

Relationship Between Work Family Conflict and Academic Performance Among Teachers Enrolled in Academic Programs: Perceived Social Support as Moderator

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Abstract

The aim of the present study was to examine the effects of work family conflict on academic performance and impact of perceived social support as moderator was also studied. Data was collected from teachers (N=222) who were enrolled in academic programs. Enrolled women teachers(n=111) and men teachers (n=111) were participated in this study and information was gained through different scales such as WFCS by (Netemeyer et al., 1996), Academic performance questionnaire by (McGregory, 2015) and PSSS by (Zimet,1988). Different statistical procedures were used for data analysis through SPSS. The research results revealed that work family conflict was negatively correlated with academic performance and perceived social support played significant moderator role between both variables. Moreover, findings showed no differences based on gender and family system regarding work family conflict and academic performance. The study was valuable for educational policymakers.

Keywords: WFCS (Work family conflict scale), PSSS (Perceived social support scale), APS (Academic Performance Scale)

Introduction

Maintaining a balance between work and family life is essential in today's world. Two of the most important and significant areas of a person's life are work and family and researchers from all over the world have studied the relationship between these two areas in great detail. It is clear that achieving a harmonious balance and integration between professional and familial responsibilities is necessary (Sturges, 2004). Conflict may arise due to responsibilities of multiple roles (Boyar et al., 2005). The social support theory states that having friends and family by your side can help

to lessen conflict. Conflict's negative effects on performance can be mitigated by this constructive interaction (Cohen & Wills, 1985).

Work-family conflict is a type of conflict where people find it difficult to balance their obligations related to their families and jobs because of competing pressures (Greenhaus & Beutell, 1985). People's ability to balance work and home obligations is influenced by a wide range of elements, such as the type of work they do, the support systems they use, and the social, cultural, and economic circumstances in their surroundings (Peeters et al., 2005). It is very difficult challenge to harmonize the work with family because it has many societal, educational and family aspects. A cohesive administration of strategies of individual, family and environment are required for managing them (Carrasco, 1992). Work-family conflict arose when an individual's private life was obstructed by their job, depending on its characteristics. Long employment hours, fatigue, poor performance and less time spent with family could lead to work-family conflict (Allen et al., 2000). Like other professions, career life of teachers was also affected by work family conflict (Erdamar et al., 2014).

The importance of the teaching profession has long been a topic of attention for educational psychologists (Naheed et al., 2000). Teachers are a crucial component of the educational process, but they face a number of challenges that limit their ability to perform their duties in the classroom. Teaching portrays a skill that requires ongoing development. According to Saeed et al. (2013), proficient educators must also be proficient learners. However, working students find it challenging to juggle their studies, jobs, and families (Monalisa et al., 2024).

Working Students invest a significant amount of time in their studies, but working too much is likely to have a negative impact on their academic performance. Tuckman (1975) defined academic performance as our outward manifestation of our knowledge, abilities, thoughts, and ideas. It is the culmination of the entire educational process. Sociodemographic circumstances, individual causes, motivational, cognitive, and emotional elements like stress or exhaustion that impair a student's ability to focus and pay attention are some of the basic characteristics that can affect academic performance (Viswesvaran, 1999). Furthermore, Mounsey et al. (2013) explored that working students showed higher level of anxiety than non-working students in their studies. Triventi (2014) also found that working during higher studies might had adverse effects on academic performance. Similarly, Yu (2010) discovered significant negative correlation between working hours and academic results.

Employees often required higher degrees for career progression which in turn caused conflict regarding work, family and education (Monalisa et al., 2024). But the Students who work, often face the difficulties of hard schedules and the need to multitask. For them to effectively manage their scholastic, career, and family responsibilities, they

must be expert at time management (Rivai & Sagala, 2011). In this situation, family support is crucial for reducing stress and providing a source of strength for people going through difficult times (Pattusamy & Jacob, 2017). Support could be available in the form of help, guidance and knowledge (Aycan & Eskin, 2005). It is predictable that the social support found in either area will help to flourish the time, attentional, and energetic resources required to carry out that specific task (Edwards & Rothbard, 2000).

Cognitive evaluation of support was called perceived social support (Vaux et al., 1985). Past studies indicated that perceived social support was negatively related with work family conflict (Allen, 2001). Furthermore, researches also exhibited that students with supportive surroundings could handle problems in healthier way and they had good academic performance (Ünsar et al., 2009).

The literacy rate and educational standards in Pakistan have significantly improved in recent years, and most institutions are committed to improving educational quality and producing well-rounded, competitive, and skilled individuals who can successfully meet the shifting demands of the market (Mushtaq & Khan, 2012).

Many studies have been conducted in national and global surroundings which highlight reliable findings and showing research gaps in this field. By emphasizing the importance of social support system, this study sheds light on the interplay between work family conflict and academic performance, especially for individuals who are balancing work obligations and academic goals

The aim of present study is to discover whether work family conflict restricts teachers to pursue their further studies or not and how social support lessens the impact of work-family conflict on teachers' future educational goals.

Theoretical Framework

According to conservation of resource theory, individual wants to acquire and preserve present resources and he feels threatened by the loss of resources in pressure situation. This theory always focuses on the sustainable management of resources such as relationship with partners, economic assets and support from home and work. Resource attainment such as (good academic results, career advancement, self-confidence) depends on individual good performance in either domain. Work family conflict arises when person does not manage dual demands of both domains. This conflict is negatively associated with their performance and health. For resolving conflict issues individual attempts to acquire and sustain new resources in the form of social support (Hobfoll, 1989).

This study is also explained by role theory by Kahn et al. (1964). According to this theory, individual has to face conflict issues when he feels

difficulty in managing incompatible expectations and roles. Meanwhile, social support facilitates individuals in coping stress caused by these competing roles.

Hypothesis of the Study

H1: There would be a significant and negative relationship between work family conflict and academic performance among teachers enrolled in academic programs.

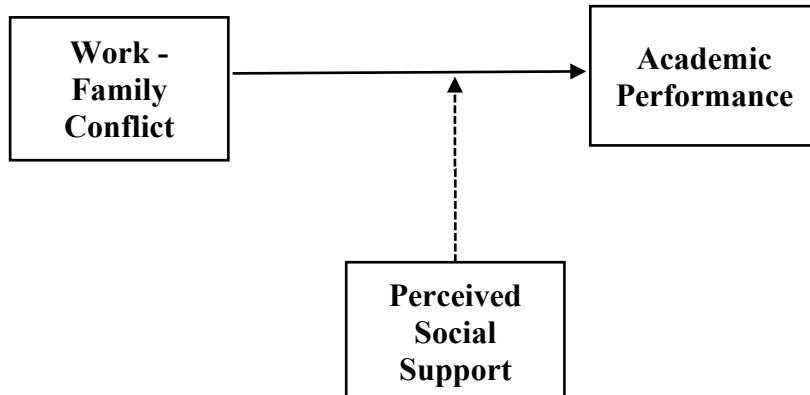
H2: Work family conflict would be a significant predictor of academic performance among teachers enrolled in academic programs.

H3: Perceived social support would play a significant moderator role between work family conflict and academic performance among teachers enrolled in academic programs.

H4: Work family conflict and academic performance would be differentiated based on gender among teachers enrolled in academic programs.

H5: Work family conflict and academic performance would be differentiated based on family system among teachers enrolled in academic programs.

Research framework



Method

Research Design

Correlational research design was adopted to investigate the association between the work family conflict and academic performance among teachers who are enrolled in academic programs. Study followed the quantitative approach.

Population and Sampling

Sample was selected from govt and private colleges and universities of south Punjab. Purposive sampling technique was used and (N=222) teachers were recruited. Sample consisted of (n=111) male teachers and (n=111) female teachers. Yamane's formula was applied to determine the sample size because it dealt with finite population.

Table 1
Descriptive statistics of sociodemographic indicators of sample (N=222)

Characteristics	n	%
Gender		
Men	111	50%
Women	111	50%
Marital Status		
Married	190	85.6%
Unmarried	32	14.4%
Education		
MPhil	163	73.4%
Ph.D.	58	26%
Employment type		
Govt	181	81.5%
Private	41	18.5%
Monthly Income		
40 thousand above	202	91%
40 thousand below	20	9%
Family System		
Joint	119	53.6%
Separate	103	46.4%

Note N=222 Average age of participants was 39.4% years old (SD=7.64) Table 1 described participants age ranged from 25 to 60 years old (M= 39.4 SD=7.64). The sample was involved (50%) men and (50%) women enrolled teachers. Most of the participants were MPhil (73%) and number of PhD were (26%).

Instruments

Three scales were used to measure the variables of study to obtain information from desired population. Work family conflict was assessed by WFCS (Netemeyer et al., 1996), Academic performance by APS (McGregory, 2015) and Perceived social support by MSPSS (Zimet, 1988).

Procedure

Informed consent was attained and questionnaires were given to participants with clear guidelines. Structured questionnaires were used to collect data and administration was done through face to face interaction. The respondents were explained about study purpose and requested to fill all the questionnaires with the assurance that their information would be kept confidential.

Data Analysis

Later, data was collected and analysed through SPSS (26). According to APA, Mean, Standard deviations, reliability, regression analysis, moderation analysis were calculated and findings were arranged in structured tables. Through process model by Andrew F. Hayes, moderation analysis has been computed. T-test was applied to investigate gender and family system differences regarding work family conflict and academic performance. Subsequently the results of each table were analysed and discussed.

Results

The tables in this section were created using SPSS in order to analyse the data. To comprehend the study's findings, each table displayed a variety of values. These tables were based on information gathered from a research sample. The sample involved teachers who were enrolled in academic programs. It contained of both men and women. Data was gathered through questionnaires. Table 2 displayed information about different scales which were used according to variables.

Table 2

Scales	α	Items
WFCS	.85	10
PSS	.92	12
APS	.86	8

Note α = Internal Consistency

Table 2 showed Cronbach alpha values of the instruments. The values should lie between 0 to 1. This table indicated reliability of WFCS, PSSS and APS. The Cronbach alpha values in the table were .85, .92, .86 respectively, which clearly indicated that measuring tools were reliable.

Table 3

Descriptive Statistics and Correlation of work family conflict and academic performance(N=222)

Variables	M	SD	1	2	
Work family conflict	33.6	11.1	-		
Academic performance	32.3	5.51	-.183**	-	

*p < .05 **p < .01 ***p < .001

Table 3 presented that the correlation value (r) between work family conflict and academic performance was ($r=-.183^{**}$ $p < .01$) which showed significant and negative correlation between variables. The r value indicated that as work family conflict increased, academic performance tended to slightly decrease. The p value < .01 which meant the relationship was significant. Hence H1 was supported.

Table 4

Regression Coefficient of Work family conflict and Academic Performance(N=222)

Variables	B	β	Academic performance	
			SE	P
Constant	35.3			1.16
Work Family Conflict	-.09	-.183	.033	.006
R^2	.033			

Table 4 indicated linear regression between work family conflict (IV) and academic performance (DV). Table exhibited that R square value was .033 which meant that our independent variable work family conflict caused 3.3% change in the dependent variable that was academic performance. Results showed that P value was .006 which was less than 0.05, so we could say that Work family conflict was significant predictor of academic performance. So, WFC explained 3.3% variance in academic performance with $F(1, 220) = 7.583$, $P= .006 < 0.05$. So, our H2 was also accepted.

Table 5: Moderation analysis indicate the effects of interaction of IV and moderator on academic performance DV (N = 222)

Predictors	B	SE	t	p
WFC x PSS → AP	.005	.002	2.32	.02

Note. $R^2 = .15$, $\Delta R^2 = .021$, $F (1, 218) = 5.4161$, $P = .02^*$

Table 5 showed role of moderation with beta value 0.005 and p value .02 which was less than 0.05 indicated that interaction of work family conflict (IV) and perceived social support (moderator) significantly and positively moderated the relationship between work family conflict and academic performance. Interaction of IV and moderator explained 15% variance in academic performance with $f (1, 218) = 5.4161$, $P = .02 < 0.05$. Hence H3 was also accepted.

Table 6

Independent Sample t – test Showing No Gender Differences regarding work family conflict and academic performance (N=222)

Variables	Men (n=111)		Women (n=111)		t (222)	p	Cohen's d
	M	SD	M	SD			
Work Family Conflict	33.4	10.6	33.8	11.5	-.295	.14	0.039
Academic Performance	32.07	5.91	32.58	5.098	-.693	.11	0.092

Note. * $p < .05$; M = Mean; SD = Standard Deviation; Cohen's d= Effect size

Table 6 showed no gender differences on work family conflict with $t (222) = -.295$, $P > .05$ and showed no gender difference on academic performance with $t (222) = -.693$, $P > .05$.

Table 7

Independent Sample t – test Showing No Differences based on Family system regarding work family conflict and academic performance (N=222)

Variables	Joint (n=119)		Separate (n=103)		t (222)	p	Cohen's d
	M	SD	M	SD			
Work Family Conflict	33.03	11.4	34.4	10.7	-.918	.374	0.12
Academic Performance	32.40	5.48	32.24	5.57	.216	.824	0.02

Note. * $p < .05$; M = Mean; SD = Standard Deviation; Cohen's d= Effect size

Table 7 showed no differences based on family system (Joint and Separate) regarding work family conflict with $t (222) = -.918$, $P > .05$ and also

showed no differences based on family system (Joint and Separate) regarding academic performance with $t(222=.216, P > .05)$.

Discussion

In this section, results were deliberated in relation to previous researches. Results were discussed according to hypothesis of study step by step.

Findings indicated that first hypothesis of study that work family conflict and academic performance were significantly and negatively correlated among teachers who were enrolled in academic programs, was accepted. Correlation value ($r=-.183^{**} p < .01$) revealed that increased work family conflict tended to decrease academic performance. Findings of this study also corresponded with some previous studies. This conclusion matched with findings of Ajala (2017), which revealed that work family conflict and job performance were significantly associated among working mothers. Furthermore, Khan et al. (2018) also identified a significant relationship between work-family conflict and overall job performance. Additionally, Ogbogu (2013) explored negative effects of work family conflict on women's research activities. All these studies supported this finding.

Results regarding second hypothesis of study showed ($R^2=.033, \beta=-.183, P .006$) that academic performance was significantly predicted by work family conflict among teachers enrolled in academic programs. There were many studies which showed similar findings. According to Mukarram et al. (2012), job performance of primary school teachers was significantly predicted by work family conflict. Similarly, a study on Malaysian employees also exhibited that workers' performance was significantly predicted by work family conflict (Zainal et al.,2020).

Further, third hypothesis of study was also accepted which indicated ($P =.02 < 0.05$) the impact of perceived social support as moderator on the relationship between work family conflict and academic performance among teachers enrolled in academic programs. Findings revealed that there was significant moderation and the impact of work family conflict on academic performance changed depending on the level of perceived social support. Many past studies on work family conflict and employee's performance such as Ghous (2012), Peiris and Sellar (2024) and Zainal et al. (2020) also showed correspondence with these findings and indicated that social support played moderator role between work family conflict and performance.

Fourth hypothesis regarding gender differences on work family conflict and academic performance among teachers enrolled in academic programs was not accepted. T-test results indicated no significant differences between men and women on work family conflict $t(222= -.295, P >.05)$ and on academic performance $t(222= -.693, P >.05)$. Some previous

studies supported these findings. One of the past studies found no gender differences regarding work family conflict (Ahmad et al.,2023). Moreover, Orabi (2007) examined no gender differences concerning academic performance after assessment analysis.

Subsequently, fifth hypothesis regarding differences based on family system (joint or separate) on work family conflict and academic performance among teachers enrolled in academic programs was also not accepted. Findings indicated no differences based on family system regarding work family conflict with t (222=-.918, $P > .05$) and no differences on academic performance with t (222=-.216, $P > .05$). It meant that work family conflict and academic performance were neither improved nor worsened, regardless of whether the family system was joint or separate. These findings showed correspondence with previous studies such as Khalid (2017) explored no significant differences based on family system concerning work family conflict. Besides, Fontenoba (2012) also showed no differences regarding academic performance based on family system.

Conclusion

It was concluded that work family conflict and academic performance were negatively correlated. Findings showed as work family conflict increased, academic performance tended to decrease. Further, study indicated that work family conflict significantly predicted changes in academic performance. Additionally, study also explored moderator role of perceived social support which effected the association between work family conflict and academic performance. However, research showed that there were no gender or family system-based disparities in academic performance and work-family conflict.

Limitations

The present research exhibited certain boundaries. The limited sample size created a restriction of the study, as the data was exclusively gathered from the southern region of Punjab. The investigation was solely conducted with those educators who are participants in academic programs. The study did not explain other potential moderators or mediators that could account for the relationship between work-family conflict and academic performance. Despite the presence of these limitations, the study offered significant insights regarding the influence of work-family conflict on the academic performance of teachers engaged in academic programs.

Implications

Educational institutions have the capacity to formulate policies aimed at facilitating the professional development of educators. It is of utmost importance to guarantee that educators are consistently informed about the latest demands of the modern educational environment, thereby enhancing the effectiveness of student learning. In Pakistan, governmental bodies must prioritize the education sector, as an updated and well-informed

educator is integral to delivering effective instruction, which in turn supports the flourishing of the educational system. Problems related to leave requirements, working hours, and housing accommodations must be properly addressed, allowing educators to pursue their studies while balancing familial and professional responsibilities. Educational institutions ought to provide resources that enable teachers to learn and develop, given that this community is influential in the process of nation-building.

Recommendation

The following recommendations may be useful to future researchers. Future research should use a larger sample size and include teachers who have finished their degrees while working. Research can be conducted on a sample of people from various professions. A variety of potential moderators or mediators should be used when conducting the study. Educational institutions can use this study to inform their policymakers.

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