Impact of University Teachers' Work–Family Conflict on Job Satisfaction: Understanding the Moderating Effect of Management Support

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Abstract: Data on three universities in Guangzhou were obtained through purposive sampling. In total, 456 valid responses were obtained from the administered questionnaires. SPSS and AMOS were employed to evaluate the reliability and validity of the questionnaire. The results revealed that the work–family conflict and management support of university teachers exerted significant impact on their job satisfaction, and that management support perceived by university teachers had a moderating effect on work–family conflict and job satisfaction.

Keywords: university teachers, work–family conflict, job satisfaction, management support

Introduction. Role theory proposes that work–family conflict is a type of role conflict (Kahn et al., 1964). Greenhaus and Beutell (1985) highlighted that work–family conflict refers to the tension between the multiple roles assumed by employees in work and family contexts. This tension between the roles weakens individuals' role orientation, thereby leading to a conflict. A teacher's work–family conflict stems from the contradiction between the role of a teacher in work and family settings, which results in pressure (Chen, 2017). The stronger the work–family conflict experienced by employees, the lower their job satisfaction will be (Soomro et al., 2018). In turn, low job satisfaction will weaken employees' ability to work, increase risks, and reduce their work quality, in addition to increasing absenteeism and turnover rates. By contrast, the higher the teachers' job satisfaction, the more enthusiastic they will be about their work (Hakki, 2017;Gözükara & Çolakoğlu, 2016). However, perceived

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management support by employees has a positive impact on their job satisfaction (Dixon & Sagas, 2007; Frye & Breaugh, 2004).

According to social support theory, social support refers to the emotional experience and satisfaction of individuals who are respected, supported, and understood in society (Brissette et al., 2002; Leven Dosky et al., 2002; Wu & Serper, 1999). Tang (2010) suggested that social support has a positive effect on work–family conflict and job burnout of university teachers. Liu (2011) also reported that social support moderates the relationship between teachers' work–family conflict and career commitment. Therefore, this paper examined the impact of university teachers' work–family conflict on their job satisfaction, considering perceived management support as the moderating variable.

Literature Review. Greenhaus and Beutell (1985) defined work–family conflict on the basis of role theory. Renshaw (1976) argued that conflict results from stressful interaction between the dimensions of work and family. Grouter (1984) explained work–family conflict using spillover theory. Netemeyer and Bole (1996) highlighted that the time investment required by and stress caused by work demands lead to a form of conflict that renders an individual incapacitated to fulfill their duties toward their family (Byron, 2005). Byron (2005) indicated that because of the mutual contradiction between work and family, the negative effect of individual behavior and attitude at work conflicts with family, and vice versa.

Early researchers have mainly studied work–family conflict in terms of family interfering with work. It was in the 1890s that researchers began to pay attention to and study the two-way nature of work–family conflict (Fan, 2017). They divided work–family conflict into work interfering with family and family interfering with work—both of which are related conflicts that draw from the same concept but are in opposite directions (Curcu & Husne, 2014). Greenhaus and Beutell (1985) proposed the following three forms of work–family conflict: time, stress, and behavior conflicts. Combining the two directions and three manifestations of work–family conflict, researchers have divided work–family conflict into the following six dimensions: work interfering with family due to time, family interfering with work due to time, work interfering with family due to pressure, family interfering with work due to pressure, family interfering with work due to behavior, and work interfering with family due to behavior (Zhang, 2020).

Li (2013) indicated that university teachers have different demographic characteristics in terms age, gender, and marital status, and they experience varying levels of work–family

conflict. In their research, Divna et al. (2013), Li (2012), and Hakki (2017) reported that the job satisfaction of teachers is negatively affected by work–family conflict and shows a downward trend because of the continuous intensification of work–family conflict (Wang, 2018).Therefore, the following hypothesis was proposed:

H1: Work–family conflict of university teachers exerts a significant negative impact on their job satisfaction.

Hoppock (1935) indicated that job satisfaction refers to employees' subjective responses to and attitudes toward factors and situations related to their jobs. For a teacher, job satisfaction refers to a teacher's general perception of and emotional feeling toward their job, occupation, working conditions, and status (Landy, 1989; Xiao, 2017; Zembylas & Papanastasiou, 2005). Teachers' job satisfaction affects not only their enthusiasm toward and efficiency at work but also their work direction and mobility (Chen et al., 2018). Considering an individual spends a major portion of his day at work for at least 20–25 years, they will not be satisfied with his life unless they are satisfied with his work. Moreover, lack of job satisfaction may lead to a person feeling insecure and may negatively affect their surroundings, family, and friendships, and even their entire life in worst-case scenarios (Hakki, 2017; Keser, 2005).

Allen (2001) found job satisfaction to be correlated with a family-supporting work environment that offers supervisory support, management support, and organizational support. Bian and Qian (2019) highlighted the significant role played by management support in promoting employees' job involvement. Thus, employees' job involvement greatly benefits employers by improving attendance and reducing employee turnover. If an employee performs well at work, they are likely to be recognized by their employers, which, in turn, promotes job satisfaction. Therefore, the following hypothesis was proposed:

H2: Management support perceived by university teachers has a significant positive impact on their job satisfaction.

The difference in the level of social support can be attributed to the regulation mechanism (Cohen & Will, 1985; Lakey & Orehek, 2011) that has been emphasized in theory of pressure buffering. This theory suggests that the negative effects of stress can be alleviated through problem-solving strategies. Yuki (2014) explained that organizational support constitutes employers' support for the employees' personal life (including family life) and work. According to the concept of management support defined by Thompson et al. (1999), management support is a more targeted form of organizational support. Yang and Tu (2020)

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proposed that organizational support can prevent teachers' work–family conflict from negatively affecting their job satisfaction. Furthermore, later scholars, such as Liu, Mei and Wu (2020), have argued that organizational support can facilitate the moderating effect (Hur et al., 2015). Jaekwon et al. (2013) highlighted the moderating effect of management support by demonstrating how people with a high perception of management support are more likely to experience reduced negative effect of work–family conflict on job satisfaction than those with a low perception. Accordingly, the following hypothesis was proposed:

H3: Management support perceived by university teachers plays a moderating role in the relationship between work–family conflict and job satisfaction.

Methods.

Research Framework

According to the theoretical basis, purpose, and literature review of the study, a hypothetical model was proposed (Figure 1) in which work–family conflict and management support are considered influencing factors of job satisfaction, and management support is considered the moderator between work–family conflict and job satisfaction.
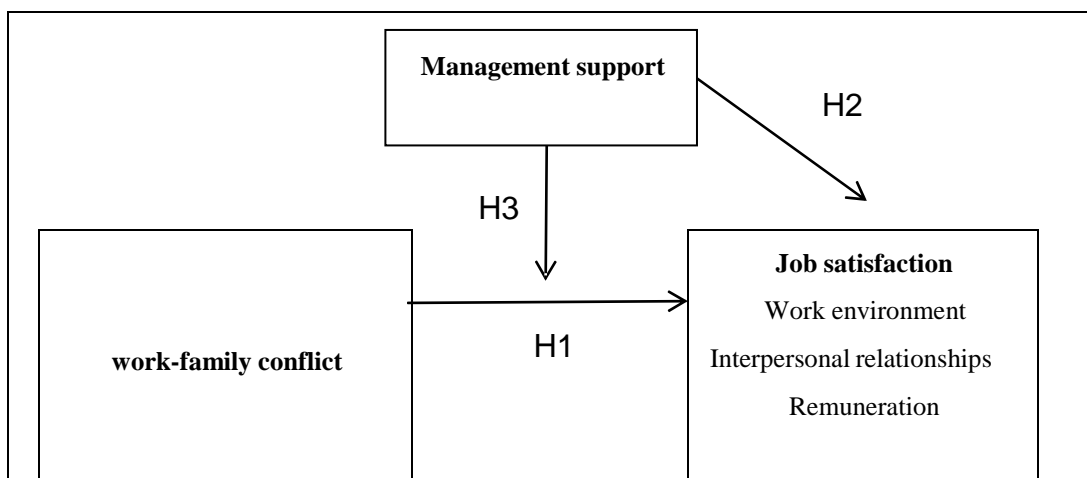

Figure 1. Research framework

Research Objects

The research objects were teachers from three universities in Guangzhou, China, who were selected using a purposive sampling method. After fully informing the recruited teachers of the study's purpose and obtaining their consent, the author administered questionnaires among them through WeChat, QQ, and e-mail. The collected data were analyzed using SPSS

and AMOS. In total, 456 valid responses were obtained. In the sample population, 156 (34%) and 300 (66%) were male and female teachers, respectively. Moreover, 127 (28%) teachers were single and 329 (72%) were married, and 85 (19%) respondents were aged <28 years, 315 (69%) were aged 29–40 years (69%), and 56 were aged >40 years (11%). In total, 180 (39%) respondents had no minor children in the family and 276 (61%) had minor children. In addition, 152 (33%) respondents did not need to take care of elderly people in their families and 304 (67%) needed to take care of elderly people.

Research Tools

The study used the work–family conflict scale developed by Carlson et al. (2000). This scale mainly evaluated two dimensions: work interfering with family and family interfering with work. Work interfering with family can be classified into three dimensions: work interfering with family due to time (e.g., ‒my work prevents my participation in family activities‖), work interfering with family due to pressure (e.g., ‒After reaching home from work, I often feel depressed, which makes me unable to contribute to my family‖), and work interfering with family due to behavior (e.g., ‒the same behavior that is necessary and effective at work has the opposite effect on the family‖). Three forms of family interfering with work comprised the following: family interfering with work due to time (e.g., ‒I cannot participate in work activities that are beneficial to my career because of family responsibilities‖), family interfering with work due to pressure (e.g., ‒because of pressures at home, I tend to be occupied with family affairs at work‖), and family interfering with work due to behavior (e.g., ‒I am unable to solve problems at work using the method that works on family issues‖).

Each dimension of the scale had nine questions, resulting in a total of 18 questions. The format of a 5-point Likert-type scale was employed to score the responses, ranging from 1 (complete nonconformity) and 5 (complete conformity) points. A higher score indicated a higher degree of conflict between the participating teachers' work and family. A model with six factors was estimated through confirmative factor analysis (CFA). For each item, the factor loading, CR, and AVE were .707–.882, .835–.869, and .628–.688, respectively. Furthermore, the Cronbach's α of each dimension was .838–.866, and the overall reliability was .864, indicating good convergence validity of potential variables (Hair et al., 2006). Each fitting index was good; the ratio of chi-square to degrees of freedom was 2.434, the CFI was .967, and the RMSEA was .056 (Hair et al., 1998; Lomax & Schumacker, 2004).

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The job satisfaction scale was modified on the basis of the scale developed by Li (2017). The scale assessed the following three dimensions: work environment (e.g., ‒I am satisfied with the geographical location and community environment of my school‖), interpersonal relationships (e.g., ‒I am satisfied with my relationship with my students‖), and remuneration (e.g., ‒I am satisfied with the salary and benefits I receive as a teacher‖), with four, three, and three, questions, respectively, resulting in a total of 10 questions. Responses were given on 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree) points. A higher score indicated a higher level of job satisfaction among the participating teachers. CFA was employed to estimate the model with three factors. For each item, the factor loading, CR, and AVE were .524–.912, .759–.932, and .448–.774, respectively. Moreover, the Cronbach's α of each dimension was .768–.930, and the overall reliability was .929, indicating good convergence validity of the potential variables (Hair et al., 2006). All fitting indexes were good; the ratio of chi-square to degrees of freedom was 4.197, CFI was .935, and RMSEA was .070 (Hair et al., 1998; Lomax & Schumacker, 2004).

The management support scale employed in the study was a modification of the management support scale developed by Thompson et al. (1999). The management support scale concerned only one dimension that was evaluated through four questions (e.g., ‒My leader cares about my family difficulties and provides suggestions and help‖). The 5-point Likert format was used to score the responses from 1 (completely disagree) to 5 (completely agree) points. The higher the score, the higher was the level of management support perceived by teachers. CFA was used to estimate this one-factor model. For each item, the factor loading, CR, and AVE were .760–.914, .881, and .712, respectively. The Cronbach's α was .880, indicating good convergence validity of potential variables (Hair et al., 2006). Each fitting index was good; the ratio of chi-square to degrees of freedom was 4.461, the CFI was .943, and the RMSEA was .069 (Hair et al., 1998; Lomax & Schumacker, 2004).

Results

Status Analysis

Table 1 presents the current status of the teachers who participated from three universities. The average score of Work-family conflict was 2.656. The average score of job satisfaction was 3.070, and that of management support was 2.997.

Table1
Summary table of status analysis

Variable	Average	Standard deviation
Work-family conflict	2.656	0.796
Job satisfaction	3.069	0.650
Management support	2.997	0.867

Correlation Analysis

The results of the Pearson correlation coefficient analysis revealed that the correlation coefficients (r) between any two of the four variables were significant at $-.283$ to $.678$ (all $p < .001$) (Table 2), indicating a low and medium correlation for both. Moreover, job satisfaction was positively correlated with management support. All other pairs were negatively correlated.

Table 2
Correlation analysis

	X	Y
X		
Y	-.409**	
M	-.283**	.678**

Note 1: ***$p<.001$。
Note 2: X1 represents work-family conflict; Y represents job satisfaction; M represents management support.

Regression Analysis

Stepwise regression analysis was employed to test the interference effect (Chen & Wang, 2011). Therefore, stepwise regression was used to split and test the moderating effect of management support. The variance inflation factor was <10, indicating absence of any collinearity problem between each variable and each dimension. All subsequent analyses were thus performed.

A regression analysis was conducted to verify whether teachers' perceived management support had a moderating effect on work–family conflict and job satisfaction (Table 3). In Model 1, the *F* value was significant. R^2 was .165, which meant that work–family conflict could explain 16.5% of job satisfaction, and ΔR^2 was .138, indicating that the explanatory power increased by 13.8%. The regression coefficient β of work interfering with family was significant; the standardized regression coefficient was $-.409$ ($p < .001$). Hence, work–family conflict had a significant negative impact on teachers' job satisfaction. In Model 2, the *F* value was significant. R^2 was .509, indicating that management support could explain 50.9% of job

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satisfaction, and ΔR^2 was .344, indicating that the explanatory power increased by 34.4%. The standardized regression coefficients of work–family conflict and management support were $-.236$ and .612, respectively. Moreover, both p values were $<.001$; hence, work–family conflict had a significant negative impact on teachers' job satisfaction. The management support perceived by university teachers significantly influenced their job satisfaction. Consequently, Hypotheses 1 and 2 were supported. In Model 3, the F value was significant, and R^2 was .515, which meant that the interaction term could explain 51.8% of job satisfaction. ΔR^2 was .006, indicating that the explanatory power increased by 0.6%. The standardized regression coefficient of the interaction item was $-.082$ ($p< .1$), which indicated that the management support perceived by university teachers had a negative moderating effect on work–family conflict and job satisfaction of teachers. Consequently, Hypothesis 3 was supported.

Table 3

Summary table of the moderating effect

	Job satisfaction		
	Model 1	Model 2	Model 3
Work–family conflict	-.409***	-.236***	-.245***
Management support		.612***	.610***
Work-family conflict × Management support			-.082**
R^2	.165	.509	.515
ΔR^2		.344	.006
F	91.052***	236.892***	161.829***

Notes: **$p<.01$; ***$p<.001$.

As shown in Figures 2, the interaction diagram of this study was drawn on the basis of the aforementioned analysis results.
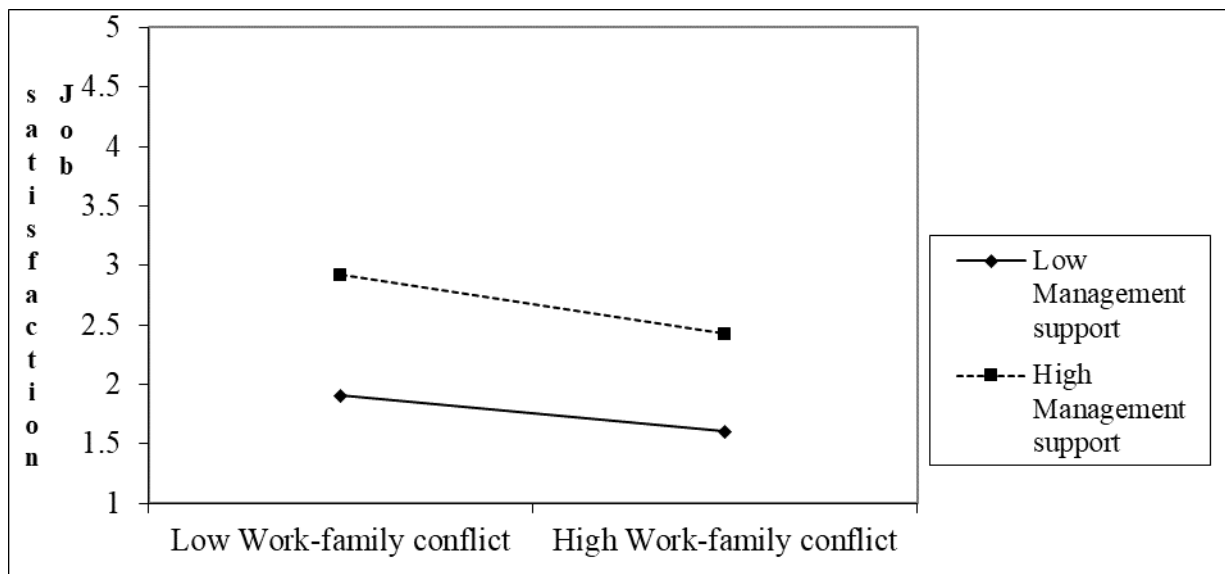
Figure 2. Interaction diagram between work interfering with family and management support

Figures 2demonstrate that overall, teachers who perceived high management support were more satisfied with their work than those with low perceived management support, in terms of work–family conflict. However, because management support exerted a negative moderating effect, teachers' job satisfaction levels reduced as the conflict stemming from Figures 2 demonstrate that overall, teachers who perceived high management support were more satisfied with their work than those with low perceived management support, in terms of work–family conflict increased.

Conclusions and Discussions

The Work–Family Conflict of University Teachers Exerts a Negative Impact on Their Job Satisfaction

The results demonstrate that university teachers' work–family conflict has a negative impact on their job satisfaction, which is consistent with the findings of the studies by Soomro et al. (2018), Divna et al. (2013), Li (2012), and Hakki (2017). As work–family conflict intensifies, the job satisfaction of university teachers declines. Brief (1998), Parasuraman and Simmers (2001), and Gözükara and Çolakoğlu (2016) have highlighted that scholars tend to investigate job satisfaction in the context of the ramifications of the conflicts between work and life. Such conflicts lead to employees feeling stress, which affects their assessment of their job and leads to lower job satisfaction.Keisha et al. (2010) andMartins et al. (2002) have reported

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that employees with high workload tend to be convinced that fulfilling family responsibilities will impede them from achieving of their professional goals; this results in the conflict of family interfering with work, which, in turn, reduces job satisfaction. Similarly, family-oriented employees believe that they are expected to prioritize work by their colleagues and supervisors. This thinking prevents them from fulfilling their family responsibilities; thus, they experience the conflict of work interfering with family, which, in turn, lowers job satisfaction levels. Teachers with excessive work or family responsibilities may thus be affected by work–family conflict.

Management Support Perceived by University Teachers Has a Positive Influence on Their Job Satisfaction

The study results indicate that the management support perceived by university teachers has a positive impact on job satisfaction, which is consistent with the findings of the studies by Qian (2018), Frye and Breaugh (2004), and Dixon and Sagas (2014). Therefore, the higher the level of management support perceived by teachers, the higher their job satisfaction will be. Theory of social exchange proposes that social exchanges and a reciprocal relationship between organizations and employees depend on exchanges between employees and organizations and those between employees and their immediate supervisors (Zhang, 2009). Rhoades and Eisenberger (2002) highlighted that a sense of organizational support can improve employees' job satisfaction by satisfying their emotional needs expectation of rewards and through useful assistance from the organizations (Gao & Zhong, 2020). Therefore, teachers' job satisfaction is clearly affected by the attitudes of university administrators.

The Moderating Effect

The study results indicate that the management support perceived by university teachers plays a moderating role in the relationship between work–family conflict and job satisfaction, which is consistent with the findings of the studies by Jaekwon et al. (2013) and Dixon and Sagas (2007). Moreover, the study results conform to theory of social support (Cohen & Will, 1985; Lakey & Orehek, 2011). The moderating effect is responsible for the differences in the level of management support in organizations. Moreover, this mechanism has been emphasized in theory of pressure buffering. The research results also demonstrate that heavier the conflicts stemming from work interfering with family or family interfering with work experienced by teachers, the more management support they perceive, and lower their job satisfaction is.

Nowadays, teachers are speculated to aspire for work–life balance. The more severe the work–family conflict faced by employees, the higher their perceived management support will be, the more likely such support will lead to stress, and the lower their job satisfaction will be.

Suggestions

Reducing teachers' work responsibilities and family burdens may be impossible; however, management support, family support, and effective coping strategies can significantly reduce the negative impact of work–family conflict. Therefore, universities are recommended to equip teachers with emotion-centered coping strategies (such as eliminating stress) and problem-centered coping strategies (such as eliminating stress with proactive behaviors) can help reduce their work–family conflict, thereby improving their job satisfaction.

Subsequent researchers can include other universities as research objects to conduct research with a wider reach. Alternatively, they can conduct a quantitative questionnaire survey supplemented by observations and interviews to achieve a deeper understanding of university teachers' work–family conflict. In addition, further relevant variables can be added for further discussion to improve the research results.

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