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Simulating Work-Family Conflict Impact on Performance among Language Teachers: System Dynamics Modelling

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Abstract

The subject of education has always been considered throughout history, and in the heart of education, a teacher has always been recognized as one of the most determinant and influential members. Many researchers have tried to pay attention to teachers and identify their personal and professional needs. This disquisition was designed and carried out to model the impact of job-family conflict factors on teachers' performance, specifically in today's global context where the role and responsibility of teachers is recognized as being more prominent than ever before. According to Young (2019), this conflict affects teachers' performance and their satisfaction with the profession. The conflict between the job demands and requirements and individual's roles in the family account for such polarization. The aim of our study was consequently to specify factors causing such conflict among 73 English teachers, to recognize their relationships, and to determine how they affected English teachers' performance using system dynamics modelling and simulation technique. The sensitivity analysis performed in this study revealed that over a sixty-eight-month period, while teachers' job burnout and job pressure increased exponentially, their job satisfaction followed an overshoot-and-collapse manner of behaviour. Moreover, during this period, their job performance decreased in a goal-seeking manner.

Keywords: *Work-family Conflict, Teacher Performance, English language teacher, System dynamics modelling, Simulation*

Introduction

In today's modern, dynamic, and ever-changing world, people are doing their best to meet their job requirements and conditions and thus maintain their job position. These ever-increasing and intense efforts are sometimes manifested in the reduction of care for individual-family life, recreation and personal recovery activities, and instead, the expenditure of more time and energy to care for occupational-professional affairs. The issue of recognizing the conflicts between people's working and family lives in order to create more balance and increase people's productivity has received particular attention in the relatively recent organizational-managerial literature.

According to Bellavia and Frone, a kind of dissatisfaction is formed when both parents spend more time and effort earning a living (2005). In fact, when such a situation arises, the more time parents spend to satisfy their families and organizational managers, the less satisfaction both parties obtain. Meanwhile, the role of management in the two domains of personnel management and organizational behaviour has found a special place, and considerable efforts have been made to pave the way for better use of individuals' professional skills through breathing new spirit into these areas and creating changes.

This issue led to the design and preparation of extensive and diverse programs to grow and flourish the professional abilities of both managers and employees, as well as to take notice of maturity, gratification, and improvement of the standards of work and life among individuals. Conforming to the upshots of an experiment by Casico (1998), execution of Quality Work Life (QWL) programs reduced employees' complaints and absenteeism, caused fewer disciplinary actions, increased positive attitudes of employees, and improved their participation in such programs. Such quality was introduced by Danna and Griffin (1999) as a pyramid topped by life satisfaction and followed by concepts, namely job gratification, income utility, and comfort with coworkers and supervisors.

According to Greenhaus and Beutell (1985) and Kossek and Ozeki (2001), the two concepts of home-life and work-life are the two inseparable sides of the same coin affecting one another continuously. They stated that a person's working life was always affected by factors and variables related to their family-life such as family circumstances, the number of children, their age, spouse's support, satisfaction, financial issues, etc.; meanwhile, home-life was mutated by the conditions and essentials of a person's job-life factors such as job satisfaction, salaries and profits, working conditions, etc. Previous studies (e.g. Adams et al., 1996; Emami, Abedi, & Javadzadeh, 2013; Selvarajan, Cloninger, & Singh, 2013) have clearly shown that conflicts between job and family, as well as family-job, affect one another and are interrelated. Working conditions (i.e. work, its environment and consequences) can both improve people's family-life quality (e.g. maximum satisfaction) and form chaos (e.g. work-family conflicts). Both scenarios have many consequences for organizations, employees, and family members.

Throughout the stages of this study, the bidirectional conflict has been considered as a unidirectional construct, while in some explorations, researchers have made attempts to separate them from one another. It is worth mentioning that each of these two, like Carlson, Kacmar, and

Williams in 2000, and Warokka and Febrilia in 2015 indicated, their own different directions and results. These considerations clearly highlight the need for a compromise between a man's profession and his life. Especially in today's global situation where jobs such as teaching require more time and effort to provide up-dated and appropriate contents which are in line with the educational objectives and students' needs, the necessity of creating and improving such adaptation is fully felt. According to Smola and Sutton (2002), this compromise can be achieved through making a fundamental change in the priorities and values individuals place on their job or through involving family members, especially men, in the performance of family-home responsibilities (Pleck, 1985).

Literature Review

The thought of professional-life balance, due to its impacts on a man's standards of individual life and professional life, has always been considered by researchers in the field of management sciences, human resources and professional psychology. Fleetwood (2007) stated that creating and maintaining a work-life balance increases efficiency and effectiveness in the workplace, which increases job satisfaction. However, hardly have the correlation between the conflict and teacher's performance, as well as the impact of the former on the latter, been studied in regard to the area of language teaching.

Moreover, the abstraction of this conflict, as a subset of work-life balance, has gained two separate views; the first is to identify and study the causes and factors of conflict formation (i.e. WFC formation), and the second is to study the consequences of such conflict on individuals' attitudes, behaviours, and performance (Greenhaus & Beutell, 1985; Obrenovic, Jianguo, Khudaykulov, & Khan, 2020; Recuero & Osca Segovia, 2021; Warokka & Febrilia, 2015).

In examining these views, different axes can be considered. According to Maeran, Pitarelli and Cangiano (2013), there are six basic axes in determining the elements and mechanisms of work-family interactions. The first one refers to the "spillover theory", explaining the impact of constituents such as values, faiths, behaviours and attitudes in the working context and their role in changing the personality of individuals (Staines, 1980; Xu, 2009; Khodabakhshi Koolae, Sheykhi, & Azkosh, 2012). This theory traces the direct relationship between family and work. The second axis, introduced by Staines in 1980 as the "compensation theory", refers to a converse correlation between the two factors. Based on this theory, a great number of individuals try to overcome their negative feelings and failures at different stages of life and to compensate them through focusing and engaging more in their job and dedicating themselves to working issues (Sirgy, Efraty, Siegel & Lee, 2001).

In 1976, Payton-Miyazaki and Brayfield traduced the next axis, labelled as the "segmentation theory". This theory was mainly used by Maeran et al. (2013) and Xu (2009), who overstated the result of their study, work and family were not significantly correlated with one another, and the two concepts were completely different without any effects on one another. "Instrumental Theory", basically used in the studies of Payton-Miyazaki and Brayfield (1976), formed the next axis and emphasized the role of an individual's working achievements in gaining family

objectives. In other words, an individual's job has no direct effect on his/her personal satisfaction and/or personal gratification; rather, a job is defined as an activity that exclusively plays a role in providing the necessary resources for the formation of a satisfying personal life. The fifth axis argues the "conflict theory" based on which the two concepts of family and work are irreconcilable and that one concept must be sacrificed to succeed in the other (Friedman, Christensen & DeGroot, 1998; Maeran et al., 2013). Such viewpoint is rooted in the man's role conflicts introduced by Kahn et al. in 1964. There, such disputation is aroused from the formation of a collection of contrasting forces, compulsions, expectations and values. In this regard, Greenhouse and Beutell (1985) referred to the notion of conflict as a type of conflict between different roles of an individual in which the pressures and differences in various roles are highly incompatible with each other. As it was mentioned by Greenhaus and Parasuraman (2002), in this view, a man's lifespan and abilities are restricted, and this limitation causes people to accept several roles in various situations simultaneously and inevitably experience various conflicts.

In the eyes of Kahn et al. (1964), the term role conflict was defined as the pressure aroused from one's many attempts to accept and conform to two or more roles. In this regard, work-family conflict is formed when people accept and play several roles (parents, spouse, employee) simultaneously, while each of these roles may also include several sub-roles (e.g. single mothers, multiple careers, etc.) (Chang, Zhou, Wang, & de Pablos Heredero, 2017). Greenhaus and Beutell (1985) stated that in these circumstances and by accepting more responsibilities, the stress caused by the increases and as a consequence, conflicts between professions and family are formed/ increased. This conflict (WFC) begins when individuals - commensurate with their jobs and the accepted responsibilities - put more effort into overcoming responsibilities and problems and often devote long hours to work, but in return, they spend less time caring for their home and family members, feel more tired and bored, become weak and incapable of performing their duties and responsibilities and eventually leave one or all of their jobs - which is the most common problem (Allen et al., 2000; Gao, Shi, Niu, & Wang, 2013; Obrenovic et al., 2020).

Focusing on the differences between WFC and FWC, the dissension occurs at the time when work requires a person's time, commitment and passion in a way that it decreases his/her ability to play family roles (Frone, Russell, & Cooper, 1992). Accordingly, the family-work conflict occurs when the needs, wants, and conditions of a family cause usage of these resources (i.e. time, commitment and energy) in a way that reduces the individual's ability to play his/her job roles.

It should not be forgotten that teaching is one of the professions that cause various work-family conflicts because, in addition to the personal job-family conflicts of teachers, they are continuously affected by students, their personality traits, needs, and families on one side; and educational managers, educators, colleagues, on the other. The other factor that affects teachers' performance is the working context. Steinberg and Garrett (2016) represent that teachers' performance is significantly influenced by their working environment. This means that criteria such as students' performance (Steinberg and Garrett, 2016), working conditions and the spirit of

support and cooperation among staff, as well as effective leadership by school principals and supervisors (Kraft & Papay, 2014), school structure (Loeb, Beteille & Kalogides, 2012), and the level of income of students' families (Sass, Hannaway, Xu, Figlio & Feng, 2012) affect teachers' performance.

Meanwhile, the role of personality traits, which has recently been introduced as a predictor of work-family conflicts by Khodabakhshi Koolae, Sheykhi, Azkhosh (2012), should not be overlooked. Previously, only environmental predictors of work-family conflict, including job independence, supervisory support, work and family environment, family affairs, and friends, were considered (Friede & Ryan, 2005). But today, in addition to these traits, personality traits that account for a man's potential to manage family-profession affairs must also be examined (Friede & Ryan, 2005). Personal factors such as health status (Beauregard, 2011; Peeters, Montgomery, Bakker, & Schaufeli, 2005), family conflicts, irresponsibility of other family members, lack of support from others, multiple responsibilities, presence of child/children, etc. (Greenhaus & Beutell, 1985; Kirchmeyer & Cohen, 1999), affect a person's working conditions. Issues such as job dissatisfaction and resignation, life dissatisfaction, mental health problems, and general/ physical health issues are among the consequences of conflicts between profession and family (Allen et al., 2000; Grant-Vallone & Donaldson, 2001; Kossek & Ozeki, 2001). Greenhouse and Beutell (1985) also believed that increases in the work-family conflicts intensified the conflicts between the family members, lack of support from family members (especially the spouse), and tensions with their children. According to Ayo, Henry and Adebukola (2009), creating balance and coordination in teachers' professional-personal life may affect their professional life. They also pointed out that three groups of female instructors, novice teachers and instructors with infants encountered further difficulties and more intense work-life challenges.

In this regard, Punia and Khusla (2009), studying the collaboration strategy used in different contexts, represented that this strategy was mainly used in an educational context, meaning that it is necessary to minimize conflicts, tensions, and stresses because these factors directly affect teacher's performance inside and outside the classroom. Dalal and Dhull (2017) represented that teachers were working in private educational institutions faced with greater and more responsibilities which caused more tensions at home. They also emphasize that the management of educational centres should be aware of female teachers' needs and continuously review their working conditions in order to adopt appropriate policies to create a balance in their life and work.

According to Yadav and Punia (2013), providing working conditions that meet the needs and requirements of employees - especially for teachers who simultaneously deal with various groups of students with different moods and needs - is also an efficient factor that improves their performance. Other researchers (e.g. Fatima & Sahibzada, 2012) studied the motives of decreased work-life balance in different groups of female and male teachers at the university level and represented that factors such as partner support, peer support, and job resources increased job-life balance, while unfair criticism decreased this balance. Accordingly, factors

such as partner support, childcare responsibility, dependence on the elderly, and peer support showed different results for males and female participants. Studying the impact of gender on WFC, Parasuraman and Simmers (2001) represented that men tended to be involved in psycho-physiological work activities while women preferred to focus more on family life activities so that women with both responsibilities (i.e. work and family responsibilities) were more tolerant of stress which indirectly affects their health and job satisfaction (Duxbury & Higgins, 1991; Greenhaus & Parasuraman, 1993; Pleck, 1985; Maeran, Pitarelli & Cangiano, 2013). Dedication and commitment to work were showed to be more common among female teachers, and this job was stressful for them (Biklen, 1995; Thomas & O'Brien, 1984).

Lowther, Gill, and Coppard (1985), focusing on the effects of age and gender on teachers' professional and personal responsibilities, demonstrated that life satisfaction in teaching was mainly affected by work satisfaction, and older teachers were more satisfied with their job. The dependency of both work-family conflicts and family-work conflicts in teachers on their experience was also revealed by Cinamon and Rich (2005).

Studying the conflicts' consequences has represented that it causes dysfunctional outcomes in both work and family, among which are long tardiness and absence, underperformance, low job satisfaction, and more burnout (Allen et al., 2000; Carlson et al., 2000). According to Rich and Almozlino (1999), the work-family conflict in teaching jobs is more observed in primary levels. Gao, Shi, Niu, and Wang (2013) and Obrenovic et al. (2020) reported on a statistically negative relationship between conflict and job gratification in the field. Therefore, it is necessary to know what the provisional and prolonged effects are. To this aim, this mixed-method study was designed to determine the most influential factors affecting language teachers' work-family conflicts and their performance over time.

Methodology

In this applied research, the system dynamics approach was used to facilitate understanding of the factors' behaviour, monitor their changes, and predict the future behaviour of each factor for the upcoming decisions. In order to implement this approach, the following steps were taken:

1. Identify, define and problematize the issue: A relatively large body of research was studied on account of the fact that an encyclopedic model was required to be drawn. Additionally, a researcher-made interview protocol (containing seven open-ended questions) was provided to conduct a semi-structured interview. Seventy-eight English language teachers were asked to take part in the thirty-minute interviews, out of whom seventy-three teachers accepted the invitation.

The purposeful method of sampling was selected on the basis of the need for gaining the most comprehensive answers. Interviews were conducted from June 14 to June 25, 2020, and after recording and transcribing the data, the data were sent to the interviewees to confirm. The main themes were extracted using MaxQDA, and then five elites and experts in English language teaching, education, and management were asked to verify the extracted themes and their weights.

The factors of satisfaction with family and life, role-overload, awareness towards work-life balance, job satisfaction, flexible working environment, self-appreciation of work and etc. were recognized as the basis for determining and classifying factors affecting teachers' work-life conflicts and their performance which were also used by Punia and Kamboj (2013) and Baltes, Clark, and Chakrabarti (2010). The factors were defined as follows:

Table 1

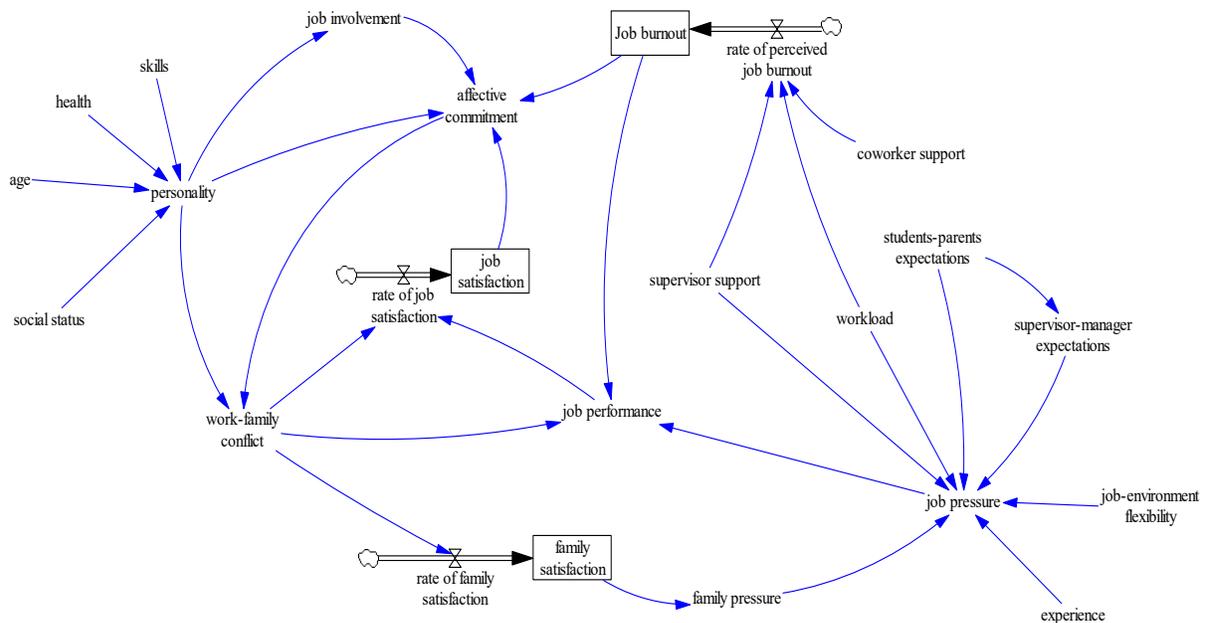
Factors Affecting Work-Family Conflict and Teachers' Performance

Affective commitment	A sense of duty and responsibility that makes a teacher more involved and active in doing tasks.
Coworker support	All the mental, intellectual and physical support of colleagues for a teacher.
Experience	All the skills, abilities and inner potentials which have been formed and realized through teaching.
Family pressure	All the pressures that are (often) formed due to the imbalance of power in family relationships.
Family satisfaction	Refers to the perception of family-life quality (concepts such as solidarity, happiness, peace and overall well-being).
Health	Health refers to the physical, mental and social health in which there is not any disease, weakness or disability (which affect individuals' functioning). Regarding the teaching profession, this must be mentioned that teachers need a higher level of health, especially social health.
Job burnout	Teaching-related stress which causes a feeling of reduced success and loss of personal identity in teachers.
Job involvement	The impression of teaching profession on ones' personal identity. The importance of a person's profession (teaching) in his/her identity.
Job performance	Job performance refers to the assessment of a person's success in performing teaching and educating duties.
Job pressure	The occupational pressure of teachers focuses on a set of physical, as well as mental-emotional, reactions which arises from the lack of conformity of the job requirements and the conditions of teaching with the abilities of an individual.
Job satisfaction	The sense of pleasure formed in a teacher stemmed from the perception that teaching can satisfy many of his/her personal values.
Job-environment flexibility	The flexibility in schools/ educational environments refers to the strategies used by a teacher in response to the ever-changing circumstances and expectations of the students, parents, and educators.
Personality	The combination of all features and qualities that form a teacher's personality.
Skills	A set of expertise and abilities that enables a teacher to do his/her job properly.
Social status	The level of social values considered for a teacher. More precisely, the set of respect, competence and honor assumed for teachers defined in a society.

Students-parents expectations	A set of expectations that parents and students have from a teacher. These expectations sometimes change daily and even hourly, and the teacher is expected to have the ability to manage the majority of them.
Supervisor-support	A set of support, guidance and assistance provided by training supervisors.
Supervisor-manager expectations	A set of needs, expectations, and instructions communicated to teachers by administrators and supervisors for implementation.
Work-family conflict	When a teacher is confronted with a set of conflicting demands in his or her roles (teacher role and role in the family) and finds it difficult to play both roles, a work-life conflict is formed.
Workload	The amount of work and tasks that a teacher is required to perform

2. Create dynamic hypotheses: It was tried to determine the model boundary and to understand factors' relations. After defining themes, the cause-effect loops were designed, which were then used as a basis for extracting the flow diagram (Figure 1). Such diagrams represent the dynamicity of a model and its hypotheses. At this stage, fourteen educators and experts were asked to verify the basic model. Cause-effect diagrams are applied to determine causal relationships using two general types: reinforcing loops and balancing loops. According to Sterman (2000), reinforcing loops move in the direction of initial change, while balancing loops move in the direction of counteracting the initial change.

Figure 1
Flow Diagram of Work-Family Conflict and the Teacher's Performance



3. Simulate the model: After forming the hypotheses and designing the flow diagram, the model was implemented using Vensim PLE software. The purpose of performing such a simulation is to understand the complexities of the model and to understand the behaviour of the system over time.
4. Test and Validate the Model: In the next step, the aim was to ensure the readiness and validity of the model. Therefore, the simulated behaviour was compared with the real system' behaviour. Sterman (2000) emphasized that model testing and validation increased its reliability and durability. He also mentioned that there was no standard index or criteria for achieving model validity. However, three types of validation tests were applied (Sterman, 2000) to ensure the accuracy of the proposed model, which were:
 - a. Model behaviour vs reference behaviour: In this test, the researchers tried to identify any fundamental differences by comparing the information provided in previous studies and the behaviour obtained in this model;
 - b. Real behaviour vs simulated behaviour: The results of the simulation were sent to five experts in order to check whether the predicted results corresponded to the real-world conditions;
 - c. Model sensitivity analysis: In dynamic models, it is observed that the system is affected by one or more specific variables, and any slight change in such variables will result in fundamental changes in the behaviour of the whole system. In this step, it was tried to change the value of some variables, meaning student-parents' expectations and job environment flexibility, in order to observe any fundamental changes in the domain of system changes; since in system dynamics modelling, stability in the behaviour of the proposed models is of particular importance. Specifically, any drastic changes in the results indicate the model's instability.
5. Make Policy: In the last step, with the aim of improving the working conditions and teachers' performance and reducing work-family conflicts, strategies were proposed needing to be aligned with the conditions of training centres (Ford & Sterman, 2003).

Results

The simulation results of different components are described in this section. As shown in the next figure, the performance of teachers had a downward trend over a period of sixty-eight months, which means that with the passage of time and the formation and/or intensification of factors' influences, teachers' performance has weakened exponentially.

Figure 2
Changes in the Teacher's Performance

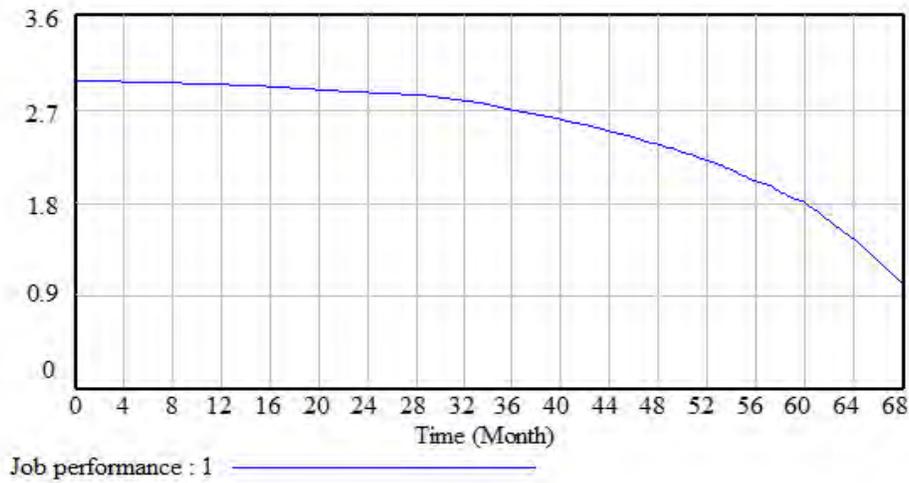
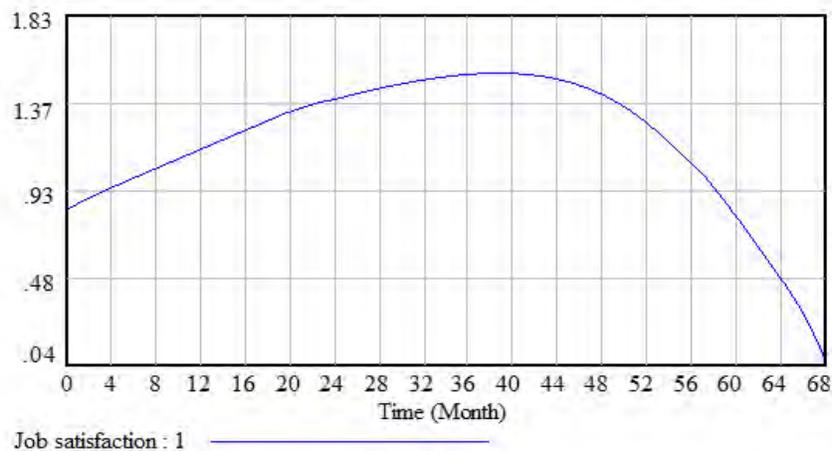


Figure 3 represents that the “job satisfaction curve” followed an overshoot and collapse trend, which means that the level of job satisfaction of teachers at the first thirty-six months has increased, but after that, with the intensification of other factors, the level of satisfaction has decreased significantly.

Figure 3
Changes in the Teacher's Job Satisfaction



The following figure clearly shows that, the “WFC curve” had an exponential trend based on which the number of conflicts has steadily increased (i.e. tripled) during these sixty-eight months.

Figure 4
Changes in the Work-Family Conflict

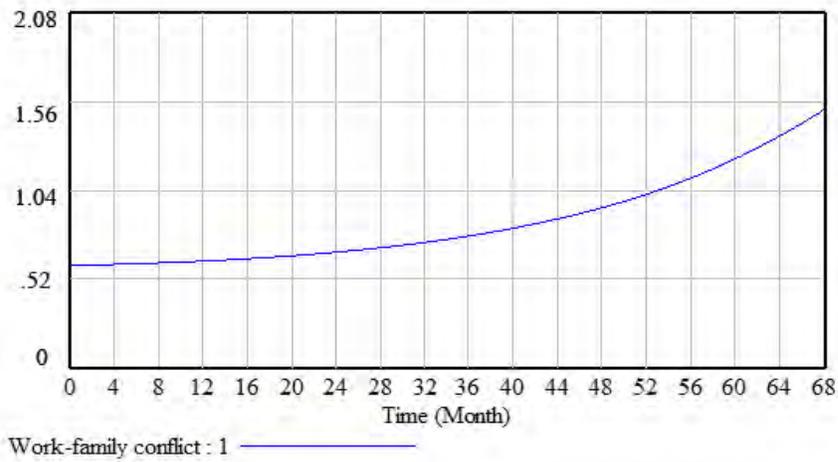


Figure 5 shows the changes in teachers' job burnout. This is inferred that, although the teachers' experiences, abilities and skills were improved during these sixty-eight months, their job burnout curve followed an exponential pattern.

Figure 5
Changes in Teacher's Job Burnout

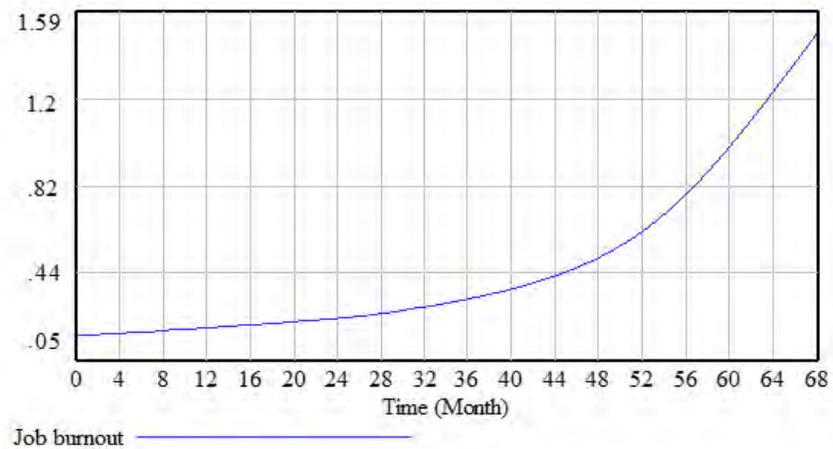
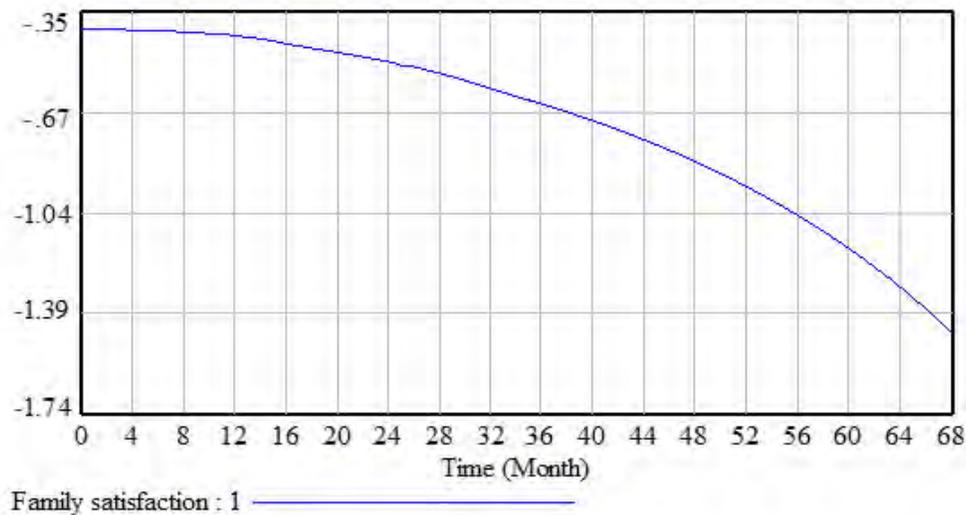


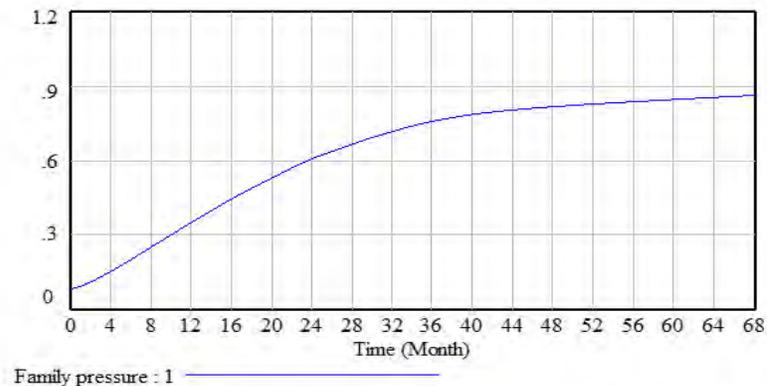
Figure 6 shows that family satisfaction has fallen downward during this period and has reached its minimum level.

Figure 6
Changes in Family Satisfaction



The next diagram shows the “family pressure curve”, which followed an S-shaped manner to its maximum extent during this time frame.

Figure 7
Changes in the Family Pressure



In order to evaluate the model (in accordance with requirements 4.a and 4.b), and after extracting and recognizing the factors and drawing the models, the accuracy of the model and the relationships between/among the factors were confirmed in meetings held with a number of officials and elites of the field. The simulation results and their conformity with the behaviour of the system in previous years were also confirmed. As mentioned in section 4.c, the sensitivity analysis method was used to evaluate the model. To this end, any fundamental changes in the results were studied by employing two separate policies. The first policy was to examine the influence of a change in the expectations of students and parents on the behaviour of the system, and the second policy was to change the flexibility of the working environment.

- A) The policy of changing the students-parents' expectations: As shown in Figures 8 and 9, by controlling the level of students-parents' expectations as a changing policy, the overall shapes of teachers' performance and job satisfaction curves did not change significantly and continued to follow the same path. This means that the model is not affected by the change, and its stability is maintained over time.

Figure 8
Effect of Expectation Control Policy on Teachers' Performance and

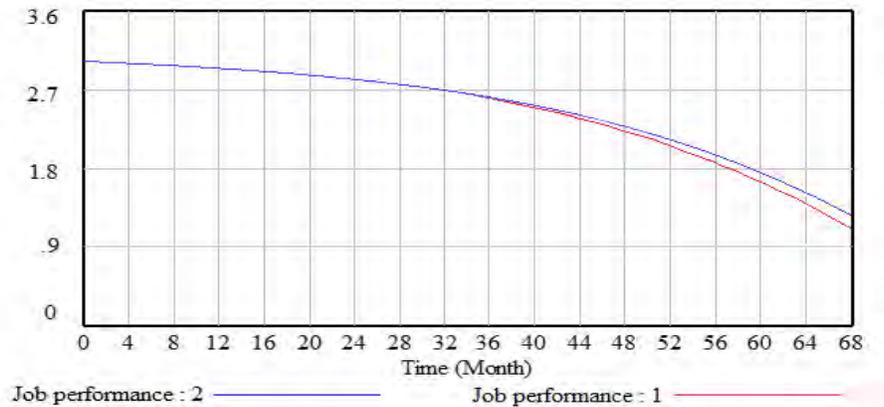
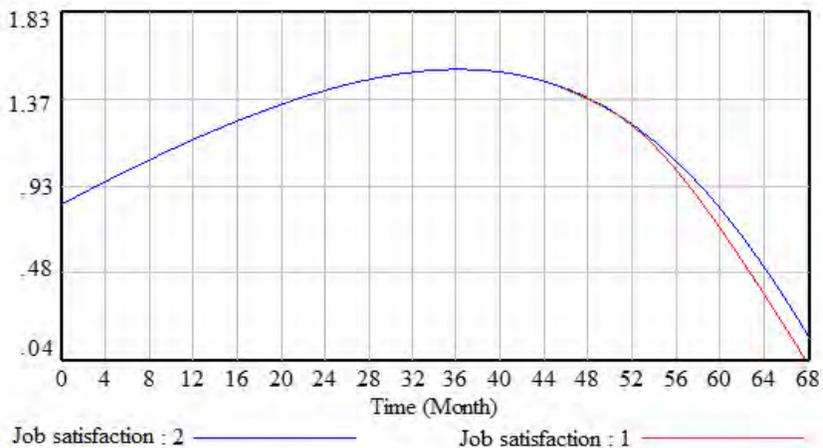
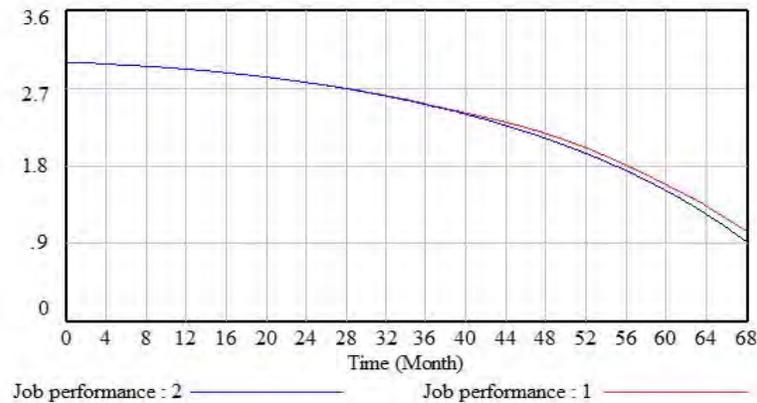


Figure 9
Effect of Expectation Control Policy on Teachers' Job Satisfaction



- B) Policy of Changing the job environment flexibility: As shown in Figure 10, a change in the amount of environmental flexibility (from 0.4 to 0.2) did not cause any significant difference in the system's manner of behaviour and the teachers' performance followed the same curve.

Figure 10
Effect of Changing Flexibility Policy on Teacher's Performance



In this mixed-method study, it was tried to first identify the most effective factors of occupation-family conflict among instructors and then to study and recognize the changes in these factors over time and how they affected teachers' performance. Moreover, the validity of the model and factors were also examined. In general, it was found that work-family conflicts affected the performance of employees (specifically language teachers) both directly and indirectly.

Discussion

The results demonstrated that a variety of factors encompassing skills, age, social status, workload, and job pressure account for teachers' performance (see Figure 1). Among these factors is the working environment, which was also outlined by some scholars (Tremblay & Roger, 2004, Loeb, Beteille, & Kalgrides, 2012; Sass et al., 2012; Kraft & Papay, 2014; Steinberg & Garrett, 2016) as one of the influential factors in this regard. Experiments on the working environment of individuals during the pandemic period in 2021 represented that doing housework and children-related affairs, including cleaning and preparing food, washing clothes and ironing, and shopping, was the most time and energy-consuming task (Keskinçilic, Güneş, & Tüysüzer, 2021). In earlier studies, this issue was introduced by Özkanlı and Korkmaz (2000) as well as Dikmen and Maden (2012) and labelled as "invisible labour" by Dikmen and Maden. According to them, in performing such tasks, shift hours are not defined, and there is no salary while performing them requires the utmost effort of individuals. Moreover, Del Boca et al. (2020) and McLaren, Wong and Nguyen (2020) represent that performing such tasks and dealing with their consequences during the COVID-19 pandemic period has intensified, especially for female workers.

Our results share a number of similarities with the findings of Golden (2012) and Rubio et al. (2015), who found a link between burnout and profession-life conflict, but the relationship between the two was not direct and linear. The findings are also in line with the work of Chung (2011) and McGinnity and Russell (2013), who found work-family conflicts among teachers

increased over sixty-eight months. The factor of experience mentioned by the participants of this study is barely distinguishable from what Boyar, Maertz, Mosley, and Carr reported in 2008 as an influential factor that may affect both teachers' performance and their WFC.

Beauregard (2011) and Peeters et al. (2005) represented that personal circumstances at home, family conflicts, lack of support, multiple responsibilities, and family needs affect people's working conditions. According to Kirchmeyer and Cohen (1999), such factors decreased job satisfaction and caused poor performance, and this is what the results of the present study showed (see Figure 8). Based on the findings, job satisfaction decreased over time due to increases in contradictions, conflicts, burnout, difficulties, pressures and other work-life factors. Examining the effects of these factors on teachers' educational activities during the pandemic, UNESCO (2020b) report that such pressures have caused more conflicts between teachers' families and works, and it is necessary to support teachers more in order to maintain education. Keskinliç et al. (2021) also emphasize the need to pay attention to the teachers' welfare and state that it is necessary to focus on the intellectual-psychological aspects and livelihood issues of teachers as a priority of educational institutions and administrators.

School principals and supervisors' important role in attracting active participation of individuals in various departments and sections of educational institutions, including teacher assistants (Troeva, 2015), as well as psychologists and psychotherapists (Cunliffe & Scaratti, 2017), in the process of reducing workload and bureaucracy (Shaalvik & Shaalvik, 2010; van Droogenbroeck et al., 2014) is inevitable. Furthermore, in 2010, van den Broeck et al., in an experiment on improving work involvement, Xanthopoulou et al. (2007) and Bakker et al. (2011), in separate studies on facing job burnout and WFC presented the importance of this issue. What was just mentioned is presented in the Flow Diagram (Figure 1) under the headings of job involvement, job commitment, and supervisor support.

Cortini (2016) shows that organizational support leads to greater job satisfaction and reduces stress in employees, and this can prevent the formation or intensification of conflicts between job and family status of individuals. Bakker et al. (2011) and Sarafidou and Chatziioannidis (2013) also demonstrated that encouragement influenced the performance of duties and the implementation of educational objectives by teachers and helped them to use the opportunity to allocate resources, cope with family (or even job) pressures, overcome working barriers, deal with changes and transformations in the workplace, and cooperate more closely with other employees (Scaratti, Ivaldi, & Frassy, 2017). This was also recognized and categorized in this study as affective commitment, job involvement, supervisor and coworker-support.

Regarding the implemented policies, it can be said that, as it was mentioned by Khosravi (2009), the expectations of others have a great impact on service jobs, including teaching. It should be noted that another determining factor in this regard is the personality traits of individuals, which according to Wayne, Musisca and Fleeson (2004), and Khodabakhshi Koolae, Sheikhi and Azkhosh (2012), is a very important factor in facing conflicts and coping with them. In the present paper, after the completion of interviews with teachers, different

variables of this type were elicited and categorized to identify their impact on teachers' performance (see Figure 1).

Regarding the policy of changing the flexibility in working conditions, Khosravi (2009) and Heidari and Dehghani (2016) showed that work-flexibility, behavioural characteristics of colleagues, personal management tactics, salaries and benefits, facilities and media and growth opportunities were among the most influential factors. Therefore, it was tried to analyze the sensitivity of the presented model by examining these two policies and showing how such factors affected the whole system. It is worthwhile to mention that a number of scholars (Cinnamon & Rich, 2010; Gao et al., 2013; Benevene & Fiorilli, 2015; Shen et al., 2015) have reported that WFC causes burnout, reduced mental and physical health, and decreased job satisfaction as well as independence. It declines motivation in teachers, which affects their performance and ultimately that of students.

All this represents that WFC factors are influential in the performance of language instructors and due to their job's characteristics such as workload, audiences' needs, the need for emotional communication with interlocutors, emotional investiture in learners' behavioural difficulties, cooperation with students' family and coworkers, executing supervisors' requests, etc., balancing all of these with their own personal living conditions, has become even more complicated (Noor & Zainuddin, 2011).

Conclusion

The existence of multidimensional interactions with learners on the one hand and the necessity to accomplish officials' demands on the other has made the teaching profession one of the most complex and dynamic ones (Ellis & Larsen-Freeman, 2009). A person who embarks on a teaching career is expected to possess very good managing and cognitive abilities and be able to employ them at different levels. With the advancement of science, technologies and facilities, the need for education has been felt increasingly, and today, more than ever, teachers must prepare themselves to adapt to the emerging conditions and their consequences. On the other hand, the needs of students and their parents have also changed, and all these factors have made teachers' working conditions more complicated. Therefore, it is necessary for educational administrators and supervisors to provide teachers with appropriate conditions to achieve their best performance.

The paper seeks to identify elements affecting the relationship between profession-family conflict and teachers' performance and to provide predictions of future orientations and how these factors change over time. The results provide a blueprint for administrators and supervisors to adopt the most effective policies for their teaching staff and consequently help them achieve their maximum efficiency. While a large body of research related to the conflict have revealed that most researchers have been content to inquire about the relations between such conflict and job gratification (e.g. Gao, Shi, Niu, & Wang, 2013), in this inquiry, the objective was to investigate the factors affecting such conflict in the teaching profession and how they affect teachers' performance.

This study has not confirmed some previous studies (Claesson & Brice, 1989; Cinamon & Rich, 2005), in which experience and a reduction in the work-family conflict were directly correlated with one another. However, the remarkable result emerging from the data is the effect of experience on teachers' performance through influencing work stress, work-family conflicts, and then working performance. The participants, their trends and attitudes, workplace factors, and some other factors may account for such discrepancy. A number of the factors introduced in this study and their sub-disciplines can cause teachers to feel inadequate and dissatisfied. The more experienced teachers who -in today's world- may find it difficult to adapt to educational technologies, an inseparable part of modern education, are more likely to be influenced by these variables. Each of these factors may either directly or indirectly lead to a conflict/conflict between working life and family life. Therefore, it is necessary for managers, supervisors and educators to pay more attention to such factors.

Finally, the present findings might help teachers, managers, and policymakers in this field. In other words, the results suggest that teachers learn how to deal with various job strains and work-life pressures as well as to minimize these conflicts by maintaining their physical and mental health. School administrators are advised on providing a working environment with maximum flexibility and cooperation for teachers and increasing the motivation of their teachers. This will lead to minimized work-family conflicts among teachers and an improved level of organizational commitment and professional gratification. Having a look at the literature reveals that efforts to improve the working environment result in fulfilling assigned tasks and playing roles, and ultimately, facilitate WFC management for individuals and particularly teachers (Ghayyur & Jamal, 2012; Kang & Sandhu, 2012). Implementing family-friendly strategies and supervisory assistance measures and providing family-oriented benefits are among the factors that, according to Fub et al. (2008), affect individuals' efforts to manage their WFCs.

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