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A study of the effects of work-family conflict, family-work conflict, and work-life balance on Saudi female teachers' performance in the public education sector with job satisfaction as a moderator

By Adel Ismail Al-Alawi*, Eman Al-Saffar, Zahraa Alomohammedsaleh, Hessa Alotaibi, Ebtesam I. Al-Alawi

Abstract

Purpose: The main objective of this paper is to investigate the effects of work-family conflict, family-work conflict, and work-life balance on female teachers in the public education sector in Saudi Arabia as well as to analyze the impact of job satisfaction as a moderator for the independent variables.

Methodology: This paper is based on quantitative research methods that included a survey of employees. The constructs of work-family conflict, family-work conflict, and work-life balance were formed using the bivariate and correlation analysis done in SPSS. A scatterplot was used to identify the relationships between the moderating factor of job satisfaction with the independent variables. Finally, multiple regression was done to understand the impact of work-family conflict, family-work conflict, and work-life balance on employee performance among female Saudi teachers in the public education sector. A linear regression analysis was applied to test the research hypotheses.

Findings: The results showed that there is a positive and highly significant impact on employee performance by work-life balance and job satisfaction, whereas there is a positive but not significant effect when it comes to work-family conflict. However, family-work conflict revealed a significant negative impact on employee performance.

Keywords: work-family conflict; family-work conflict; work-life balance; Saudi Arabia; female; teachers; performance; public sectors; job satisfaction; education.

Introduction

Work-life balance is very critical for the reason that it translates to a happy, healthy, and successful life. For teachers, it has remained a major concern for persons who desire a work-life balance of good quality and, in turn, a good quality of life (Ruppanner, 2015). As far as work-life balance is concerned, researchers have raised three major issues that must be considered for the satisfaction of teachers to be attained. Firstly, work-life balance can be influenced by developments in the learning institutions. Secondly, fluctuations like work activities and, in particular, the changing nature of the education sector that demands teachers have contemporary knowledge. And thirdly, the changing demands of work that influence persons as well as their lives outside the work setting (Pasamar & Valle Cabrera, 2013). All of these issues demand attention since they influence the performance of teachers in Saudi Arabia. The prioritization of work-life balance as a policy is very significant for the entire community. It is also worth noting that low levels of work-life a house, or even getting married—which their colleagues who are older than them have not attained. The main point of this paper is to present a correlation between work-family conflict, work-life

balance, and family-work conflict with the performance of female teachers in Saudi Arabia. It is important to note that work-family conflict is not an interchangeable term with family-work conflict. There is a slight difference between them in meaning. Family-work conflict increases the productivity of teachers, leading to better performance (Soomro, Breitenecker & Shah, 2018). The issues that are affecting most of the sectors in Saudi Arabia—like urbanization, high standards of living, and limited chances for growth, as well as gender-based challenges—have created an imbalance between work and family (Al-Asfour, Tlaiss, Khan & Rajasekar, 2017). Such situations influence young female teachers who are in the early years of their careers. Young teachers tend to be more dissatisfied compared to older ones in their work-life balance (Pasamar & Valle Cabrera, 2013). The reason for this is those young female teachers target various milestones in their private lives—for instance, obtaining financial security via investments, the building emerges from family claims, while work-family conflict emerges from work claims. These two types of conflict are mostly time- and stress-based. Both indicate that spending more time and effort in one will influence the other (Neneh, 2018). Saudi Arabia has a strategic vision that aims to involve females in the workforce to reduce the gender gap and increase their participation rate in the workforce (Varshney, 2019). Accordingly, the government has become aware of the need to improve the education system and increase women's participation in order to ensure economic survival.

The history of education in Saudi Arabia, and recent advancements for women, indicate that the structure of the educational system and the teaching content were formulated in order to preserve the religious foundations of the country. Nonetheless, women's education in Saudi Arabia, despite all the challenges, has opened new horizons for Saudi women (Hamdan, 2005). Although the education of women is important, the concept of equality and educational opportunities should not diminish the dignity and value of being a woman and a mother. This notion is also well-defined in Islam with regard to women's social participation and education. There is no disputation between being a mother and working outside the home. This means that women's education in Islam is not at all contradictory to concepts such as virtue and dignity, which are highly esteemed and sacredly guarded in Islam (Jawad, 1998).

Literature Review

Work-family Conflict

Work-life balance within the teaching profession is the biggest challenge across the globe. However, females working in other fields think that the females who are working in the teaching sector have more advantages and privileges than other sectors, especially when they have children (Muthulakshmi, 2018). It is worth noting that the term does not generally consider unpaid work when it is referring to work. The conflict between work and family is the actual complex that assumes unfavorable spillover from the domain of work to that of the family. It determines the stress levels when teachers spend more time at work—specifically those in private institutions—causing them to lack enough time to spend with their families (Soomro, Breitenecker & Shah, 2018). Research shows that this type of conflict is inevitable for the reason that both factors tend to pull in opposite directions and are not compatible with one another. Work and family raise different requirements, expectations, norms, demands, and priorities. Work-family conflict is also perceived to be a stress variable that comes from a teacher who dedicates most of her time to work, leading to a serious conflict with the family demands (Pasamar & Valle Cabrera, 2013). Work and family have an opposite relationship with one another, and therefore allocating more time to one

of them causes conflict from the other. Female teachers who work extra hours get bonuses and extra pay. However, these people do not have sufficient time to spend with their families and this strains their relationships at home (Yadav & Dabhade, 2014). The bond between family members weakens, and the family members feel alienated and ignored. As a result, female teachers can become stressed and this affects how they carry out their duties at work. Such teachers often isolate themselves from others or do not bond well with other members of the team, and this influences their performance (Yadav & Dabhade, 2014). Therefore, extra-long working hours translate to an imbalance between the social lives of the employees and workers, which leads to poor performance.

Family-work Conflict

Contemporary research reveals that work and family settings have a bidirectional relationship, which opposes past studies that suggested that the correlation between the two was unidirectional. This shows that work—in this case, teaching—can spill over to influence family matters, and vice versa is also true. Research shows that work-family conflict and family-work conflict are not the same for the reason that they have unique attitudes as well as backgrounds. Present research on these two issues reveal that there exists distinctiveness between the two ideas, and thus, research addresses and examines the aspects of both types of conflict .

Research carried out by Nurmayanti and other scholars show that female teachers are not able to separate their duties of being a wife, doing housework, and being a teacher. They find that balancing all these things is not enjoyable or easy (Nurmayanti et al., 2014). Additionally, female teachers who have young children even find themselves under pressure to fulfill the dual roles—that is, being a good teacher and meeting the needs of the children. It is curious, however, that most female teachers reported that they feel better when they are teaching rather than taking care of their own children. Nurmayanti and others found that balancing family and work can sometimes be an illusion, a conflict always exists, and some female teachers prefer being poor instructors and good mothers instead of the other way around (Nurmayanti et al., 2014). Mohsin and Zahid (2012), who conducted similar research in the banking sector of Pakistan, revealed that family-work conflict has a significant negative impact on employees' performance, whereas Soomro et al. (2018) revealed the opposite. Similarly, Al-Alawi (2016) has found that the factor “family concerns affecting women” in workplaces in Bahrain are less significant, whereas “the need for women in leadership positions” is the most significant factor in his conducted study. He also emphasized in another study conducted in Bahrain with his team that women's responsibilities and culture are not an obstacle in women's work life (Al-Alawi et al., 2019).

Work-life Balance

Work-life balance can be attributed to the steadiness between two distinct roles that a teacher does—in this case, we are referring to the family and work roles—which in turn leads to job satisfaction. Work-life balance is a key determinant of the amount of time that a teacher needs to balance work and family demands. Accordingly, most working women confront difficulties in handling these dual roles because they find it hard to manage and balance their time between work and family (Abueita, 2005). As more women are pursuing challenging jobs, the increasing demand for balancing between fulfilling family responsibilities and performing the job successfully is becoming more crucial and can cause, in some cases, stress and anxiety (Shabir & Gani, 2020). Research shows that teachers tend to lack balance between these two factors leading to unconstructive attitudes at work and stress, both of which are positively correlated to burnout.

Other research shows that an imbalance between life and work translates to unfavorable results like poor performance and low productivity (Ruppner, 2015). Researchers recommended that female teachers develop flexible schedules to compensate for extra work as a way of creating a balance between work and life. Work-life balance has become an important subject because times have changed, and women have now become the breadwinners, thus playing a bigger role in the responsibilities of a family. Work-life balance does not just influence female teachers together with their families and friends—it is also vital to a firm from a business perspective (Udin et al., 2013). Female teachers constitute half of the employees in learning institutions, and if learning institutions are going to compete in the international market, they have to maximize the utilization of their talent pool of female teachers. Imbalance of work and life has a great impact on the job satisfaction of the female teachers and their devotion to the institution (Udin et al., 2013). However, creating a balance makes the female teachers satisfied and shows significant improvement in their performance. Rotondo and Kincaid (2008) and Mäkelä and Suutari (2011) support the statement that there is a significant impact on employee performance by work-life balance.

Employee Performance (of teachers)

Teachers, like any other professionals, have a great responsibility and commitment to their jobs. Hence, to perform their duties efficiently, teachers need to be engaged and involved in the education system as much as possible (Johari et al., 2018). Teaching performance, in this case, can be attributed to the productivity of teachers. The teachers who are more likely to be engaged in the decision making of the learning institution have a higher possibility of being more productive compared to those who do not (Burnett et al., 2010). The reason for this is that those teachers that are engaged in the process of decision making are privileged to develop a strong attachment to the school, which translates to higher performance. Engaging the teachers also increases their loyalty and therefore they deliver to the best of their ability (Ruppner, 2015). The performance of teachers is strongly associated with positive productivity, which can be easily diagnosed with high levels of job satisfaction. There is a strong relationship between maintaining high levels of good job performance and teachers' feelings of job contentment (Usop et al., 2013).

However, family-work or even work-family conflicts can interfere with the participation and loyalty of the teachers either negatively or positively. Job satisfaction has an affective component, which is a teacher's emotional state, and a non-affective component, which is the satisfaction originating from the assessment of the job the teacher has done (Soomro, Breitenecker & Shah, 2018). Work-family conflict has been found to have no implications for job satisfaction and the perceived the performance of teachers. Nonetheless, family-work conflict negatively influenced the performance of teachers.

Job Satisfaction

Job satisfaction can be defined as the pleasurable emotional states which are attributed to the assessment of the job experience of an individual and the engagement of a female teacher's feelings with her goals. A healthy and positively-oriented culture for female teachers leads to a significant increase in job satisfaction as well as productivity. Additionally, an imbalance between work and life degrades the relationship and also causes dissatisfaction for female teachers for the reason that working long hours makes the female teachers miss critical events and family interactions (Ismail & Gali, 2017). A relationship requires time, nurturing, and consistent attention, and when damage happens, it takes a lot of time to repair it. Achieving work-life balance through

job satisfaction makes female teachers feel they have achieved the best quality of life. Work-life balance has been an issue that is so critical to learning institutions and central to the workforce, in particular, the female teachers, when it comes to job satisfaction (Ismail & Gali, 2017).

Work-family conflict influences the entire life of a person, and this is a major concern for female teachers in Saudi Arabia. Research shows that work-family conflict and family-work conflict can cause psychological disturbances, exhaustion, and physical complaints, which can translate to dissatisfaction in the workplace and even in private life (Ulucan, 2017). As far as the input and output of the educational setting are dependent on human beings—in particular, female teachers for this case—then all this will have negative implications for the learners. If a female teacher spends a critical part of her day working and consistently does this for about 25 years, then her psychological and physical existence must be satisfied with her job to make sure that she lives a happy life (Armstrong, Atkin-Plunk & Wells, 2015).

Ideally, job satisfaction can even translate to satisfaction in life, and therefore, any conflict either at work or within the family will have negative effects on the efficiency of female teachers at work. Research shows that teachers tend to experience more stress than average people who work in other professions (Ulucan, 2017). The reason for this is that work-family conflicts, family-work conflicts, and attempts to balance work and life cause anxiety and stress, which create the desire to quit, deterioration of physical and mental health, and low work performance. The theory of compensation explains that there is an opposing correlation between family life and work (Armstrong, Atkin-Plunk & Wells, 2015). Conflict theory adds that every time the demands of a field become incompatible with the needs of other fields, the work-family conflict will always arise, and this influences job satisfaction, which in turn negatively affects work and family.

Research Hypothesis

The independent variables, in this case, are work-family conflict, family-work conflict, and work-life balance of female teachers in Saudi Arabia. On the other hand, the dependent variable is their job performance. The moderating variable is job satisfaction. Therefore, this research will be guided by five variables.

Theoretical framework

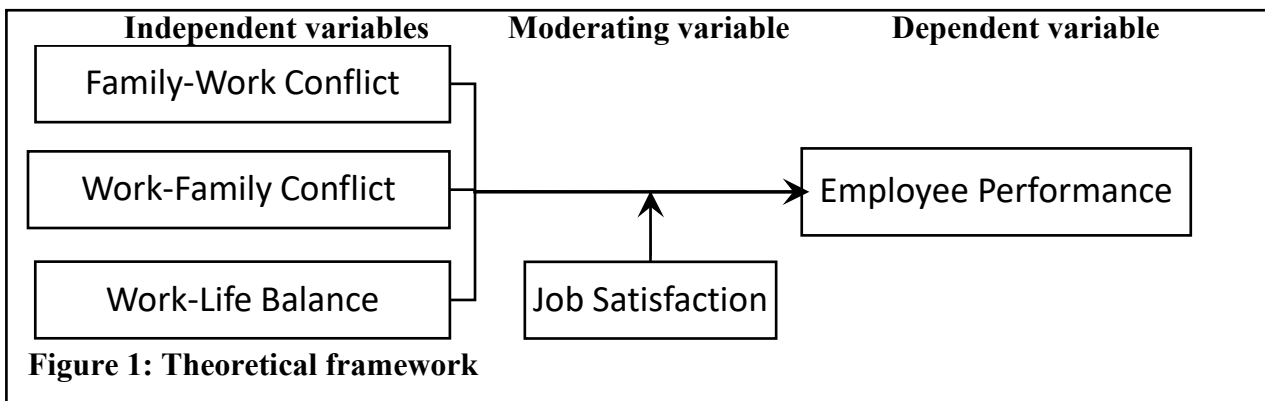


Figure 1: Theoretical framework

The following hypotheses are formulated from the theoretical background discussed:

Hypothesis 1:

The conflict between work and family has unfavorable effects on life satisfaction, physical well-being, and emotional health. Work-family conflict reduces the performance and productivity of the employees. Female teachers must readjust their programs to match the opposing requirements of work and family. Psychological intervention influences the energy level and the mood of the workers at home, which leads to the role conflict that may affect the performance of the workforce at the place of work (Muthulakshmi, 2018).

H1: Work-family conflict has a negative impact on the performance of female teachers in Saudi Arabia

Hypothesis 2:

Research carried out by Nurmayanti (2014) and other scholars show that female teachers are not able to separate their duties of being a wife, doing housework, and being a teacher. They find that balancing all these things is not enjoyable or easy (Nurmayanti et al., 2014). Research shows that family-work conflict can cause psychological disturbances, exhaustion, and physical complaints, which can translate to dissatisfaction in the workplace and even in private life (Ulucan, 2017).

H2: Family-work conflict has a negative effect on the performance of female teachers in Saudi Arabia

Hypothesis 3:

Limiting work-life imbalance for female teachers is fundamental because it has been proven to lead to performance erosion and a decline in productivity. Additionally, research has shown that it is a potential contributor to stress and negative attitudes at work and hence can have severe consequences on female teachers (Ruppanner, 2015). Work-life imbalance has been attributed to constrained efforts at work, which later translates to poor performance and low productivity. For female teachers in Saudi Arabia, it is necessary to maintain equilibrium between family and work to make certain that they do not turn out to be permanent stressors.

H3: Work-life balance has a positive impact on the performance of female teachers in Saudi Arabia

Hypothesis 4:

Female teachers have to dedicate their time to teaching and managing the pressing demands of the workplace for them to flourish in their careers (Burnett et al., 2010). Job satisfaction predicts the social responsibility behavior of an organization, and it can also help in determining the amount of time and effort a female teacher puts in her job due to motivation. A family-supportive work environment leads to job satisfaction, the commitment of the teachers, and a low exhaustion rate. Job satisfaction also moderates the relationship between the stressor variables, such as work-family conflict, to an increased or decreased link between work-family conflict and employee performance (Soomro, Breiteneker, & Shah, 2018).

H4.1: Job satisfaction is significantly moderating the relationship between work-family conflict and the performance of female teachers in Saudi Arabia

H4.2: Job satisfaction is significantly moderating the relationship between family-work conflict and the performance of female teachers in Saudi Arabia

H4.3: Job satisfaction is significantly moderating the relationship between work-life balance and the performance of female teachers in Saudi Arabia.

Methodology

Data and sample

The survey was distributed among female teachers from the public education sector in Saudi Arabia. The survey included 125 respondents. Only 93 full-time female Saudi teachers in the public education sector were chosen as they matched the aim of the research. The elimination process was done to increase the accuracy of the analyzed information by eliminating inapplicable responses that are irrelevant.

The purpose of focusing on the public education sector in Saudi Arabia is to increase the reliability of the results due to being subjected to the same rules and regulations applied by the Saudi government. Additionally, the presence of Saudi women is relatively higher in the public sector, especially the Ministry of Education, Ministry of Social Affairs, and the Ministry of Health, whereas the participation of women in the private sector is lower (Fakeeh, 2009). Therefore, the results of this research will be highly beneficial and have the potential for implications.

Due to the nature of women's extensive family responsibilities in Saudi culture, this research aimed to focus on female teachers and the relationship between work-life balance and work performance regardless of the external forces such as political and religious forces that might affect the women in education sector (Hamdan, 2005).

Questionnaire development

The main source of data collection in this study is the online structured questionnaire survey. A snowball sampling technique was used to distribute the questionnaire among teachers via social media networks to reach the maximum possible respondents, as proved by Baltar & Brunet (2012). The statements that were used in the questionnaire to analyze work-family conflict, family-work conflict, work-life balance, job satisfaction, and employee performance were a combination of questions adapted from some that were research-tested by Riana et al. (2018) and other questions developed by us. The questionnaire was also translated into Arabic to attract a large number of respondents as it is the main and mother language in Saudi Arabia as well as the fact that many people in Saudi Arabia might have difficulty understanding the terms in English and may not respond to the questionnaire. The main questions were designed on a five-point Likert scale ranging from "Completely disagree" (Number 1) to "Completely agree" (Number 5). A nominal scale was used for demographic questions. All questionnaire responses were fully completed due to a feature available in the tool used (Google Forms) that can make all questions mandatory. An optional open-ended question was added for the respondents' comments and feedback to discover their point of view regarding the questionnaire's topic or to add any additional ideas they wish to add to improve the quality of future research. Many replies were supportive of the study and respondents were interested in being informed about the results. Some respondents wished that the results reach high-level management in the public education sector to improve the quality of the work environment. The questionnaire aimed to focus on women teachers in the educational sector and the objective was successfully met.

Demographic Analysis

The demographic factors that were included in the questionnaire include language and employment status. After eliminating unrelated responses, it was found that all considered responses were completed in the Arabic version, though the questionnaire was developed in two languages (Arabic and English), that is due to the fact that Arabic is the mother language in Saudi Arabia.. Among all the 93 considered respondents, 90 respondents were currently employed, and just 3 of them were previously employed.

Additional demographic questions were included in the questionnaire just to control the accuracy of the sampling procedure to adapt the responses of female Saudi teachers in the public education sector only. The questions covered gender and employment status, public or private sector.

Measurements

Research variables were measured individually. The first independent variable, work-family conflict, was measured using five questions to find the effect of work duties on family responsibilities. The questions covered the following aspects: time spent at work, additional working hours, emotional stability, and stress arising from work pressures. The second independent variable, family-work conflict, aimed to discover the opposite conflict of the previous variable, which is the effect of family responsibilities on employee commitment at work and fulfilling her required duties. Five questions were used to measure the household responsibilities in the form of pressure, time, emotions, health, and energy to perform the assigned tasks at work. Work-life balance is the third independent variable in this research. It aimed to measure how employees can balance between their work and own life duties through the other five questions focusing on time management between work and rest, obligations and health, social activities and work activities, and balance between responsibilities. The moderating variable, job satisfaction, was measured with seven questions shedding light on the employee's ability to fulfill the assigned tasks, the alignment of the assigned tasks with the employee's objectives, employee's satisfaction with the reward system, promotional policies, employees' rights, supervisor evaluation fairness, and job improvement opportunities. The last variable, employee performance, is the dependent variable, which was measured using six questions. These questions were based on the employee's self-evaluation of performance, including work planning, meeting deadlines, taking on challenges, problem-solving, technological skills, and work environment adaptation. All previous variables were measured using an ordinal five-point Likert scale ranging from strongly agree (1) to strongly disagree (5).

The demographic questions included in the questionnaire to control the accuracy of the sampling procedure, covered gender and employment status, and public or private sector employment. Both nominal and ordinal types of questions were used in this section. Dummy variables (0) and (1) were assigned for the nominal questions i.e. gender and sector. In the gender question, (0) was assigned to male and (1) was assigned to female. In the sector question, (0) was assigned to the public sector and (1) was assigned to the private sector. We captured the responses for (1) currently employed and (2) previously employed teachers.

Descriptive statistics and bivariate correlation were used to explore the correlations between variables. A scatterplot was used to find the independent variables with job satisfaction as a moderator.

Regression Analysis

A linear regression analysis was applied to test the research hypotheses and the relationships between the research variables of work-family conflict, family-work conflict, work-life balance, job satisfaction, and employee performance.

The calculations included R-squared, Adjusted R2, F-statistics, T-value, and B-value for the evaluation as well as collinearity statistics (variance inflation factor (VIF) and tolerance value), which showed that collinearity has no issue within the model.

Results

Concerning the values in the Tables 2, 3 and 4 below, which was generated by SPSS to perform the tests mentioned previously in the measurements section, the following are the analysis of the results:

Results show that work-family conflict has a positive but not significant effect on employees' performance ($B = 0.437$; sig. value = 0.203). The relation is the opposite of the expected result. Therefore, H1 is rejected.

Our study shows that family-work conflict is significantly negative at a 95% level of confidence as the significance value is (0.042); $P\text{-value} < 0.05$; and coefficient value is negative (-0.216). Accordingly, H2 is accepted. The results are different from the findings of Soomro et al. (2018).

The results also show that work-life balance is highly significant with a 99% level of confidence (sig. value = 0.000, $P\text{-Value} < 0.01$). It also shows a positive effect due to the positive coefficient ($B = 0.529$). Therefore, H3 is supported and aligned with the results of Soomro et al. (2018).

Similarly, job satisfaction is positive and highly significant with a 99% level of confidence ($B = 0.195$, sig. value = 0.000, $P\text{-Value} < 0.01$). The findings of Soomro et al. (2018) are also aligned with our results and the acceptance of H3 for this research.

When it comes to the relations between the moderator, job satisfaction, and independent variables, a scatterplot was developed, respectively.

First, the scatter points showing the relation between job satisfaction and work-family conflict are sloping downward from the upper left to the lower right in Figure-2, which means the relationship is significantly negative. Therefore, H4.1 is accepted.

Second, the points in the scatterplot of the relation between family-work conflict and job satisfaction are clustered. Therefore, the relation is not significant and H4.2 is rejected.

Finally, since the points in Figure-2 showing the relation between job satisfaction and work-life balance are sloping upward from the lower left to the upper right, job satisfaction is significantly and positively moderating work-life balance. Therefore, H4.3 is accepted.

Table-2: Bivariate correlations
Correlations

	WFCTOTAL	FWCTOTAL	WLBOTAL	JSTOTAL	EPTOTAL
WFCTOTAL Pearson Correlation	1	.413**	-.349**	-.135	.133
Sig. (2-tailed)		.000	.001	.197	.203
Sum of Squares and Cross-products	1441.892	735.161	-436.376	-246.527	191.903
Covariance	15.673	7.991	-4.743	-2.680	2.086
N	93	93	93	93	93
FWCTOTAL Pearson Correlation	.413**	1	-.301**	.056	-.211*
Sig. (2-tailed)	.000		.003	.597	.042
Sum of Squares and Cross-products	735.161	2200.258	-464.935	125.290	-376.355
Covariance	7.991	23.916	-5.054	1.362	-4.091
N	93	93	93	93	93
WLBOTAL Pearson Correlation	-.349**	-.301**	1	.421**	.491**
Sig. (2-tailed)	.001	.003		.000	.000
Sum of Squares and Cross-products	-436.376	-464.935	1087.183	667.656	615.161
Covariance	-4.743	-5.054	11.817	7.257	6.687
N	93	93	93	93	93
JSTOTAL Pearson Correlation	-.135	.056	.421**	1	.367**
Sig. (2-tailed)	.197	.597	.000		.000
Sum of Squares and Cross-products	-246.527	125.290	667.656	2309.118	669.226
Covariance	-2.680	1.362	7.257	25.099	7.274
N	93	93	93	93	93
EPTOTAL Pearson Correlation	.133	-.211*	.491**	.367**	1
Sig. (2-tailed)	.203	.042	.000	.000	
Sum of Squares and Cross-products	191.903	-376.355	615.161	669.226	1441.613
Covariance	2.086	-4.091	6.687	7.274	15.670
N	93	93	93	93	93

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table-3: Descriptive statistics

Descriptive Statistics									
	Mean	Std. Deviation	N						
WFCTOTAL	10.85	3.959	93						
FWCTOTAL	14.23	4.89	93						
WLBTOTAL	10.47	3.438	93						
JSTOTAL	18.46	5.01	93						
EPTOTAL	13.06	3.958	93						

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Std. Error	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
WFCTOTAL	93	18	5	23	1009	10.85	0.411	3.959	15.673
FWCTOTAL	93	20	5	25	1323	14.23	0.507	4.89	23.916
WLBTOTAL	93	16	4	20	974	10.47	0.356	3.438	11.817
JSTOTAL	93	26	7	33	1717	18.46	0.52	5.01	25.099
EPTOTAL	93	18	6	24	1215	13.06	0.41	3.958	15.67
Valid N (listwise)	93								

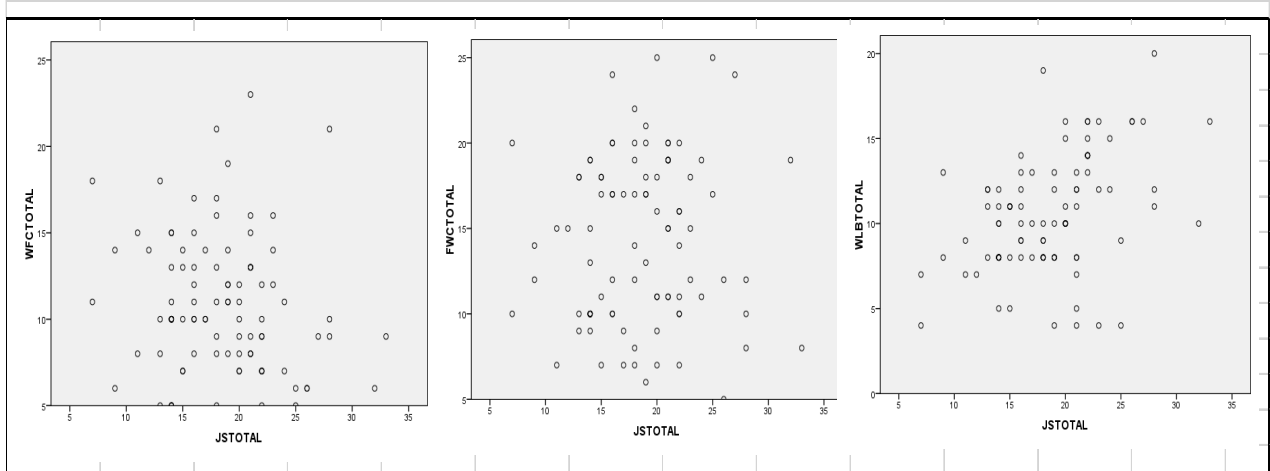


Figure-2: Scatterplot of correlation with job satisfaction as a moderator

Regression Analysis

Table-4: Regression analysis results

Variables Entered/Removed						
Model	Variables Entered	Variables Removed	Method			
1	JSTOTAL, FWCTOTAL, WFCTOTAL, WLBTOTAL ^a	.	Enter			
a. All requested variables entered.						
b. Dependent Variable: EPTOTAL						
Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.656 ^a	0.431	0.405	3.053		
a. Predictors: (Constant), JSTOTAL, FWCTOTAL, WFCTOTAL, WLBTOTAL						
ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	621.212	4	155.303	16.659	.000 ^a
	Residual	820.401	88	9.323		
	Total	1441.613	92			
a. Predictors: (Constant), JSTOTAL, FWCTOTAL, WFCTOTAL, WLBTOTAL						
b. Dependent Variable: EPTOTAL						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.261	1.978		1.143	0.256
	WFCTOTAL	0.437	0.092	0.437	4.77	0
	FWCTOTAL	-0.216	0.075	-0.267	-2.904	0.005
	WLBTOTAL	0.529	0.112	0.459	4.733	0
	JSTOTAL	0.195	0.072	0.247	2.72	0.008
a. Dependent Variable: EPTOTAL						
Coefficients ^a						
Model		Collinearity Statistics				
		Tolerance	VIF			
1	WFCTOTAL	0.771	1.297			
	FWCTOTAL	0.763	1.31			
	WLBTOTAL	0.687	1.455			
	JSTOTAL	0.783	1.278			
a. Dependent Variable: EPTOTAL						

Discussion and Conclusion

Employee performance has been studied in great abundance globally in recent years by researchers approaching the topic with different variables in various organizations. These studies have advanced organizations' knowledge in realizing the different factors that can impact employees' performance. Here, the aim of this study is to shed the light on Saudi female teachers working in public schools by studying the impacts of below variables on their performance with job satisfaction as moderating variable:

- The influence of work duties on teachers' family or social duties which could lead them to stress; for example, when a married teacher spends more time in school to finish her duties, it results in less time for her family compromising her family duties (work-family conflict).
- The influence of family and social duties of female teachers on their work duties; for example, married teachers could have problems balancing their duties as mothers and their duties as teacher (family-work conflict).
- The teachers' ability to successfully conduct their work and social or family duties in a timely manner (work-life balance).

This is a primary research study following a quantitative method and a snowball sampling technique where it was distributed among female teachers in different public schools.

After analyzing the results of the questionnaire covering different aspects of family-work conflict, work-family conflict, work-life balance, job satisfaction, and teachers' performance the result were as follows:

It was found that there is a positive and highly significant impact on employee performance by work-life balance. This supports the findings of Rotondo and Kincaid (2008) and Mäkelä and Suutari (2011).

It is obvious and logical that employee performance is positively affected by the offers and options granted by his/her organization to manage life and family duties, which will result, in turn, in getting a better performance from the employee. A balanced life will encourage the employee to efficiently and effectively perform tasks due to the quality of life gained.

The results also expressed a positive but not significant effect when it comes to work-family conflict. However, this finding does not match the findings of Soomro et al. (2018) that work-family conflict has a significant positive impact on an employee's performance.

Family-work conflict was revealed to have a significant negative impact on employee performance. Accordingly, this finding is in line with those from the research of Mohsin and Zahid (2012) conducted in the banking sector of Pakistan, which reports that family-work conflict has a significant negative impact on an employee's performance. On the other hand, this result opposes the results of Soomro, Breitenecker, & Shah (2018).

In addition, there is a positive and highly significant impact on an employee's performance by job satisfaction. But when it comes to the relations between the moderator, job satisfaction, and other variables, the relation between job satisfaction and work-family conflict is significantly negative. However, the relation between family-work conflict and job satisfaction is not significant. Finally, job satisfaction is significantly moderating work-life balance positively.

Limitations and future research

Based on the results and experiences gained through this research, some of the limitations of this study should be noted. First, the study focuses on only 93 female teachers in the public education sector in Saudi Arabia. Saudi Arabia consists of 13 provinces. Although this research covered the biggest two provinces that are almost equal to half of the country in terms of size, a country with such a large population should include a bigger sample size. For future research, collecting responses from all provinces will result in higher reliability of the conducted research. One of the limitations was the lack of time that affected the collected number of responses. Second, further research with control variables such as age, marital status, number of children, and some other family responsibilities is necessary to understand the variables since people with different family responsibilities may have different triggers of conflict, balance, satisfaction, and performance. In addition, the external forces might have a role in moderating the relationship between the variables. Therefore, a comparative study of previous aspects can be considered for future research. Finally, the dependent variable measurement, employee performance, was based on the employee's self-evaluation. To get accurate information about the performance, the evaluation should be done by the organization, considering the supervisors' evaluations rather than the evaluation of the employees themselves.

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