IMPACT OF WORK FAMILY CONFLICT AND JOB STRESS ON UNIVERSITY TEACHERS' JOB SATISFACTION AND TURNOVER INTENTIONS: MEDIATING ROLE OF JOB BURNOUT

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KEYWORDS	ABSTRACT
Work-Family Conflict, Burnout, Stress, Satisfaction, Turnover Intention, Teachers	The idea behind this research is to empirically examine relationship between causes (Work-Family Conflict & Job Stress) and consequences (Job Satisfaction & Turnover Intention) of Job Burnout along with its mediating effects in higher educational context of Punjab, Pakistan. The professors, associate professors, assistant professors and lecturers that belongs to different universities in province Punjab of Pakistan were targeted population. Structured and self-administered questionnaire was used to collect the data from six hundred and ten teachers. SEM (Structural Equation Modeling) was used to analyze data. The current study concludes significant relationships between all the aforesaid causes and consequences of Job Burnout except relationship between Job Satisfaction and Job Stress. Furthermore, Job Burnout portrayed its mediating effects between them. This study imparts the management and administration of the higher education institutions in uncovering and eliminating the harms of Job Burnout.
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INTRODUCTION

Every individual has to indulge in some activities to earn for a prosperous life and doing job is one of these activities to spend time and energy at the job along with his/her emotions. It would not be specious to say that lives of individuals is due to their occupations (Jahoda, 1982). Based on this fact the individuals have emotional involvement with their occupations that may elevate level of their performance in accordance with desired level. Unfortunately, in the contemporary world individuals from almost every type of the occupation are more inclined towards mental tiredness instead of physical one (Blanc et al., 2008). This tiredness leads towards the deterioration of mental and individuals physical health and subsequently detachment feelings began to arise in them, which put stress on them (Nelson & Simmons, 2003). These feelings of mental/physical tiredness and detachment are collectively known as

job burnout (Maslach et al., 2001). The job burnout is a syndrome that has been declared by contemporary theories as a distinct form of job stress among professions where 'people work' is involved (Schaufeli et al., 1993).

More precisely, job burnout has been characterized by the feelings of the depersonalization, "emotional exhaustion, and the reduced personal success" (Maslach, 1993). The detrimental phenomenon of job burnout is prevailing in human services occupations such as, nursing or health care (Lavery et al., 2007; Maslach & Jackson, 1981), teaching sector (Burke et al., 1996), police workers (Yun et al., 2015), correctional officers (Lambert & Hogan, 2010), social work (Söderfeldt et al., 1995) and Lawyers (Tsai et al., 2009). Job burnout has widely been studied within and outside premises of Pakistan different constructs and sectors. However, there exists a considerable magnitude of gap on study of job burnout in higher education sector of Punjab, Pakistan. As stated by Higher Education Commission (HEC) of Pakistan total number of universities situated in vicinity of Pakistan was 163 with 34444 permanent teachers and 1117587 enrolled students in 2012-13. These statistics of the higher education sectors provides numerical underpinning for study of Job Burnout in this sector. So keeping the importance and cultural concerns of Job Burnout in mind (Schutte et al., 2000), Pakistan has been selected for the study at issue.

Having extensive literature review regarding contemporary issue of Job Burnout, a theoretical model has been developed as shown in Figure 1. In this model "Job Stress and Work-Family Conflict" has been found to be the predecessors of problem whereas "Job Satisfaction and Turnover Intentions have been found" its consequences. This model is completely novel and no researcher has tested it before. Furthermore, mediating effect of Job Burnout has never been investigated between its antecedents and consequences in extracted conceptual model. The developed model has never been empirically examined in context of Pakistan. Moreover, extorted framework has never been tested in Higher Education Sector. These aforesaid gaps in the literature have been taken as unique avenue for this research. Henceforth, the aim of the present study is to empirically examine the relationship between said antecedents and consequences of Job Burnout in conjunction with its mediating effects between them in the higher education sector of Punjab, Pakistan.

LITERATURE REVIEW
Job Burnout is societal complication that has become the focus and attention of researchers globally in the present era and it has directed towards productive conceptual frameworks. The fact behind the social focus of this concept is to get rid of the different experiences faced by the individuals in terms of the psychological chaos, the physiological ailment and behavioral disorder for the well-being of mankind at the workplace. Now let's have the brief review of prior research work on occupational burnout, work-family inter role conflict, "job satisfaction, job stress, and turnover intention".

Job Burnout
Burnout is delineated as "a syndrome of the emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind" (Maslach et al., 1986). Undoubtedly, burnout has its idiomatic existence prior to its arrival however, credit for founding burnout syndrome goes to Freudenberger. Prior literature evidenced that burnout has improperly been considered synonym for numerous psychological terms among which the job stress, fatigue and depression has widely been confused with it (Schaufeli et al., 1993). It came to know that all these and job burnout are dissimilar (Iacovides et al., 2003). It is normally the end-state of stress that come into the existence by the virtue of exceed demands followed by deficient resources (Brill, 1984). A consensus on threefold facets of burnout explicitly depersonalization/ cynicism, "emotional exhaustion, and lack of personal accomplishment" has been affirmed by myriad of studies in the existing literature and also evident in in teaching profession (Aluja et al., 2005; Bakker & Schaufeli, 2000; Iwanicki & Schwab, 1981).

Emotional Exhaustion element of burnout is chiefly linked with the stress (Brookfield, 2006) and stated as the emotional fatigue caused by reduction of emotional and internal resources of an individual (Maslach, 1999). It is not merely experienced but it contributes in emotional distancing of an individual from coworkers and work itself in response to avoid stress that is known as depersonalization or cynicism. Existing literature reveals that depersonalization and cynicism are not the title for emotional distancing of same category rather they slightly differ in nature as depersonalization is isolation of teacher from people at work and cynicism is isolation of teacher from his work (Salanova, 2005). Diminishing Personal Accomplishment is that aspect of burnout that is negatively in harmony with assessment of one about him/ herself and it is defined as reduced feelings of "individual about his ability to effectively deal" with job-related tasks in situations (Maslach, 1999). It is found that the teachers who become unable to contribute in development of students evaluate themselves negatively by losing their confidence in their abilities (Schwab, 1983).

Work-Family-Conflict
Work-Family Conflict is described as "a form of inter-role conflict in which the role pressures from work and family domains are mutually incompatible in some respects; or participation in the work (family) role is made more difficult by virtue of participation in the family (work) role" (Greenhaus & Beutell, 1985). The prior research has confirmed the dual association between the work and family conflict namely the "family-to-work conflict and work-to-family conflict" (Netemeyer et al., 1996). The work-family conflict is an undesirable construct that exists in three forms along with having bidirectional nature that are tilted as "strain-based conflict, time-based conflict, and behavior based conflict" (Greenhaus & Beutell, 1985). The time-based conflict happens when the individuals give great deal of time in dealing with the "demands of one role at cost of another" which is forecast by work time, overtime, stubborn or fixed timetable and the role overload.

On other hand, strain-based conflict arises when the stress of one role prohibits individual to perform another role that is normally predicted by irritability, all forms of the tension, ambiguity of role and irreconcilability of role. In contrast behavior-based conflict ascends when a particular behavior of an individual is compatible with one role but not with other (Greenhaus & Beutell, 1985). The prior research on the work-family conflict has revealed its consequences. It is studied that escalation in the work-family conflict results in diminishing job satisfaction (Ahmad & Masood, 2011), organizational commitment (Rehman, 2012), job performance (Allen et al., 2000), increasing the occupational burnout (Cinamon et al., 2007), absenteeism at workplace (Allen et al., 2000) and turnover intention (Ahmad & Masood, 2011). In this connection, based on these theoretical as well as the empirical investigations following hypotheses have been proposed;

H₁: The higher level of "work-family conflict will lead to higher level of job burnout" among university teachers.

H₂: The higher level of "work-family conflict will lead to lower level of job satisfaction" among university teachers.

H₃: The higher level of "work-family conflict will lead to higher turnover intentions" among university teachers.

Job Stress

Analogous to other occupations, teaching is also found to be stressful (Travers & Cooper, 1996). Job stress for teachers can be expressed as "the experience by teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as teacher" (Kyriacou, 2001). It is not necessary that the construct of stress bears negative nature always but sometime stress becomes indispensable in order to grow and hence two forms of stress came into appearance; the negative and the positive out of which the former is called distress and the later one is generally regarded as eustress (Selye, 1974).The stress in teachers transforms themselves in deleterious aftermaths. Stress has hostile effects on the physical and mental well-being of teachers (Cooper et al., 1976). The stress in teachers make them exhausted and dizzy and produce insomnia and stomach chaos in them and compel them to use different types of medicine and intoxicants which affect their interests (Needle et al., 1980).

It came to know from extensive literature review that job stress and job burnout both are dissimilar (Iacovides et al., 2003) however the elongated prevailing conditions of job stress decisively elevates psychological burnout in conjunction with physical ailment, behavioral chaos and undercuts the organizational and individual performance (Iacovides et al., 2003; Yu et al., 2015). Prior investigation on stress in teachers highlighted its significant correlates that take account of satisfaction, intention to leave the profession and the number of days a teacher is found to be absent and validates the "negative association with job satisfaction and positive association" with intention of leaving profession and recurrence of that event

when teacher is found to be absent (Borg & Falzon, 1989). Also, it is becoming problematic to hold the teachers in teaching profession because stress in teachers negatively impact the commitment of teacher (Jepson & Forrest, 2006). These experiential studies provide the basis for the below mentioned hypotheses;

H₄: The higher level of "job stress will lead to higher level" of job burnout among university teachers.

H₅: The higher level of "job stress will lead to lower level of the job satisfaction" among university teachers.

H₆: The higher level of "job stress will lead to higher turnover intentions' among university teachers.

Job Satisfaction

The construct, Job Satisfaction, has been explored by myriad of researchers and they have delineated it differently according to their observations and findings however it can be stated as "the pleasurable emotional state resulting from appraisal of one's job as achieving or facilitating the achievement of one's job values" (Locke, 1969).The preceding research work on job satisfaction state that a handsome amount of salary, comfortable conditions of workplace, the evaluation of an individual about his abilities and ambiguous policies of the institution are in significant association with the job satisfaction (Locke, 1976). Moreover, the interpersonal relationship at workplace among the employees and management as well as workload both are important contributors towards the job satisfaction however the "effect of the interpersonal relationship on job satisfaction" is positive whereas that of work load is negative (Mustapha & Zakaria, 2013).

Additionally three-layered job burnout is inversely linked with job satisfaction of teachers (George et al., 2008; Panagopoulos et al., 2014). It is also reviewed that the predictors of the teachers' job satisfaction are identical as that of the teacher stress and teacher burnout. In addition Work-Family conflict is also found to be a factor that is considerable in enhancing the work related aspect of job satisfaction of teacher and it would be erroneous to say that work-family conflict wholly enhance job satisfaction (Mohadese et al., 2015) however other studies also reveal the fact that it adversely impact the job satisfaction and life satisfaction of teachers (Saeed & Farooqi, 2014). Thus, the job satisfaction is affected by numerous and leading factors. Hence, the ensuing hypothesis has been proposed on the said support of the empirical studies presented above;

H₇: The higher level of Job Burnout will lead to lower level of Job satisfaction among university teachers.

Turnover Intention

Turnover Intention is one of withdrawal behaviors and it can be defined as "the extent to which an employee plans to leave the organization" (Lacity et al., 2008). The previous work

on turnover highlighted the fact that the turnover is basically a process associated with the perception of an individual and in this process an individual initially meditate about quitting his current employment, transforms it into his intention, explore for other opportunities of employment and conclusively quit the job (Sager et al., 1998; Mahesar, 2015). Likewise, in the teaching profession turnover intention construct is also found to be the surrogate for the turnover (Billingsley & Cross, 1992). The evidences of significant correlation between turnover intention and turnover has been found (Fishbein & Ajzen, 1975; Steel & Ovalle, 1984; Mahesar, 2015). In this regard, imperative fact come into appearance that quit intention is one of the components of perceptual withdrawal and it usually arise at the ultimate phase of this said process (Mobley et al., 1978).

A myriad of meta-analyses has been conducted on the contributors of turnover intention or turnover. Moreover, The meta-analytic study put forwarded by (Barak et al., 2001) depicts the major precursors of the turnover intention or turnover as the biographical characteristics, occupational stress, occupational burnout, dearth of satisfaction from the job, privation of the organizational commitment, deficiency of social support and accessible opportunities of new job. Besides, the work-family conflict is found to be an influencing cause of intent to leave (Shahzad, 2014). However, empirical mark is also available on the direct impact of absenteeism on turnover that validates their relationship but this relationship is found to be meager (Parasuraman, 1982). Consequently, these studies can be considered the source for development of the following hypothesis;

**H₈:**   Higher level of Job Burnout leads to higher Turnover Intentions among university teachers.

Job Burnout as Mediator
Many studies on the burnout state that it plays a "mediating role between demands of job and health issues" (Hakanen et al., 2006; Schaufeli & Bakker, 2004; Zhong et al., 2009) and demands of the job and outcomes related to organization (Hu et al., 2011). The prior studies revealed that the job burnout act as the "mediator between the work-family conflict and job satisfaction" (Bacharach et al., 1991; Lourel et al., 2015). Likewise, "work-family conflict" has direct as well as indirect effect on turnover intention through mediation of job burnout (Yun et al., 2015). Correspondingly, the "mediating role of job burnout" between job stress and job satisfaction has also been proven (Khan & Zafar, 2013; Wang et al., 2014). Similarly, the mediating role of occupational burnout between job stress and turnover intention has also been authenticated (Khan & Zafar, 2013). Hence, the experimental underpinning of these studies becomes the cause of introducing the development of the following hypotheses for testing in the current this research study:

H₉: Job Burnout will mediate the association between "Work-Family Conflict and Job Satisfaction".

H₁₀: Job Burnout will "mediate relationship" between Work-Family Conflict and Turnover Intention.

H₁₁: Job Burnout will "mediate the relationship" between Job Stress and Job Satisfaction of the worker.

H₁₂: Job Burnout will mediate the relationship between the Job Stress and Turnover Intention.

Figure 1 Theoretical Framework
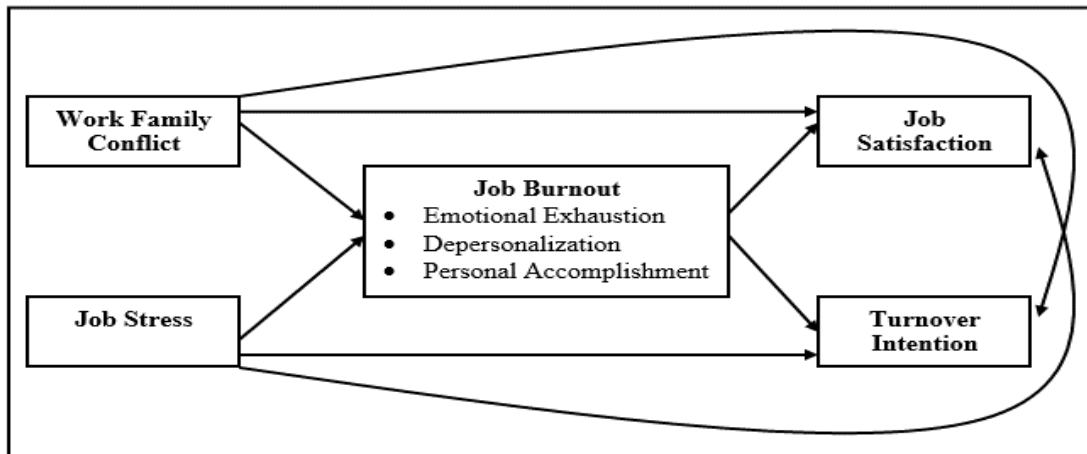
RESEARCH METHODOLOGY

The research methodology for present study articulates the suitable philosophy, research process, methodology, strategy, design, sampling, data collection method and data analysis tools or techniques selected to test the proposed hypotheses. the positivism was selected as the research philosophy for the present study. The deductive approach was undertaken. Quantitative research methods were employed. This research study was basic and hypotheses testing. The interference of researcher was found to be minimal as the study was conducted in the normal work-setting. The unit of analysis was individual. The time horizon for present study was cross-sectional. Targeted population for current study was all lecturers, assistant professors, associate professors and professors teaching in various universities of province Punjab of Pakistan. In order to withdraw a sample for the current research non-probability sampling technique specifically convenient sampling was put into practice. For the present study, sample size must be five hundred and seventy and this figure was obtained according to criterion presented by (Kline, 2011).

Keeping in view the anticipated happening of incomplete and missing questionnaires, seven hundred questionnaires were distributed out of which the total of the six hundred and ten questionnaires were found usable for data analysis giving the response rate of 87%. Hence,

the sample size for present study was six hundred and ten. The data was collected directly from teachers of different universities. In order to collect this type of data, structured and personally-administered survey questionnaire was used. The Questionnaire was in English and questions (close-ended) were asked. The questionnaire was primarily divided into two sections, personal profile section and subjective section. In former section respondents were "asked about their gender, age group, marital status", sector, and qualification, position and teaching experience. Later section was further subdivided in five subsection and respondents were asked about feelings of job burnout, "work-family conflict, job stress, job satisfaction and turnover intention". A total of 57 items were used to collect data for unobserved variable as mentioned in subjective section.

The responses for each item were gathered on 5-Point Likert Scale that was ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). Total 22-items scale from Maslach Burnout Inventory-Educator Survey (MBI-EG) developed by (Christina Maslach& Jackson, 1981) was used to measure job burnout feelings. 12-items scale developed by (Kopelman et al., 1983) was used to measure experiences of work-family conflict in teachers. 13-items scale from "Job Stress Questionnaire (JSQ) developed by (Caplan et al., 1975)" to measure the level of stress in teachers. 6-items scale from "Job Satisfaction Index developed by (Schriesheim & Tsui, 1980) was used to measure" the level of satisfaction in teachers. 4-items scale used by (Kelloway et al., 1999) was used to measure turnover Intentions of teachers. After collection of data from each sampling unit it has to analyze. With intent of analyzing statistical data SPSS and AMOS were used. Structural equation modeling was applied which is basically a technique of modeling for statistical data. It was applied for the reason that it is being used by social researchers' frequently in the contemporary world due to its capacity of executing a myriad of analyses concurrently.

FINDINGS AND DISCUSSIONS
In order to assure that data is capable in such a way that Structural Equation Modeling (SEM) can be applied on it, various preliminary analyses were performed. For this drive, normality of data was checked with the help of Skewness and Kurtosis Statistics. The data used to infer conclusion for present research was found to be normal as the values for both of Skewness and Kurtosis lies within the range of -2 to +2 (Cameron, 2004) as shown in Table 1. With the purpose of checking the reliability of instrument employed for the present study Cronbach's Alpha was calculated for whole scale as well as for the separate scales of each construct. The Cronbach's Alpha of the fifty-seven items encompassing five constructs was (α=0.879). The Cronbach's Alpha of separate scales of each construct is mentioned in the Table 1. All Cronbach's Alpha values were acceptable as they were greater than 0.70 (Cronbach, 1951; Nunnally & Bernstein, 1994). Furthermore, the correlation was also checked between the constructs involved in the study as shown in above-mentioned Table. Moreover, Exploratory Factor Analyses was also executed.

In order to disclose the actual relationship between measured constructs the test of "Kaiser-Meyer-Olkin (KMO) and Bartlett Test of Sphericity" was applied. For the appropriateness of factor analysis the value of KMO should be greater than 0.6 (Tabachnick, Fidell, & others, 2001). As far as the KMO value for the present study is at issue then it was 0.820 that is meeting the aforesaid criterion. To execute the factor analysis in a proper manner the value of "Bartlett Test of Sphericity" must be equal or less than 0.5 (Pallant, 2007). Its value for the present study was 0.000 and lies in the acceptable range. In this connection, those items which are having "factor loadings equal or greater" than 0.4 are proclaimed as important for the further analysis (Floyd & Widaman, 1995). In this regard, keeping in view this standard the factor analysis was executed using Principal Component Analysis (PCA) with Varimax Rotation. In order to further perform Confirmatory Factor Analysis (CFA) the considerable factors were extracted from PCA.

Table 1 Descriptive Statistics, Correlation and Reliability

Variable	Mean	σ	Skew	Kurt	I	II	III	IV	V
JB(I)	4.0887	.49702	.516	-.771	(0.875)				
JStr (II)	4.2386	.50747	-.467	-.137	.745**	(0.873)			
WFC (III)	4.2230	.47805	-.145	-.519	.263**	.205**	(0.870)		
TI (IV)	4.1451	.62289	-.393	-.072	.711**	.529**	.292**	(0.876)	
JSat (V)	1.9892	.31992	-.497	-.484	-.635**	-.414**	-.261**	-.336**	(0.872)

**. Correlation is significant at the 0.01 level (2-tailed).

Structural Equation Modeling

For analysis of proposed theoretical model Structural Equation Modeling (SEM) was used. SEM is basically a technique of modeling for statistical data in order to identify relationship among all variables under debate. It was used for reason that it has capacity of concurrently testing a myriad of dependency relationships involved in the hypothesized structural model. A two-step methodology was applied in order to apply SEM as suggested by (Anderson & Gerbing, 1988). With the intentions of examining measurement model, CFA was executed on each variable as a first step. In order to test the presumed hypothesis for their acceptance, SEM was executed as a second step. To ascertain the fitness of model the range of model fit indices as suggested by (Kline, 2011) were followed. The model is fit if the model fit indices fall between ranges (CMIN/df<3, p-Value>0.05, CFA>0.95, GFI>0.95, AGFI>0.80, RMR<0.09, RMSEA<0.05 and PCLOSE>0.05).

Measurement Model

The confirmatory "Factor Analysis" was performed to approve structure of factors explored in Exploratory Factor Analysis (EFA). In this connection, for the present study, the CFA was executed on each construct. The items having highest factor loadings have been retained as depicted in the below Table 2.

Table 2 Factor Loadings

Variables	Retained Items	Factor Loadings
Job Burnout	7	0.73, 0.64, 0.66, 0.79, 0.48, 0.63, 0.76
Job Stress	8	0.73, 0.76, 0.74, 0.76, 0.78, 0.80, 0.86, 0.86
Work-Family Conflict	4	0.75, 0.90, 0.95, 0.82
Job Satisfaction	3	0.68, 0.79, 0.54
Turnover Intentions	3	0.71, 0.79, 0.70

The analyses of correlation and covariance for each construct were also performed with the aim of examining measurement model. The whole model of the present study was split into four sub-models. In first and second model, work-family conflict was independent variable, job burnout was mediating variable and job satisfaction and turnover intention were dependent variables respectively. In third and fourth model job stress was independent variable, job burnout was mediating variable and job satisfaction and turnover intention were dependent variables respectively. For the first model fit indices were (CFI=0.899, GFI=0.920, RMR=0.030, RMSEA=0.203 and NFI=0.893). For second model were (CFI=0.896, GFI=0.914, RMR=0.027, RMSEA=0.164 and NFI=0.885). For third model were (CFI=0.906, GFI=0.912, RMR=0.041, RMSEA=0.145 and NFI=0.894). For fourth model were (CFI=0.993, GFI=0.995, RMR=0.003, RMSEA=0.106 and NFI=0.993).

Structural Model

Path Analysis is useful in defining dependency or causal relationships between unobserved variables of the study. It is of immense importance as it completely tests the structural model and provides basis for accepting or not accepting the postulated hypothesis. After drawing the path in relation to proposed hypotheses the results were calculated that conferred the model fit indices for structural model as (CFI=0.994, GFI=0.995, RMR=0.003, RMSEA=0.070 and NFI=0.992). These indices provided the evidences for the credibility of the results. The regression weights of direct effects between the variables of the hypothetical path model have also been mentioned in Table 3. According to this table this study concludes that there is a positive relationship between work-family conflict and job burnout (β=0.106, p<0.001) that is in favor of H1. This relationship was found significant in study (Cinamon et al., 2007; Yang & Tang, 2014; Khan et al., 2012). Furthermore, there is a negative relationship between Job Satisfaction and Work-Family Conflict (β=-0.050, 0.01<p<0.001) that is in harmony with H2. In this connection, this relationship was found significant in study (Ahmad & Masood, 2011; Mohadese, 2015; Farooqi, 2014).

Likewise, "there is positive relationship between work-family conflict and turnover intention" (β=0.134, p<0.001) that is in accordance with H3. This relationship was found significant in study (Ahmad & Masood, 2011; Shahzad, 2014). Additionally, there is a positive relationship between job burnout and job stress (β=0.441, p<0.001) that supports H4. This relationship was found significant in study (Gbenro, 2014; Kyriacou, 1987; Russell et al., 1987; Salami,

2011). In addition, "there is not a significant relationship between Job Satisfaction and Job Stress" that do not support H5. This relationship was found insignificant in study (Chaudhry, 2012; Saeed & Farooqi, 2014). Moreover, there is a positive relationship between Job Stress and Turnover Intention (β=0.190, p<0.001) that confirms H6. This relationship was also find significant in the study of (Barak et al., 2001; Kyriacou & Sutcliffe, 1979; Liu & Onwuegbuzie, 2012; Sheraz et al., 2014). Besides these findings this study also concludes that there is a negative relationship between Job Burnout and Job Satisfaction (β=0.392, p<0.001) that approves H7. This relations was also found significant in study (George et al., 2008; Wolpin, 1991; Panagopoulos et al., 2014).

One more fact reveals as a result of this study that "there is a positive relationship between job burnout and turnover intention" (β=0.561, p<0.001) that validates H8. This relations was also found significant in the study of (Barak et al., 2001; Zhang & Zhang, 2012). Up till now the results of the study has been presented in terms of direct effects only. As the proposed model has mediating variable so the need of hour is to withdraw results regarding those hypotheses that state mediating relations between variables. Rules of mediation presented by (Baron & Kenny, 1986) was taken into attention. According to rules, job burnout partially mediates relationship between work-family conflict and job satisfaction that is in harmony with H9. It is also supported by study of (Bacharach et al., 1991; Lourel et al., 2015). Likewise, job burnout partially mediates the relationship between Work-Family Conflict and Turnover Intention that is in accordance with H10. It is also supported by the study of (Yun et al., 2015). Job burnout fully mediates link between job stress and job satisfaction that is in favor of H11. It is supported by study (Khan & Zafar, 2013; Wang et al., 2014). Job burnout partially mediates link amid job stress and turnover intention that validates H12. It is also supported by the study of (Khan & Zafar, 2013).

Table 3 Path Model

Relationships	β	S.E.	C.R.	P	Label
WFC→JB	.106	.024	4.361	***	Significant
WFC→ J.Satisfaction	-.050	.016	-3.030	.002	Significant
WFC→TI	.134	.031	4.261	***	Significant
J.Stress→JB	.441	.021	20.522	***	Significant
J.Stress→J.Satisfaction	.000				
J.Stress→TI	.190	.035	5.364	***	Significant
JB→J.Satisfaction	-.392	.021	-18.976	***	Significant
JB→TI	.561	.051	10.928	***	Significant
Note: ns=not significant. †=p<0.1. *=p<0.05. **=p<0.01. ***=p<0.001.					

CONCLUSION
The present research is original in its own as it develops a unique model and selects different sector in comparatively new context. Finding of present study concludes that relationship

of work-family conflict with job burnout, job satisfaction and turnover intention is significant among university teachers. Similarly, association of job stress with job burnout and turnover intention is significant among university teachers. Likewise, affiliation of job burnout with job satisfaction and turnover intention is significant among university teachers. Contrarily bonding between job stress and job satisfaction is insignificant among university teachers. Also, job burnout mediates relationship between its all antecedents and consequences. The problem of job burnout is genuinely existing in higher education sector of Punjab, Pakistan. The delivery of understanding to universities about the aforementioned problem, its causes and its consequences was taken as challenge of this study. This study helps the management and administration of the universities in uncovering the factors that are contributors of Job Burnout and assists in eliminating them. This study does not identify the moderating effect of perceived organization support between job stress and burnout as it is evidenced by the literature that Perceived Organization Support can be used as a moderator (Ambreen et al., 2014; Jawahar et al., 2007).

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