

**Malaysian Journal of Social Sciences and Humanities (MJSSH)**

Volume 3, Issue 3, June 2018

e-ISSN : 2504-8562

Journal home page:

[www.msocsciences.com](http://www.msocsciences.com)**Challenge-Hindrance Appraisal Job and Work-Life Balance Among Teachers: A Conceptual Paper****Pan Lee Ching<sup>1</sup>, Chua Bee Seok<sup>1</sup>**<sup>1</sup>Universiti Malaysia Sabah (UMS)Correspondence: Pan Lee Ching ([plc\\_81@gmail.com](mailto:plc_81@gmail.com))**Abstract**

Work-life balance is a prerequisite, in the choice of contemporary work styles, but allegedly has deteriorated in the teaching profession. Affected work-life quality causes serious impacts including work-life conflict, decreased job ability and affects an individual's psychological state. This distress wave affects on a global scale, due to extreme workloads which cause high job stress that eventually affect quality of life. In the Malaysian context, job stress is currently at a medium level, but workloads are expected to increase, hence, work-life balance is potentially at risk. Investigations into work-life balance among teachers in Sabah is scarce. In addition, studies have not adequately examined the issue with positive integration. Balancing is about strengthening the known gains, and overcoming the identified strains. Thus, present conceptual paper discussed about the relationship of workload, eustress and distress towards work-life balance. Ultimately, a conceptual framework is developed based on the reviewed literature.

**Keywords:** work life balance, workload, eustress, distress, secondary school teachers

**Introduction**

Work-life balance synonym to satisfaction and equality of engagement role to another role, the equilibrium of time, participation, and fulfilment (Greenhaus, Collins, & Shaw, 2003). The satisfaction combo covers conflict reduction (Bradley, 2014), less strain-based (Podsakoff, LePine, & LePine, 2007; Webster, Beehr, & Christiansen, 2010), positive mood (O'Sullivan, 2011), and competency exchange from role to another role (Ryan & Deci, 2000). Work-life balance is define loosely but target similarly, less negative and more positive interaction.

Psychological researches depicted the balance of work and life lead to well-being, less conflict, enhancement (Frone, Russel, & Cooper, 1992) and fulfil life satisfaction (Ward & King, 2017). McDowall, Kinman and Meller (2016) emphasizes the essential of work-life balance and proactively address in any organization rather impassive. Work-life balance has always been great concern in current researches because of its direct relationship with quality production (Ward & King, 2017).

Work-life imbalance occurs over job stress due to increment of workload (Harrington, 2007). Malaysian teachers used average of 57 hours per week, 11 hours per day (Malaysia Education Blueprint 2013-2025, 2013). Nevertheless, the quota working hours reserve more on administration tasks, less focus on teaching. This is crucial because countries like Finland with good work-life balance

also excel in secondary school performance (OECD, 2017). The indicators of work-life balance in the study refers to leisure time, working hours and personal times. The study shows the better balance between work and life, the higher anticipation of good performance and produce ace result. Other studies (e.g. Bernie & Riel, 2014; Bradley, 2014; Depolo & Bruni, 2015) also revealed work-life balance link to quality performance of teachers.

Teacher motivation always link to the success of student performance (Bubb & Earley, 2004). Education quality depends on good life of teachers, the fact apply not to a single country but globally (e.g. Punia & Kamboj, 2013; Thorburn & Dey, 2017). Being ignorant in the prosperity of work and life, the education and student performance is at risk (Bubb & Earley, 2004). Imbalance work and life lead to intention to quit and affect mental health among Malaysian teachers (Siti Aisyah Panatika, Siti Khadijah Zainal Badria, Azizah Rajaba, Hamidah Abdul Rahmana, & Ishak Mad Shaha, 2011). Teachers in New Zealand moaned over work-life conflict due to unmanageable volume of workload (Ingvarson et al., 2005). Similar case occurs among secondary school teachers in other region like Turkey, Sweden (Ozturk, 2011), Canada (Bernie & Riel, 2014), and England (Higton et al., 2016). The workload increased to patch the student performance.

Workload consists two types, qualitative workload and quantitative workload. Qualitative workload is refers to complex and challenge work demand that requires mental or physical effort to perform (Spector, 1997). The qualitative workload drive personal development if perform within capacity (Hanson, Hammer, & Colton, 2006). Plus, challenge job infuse learning intensification, gained skills spill over from work to life (Bley, 2015), ability to develop effective teaching plan (Crotwell, 2011). Meanwhile, quantitative workload refers to the amount of entrusted task to complete (Spector, 1997). In most cases, the amount of tasks is reported overwhelm to manage that cause job stress and personal life interruption (Norashid Othman & Hamzah Md. Omar, 2014). The workload portion is more on administrative tasks that cause less attention on students (Bernie & Riel, 2014). To fulfil high job demand, teachers' personal time consumed and leisure time reduced (Kuschel, 2015).

Hence, present conceptual paper aims to discuss qualitative workload and quantitative workload appraised as challenge and hindrance job respectively, influence work-life balance teachers with mediation role of eustress and distress.

## **Work-life Balance in Malaysia Context**

Malaysia work-life balance practices was prevail through National Blue Ocean Strategy 2012. A year later, Ministry of Women, Family and Community Development cooperated with Talent Corporation Berhad to launch flexWorkLife programme, alternate work-life balance promotion in public sector (TalentCorp Malaysia, 2016). In addition, various incentives are provided to support government call, for instance flexible work arrangements includes time, place, time deduction, and option to perform work demand (Noraini M. Noor & Nor Diana Mohd Mahudin, 2015). In Malaysia 2018 budget report, work-life balance is among the highlighted agenda like work arrangement flexibility, and additional unrecorded leaves (Ministry of Finance, 2017).

Randstad (2017) shared good work-life balance is what Malaysian employees look for but employer do not view the same ways. Although the study focus on private sector, nevertheless, this is extended to public servant with collective voice during the Transformation National 2050 (TN50) dialogue (Buletin Jabatan Perkhidmatan Awam, 2017). This is reaffirm with Malaysian culture strong in indulgence (Hofstede, 2015). Indulgence refers to fun explorer and life enjoyment at willingness desire. This particular group emphasizes on leisure time, do as they please, friends are important, and quality time with family (Hofstede, 2015).

The recent attentions on work-life balance practice in public sector is an upright step, nevertheless some programmes were less amiable in some position, one size does not fit all type of jobs. Perhaps, custom fit work-life balance programme shall be implemented. Take exemplary in teaching profession, work from home and expect virtual communication with students are less effective. Hence, a different

approach to address the needs of work-life balance concept in teaching profession is essential, such as tackle work interruption and manage psychology well-being.

### **Concept of Challenge Appraisal Job**

Challenge job is refers to provocation of personal development or growth, trigger positive psychological state like excitement and promising performance when fulfil the event (Lazarus, 1993). The essence of challenge stressor is beneficial, gain rather loss, positive emotion, and encouraging consequences. Lepine, Podsakoff and Lepine (2005) agreed with support on their finding, challenge job produce motivation and willingly to give extra effort to achieve objectives provided the outcome is beneficial to them. Over the years, the concept of challenge stressor is reformed from variable stressor to eustress, in the context of organization job demand (Searle & Tucker, 2017). Cavanaugh, Boswell, Roehling and Boudreau (2000) stated job demand is not necessary challenge, but could turn to hindrance too. Accordingly, it is depends on the individual judgement, different individual distinguish uniquely on the complexity of job demand, appraise either good or bad (Searle & Auton, 2015). Workload that refers to complexity of task, known as qualitative workload often challenge the individual to grow (Spector, 1997), thus qualitative workload is presumes a challenge stressor.

### **Concept of Hindrance Appraisal Job**

Hindrance job is appraises negative influence to individual development. This is occurs if demand is deems difficult to cope (Searle & Auton, 2014). Lazarus (1993) confirmed the appraise hindrance stressor is producing harm to individual, affected psychological state include negative emotion (e.g. anxiety, anger and demotivate), resulted to depletion of one's well-being. The gist of hindrance stressor is the appraisal is bad response, more likely experiences loss rather gain, negative cognitive response, and discourage consequences. Hindrance appraisal job is predicted obstruction towards personal growth and development if employee is reflected unfit to accomplish the task, this is occurs when task is either overwhelm in terms of quantity or complexity (Cavanaugh et al., 2000; Podsakoff et al., 2007; Webster et al., 2010). Lepine, Podsakoff and Lepine (2005) stated hindrance appraisal cause negative stress, or distress. Workload that refers to amount of tasks, theorized as quantitative workload always associate to overload for individual to perform in organization (Spector, 1997), thus quantitative workload is appraises as hindrance stressor.

### **Concept of Eustress**

In early eustress exploration, Selye (1956) affirmed eustress is triggered if demand and control is at balance par, his research linked to health benefit. Hobfoll (1989) agreed eustress is a mechanism that reacted positively towards the demand. Gmelch (1983) stated a stimulation is requires to trigger stress response, different capacity of stimulation distinguish the level of stress response. This concept prevails a right amount of stimulation activate individual to perform with effort, eventually gain satisfaction. The eustress exploration is extended to work environment and well-being of an employee. Lazarus and Folkman (1984) stated challenge stressor (stimulation) often associate to positive condition whereby growth are potentially gain would indicates positive psychological state as eustress. Appraisal process is essential to determine the stress experience (Lazarus, 1993). Job demand is among the source stressor to eustress (Kozusznik, Lloret, Rodríguez, & Peiró, 2015). Simmons (2000) added stress response is determined from the assessment of stressor or event, if deemed eustress, prevails positive mood like hope, positive affect and meaningfulness. This indicates that if job demand is appraise challenge (Cavanaugh et al., 2000), a good stress is triggered, cause good psychological state like active, focus, satisfaction, stimulate, and perform better (Barbier, Peters, & Hansez, 2009).

## Concept of Distress

Distress exist when surrounding demand cause devastated towards body includes physiological and psychological of a person (Selye, 1956). Similar like eustress, distress presence is based on judgement of an event (negative stressor) with a level of perceive inadequate resources (Simmons, 2000). Grant (1995) theorized that the impact of stress does not predict the stress itself but depends on how individual perceive and manage the encounter environment. Employees that response negatively towards stress and incapable to cope with stress are predicted suffer emotion strain (Grant, 1995). Lazarus (1993) describes stressor that perceive harmful or threaten will experience distress. Accordingly, underload or overload job demand implied distress towards employee psychological state (Le Fevre, Matheny, & Kolt, 2003). The label of distress has been given to stress experiences that are mainly related to negative emotions and strain (Kozusznik, Rodríguez, & Peiró, 2013). In Bradley (2014) literature finding, distress indication is through negative response of physical, psychological reaction and mind (cognitive) that intrude personal life. The essence of distress is from appraisal of individual, if obstruction is excessive to manage, it is followed by negative stress that deplete psychology, physiology and physical, resulted negative outcome like work-life conflict (Bakker & Demerouti, 2007).

## Concept of Work-life Balance

Organizational psychology in work-life early research explored by Greenhaus and Beutell (1985). They infer work-life balance is fails to achieve if time constraint occurs in engagement of multi role, strain to participate event and unable to give desire behaviour in other role. They also added the balance is one's desire or value, failing to balance the components cause conflict. A decade later, Frone, Russell and Cooper (1992) agreed with their main evidence stated the balance of work (life) and life (work) is influence by job characteristic, higher difficulty of one's job lead to time limitation, requires to complete job at home, or being psychological affected in regard to work while at home. Also noted that Clark (2001) believed work-life balance indication is from the degree of satisfaction and capability to function between work and home with expectation few role conflict exists. Reiter (2007) further agreed imbalance work-life is incapable to find time stability between work and personal life.

Work-life balance concept is extended by expressing work-life balance is equally engaged, satisfied with one's role to another role with three core components that need to be balanced, time, participation and satisfaction (Greenhaus, Collins, & Shaw, 2003). Nevertheless, work-life balance is loosely define, therefore, theorizing work-life balance patterns are still evolving (Rantanen, Kinnune, & Pulkkinen, 2013) and become more profound due to demographic workforce change and work and life change (Frone, 2003), the ability of a person to find harmonize in term of emotion and behavioural demands between work and family responsibilities (Rife & Hall, 2015). Consequently, work-life balance is conceptualized with additional competency gain in one role apply in other role (Calrson, Kacmar, Grzywacz, Tepper, & Whitter, 2013), the developed behaviour in a domain (work or home) influence positively or negatively to other domain (work or home) (Geurts et al., 2005).

## Theory and Literature Review

### *Job Demand-resources Model*

Job demand-resources model provides assurance to build theoretical framework for research on the work-life balance. Through job demand-resources model, it describes organization factors influence employee performance and well-being. Two rival factors, job demand and job resources are used to investigate the process of psychological state towards employee well-being.

Job demand is defined as 'those physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort or skills and are therefore associated with certain physiological and/or psychological costs' (Bakker & Demerouti,

2007). The assumption is job demand appraised negative influencer towards health being of the employee. Job demand turn into negative stressor when the task content is poorly structured (e.g. lack of competency) or extreme demand required (e.g. work overload) (Bakker & Demerouti, 2007), thus, a deterioration condition occurs like mental exhaustion and deplete energy (Bakker & Demerouti, 2007; Schaufeli & Bakker, 2004). Employee experience demotivation when job demand exceed the capability to handle (Qiao, Schaufeli, & Taris, 2011). The negative strain gains at workplace could spill over to other role domain, for instance individual opt to rejuvenate by sacrifice quality time with family or friends (Aryee, Srinivas, & Tan, 2005). The situation could lead to conflict in work and life domain, with lack of balance needs fulfilled. Thus, this model could explain the negative interaction of work-life balance.

On the other hand, job resources refer to ‘those physical, psychological, social, or organizational aspects of the job that help to either achieve work goals, reduce job demands and the associated physiological and psychological costs, or stimulate personal growth, learning, and development’ (Wingerden, Bakker, & Derks, 2016). In contrast, this model appraise job resources beneficial (Schaufeli & Taris, 2013). Job resources is found associate to positive outcome that connect to motivational process (Demerouti et al., 2000). The impact from job resources spark positive energy and increment of well-being. The positive state gains from work may be spill over to other role, for instance transfer skills time management (Depolo & Bruni, 2015). Therefore, the positive interaction gain at workplace could spill over to other role, enhancement in work and life is prevail.

This model is fit to explain the conflict and enhancement in work and life that causes by job demand and job resources. Nevertheless, job demand is not necessary lead to negative, if job demand is design effectively, it does similar impact as job resources do, motivated to learn and growth. Thus, the following theory, challenge-hindrance stressor framework could act as remedy.

### ***Challenge-hindrane Stressor Framework***

Challenge-hindrane stressor framework is link to stress response (Cavanaugh et al., 2000). The framework refers challenge stressor is beneficial, and perceived gain growth from the job demand execution. The benefits include personal growth, encourage positive mood, and active problem solving style. The framework explains job demand covers workload, job design, and high accountability.

Meanwhile, hindrance stressor refers to harmful, perceived to loss development, stimulate negative mood and discourage coping behaviour. This framework is extended based on Lazarus and Folkman (1984) idea in regard to stress and response. Encountered stressful event could lead individual’s response either to positive like gain skills or to negative such as distraction. The stress response influence emotion state, influence how a person feel towards the condition.

### ***Challenge Appraisal Job and Work-life Balance***

Empirical studies have associate challenge appraisal job to work-life balance (Gilbert, 2002; Seema Arif & Maryam Ilyas, 2013), enhance interaction, and decrease conflict in the two domains, work and life. The positive interaction occurs due to prospect of identity improvement includes knowledge and skills (Boswell et al., 2004). Edna Wellington (2012) found Malaysian teachers intent to resign because less challenge job sparked boredom. Less challenge dysfunction the integration process in work and life balance. For instance, in Depolo and Bruni (2015) studies, teachers found time-based facilitation is significantly related with integration between work and home, like time management in one role transfer to another role (van Steenbergen, Ellemers, & Mooijaart, 2007). Furthermore, the life of teacher improved through perceive positive tasks like taught subjects led to job satisfaction and engagement to personal life (Seema Arif & Maryam Ilyas, 2013). Educated employee like teachers are capable to transfer positive vibe from work to home or vice versa (Gilbert, 2002). Skills are gained through workload, challenge task influence employee attitude (Haar, 2006) eventually spill over to personal life (Bley, 2015). The positive sense resulted at workplace drive integration between work and life.

### ***Hindrance Appraisal Job and Work-life Balance***

Hindrance appraisal job has been found associate negatively towards work-life balance (Erdamar & Demirel, 2014; Muhamad Khalil Omar, Idaya Husna Mohd, & Muhammad Shafiq Ariffin, 2015). High volume of workload is perceived an obstruction of growth at workplace. In addition, experience insufficient time to complete tasks spark negative energy (Elloy & Smith, 2003), that cause poor performance (Bernie & Riel, 2014). The consequence of hindrance job cause psychological stress towards employees (Demerouti, Bakker, & Fried, 2012), the distress condition cause emotion strain that negatively spill over to personal life (Goh, Iliès, & Wilson, 2015; Hobfall, 1989). High workload made teachers moaned over exhaustion, especially mental (Erdamar & Demirel, 2014), eventually no motivation to engage in other demands (Aryee, Srinivas, & Tan, 2005). Bernie and Riel (2014) studies reveal teachers in Canada encountered imbalance work and life due to time strain, impacted on their job performance and decreased motivation over their job. Work and life domain is dual process, this is proven in Siti Nurmayanti, Armanu Thoyib, Noermijati and Dodi Irawanto (2014) studies that work and life domains influence process is in two directions, which occurs among female teachers in Indonesia.

### ***Challenge Appraisal Job and Work-life Balance Mediate by Eustress***

To achieve a quality work-life balance is link to individual stress level (Ross & Vasantha, 2014). Good stress or also refers eustress gained in workplace cause personal life enhancement (Karkouljian, Srour, & Sinan, 2016). In most literature, job stress in workplace is dominant by negative exploration only that lead to life conflict (Sub & Sayah, 2013). Nevertheless, Rao (2016) shares twenty first century working style consists of eustress and distress, with rational achievement gained and strain occurs. Challenge appraisal job is a positive event like improve personal development, hence, the event stimulate eustress. Teachers claimed challenge task help them to grow (Bradley, 2014), they added good job design stimulate them to be activated and excel. Aware on the benefits gain, eustress is stimulated too. To feel good stress lead positive relationship with life satisfaction (O'Sullivan, 2011), the stimulation come from qualitative workload that appraised challenge (Webster et al., 2010).

### ***Challenge Appraisal Job and Work-life Balance Mediate by Distress***

As aforementioned, challenge appraisal job is a positive event that enhance work and life domains. Nevertheless, the condition can twist to negative when challenge job is perceived unmanageable. The situation persist if workload is mismatch with individual capability or capacity to utilize knowledge, skills and ability to perform the tasks (Kelley, 2006). Incapable to manage challenge workload sparks negative stress eventually lead to dysfunction to perform well (Garrick et al., 2017). High complexity workload is considers an obstruction towards employee work and life domain (Bruggen, 2015). For example, teacher moaned over high workload and suffered time strain in both work and personal (Crotwell, 2011), impacted psychology well-being as well (Garrick et al., 2017). In different condition, psychology state of teacher can be affected too if deems less challenge (Sugden, 2010). In Sass, Seal and Martin (2011) literature, teacher's personal life interruption is severe when suffer psychological distress and feeling demoralised over their teaching job. Thus, the condition of workload is predicted link to work-life balance through the intermediate of stress.

### ***Hindrance Appraisal Job and Work-life Balance Mediate by Eustress***

Hindrance job is appraised distinctively by each individual, rely on the capability to manage workload (Searle & Auton, 2015). For instance, a workload may seems hinder if volume is over or under, that could lead to boredom (Edna Wellington, 2012), eventually impact the well-being of employee. Needless to say, over or under workload are proven an issue (e.g. Herleman, 2009; Sugden, 2010). Conversely, other studies opined differently, for instance, a qualitative studies by Bradley (2014) reported teachers were able to gain skills when operate task demand despite the number is increasing. Acknowledge on the high volume task, teachers seek for balance. A balance whereby teachers could transfer learned skill to other role (Geurts et al., 2005). An optimal amount of task could influence positive psychological state (Marken, 2003). Employee is intrigue and cause positive cognitive process

when the amount of workload is within capacity. Albeit few support in teacher work-life balance literature (Bruggen, 2015), Kelley (2006) experiment studies provides evidence that respondents with moderate workload had higher efficiency like capable to detect error compare to other group with high workload. Being positive and active at workplace drive satisfaction (Johnson, 2006).

### ***Hindrance Appraisal Job and Work-life Balance Mediate by Distress***

Empirical studies illustrated work-life imbalance occurs due to high workload that led distress, affected job performance, as per claimed by teachers (Bernie & Riel, 2014). The phenomenon occurs among high school teachers globally, from United States (Bley, 2015), Canada (Bernie & Riel 2014), New Zealand (Ingvarson et al., 2005), Turkey, Sweden (Ozturk, 2011) to England (Higton et al., 2016). The relationship between how one perceive the workload and well-being is indirect relationship (Goh, Illies, & Wilson, 2015). Similar case, distress play mediation role between emotion focused coping and satisfaction with outcome (McGowan, Gardner, & Fletcher, 2006). On this basis, the higher the stress level, the impact on well-being is significant. Distress is a negative experience sparked from unmanageable volume of workload that cause personal time interruption (Muzaffar Syah Mallow, 2016), affect quality time (Chua Bee Seok, Abdul Halim Othman, & Mohammad Haji Yusof, 2004). Lower negative stress could reduce work-life conflict (Ross & Vasantha, 2014). Thus, distress is significant with imbalance work and life (Brough et al., 2014).

### **Conceptual Framework**

The conceptual framework (Figure 1) is the combination of the theories job demand-resources model and challenge-hindrance stressor and the above discussed literature. The prediction is challenge appraisal job (qualitative workload) will influence significantly work-life balance. Similarly, hindrance appraisal job (quantitative workload) will influence significantly work-life balance. On the mediation effect prediction, eustress will mediate challenge appraisal job (qualitative workload) and work-life balance, eustress will mediate hindrance appraisal job (quantitative workload) and work-life balance, distress will mediate challenge appraisal job (qualitative workload) and work-life balance and distress will mediate hindrance appraisal job (quantitative workload) and work-life balance.

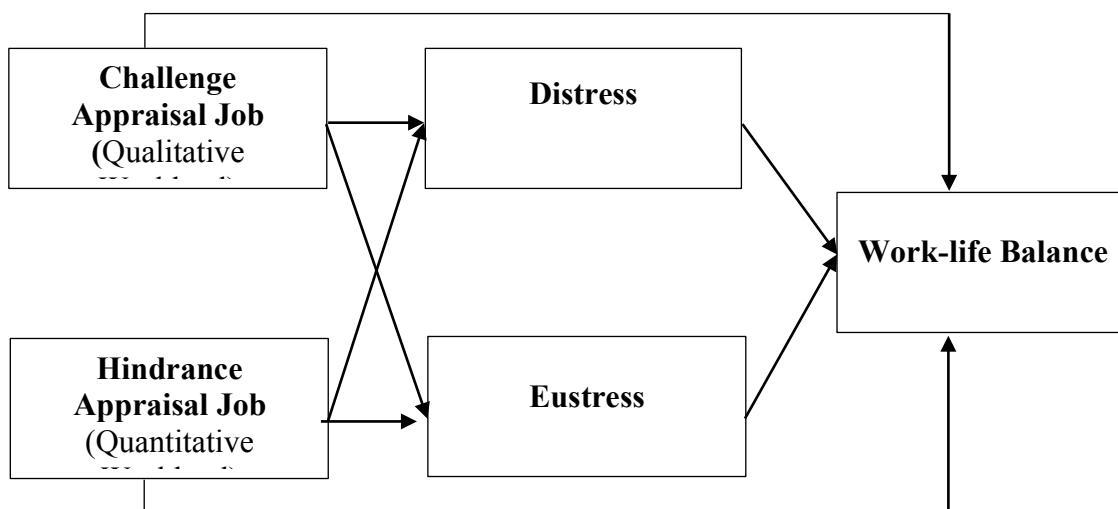


Figure 1: Conceptual Framework

### **Discussion and Implication**

Past studies explore various work-life balance domains like either conflict or enhancement. But present paper discussed both, positive and negative interaction in the two domains, work and life. Previous

studies associate workload and work-life balance with mediation role of eustress and distress. Nevertheless, past studies do not specified type of workload, whether qualitative workload or quantitative workload.

Teachers constantly moaned over high volume of workload (quantitative workload) that cause time strain in both work and life. Meanwhile, the complexity of workload (qualitative workload) intrigue personal development and ability to transfer skill to other role. Thus, present paper categorized qualitative workload as challenge appraisal job, quantitative workload as hindrance appraisal job.

Present paper imply Malaysian teachers are facing high workload (quantitative workload) that affected their stress level, spill over to personal life too. This is crucial because teacher well-being is link to job performance include student performance. On this basis, present paper also suggested qualitative workload could integrate positively in work and life interface. Thus, reengineer the workload is essential in order to alleviate conflict, increase engagement of work-life balance.

## Conclusion

To infer, present conceptual paper illustrated the concept of work-life balance to understand the positive and negative interaction of work and life surface. Discussed literature reported work-life balance influence by organization stressor, namely workload that appraise as challenge (beneficial) or hindrance (harmful). Workload may cause eustress or distress towards psychology state, emotion, and behaviour of individual. The condition is predicted to spill over from work to life, vice versa.

## Acknowledgement

The authors grateful acknowledge the use of Geran Bantuan Penyelidikan Pascasiswazah provided by Centre of Research and Innovation, Universiti Malaysia Sabah.

## References

- Aryee, S., Srinivas, E. S., & Tan, H. H. (2005). Rhythms of life: Antecedents and outcomes of work-family balance in employed parents. *Journal of Applied Psychology, 90*(1), 132-146. <https://doi.org/10.1037/0021-9010.90.1.132>
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology, 22*(3), 309-328. <https://doi.org/10.1108/02683940710733115>
- Barbier, M., Peters, S., & Hansez, I. (2009). Validating the PNOSI: Structural confirmation of a Belgian tool measuring positive and negative well-being at work. *Psychologica Belgica, 49*(4), 227-247. <https://doi.org/10.5334/pb-49-4-227>
- Bernie, F. G., & Riel, R. (2014, June 13). The quest for teacher work-life balance. *Canadian Teacher's Federation, 14*, 12-13. Retrieved from <http://perspectives.ctf-fce.ca/en/article/3037/>
- Bley, S. (2015). *An examination of the time management behaviors and work-life balance of K-12 music educators*. (Unpublished doctoral dissertation). Bowling Green State University, Ohio, U.S.
- Boswell, W. R., Olson-Buchanan, J. B., Marcie, A., & LePine, M. A. (2004). Relations between stress and work outcomes: The role of felt challenge, job control, and psychological strain. *Journal of Vocational Behavior, 64*, 165-181. [https://doi.org/10.1016/S0001-8791\(03\)00049-6](https://doi.org/10.1016/S0001-8791(03)00049-6)
- Bradley, K. (2014). *Educators' positive stress responses: Eustress and psychological capital*. (Unpublished doctoral dissertation). Depaul University, Chicago, U.S.
- Brough, P., Timms, C., O'Driscoll, M. P., Kalliath, T., Siu, O., Sit, C., & Lo, D. (2014). Work-life balance: A longitudinal evaluation of a new measure across Australia and New Zealand workers. *International Journal of Human Resource Management, 25*(19), 2724-2744. <https://doi.org/10.1080/09585192.2014.899262>



- Bruggen, A. (2015). An empirical investigation of the relationship between workload and performance. *Management Decision*, 53(10), 2377-2389. <https://doi.org/10.1108/MD-02-2015-0063>
- Bubb, S., & Earley, P. (2005). *Managing teacher workload – Work-life balance and wellbeing*. Thousand Oaks, CA: Sage Publications.
- Calrson, D. S., Kacmar, K. M., Grzywacz, J. G., Tepper, B., & Whitter, D. (2013). Work-family balance and supervisor appraised citizenship behavior: The link of positive affect. *Institute of Behavioral and Applied Management*, 87-106. Retrieved from <http://www.ibam.com/pubs/jbam/articles/vol14/No2/Article2.pdf>
- Cavanaugh, M. A., Boswell, W. R., Roehling, M. V., & Boudreau, J. W. (2000). An empirical examination of self-reported work stress among US managers. *Journal of Applied Psychology*, 85(1), 65-74. <https://doi.org/10.1037//0021-9C10.85.1.65>
- Chua Bee Seok, Abdul Halim Othman, & Mohammad Haji-Yusuf. (Eds.). (2004). *Stres pekerjaan, kepuasan kerja dan masalah kesihatan mental di kalangan pekerja Sabah*. Kota Kinabalu: Terbitan Universiti Malaysia Sabah.
- Clark, S. C. (2001). Work cultures and work/family balance. *Journal of Vocational Behavior*, 58, 348-365. <https://doi.org/10.1006/jvbe.2000.1759>
- Crotwell, W. (2011). *Elementary school teachers' experience of professional workload and time*. (Unpublished doctoral dissertation). Walden University, Minnesota, U.S.
- Demerouti, E., Bakker, A. B., & Fried, Y. (2012). Work orientations in the job demands - resources model. *Journal of Managerial Psychology*, 27, 557 - 575. <https://doi.org/10.1108/02683941211252428>
- Depolo, M., & Brunib, I. (2015). Teachers' facilitation between work and family roles: Myth or reality? *Social and Behavioral Sciences*, 186, 886-893. <https://doi.org/10.1016/j.sbspro.2015.04.142>
- Edna Wellington. (2012). Reasons for change in career to teaching and challenges faced among the teacher trainees in a one-year post graduate teacher education course in music education at a teachers' training institution in Kuala Lumpur. *Malaysian Music Journal*, 1(2), 44-58. Retrieved from [http://mmj.upsi.edu.my/images/P\\_2-3-JOURNAL\\_MUSIC.pdf](http://mmj.upsi.edu.my/images/P_2-3-JOURNAL_MUSIC.pdf)
- Elloy, D. F., & Smith, C. R. (2003). Patterns of stress, work-family conflict, role conflict, role ambiguity and overload among dual-career and single-career couple: An Australian study. *Cross Cultural Management*, 10(1), 55-66. <https://doi.org/10.1108/13527600310797531>
- Erdamar, G., & Demirel, H. (2014). Investigation of work-family, family-work conflict of the teachers. *Social and Behavioral Sciences*, 116, 4919-4924. <https://doi.org/10.1016/j.sbspro.2014.01.1050>
- Federal Government Malaysia. (2012). *Malaysia's national blue ocean strategy*. Putrajaya: Malaysia. Government Printing Office.
- Frone, R. M. (2003). Work-family balance. In *Handbook of occupational health psychology* (Chapter 1). Retrieved from [https://www.researchgate.net/publication/259177003\\_Work-Family\\_Balance](https://www.researchgate.net/publication/259177003_Work-Family_Balance)
- Frone, R. M., Russel, M., & Cooper, M. L. (1992). Antecedents and outcomes of work-family conflict: Testing a model of the work-family interface. *Journal of Applied Psychology*, 77(1), 65-78. <https://doi.org/10.1037//0021-9010.77.1.65>
- Garrick, A., A. S., Mak, S., Cathcart, P. C., Winwood, A. B., Bakker, & K., Lushington. (2017). Teachers' priorities for change in Australian schools to support staff well-being. *Asia-Pacific Edu Res*, 26(3-4), 117-126. <https://doi.org/10.1007/s40299-017-0332-7>
- Geurts, S. A. E, Taris, T. W., Kompier, M. A. J., Dikkers, J. S. E, van Hooff, M. L. M., & Kinnunen, U. M. (2005). Work-home interaction from a work psychological perspective: Development and validation of a new questionnaire, the SWING. *Work & Stress*, 19(4), 319-339. <https://doi.org/10.1080/02678370500410208>
- Gilbert, A. C. (2002). Facilitating or resisting: Patterns of satisfaction and spousal attitudes in the family life of highly educated workers (Working Paper 44). Retrieved from <https://workfamily.sas.upenn.edu/sites/workfamily.sas.upenn.edu/files/imported/new/berkeley/papers/44.pdf>
- Gmelch, W. H. (1983). Stress for success: How to optimize your performance. *Theory Into Practice*, 22(1), 7-14. Retrieved from <http://www.jstor.org/stable/1476234>
- Goh, Z., Illies, R., & Wilson, K. S. (2015). Supportive supervisors improve employees' daily lives: The role supervisors play in the impact of daily workload on life satisfaction via work-family

- conflict. *Journal of Vocational Behavior*, 89, 65-73. <https://doi.org/10.1016/j.jvb.2015.04.009>  
0001-8791
- Grant, G. F. (1995). *Occupational stress among college educators*. (Unpublished doctoral dissertation). University of Toronto, Toronto, Canada.
- Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10(1), 76-88. Retrieved from <http://www.jstor.org/stable/258214>
- Greenhaus, J. H., Collins, K. M., & Shaw, J. D. (2003). The relation between work-family balance and quality of life. *Journal of Vocational Behaviour*, 63(3), 510-531. [https://doi.org/10.1016/S0001-8791\(02\)00042-8](https://doi.org/10.1016/S0001-8791(02)00042-8)
- Haar, J. M. (2006). Challenge and hindrance stressors in New Zealand: Exploring social exchange theory outcomes. *International Journal of Human Resource Management*, 17(11), 1942-1950. <https://doi.org/10.1080/09585190601000147>
- Hanson, G. C., Hammer, L. B., & Colton, C. L. (2006). Development and validation of a multidimensional scale of perceived work-family positive spillover. *Journal of Occupational Health Psychology*, 11(3), 249-265. <https://doi.org/10.1037/1076-8998.11.3.249>
- Harrington, B. (2007). *The work-life evolution study*. Boston: Boston College.
- Herleman, H. A. (2009). *International work demands and employee well being and performance*. (Unpublished doctoral dissertation). Clemson University, South Carolina, U.S.
- Higton, J., Leonardi, S., Richards, N., Choudhury, A., Sofroniou, N., & Owen, D. (2016). *Teacher workload survey 2016*. Social Science for Government. Government Printing Office.
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt of conceptualizing of stress. *American Psychologist*, 6, 513-524. <https://doi.org/10.1037/0003-066X.44.3.513>
- Hofstede, G. (2015). The cultural model. Retrieved from <https://www.hofstede-insights.com/country-comparison/malaysia/>
- Ingvarson, L., Kleinhenz, E., Beavis, A., Barwick, H., Carthy, I., & Wilkinson, J. (2005). Secondary teacher workload study report. Auckland: New Zealand Council for Education Research.
- Jabatan Perkhidmatan Awam. (2017). *Peneraju transformasi perkhidmatan awam*. Putrajaya: Malaysia. Government Printing Office.
- Johnson, M. D. (2006). *The effect of workload on individual and team learning, affect, and performance*. (Unpublished doctoral dissertation). Michigan State University, Michigan, U.S.
- Karkoulian, S., J., Srour, & T., Sinan. (2016). A gender perspective on work-life balance, perceived stress, and locus of control. *Journal of Business Research*, 69, 4918-4923. <https://doi.org/10.1016/j.jbusres.2016.04.053>
- Kelley, K. L. (2006). *The relationship between workload levels, goal orientation, and performance*. (Unpublished master's thesis). Angelo State University, San Angelo, U.S.
- Kozusznik, M. W., Rodríguez, I., & Peiró, J. S. (2013). Eustress and distress climates in teams: patterns and outcomes. *International Journal of Stress Management*, 22(1), 1-23. <https://doi.org/10.1037/a0038581>
- Kuschel, K. (2015). *Quantitative and qualitative work overload and its double effect on the work-family interface* (Working Paper 27). Retrieved from <http://repositorio.udd.cl/bitstream/handle/11447/142/wp27.pdf?sequence=1>
- Lazarus, R. S. (1993). From psychological stress to the emotions: A history of changing outlooks. *Annual Review Psychology*, 44, 1-21. Retrieved from <http://www.annualreviews.org/doi/pdf/10.1146/annurev.ps.44.020193.000245>
- Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. In Simmons, B. L. (Ed.). *Eustress at work: Accentuating the positive*. (Unpublished doctoral dissertation). Oklahoma State University, Oklahoma, U.S.
- Le Fevre, M., Matheny, J., & Kolt, G.S. (2003). Eustress, distress, and interpretation in occupational stress. *Journal of Managerial Psychology*, 18(7), 726-744. <https://doi.org/10.1108/02683940310502412>
- Lepine, J. A., Podsakoff, N. P., & Lepine, M. A. (2005). A meta-analytic test of the challenge stressor-hindrance stressor framework: An explanation for inconsistent relationships among stressors and performance. *The Academy of Management Journal*, 48(5), 764-775. Retrieved from <http://www.jstor.org/stable/20159696>
- Marken, R. S. (2003). Error in skilled performance: A control model of prescribing. *Ergonomics*, 46(12), 1200-1214. <https://doi.org/10.1080/001401390310001593568>

- McDowall, A., Kinman, G., & Meller, A. (2016). *The work-life balance – A psychological perspective for individuals*. London: British Psychology Society.
- McGowan, J., Gardner, D., & Fletcher, R. (2006). Positive and negative outcomes of occupational stress. *Journal of Psychology*, 35(2), 92-98. Retrieved from <http://www.psychology.org.nz/wp-content/uploads/NZJP-Vol352-2006-5-McGowan.pdf>
- Ministry of Education. (2016). *Malaysia education blueprint 2013-2025*. Putrajaya: Malaysia. Government Printing Office.
- Ministry of Finance. (2017). *The 2018 budget speech*. Putrajaya: Malaysia. Government Printing Office.
- Muhamad Khalil Omar, Idaya Husna Mohd, & Muhammad Shafiq Ariffin. (2015). Workload, role conflict and work-life balance among employees of an enforcement agency in Malaysia. *International Journal of Business*, 8(2), 52-57. Retrieved from <http://ijbel.com/wp-content/uploads/2016/01/Bus-22.pdf>
- Muzaffar Syah Mallow. (Ed.) (2016). Proceedings of Socioint '16: 3<sup>rd</sup> International Conference on Education, Social Sciences and Humanities. Istanbul: Turkey.
- Noraini M. Noor, & Nor Diana Mohd Mahudin. (2015). Work-life balance policies in Malaysia: Theory and practice. In *Handbook of research on work-life balance in Asia*. Retrieved from [http://irep.iium.edu.my/44231/1/ScanCopy\\_Noor%26Mahudin\\_Lu%26Cooper.pdf](http://irep.iium.edu.my/44231/1/ScanCopy_Noor%26Mahudin_Lu%26Cooper.pdf)
- Norashid Bin Othman, & Hamzah Bin Md. Omar. (2014). Beban tugas dan motivasi pengajaran guru di sekolah menengah daerah Ranau. *Journal for Educational Thinkers*, 5, 35-57. Retrieved from <http://jurcon.ums.edu.my/ojums/index.php/jurnal-pemikiran-pendidikan/article/view/328>
- Organisation for Economic Cooperation and Development. (2017). *Work-life balance – Better life index*. Retrieved from <http://www.oecdbetterlifeindex.org/topics/work-life-balance/>
- O'Sullivan, G. (2011). The relationship between hope, eustress, self-efficacy, and life satisfaction among undergraduates. *Springer Science and Business*, 101, 155-172. <https://doi.org/10.1007/s11205-010-9662-z>
- Ozturk, G. (2011). *Public primary school teachers' perceptions of their working conditions and job stress: Cases from Istanbul and Stockholm* (Working paper 121). Retrieved from [http://www.edu.su.se/polopoly\\_fs/1.50914.1320920307!/Public\\_Primary\\_School\\_Teachers.pdf](http://www.edu.su.se/polopoly_fs/1.50914.1320920307!/Public_Primary_School_Teachers.pdf)
- Podsakoff, N. P., LePine, J. A., & LePine, M.A. (2007). Differential challenge stressor-hindrance stressor relationships with job attitudes, turnover intentions, turnover and withdrawal behavior: A meta-analysis. *Journal of Applied Psychology*, 92, 438-454. <https://doi.org/10.1037/0021-9010.92.2.438>
- Punia, V. & Kamboj, M. (2013). Quality of work-life balance among teachers in higher education institutions. *Learning Community*, 4(3), 197-208. <https://doi.org/10.5958/j.2231-458X.4.3.010>
- Qiao, H., Schaufeli, W. B., & T. W., Taris. (2011). The job demands-resources model: An analysis of additive and joint effects of demands and resources. *Journal of Vocational Behavior*, 79, 181-190. <https://doi.org/10.1016/j.jvb.2010.12.009>
- Randstad Corporation. *Employer brand research global report*. (2017). Retrieved from <https://cdn2.hubspot.net/hubfs/481927/Campaigns/REBR%202017/Randstad%20Employer%20Brand%20Research%202017%20-%20global%20report.pdf?submissionGuid=cd54d05d-d63e-42c2-b341-38b164a0a8a9>
- Rantanen, J., Kinnunen, U., & Pulkkinen, L. (2013). The role of personality and role engagement in work-family balance. *Horizons of Psychology*, 22, 14-26. <https://doi.org/10.20419/2013.22.376>
- Rao, M. S. (2016). Innovative tools and techniques to manage your stress to ensure work-life balance. *Industrial and Commercial Training*, 48(6), 320-324. <https://doi.org/10.1108/ICT-05-2015-0035>
- Reiter, N. (2007). Work life balance: What do you mean? The ethical ideology underpinning appropriate application. In Hyland, T. M. (Ed.). *The future work-life balance attitudes scale: Creation of an instrument to assess millennial college women's attitudes on work-life balance*. (Unpublished doctoral dissertation). North Carolina State University, North Carolina, U.S.
- Rife, A. A., & Hall, R. J. (2015). *Work-life balance*. Ohio: Society for Industrial and Organizational Psychology.

- Ross, S. D., & Vasantha, S. (2014). A conceptual study on impact of stress on work-life balance. *Sai Om Journal of Commerce & Management*, 1(2), 61-65. Retrieved from [http://www.saiompublications.com/journal/index.php/ISSN-2347-7563/article/view/77/pdf\\_9](http://www.saiompublications.com/journal/index.php/ISSN-2347-7563/article/view/77/pdf_9)
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67. <https://doi.org/10.1006/ceps.1999.1020>
- Sass, D. A., Andrea K. Seal, Nancy K. Martin. (2011). Predicting teacher retention using stress and support variables. *Journal of Educational Administration*, 49(2), 200-215. <https://doi.org/10.1108/09578231111116734>
- Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25, 293-315. <https://doi.org/10.1002/job.248>
- Schaufeli, W. B., & Taris, T. W. (2013). A critical review of the job demands-resources model: Implications for improving work and health. *Occupational, Organizational and Public Health*, 43-44. [https://doi.org/10.1007/978-94-007-5640-3\\_4](https://doi.org/10.1007/978-94-007-5640-3_4)
- Searle, B. J., & Auton, J. C. (2015). The merits of measuring challenge and hindrance appraisals. *Taylor & Francis*, 28(2), 121-143. <https://doi.org/10.1080/10615806.2014.931378>
- Searle, B. J., & Tuckey, M. R. (2017). Differentiating challenge, hindrance, and threat in the stress process. In *The Routledge companion to wellbeing at work*. <https://doi.org/10.4324/9781315665979>
- Seema Arif, & Maryam Ilyas. (2013). Quality of work-life model for teachers of private universities in Pakistan. *Quality Assurance in Education*, 21(3), 282-298. <https://doi.org/10.1108/QAE-Feb-2012-0006>
- Selye, H. (1956). The Stress of Life. In Simmons, B.L. (Ed.). *Eustress at work: Accentuating the positive*. (Unpublished doctoral dissertation). Oklahoma State University, Oklahoma, U.S.
- Simmons, B. L. (2000). *Eustress at work: Accentuating the positive*. (Unpublished doctoral dissertation). Oklahoma State University, Oklahoma, U.S.
- Siti Aisyah Panatika, Siti Khadijah Zainal Badria, Azizah Rajaba, Hamidah Abdul Rahmana, & Ishak Mad Shaha. (2011). *The impact of work family conflict on psychological well-being among school teachers in Malaysia*. Paper presented at International Conference on Education and Educational Psychology (ICEEPSY 2011), Istanbul, Turkey. <https://doi.org/10.1016/j.sbspro.2011.11.390>
- Siti Nurmayanti, Armanu Thoyib, Noermijati, & Dodi Irawanto. (2014). Work family conflict: A review of female teachers in Indonesia. *International Journal of Psychological Studies*, 6(4), 134-142. <https://doi.org/10.5539/ijps.v6n4p134>
- Spector, P. (1997). *Job satisfaction: Application, assessment, causes and consequences*. Thousand Oaks, CA: Sage Publications.
- Sub, S., & Sayah, S. (2013). Balance between work and life: A qualitative study of German contract workers. *European Management Journal*, 31, 250-262. <https://doi.org/10.1016/j.emj.2012.12.003>
- Sugden, N. (2010). *Relationships among teacher workload, performance, and well-being*. (Unpublished doctoral dissertation). Walden University, Minneapolis, U.S.
- TalentCorp Malaysia. (2016). *My work, my future*. Putrajaya: Malaysia. Government Printing Office.
- Thorburn, M., & Dey, D. (2017). Health and wellbeing and wider achievement: An analysis of teachers' practices and learners' experiences in Scottish secondary schools. *Studies in Educational Evaluation*, 52, 24-34. <https://doi.org/10.1016/j.stueduc.2016.11.004>
- Yan Steenbergen, E. F., Ellemers, N., & Mooijaart, A. (2007). How work and family can facilitate each other: Distinct types of work-family facilitation and outcomes for women and men. *Journal of Occupational Health Psychology*, 12(3), 279-300. <https://doi.org/10.1037/1076-8998.12.3.279>
- Ward, S. J., & King, L. A. (2017). Work and the good life: How work contributes to meaning in life. *Organizational Behavior*, 37, 59-82. <https://doi.org/10.1016/j.riob.2017.10.001>
- Webster, J. R., T. A., Beehr, & N. D., Christiansen. (2010). Toward a better understanding of the effects of hindrance and challenge stressors on work behavior. *Journal of Vocational Behavior*, 76, 68-77. <https://doi.org/10.1016/j.jvb.2009.06.012>

Wingerden, J., A. B., Bakker, & D., Derks. (2016). A test of a job demands-resources intervention. *Journal of Managerial Psychology*, 31(3), 686-701. <https://doi.org/10.1108/JMP-03-2014-0086>