

# Work Family Conflict and Job Satisfaction of Middle School Teachers: A Test Based on a Dual Mediation Model

Shuaifeng GUAN, Huadong SHEN<sup>1</sup>

School of Law Humanities and Sociology, Wuhan University of Technology, Wuhan, China.

**Abstract.** Whether the relationship between work and family is harmonious is closely related to personal development, and the conflict between work and family will lead to personal dissatisfaction with work. This paper reveals the mediating effects of occupational identity and occupational stress on work-family conflict and job satisfaction. The results show that: (1) Work-family conflict is negatively correlated with job satisfaction. (2) Occupational identity plays a mediating role in the impact of work-family conflict on individual occupational health development. (3) The influence of occupational stress mediating family conflict on individual occupational health development. The results of the study are helpful for individuals to recognize the important role of harmonious work-family relationships on their occupational health development, and are an important reference for relieving psychological stress arising from work and adjusting personal attitudes toward family and work.

**Keywords.** Family conflict; Job satisfaction; Occupational identity; Occupational stress.

## 1. Introduction

The mental health of teachers has been the subject of much attention and discussion among experts and scholars in society and academia. Teachers are not only the "pillars" of schools and the "leaders" of students, but also the parents of their own children, the partners of their loved ones, and the children of their parents. Therefore, it is especially important for teachers to manage the relationship between work and family. Resource conservation theory suggests that resources are of extraordinary value to individuals, and that individuals engage in a range of behaviors to acquire and preserve values that are beneficial to them, and when their resources are threatened, individuals respond by trying to protect and maintain those resources that are important to them [1]. When secondary school teachers devote most of their energy to their work, their families and homes are neglected, and if their work does not meet their family's needs, teachers' satisfaction with their job's decreases. When middle school teachers devote their energy and time to their families, they have less time and energy to devote to their jobs, and their ability to do

---

<sup>1</sup> Corresponding Author: Huadong SHEN, shd@whut.edu.cn

their work is not improved, and their job satisfaction decreases. In addition, group identity theory, which states that group members will take the group's goals and behavioral norms as their pursuits, and the degree of their accomplishment determines the cohesiveness of the members within the group which in turn affects their satisfaction with their group [2], the professional identity of middle school teachers can be explained to a high degree. The higher the professional identity of middle school teachers, the more satisfied they are with the job. [3]. In contrast, when teachers' work and family conflict, teachers' sense of belief may be affected as a result, leading to changes in professional identity. Therefore, it is assumed that professional identity is strongly linked between work-family conflict and job satisfaction. Stress theory suggests that group stress occurs when external influences do not align with individual intentions, which will lead to conflicts and contradictions. Aneshensel's research suggests that social status and social support are key components of social stress [4]. Occupational stress arises when teachers' social status and social support do not meet their personal intentions. Teachers' self-determination and occupational stress directly affect job satisfaction [5]. In turn, when teachers' work and family cannot be reconciled, stress arises as a result. Therefore, we assume that occupational stress can closely link work family conflict and job satisfaction

In summary, exploring the mechanisms of work-family conflict on job satisfaction among secondary school teachers has greater research significance for secondary school teacher training and school teaching. Related studies have more often explored the link between the two individually, however, few previous studies have focused on the relationship between occupational identity and occupational stress. Therefore, in order to study the impact of work-family conflict on middle school teachers' job satisfaction, this paper sets the mediating variables as occupational identity and occupational stress, and analyzes their effects on this basis. In this paper, a questionnaire was designed on the basis of theoretical research. The questionnaire was divided into four dimensions, and SPSS26.0 was used to analyze the correlation among the indicators of work-family conflict, job satisfaction, occupational identity and occupational stress to test the mediating role of the four dimensions. To study whether work-family conflict has an impact on job satisfaction, and to explore the mediating role of vocational identity and occupational stress in the relationship between work-family conflict and job satisfaction of middle school teachers. The rest of the paper will cover the following in detail: The second part will review the references and hypotheses; The third part will describe the research design of this paper; The fourth part gives the empirical results on the basis of the empirical research. The fifth part discusses the empirical results obtained above. The sixth part introduces the conclusion and management enlightenment of this paper to the reader.

## **2. Literature Review and Research Hypothesis**

### *2.1. Work-family Conflict and Job Satisfaction*

In recent years, many domestic and foreign experts and scholars have conducted research on the relationship between work-family conflict and job satisfaction. The studies have covered a variety of occupations and fields, including supervisors, managers, R&D personnel, and general employees in the corporate sector, and early childhood teachers, elementary and secondary school teachers, and college teachers in the educational sector. In the field of enterprises, on the one hand, there is a significant negative impact relationship between work-family conflicts and job satisfaction among middle-level

professional managers. On the other hand, the support of senior leaders has a certain moderating effect on the impact of work-family conflicts on job satisfaction among these employees [6]. The people who develop a company's products, the solid force that leads the company's innovation, are more susceptible to work-family conflict, and for them, the impact of group work-family conflict on job satisfaction is also negative [7]. Another group of scholars conducted research on the relevant behaviors of employees in real estate agency companies. After comparing and analyzing the relationship between work family conflict and employee job satisfaction in this field, they obtained the same results as the previous study: the two different dimensions of work family conflict - work influenced family conflict (WIF) and family influenced work conflict (FIW) - both have a negative impact on employee job satisfaction. [8]. In addition, studies conducted with knowledge-based employees and employees of manufacturing companies as research subjects yielded the same findings [9-11]. The same research also happened in the field of education, where scholars analyzed the different salary requests of teachers at different career stages, and came to basically the same conclusion after summing-up. Some scholars have used the theory of resource conservation and found that the work-family conflict of junior middle school teachers will have a significant negative impact on their job satisfaction [12], other scholars conducted field investigations on over 200 primary and secondary school teachers in Shandong Province, and based on the analysis results, concluded that there is a negative correlation between work family conflict and the professional happiness of primary and secondary school teachers [13]. In addition, using resource conservation theory and social exchange theory to study primary and secondary school teachers, we can also get basically the same conclusion: the work-family conflict between primary and secondary school teachers will greatly reduce their job satisfaction, and further directly increase the turnover tendency of teachers [14]. Some scholars even combined with the Covid-19 epidemic, arguing that the Covid-19 epidemic has made the conflict between work and family more intense and the conflict has led to a decrease in job satisfaction [15-16]. Therefore, this study sets middle school teachers as the research object and assumes that work family conflicts among middle school teachers have a significant negative impact on job satisfaction.

Hypothesis H1: Work-family conflict has a negative impact on the job satisfaction of middle school teachers

## *2.2. The Role of Professional Identity*

The concept of occupational identity was first proposed by psychologist Erikson's theory of "self-identity". According to Aryee & Tan, occupational identity is an important factor influencing job satisfaction and is closely related to job achievement, length of time in the job and turnover rate [18]. When occupational identity is strong, individuals' sense of belonging to their own jobs will be enhanced and individuals' job satisfaction will increase, and when occupational identity is weak, individuals do not get useful information for themselves at work and individuals' job satisfaction will decrease [19]. Experts have conducted different studies on several groups based on this. In the field of health care, professional identity is not only an important factor influencing job satisfaction of nurses in the post-anesthesia care unit [20]. It can also improve physician assistant job satisfaction through organizational commitment [21]. Especially in the new crown epidemic, physicians and nurses rushed to the front line to guard the people, it is because their professional identity still allowed them to hold job satisfaction [22]. Other scholars believe that social workers' job satisfaction can be improved only when their

professional identity is increased. [23], and improving social workers' professional identity is an effective way to improve social workers' happiness [24]. In the field of education, a good school environment can enhance teachers' sense of identification with their profession, thereby changing the dilemma of low job satisfaction among primary and secondary school teachers [25], and in rural areas, longer working hours, larger class sizes, and lower incomes contribute to the current situation of low job satisfaction among these teachers [26]. Teacher burnout is a common problem in Chinese society today [27], and improving teachers' professional identity is likely to increase their job satisfaction. In addition, studies by other scholars have proved that there is also a significant correlation between preschool teachers' work-family conflict and professional identity [28]. Teachers' passion and love for work can, to a certain extent, enable them to avoid the adverse emotions of work-family conflict [29]. Low occupational identity variables such as autonomy belief, service belief and professional competence will also change employees' job satisfaction [30]. This suggests that there is some correlation between middle school teachers and their work-family conflict, professional identity and job satisfaction. Based on the above research, the following hypotheses are proposed in this study:

Hypothesis *H2*: Work-family conflict is negatively related to the development of professional identity among secondary school teachers.

Hypothesis *H3*: Job satisfaction of secondary school teachers is positively related to the generation of professional identity.

Hypothesis *H4*: Professional identity mediates the effect of work-family conflict on job satisfaction among secondary school teachers.

### *2.3. The Role of Occupational Stress*

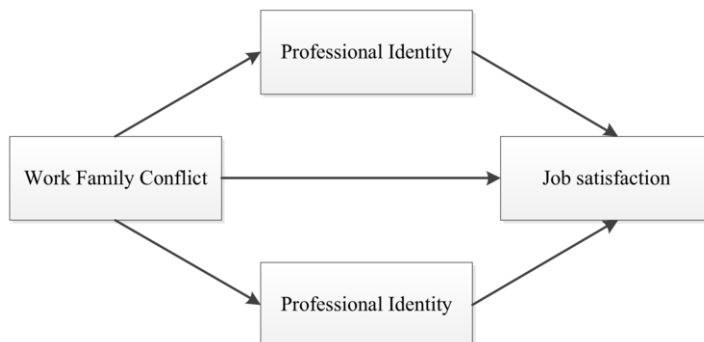
Occupational stress is a type of psychological stress, which is usually caused by unmet needs, and if an individual's physical, energy and emotions are not met, occupational stress will result. Secondary school teachers are faced with a series of problems such as complicated and trivial work tasks, and the heavy workload inevitably leads to neglect of family, and conflicts between work and family needs will generate stress in teachers' psychology, and teachers with low psychological capital will feel a strong sense of pressure at this time [31]. Some studies have shown that work-family conflict in secondary school teachers leads to job insecurity, which in turn leads to burnout [32-33] and occupational stress. Thus, occupational stress can arise at any time when work-family conflict arises. For people at work, occupational stress can bring various disadvantages to their lives and work, and scholars have conducted studies on people in different occupations and found that: The work stress of disaster safety management personnel will lead to the decline of job satisfaction [34], which leads to the increase of turnover rate. Occupational stress of psychiatric nurses is negatively correlated with their life satisfaction [35], and occupational stress of preschool teachers also directly affects their job satisfaction [36]. To sum up, there is a strong correlation between work-family conflict, occupational stress and job satisfaction. Therefore, the following hypothesis is proposed in this study:

Hypothesis *H5*: Work-family conflict is positively related to the generation of occupational stress among secondary school teachers.

Hypothesis *H6*: Job satisfaction of secondary school teachers is positively related to the generation of occupational stress

Hypothesis *H7*: Occupational stress mediates the effect of work-family conflict on job satisfaction among secondary school teachers.

The research framework of this paper is shown in Figure 1 below:



**Figure 1** Research framework

### 3. Objects and Methods

324 primary and secondary school teachers in Wuhan voluntarily participated in the questionnaire survey, and after eliminating invalid responses (response time less than 30 seconds, repeated selection of the same option), 302 remained, with an efficiency rate of 92.1%. The respondents covered teachers of all ages and educational levels. Among them, 110 (36.42%) were male and 192 (63.58%) were female; 102 (33.77%) were less than 30 years old, 113 (37.42%) were between 30 and 40 years old, 87 (28.81%) were over 40 years old, 198 (65.56%) possess a master's and doctoral degree, and 104 (34.44%) had a bachelor's degree.

This study modified the classic maturity scale developed by related scholars [37-40] to form the scale for this study. The internal consistency alpha coefficient for these scales all exceeded 0.800. In this study, SPSS 26.0 software was used to classify, test, screen and analyze the data. Analytical methods such as reliability analysis, validated factor analysis with discriminant validity, correlation analysis, and validation of mediating effects using stratified regression and Sobel testing were used.

### 4. Research Results

#### 4.1. Reliability and Validity Tests

After testing, the reliability coefficient value of the questionnaire is 0.67, greater than 0.6, and the Cronbach alpha coefficients of all four-dimensional variables are greater than 0.8, indicating the existence of High-quality research data reliability. The KMO value is 0.87, the KMO value is greater than 0.8, and the p-value is 0.000, both of which are less than 0.05, indicating that the validity of the data in this study is good. In addition, in order to test the discriminant validity of key variables such as "work family conflict", "job satisfaction", "occupational identity", and "occupational

stress", this study constructed a basic model to examine the impact of work family conflict on job satisfaction through occupational identity, while work family conflict points to job satisfaction. The key variables were analyzed using confirmatory factor analysis (CFA). The fitting indices of the three models are all good, with RMSEA less than 0.10, and CFI, NNFI, TLI, and IFI indices all above 0.90. This indicates that the measurement has good discriminant validity.

#### 4.2. Correlations of the Variables

This paper uses correlation analysis to study the interaction between work-family conflict and job satisfaction, occupational identity and occupational stress.

Table 1 shows the results of correlation analysis. Work-family conflict is negatively correlated with job satisfaction ( $r=-0.57$ ,  $p<0.01$ ), and work-family conflict is negatively correlated with the generation of professional identity ( $r=-0.52$ ,  $p<0.01$ ). There was a significant positive correlation between work-family conflict and occupational stress ( $r=0.59$ ,  $p<0.01$ ). The results showed that hypothesis H1, H2, H3, H5 and H6 were all valid.

**Table 1.** Means, variances and correlations among the main variables (N=164)

	Average value	Standard deviation	1	2	3	4
1. Work-family conflict	3.434	0.879	0.736			
2. Professional identity	3.816	0.997	-0.516**	0.833		
3. Occupational pressure	3.922	0.793	0.594**	-0.354**	0.75	
4. Job satisfaction	3.437	0.967	-0.569**	0.582**	-0.558**	0.767

#### 4.3. Hypothesis Testing

This question uses hierarchical regression and Sobel test methods to test hypotheses. In Table 2, a linear regression analysis with work-family and job satisfaction as the dependent variables shows that the squared value of the model  $r$  is 0.324, which means that the work-family conflict variable can explain 32.4% of the change in job satisfaction. Perform an F-test on the model, and the model can pass the F-test ( $F=36.877$ ,  $p<0.05$ ), indicating that work family conflict has a strong impact on satisfaction. Therefore, this article sets the model equation as: work satisfaction =  $5.587 - 0.626 \times$  work family conflict. The final specific analysis shows that: The regression coefficient of work-family conflict is -0.626, which is very significant ( $t=-6.073$ ,  $p=0.000<0.01$ ), and the negative effect of work conflict on job satisfaction is significant. For model 2: After adding a new variable, occupational identity, to model 1, F-value changes significantly ( $p<0.05$ ), indicating that the addition of occupational identity variable can improve the explanatory ability of the model. In addition, the R-squared value increased from 0.324 to 0.437, which means that the occupational identity variable explains 11.3% of job satisfaction. Specifically, the regression coefficient of occupational identity is 0.381, which is significant at 1%

confidence level ( $t=3.910$ ,  $p=0.000<0.01$ ). The results show that occupational identity has a significant positive correlation with job satisfaction.

For Model 4, after adding occupational stress to Model 3, the change in  $f$ -value was significant ( $p<0.05$ ), indicating that adding stress has explanatory significance for the model. In addition, the square value of  $r$  increased from 0.324 to 0.399, indicating that the explanatory strength of occupational stress on job satisfaction is 7.5%. Among them, the regression coefficient value of occupational stress is -0.414, which is significant ( $t=-3.073$ ,  $p=0.003<0.01$ ), indicating a significant negative relationship between occupational stress and job satisfaction.

In order to further test the significance of the mediating effect, this article uses the Sobel test (see Table 3) to test the significance of the mediating effect of occupational identity and occupational stress between work family conflict and job satisfaction. The results showed that occupational identity had a significant mediating effect between work family conflict and job satisfaction (95CI: -0.450-0.029,  $Z=-3.516$ ), and occupational stress had a significant mediating effect between work family conflict and job satisfaction (95CI: -0.450-0.029,  $Z=-3.424$ ). Therefore, the data further supports assumptions H4 and H7.

**Table 2.** Intermediary effects analysis (hierarchical regression)

	Job satisfaction		Job satisfaction	
	Model 1	Model 2	Model 3	Model 4
Independent variable				
Work-family conflict	-0.626**	-0.403**	-0.626**	-0.404**
Intermediate variables				
Professional Identity		0.381**		
Occupational Stress				-0.414**
Sample size	302	302	302	302
R <sup>2</sup>	0.324	0.437	0.324	0.399
Adjustment R <sup>2</sup>	0.315	0.422	0.315	0.383
F Value $\square$	F (1, 77) = 36.877, p=0.000	F (2, 76) = 29.507, p=0.000	F (1, 77) = 36.877, p=0.000	F (2, 76) = 25.180, p=0.000
$\Delta R^2$	0.324	0.113	0.324	0.075
$\Delta F$ value $\square$	F (1, 77) = 36.877, p=0.000	F (1, 76) = 15.292, p=0.000	F (1, 77) = 36.877, p=0.000	F (1, 76) = 9.441, p=0.003

Note:  $n = 302$ ; \*\*  $p < 0.01$ , \*  $p < 0.05$

**Table 3.** Mediating effects between work-family conflict and job satisfaction (Sobel)

Paths	$\beta$ (normalized)	Total effect	95% CI
<b>Work-family conflict <math>\rightarrow</math> Career identity <math>\rightarrow</math> Job satisfaction:</b> $F=29.51$ , $R^2=0.44$			
Direct effect	-0.21		-0.450 ~ 0.029
Indirect effects	-0.21		-0.321 ~ -0.083
Total effect		-0.63	
<b>Work-family conflict <math>\rightarrow</math> occupational stress <math>\rightarrow</math> job satisfaction:</b> $F = 25.18$ , $R^2 = 0.40$			
Direct effect	-0.21		-0.450 ~ 0.029
Indirect effects	-0.20		-0.323 ~ -0.088
Total effect		-0.63	

## 5. Discussion

### 5.1. *Work-Family Conflict on Job Satisfaction*

Research shows that in the group of secondary school teachers, the correlation between work-family conflict and job satisfaction is strong. This conclusion is basically the same as the results obtained by other scholars using different methods. [13-16]. For secondary school teachers, the limited energy in a day inevitably results in a situation where family and work cannot be combined. When the time and energy that should be spent on family is distracted from work, family will be neglected, and if this happens in the long run, it will inevitably cause conflicts with family members, and the occurrence of conflicts will hinder the smooth progress of work and affect job performance, and at this time, the job satisfaction of secondary school teachers will decrease [12]. In today's society, life is fast-paced, and middle-aged people are faced with the current situation of having an old family and a young family, and inevitably, when their work ability does not match their work results, teachers will inevitably feel a sense of loss and discrepancy, and under this circumstance, if the salary treatment is difficult to meet their expected requirement value, teachers will have doubts about their work and seriously affect their job satisfaction [13]. The above research proves that the work family conflict of middle school teachers is closely related to job satisfaction, and shows a significant negative correlation.

### 5.2. *The Mediating Role of Professional Identity*

The mediating effect shows that the work-family conflict of middle school teachers can indirectly predict their job satisfaction by influencing their professional identity first. First, work-family conflict among middle school teachers directly predicts job satisfaction, which process is significant. Second, the likelihood of work-family conflict is significantly reduced when secondary school teachers are not "coerced" by material things, and their time and energy can be well allocated to work and family. With the support of family, encouragement from colleagues, well-behaved students, and a good salary, secondary school teachers will have stronger sense of professional identity. A higher sense of professional identity will reap the envy of others, have an absolute advantage in downward social comparisons, and satisfy their own psychological needs, and in the long run, teachers' satisfaction with their jobs will then skyrocket [29-30]. It can be seen that professional identity can play a mediating role in the process of work-family conflicts affecting the job satisfaction of middle school teachers.

### 5.3. *The Mediating Role of Occupational Stress*

For secondary school teachers, work-family conflict can indirectly alter their level of job satisfaction by influencing occupational stress. There are many reasons for middle school teachers to have family conflicts, besides their own reasons, also be due to the interference of other factors, such as malicious competition among colleagues, rebelliousness of students, impersonal parents of students, etc. [32]. Occupational stress occurs when stress arises when it is difficult to do well with work. Stress can lead to the generation of anxiety, when teachers will lose their enthusiasm which have appeared when they first joined the profession, their enthusiasm for their work is reduced, their motivation is weakened, and then they become bored with their work, which seriously affects teachers' satisfaction with their work [36]. It can be seen that occupational stress,



as a mediating variable, plays a role in the process of work-family conflicts affecting the job satisfaction of middle school teachers.

## **6. Research Conclusion and Outlook**

### *6.1. Research Findings*

This paper conducted a questionnaire survey to collect extensive data. After data analysis, this study studied the relationship among the four relevant variables of middle school teachers' work-family conflict, job satisfaction, professional identity and occupational stress and found that: (1) Secondary school teachers' job satisfaction is reduced when work and family conflict. Secondary school teachers have a limited amount of time and energy in the day, and job satisfaction decreases when time spent at work takes away from time spent caring for family members. (2) Professional identity plays an intermediary role in the effect of work-family conflict on the job satisfaction of middle school teachers. When there is a conflict between teachers' work and family, the job satisfaction of teachers with a high degree of professional identity will not decline rapidly, and will always remain in a reasonable range. (3) Occupational stress plays a mediating role in the influence of work-family conflict on the job satisfaction of middle school teachers. When teachers' work and family conflicts arise and teachers do not have time and energy to take care of the big picture, their job satisfaction decreases if teachers' occupational stress is high and they have internal doubts about the nature of their work.

### *6.2. Management Insights*

(1) The government should play a leading role by introducing policies to improve the treatment of secondary school teachers and listen to the needs of young teachers, improve their living conditions, and increase their professional identity and job satisfaction. (2) Teacher groups should rationalize the time they spend on work and family, make sure they have a flexible time each day, and use the flexible time to improve the dilemma when family and work time conflict. (3) Schools should carry out a series of activities to relieve teachers' stress and enhance satisfaction and professional identity. More activities such as sunshine sports activities and teacher reunion activities should be held, and teachers should be encouraged to bring their families to the activities to improve their family's recognition of the teaching profession and promote the integration of family and work. In addition, schools should set up teacher counselors on campus, where teachers can ask for free consultation to detect psychological problems and intervene for treatment in a timely manner.

### *6.3. Research Shortcomings and Outlook*

The conclusions obtained in this study can provide some insights for teachers in balancing work family relationships, but there are still many shortcomings in this study. Considering the overall research content of this article, combined with real life and the latest research progress, this paper proposes the following perspectives: (1) Conflict between work and family can affect teachers' job satisfaction and also their life satisfaction. Therefore, in addition to exploring job satisfaction, we can also add relevant content about life satisfaction, analyze job satisfaction and life satisfaction together to increase the hierarchy of the study and improve the integrity of the study. (2) As a special

group of secondary school teachers, the conflicts between work and family are divided into various kinds, such as time conflicts, material conflicts, interpersonal conflicts, etc. Therefore, in the study, the study can be divided into dimensions to refine this study, so that the research content is more detailed and the applicable research objects are broader. (3) This study is a cross-sectional study, and the scope of the study is locked on a specific group of teachers, so the study is targeted and not applicable to the study of the influence of work-family conflict on job satisfaction in other occupations, and the subjects are somewhat one-sided, and the data derived from the questionnaire based on the tested population may not reflect the attitudes of other occupations. Therefore, how to expand the reflection of a specific group to other groups in other fields, so that the study can meet the needs of multiple groups in multiple fields, deserves more in-depth research in the future.

## Reference

- [1] Hobfoll, S.E., Halbesleben, J., Neveu, J.P., & Westman, M. Conservation of resources in the organizational context: The reality of resources and their consequences[J]. *Annual Review of Organizational Psychology and Organizational Behavior*, 2018, 5(1): 103-128.
- [2] [2] Liu, C. Q., Sun, S. J. Emotion and efficacy: theoretical and practical perspectives on group identity in collective action[J]. *Journal of Southwest University for Nationalities (Humanities and Social Sciences Edition)*, 2016, 37(08): 183-190.
- [3] [3] Xu, L. Y., Li, X. W., et al. Relationship between professional identity, career satisfaction, value of competence and growth, and job burnout: A cross-sectional study of primary and secondary school teachers in China[J]. *Psychology in the Schools*.2022, 60(4): 1234-1248.
- [4] Aneshensel, C. S., Social stress: theory and research [J]. *Annual Review of Sociology*, 1992, 18: 15-38.
- [5] Hu, G., Zhu., Y. J., Wang, Y. Analysis of factors influencing the quality of life of early childhood teachers--constructive relationship between teachers' self-determination, occupational stress and job satisfaction[J]. *Educational Theory and Practice*, 2018, 38(26): 43-45.
- [6] Li, X. Y., Gao, J. A study on the relationship between work-family conflict, supervisor support feeling and job satisfaction--an empirical analysis based on middle-level professional managers[J]. *Science and Technology Management*, 2011, 32(02): 163-170.
- [7] Wang, L. J., Shen, Lei. Work-family conflict and job satisfaction of R&D personnel - the moderating effect of psychological capital[J]. *Technology Economics and Management Research*, 2015, 230(09): 63-67.
- [8] Qi, Y. L. A study on the relationship between work-family conflict and employees' job satisfaction: the moderating role of employees' mental toughness[J]. *Theory and Reform*, 2015, 201(01): 112-115.
- [9] Gao, Z. H., Zhao, C. Why is it so difficult to work-family balance? An exploration based on work-family boundary theory[J]. *Journal of Psychology*, 2014, 46(04): 552-568.
- [10] Liu, Y. X., Zhang, J. W., Peng, K. P. Psychological mechanisms of idle behavior in the perspective of work-family conflict: the role of job satisfaction and self-determination tendencies[J]. *Psychological and Behavioral Research*, 2013, 11(05): 671-678.
- [11] Li, X. S. The effect of work-family conflict on job satisfaction of knowledge workers - an analysis of the effect based on psychological ownership[J]. *Modern Management Science*, 2012, 233(08): 99-101.
- [12] Li, X., Lin, X. Y., &Tian, F. Playing Roles in Work and Family: Effects of Work/Family Conflicts on Job and Life Satisfaction Among Junior High School Teachers[J]. *Frontiers In Psychology*, 2021.
- [13] Zhou, M. M., Wang, D. W., et al. The Effect of Work-Family Conflict on Occupational Well-Being Among Primary and Secondary School Teachers: The Mediating Role of Psychological Capital[J]. *Frontiers in Public Health*, 2021, 9.
- [14] Li, X. Y., Chen, X. R., Gao, D. D. Influence of Work-Family Conflict on Turnover Intention of Primary and Secondary School Teachers: Serial Mediating Role of Psychological Contract and Job Satisfaction[J]. *Frontiers in Psychiatry*.2022, 13: 869344.

- [15] Hong, X.M., Liu, Q. Q., Zhang, M. Z. Dual Stressors and Female Pre-school Teachers' Job Satisfaction During the COVID-19: The Mediation of Work-Family Conflict[J]. *Frontiers in Psychiatry*. 2021, 12: 691498.
- [16] Karakose, T., Yirci, R., Papadakis, S. Exploring the Interrelationship between COVID-19 Phobia, Work-Family Conflict, Family-WorkConflict, and Life Satisfaction among School Administrators for Advancing Sustainable Management[J]. *Sustainability*.2021, 13(15).
- [17] Fan, Y. P. From the study of historical contribution to the study of professional identity--a new perspective on the study of journalistic historical figures[J]. *International Journalism*, 2009, (08): 101-104.
- [18] Aryee, S., Tan, K. Antecedents and outcomes of career commitment[J]. *Journal of Vocational Behavior*, 1992, 40: 288-305.
- [19] Mi, Y. C., Sunny K. A Study on the Perception of Youth Worker on Professional Identity and Job Satisfaction[J].2015, 17(4): 239-262.
- [20] Yoo J B, Won J. Impact of Job Stress, Organizational Culture and Professional Identity on Job Satisfaction of Post-anesthesia Care Unit Nurses[J]. *Journal of The Korean Data Analysis Society*. 2018, 20(6): 3211-3225.
- [21] Yoo, S., Kim, M. S., Park H S. Mediating Effect of Organizational Commitment in the Relationship between Professional Identity and Job Satisfaction[J]. *Journal of Health Informatics and Statistics*, 2019, 44(4): 339-348.
- [22] Hanum, A. L., Hu, Q. L., et al. Professional identity, job satisfaction, and intention to stay among clinical nurses during the prolonged COVID-19 pandemic: a mediation analysis[J]. *Japan Journal of Nursing Science*.2022.
- [23] Ahn, Tae-Sook. Effects of Professional Identity of Social Workers on Job Satisfaction and Organizational Commitment: Focused on Mediated Effect of Working Environment [J]. *The Journal of the Korea Contents Association*.2020, 20 (10), 554-565.
- [24] Yu, Y. J. Effect of Professional Identity on the Happiness of Social Workers: Focused on JobSatisfaction Mediated Effect. *Journal of the Korean society for Wellness*, 2020, 15(1), 357-366.
- [25] Han, X. Q., Xu, Q., Xiao, J. H. The Influence of School Atmosphere on Chinese Teachers' Job Satisfaction: The Chain Mediating Effect of Psychological Capital and Professional Identity[J]. *BEHAVIORAL SCIENCES*.2023, 13(1).
- [26] Tang, Y. P. It's not only Work and Pay: The Moderation Role of Teachers' Professional Identity on their Job Satisfaction in Rural China[J]. *Applied Research in Quality of Life*, 2020, 15(4): 971-990.
- [27] Xu, L. Y., Li, X. W., et al. Relationship between professional identity, career satisfaction, value of competence and growth, and job burnout: A cross-sectional study of primary and secondary school teachers in China[J]. *Psychology in the Schools*.2023, 60(4): 1234-1248.
- [28] Huang, M., Chen, L., Guo L. P., et al. The relationship between work-family conflict and early childhood teachers' intention to leave: The serial mediating role of professional identity and burnout[J]. *Psychological and Behavioral Research*, 2021, 19(05): 679-686.
- [29] Houlfort, N., Philippe, F.L., et al. A Comprehensive Understanding of the Relationships Between Passion for Work and Work-Family Conflict and the Consequences for Psychological Distress[J]. *International Journal of Stress Management*.2018, 25(4): 313-329.
- [30] Song, H. S., Hwang, M. H. The Effect of Work-Family Conflict on Occupational Identity and Job Satisfaction - Focused on Hotel employee-[J]. *Tourism Research*.2013, 38 (2): 167-186.
- [31] Burke, I., Simunovic, M., Balaz, B. Work-family conflicts and teacher commitment during the COVID-19 pandemic: a moderated mediation analysis of emotional exhaustion and psychological capital[J]. *Educational Psychology*.2022.
- [32] Richter, A., Naswall, K Naswall, K., et al. Job insecurity and work-family conflict in teachers in Sweden: Examining their relations with longitudinal cross-lagged modeling [J]. *Psych Journal*.2015, 4(2): 98-111.
- [33] Simaes, C., Rodrigues, J., et al. Work-family conflicts, cognitive appraisal, and burnout: Testing the mediation effect with structural equation modelling[J]. *British Journal of Educational Psychology*.2021, 91(4).
- [34] young, koo joo., O-Young, Kwon. A Study on the Factors that Affect Disaster Safety Management Officials' Job and Organizational Perceptions and Stress Management[J]. *The Journal of Convergence Society and Public Policy*.2022, 16(3): 161-201.
- [35] Hu, G., Zhu, Y. J., Wang, Y. Analysis of factors influencing the quality of life of early childhood teachers--constructive relationships among teachers' self-determination, occupational stress and job satisfaction[J]. *Educational Theory and Practice*, 2018, 38(26): 43-45.

- [36] Xu, F., Sun, H. The mediating and moderating role of positive thinking between occupational stress and life satisfaction in psychiatric nurses[J]. *China Nursing Management*, 2018, 18(09): 1213-1217.
- [37] Zhang, F. The impact of work-family conflict on work and life satisfaction among secondary school teachers [D]. *Huazhong Normal University*, 2020.
- [38] Dong, Patrick., Wu, M. C. The relationship between professional identity and job satisfaction of counselors in general universities [J]. *Psychological Science*, 2010, 33(1): 241-243.
- [39] Zhou, K. A study of secondary school physical education teachers' professional identity [D]. *Henan University*, 2010.
- [40] Xu, F. M., Shen, W. L., Zhu Congshu, A study of teachers' occupational stress and coping strategies [D]. *Primary and Secondary School Management*, 2002(10): 15-16.