

CLOSER LOOK ON RELATION OF WORK-FAMILY AND FAMILY-WORK CONFLICT ON TEACHERS' PRODUCTIVITY DURING WORK FROM HOME CONDITION

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ABSTRACT

Teachers' daily life mostly revolves on two important field- home and work. Thus, establishing harmonious multiple roles significantly increases interpersonal and intrapersonal conflict to the teachers who simultaneously maintain personal and professional roles. Due to rise of COVID-19 pandemic, teachers nowadays are more pressured to maintain equilibrium between home and work roles. With the shift of working conditions, teachers have to balance the multiple roles due to work from home condition. Family-work conflict (FWC) and work-family conflicts (WFC) as well as teachers' work productivity (WP) were determined, their relationship and responses differences base on profile were also looked at. This correlational research applied a judgmental sampling, and considered online teachers as respondents. After the test-retest reliability, the researcher distributed the questionnaire via messenger using Google form. A Cronbach Alpha of 0.912 and KMO value 0.789 justify the instruments and sampling as reliable and adequate. It was then identified that teachers do experience WFC and FWC which signifies that there is a complicated multiple role functioning and interference. Indicators of WP illustrates that due to WFH set-up, some tasks were not met by teachers. The significant relationship between WFC and FWC to WP and differences WFC, FWC, and WP responses based on a profile were observed. It elicits in understanding teachers' condition in WFH set-up and productivity impact of it. Thus, results are helpful to spearhead programs and activities that may ease burnout and decision fatigue among teachers.

Keywords: Role Conflict, Teachers' Productivity, Work-Family, Family-Work

INTRODUCTION

Teachers' daily life mostly revolves on two important field- home and work. These two things are significantly connected to one another and one of the hardest parts of teaching from home is increasing the blur between work mode and home mode. Thus, many teachers are struggling to find a balance. Upholding a harmonious multiple roles significantly increases interpersonal and intrapersonal conflicts experienced by teachers who simultaneously maintain personal and professional roles. Due to the rise of COVID-19 pandemic, teachers nowadays are more pressured

to maintain equilibrium between home and work roles. With the shift of working conditions, teachers have to balance the multiple roles due to work-from-home condition. Work-family conflicts can elicit negative impact to an individual's physical and psycho-emotional well-being thus affecting their performance (Mahtani, 2016).

Research findings of Wong (2014) noted that work-family conflicts and enrichment could affect the work demands separately as well as their family roles. Balancing multiple roles while maintaining high productivity is still expected among employees even at the onset of change in



work conditions and much more juggling multiple roles (Obrenovic, 2020). Fotiadis et al. (2019) revealed that work-family balance is a complex task to sustain in a challenging environment due to significant level of work expectations and family settings. Allocation of resources particularly time element is very essential to properly perform their multiple roles simultaneously.

Parallel to this, Work-family and Family-work conflict model developed by Liu et al. (2019) encapsulated that stress factors such as lack of autonomy and voluminous workloads created a deteriorating impact on the work role of an employee. Consequently, family-related stress such as a child's misdemeanor and over-dependent family negatively influences the balance. On the other hand, harmonious and synchronous compatibility between the two roles rewards high impact on productivity in the family and workplace thus creating a positive motivation (Baeriswyl et al., 2016).

Multiple role conflicts can be easily balanced when organizational values encourage harmony between job demands and mental health of individuals (Fitzpatrick et al. 2012). Only a handful of studies focuses on how to minimize such conflicts and to avoid it. Similarly, very few researchers worked on limiting the impact of work-family conflict on selected variables such as administrative support (Keoboulapheth et al. 2017), psychological well-being (Lee et al., 2013), multiple role conflicts and its association with work stress (Kazmi et al. 2017). As currently experienced by many, role conflicts can be mediated when one does have a sense of control over his multiple roles which invites positive outlook and perceptions towards role conflicts (Fitzpatrick et al. 2012). Fotiadis et al. (2019) further elaborated that sense of control as an ability of the individual is how properly allocate his available time to fulfill his work and family demands.

On the other hand, teachers' productivity is a vital component in promoting quality education, which pushes intensified effort in studying on how to improve it (Anisah, 2020). Otto (2020) cited the work of UNESCO highlighting teachers' critical role in determining educations' implementation success. Much more, a teacher's work productivity

is one of the key components in diagnosing students' success (Juni, 2017). These two things or conflicts lead to undesirable outcomes in work and family life. These two kinds of conflict greatly affect how a teacher's self-efficacy in performing his duties as a teacher and parents simultaneously during work from the home conditions. Albert Bandura (1989) implied that reactions and perceptions to stress increase or decrease a person's self-efficacy. This leads to the definition of the term as the perceived capabilities and skills of a person to perform and execute a task so as to achieve a designated kind or performance.

In this research endeavor, family-work conflict and work-family conflict by public school teachers in Tanauan City Integrated School were investigated and analyzed. Work can interrupt family and family can interrupt work; these two things go side by side. Further, this role conflict affects one's productivity. Teachers' common conflicts at home and work were determined and their experiences were also consolidated correlated with their self-efficacy. Thus, it sought to give way to a wider view and perspective of teachers' experiences during work from home. The result of this study serves as a framework in developing an action plan in helping the teachers to adjust to the new normal.

OBJECTIVES OF THE STUDY

This study aimed to understand the role conflict experienced by teachers in a new normal setup or work from home condition and how it affects their productivity. Specifically, it sought to 1) assess work-family and family-work conflicts of teachers, 2) evaluate teachers' level of work productivity in terms of personal, academic, curriculum and planning instruction, classroom management and social, and 3) determine the relationship between role conflicts and productivity.

METHODOLOGY

A quantitative research design particularly correlational research was applied in this study. In the selection of the respondents, judgmental sampling was employed. With this kind of sampling, the researcher selected the respondents



of the study based on a set criterion. Criteria set in the selection of the study were the teachers who only handles online and modular digitized classes. A total of 32 respondents were selected based on the criteria posted earlier. A validated work-family and family-work conflict questionnaire developed by Erdamar and Demirel (2014) was adopted and modified by the researcher so as to fit to the aims of the study. It consists of two categories one that tackles work-family conflict and family-work conflict. On the other hand, in evaluating the teachers' work productivity, the instrument made by Asio (2021) was adopted where it has five (5) subsections: personal, academic, curriculum and planning instruction, classroom management and social productivity each has five (5) statements. All of the instrument has a four (4) point rating scale, middle measurement was removed to avoid neutrality and uncertainty.

An approval from the research coordinator and school head was secured. Participants was determined from the pool of TCIHS teachers by using judgmental sampling. Before the actual distribution of the questionnaire, the reliability of the instrument was calculated by using Test-Retest Reliability to different sets of participants, Cronbach Alpha value, and Keiser-Meyer-Olkin Test. The result of the reliability test is shown in the first table, with a Cronbach alpha value of 0.912. It revealed that there is high reliability of the item statements included in the instrument. Conversely, to test the adequacy of the sample, KMO or Kaiser-Meyer-Olkin Test was performed with a computed value of 0.789, it was found out that the sample considered were adequate with the accumulated results collected from the reliability test, the researcher carried out the data gathering from the respondents. The researcher converted the instrument into Google Forms for the teachers to answer the questionnaire and distributed it through personal message in Facebook and email. One week was given before the retrieval of questionnaire. Once the questionnaires were collected, the researcher tabulated, analyzed and interpreted data by using specified statistical treatment for the data. For the convenience of the interpretation of data, mean ranges was set by the researcher.

RESULTS AND DISCUSSIONS

1. Assess the work-family and family-work conflicts of teachers

Table 1 exhibits the results of the analysis of the work-family conflict of the respondents.

1.1. Work-Family Conflict

Table 1
Work-Family Conflict

Work-Family Conflict	WM	V.I.
1. As I have many tasks and responsibilities at work, I cannot spend time with my family	3.16	Agree
2. Physical and mental fatigue at work make my responsibilities at home difficult	3.44	Strongly Agree
3. Fatigue at work decreases my tolerance towards family members.	3.16	Agree
4. My duties at the workplace make me feel tired while performing my responsibilities at home	3.34	Strongly Agree
5. I cannot spare time for house works due to my job; I always postpone the house works	2.97	Agree
6. My work life reduces my efforts necessary for my responsibilities at home	3.13	Agree
7. I continue thinking about a problem I faced in the work place	3.25	Agree
8. A problem at the work life makes me stressed and nery at home	3.31	Strongly Agree
9. My duties and responsibilities at work get ahead of my family life	2.97	Agree
Composite Mean	3.19	Agree

Among all the descriptors, Physical and mental fatigue at work make the responsibilities at home difficult garnered the highest weighted mean, 3.44 which is interpreted as strongly agree while the lowest mean was garnered by duties and responsibilities at work getting ahead of family life and cannot spare time for house works due to job as it always postpones the house works with a corresponding weighted mean of 2.97 and a verbal interpretation of agree. Over-all this portion or the work-family conflict of the respondents have a composite mean of 3.19 interpreted as agree. This reveals that the shift to work from home condition greatly affects the time management and allocation



of the teachers on their duties as a parent and performing their household activities. Furthermore, teachers experience mental and work fatigue as it greatly affects duties at home making it more difficult.

1.2. Family – Work Conflict

Examining, the family –work conflict of the respondents, due to responsibilities at home, teachers cannot take part in some activities related to job (meeting, dinner etc.) garnered the lowest weighted mean among all which is further interpreted as disagree.

Table 2
Family-Work Conflict

Family-Work	Weighted Mean	Interpretation
1. My responsibilities at home reduce the time and effort that I should spare to my job.	2.66	Agree
2. As I have too many responsibilities at home, I push my job into the background.	2.44	Disagree
3. My responsibilities at home lead to deficiencies in my work life.	2.47	Disagree
4. Troubles and problems at home affect my professional life negatively.	2.84	Agree
5. A problem at home makes me feel stressed and nervy at work.	2.94	Agree
6. I continue thinking about a problem I faced at home at the workplace.	2.94	Agree
7. Certain situations experienced at home (guests, illness, a problem about the child) make my work life difficult.	3.31	Strongly Agree
8. Household tasks and small works reduces the time I spare for sleeping which is essential for my j ob.	2.94	Agree
9. Due to my responsibilities at home, I always go to the work tired.	2.78	Agree
10. Due to my responsibilities at home, I cannot take part in some activities related to my job (meeting, dinner etc.)	2.34	Disagree
11. My duties and responsibilities at home get ahead of my work life.	2.56	Agree
Composite Mean	2.75	Agree

On the other hand, certain situations experienced at home (guests, illness, a problem about the child) make teachers’ work life difficult and topped the responses with mean and verbal interpretation of 3.31 and strongly agree

respectively. This gained a composite mean of 2.75 and interpreted as agree.

Thus, it implies that teachers’ home duties and responsibilities do not interfere their performance at work. This also shows that the teachers put in the foreground in meeting the roles expected from them despite of the situation. There are some factors or unavoidable circumstances in some way restricts teachers in attending to important matters related to school.

Problems encountered in performing duties led to several dissatisfactions to employees like teachers, they experienced job stress and anxieties. It was hypothesized that teachers somehow carry their work problems to their home environment, considering the current set-up there are a lot of distractions that interfere with teachers in doing their tasks. As a consequence, school tasks may file up or home activities may not be fulfilled even worst is not completing or achieving any tasks (Windebank, 2015). This further tells us that teachers most of the time chooses to fulfill the works assigned related to their job than doing their household responsibilities (Rahman et al., 2018). This was revealed as the work-family gained a higher composite mean as the previous.

2. Evaluate the level of teachers’ work productivity

Table 3
Teachers’ Productivity

Teachers’ Productivity	Composite Mean	Interpretation
Personal	3.12	Occasionally
Academic	3.20	Occasionally
Curriculum and Planning Instruction	3.14	Occasionally
Classroom Management	3.19	Occasionally
Social	3.06	Occasionally
Grand Mean	3.14	Occasionally

Teachers’ productivity was determined by letting the respondents answers a 4-point Likert Scale, this part determines how the teachers perform or respond to their duties even at the work from home condition. Furthermore, teachers’ productivity was assessed in terms of personal, academic, curriculum planning and instruction,



classroom management, and social. This allotment of different sections gave the researcher a clearer view on what aspect of teachers they are most productive.

Accordingly, when teachers' needs was met and satisfied, they will be able to perform at their own best and give their hundred percent potential. Teachers who do have high and observable academic productivity clearly shows that they have the skills in delivering the content they were teaching. This also entails that teacher can share what they know effectively by careful design of instruction and diagnosing their learners' needs. Teachers as the best model in promoting socialization skills is greatly observed when teachers promote group collaboration and activities. Though limited activities were done today involving socialization due to pandemic. Social networks may also be a platform to promote harmonization and be able to develop their interpersonal skills (Lawson, 2012).

3. Significant relationship between work-family, family-work conflicts, and teachers' work productivity

Table 4
Correlation of Variables

Variables	r-coefficient	p-value (2-tailed)	Significance	Decision H ₀
Work-Family Conflict and Teacher's Productivity	0.638	0.03	Significant	Reject
Family-Work Conflict and Teacher's Productivity	0.768	0.001	Significant	Reject

Correlational analysis was done to determine to see the relationship between variables. The result of statistical analysis shows that there was a high positive relationship between work-family conflict and teacher's productivity justified by the computed r-coefficient of 0.638. Furthermore, it revealed that the relationship between two mentioned variables was significant since the computed p-value at 2-tailed, 0.03, is lower than the alpha value at 0.05. This led to the rejection of the null hypothesis. Similarly, a positive

strong relationship was determined to family-work conflict and teachers' productivity base from the computed r-coefficient, 0,768, since the p-value at 2 tailed (0.001) was less than 0.05, the researcher's hypothesis was rejected and the relationship was significant.

Research done by Kenny (2017) said that experience or length of service in teaching affects teachers' productivity, this may be due to the fact that teachers who were long exposed to different changing situations allowed them to be more familiar with abrupt changes.

The findings of the conducted research agree with the result of the study made by Jha et. al (2015), where work-family and family-work conflicts do have a relationship on teachers' productivity. Nevertheless, it should also be noted that even though teachers do have the skills in managing their time it is still important to balance their duties and responsibilities so as not to conflict with each other.

However, it takes deeper study on how other factors affect teachers' productivity as enumerated by Perawati (2018). Factors like leadership, organizational climate, organizational culture, supervision, motivation, work ethic, work discipline, satisfaction, commitment, skills, emotional intelligence, performance, innovation experience. An in-depth study of how these factors affect teachers' productivity will give a more concrete conclusion and possible effective solutions and recommendations to resolve such conflicts.

CONCLUSIONS

Based on the results the following conclusions were deduced:

1. Teachers work responsibilities interfere their personal life and family relationship during the work from home condition. Time for family is being consumed by work errands being done at home.
2. The family and home duties affect teachers' work productivity. Due to responsibilities at home, tasks assigned accomplishment were greatly affected by role conflicts.



3. Teachers' productivity as assessed in terms of personal, academic, curriculum and planning instruction, classroom management, and social were occasionally productive. This may be influenced by limited mobility and resources due to work-from-home conditions and pandemics. However, academic productivity elicited the highest assessment since most teachers engaged in multiple professional development activities.
4. There is an association between work-family, family-work conflicts and teachers' productivity. This implies that multiple roles affect one's productivity which may be caused by role confusion and role interference.

RECOMMENDATIONS

Considering the findings and conclusions of the study, the following are hereby recommended.

1. Role conflict management seminars and workshop may be spearheaded by school administration to understand role differences and management.
2. Job descriptions may be revisited by teachers and school heads to properly designate tasks and responsibilities thus eliminating role confusion.
3. Teachers' productivity level may be considered in formulating career and professional development plans, in order to carefully craft workshops and determine the area of focus.
4. Future researchers may conduct a similar study with modification by exploring other variables and factors that also affect teachers' productivity.

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