

Teachers motivation and work-family conflict: perceptions of Fil-Am teachers

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ABSTRACT. This study was undertaken to investigate the relationship between motivation and experienced work-family conflict (WFC). The sample consisted of 105 K-12 Filipino-American teachers in Maryland, USA. The data used in the survey were collected electronically using a Motivation Scale and a Work-Family Conflict Scale. The results from the Motivation scale showed an overall mean of 6.15 (S.D. = 0.75) with a qualitative description of 'agree'. Specifically on motivating factors or factors that are intrinsic in nature, the respondents posted a pooled mean of 6.30 (SD = 0.63) with a qualitative description of 'strongly agree' while on hygiene or maintenance factors, respondents had a pooled mean of 5.99 (SD = 0.75) with a qualitative description of 'agree', respondents Work-Family Conflict Scale revealed that overall the teachers recorded a mean score of 2.42 (SD = 1.15) out of a possible 5. The teachers 'moderately agree' that they experienced time- and strain- based work interference with family (WIF) and strain- based family interference with work (FIW). They posted the answer 'disagree' that they experienced time- and strain-based FIW, as well as either of the two behavior-based interferences (WIF and FIW). Correlation analysis using Pearson r showed that there was a highly significant negative relationship between hygiene factors and strain-based WIF as well as between hygiene factors and behavior-based WIF. There was also a negative relationship between hygiene factors and behavior-based FIW. This means that as maintenance needs are being met (i.e. salaries, favorable working conditions, etc.) the teachers are feeling more energized when they transition from work roles to family roles. In addition, meeting these needs incentivize teachers to abide by behavior expectations thus intrusion from other roles. There was no relationship between the motivating factors and all six categories of WFC. Likewise, between hygiene factors and both time-based interferences (WIF and FIW) as well as between hygiene factors and strain-based FIW.

Keywords: teacher motivation; work-family conflict; work interference with family; family interference with work.

Motivação de professores e conflito trabalho-família: percepções de professores da Fil-Am

RESUMO. Este estudo foi realizado para investigar a relação entre a motivação e o conflito trabalho-família (WFC) vivenciado. A amostra consistiu de 105 professores filipino-americanos K-12 em Maryland, EUA. Os dados utilizados na pesquisa foram coletados eletronicamente por meio de uma Escala de Motivação e uma Escala de Conflito Trabalho-Família. Os resultados da escala de Motivação apresentaram média geral de 6,15 (DP = 0,75) com descrição qualitativa de concordo. Especificamente sobre fatores motivadores ou fatores que são de natureza intrínseca, os entrevistados postaram uma média combinada de 6,30 (DP = 0,63) com uma descrição qualitativa de concordo fortemente, enquanto nos fatores de higiene ou manutenção, os entrevistados tiveram uma média combinada de 5,99 (DP = 0,75) com uma descrição qualitativa de concordância, os entrevistados da Escala de Conflito Trabalho-Família revelaram que, em geral, os professores registraram uma pontuação média de 2,42 (DP = 1,15) de 5 possíveis. Os professores concordam moderadamente que experimentaram trabalho baseado em tempo e tensão interferência com a família (WIF) e interferência da família com base no trabalho (FIW). Eles postaram a resposta discordando que experimentaram FIW baseado em tempo e tensão, bem como qualquer uma das duas interferências baseadas em comportamento (WIF e FIW). A análise de correlação usando Pearson r mostrou que havia uma relação negativa altamente significativa entre fatores de higiene e WIF baseado em tensão, bem como entre fatores de higiene e WIF baseado em comportamento. Houve também uma relação negativa entre fatores de higiene e FIW baseado em comportamento. Isso significa que, à medida que as necessidades de manutenção estão sendo atendidas (ou seja, salários, condições de trabalho favoráveis, etc.), os professores se sentem mais energizados quando fazem a transição das funções de trabalho para as funções

familiares. Além disso, atender a essas necessidades incentiva os professores a cumprir as expectativas de comportamento, portanto, a intrusão de outros papéis. Não houve relação entre os fatores motivadores e todas as seis categorias do WFC. Da mesma forma, entre fatores de higiene e interferências baseadas em tempo (WIF e FIW), bem como entre fatores de higiene e FIW baseado em tensão.

Palavras-chave: motivação; fatores motivadores; fatores de higiene; conflito trabalho-família; interferência do trabalho na família; interferência da família no trabalho.

Motivación docente y conflicto trabajo-familia: percepciones de docentes de Fil-Am

RESUMEN. Este estudio se llevó a cabo para investigar la relación entre la motivación y el conflicto trabajo-familia experimentado (WFC). La muestra consistió en 105 maestros filipino-estadounidenses K-12 en Maryland, EE. UU. Los datos utilizados en la encuesta fueron recolectados electrónicamente utilizando una Escala de Motivación y una Escala de Conflicto Trabajo-Familia. Los resultados de la escala de Motivación mostraron una media global de 6,15 (D.E. = 0,75) con una descripción cualitativa de acuerdo. Específicamente en factores de motivación o factores que son de naturaleza intrínseca, los encuestados publicaron una media combinada de 6,30 (SD = 0,63) con una descripción cualitativa de totalmente de acuerdo, mientras que en los factores de higiene o mantenimiento, los encuestados obtuvieron una media combinada de 5,99 (SD = 0,75).) con una descripción cualitativa de estar de acuerdo, los encuestados en la escala Work-Family Conflict Scale revelaron que, en general, los docentes registraron una puntuación media de 2,42 (DE = 1,15) de un máximo de 5. Los docentes están moderadamente de acuerdo en que experimentaron un trabajo basado en el tiempo y la tensión. interferencia con la familia (WIF) e interferencia familiar basada en la tensión con el trabajo (FIW). Publicaron la respuesta en desacuerdo de que experimentaron FIW basado en el tiempo y la tensión, así como cualquiera de las dos interferencias basadas en el comportamiento (WIF y FIW). El análisis de correlación utilizando Pearson r mostró que había una relación negativa altamente significativa entre los factores de higiene y el WIF basado en la tensión, así como entre los factores de higiene y el WIF basado en el comportamiento. También hubo una relación negativa entre los factores de higiene y el FIW basado en el comportamiento. Esto significa que a medida que se satisfacen las necesidades de mantenimiento (es decir, salarios, condiciones de trabajo favorables, etc.), los maestros se sienten más energizados cuando hacen la transición de roles laborales a roles familiares. Además, satisfacer estas necesidades incentiva a los maestros a cumplir con las expectativas de comportamiento y, por lo tanto, a la intrusión de otros roles. No hubo relación entre los factores motivadores y las seis categorías de WFC. Asimismo, entre factores de higiene e interferencias tanto basadas en el tiempo (WIF y FIW) como entre factores de higiene y FIW basadas en la deformación.

Palabras clave: motivación; factores motivadores; factores de higiene; conflicto trabajo-familia; interferencia del trabajo con la familia; interferencia familiar con el trabajo.

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Introduction

Teaching is often perceived as a profession with many responsibilities that pays too little. With the right amount of dedication and motivation, teachers will not only persevere but also succeed and excel. Teacher motivation can be defined as the reasons that attract individuals to the teaching profession and encourage them to stay (Harja et al., 2021). For something more definitive, Reiger and Rees (1993) proposed looking into the work environment aside from the teacher's own personal values, beliefs, and goals. Knowing what motivates a teacher is important because it can lead to student achievement, as well as to improved health and well-being (Gokce, 2010; Richardson & Watt, 2010 apud Han & Yin, 2016; Hizon et al., 2024).

Among the prominent theories of need-based motivation that have been extensively used in employee satisfaction research is Herzberg's two-factor theory (Herzberg, 1976 apud Pardee, 1990). The first group of factors, called hygiene factors, are those that could result in dissatisfaction of the workplace by an employee but not directly about the work itself while in the second group, called motivating factors, are those that lead to satisfaction (Skiadas, 2020). Herzberg also pointed out that even if motivators are not present, such a condition would not immediately result in dissatisfaction but rather in absence of dissatisfaction. This is because hygiene factors can help contain discontent with the job, like a good salary and employee relationships. The theory developed by Herzberg can help administrators identify factors to pursue to keep the workforce motivated. As Mathis (1979, apud Pardee, 1990) pointed out, hygiene factors must be put in place or at least be considered to avoid employee dissatisfaction (Amin et al., 2021).

Motivation is a complex issue that cannot be explained by a single theory (Masbirorotni et al., 2020). In fact, Dessler (1986, apud Pardee, 1990) believed that motivation comes from tensions or conflicts that surface when vital needs are unmet. One of the sources of conflict occurs when teachers transition from work roles to family roles and vice versa. Teachers need to balance the time they spend on work and the time they devote for themselves and their families (Mukminin et al., 2017a, 2017b). They need to take care of their emotional and psychological well-being and even set boundaries, which are fuzzy (Schieman et al., 2009). While some teachers can compartmentalize and leave work in the workplace (Schieman et al., 2009), there really is a blurring of lines or a lack of clear delineation that can result to intrusion. Teaching is one of those professions with a porous border between home and work as they are interconnected (Clark, 2000).

Work-family conflict (WFC) can be categorized into six strands, namely, time-based work interference with family (WIF), time-based family interference with work (FIW), strain-based work interference with family (WIF), strain-based family interference with work (FIW), behavior-based work interference with family (WIF) and behavior-based family interference with work (FIW). It is an organizational concern that needs to be taken seriously and addressed. Research points to these conflicts as a cause of inferior performance or of leaving work entirely. Affected individuals can suffer mental and physical strain (Bellavia & Frone, 2005) or exhibit problems with social life, making them susceptible to stress and depression, in addition to other health conditions (Higgins, 2020). In fact, it is not just teachers but also employers (Eagle et al., 1998) and the students (Bassi & Fave, 2012) who are affected.

Organizations are increasingly dealing with emerging tensions at work (Smith et al., 2017) and are adopting work-life practices that enable employees to cope with the demands of work and life (McCarthy et al., 2010). Educational agencies and school districts would be interested in determining the extent to which teachers experience conflict in work and in life. This conflict will influence the teachers' professional practice which in turn will have an impact on student achievement. This study aimed to examine the motivation and work-family conflicts of Filipino-American teachers in Maryland, USA. Specifically, this study sought to: describe the motivation of the respondents, especially in terms of motivating and hygiene factors, determine the work-family conflicts experienced by the respondents such as time-based WIF, time-based FIW, Strain-based WIF, strain-based FIW, behavior-based WIF and behavior-based FIW: and, find out the relationship between motivation and experienced WFC of the respondents. The hypothesis of the study was there is no significant relationship between the respondent's motivation and work-family conflict.

Methodology

Research Design, Study site and participants

This study was conducted in Maryland, USA during the spring and summer of 2022. 105 Filipino-American (Fil-Am) teachers who were teaching in any of the 23 counties of Maryland responded to a request to participate by completing and returning an electronic survey.

This study used the descriptive research design. Descriptive research investigates the relationships of study variables, tests hypotheses, and proposes generalizations or theories (Best & Kahn, 2014). The use of descriptive research design encompasses the collection of data to characterize the sample. In this study, descriptive research design facilitated the description of respondents based on their motivation and WFC.

The correlation research design, which is nonexperimental research that deals with assessing the relationship between two variables was also utilized. Being nonexperimental, the researcher does not control the variables; hence, the relationship is not expected to be causal (Chiang et al., 2015). Instead, the study examined whether relationships exist between already established groups (Salkind, 2010). A non-experimental design allows for establishing relationships without manipulating study subjects (Cozby, 2007 apud Hughes et al., 2015; Dulock, 1993). Quantitative methods use deductive reasoning (Harwell, 2011) and consist of hypothesis formation, investigation, data collection and finally, making conclusions based on analysis of data. A quantitative method is necessary to analyze numerical data collected through surveys. This study used correlation research because it aimed to determine the relationship between teachers' motivation and work-family conflict. One of the limitations of the descriptive methods is that it norms using the results of the investigations, but it stops short of setting standards. It is important to note that the findings are utilized to understand existing phenomena and not necessarily to develop a universal model.

Instrumentation

To measure teachers' perception of their motivation, the study used an instrument consisting of 29 questions developed by Feyyat Gokce (2010). Further classifications differentiated between motivating and hygiene factors based on Herzberg's two-factor theory. The teachers were asked to answer the questions using a 7-point Likert scale where 1 = strongly disagree and 7 = strongly agree.

To measure the respondents' WFC, the Work-Family Conflict Scale (WFCS) developed by Carlson et al. (2000) was used (alpha value of 0.86). Consisting of 18 items, the scale was designed to measure work-life tensions by determining the extent of conflict or incompatibility of work responsibilities and family responsibilities. Measurement was done in both directions such as family interference with work (FIW) and work interference with family (WIF). In addition, three types of interference were measured, namely, time-based, strain-based and behavior-based. The respondents were asked to provide their answers using a 5-point Likert type where 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree and 5 = strongly agree. The higher the scores, the higher the conflict experienced by the respondent.

Method of data gathering and ethical considerations

A survey instrument was sent to prospective respondents by electronic means, specifically through email. Information concerning the nature and purpose of the survey, as well as how the results were to be utilized, was sent together with the survey instruments. Prospective respondents were also provided with contact information if they have questions concerning the research or the survey instrument.

Using a consent form, prospective participants were informed about the nature and purpose of the study before they accessed the questionnaire. Individual responses were also kept confidential and stored securely. All the required safeguards and protocols as recommended were approved by the Ethics and Review Committee of Central Luzon State University.

Method of data analysis

Data collected was initially organized, tabulated and summarized. The tabulated data were exported and analyzed descriptively and inferentially using the Statistical Package for Social Sciences (SPSS). Teachers' motivation was described using weighted mean and standard deviation for both motivating factors and hygiene factors. The qualitative classifications using transmute values are as follows: strongly disagree (1.00 – 1.74), disagree (1.75 – 2.49), agree (2.50 – 3.24) and strongly agree (3.25 – 4.00). Teachers' work-family conflict scores were described using mean and standard deviation. Specifically, descriptive statistics were aggregated for the (1) time-based, (2) strain-based and (3) behavior-based conflicts. The scores were transmuted to the assigned qualitative label, as follows: strongly disagree (1.00 – 1.74), disagree (1.75 – 2.49), agree (2.50 – 3.24) and strongly agree (3.25 – 4.00). Likert-type data were treated as interval data and analysis using the data was made using inferential statistics. Pearson Product moment correlation was used to determine the correlation between socio-demographic characteristics and work-family conflict.

Results and discussion

This section consists of the description of the respondents' motivation, description of the respondents' experienced WFC and the discussion of the relationship between motivation and WFC.

Motivation

Table 1 shows that the overall motivation score when all parameters were considered was 6.15 with a standard deviation of 0.75. Overall, these findings validate previous research findings of above average motivation of teachers. This is supported by studies that found teachers to be motivated here in the United States (Tawil, 2008) as well as internationally (Maeran et al., 2013; Gokce, 2010; Akdemir, 2020).

Of the motivating factors, the scores were highest on respect for oneself as a teacher, doing a proper job and knowledge opportunities. Also, while motivating factors ($M = 6.40$, $SD = 0.63$) scored higher than hygiene factors ($M = 5.99$, $SD = 0.86$), both contributed to the motivation and satisfaction on the job of the teachers. The data suggests that Filipino-American teachers in Maryland are not only satisfied with the work conditions that they find themselves in, but they also likewise found a sense of meaning and purpose in their jobs. The findings are supported by research that claimed teacher motivation measured using Herzberg's motivation theory to be high (Akdemir, 2020). In addition, the data is validated by other studies that found both

motivating factors and hygiene factors as contributing to employee satisfaction (Ataliç et al., 2016). These scores also confirm earlier findings that teachers value intrinsic and altruistic reasons and thus rate highly their skills as teachers, their contribution to society and working with children (Tang et al., 2018; Tawil, 2008). On the other hand, an examination of global research reveals extrinsic factors too, one of the most important of which is salary (Shukr et al., 2016). It should be noted that in the lowest scoring statements, respondents still 'agree' to these statements. Therefore, they positively contributed to the motivation of the respondents just like the highest scoring statements.

Among the hygiene factors, the three that posted the highest scores were job security, creativity and feeling at home in the workplace. It should be noted that while the respondents scored lowest on salary, the value conveys a degree of satisfaction as well. The respondents are based in Maryland which, according to various studies and surveys, is considered among the top states with the highest pay for teachers (National Center for Education Statistics [NCES], 2022).

Table 1. Respondent's motivation level.

Parameters		Mean	SD	Description
Motivating Factors				
1.	The institution where I work contributes to my recognition.	5.86	0.99	Agree
2.	I respect myself for having the profession of teaching	6.72	0.71	Strongly Agree
3.	I consider myself equipped for teaching.	6.60	0.63	Strongly Agree
4.	Teaching is an ideal job for me.	6.30	0.98	Strongly Agree
5.	Teaching makes my life more meaningful.	6.49	0.86	Strongly Agree
6.	My job gives me freedom and power.	5.65	1.29	Agree
7.	My job contributes to the development of society and the state	6.63	0.67	Strongly Agree
8.	I have opportunities to broaden my professional knowledge	6.63	0.64	Strongly Agree
9.	I think I am doing my job properly.	6.66	0.62	Strongly Agree
10.	The people in my institution know me as a successful worker.	6.32	0.85	Strongly Agree
11.	The institution where I work aids continuous learning.	6.28	0.88	Strongly Agree
12.	I hear new ideas in the institution where I work.	6.12	0.90	Agree
13.	I have a job which helps me to achieve my goals in life.	6.34	0.83	Strongly Agree
14.	My institution gives a quality education based on learning.	6.12	0.84	Agree
15.	I am popular in my institution because of my professional knowledge and competence	5.83	1.02	Agree
Pooled Mean		6.30	0.63	Strongly Agree
Hygiene Factors				
16.	I have a job in which I can easily meet all my physiological needs (i.e. food, water, clothing, etc.)	4.68	1.85	Slightly Agree
17.	The institution where I work is not exposed to any danger that may cause health problems.	6.08	1.34	Agree
18.	I have job security at the institution where I work.	6.36	1.03	Strongly Agree
19.	My superiors do not try to block my advancement.	6.11	1.27	Agree
20.	My peers do not try to damage my career.	6.14	1.20	Agree
21.	I have lots of friends at the institution where I work.	6.12	1.11	Agree
22.	My peers help each other in the workplace.	6.09	1.03	Agree
23.	People respect me because I am a teacher.	5.80	1.08	Agree
24.	I feel at home in the workplace.	6.19	1.01	Strongly Agree
25.	The institution where I work provides me with sufficient resources to do my job better.	5.90	1.19	Agree
26.	I can use my creativity in the institution where I work.	6.35	0.91	Strongly Agree
27.	I have a job which is in harmony with the expectations of people	6.10	0.97	Agree
28.	My institution gives me the opportunity to know whether I do my job well or not.	6.13	0.98	Agree
29.	My institution adopts a democratic and participatory approach towards management and supervision.	5.78	1.30	Agree
Pooled Mean		5.99	0.86	Agree
Over-all Mean		6.15	0.75	Agree

Legend: 1.00 – 1.86: Strongly Disagree; 1.87 – 2.72: Disagree; 2.73 – 3.58: Slightly Disagree; 3.59 – 4.44: Neither Agree nor Disagree; 4.45 – 5.30: Slightly Agree; 5.31 – 6.16: Agree; 6.17 – 7.00: Strongly Agree.

Work-Family conflict

Another objective of the study was to determine the WFC experienced by the respondents such as time-based WIF, time-based FIW, strain-based WIF, strain-based FIW, behavior-based WIF, and behavior-based FIW. In general, WFC occurs when someone's work needs time, energy and mindset that reduces that

individual's capacity to assume family roles. On the other hand, family-work conflict occurs when the family's needs and situations impinge on the individual's capacity to take on his or her work roles. Another way of explaining it is to use the spillover theory which states that 'values, behavior and emotions that arise from one's working environment pour out into one's private sphere' (Maeran et al., 2013).

The overall WFC mean score ($M = 2.42$, $SD = 1.15$) showed that as a group the teachers disagreed that they were experiencing work-family conflict. Given the teachers extensive length of service to the profession, teachers developed effective strategies in dealing with the potential conflicts in their work roles when at home or as spouse or parents when they were at work. Further disaggregation along time- strain- and behavior-based conflicts showed varied results. For both time-based and strain-based conflicts, WIF score is higher than FIW. Pooled mean for time-based WIF ($M = 2.89$, $SD = 1.21$) was higher than for time-based FIW ($M = 2.39$, $SD = 1.13$) while strained strain-based WIF pooled mean ($M = 2.66$, $SD = 1.25$) was better than strained-based FIW ($M = 1.89$, $SD = 0.99$). These findings revealed that teacher work roles consume more time and energy meant for family roles compared to their family roles using more time and energy intended for work roles. The overlap consisted of work roles that teachers need to complete outside of class time such as grading papers, planning lessons, calling parents and preparing instructional materials. These tasks needed to be completed prior to coming to work and thus are likely being done at home. A study conducted by Yilmaz and Altinkurt (2015 apud Kara et al., 2021) indeed found that teachers have more intense WIF than FIW, which can be seen in Table 2.

It should also be noted that the subjects of the present study are Filipino-American teachers who may or may not have juxtaposed Western and Eastern values. Western countries view job and family as independent from each other; thus, the use of resources (i.e. time, energy) on one precludes its use on the other. People from Western countries emphasize a sense of control over their time which also means prioritizing their leisure time, like taking an annual vacation.

Eastern cultures, on the other hand, view these two things (work and family) as supporting each other (Hofstede et al., 2010 apud Yunita & Kismono, 2014). This is important because one's view of a conflict determines how one deals with it (Yunita & Kismono, 2014). Theoretical predictions like the one made by Korabik et al. (2003) that workers in individualistic countries (Western countries) will have higher work interference with family due to nature of societal dynamics inherent in such countries such as longer work hour, fewer family-oriented policies in the organization, etc. support this belief.

In contrast, faced with normative expectations (e.g., a duty to provide for family) which may necessitate known predictors of work-family conflict like long working hours (Michel et al., 2011), individuals within restrained cultures may not perceive conflict as long as normative expectations are met. Similarly, individuals living in high performance-oriented societies, which are competitive and tend to deemphasize quality of life and relationships, (unexpectedly) report lower levels of WFC (Masuda et al., 2019). It seems plausible that, similar to the argument offered in the case of power-oriented societies, individuals within restrained cultures may simply not expect to have as much tension between work and family.

Time-based work interference with family

Teachers moderately agreed to time-based work interference with family ($M = 2.89$, $SD = 1.21$). Teachers feel that they are missing time on household responsibilities ($M = 3.14$, $SD = 1.3$) and family activities ($M = 2.86$, $SD = 1.17$), as well as spending more time than necessary at work ($M = 2.86$, $SD = 1.17$). It can be surmised that the respondents were spending longer hours on their work roles. Either this occurred in the workplace or at home was not captured in this study. It is safe to assume, however, that a significant amount of time is withheld in the interaction of the teachers with their family, as their family role would demand.

One of the possible explanations of WFC is the common practice of teachers, as stated previously, of bringing work, such as grading papers and lesson planning, back home with them. According to data from the American Time Use Survey (ATUS) of the U.S. Bureau of Labor Statistics, between the years 2003-2006, 30 percent of teachers worked at home on an average day compared to 20 percent for workers in other professions. This increased to 50 percent of teachers during Sunday alone compared to 30 percent for workers from other fields. In addition, teachers were also likely to be working for longer hours in the workplace (Krantz-Kent, 2008). But, while ATUS provided a reliable estimate on the time teachers spent at work, it did not provide for the kinds of activities teachers spent time on. This, however, can be gleaned from the Teaching and Learning International Study (TALIS) funded by the Organization for Economic Cooperation and Development (OECD).

Table 2. Respondents' work family conflicts.

	Parameters	Mean	SD	Description
Time-based work inference with family				
1.	My work keeps me from my family activities more than I would like.	2.86	1.1	Moderately Agree
2.	The time I must devote to my job keeps me from participating equally in household responsibilities and activities.	3.14	1.3	Moderately Agree
3.	I have to miss family activities due to the amount of time I must spend on work responsibilities.	2.67	1.1	Moderately Agree
	Pooled Mean	2.89	1.2	Moderately Agree
Time-based family inference with work				
4.	The time I spend on family responsibilities often interferes with my work responsibilities.	2.55	1.1	Disagree
5.	The time I spend with my family often causes me not to spend time on activities at work that could be helpful to my career.	2.43	1.0	Disagree
6.	I have to miss work activities due to the amount of time I must spend on family responsibilities.	2.19	1.1	Disagree
	Pooled Mean	2.39	1.1	Disagree
Strain-based work inference with family				
7.	When I get home from work, I am often too frazzled to participate in family activities/responsibilities.	2.58	1.1	Disagree
8.	I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.	2.71	1.2	Moderately Agree
9.	Due to all the pressures at work, sometimes when I come home, I am too stressed to do the things I enjoy.	2.70	1.3	Moderately Agree
	Pooled Mean	2.66	1.2	Moderately Agree
Strain-based family inference with work				
10.	Due to stress at home, I am often preoccupied with family matters at work.	2.01	1.1	Disagree
11.	Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.	1.79	0.9	Strongly Disagree
12.	Tension and anxiety from my family life often weakens my ability to do my job.	1.87	0.8	Disagree
	Pooled Mean	1.89	0.9	Disagree
Behavior-based work inference with family				
13.	The problem-solving behaviors I use in my job are not effective in resolving problems at home	2.23	1.0	Disagree
14.	Behavior that is effective and necessary for me at work would be counterproductive at home	2.50	1.1	Disagree
15.	The behaviors I perform that make me effective at work do not help me to be a better parent and spouse.	2.11	1.1	Disagree
	Pooled Mean	2.28	1.0	Disagree
Behavior-based family inference with work				
16.	The behaviors that work for me at home do not seem to be effective at work.	2.21	1.2	Disagree
17.	Behavior that is effective and necessary for me at home would be counterproductive at work.	2.51	1.2	Disagree
18.	The problem-solving behavior that works for me at home does not seem to be as useful at work.	2.51	1.2	Disagree
	Pooled Mean	2.41	1.2	Disagree
	Over-all Mean	2.42	1.1	Disagree

Legend: 1.00 – 1.79 Strongly Disagree; 1.80 – 2.59: Disagree; 2.60 – 3.39: Moderately Agree; 3.40 – 4.19: Agree; 4.20 – 5.00: Strongly Agree.

Using its 2013 survey data, TALIS came out with the report that Grades 7-9 teachers in the US acknowledged that they work for 45 hours every week, broken down into 27 hours teaching, seven hours planning, five hours grading papers and 4 hours of extracurricular activities. Finally, US teachers are spending more hours per day teaching than other OECD countries included in the survey (Jones et al., 2022). Major et al. (2002) hypothesized that, among other things, the need for money may be positively related to work time, especially for hourly employees. The more one works, the higher remuneration one gets. For female teachers, Kara et al. (2021) also found other time-based concerns such as the inability to spare time for the spouse, inability or neglecting to care for the children and even the overall lack of overtime concept.

It will be worthwhile to note how Covid-19 affected teacher work time. Research after research pointed to an increase in teacher work time as a result of Covid-19. However, Jones et al. (2022) noted that on average teacher's instructional time even dropped (48 to 19% of the workday) while time spent on planning increased

from 18 percent to 33 percent. It can be argued that the shift to hybrid instruction was the main reason for increased planning time. Considering that they were doing this for the first time, teachers needed to learn the use of apps, prepare presentations and explore new resources. And not all teachers were adept with the more intensive use of technology to begin with.

Time-based family inference with work

Respondents disagreed that there is time-based family interference with work ($M = 2.39$, $SD = 1.13$). They did not feel that the time they spent with family interfered with work responsibilities ($M = 2.55$, $SD = 1.18$) or with work activities helpful to their career (Mean = 2.43, $SD = 1.09$). In fact, they disagreed that they missed work activities at all due to time spent on family responsibilities. ($M = 2.19$, $SD = 1.13$). These results showed that while teachers believed that work interfered with the time they spent with their family life, the opposite did not hold true when they were at work. But at least for working mothers, Bernas (2002) implied that work and family do not compete for time at all. This lack of excitement on the time variable resulted in the clamor to move beyond time as a reason for work-life conflict (Friedman & Greenhaus, 2000 apud Bernas, 2002) at the start of the new millennium.

Strain-based work inference with family

In terms of strain-based WIF, the teachers moderately agreed that they are emotionally drained when they get home from work ($M = 2.71$, $SD = 1.26$) and they are too stressed to do the things they enjoy doing ($M = 2.70$, $SD = 1.3$). However, they disagreed that they are too frazzled to participate in family activities/responsibilities ($M = 2.58$, $SD = 1.18$). Additional probing questions could have shed more clarity on how they differentiated their scores on these items. Nevertheless, it can be assumed that while respondents acknowledged that strain from work, they didn't let it stand in the way of fulfilling their obligations and responsibilities at home.

Additional insights on strain-based WIF can also be derived from research on work stress and teacher burnout. In a study involving US teachers, Mahmoodi-Shahreabaki (2020) shared that subjects complain of too much work resulting in 'lack of energy' and 'emotional fatigue' when the teachers come home. The Covid-19 pandemic also exacerbated the already demanding nature of teaching. In its 2021 State of the US Teacher Survey, Rand Corporation found that teachers had a higher chance of reporting stress from work than the rest of the population. In addition, a quarter of the teachers were considering leaving the profession (Steiner & Woo, 2021). Female teachers who were subjects of a study undertaken by Kara et al. (2021) have complained about family discussion, guilt, despondency or just overwhelming tensions and stress.

Research also pointed to the fact that individuals have limited decision making capacity, aside from overall lack of support at work in the first place as causing work strain (Grzywacz & Marks, 2000 apud Souza et al., 2020). Voydanoff (2005 apud Souza et al., 2020) added lack of security on the job, long work hours, and the overall unfriendly work culture towards work-family interaction as sources of tensions.

Strain-based family interference with work

Respondents disagreed ($M = 1.89$, $SD = 0.99$) that strain caused by family roles interfered with work. They didn't feel that stressful family responsibilities were affecting concentration on work ($M = 1.79$, $SD = 0.95$) or were making them preoccupied with family matters at work ($M = 1.79$, $SD = 0.95$) or that they weaken the ability to do the job ($M = 1.87$, $SD = 0.86$). Based on these responses it can be gleaned that, similar to time-based interference, strain-based interference is experienced only when the strain is coming from work. This can mean that coming home from work, teachers experience strain that affects their ability to contribute and do the things they enjoy doing. Teachers, however, did not feel that the stress from family affected their work. This is an interesting supposition for while predictors and antecedents were not conceptualized into this study, research has pointed out factors causing strain for individuals with families. Drawing from several studies, Souza et al. (2020) came up with a list of predictors of family to work conflict. These include children, especially if there are several of them, chores and other household responsibilities especially if they are overly concentrated on the working parents, plus the climate that dictates the interaction of members of the household (Frone, 2005 apud Souza et al., 2020). Finally, the overall mean score ($M = 1.89$, $SD = 0.99$) was the lowest of all 6 parameters measured. Interestingly, this contradicted the findings of Charkhabi et al. (2016) that strain-based conflict is the strongest type of conflict. It should be pointed out, however, that the study involved workers in a different profession and a different locale.

Behavior-based work inference with family

Respondents disagreed that behavior at work interfered with family ($M = 2.28$, $SD = 1.08$). The highest disagreement was in the notion that behavior at work does not make the teachers a better parent and spouse ($M = 2.11$, $SD = 1.08$) or would be counterproductive at home ($M = 2.50$, $SD = 1.14$) and that problem-solving behaviors at work are not effective at home ($M = 2.23$, $SD = 1.00$). In the absence of more details, it could be surmised that either the teachers' behavior at work does not really conflict with behavior that is needed at home or that the teachers were able to resolve the conflict then switched to behavior needed in the role they find themselves in. The first scenario is very plausible considering that teachers act 'in loco parentis' which means that even when at work teachers serve as parents, a role that they will continue to play when at home. Nevertheless, this might be an idealized scenario as Kara et al. (2021) expressed concern that a behavior conflict will occur when a teacher who is also a mother begins treating her children as her students. Nevertheless, recent child learning models focus on student centeredness, where teachers need to have a warm classroom environment, build trusting relationships, and look after the students' best interests. Greenhaus and Beutell (1985) have identified specific behaviors where conflict can occur, such as when self-reliance, the projection emotional stability and even aggressiveness in day-to-day interaction in the workplace run counter to expectations of being nurturing, warm and even emotionally vulnerable when at home.

Behavior-based family inference with work

Respondents also did not agree that behavior at home interfered with work ($M = 2.41$, $SD = 1.23$). They do not believe that behavior that works at home is ineffective at work ($M = 2.21$, $SD = 1.21$) and vice versa ($M = 2.51$, $SD = 1.24$). For the teachers, it is not true that effective problem-solving behavior at home was not useful at work ($M = 2.51$, $SD = 1.2$). It is possible that the teacher did not see conflict in behavior due to the fact that teachers are parents and this role is not a significant departure from the roles that teachers play at work. Teachers teach kids and model good behavior. They expect their students to follow certain rules and procedures in conducting themselves in an orderly manner. They dispense wisdom. They also inspire and serve as role models, both to their kids at home and their students in school.

Consequences of WFC can be devastating to the individual, including his work and relationships and behavior. Souza et al. (2020) has identified after extensive research that individuals experiencing high WFC can become stressed and depressed, negatively affecting their overall well-being. They could also be incurring absenteeism, thus affecting their productivity (Bruck et al., 2002 apud Cinamon & Rich, 2002). Outside of work they could have marital issues and even fall into drug use and alcoholism.

Relationship between Motivation and WFC

The result of the correlation analysis of both motivation factors and hygiene factors with each of the six variables under work-family conflict is shown in Table 3. The data shows that hygiene factors have significant but minimal to weak negative correlation with three of the WFC variables, specifically on strain-based WIF ($r = -.096$, $p < 0.1$), behavior-based WIF ($r = -.320$, $p < 0.1$) and behavior-based FIW ($r = -.248$, $p < 0.05$). The direction of the relationship between motivation and WFC supports what has been mostly found in previous research, which is negative. Maeran et al. (2013) reached the same conclusions but with the relationship being not significant. There are also studies that showed no correlation between the variables such as in Ulucan (2017) which found that there is no relationship between job satisfaction and work-family conflict among physical education teachers in Turkey. Another study involving MBA graduate students also found that WFC as a predictor of job satisfaction, or vice versa, is not significant (Khalid, 2021).

Table 3. Relationship between motivation and work-family conflict.

Work family conflicts	Motivation	
	Motivation Factors	Hygiene Factors
Time-based work inference with family	-.033	-.177
Time-based family inference with work	.083	-.058
Strain-based work inference with family	-.096	-.255**
Strain-based family interference in work	-.131	-.146
Behavior-based work inference with family	-.174	-.320**
Behavior-based family inference with work	-.087	-.248*

Legend: *correlation is significant at 0.05 level (2-tailed); **correlation is significant at 0.01 level (2-tailed).

Among the hygiene factors that explain the direction of the relationship, teachers counted on having job security and being at home in the workplace. With job security, teachers become less stressed in dealing with the needs of their household. They will also have less strain when they transition to family roles if they already feel at home in the workplace, as the data suggests. Indeed, Smith and Lewis (Paradies, 2016) found that employees' cognitive and emotional processes shape work-family tensions. Another alternative explanation can be found in boundary theory. Clark (2000 apud Wepfer et al., 2018) explained that individuals create boundaries that regulate the flow of activities and thoughts of every person from across domains. By doing so, an individual can regulate the extent to which one role interferes with another. District policies that call for school administrators and leaders to not send emails or other forms of communication to staff after work hours or expect employees to reply when they are not in school, are some examples of workplace-initiated boundary setting.

The existence of clear behavior expectations could also incentivize motivated teachers to abide, reducing risk of behavior-based conflict. Theoretical underpinning for this assumption comes from Expectancy theory which propounds that the awareness that efforts will lead to intended goals is defining motivation. Finnigan and Gross (2007), in a study involving low achieving schools in Chicago, found that teachers increase their efforts not just due to sanction embedded in policy but because of their own professional standing or status. Similarly, Cuddy et al. (2004) studied the behavior of women professionals and found that women do not show conflicts at work because they want to project that they are respectable as professionals. Also, teacher evaluation systems include domains that highlight relations building which is an important antecedent to student success and behavior management. Nothing exemplifies this more than teachers being at their doors greeting students which new teachers immediately find out from the ubiquitous First Day of School (Wong & Wong, 1998) to other books targeting first year teachers, handed out during induction programs. Recent thinking on learning and school culture points to behavior modification, such as the adoption of a growth mindset and other theories aimed at improving teacher practice. The transformation model, for example, is meant to effect an irreversible change by channeling behavior to belief and value system (Aguilar, 2020) These initiatives can inhibit any potential behavior-based FIW.

Motivating factors were found to be not significant in all subcategories of WFC. The results also show the time-based interference is not correlated, either positively or negatively, with motivating and hygiene factors. This finding is perplexing, because common logic suggests that highly motivated teachers would accomplish the same amount of work as unmotivated teachers in less time and therefore the savings in time could go to conflict reduction.

On the other hand, motivated employees could take on more work roles and not necessarily assume family roles because they could be on work time, or they could take work home and do it during family time. Another viable explanation can be found in the role of flow in the happiness paradox. Using flow theory, Moore (2013) explained that people are in the state of flow when they engage in tasks that are challenging but doable and are motivated to use their best skills set. As soon as the task is done the individual is in a state that is less satisfying and will take on another challenging but doable task and be back in a state of flow. People remain in a state of flow because this is where they derive happiness. In addition, teaching provides an opportunity to realize optimal experience (Bassi & Fave, 2012; Citrawan et al., 2024). This can be explained by the fact that motivation is a state of mind. A teacher can be motivated about his or her job without regard to whether there is time-based or strain-based work interference. In the scenarios presented above, being motivated did not yield less time in the work role, which then supports study findings. The null hypothesis stating that there is no significant relationship between the respondent's motivation and experienced work-family conflict is rejected. There is a highly significant relationship between motivation and behavior-based work-family conflict. The null hypothesis as it applies to time-based and strained-based WIF and FIW as well as strain-based FIW is not rejected.

Conclusion

Research linking motivation and work-family conflict have gained traction only fairly recently. Bakar and Salleh (2015) found only a limited number of works that delved into the relationship between motivation and WFC. They did, however, find evidence that positively linked motivation and WFC as they proposed their own construct linking role demand, WFC and work motivation, with WFC being a mediator variable. There are other studies with significant results, such as in a study involving teachers in Indonesia (Mariatini et al., 2020)

and a similar study involving teachers in primary and secondary school in Turkey (Erdamar & Demirel, 2016). Like in the present study, the motivation of teachers in the study involving teachers in Turkey had a weak but significant correlation with WFC. Other factors can be examined in terms of mediation. For example, the current study is about Filipino-American teachers in the USA and yet it is bereft of cultural context. It is not that the inclusion of culture or race will guarantee a way to resolve tensions or to live with them. Rather, the inclusion of more factors will provide more insights and understanding of conflicts that arise in dealing with both work roles and family roles. Smith et al. (2020) noted that an exploration of literature has so far not been very definite and even full of contradictions on the role of race in WIF. He found significant decrease on WIF among Hispanic and non-Hispanic black workers than non-Hispanic white workers which, as he continued, runs counter to Stress Process Theory (Pearlin, 1999 apud Smith et al., 2020) which posits higher stress on ethnic minorities.

The study revealed that respondent teachers are motivated, deriving meaning from their profession and expressing satisfaction with their working conditions, and are satisfied with their work conditions. Although as a group they are not perceiving WFC, they acknowledged that their work roles consume time and result in stress that affects their family roles. The increase in teachers' extrinsic motivation is also significantly correlated with the decrease in perceived stress when transitioning from work to home, the diminishing behavior-based conflict from work to home and vice versa. This means that the more extrinsic factors such as job security, better conditions of the workplace, and better interaction with coworkers are met, the less strain teachers were experiencing when they assume their family roles. The data gathered did not allow for a more in-depth analysis as to why relationships existed in some categories but not in others. A deeper dive into the inner workings in each subcategory of conflict and preferably taken over time can yield valuable insight into understanding the mixed results.

The study suggests further examination of organizational policies aimed not only towards motivation but also towards addressing perceived WFC. Potential focus with substantial empirical findings in literature could include flexible work arrangements, benefits program and even leadership pathing, especially as they relate to increased productivity, employee retention and overall organizational as well as worker performance. Further research into cross-cultural comparison of the interaction of teacher motivation and WFC is a promising field to explore. The study briefly dipped into East and West cultural contrasts as it offered a glimpse of exciting possibilities to investigate. Uncovering antecedents or moderating factors and a study redesign would aid in fully understanding the relational dynamics between teacher motivation and WFC. Finally, the study has added to the discourse surrounding teacher motivation and work-family dynamics, in the process enriching academic research on the subjects and contributing practical implication for the workplace.

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