

Impact of Work-Family Interface on Job Satisfaction of Teachers

- The Mediating Role of Perceived Organizational Support

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ABSTRACT. *Work-family balance or conflicts has considerable impact on job satisfaction, and the perceived organizational support of employees plays a decisive role in determining the degree of the impact. Through questionnaire surveys, this study distributed among teachers in off-campus training schools 400 questionnaires, 358 of which were collected and deemed effective. The survey results show that except emotional support, other factors including work-family conflicts, instrumental support and supervisor support have significant positive correlation to the respondents' job satisfaction; work-family enrichment, instrumental support, and supervisor support have significant positive correlation to job satisfaction; both instrumental support and supervisor support play a mediating role in the impact of all sub-factors of work-family interface on job satisfaction, while emotional support does not. Moreover, the job demands-resources model and the organization theory are employed to analyze the research results.*

KEYWORDS: *Work-family interface, Job satisfaction, Perceived organizational support, Off-campus training school teachers*

1. Introduction

Off-campus training for primary and secondary school students has grown into a large market demand in China. The market reached a scale of 800 billion yuan in 2016, engaging more than 137 million students and 7 – 8.5 million teachers nationwide [1]. As the special timetable of the off-campus training schools, the employed teachers usually face dual pressure from work and family, and the work-family conflict (WFC) turns out a major factor that affects their job satisfaction. Previous studies show that early studies in this regard focused merely on the negative impact of work-family interface (WFI), i.e. the WFC. As studies proceeded, researchers began to pay attention to the positive impact of WFI, i.e. work-family enrichment (WFE). This study aims to explore the impact of the WFI

on job satisfaction as well as the role that perceived organizational support (POS) plays within. By clarifying these correlations, this study aims to provide suggestions for training teachers to improve their work-family balance and for the schools to intervene, thereby increasing their job satisfaction. Meanwhile, enhancing the teachers' job satisfaction will reduce the staff turnover and thus increase the training school's competitiveness.

1.1 Research Questions and Hypotheses

As Voydanoff (2004) indicated in her model of job characteristics and work-family interface, the job characteristics of employees, regardless of the type of organizations and the work contexts they are in, can be summarized into work demands and work resources. WFC derives from the different roles that one must play at work and in the family: juggling both may lead to conflicts. WFE is a process in which active engagement in employment and family domains provides resources that contribute to individual fulfillment. Job satisfaction refers to an employee's subjective response to all elements about his/her job, including the work environment, the work content, the work scenarios, etc. (Hoppock, 1935). Previous studies found that job satisfaction is negatively correlated to WFC, while positively correlated to WFE (Vadivukkarasi & Ganesan, 2015; Ding et al., 2019; Li, 2011; Wang, 2018). Some studies also revealed that WFC negatively predicts job satisfaction (Krishnakumar & Choudhury, 2019). Pang (2018) defined that POS is an employee's comprehensive perception of whether the organization recognizes his/her contribution and extends care to his/her work, life, material and emotional needs. Li et al. (2018) argued that POS involves the help and support that an organization provides to meet the employees' psychological needs, making the employees feel their contribution is valued and their wellbeing matters. Based on previous studies, two hypotheses are proposed in the study hereof:

Hypothesis 1: work-family conflict negatively predicts job satisfaction; while work-family enrichment positively predicts job satisfaction;

Hypothesis 2: Perceived organizational support positively predicts job satisfaction.

1.2 The Mediating Role of Perceived Organizational Support

Perceived organizational support (POS) is an employee's perception concerning the extent to which the organization values his/her contribution and cares about his/her wellbeing. This theory points out that the employees can perceive at work what the organization provides, such as the benefits and assessment. When an employee feels being valued, cared about, supported, and recognized, he/she will show more initiative; when an organization provides preferable benefits to the employee, it will be paid back with better performance (Eisenberger, 1986). In other words, POS will influence job satisfaction. Studies revealed that POS has a positive correlation to job satisfaction (Ababneh, 2019; Riemenschneider, 2011; Sun, 2018),

and can significantly predict job satisfaction (Wang, 2018; Ma, 2016; Zhao, 2014; Chen, 2011).

Teachers in off-campus training schools are a special profession between public-school teachers and enterprise employees, whose needs and feelings hardly draw any attention from the society. Most previous studies on this special profession mainly focused on the correlation between the WFI and job satisfaction, and analysis of a mediating effect would help explore the specific mechanism underlying the correlation (Wen & Ye, 2014). Wang (2018) found that WFC is negatively correlated to job satisfaction; emotional support and supervisor support in POS play a mediating role in the correlation between WFC and job satisfaction, while instrumental support does not. Moreover, existing studies show that POS negatively moderates the interaction between WFC and job satisfaction (Wang, 2015; Zhang, 2009). Based on review of theories and previous studies, the author found that WFI may indirectly predict job satisfaction through the POS. Thus, the third hypothesis is proposed:

Hypothesis 3: perceived organizational support plays a mediating role between work-family interface and job satisfaction.

In sum, based on the job demands-resources model (JD-R model), the two-factor theory, and the organizational support theory, this study proposes an mediating effect model (Fig. 1), which probes into the following contents: (1) to analyze the correlation between the WFI, POS and job satisfaction of teachers in off-campus training schools; (2) to explore whether POS plays an mediating role between the WFI and job satisfaction of these teachers.

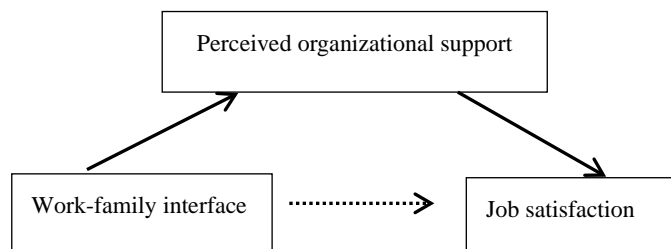


Fig.1 The Mediating Effect of Pos on the Relation between Wfi and Job Satisfaction of Teachers in Off-Campus Training Schools

2. Research Method

2.1 Respondents

Through random sampling, the author selected 42 off-campus training schools in Guangdong province and distributed 400 print questionnaires among teachers of these schools. 358 valid questionnaires were collected, making up a response rate of

89.5%. 23.5% of the respondents were male and 76.5% were female.

2.2 Research Tools

2.2.1 Work-Family Interface Questionnaire

Based on the *Work Family Conflict Scale* developed by Netemeyer et al. (1996) and the *Work Family Enrichment Scale* developed by Carlson et al. (2006), the author designed the *Work-Family Interface Questionnaire* on a five-point scale (1= strongly disagree; 5= strongly agree). The confirmatory factor analysis result shows that RMSEA = 0.06, SRMR=0.04, NNFI= 0.91, and CFI=0.93, confirming the good construct validity of the designed questionnaire (Wen et al., 2004). In this study, the reliability coefficient α of WFC is 0.91, and that of WFE is 0.87.

2.2.2 Perceived Organizational Support Questionnaire

The *Perceived Organizational Support Questionnaire* used in this study is adapted from the *POS Scale* developed by Eileen & Kopelman (2003), consisting of 15 questions on a five-point scale (1= strongly disagree; 5= strongly agree). The confirmatory factor analysis result shows that MSE= 0.03, SRMR=0.04, NNFI= 0.95, CFI=0.97, confirming the good construct validity of the questionnaire (Wen et al., 2004). The reliability coefficient α of the questionnaire is 0.89, in which, the coefficient of instrumental support is 0.89, that of emotional support is 0.90, and that of supervisor support is 0.86.

2.2.3 Job Satisfaction Questionnaire

Based on the short form in *Minnesota Satisfaction Questionnaire*, the author developed the *Job Satisfaction Questionnaire* according to the actual conditions of off-campus training schools, on a five-point scale (1=strongly disagree; 5= strongly agree). The confirmatory factor analysis result shows that RMSEA= 0.03, SRMR=0.04, NNFI= 0.95, CFI=0.97, which confirms the good construct validity of the designed questionnaire (Wen, 2004). The reliability coefficient α of this questionnaire is 0.92.

3. Results and Analysis

3.1 Descriptive Statistics of Variables and Correlation Analysis

As the correlation analysis result in Table 1 shows, except emotional support, WFC, instrumental support and supervisor support have significant negative correlation to the job satisfaction of teachers in off-campus training schools; WFE, instrumental support and supervisor support show significant positive correlation to their job satisfaction.

Table 1 Descriptive Statistics Of Variables and Correlation Analysis Results (n=358)

Variables	M	SD	1	1-1	1-2	2	2-1	2-2	2-3	3
1WFI	3.27	0.63	1							
1-1WFC	2.38	1.22	0.28**	1						
1-2 WFE	3.91	1.18	0.71**	-0.48**	1					
2 POS	3.62	0.73	0.22**	-0.37**	0.48**	1				
2-1 Instrumental support	3.86	1.10	0.28**	-0.47**	0.61**	0.69**	1			
2-2 Emotional support	3.57	1.04	0.08	0.02	0.06	0.56**	0.02	1		
2-3 Supervisor support	3.43	1.10	0.09	-0.28**	0.29**	0.76**	0.37**	0.16**	1	
3 Job satisfaction	3.46	0.96	0.05	-0.70**	0.56**	0.50**	0.61**	0.02	0.38**	1

Note: *p<.05, **p<.01 (the same applies to the following tables)

3.2 Correlation between Wfi and Job Satisfaction of Off-Campus School Training Teachers: the Mediating Effect of Pos

The linear multivariate regression analysis method was employed to analyze correlations between variables: first, to investigate the predictive effect of WFI and POS on job satisfaction of the teachers, with the former two as the independent variables (predictive variables) and job satisfaction as the dependent variable (outcome variable); second, to explore the predictive effect of WFI on job satisfaction. The background variable was the control variable. Then, by the stepwise regression method in linear multivariate regression, the author explored the impact of different aspects of WFI and POS on job satisfaction. As Table 2 shows, WFC negatively predicts job satisfaction ($\beta=-0.702$, $t=-13.960$, $p<0.001$), while WFE positively predicts job satisfaction ($\beta=0.294$, $t=7.328$, $p<0.001$); instrumental support positively predicts job satisfaction ($\beta=0.543$, $t=12.282$, $p<0.001$); supervisor support plays a positive predictive role ($\beta=0.179$, $t=4.038$, $p<0.001$); WFE positively predicts POS ($\beta=0.388$, $t=7.413$, $p<0.001$), and WFC negatively predicts POS ($\beta=-0.182$, $t=-3.483$, $p<0.001$).

Table 2 Regression Analysis Of Variables

Regression equation		Overall goodness of fit			Significance of the regression coefficient	
Outcome variable	Predictive variable	R	R ²	F	β	t
Job satisfaction	WFC	0.70	0.49	345.54**	-0.70	-13.96**
	WFE	0.75	0.56	225.20**	0.29	7.33**
Job satisfaction	Instrumental support	0.61	0.37	209.74**	0.54	12.28**
	Supervisor support	0.63	0.40	117.53**	0.18	4.04**
POS	WFE	0.48	0.23	103.92**	0.39	7.41**
	WFC	0.50	0.25	59.65**	-0.18	-3.48**

According to the mediating effect test steps proposed by Wen (2004), Wen & Ye (2014), the mediating effect test in this study is as shown in Fig. 2.

Among the aspects of WFI, both instrumental support and supervisor support play a mediating role in job satisfaction, while emotional support does not.

WFC negatively predicts POS ($\beta=-0.368$, $t=-7.475$, $p<0.001$), and POS positively predicts job satisfaction ($\beta=0.283$, $t=7.501$, $p<0.001$). Though POS plays a mediating role between WFC and job satisfaction, the negative predictive effect of WFC on job satisfaction remains significant ($\beta=-0.597$, $t=-15.812$, $p<0.001$). Further analysis shows that POS plays a partially mediating role, with a mediating effect of 14.8%. WFC negatively predicts instrumental support ($\beta=-0.472$, $t=-10.092$, $p<0.001$), and instrumental support positively predicts job satisfaction ($\beta=0.357$, $t=9.293$, $p<0.001$), which indicates that instrumental support also plays a mediating role between WFC and job satisfaction, but the predictive effect of WFC on job satisfaction remains significant ($\beta=-0.533$, $t=-13.868$, $p<0.001$); further analysis shows that the mediating effect of instrumental support between WFC and job satisfaction is 24.1%. Likewise, WFC negatively predicts supervisor support ($\beta=-0.283$, $t=-5.564$, $p<0.001$), and supervisor support positively predicts job satisfaction ($\beta=0.195$, $t=5.124$, $p<0.001$), so supervisor support also plays a mediating role between WFC and job satisfaction, but the negative predictive effect of WFC on job satisfaction remains significant ($\beta=-0.647$, $t=-17.002$, $p<0.001$). In other words, supervisor support also plays a partially mediating role, with a mediating effect of 7.8%.

WFE positively predicts POS ($\beta=0.475$, $t=10.194$, $p<0.001$), and POS positively predicts job satisfaction ($\beta=0.305$, $t=6.459$, $p<0.001$), so POS plays a mediating role between WFE and job satisfaction, and the positive predictive role of WFE on job satisfaction is significant ($\beta=0.418$, $t=8.875$, $p<0.001$). Thus, POS plays a partially mediating role between WFE and job satisfaction, with a mediating effect of 25.8%. WFE positively predicts instrumental support ($\beta=0.605$, $t=14.352$, $p<0.001$), and instrumental support positively predicts job satisfaction ($\beta=0.423$, $t=8.404$, $p<0.001$).

Instrumental support plays a mediating role between WFE and job satisfaction, and the positive predictive effect of WFE on job satisfaction is significant ($\beta=0.307$, $t=6.105$, $p<0.001$). Thus, instrumental support plays a partially mediating role, with a mediating effect of 45.5%. WFE positively predicts supervisor support ($\beta=0.287$, $t=5.648$, $p<0.001$), and the latter positively predicts job satisfaction ($\beta=0.236$, $t=5.352$, $p<0.001$). Supervisor support plays a mediating role between WFE and job satisfaction, and the positive predictive effect of WFE on job satisfaction is significant ($\beta=0.496$, $t=11.256$, $p<0.001$). Thus, supervisor support plays a mediating role, with a mediating effect of 12.1%.

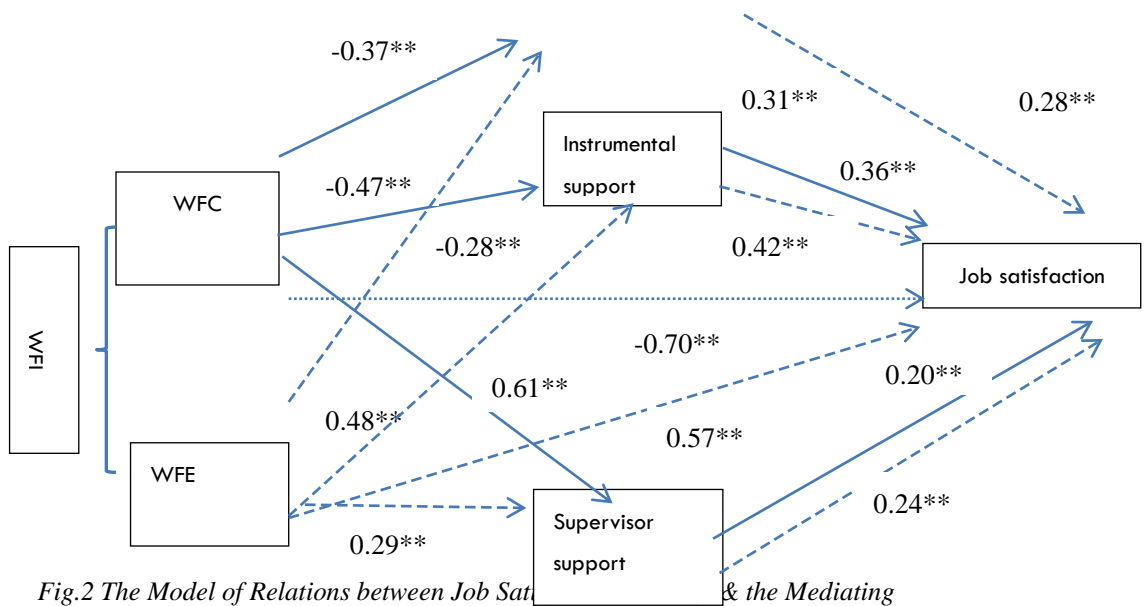


Fig.2 The Model of Relations between Job Satisfaction & the Mediating Effect of Perceived Organizational Support

4. Discussion

4.1 Wfi, Pos and Job Satisfaction

One objective of the present study is to explore the correlation between WFI, POS and job satisfaction of teachers in off-campus training schools. As Table 1 shows, due to the special work timetable of their profession, teachers in off-campus training schools face dual pressure from work and family; increase in WFE leads to higher job satisfaction, and a decline in WFE causes lower job satisfaction, which is consistent with previous study results (Wang, 2018; Yuan, 2016; Song, 2015). This means that the resources that an off-campus training school teacher get from work and family leads to individual fulfillment: when the teacher's contribution is recognized or receives material incentives from the organization, his/her chances for

promotion and training improves, leading to a higher degree of job satisfaction; this in turn increases the teacher's initiative to work harder, and thus make work and family enrich each other. This result is consistent with some previous studies (Wang, 2018; Yuan, 2016; Song, 2015). Therefore, the training school should pay attention to WFC, implement flexible and human-oriented staff management, thereby increasing the mutually-enriching effect between work and family, and enhancing job satisfaction.

Among the multiple aspects of POS, instrumental support and supervisor support have significant positive correlation to job satisfaction, but emotional support does not. This result is identical to that achieved by Ma (2017). The reason is that compared with public-school teachers, teachers in off-campus training schools receive less recognition for their profession from society; in other words, they are in want of recognition from the organization, their family, and the society to boost their sense of achievement and pride. Therefore, the school should create a harmonious environment, engage the teachers into daily administration; the supervisors should give positive feedback and support to the teachers, provide more chances for training and promotion, and make them feel respected, thereby improving the teachers' POS and loyalty.

Besides, instrumental support and supervisor support are negatively correlated to WFC, but positively correlated to WFE. This result is consistent with that achieved by Li (2012), who concluded the significant negative effect of POS on WFC and the significant positive effect on WFE. In view of this result, the training school should improve the teachers' POS, reduce their perceived conflict, and help them strike a balance between family and work.

4.2 The Predictive Effect of Wfi and Pos on Job Satisfaction

As Table 2 shows, WFI and POS partially predict job satisfaction, which in part validates Hypothesis 1. In WFI, WFC negatively predicts job satisfaction, while WFE has a positive predictive effect. This result is consistent with that achieved by Wang (2015): in POS, instrumental support and supervisor support positively predict job satisfaction of off-campus school training teachers, but emotional support does not play a predictive role. This conclusion, however, differs from some other studies (Wang, 2018). The difference is mainly about the predictive effect of emotional support. Hutchison (1997) built a POS model and identified the factors that would influence the employee's POS, including role ambiguity and role conflict. Different from their public-school counterparts, teachers in off-campus training schools in China have a large turnover rate, and they care more about incentives and support from the organization and supervisors, while investing little, if any, emotion to their job. In WFI, WFC negatively predicts POS, while WFE plays a positive predictive role, which is consistent with the research result of Li (2011).

4.3 The Mediating Role of Pos

Another objective of this study is to explore whether POS plays a mediating role between WFI and job satisfaction of off-campus school training teachers. The research result partly validifies Hypothesis 3, i.e. POS and its sub-aspects, instrumental support and supervisor support, play a mediating role in the effect of WFI on job satisfaction. The conclusion that emotional support has no mediating effect, however, differs from those achieved by some previous studies (Wang, 2018; Zhang, 2009). The reason for the difference may be that the training school teachers usually perceive little emotional support, an intangible management resource that will make the teachers feel being valued and respected. If the teachers' psychological expectation is satisfied, they will be more committed to their profession, thus showing more reliance, recognition, and investment to the organization. Therefore, as the work time of the training school teachers is usually in evenings or on weekends and holidays, which are within the leisure time of other professions. Such a timetable contrary to that of other professions will reduce the teachers' family time and lead to more WFC. Therefore, it is advisable that the organization and direct supervisors adopt a flexible management model (allowing paid sick leave or a flexible office-hour timetable, for instance), so that the teachers can receive more instrumental support and care, channeling their gains from family to work and thus improve work-family enrichment.

5. Conclusions

The conclusions of this study are as follows:

1)WFC of teachers in off-campus training schools negatively predicts job satisfaction and POS, and WFE positively predicts job satisfaction and POS; instrumental support and supervisor support in POS positively predicts job satisfaction.

2)POS plays a mediating role between the WFI and job satisfaction of teachers in off-campus training schools.

6. Acknowledgment

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