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Work Life Conflict, as Correlate of Job Satisfaction Among Mechanical Engineering Craft Practice Teachers in North Central States of Nigeria

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Abstract

Technical colleges in Nigeria are established to produce craftsmen at the secondary level and master craftsmen at the post-secondary level. Mechanical engineering craft practice (MECP) is a trade that provides vocational education and practical proficiency in fitting, turning and machining to the level of good craftsman. However, it was observed that some of the MECP teachers in north central Nigeria are not satisfied in doing their job, there is possibility that work-life conflict will influence job satisfaction among mechanical engineering trade teachers in Nigeria. The study was carried out to determine the work-life conflict, as correlates of job satisfaction of mechanical engineering craft practice teachers in technical colleges in North central of Nigeria. The design of the study was correlation survey research. The total population for the study was 151 Mechanical Engineering Craft Practice Teachers, at the eighteen Technical Colleges in North Central of Nigeria. The instrument for data collection was a structured questionnaire with 20 items. The instrument is based on five point likert scale. The instrument was subjected to face validation by five experts. Cronbach Alpha reliability method was used to establish the internal consistency of the instrument and it yielded the overall reliability coefficient of 0.89. Pearson Product Moment correlations and regression analysis were used. The finding of the study revealed that (1) There is a weak and positive correlation existing between work-life conflict and job satisfaction (2) Significant relationship does not exist between work-life conflict and job satisfaction (3) Moderation effect of gender on the relationship between work life conflict, professional commitment and job satisfaction was not significant. The following recommendation were made based on the finding: the finding should be implemented by government and other private organization. Additionally, workshop and seminar of mechanical engineering craft practice teachers should be improved.

Keywords

Work-life Conflict, Job Satisfaction, Mechanical Engineering Craft Practice, Technical College.

Introduction

Technical colleges are established to provide skills training in various occupations. Graduates of technical colleges require advanced skills and knowledge in modern hand tools and equipment to machine metal pieces with accurate dimensions and produce high-quality metal articles. For the effective transfer of this knowledge, individual teachers need to be committed and satisfied in performing their jobs. However, it has been observed that some teachers in technical colleges are not satisfied with their jobs. There is a possibility that work-life conflict in the workplace, if neglected, may affect job satisfaction. Education can only be achieved in a comfortable and safe teaching and learning environment.

In addition, Mechanical Engineering Craft Practice (MECP) teachers in technical colleges face particular difficulties in aligning their work and private lives due to job demands, which might lead to job

dissatisfaction (Akpaka, 2023). There is also a possibility that work-life conflict influences job satisfaction among mechanical engineering trade teachers in Nigeria (Akpaka, 2023). Job satisfaction encompasses an individual's general attitudes and feelings regarding their job, as well as the characteristics of their job (Demirel & Erdamar, 2009). Examples of job characteristics include working environment conditions, equitable rewards, and communication with colleagues (Kim, Leong & Lee, 2005). Job satisfaction is experienced when individuals feel that their capabilities, experiences, and values are utilised in their work and that, in turn, work reciprocates with opportunities and rewards.

Job satisfaction, therefore, concerns an individual's personal assessment of conditions existing in the job or the consequences that arise as a result of having a job, which are influenced by the individual's particular needs, values, and expectations (Buitendach & De Witte, 2005). Individuals thus assess their jobs



based on factors that they consider important to them (Sempane, Rieger & Roodt, 2002).

Job satisfaction is classified into two levels: individual and organisational. The individual level is concerned with personal characteristics such as locus of control, negative affectivity, and present job fit. Such characteristics include the unique attributes that individuals bring to the job, such as personality and prior experiences (Spector, 1997). The organisational level is concerned with the working environment. The work environment consists of various elements pertinent to the individual, such as job characteristics, organisational constraints, role variance, remuneration, job stress, and work-life conflict. Organisations are interested in understanding how work-family conflict impacts job satisfaction or dissatisfaction and the effect it may have on organisational outcomes (Rutherford, Boles, Hamwi, Madupalli & Rutherford, 2009).

The roles expected in work and family life are not always compatible, creating conflict between these domains (Ajala, 2017; Allen, Herst, Bruck & Sutton, 2000; Bakker, Demerouti & Dollard, 2008; Houston & Wamsley, 2003; Somech & Drach-Zahavy, 2007). Dorenkamp & Süß (2017) stated that the outcomes of these conflicts are related to job dissatisfaction, job boredom, and psychological distress (e.g., depression) as well as marital dissatisfaction, with resultant negative impacts on job performance in the workplace. When conflict arises between these two life domains, the consequences are reflected in both organisational and domestic roles. Therefore, work-life conflict is a form of inter-role conflict that occurs when energy, time, or behavioural demands of the work role conflict with family or personal life roles.

According to Daniel, Jessica, Mahlia, Ashley & David (2011), new models of work-life conflict include two types of constructs. First, there are disruptions that occur in the family due to workplace responsibilities, known as work-to-family conflict (WFC). Secondly, disruptions may occur in the workplace due to family responsibilities, known as family-to-work conflict (FWC) (Byron, 2005; Daniel et al., 2011; Ajala, 2017; Fu & Shaffer, 2001; Mesmer-Magnus & Viswesvaran, 2005).

Work-to-family conflict occurs when experiences and commitments at work interfere with family life, such as unfavourable working hours, work overload, job stress, interpersonal conflict in the workplace, extensive travel, career transitions, or an unsupportive supervisor or organisation. Ajala (2017) and Leaptrott & McDonald (2011) also define work-family conflict as demands arising from one role—usually at home—that affect an individual's ability to meet the demands of another role, typically in the workplace.

Family-to-work conflict occurs when experiences and commitments within the family

interfere with work life, such as childcare pressures, responsibilities for elderly care, interpersonal conflicts within the family, or a lack of support from family members. According to Ajala (2017) and Leaptrott & McDonald (2011), family-to-work conflict (FWC) arises when domestic responsibilities clash with workplace obligations, such as caring for elderly parents, young children, or family members with special needs; handling domestic issues with a spouse or partner; or maintaining social relationships, all of which can frequently impact an employee's attention and performance at work. Individual employees often find it particularly difficult to balance work and private life due to demanding and poorly arranged working conditions, such as high job insecurity and heavy workloads (Dorenkamp & Süß, 2017; Fox, Fonseca & Bao, 2011).

Work-life conflict occurs when mechanical engineering trade teachers experience incompatible demands between work and family life, resulting in conflicts between the two domains (Akpaka, 2023). This work-life conflict is an important issue, as both work-to-family and family-to-work conflicts can reduce job satisfaction.

Researchers have effectively established a relationship between work-life conflict and job satisfaction. A study by Namasivayam & Mount (2004) investigating the relationship between work-family conflict, family-to-work conflict, and job satisfaction found that when individuals' work roles interfere with their family roles, they experience lower job satisfaction. Additionally, research conducted by Karim (2008) found that work interfering with family conflict had a significant and negative influence on job satisfaction among employed teachers. The results show that higher levels of work interference with family conflict were related to lower job satisfaction among workers.

Ngal, Ahmed & Baba (2009) investigated the mediating effect of work-family conflict on the relationship between locus of control and job satisfaction among single workers. The study found that work-family conflict was significantly correlated with job satisfaction. Single workers with lower levels of work-family conflict experienced higher job satisfaction. These findings suggest that when single employed workers believe they have the power to control the events in their lives, they are more satisfied with their jobs and experience less conflict between their work and family obligations. Therefore, mechanical engineering craft practice teachers who are satisfied with their working environment are more likely to be committed to their jobs and less likely to leave them.

However, the challenges of managing work-life conflict might influence the job satisfaction of MCEP teachers in technical colleges in North-Central Nigeria. Therefore, it is against this background that the present study is to investigate the relationship between



Mechanical Engineering Craft Practice Teacher's Work-life Conflict as correlates of Job Satisfaction.

Statement of the Problem

Technical colleges are established to provide skill training in various occupations, the graduate of technical colleges needs advance skill and knowledge in modern hand tool and equipment to machine a metal piece to accurate dimension and produce qualitative metal article. For the effective transfer of these knowledge, individual teacher need to be satisfied in doing their job. But it was observed that some of the teachers in technical colleges are not satisfied to their job. There is a possibility that work-life conflict in the workplace, if neglected may affect teacher's job satisfaction. Education can only be achieved in a comfortable and safe teaching and learning environment. In addition, MCEP teacher in technical college have particular difficulty in aligning their work and private life as a result of job demands which might lead to job dissatisfaction.

However, the challenges of managing work-life conflict of MCEP teachers in technical colleges in North Central Nigeria need to be taken care of so that they might be more satisfied to their job, impact to the student the modern mechanical engineering technology practice, so that graduate on completion of their training can practice with the modern tools and equipment of mechanical engineering to the taste of the industries. It is against these problems that the study is to determine the work- life conflict as correlates of Job Satisfaction of Mechanical Engineering teachers in North Central Nigeria.

Purpose of the Study

The general purpose of the study is to determine the Work-life Conflict as correlates of Job Satisfaction of Mechanical Engineering Craft Practice Teacher in Technical Colleges in North Central Nigeria. The study will specifically determine:

1. Correlation between work life conflict and job satisfaction of Mechanical Engineering Craft practice teachers in North Central Nigeria

Significance of the Study

This study will be of benefit to the curriculum planners, the policy makers, the teachers of Mechanical Engineering Craft practice, MECP students the society and the researchers.

To the curriculum planner if used the findings of the study will shed light for them to include the concepts of work-life Conflict and job satisfaction into MCEP the teacher preparation programmers of tertiary institution.

To the policy maker if used the findings of the study will contribute to the current policy debate in

Nigeria on teacher working and employment condition and challenge of managing work-life conflict. Also the study will help them to see it necessity to improve job satisfaction of teachers so that teacher can be committed to their job,

The findings will also serve as a starting point for teachers of Mechanical Engineering, management or organization, metalwork industry in developing strategies and policy initiative that reduce the extent to which work and private life interfere with each other, such interaction should not only improve work-life conflict but also affect job satisfaction positively.

The result of the findings if used will also help mechanical engineering teachers to improve their teaching strategies in Mechanical Engineering Craft Practice; to make sure that their students acquires relevant knowledge and skills for self-employment after graduation.

The findings of the study if used will help the students when they graduate to meet the demands of the industry and be successful in the world of work. It is expected that the finding will help in training of competent craftsmen who can face the challenges of the world of work occasioned by technology advancement. Student will also see it necessary to take available steps on their own to acquire relevant knowledge and skill that will assist them secure good job after graduation.

The society at large will finally stand to benefit from the findings of the study if the socio-economic life of the society will improve as teacher will be able to face the present and future challenges in the world of work and they will be seen as high expectations as a role models and community leaders in the society.

The findings of the study if used will help the educational researchers to make use of the entire work as literature, for the researchers conducting related study as empirical study to support their studying.

Research Questions

The following research question guided the study:

1. What is the correlation between work life conflict and job satisfaction of Mechanical Engineering Craft practice teachers in north central Nigeria?

Hypotheses

The following null hypothesis formulated for the study was tested at 0.05 level of significance

- 1 Significant correlation does not exist between work life conflict and job satisfaction of mechanical engineering craft practice teachers
- 2 Gender does not moderate the relationship between work-life conflict, and job satisfaction



Method

The design of the study was a correlation survey design. The area of the study was North Central states of Nigeria, which comprises of seven states, namely Kwara, Niger, Nasarawa, FCT, Plateau, Kogi and Benue. The populations for the study were comprised of 151 Mechanical Engineering Craft Practice Teachers, at the Technical Colleges in North Central Nigeria. The entire population of Mechanical Engineering Craft Practice Teachers was used for this study. This is because the population is manageable and sampling was not required. The instrument for data collection was a structured questionnaire, work-life conflict scale was adopted from Netemeyer, Boles and Mcmurrian (1996), job satisfaction scale were also adopted from Scott and Peter (1997), The questionnaire was titled Work-life Conflict, and Job Satisfaction questionnaire (WLCJSQ) with 20 items. The instrument consists of two sections, A – B. Section A covers respondent personal data. Section B has two clusters. Cluster 1 contained 10 items on influence of work-life conflict among mechanical engineering craft practice teacher. Cluster 2 contained 10 items on influence of job satisfaction among mechanical engineering craft practice teachers. The instrument is based on five point scale as stated below. Strongly Agree (SA) 5, Agree (A) 4, Undecided (U) 3, Disagree (D) 2, Strongly disagree (SD) 1. The instrument was subjected to face validation by five experts in the department of Industrial Technical Education, University of Nigeria Nsukka. Each validate was served with a copy of the questionnaire and requested to identify ambiguities and proffer suggestions for improving the instrument towards meeting the objective of the study. The experts’ suggestions were taken into consideration in the final draft of the questionnaire. The instrument was administered to 20 mechanical engineering craft practice teachers in South East of Nigeria, which are not

part of the respondents used for the study, but offer mechanical engineering craft practice at technical college level. For the purpose of obtaining the internal consistency of the instrument, Cronbach alpha reliability was used. Copies of the questionnaire were administered to the Mechanical engineering craft practice teachers, personally and with the help of five research assistants. The research assistants were briefed and involved in data collection. They reside in the state under their coverage to ensure accessibility to the respondent. These research assistants administer the questionnaire to the respondents and collect them back after one week. The researcher coordinates the activities of the research assistants. The data generated for this study was analyzed using statistical package for social science (SPSS) version 23. The research questions were analyzed using Pearson product moment correlation (r). Pearson product correlation method was used to ascertain the relationship among variables of the study. The responses to the items were interpreted by describing the strength of the correlation using the guide suggested by Evan (1996) for the absolute value of r as stated below; Very weak Relationship = 0.00 – 0.19, Weak Relationship = 0.20 –0.39. Moderate Relationship = 0.40 – 0.59, Strong Relationship = 0.60 – 0.79, Very Strong Relationship = 0.80 – 1.00. Regression analysis was used to test the null hypotheses at 0.05 level of significance.

Result

Research Question 1

What is the correlation between work life conflict and job satisfaction of Mechanical Engineering Craft practice teachers in north central Nigeria?

Data for answering research question 1 are presented in Table 1

Table 1: Bivariate Correlation between Work Life Conflict and Job Satisfaction

Variables	1	2
1. Work life conflict	1	
2. Job satisfaction	.142	1

Key; variable 1 Work-life conflict, variable 2 Job satisfaction

The result in Table 1 shows the relationship between work life conflict and job satisfaction. It can be observed that there is a positive correlation between work life conflict and job satisfaction of Mechanical Engineering Craft practice teachers in north central Nigeria, however, the value (.142) shows that the correlation between work life conflict and job satisfaction of Mechanical Engineering Craft practice teachers is very weak. The positive correlation depicts the direction of the relationship, this implies that the variables move in the same direction to each other, this implies that if the conditions at work is positive the job

satisfaction of Mechanical Engineering Craft practice teachers will also be positive and if the conditions at work is negative the job satisfaction will be negative. The positive correlation also shows that if the condition in the personal life of Mechanical Engineering Craft practice teachers is positive their job satisfaction will be positive and if it is negative their job satisfaction will be negative.

Hypotheses 1

Significant relationship does not exist between work life conflict and job satisfaction of mechanical engineering craft practice teachers



Data for testing hypothesis 1 are presented in Table 2

Table 2: Model Summary of Regression Analysis between Work Life Conflict and Job Satisfaction

Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R	R ²
B	Std. Error	Beta				
35.302	2.687		13.138	.000	.142	.020
.102	.085	.142	1.195	.236		

Key; B = Beta coefficient, t = t test, R = Correlation coefficient, R² = Coefficient of determination

The value of coefficient of determination (R²) indicates how much of the variation in the predictor variable (work life conflict) can explain the outcome variable (job satisfaction). The value of R² is .020 which means that 2% variation in the job satisfaction of mechanical engineering craft practice teachers is explained by work life conflict. The Table also provides details of models parameters (Beta values) and significance of these values. The unstandardized Beta coefficient gives measures of the contribution of each variable to the model. It is clear from the table that the value of unstandardized Beta is .102 which represents the gradient of regression line. Therefore, if the value of predictor variable (work life conflict) is increased by one

unit, there is .102 unit increases in the outcome variable (job satisfaction). This impact is statistically not significant because sig. value $p > .236$ which is greater than .05 (95% confidence interval). Therefore, the null hypothesis is accepted. It may be concluded that significant relationship does not exist between work life conflict and job satisfaction of mechanical engineering craft practice teachers.

Hypotheses 2

Gender does not moderate the relationship between work life conflict, and job satisfaction. Data for testing hypothesis 2 are contained in Table 3

Table 3: Moderation Analyses of Gender between Work Life Conflict, and Job Satisfaction

Variable	B	b 95% CI [LL, UL]	SE	T	P
Moderation Effect of Gender between work life conflict and job satisfaction					
Constant	62.05	61.20 -62.81	0.40	138.80	<0.00
Entrepreneurship education	0.17	-0.17- 0.01	0.06	-1.69	>0.09
Gender	0.25	-0.78-1.08	0.47	0.22	>0.75
Interaction	0.08	-0.03- 0.18	0.05	1.43	>0.15
<i>F</i> (3, 151) = 1.73, <i>p</i> >.001, R ² =0.02					

Table 3 shows the interaction effect of gender on the relationship between work life conflict, ergonomics principles, professional commitment and job satisfaction. Moderation analysis was conducted to determine if gender moderates the relationship between work life conflict, and job satisfaction. (Assumptions of linearity, normally distributed errors, and uncorrelated errors were checked and met.) A statistically non-significant interaction was found (F (3, 151) =1.73, $p >.001$, R squared = 0.02) between work life conflict and job satisfaction, Therefore the moderation effect of gender on the relationship between work life conflict and job satisfaction was not significant, thus, Hypothesis 2 was not supported because gender does not moderate the relationship between work life conflict and job satisfaction.

Findings of the Study

The following findings emerged from the study based on research questions answered and hypotheses tested:

1. A very weak and positive correlation exists between work life conflict and job satisfaction of mechanical engineering craft practice teachers in north central Nigeria.
2. Significant relationship does not exist between work life conflict and job satisfaction of mechanical engineering craft practice teachers.
3. Moderation effect of gender on the relationship between work life conflict and job satisfaction was not significant

Discussion of Findings

The findings of the study reveal a very weak positive correlation between work-life conflict and job satisfaction among mechanical engineering craft practice teachers in North Central Nigeria. The study’s findings align with those of Ajala (2017), who reported a relationship between work-family conflict, family-work conflict, job performance, and job satisfaction among working mothers in public hospitals and local



government clerical staff in Ekiti State. The findings also corroborate those of Dorenkamp and Ruhle (2018), who found a correlation between work-life conflict and job satisfaction among German academics. Additionally, the study supports the findings of Howard and Donofrio (2001), who concluded that work-family conflict is significantly related to all facets of job satisfaction, except for satisfaction with co-workers. Overall, the findings indicate that increased levels of both work-to-family and family-to-work conflict are negatively correlated with employee job satisfaction.

Conclusion

Mechanical engineering craft practice teachers are employed to teach knowledge and skills in mechanical engineering craft to students so that they can graduate with these skills and knowledge in order to secure paid or self-employment; but literature and researchers show that most of these teachers are not committed to their job and this attitude makes their mission in technical colleges impossible. There is also a possibility that work-life conflict if neglected may affect teacher's job satisfaction. It seems as if the level of work-life conflict and job satisfaction of mechanical engineering teachers is low and there is need for investigation into this situation. This study was then carried out in order to generate data to justify acclaimed situation among mechanical engineering craft teachers in technical colleges in north central Nigeria. This study was then carried out to investigate the work- life conflict, as correlates of job satisfaction of Mechanical Engineering teachers in North Central Nigeria. The work- life conflict therefore correlated with job satisfaction of mechanical engineering teachers.

Recommendations

Based on the findings made and the conclusion drawn, the following recommendations were made:

1. The findings of the study should be implemented by government and other enabling bodies
2. The work- life conflict, and job satisfaction levels of mechanical Engineering teachers should be improved through workshops and seminars
3. The government should include concepts work-life conflict and job satisfaction into the teacher preparation programmers of tertiary institution

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