

An Empirical Research on Influence of Job Satisfaction and Marital Satisfaction on Teachers' Anomic Behavior

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Abstract:

In order to study the relationship between job satisfaction, marital satisfaction and teachers' anomic behavior, 512 teachers in primary and secondary schools were surveyed by questionnaire. The results show that: (1) job satisfaction is significantly positively correlated with marital satisfaction; (2) both job satisfaction and marital satisfaction are negatively correlated with three kinds of teachers' anomie: emotional anomic behavior, professional ethics anomic behavior, and value-oriented anomic behavior; (3) marital satisfaction plays a completely mediating role in the influence of job satisfaction on the three teachers' anomic behaviors, respectively. Conclusion: Marital satisfaction plays a completely mediating role in the influence of job satisfaction on teachers' anomic behavior. It is of great theoretical and practical significance to pay attention to the impact of work-family relationship on teachers' anomic behavior.

Keywords: *Job satisfaction, Marital satisfaction, Teachers' anomic behavior, Primary and secondary school teachers, Mediating effect.*

I. INTRODUCTION

Teachers' anomic behavior and its harmfulness have aroused widespread concern in the society. Many researchers have begun to clarify the seriousness of teachers' anomie from the perspective of pedagogy and sociology, as well as the adverse impact on schools, students and even teachers themselves. As there are many factors influencing teachers' anomic behavior, scholars have explained it from different perspectives [1]. However, no matter from the perspective of policy or academic research, teachers' anomic behavior has not received effective attention from the society [2], especially no systematic research has been conducted on the generation mechanism of teachers' anomic behavior. Therefore, it is necessary for us to explore the mechanism of teachers' anomic behavior in order to alleviate and reduce the harm

brought by teachers' anomic behavior. Using the quantitative research paradigm of psychology to study the mental mechanism of the formation of teachers' anomic behavior will help to reveal the internal and external influence factors of teachers' anomic behavior.

Nowadays, work and family are two important parts of adult life. Work and family roles are the most important social roles of individuals. They influence each other and are inseparable. Work-family relationship is not only related to individual physical and mental health, career development, family happiness and job satisfaction, but also related to organizational performance and social harmony [3]. Therefore, it is of practical significance to pay attention to whether the relationship between work and family will affect teachers' anomic behavior.

This study intends to explore the formation mechanism of teachers' anomic behavior from the perspective of work-family relationship. Therefore, this study chose job satisfaction and marital satisfaction as research variables in the field of work and family respectively to study the relationship between them and teachers' anomic behavior. Based on the work-family interaction theory, whether teachers' job satisfaction will affect teachers' marital satisfaction and then influence teachers' anomic behavior is a topic worthy of discussion. To this end, three research variables were selected in this study, namely, job satisfaction (independent variable) and teacher anomic behavior (dependent variable) and marital satisfaction (mediating variable).

II. REVIEWS AND HYPOTHESIS

The expression "work-life balance" has become fairly ubiquitous in conversations about management and organization life [4]. Helping workers balance their work and family lives is increasingly viewed as a business and social imperative [5]. Therefore, the interaction between work and family has become an important research area of organizational behavior.

At present, the research on work-family relationship mainly includes the negative perspective of work-family conflict (work-family conflict, WFC; family-work conflict, FWC) and the positive perspective of work-family enhancement (work-family enhancement, WFE; family-work enhancement, FWE). Both research perspectives show that work-family relationship has a significant impact on job performance. The research results from negative perspective show that both WFC and FWC have a significant negative impact on job performance, while the research results from positive perspective show that both WFE and FWE have a significant positive impact on job performance [6]. These two different research perspectives provide new ideas for individuals to deal with the relationship between work and family [7].

2.1 Job Satisfaction and Anomic Behavior

Job satisfaction is a key variable in organizational management. Job satisfaction of teacher is an important factor affecting teacher professional development and has become a frontier field of teacher psychology and education research. The level of teachers' job satisfaction affects their work enthusiasm, and the improvement of teachers' job performance and the stability of teachers' team [8].

Marcus and Schuler (2004) outline a taxonomic framework for the antecedent variables of counterproductive work behavior, which are divided into four categories: triggers (situation-motivation), opportunity (situation-control), internal control (person-control) and propensity (person-motivation). The framework of person versus situation and motivation versus control distinctions may serve as a taxonomy for organizing most of the theories and antecedents in previous research on general counterproductive behavior (GCB) [9].

Triggers are external events or internal perceptions of such events that can provoke GCB as a response. A significant portion of the entire GCB research falls under the triggers, including job satisfaction, frustration and perceived stress [10]. Numerous studies have shown that there is a significant correlation between them and counterproductive work behavior [9]. Among them, job satisfaction has a strong predictive effect on various behaviors of employees, which can significantly predict organizational citizenship behavior, absenteeism, turnover intention and deviant behaviors in the workplace [11]. For example, job satisfaction has a significant negative impact on both organization-oriented workplace deviant behavior and interperson-oriented workplace deviant behavior [12]. Job satisfaction has a negative impact on employees' deviant behaviors [13]. Therefore, we hypothesize:

Hypothesis 1 (H1): Job satisfaction will be negatively related to teachers' anomic behavior.

2.2 Marital Satisfaction and Anomic Behavior

In modern society, work and family constitute the most important part of everyone's life, and marital quality is a very important factor affecting people's mental health [14]. The quality of marriage directly affects the harmony and stability of a family, the physical and mental health of both husband and wife, and the growth of the next generation, and indirectly affect social stability and unity.

The research on the marital quality of primary and secondary school teachers not only concerns the physical and mental health of teachers at the micro level, but also concerns the

major strategic issue of whether a society can develop continuously and stably at the macro level. Therefore, it is of great practical significance to study the marital quality of teachers. To this end, this study focuses on whether the marital quality of teachers affects their teachers' anomic behavior, and the marital satisfaction of both spouses is an important indicator to measure marital quality.

Marital satisfaction has been an indispensable component of marital quality, and the degree of marital satisfaction has become the main aspect of evaluating marital quality. The higher the marital satisfaction is, the higher the marital quality is [15]. The concept of marital satisfaction was first proposed by Hamilton (1929), which is an evaluation of a married couple's satisfaction with their marital relationship and an important indicator to measure marital life quality [16]. Therefore, Feng (2000) analyzed the impact of marital quality on the quality of family life in urban areas and found that marital satisfaction was the second most important factor affecting urban residents' family life quality, with a standard regression coefficient of 0.21 [17].

Domestic studies on the work-family interface of primary and secondary school teachers involve relevant variables such as social support, job satisfaction, life satisfaction, job burnout, subjective well-being and turnover intention. For example, individuals with good work-family relationship have more vitality, dedication and concentration at work, and show less intention to quit [18]. Therefore, we hypothesize:

Hypothesis 2 (H2): Marital satisfaction will be negatively related to teachers' anomic behavior.

2.3 Mediating Role of Marital Satisfaction

Work-family enrichment is used to describe the positive relationship between work roles and family roles. Work-family enrichment occurs when resources generated in one life domain promote enhanced quality of life in another life domain [19]. As broaden and build theory predicts, when a subordinate experiences enrichment, the array of thoughts he or she has about how he or she can succeed simultaneously at home and at work expands, building both psychological and intellectual resources [20].

Yi (1997) studied the factors affecting the marital quality of urban people and found that job satisfaction had little influence on the marital satisfaction and did not reach the level of significance [21]. However, Qin et al. (2019) found a significant positive correlation between job satisfaction and marital quality [22]. This study attempts to further explore whether job

satisfaction has an impact on teachers' marital satisfaction. Therefore, we hypothesize:

Hypothesis 3 (H3): Job satisfaction of teachers will be positively related to their marital satisfaction.

Zeng et al. (2021) study found that: when compared with family interfering with work, the work of primary and secondary school teachers more interfered with family, and more individuals felt the negative impact of work on family, and compared with work promoting family, the work of primary and secondary school teachers more promote family, more individuals felt the positive influence of family on work [18]. According to the work-family relationship theory, work and family influence each other. The study results of Qin et al. (2019) showed that working mothers' job satisfaction could indirectly affect the overall parenting stress through marital quality [22], reflecting the impact of work on family. However, whether the impact of work on family and then the impact, in turn, affects work behavior needs further research. Therefore, we hypothesize:

Hypothesis 4 (H4): Teachers' marital satisfaction plays a mediating role in the influence of job satisfaction on teachers' anomic behavior.

III. METHODS

3.1 Participants

A convenient sampling method was used to investigate a primary school, a middle school and a high school in four cities in Shandong Province, China. A total of 700 questionnaires were distributed, and 608 valid questionnaires were collected. To study marital satisfaction, 82 unmarried people and 14 widowed and divorced people were deleted. Thus, 512 teachers involved in the survey ranged in age from 23 to 59 years old (39.54 ± 8.04). this paper analyzed the data of 195 (38.09%) men and 317 (61.91%) women; 183 (35.74%) primary school teachers, 191 (37.30%) middle school teachers and 138 (26.95%) high school teachers.

3.2 Measurement

3.2.1 Job satisfaction

The overall job satisfaction scale developed by Cammann et al. (1993) was used in this study [23]. The scale consists of 3 items, including 1 reverse scoring item. The higher the scale score is, the higher the teacher's job satisfaction is. In this study, the Cronbach alpha coefficient of the teacher job satisfaction scale is 0.643.

3.2.2 Marital satisfaction

Kansas marital satisfaction scale (KMS) developed by Shek et al. is suitable for the study of marriage satisfaction of people in different cultures. The Chinese version of C-KMS [24] was used in this study. This scale includes three questions. The higher the score is, the higher the satisfaction level of the teacher's marriage is. In this study, the Cronbach alpha coefficient of C-KMS is 0.940.

3.2.3 Teachers' anomic behavior

The anomic behavior scale for primary and secondary school teachers compiled by Wei (2013) is adopted [25], which contains 16 items and three dimensions. The higher the scale score is, the more serious the teacher's misconduct is. In this study, the Cronbach alpha coefficient of teacher anomic behavior scale is 0.972, among which, the Cronbach alpha coefficient of emotional anomic behavior (EAB) is 0.950, the Cronbach alpha coefficient of professional ethics anomic behavior (PAB) is 0.923, and that of value-oriented anomic behavior (VAB) is 0.917.

3.3 Statistics

SPSS20.0 statistical software was used to manage and analyze the research data. This study mainly used descriptive statistics and regression analysis to explore the relationship between primary and secondary school teachers' job satisfaction, marital satisfaction and teachers' anomic behavior and tested the mediating role of marital satisfaction in the relationship between job satisfaction and teachers' anomic behavior.

IV. RESULTS

4.1 Descriptive Statistics

Means, standard deviations, and correlation coefficient for all study variables are presented in TABLE I. As shown in TABLE I, firstly, job satisfaction is significantly negatively correlated with the three kinds of teacher anomic behavior, that is, the correlation coefficient with emotional anomic behavior (EAB) is -0.168 ($P < 0.01$), the correlation coefficient with professional ethics anomic behavior (PAB) is -0.154 ($P < 0.01$), the correlation coefficient with value-oriented anomic behavior (VAB) is -0.199 ($P < 0.01$). Thus, hypothesis 1 is supported. Secondly, marital satisfaction is significantly negatively correlated with the three kinds of

teachers' anomic behavior, that is, the correlation coefficient with emotional anomic behavior (EAB) is -0.249 ($P < 0.01$), the correlation coefficient with professional ethics anomic behavior (PAB) is -0.186 ($P < 0.01$), the correlation coefficient with value-oriented anomic behavior (VAB) is -0.274 ($P < 0.01$). Thus, hypothesis 2 is supported. Finally, there is a significant positive correlation between marital satisfaction and job satisfaction, with a correlation coefficient of 0.416 ($P < 0.01$). Thus, hypothesis 3 is supported.

TABLE I. Mean and correlation coefficients of variables (n=512)

	MEAN	SD	1	2	3	4
1 JOB SATISFACATION	5.458	1.101				
2 MARITAL SATISFACATION	5.969	0.905	0.416**			
3 EAB	1.290	0.658	-0.168**	-0.249**		
4 PAB	1.269	0.622	-0.154**	-0.186**	0.846**	
5 VAB	1.315	0.644	-0.199**	-0.274**	0.847**	0.883**

Note: **P-value<0.01; *P-value<0.05.

4.2 Mediating Role of Marital Satisfaction

Stepwise regression was used to test the mediating effect. First, the variables were centralized, and then hierarchical regression analyses were conducted. Control variables were entered in the first step of the modeling strategy, followed by inclusion of the predictive variable (i.e. job satisfaction, marital satisfaction) in the second step. Hence, the first layer was the control variable, including five demographic variables (gender, educational background, teaching age, professional title, and school type). The second layer was the predictive variable. The independent variable was job satisfaction, the mediating variable was marital satisfaction, and the dependent variable was teacher anomic behavior. The results are shown in TABLE II, TABLE III and TABLE IV.

TABLE II. Influence of job satisfaction on EAB (n=512)

VARIABLES	EAB			MARITAL SATISFACATION	
	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2

STEP 1: CONTROL VARIABLES					
GENDER	-0.005	-0.017	-0.035	-0.107*	-0.078
EDUCATIONAL BACKGROUND	-0.163**	-0.144**	-0.117*	0.160**	0.114**
TEACHING AGE	-0.205**	-0.197**	-0.221**	-0.078	-0.100*
PROFESSIONAL TITLE	0.104*	0.114*	0.123*	0.063	0.039
SCHOOL TYPE	-0.001	-0.009	-0.002	0.007	0.026
STEP 2: PREDICTIVE VARIABLES					
JOB SATISFACATION (C)		-0.162**			
JOB SATISFACATION (A)					0.412**
STEP 3: MEDIATING EFFECT					
MARITAL SATISFACATION (B)			-0.240**		
JOB SATISFACATION (C')			-0.064		
R^2	0.047	0.073	0.118	0.055	0.221
$Chang-R^2$		0.026**	0.071**		0.167**
F	4.868**	6.464**	9.399**	5.764	23.467**

Note: **P-value<0.01; *P-value<0.05.

As shown in TABLE II, the results of mediating effect test shows that marital satisfaction plays a completely mediating role in the influence of job satisfaction on teachers' emotional anomic behavior. Mediating effect diagram is shown in Fig 1, indicating that job satisfaction affects the emotional anomic behavior of teachers' anomic behavior through marital satisfaction.

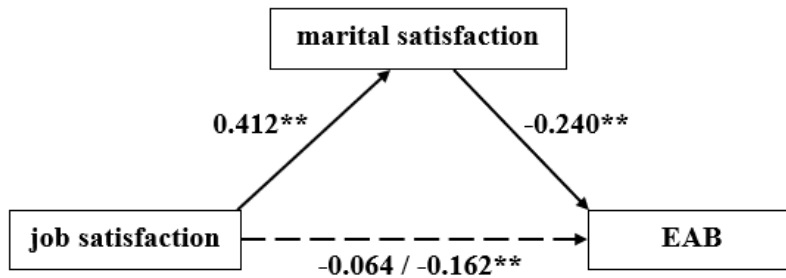


Fig 1: mediating effect of marital satisfaction (1)

TABLE III. Influence of job satisfaction on PAB (n=512)

VARIABLES	PAB			MARITAL SATISFACATION	
	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2
STEP 1: CONTROL VARIABLES					
GENDER	-0.006	-0.017	-0.031	-0.107*	-0.078
EDUCATIONAL BACKGROUND	-0.101*	-0.084	-0.064	0.160**	0.114**
TEACHING AGE	-0.210**	-0.202**	-0.219**	-0.078	-0.100*
PROFESSIONAL TITLE	0.146**	0.156**	0.162**	0.063	0.039
SCHOOL TYPE	-0.024	-0.031	-0.026	0.007	0.026
STEP 2: PREDICTIVE VARIABLES					
JOB SATISFACATION (C)		-0.156**			
JOB SATISFACATION (A)					0.412**
STEP 3: MEDIATING EFFECT					
MARITAL SATISFACATION (B)			-0.177**		
JOB SATISFACATION (C')			-0.083		
R ²	0.045	0.069	0.093	0.055	0.221
CHANG-R ²		0.024**	0.048**		0.167**
F	4.650*	6.079**	7.227**	5.764	23.467**

Note: **P-value<0.01; *P-value<0.05.

As shown in TABLE III, the results of mediating effect test shows that marital satisfaction plays a completely mediating role in the influence of job satisfaction on teachers' professional ethics anomic behavior. Mediating effect diagram is shown in Fig 2, indicating that job satisfaction affects the professional ethics anomic behavior of teachers' anomic behavior through marital satisfaction.

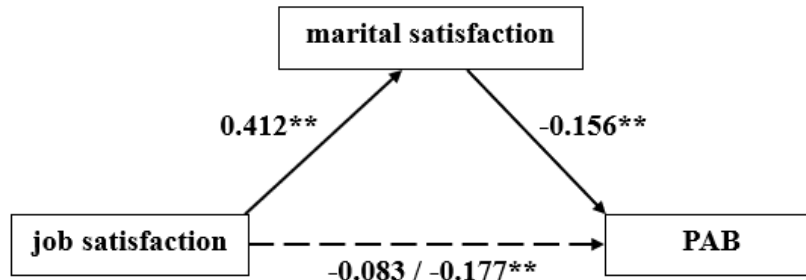


Fig 2: mediating effect of marital satisfaction (2)

TABLE IV. Influence of job satisfaction on VAB (n=512)

VARIABLES	VAB			MARITAL SATISFACATION	
	STEP 1	STEP 2	STEP 3	STEP 1	STEP 2
STEP 1: CONTROL VARIABLES					
GENDER	-0.013	-0.027	-0.046	-0.107*	-0.078
EDUCATIONAL BACKGROUND	-0.154**	-0.132*	-0.104*	0.160**	0.114**
TEACHING AGE	-0.164**	-0.154**	-0.179**	-0.078	-0.100*
PROFESSIONAL TITLE	0.093	0.104*	0.114*	0.063	0.039
SCHOOL TYPE	-0.027	-0.036	-0.030	0.007	0.026
STEP 2: PREDICTIVE VARIABLES					
JOB SATISFACATION (C)		-0.194**			
JOB SATISFACATION (A)					0.412**
STEP 3: MEDIATING EFFECT					
MARITAL SATISFACATION (B)			-0.246**		

JOB SATISFACATION (C')			-0.092		
R ²	0.036	0.073	0.120	0.055	0.221
CHANG-R ²		0.037**	0.084**		0.167**
F	3.736**	6.515**	9.668**	5.764	23.467**

Note: **P-value<0.01; *P-value<0.05.

As shown in TABLE IV, the results of mediating effect test shows that marital satisfaction plays a completely mediating role in the influence of job satisfaction on teachers' value-oriented anomic behavior. Mediating effect diagram is shown in Fig 3, indicating that job satisfaction affects the value-oriented anomic behavior of teachers' anomic behavior through marital satisfaction.

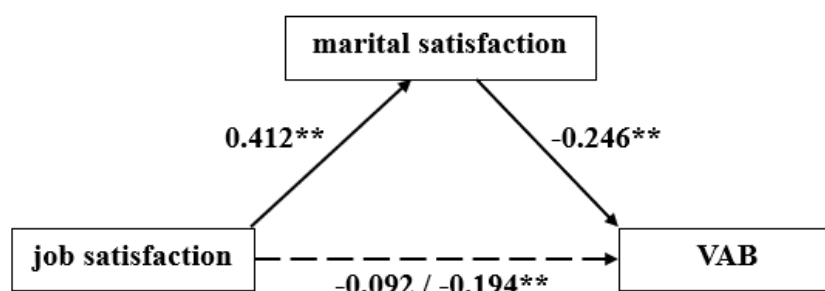


Fig 3: mediating effect of marital satisfaction (3)

In conclusion, according to the mediating effect shown in Fig 1, Fig 2 and Fig 3, marital satisfaction plays a completely mediating role in the influence of job satisfaction on teachers' anomic behavior. Hypothesis 4 has been verified.

V. DISCUSSION AND CONCLUSION

5.1 Discussion

In today's society, teacher's misconduct is an objective social phenomenon or social reality, which can only decrease but not disappear. How to reasonably regulate teachers' behaviors in a short period of time is a major issue in today's educational circle. Otherwise, these behaviors will restrict the development speed and trend of education and affect the overall quality of education.

But we should not only blame the occurrence of teachers' anomic behavior on teachers'

personal problems, such as personality, moral character and other psychological factors, but also should make a comprehensive and profound analysis of the external influencing factors such as the objective environment of teachers' anomic behavior, and analyze the deep causes of teachers' anomic behavior from the aspects of institution, system and mechanism.

This paper studies the formation mechanism of teachers' anomic behavior from the interactive perspective of work-family relationship. The results showed that:

Firstly, there is a significant positive correlation between job satisfaction and marital satisfaction, and job satisfaction is a significant positive predictor of teachers' marital satisfaction. This indicates that the higher the job satisfaction of teachers is, the higher the marital satisfaction of teachers will be. It also further shows that the relationship between work and family is beneficial, and job satisfaction contributes to the harmony and balance of family and marital life.

Secondly, both marital satisfaction and job satisfaction can negatively predict teachers' anomic behavior, and both are important influencing factors of teachers' anomic behavior. Job satisfaction negatively predicts teachers' anomic behavior, indicating that high job satisfaction will reduce the occurrence of teachers' anomic behavior; on the contrary, when teachers' job satisfaction decreases, teachers' anomic behavior is more likely to occur. Similarly, marital satisfaction negatively predicts teachers' anomic behavior, indicating that high marital satisfaction will reduce the occurrence of teachers' anomic behavior. This may be because marriage and family are one of teachers' stressors. When the marital quality of teachers is not high, this kind of pressure will increase, and teachers' anomic behavior will appear more; When teachers' marital quality is higher, there is less such pressure and less teachers' anomic behavior.

Finally, marital satisfaction plays a completely mediating role in the relationship between job satisfaction and teachers' anomic behavior. This indicates that the factors influencing teachers' anomic behavior not only come from the influence of job satisfaction or marital satisfaction, but also affect teachers' anomic behavior further through the influence of job satisfaction on teachers' marital satisfaction. In other words, in the interaction between work and family, the job satisfaction experienced by primary and secondary school teachers will affect their family relationship and marriage quality. And the positive marriage experience generated by good family relationship will further affect their work behavior performance, and is helpful to reduce teacher misconduct.

In short, the misconduct of primary and secondary school teachers is not only the matter of

teachers' negligence or their personality, but also the negligence of schools and relevant education departments. It is hoped that schools and education departments can pay attention to the construction of teachers' working environment and the matter of family and marriage in order to promote teachers' active and healthy teaching behavior. Therefore, the results of this study will provide a basis for relevant education departments and school administrators to formulate targeted policies and management measures to reduce teacher misconduct.

However, there are still some deficiencies and limitations in this study. Both work-family conflict theory and work-family enrichment theory prove that the interaction between work and family has an important influence on employee behavior. Although this study tentatively explored the influence of marital quality (marital satisfaction) in teachers' family life on their anomic behavior, this study only examined the relationship between job satisfaction, marital satisfaction and teachers' anomic behavior from the perspective of the impact of work on family. In the future, we hope to introduce more and more effective explanatory variables into the research to conduct a more in-depth analysis of the formation mechanism of teachers' anomic behavior. At the same time, the influence of marital quality and work attitude (such as job satisfaction and organizational commitment) on teachers' anomic behavior should be investigated from the perspective of family's influence on work.

5.2 Conclusion

This paper studies the influence of job satisfaction and marriage satisfaction on the anomic behavior of primary and secondary school teachers. The results show that job satisfaction of teachers is significantly positively correlated with their marital satisfaction; both job satisfaction and marital satisfaction of teachers can negatively predict their anomic behavior; The relationship between job satisfaction and teachers' anomic behavior is completely mediated by marital satisfaction of teachers.

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