based), FIW (time-based), and overall WFC. The results also show that the mean of WIF (time and strain-based) is more significant than FIW (time and strain-based).

Table 3: Descriptive Statistics of WFC Aspects, Total WFC and Job Burnout

Variables	Mean (SD)	1	2	3	4	5	6	7	8
1. Age	43.05 (8.11)								
2. Exp	17.55 (8.29)	0.94**							
3. School level	1.55 (0.50)	0.08	0.08						
4. WIFt	14.55 (4.72)	0.02	0.02	0.15**					
5. WIFs	17.81 (5.23)	-0.13*	-0.18*	0.11*	0.76**				
6. FIWt	12.02 (3.97)	-0.08	-0.06	0.15**	0.62**	0.65**			
7. FIWs	12.79 (5.05)	-0.14**	-0.13*	0.07	0.52**	0.58**	0.73**		

8. Overall WFC	57.17 (16.18)	-0.10	-0.09	0.14**	0.85**	0.83**	0.86**	0.83**	
9. Job Burnout	34.87 (5.59)	-0.13*	-0.12*	0.03	0.53**	0.64**	0.45**	0.47**	0.61**

Notes: * $p < 0.05$; ** $p < 0.01$; Exp. = Experience; WIFt = Work-interfere-family (time-based); WIFs = Work-interfere-family (strain-based); FIWt = Family-interfere-work (time-based); FIWs = Family-interfere-work (strain-based).

Next, an assumption checking analysis was conducted to ensure data met all the assumptions to conduct multiple regression, including the sample size, outliers, normality, linearity, homoscedasticity of residual, and multicollinearity. The results show no violation of all assumptions. The following paragraph describes the detailed explanation of the preliminary analysis.

Following the formula by Green (1991 as cited in Tabachnick & Fidell, 2013, p. 159); N ≥ 50 + 8m, (m is the number of independent variables), the sample size of 376 is adequate since it is more than the minimum of 90 respondents. Furthermore, the scatterplot in Figure 1 shows no violation of normality and homoscedasticity since the data is scattered roughly and is distributed along with the zero points.

Outliers were detected since the Mahalanobis distance, 27.184, is more than the critical value, 24.320 suggested by Pallant (2016, p. 161). However, the effect of outliers is not significant since the value of Cook's distance (0.074) is less than 1.0. The data also does not violate the multicollinearity assumption since the Tolerance values are more than 0.10 (ranging from 0.12 to 0.99) and the VIF value less than 10.00 ranging from 1.03 to 8.71 (Pallant, 2016). Thus, no violation of assumptions justifies the use of multiple hierarchical regression.

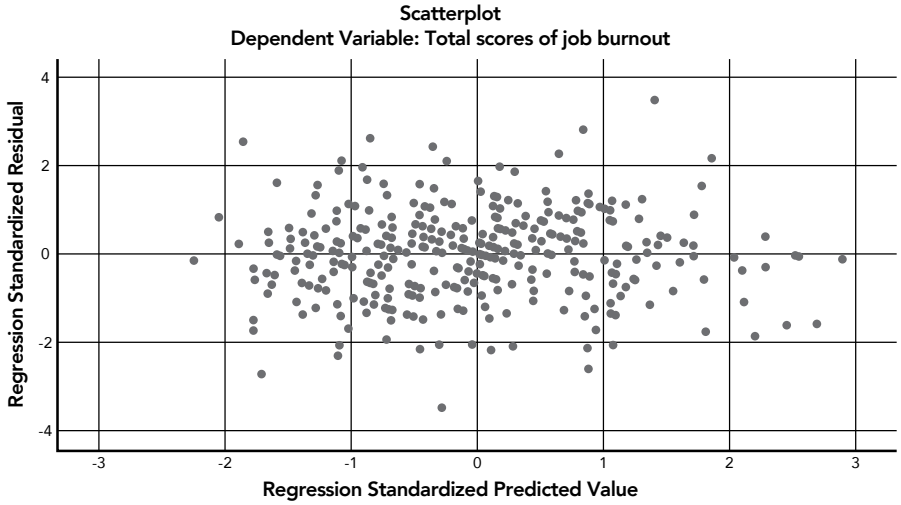

Figure 1: Scatter Plot of the Dependent Variable

Two separate hierarchical multiple regressions were used to assess the ability of the WFC and classifications of WFC in predicting job burnout among female teachers in Malaysia while controlling the demographic variables such as age, working experience, and type of school. The WFC variable is divided into five factors, namely i) time-based WIF, ii) strain-based WIF, iii) time-based FIW, iv) strain-based FIW and v) total WFC. The result of the hierarchical multiple regression is summarised in Table 4.

The first hierarchical multiple regression was conducted to check the classification of WFC and job burnout. The demographic variables, age, working experience and type of school were entered at Step 1 and labelled as Model 1. Model 1 explains 2% of the variance [F (3,372) = 2.451, p = 0.063] in job burnout.

Next, in Step 2, the classifications of the independent variable were entered. Model 2 significantly explains 42.70% [F (7,368) = 39.225, $p < 0.001$] variance in job burnout among female teachers. The four classifications of work-family conflicts measure an additional 40.80% after controlling the demographic variables, R squared change = 0.408, F change (4, 368) = 65.581, $p < 0.001$. In Model 2, only two strain-based factors were statistically significant in predicting job burnout, but not time-based factors. WIF recording a higher beta value (β = 0.494, $p < 0.001$) than the FIW (β = 0.147, $p < 0.05$). Meanwhile, time-based WIF (β = 0.105 p = 0.102) and time-based FIW (β = -0.037, p = 0.566) are not significant in predicting job burnout.

Table 4: Results of Hierarchical Multiple Regression of Demographic Variables and Work-family Conflict Aspects and Total of Work-family Conflict Aspects Predicting Job Burnout

Variables	Standardised Beta Coefficient (β)
Model 1	Δ R^2 0.019
Age	-0.158
Working experience	0.024
Type of school	0.043
Model 2 (Round 1)	Δ R^2 0.427**
HI: WIF (time-based)	0.105
H2: WIF (strain-based)	0.494**
H3: FIW (time-based)	-0.037
H4: FIW (strain-based)	0.147*
Model 2 (Round 2)	Δ R^2 0.39**;
H5: Overall WFC	0.615**

Note: ** p < 0.001, *p < 0.05; WIF = Work-interfere-family; FIW = Family-interfere-work

Next, the second round of hierarchical multiple regression was conducted to check the total WFC and job burnout. The first step of round two is similar to round one. For this round, WFC explains 38.50% [F (4,371) = 58.11, p < 0.001] variance in job burnout among female teachers, after controlling the demographic variables. The overall work-family conflicts measure an additional 36.60% after controlling the demographic variables, R squared change = 0.366, F change (1, 371) = 220.75, p < 0.001. Overall, only Hypotheses 2, 4, and 5 were accepted, while Hypotheses 1 and 3 were rejected. Figure 2 summarises the findings.

Discussion

The current study describes the relationship between work-family conflict and job burnout among Malaysian public school female teachers during the COVID-19 pandemic. In this matter, the overall WFC and its classifications, WIF, FIW, time, and strain-based conflicts, were investigated, together with some demographic variables (e.g., age and working experience) in predicting job burnout. Overall, three out of five hypotheses were supported. Besides that, some demographic variables are also correlated with WFC and job burnout. The relationship between variables is discussed as follows.

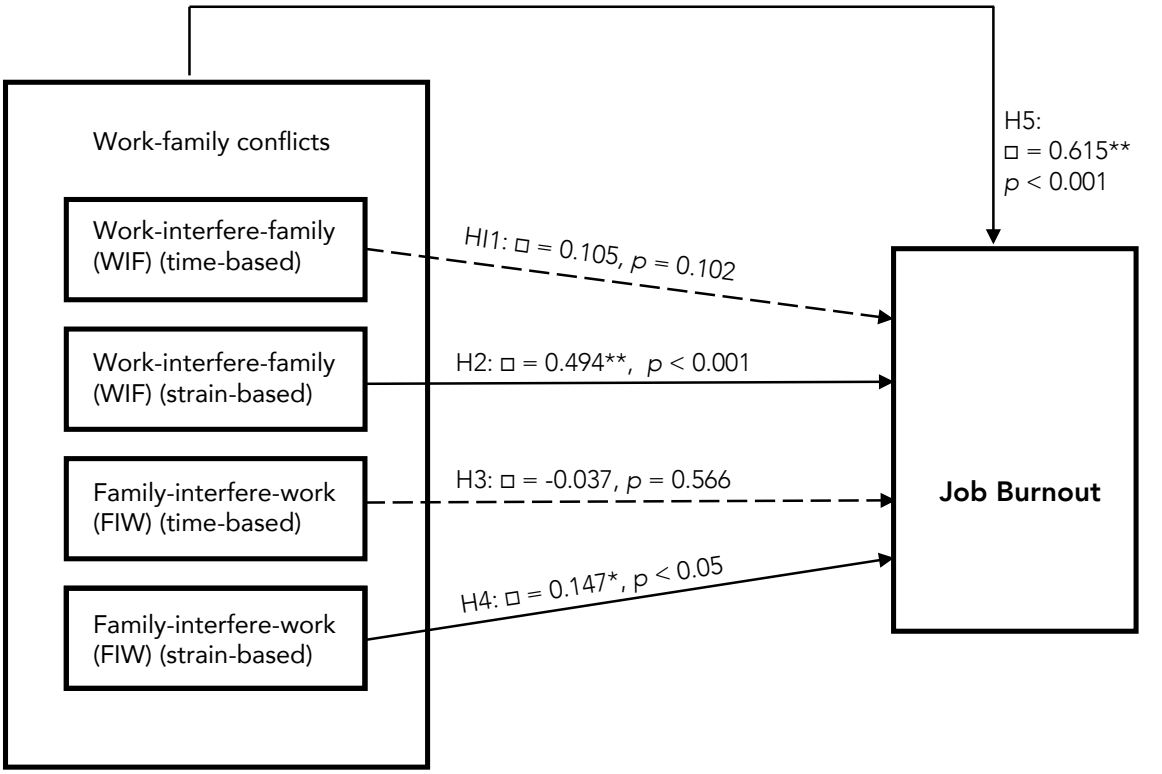

Figure 2: Relationship Between WFC and Job Burnout

This study found that age and experience had a significant negative correlation with WIF and FIW (strain-based) and job burnout. The results indicate that younger teachers are more prone to experience strain work and family conflicts. Among explanations is that older, experienced teachers are less likely to suffer work-family conflict and job burnout because they are more adapted to teaching professions and have a better routine and coping skills than younger teachers, enabling them to handle better stressful events (Saloviita & Pakarinen, 2021).

Additionally, the school level was identified to have positive correlations with WIF (time and strain-based), FIW (time-based), and overall WFC suggesting a significant school-level influence on the conflict between work and family. Among possible reasons is secondary school teachers are involved in important examinations such as *Sijil Pelajaran Malaysia* (SPM), *Sijil Tinggi Persekolahan Malaysia* (STPM), and *Sijil Tinggi Agama Malaysia* (STAM) that require more of their time and effort in teaching and preparing learning materials. The present study found that school levels had no significant impacts on teachers' job burnout signifies no difference between the job burnout experienced by primary and secondary school teachers.

Similar to previous studies, the current study found that the overall WFC positively and significantly predict job burnout (Wang et al., 2012; Wu et al., 2018), indicating WFC as a potential stressor contributing to job burnout during the COVID-19 pandemic. Furthermore, the results also portray the significance of strain-based WFC (i.e., WIF and FIW strain-based) on job burnout, while WIF strain-based predicts job burnout at a greater level than FIW strain-based. The result may indicate that strain experienced by teachers while handling work demands spill over at home.

One possible explanation contributing to strain at work is stress-induced exposure to telecommunication devices, computers, and smartphone screens (Mheidly et al., 2020). The *PdPR* during the COVID-19 pandemic requires teachers to engage with computers and smartphones for teaching and preparing materials for teaching and learning. Additionally, working online may require employees to be constantly available, escalating the work demand and pressure (Karimikia et al., 2021). A need to attend to work demands instantaneously and extended exposure to computer and smartphones screens may have a negative physical and psychological impact, including musculoskeletal impairment, sleep disturbance, and even depressive symptoms (Mheidly et al., 2020).

Moreover, the strain from work further continues while doing their duties at home, affecting their work. This is evidenced by the significant correlation between WIF and FIW strain-based conflicts. Among the reason is that teachers need to attend to work online, but they also need to monitor their children's online learning sessions at home and attend to other household chores. Thus, a continuous juggling with roles at work and home simultaneously leads to burnout among teachers.

On the disadvantage side, this study did not offer the antecedents of strains. Therefore, it is fruitful for future studies to investigate causes of strain as reported in the literature, such as marital and family economic status (Ratanasiripong et al., 2021), telecommunication devices, online support systems (Mheidly et al., 2020), workload, role ambiguity (Karimikia et al., 2021), self-efficacy (Saloviita & Pakarinen, 2021) and other factors like resilience and relationship quality (Ratanasiripong et al., 2021) concerning the WFC and job burnout among teachers during *PdPR*. In addition, understanding other stress-related causes may contribute to deciphering the contributing factors besides protective factors that can buffer the detrimental effect of WFC and job burnout, consequently improving teachers' well-being while working online (Mheidly et al., 2020).

This study also found that time-based conflicts (i.e., WIF and FIW) do not significantly predict job burnout, supporting findings by Dacey (2019). One possible explanation is that working at home may allow flexibility to arrange their work around personal responsibilities (International Labour Organization, 2020). In addition, the internet may enable knowledge workers to fully utilise the flexibility of working, therefore, giving them ample time to fulfil roles at home and work. Although the hierarchical multiple regression results fail to predict burnout, this study also found significant moderate to large correlations between WIF and FIW time-based conflicts and job burnout. The results indicate the possibility for indirect relationships between time-based conflicts and job burnout. Thus, this study suggests exploring variables that may mediate the relationship between WIF and FIW time-based conflicts with job burnout.

Conclusion

In conclusion, the current findings offer important insights into the relationship of the job burnout situation with the WFC among public school female teachers in Malaysia during the COVID-19 pandemic. This study shows that WFC, specifically WIF and FIW strain-based conflicts, significantly predicts job burnout among female teachers during the *PdPR*. Therefore, it is suggested that intervention to mitigate strain from work and family responsibilities, such as coping style, might be necessary for female teachers. Additionally, since time-based conflicts do not significantly predict job burnout, it may indicate that working at home allows teachers to have flexible time for their family and work, thus not contributing to job burnout. It is suggested that policymakers may look at the possibility to practice flexible working time for teachers after the COVID-19 pandemic ends. However, more information is needed to understand the situation. It is also suggested conducting qualitative research to understand the experience of teachers juggling with a role at work and home while working at home. Finally, it is hoped that this study may help related parties design prevention programs to support teachers, prevent them from suffering job burnout, and maintain a healthy well-being. In addition, the intervention will enable teachers to provide a quality teaching and learning experience to students, despite the challenging situation of the COVID-19 pandemic.

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