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# Equal Pay with Equal Obligation: Effects of Perceived Organizational Justice on Work-to-family Conflict among Elementary School Teachers

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*With the revolution and diversity of Taiwan educational policies, teachers in elementary schools face different work loadings and work stress. The increasing work stress, therefore, might result in the increase of work-family conflict. However, the relevant literature of work-family conflict has overlooked the teachers. The aim of this study was to focus on this particular aspect of work-to-family conflict among teachers to explore: 1. the relationship among work-to-family conflict, job satisfaction and life satisfaction; and 2. the moderating effects of perceived organizational justice based on Resources Conservation Theory. Using structured questionnaires, a sample of 336 teachers was collected in elementary schools from Taoyuan County. Multiple regression analysis revealed that work-to-family conflict was negatively related to both job satisfaction and life satisfaction. Meanwhile, distributive justice was significantly related to both job satisfaction and life satisfaction. Furthermore, procedure justice had moderating effect on relationships between work-to-family conflict and job satisfaction. Specifically, procedure justice played buffering effects on the stress-job satisfaction relation. Perceived organizational justice is a significant resource which can ease the damage of conflicts. Accordingly, schools should create a fair working environment to assist teachers' adjustment for stressors.*

**Key Words:** *Work-to-family Conflict, Job Satisfaction, Life Satisfaction, Perceived Organizational Justice, Elementary School Teachers.*

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