








# “Family-work and work-family conflict and job performance of Ecuadorian teachers”

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# FAMILY-WORK AND WORK-FAMILY CONFLICT AND JOB PERFORMANCE OF ECUADORIAN TEACHERS

## Abstract

In today's society, there is a permanent conflict between working and caring for the family. This conflict has worsened as a result of the COVID-19 pandemic, making it necessary to study it to see how it affects the performance of workers. The objective of this study is to determine the association between work-family and family-work conflicts and performance dimensions (effort and quality of work) of Ecuadorian teachers. For data collection, validated models were used. The study employed a quantitative approach through an online survey of 570 teachers from Fiscal Educational Centers in Canton Duran, Prefecture of Guayas, in Ecuador, selected for having less Internet access. The hypotheses were validated using structural equation modeling (SEM). It has been determined that work-family conflict is positively and significantly associated with the effort dimension of performance with a value of  $R^2$  0.245 and  $p = 0.000$ . In the same way, it is associated with quality of work, obtaining an  $R^2$  0.193,  $p = 0.000$ . At the same time, the relationship between family-work conflict and effort dimension has not found sufficient evidence with a value of  $R^2$  0.064 and  $p = 0.212$ , and regarding quality of work dimension, a negative and significant effect has been found with a value of  $R^2$  -0.146 and  $p = 0.015$ . The findings demonstrate that the work-family conflict is positively associated with the dimensions of performance, contrary to the family-work conflict, which has a negative association or is not associated at all.

**Keywords** work-family conflict, job performance, work effort, quality of work

**JEL Classification** I21, J24, M12

## INTRODUCTION

After Covid-19 was declared by the World Health Organization a pandemic (World Health Organization, 2021), immediately, the world adopted urgent prevention measures for this disease. In Ecuador, in March 2020, a state of exception, curfew, and progressive implementation of teleworking were declared. The suspension of classes at the national level and the provision of a platform for tele-education were proclaimed. However, a problem is internet coverage since only 12.4% have access to the service, which makes teleworking difficult. Low internet coverage directly affects teachers, aggravating the conflict generated by sharing a home for work activities.

Greenhaus and Beutell (1985) defend that a work-family conflict is an inter-role disagreement of family and work demands that are incompatible and can generate tension and irritability. According to Gutek et al. (1991), this conflict generates the feeling that people must choose between work and family and generally consider their family more important. According to Buonocore and Russo (2013), this conflict is considered to interfere with family care activities due to the work de-

mands and can cause negative effects. Organizations' managers must understand that employee performance is not the same as at home since work-related activities interfere with activities carried out for the family, and a conflict is generated (Schieman et al., 2021). Studies show that while employees are together half the days of the week, they increase productivity and satisfaction and strengthen labor relations (van der Lippe & Lippényi, 2020).

Under this premise, it is relevant to know how the work-family conflict has affected teachers' work performance. The teachers of the fiscal educational centers used to work 6 hours. Under the teleworking modality, they can establish alternating hours during the day to carry out their activities. Consequently, they combine work with home activities, generating a constant feeling of tiredness and burnout (Bakker et al., 2023). In this way, it is crucial to estimate how these conflicts affect teachers' performance and work quality levels.

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## 1. LITERATURE REVIEW AND HYPOTHESES

Current work environments are characterized by the use of technologies and the assignment of tasks that exceed the workspace toward the personal space, so workers must learn to balance the different roles they assume and maintain their required level of productivity (Obrenovic et al., 2020). In turn, globalization, flexible work, teleworking, and technological advances are the main factors that create difficulties for people of working age to simultaneously deal with their work and family roles (Jones et al., 2006). Excessive work demands negatively affect work and family well-being since work activities can overlap with family obligations, causing frustration and dissatisfaction in the performance of both roles (Delgado-Bello et al., 2021). Role conflicts occur when, at the same time, there is joint pressure from two or more actions, thus promoting that, in order to comply with one activity, it is necessary to fail in another (Kahn et al., 1965).

### 1.1. Work-family and family-work conflict

In recent years, studies of work-family conflict have been increasing. Due to current changes and phenomena, the consequences that this conflict generates will make its importance grow even more (Kao et al., 2020). Work-family conflicts are produced by the demands of both the workplace and the family, a product of the fact that each one demands each person, becoming incompatible elements, which decrease performance in both (Greenhaus et al., 2006). This phenomenon is bidirectional because there are conflicts between work and family and

conflicts that are generated between family and work (Kao et al., 2020). Amstad et al. (2011) argue that the conflicts generated between work and family occur when activities and commitments in the workplace conflict with family activities and commitments. The conflicts between family and work activities occur in cases where family responsibilities interfere with those of a work nature. Work-family conflict is generated when the home influences the work spheres in the form of conflict between the employee and the family: many responsibilities at home, the presence of a baby at home, a large number of children, or lack of support from the spouse (Greenhaus et al., 2006).

In this sense, it is argued that work-family conflicts can be identified in three basic components:

- a) the one that is based on time, produced because the space of time dedicated to one of the roles makes it more difficult to perform the actions necessary for the other role;
- b) based on tension related to physical or psychological fatigue that limits the person from fully participating in both; and
- c) based on behavior, it occurs when effective behaviors to perform one of the roles do not have the same behavior to achieve the other.

On the other hand, Palmer et al. (2012) detailed that labor-related conflicts associated with family-type conflicts lead to negative events, such as physical tension, dissatisfaction at work, burnout, poor workplace performance, and intentions to leave the job. Cifre and Salanova (2004) stated that family

conflicts with work bring with them the deterioration of the paternal function and risks to psychological health manifesting as irritation, anxiety, depression, and other psychosomatic problems. It is essential to balance these two conflicts since it would improve job performance (Bataineh, 2019). Being able to reconcile the work with the family is a fairly complex challenge because it combines social, work, educational, and family dimensions. Therefore, it requires an integrated management of the strategies of each person, the family, and the environment (Carrasco, 1992). García et al. (1996) state that work factors that can affect the family-work conflict are: a) work role stressors, b) characteristics of the task, c) characteristics of the schedule, d) constant trips, e) changes of residence, f) involvement with work, relevance, and career aspiration.

## 1.2. Job performance

The teacher's work performance implies a certain wear and tear and, over time, the decrease in motivation that accompanies their professional start (Ünlü & Filiz, 2019). To understand this situation a little, knowing what factors affect job performance is essential. The performance of a job changes depending on the employee since this influences the skills, teamwork, motivation, supervision, improvement of the worker's skills, and situational factors of each person (Queipo & Useche, 2002). Milkovich et al. (1988) emphasize that work performance has a series of individual characteristics, such as capacities, needs, abilities, and qualities, among others, that are interrelated with the type of work and the organization, thus producing behaviors that modify the results obtained.

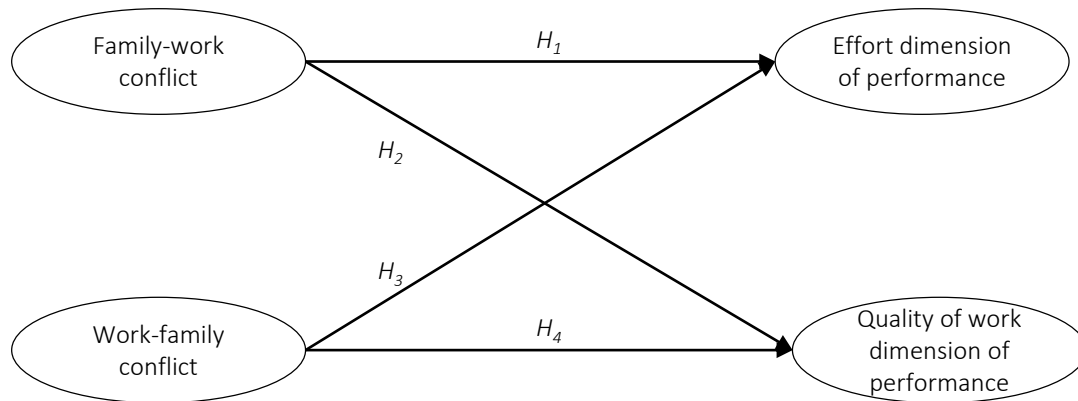
In addition, Naumov and Luis (2019) detailed that work performance is following assigned tasks corresponding to complying with the organization's guidelines aimed at constant improvement and strengthening of capacities. In turn, Alles (2015) indicated that job performance is the set of actions carried out efficiently by human resources in compliance with the goals and objectives established by the company, which is involved with their abilities and skills.

It should be noted that job performance is manifested through the competencies that the employee can develop, through knowing how to do

it, which are shown through job skills and abilities (Naumov & Luis, 2019). Organizations understand that a positive work environment facilitates the achievement of the proposed goals; therefore, organizations must ensure that the best organizational climate is guaranteed since it affects the way employees perceive the organization and how they commit to it (Dimitriades, 2007). Every decision managers make about the well-being experienced by the employee directly impacts job performance.

This study analyzes work performance from the perspective of employees' efforts and quality of work when carrying out their activities. Organizations depend more and more on a high level of work, given by the initiative of each worker and the levels of effort they put into it (Hunter & Thatcher, 2007). On the other hand, Deci and Ryan (2000), taking self-determination as a theory, differentiate the work effort by the type of work motivation of employees. The more effort employees have for motivation, the more it benefits the organization. Intrinsically motivated workers perform their tasks because they find satisfaction in them, are interested, participation is their reward, so they direct their efforts to the task (Deci & Ryan, 2000). Unlike extrinsically motivated workers, they will focus more on the effects generated from the activity than on the activity itself. In other words, it implies carrying out the activity to achieve the goal, a consequence, receiving approval, acquiring a reward, or avoiding guilt (Gagné & Deci, 2005). Therefore, Baltera and Díaz (2005) affirmed that work quality must be based on trust, respect, and communication in the employer-employee relationship. The employee must communicate to his employer what circumstances and activities are affected and why they influence his work performance. Organizations must provide an adequate work environment for their staff to be productive. In turn, it determines that labor quality is the favorable, safe, creative, stimulating, participatory, and non-discriminatory work environment where employees interact based on fair bases of integrity and respect that foster human and professional development.

The research objective has focused on determining the relationship between the work-family conflict and the family-work conflict in the dimensions of effort and quality in work performance.



**Figure 1.** Conceptual model

With the revised theoretical arguments, the conceptual model (Figure 1) and the research hypotheses are proposed:

- H1: *The family-work conflict is positively associated with the effort dimension of teachers' work performance in the Ecuadorian context.*
- H2: *The family-work conflict is positively associated with the quality dimension of teachers' job performance in the Ecuadorian context.*
- H3: *The work-family conflict is negatively associated with the effort dimension of teachers' job performance in the Ecuadorian context.*
- H4: *The work-family conflict is negatively associated with the quality dimension of teacher work performance in the Ecuadorian context.*

## 2. METHOD

This study uses a correlational approach. According to Hernández and Mendoza (2018), its purpose is to measure the degree of relationship that occurs when comparing two or more variables and then analyze the correlation. The present study had as a unit of analysis the teaching staff of fiscal educational centers of the Duran canton to estimate the current situation and the perception of the study variables. To select the sample for the study, non-probabilistic sampling was used, which, according to Saunders et al. (2016), is defined as non-random and offers a series of argumentative techniques for selecting samples, most of which include an element of subjective judgment. The sampling technique applied was convenience, voluntarily selecting the people interested in participating in the research (Saunders et al., 2016).

The instrument was divided into five sections. In the first, the respondents' demographic data were considered, showing the teachers' professional profile and family responsibilities. The second was about the space used to carry out work activities at home. The third measured the first conflict, work-family conflict, and the fourth measured the second, family-work conflict. Finally, the fifth measured effort and quality of work dimensions of performance. Table 1 shows the methodological design used in the development of the research.

**Table 1.** Methodological design

Detail	Description
Kind of investigation	Basic
Approach	Quantitative
Type of study	Correlational
Object of study	Understand the relationship between variables
Sampling technique	Non-probabilistic
Analysis unit	570 teachers from District 09D24
Action field	Work-family conflict, family-work conflict, and job performance
Application	Ecuadorian public education sector
Research instrument	Guttek and Searle Questionnaire (1992) and Öun (2012)
Scale validation reliability statistics	Cronbach's Alpha
Study model	Confirmatory factor analysis
Software	Smart PLS

To measure the conflict between work and family, it was necessary to use the instrument elaborated by Guttek et al. (1991). This scale consists of four items on the conflict between work and family



and four on the conflict between family and work. A 5-point Likert scale was used with their respective numerical assessment that went from “totally disagree” (1) to “totally agree” (5). The work performance questionnaire by Dysvik and Kuvaas (2011) was used to measure work performance. This questionnaire has five items of effort dimension and five items of work quality dimension. It was measured through a 5-point Likert scale with their respective numerical assessment from “totally disagree” (1) to “totally agree” (5).

For the validity of the research instrument, the contextual adjustment and the reverse translation process were carried out to preserve the originality in the sense and meaning in English. The reliability of the measurement instrument was carried out through meta-analytic studies, where the average values of internal consistency of the dimensions of the four variables to be measured are established, assessed through their Cronbach's Alpha, with a critical value greater than 0.7 (Hair et al., 2021). The data were collected online by applying the survey to 1,524 teachers from educational centers in the Duran canton through the tool at Encuestafacil.com on the third week of April 2021. The survey was sent only once by the Department of Human Talent to the directors of the educational centers so that it was disseminated through WhatsApp groups to all the teaching staff. The survey had 37% complete and valid responses, considering the cleaning of invalid data and incomplete surveys.

The informed consent led to the voluntary participation of the informants, guaranteeing them the confidentiality and use of data only for the investigation. Multivariate statistical techniques have been used to increase their explanatory capacity in empirical verification with respect to theory (Martínez Ávila & Fierro Moreno, 2018). Therefore, the model of structural equations was applied to contrast the hypotheses. According to Chin et al. (2003), it is a method for analyzing data at the multivariate level, which is used to test linear and additive causal models. The validation and adjustment of the model and measurement scales were carried out through confirmatory factor analysis. The internal submodel that explains the relationships between independent and dependent latent variables was applied. The structural equation model was estimated using the SmartPLS version

3 software, which is used to test theoretical models using prediction, mainly when there are complex models in which several constructs are involved at the same time, also when there is evidence of un-normal data distribution. To determine the significance in the proposed model, a bootstrapping technique was carried, which consists of obtaining subsets on a randomly selected data set (Sandri & Zuccolotto, 2007). Therefore, the hypotheses could be contrasted through the p-value.

### 3. RESULTS

Of the 570 teachers surveyed, 79% were female and 21% male. 6% of the respondents varied between 20-29 years, 28% between 30-39, 26% were in the range of 40-49 years, 34% were between the ages of 50-59 years and 6% between 60-69. The respondents' education distribution was 61% undergraduate and 39% postgraduate. Regarding marital status, 35% were single, 49% married or in partnership, 13% divorced or separated, and 3% widowed. On the other hand, it was considered essential to analyze the family responsibilities of teachers. The results show that 18% do not have to take care of anyone in their home, 37% must take care of only their children, 15% only their parents, and 17% must take care of their children and parents. Moreover, 13% must care for relatives of the second or third degree of consanguinity, such as brothers, grandparents, grandchildren, and nephews.

In the second section, 57% of those surveyed answered that they share spaces with their family during their work. 43% designate a space for their work activities. It is important to emphasize that sharing a physical space at home influences work-family conflicts since people tend to be distracted by noise or low internet connectivity when carrying out teleworking activities. On the other hand, family-work conflict is generated since being connected, meal times are not respected and, despite being at home, interfamily communication decreases. The feeling is generated that being at home means being 100% available without respecting personal activities.

In the work-family conflict dimension, 35% of the interviewees responded in disagreement. In turn, in the family-work conflict dimension, 49% of the interviewees responded in disagreement. The family-

work conflict generates more discontent and affects the respondents more. In the quality dimension, 42% of the interviewees agreed. However, 44% of the interviewees agreed in the work effort dimension. The KMO test was applied to the results and a value of 0.849 was obtained in the sphericity test of approx. chi-square of 4446.974. To check if it is an identity matrix, the correlation matrix, that is, that the inter-correlations between the evaluated variables are 0, the Bartlett sphericity test was used, which consists of an estimation of chi-square from a transformation of the determinant of the correlation matrix. In the present study, in the Bartlett gl test of 153 and Sig. 0.000 indicates that the data are valid to continue the confirmatory factor analysis.

### 3.1. Confirmatory factor analysis

An evaluation of factors was carried out to measure internal consistency using Cronbach's Alpha to obtain reliable and valid results. The scales have been obtained from the literature, and the analysis of the factors has a confirmatory approach, defining a critical value of internal consistency of 0.7 (Chi6n & Charles, 2016). The reliability of the work-family conflict and family-work conflict constructs was analyzed where the Cronbach coefficients are above 0.7, obtaining acceptable internal consistency on the constructs (Tables 2 and 3).

At the level of convergence, two types of validity were analyzed, both convergent and discriminant. Concerning the convergent, it was evaluated that the loads of the factors are greater than 0.7, a criterion that meets for all the variables, except for the variables D\_effort 1 and 2 and D\_calidad 1, which

were eliminated. The variances extracted from factors showed sufficiency as they exceeded the optimal value of 0.5 (Ramayah et al., 2017). Cross-loads and Fornell and Larcker criterion were used to evaluate the discriminant type's validity. Cross-loading requires that item loadings, concerning other factors, be lower than those corresponding to their own factor (Burns et al., 2017) (Table 4). The Fornell and Larcker criterion implies that the correlations of the main diagonal in the correlation matrix are greater than the other values (Henseler et al., 2015) (Table 5). Based on the results obtained, it can be affirmed that both family-work conflict and the work-family conflict are reliable and valid in a convergent and discriminant manner.

As in the previous analysis, the effort and quality of work dimensions were validated using convergent and discriminant validity. The factorial loads of the variables, values greater than 0.7 were obtained in their majority, except for the variables D\_effort 1, D\_effort 2 and D\_quality 1, which the study proceeded to eliminate them to achieve better internal consistency. Then, the average extracted variance was analyzed, obtaining coefficients greater than 0.5 (Ramayah et al., 2017). The effort and quality of work dimensions of job performance is reliable and valid in a convergent and discriminant manner (Table 3).

Table 4 details the discriminant validity by the cross-loading criterion. Table 5 details the discriminant validity according to the Fornell and Larcker criteria. Table 6 shows the reliability statistics of the construct.

**Table 2.** Structure of factors, reliability, and mean-variance extracted from the conflicts

Items	Description	Factor Loadings	Cronbach's Alpha	AVE
<b>Family-work conflict</b>			<b>0.829</b>	<b>0.657</b>
F-WC 1	I am often so tired at work because of what I do at home.	0.833		
F-WC 2	My family obligations are so great that they affect my work.	0.896		
F-WC 3	My superiors and colleagues do not like how often I worry about personal issues while I am at work.	0.848		
F-WC 4	My personal affairs occupy time that I would like to dedicate to my work.	0.840		
<b>Work-family conflict</b>			<b>0.877</b>	<b>0.731</b>
W-FC 1	After work, I am too tired to do some things I would like to do.	0.846		
W-FC 2	I have so much work to do that it affects my interests.	0.868		
W-FC 3	My family/friends do not like how often I worry about things at work while at home.	0.763		
W-FC 4	My work consumes time that I would like to spend with my family/friends.	0.760		

Note: Critical values are taken from Ringle et al. (2015).

**Table 3.** Work effort and work quality dimensions of work performance: Structure of factors, reliability and mean-variance extracted

Items	Description	Factor Loadings	Cronbach's Alpha	AVE
<b>Work effort</b>			<b>0.780</b>	<b>0.688</b>
PE 3	I try to work as hard as possible.	0.725		
PE 4	I put a lot of effort into doing my job.	0.876		
PE 5	I intentionally put a lot of effort into doing my job.	0.877		
<b>Quality of work</b>			<b>0.875</b>	<b>0.721</b>
QP 2	I consider the quality of my work to be above average.	0.823		
QP 3	My colleagues consider the quality of my work to be high.	0.914		
QP 4	The quality of my work is generally high.	0.878		
QP 5	The quality of my work exceeds the expectations of my colleagues.	0.776		

Note: Critical values are taken from Henseler et al. (2015).

**Table 4.** Cross loadings of the variables

Items	F-WC	W-FC	PQ	PE
F-WC 1	0.846	0.534	0.005	0.213
F-WC 2	0.868	0.481	-0.018	0.167
F-WC 3	0.763	0.359	-0.073	0.115
F-WC 4	0.760	0.311	-0.071	0.110
W-FC 1	0.449	0.833	0.031	0.234
W-FC 2	0.486	0.896	0.157	0.266
W-FC 3	0.439	0.848	0.108	0.231
W-FC 4	0.467	0.840	0.083	0.219
PE 3	0.061	0.164	0.383	0.725
PE 4	0.143	0.229	0.324	0.876
PE 5	0.237	0.278	0.320	0.877
QP 2	-0.002	0.128	0.823	0.380
QP 3	-0.046	0.111	0.914	0.331
QP 4	-0.067	0.079	0.878	0.307
QP 5	0.003	0.060	0.776	0.371

Note: Critical values are taken from Sarstedt and Ringle (2020). F-WC = family-work conflict; W-FC = work-family conflict; QP = quality of work; PE = work effort.

**Table 5.** Discriminant validity by the Fornell-Larcker criterion

Dimension of Variable	F-WC	W-FC	QP	PE
F-WC	0.811			
W-FC	0.538	0.855		
QP	-0.039	0.116	0.849	
PE	0.196	0.280	0.399	0.829

Note: Critical values are taken from Sarstedt and Ringle (2020). F-WC = family-work conflict; W-FC = work-family conflict; QP = quality of work; PE = work effort.

**Table 6.** Reliability statistics

Dimension of Variable	N of elements	Cronbach's Alpha
F-WC	4	0.876
W-FC	4	0.827
QP	4 (Removed D_Quality 1)	0.871
PE	3 (Removed D_Effort 3 and 4)	0.750

Note: Critical values are taken from Sarstedt and Ringle (2020). F-WC = family-work conflict; W-FC = work-family conflict; QP = quality of work; PE = work effort.

### 3.2. Structural equation modeling

Structural equation modeling, according to Barclay and Thompson (1995), allows the assessment of the measurement properties of constructs with different contexts and explicit handling of measurement error. Once the reliable and validated constructs are obtained through confirmatory factor analysis, the structural equation model is estimated (Martínez Ávila & Fierro Moreno, 2018). The study proceeded to estimate the structural model, which allows to contrast the hypotheses using standardized type coefficients provided by the Smart PLS software (Kock & Mayfield, 2015).

As the first step, a theoretical model from the literature review was presented (Figure 1), which is the theoretical pillar to propose the model to be contrasted. Then, as the second step, it was considered that they must be formulated with theoretical support of the constructs. In this case, it was decided to measure the latent constructs with reflective indicators: work-family conflict with 4, family-work conflict with 4, effort dimension with 3, and quality of work dimension with 4. As a result, a total of 15 reagents in the measurement instrument were obtained (Figure 2). As the third step, it was necessary to generate a database in Excel and export it to SmartPLS, which was prepared with the information reported by the measurement instrument. The items are coded in the columns and the observations in the rows. To identify the existence of multicollinearity, an analysis of the variance inflation factor (VIF) was performed with a maximum value of five (Akinwande et al., 2015). By calculating the VIF, it is concluded that there is no problem with collinearity for the variables studied; the model has been adequately identified, as shown in Table 7.



**Table 7.** Variance inflation factor (VIF)

Dimension of Variable	QP	PE
F-WC	1.408	1.408
W-FC	1.408	1.408

Note: Critical values are taken from Ringle et al. (2015). F-WC = family-work conflict; W-FC = work-family conflict; QP = quality of work; PE = work effort.

To start the process in SmartPLS, the research model based on the theoretical model to be contrasted was graphed with the latent variable icon. The variables were connected with the connector arrow to identify the factor and its construct. Figure 2 details the factor loadings of each indicator, the path coefficients, and R2 values.

Figure 2 summarizes the resulting structural model, in which the magnitude of the load and the sign of the statistical relationship are evaluated in relation to the hypotheses proposed. However, to make decisions with a higher level of objectivity, the significance of the exogenous variables was evaluated by calculating the p-value of the relationships. Consequently, the proposed model is

subjected to a complementary estimation technique of bootstrapping with five thousand subsamples (Table 8).

The hypotheses findings show that work-family conflict is positively and significantly associated with the dimensions of effort and quality of work. Family-work conflict is positively but insignificantly associated with the dimension of effort, but negatively and significantly with the quality of work dimension. Most of the relationships have a p-value less than 0.05, except for the family-work conflict relationship with the dimension of effort,  $p > 0.05$ . In this way, H2, H3, and H4 are accepted, but H1 is rejected.

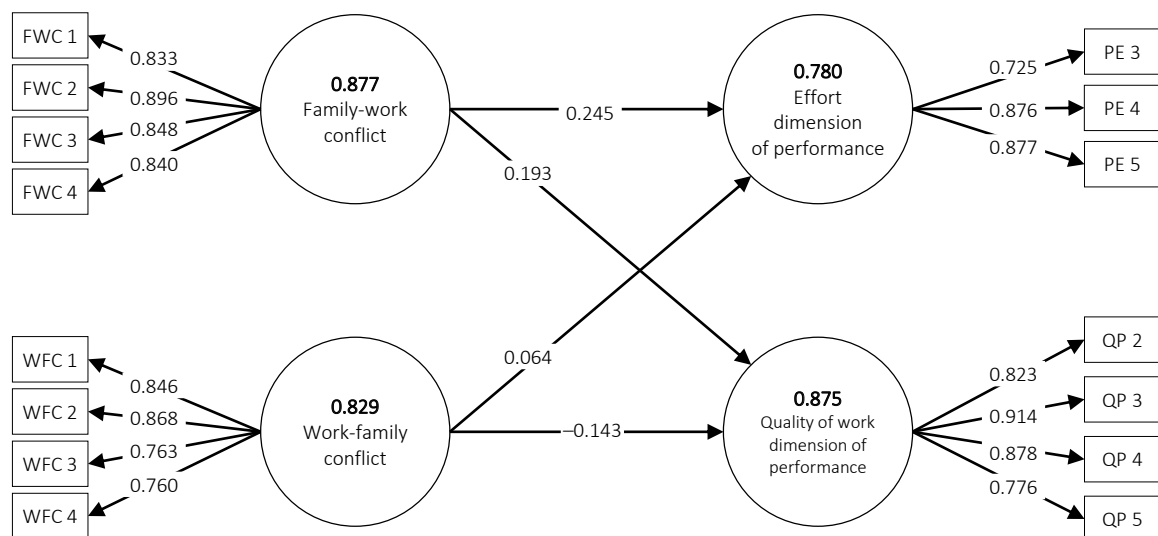
### 4. DISCUSSION

The analysis demonstrates an association between family-work conflict, work-family conflict, and work performance. In particular, a positive and significant relationship is evident regarding family-work conflict and work performance. Thus, people who are more dedicated to the family and

**Table 8.** Model estimation by bootstrapping

Dimension of Variable	Original sample	Sample mean	Standard	t-statistics	P
W-FC-PE	0.245	0.249	0.048	5.067	0.000***
W-FC-QP	0.193	0.201	0.046	4.218	0.000***
F-WC-PE	0.064	0.067	0.051	1.249	0.212
F-WC-QP	-0.143	-0.146	0.059	2.437	0.015**

Note: F-WC = family-work conflict; W-FC = work-family conflict; QP = quality of work; PE = work effort. \*\*<0.05; \*\*\*<0.01.



**Figure 2.** Structural research model by SmartPLS version 3

have a job as a second priority present better performance levels, mainly because work becomes an outlet for family activities, leading to a greater dedication to work. These results are consistent with Al-Alawi et al. (2021), who determined that conflicts generated between family and work are positively associated with performance at a significant level in public education teachers in Saudi Arabia. They also resemble the results by Karakose et al. (2021), who found that in a pandemic context for directors of educational institutions, there is a positive relationship between family-work conflict and performance. The study also supports Sutihat and Chaerudin (2021), who determined that with the conflicts generated by family and work, their association is positive and significant compared to the performance of female teachers from public institutions.

It is also found that work-family conflict and performance have a negative relationship since people who prioritize their work first and have family care as their second activity tend to feel a greater burden of their responsibilities, which means that their performance has decreased. These results are corroborated by Asbari et al. (2020), who found that the relationship between these variables is negative and, therefore, work-family conflicts generate inverse effects on the performance of female workers in Indonesia. They are also quite similar to the results by Zhang et al. (2022) related to work and family conflicts being negatively associated with the performance of transport workers in China. The study also resembles the findings by Susanti et al. (2022) for nurses, demonstrating that work-family conflicts are negatively associated with job performance. Workplaces should pay more attention to workers who, simultaneously, assume a second role in the care of their family.

Among the strengths of the study, the population sample is quite representative in terms of the

educational centers studied. In the same way, another strength is the evaluation scales previously validated by other studies with their respective reverse translation into English. They are a fundamental research tool since they consider all the variables and dimensions of the conflict between work and the family, as well as the conflict that occurs between the family and work and work performance dimensions so that the results allow a pertinent correlation and decision making. One of the limitations of this study is that only teachers were studied and their perception regarding the conflict generated between work and family, which influences their work performance and affects the dimensions of quality and effort. Future studies can apply it to senior management positions such as administrative staff who, in turn, can communicate it to the higher levels of the Education sector to apply corrective measures in their activity planning and communication strategy.

This study serves as a fundamental basis for its application to be oriented not only at a canton but at a national and international level at a comparative level and different educational levels. On the other hand, it is suggested to carry out other studies identifying which gender is the most affected by the work-family conflict, since women, being housewives, are directly harmed because they are the ones who carry out the most household activities. Therefore, it is essential to deepen the results obtained in this investigation. It is recommended to apply other research methods, such as the qualitative method aimed at senior managers and administrative personnel's perceptions of this conflict in their employees. Therefore, it would be interesting to analyze whether this conflict has also affected them and whether it interferes with their work performance. Finally, it is necessary to assess that this type of conflict affects teachers, students, and other professions for whom teleworking is now mandatory.

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## CONCLUSION

This study sought to determine the relationship between work-family and family-work conflicts, considering Ecuadorian teachers' performance, i.e., its dimensions of effort and quality of work. It has been found that family-work conflicts are positively and significantly associated with both effort and quality of work dimensions of performance. At the same time, work-family conflicts are negatively and significantly associated with quality of work dimension and positively and in significantly with effort

dimension of performance. Thus, the directors of educational institutions must generate strategies to minimize the effects of these conflicts.

To extend the knowledge about the effects of these conflicts, it is recommended to include other characteristic variables of work performance such as autonomy, job satisfaction, stress, burnout, and intentions to leave the job.

## AUTHOR CONTRIBUTIONS

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