The impact of conciliation between work and family life of professors on educational quality case study of university of Djillali Bounaama khemis Miliana and university of Chlef (Algeria)

Ahmed Benyahia Rabia [1, *]
[1] University of Djillali Bounaama Khemis Miliana (algeria)

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Summary: The study aims to find out the relationship between the conciliation work-life / family-life and the educational quality of the teaching staff of economy faculty in the University of Djillali Bounaama Khemis Miliana and University of Hassiba Benbouali Chlef.
In this exploratory study, we used a simple of 316 professors. As a tool of the study, we used a self-administered questionnaire to collect data.
The study confirms that the correlation between the variable of conciliation and the variable of educational quality is very weak.

Keywords: work-life ; family-life ; conciliation ; educational quality.
Jel Classification Codes : M12 ; I21 ; I23

I- Introduction :

The development of life and its multiplicity of fields have made a lot of challenges confront the labor market; the most important of these challenges is the technological development of information and communication, which has contributed to the blurring of the boundaries between the professional life and the private life of the individual.
Many difficulties have emerged that face the family life and working life of the individual, the most prominent of these difficulties is the balancing operation between satisfying his family needs, and work requirements.
The rapid change in the higher education sector in terms of curricula and hours of work has directly affected the private life of professors and has led to different degrees of pressures.
Many studies have combined that the university cannot do its part to society if the professors live in conditions of psychological instability and are unable to balance the conflicts they are exposed to.
The success of achieving the educational quality within universities depends on many factors, and what we are interested in this study is discovering if the conciliation between family-life and work-life of the professor is related to the achievement of the educational quality in the university, and seek to answer the following question: How strong is the correlation between the conciliation (work-life / family-life) and the educational quality of the teaching staff of economy faculty in the university of Djillali Bounaama Khemis Miliana and university of Hassiba Benbouali Chlef?
Several plans have been used to identify the difficulties associated with the challenges of engaging in both the world of work and the world of the family.
(Jesse S. Michel & al)[1] developed a new model of work-family conflict, depending on current work-family theory and research. This explanatory study investigated the interrelationship of 15 variables, job satisfaction one of them, which is different from the concept of quality of work.
There are studies as Balet Geraldine & Al (2016)[2], Stephanie chasserio (2006)[3] , Ben abou, Elhadj Ali (2020)[4] focused on searching for organizational strategies to solve the problems of the conciliation between family-life and work-life, contrary to our study which focused on the impact of that conciliation.

* Ahmed Benyahia Rabia, e-mail: rabiebenyahia33@yahoo.com

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The problem of conciliation between private life and working life has known several challenges in different cultures. A study by Christine R.cousins & Ning Tang[5] In three countries Netherlands, Sweden and the UK Observed 1000 Households to analyze the effect of working time flexibility on the conciliation between work-family life.

The results suggested that the Dutch and British women had fewer difficulties in balancing work and family life, but they had less financial independence, on the other had Sweden women had more financial independence and more difficulties in balancing work and family life.

Helena Knorr, Dolores Garzon and Daniel Martinez (2011)[6] focused in their study on the behaviour of worker women in European companies toward the challenge of conciliation. They found that men did not consider entrepreneurs as a challenge like women think because they spend less time with their families; also, men gave more importance for the motivations and challenges than women.

In terms of the role of procedures and organizational measures in solving the problem of conciliation between work-family Life, there are several studies took this side as Diane-Gabrielle Tremblay, (2003)[7], Khaled Djamel, (2015)[8], Françoise Grodent & Diane Gabrielle Tremblay, (2013)[9]. These studies have focused on the impact of several organizational measures as hours of work, superior support, spousal support, working time flexibility…

The results of these studies are different, some emphasize the Effective role of these measures and others see that they are inadequate to solve the issue.

Our study is related to the relationship of conciliation between work-family life and the quality of education, we have searched in previous studies on this point, we found several studies as Youcef ahmed, (2008)[10], Shiraz Mohammed, (2011)[11], M.J. mairata & al, (2012)[12] just focused on the application of quality assurance in the Institutions of higher education.

On the other hand, we have the studies of Mehani Lila & Maghraoui Mahi (2018)[13], Samache Amina & Mustapha ouamria (2018)[14], which they found that there is no effect between the balance of work-family life and job satisfaction.

Based on the content of previous studies, this study is unique in its handling the quality of education as a variable, by seeking to know the relationship between the variable of conciliation work-family life of professors and the variable of quality of education.

To achieve the objective of this study, we developed the following hypotheses:

1: conciliation between work life and family life has a strong correlation with educational quality.

2: There are statistically significant differences in the sample's response to the variable of conciliation between work and family life due to the social state.

3: There are statistically significant differences in the sample's response to the variable of educational quality due to the rank.

I.1. Background

I.1.1 Work-family conflict an overview:

Nowadays work-family conflict is a growing challenge, researches about the relationship between work and family have been more important over the last few decades.

Researchers like Allen, Herts, Bruck & Sutton have identified work – family conflict as one of the major stressors and essential issue that have to be taken with full care.

Work – family conflict has been defined as a form of inter-role conflict that occurs when the role pressure (which need energy, time or behavioural demands) from the work and family domain are mutually incompatible in some respects[15].

That's mean work can disturb family life while family life can affect work life because the difficulty experienced by a person to adapt to another role.

Work-family conflict exists in all segments of society, several causes behind this phenomenon such as[16] :

- The increase in dual career household, for example in USA 70 % of children live in households where both parents work in 1960.
- Many families have extended family care responsibilities and spend less time at home because of the long working hours and inflexible working schedule.
- Employees are increasingly occupying simultaneous work and family roles, on the other hand, the current economy is requiring companies to do more with less.
- Career advancement requires a person who going above and beyond his duty at work.

Work-family conflict can occur in both directions from work to family and vice versa, and can be asymmetrical, but the researches have shown that the level of conflict was most in the direction work to family.
Researchers have realized that work-family conflict needed bidirectional measures to have a deep understanding of the relation between work to family conflict and family to work conflict.
There are many measures that researchers have adopted to measure work –family conflict, but in our study, we will depend on Netemey et al's (1996) instrument because it's different from other measures in terms of detecting the conflict in both directions and it has a limited number of items[17] .

I.1.2 Work-family balance (W.F.B):

There are many different definitions of the term W.F.B., according to kirchmeyer work-family balance refers to "achieving satisfying experiences in all life domains, and to do so requires personal resources such as energy, time and commitment to be well distributed across domains"[18].
Frone (2003) have seen that balance occurs when there is a lack of interference between work and family domains[19].
Greenhaus, Collins & shaw (2003) define W.F.B. as the extent to which individuals are equally satisfied with their working life and private obligations[20] .
In recent years the importance of W.F.B. has become one of the main interesting topics, as a result of the demographic-economic and cultural changes such as the growing number of families, both partners work and each one of them faces a dual set of obligations, the ageing population and technological advances[21].
A proper balance between work life and family life allows impacting the company in different ways, such as allowing employees to work effectively with high quality.
Work-life balance has a positive effect on quality of work when this makes an improvement in the quality of work life.
The table 01 reports different studies assessing the impact of work-life balance in companies from different countries.

I.1.3 Educational Quality indicators:

Quality indicators address aspects of educational situations, so many researchers identify the sources of quality in many elements such as structures, eminent professor, the results of excellent experience, specialization and technological application…
The University of North Florida in the United States of America has developed nine Quality indicators they were as follows[22]: Educational progress, educational outcomes, the learner shall remain in the program for a sufficient period of time until the educational objectives are achieved, Student selection, the orientation program, Program planning and evaluation, Services provided to students who need them, Curriculum and teaching, Development of teaching staff.
The CITA model of school accreditation is one of the most successful models applied globally, the model provides systems that encourage schools to raise standards of quality education and contribute to improving the success of learners and ensuring their future, the following are the CITA standards for quality of schooling[23]:
Authority and Governance, Vision, Values and Mission, Leadership and Organization, Financial Resources, Physical Resources, Human Resources, Curriculum and Instruction, Library, Media, and Technology Resources, Support Services and Student Activities, Climate, Citizenship, and Conduct, Assessment and Measurement, Improvement Continuous Education.
Crosby has defined 4 criteria for ensuring an overall quality of education that is established by the principles of total quality management[24]:

- Quality requirements by establishing a specific, clear and coordinated definition of quality.

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- Describing a quality system to prevent errors by following the criteria of good performance.
- Ensuring proper performance from the initial stage.
- Paying attention to quality assessment based on Qualitative and quantitative objective criteria

The British Arab Academy of higher Education has identified a set of indicators of quality of education, which we explain in the following terms[25]: Indicators related to the student, Indicators related to the professor, Indicators related to the curriculum, Indicators related to the school administration, Indicators are related to educational management, Indicators are related to physical capabilities, Indicators related to the relationship between school and society.

Through these previous studies, we can conclude five indicators that help us prepare this study as table 02.

II– Methods and Materials:

II.1. study model:

According to this study, which focuses on professors of economy faculty in universities (University of Hassiba Benbouali Chlef and University of Djillali Bounaama miliana). We tried to study the relationship between two variables, in one hand the conciliation between work life and family life, on the other hand, the educational quality. The research theoretical structure is thus formed: shown as figure 01.

The purpose of the study is to examine the relationship between two variables (conciliation between work-life/ family life and educational quality). To measure these variables, we determine seven Dimensions like following:

• Conciliation between work-life/ family-life: family work conflict, work family conflict.

• Educational quality: indicators related to the students, indicators related to teaching staff, indicators related to the curriculum, indicators related to the university managers, indicators related to the physical potential.

II.2. Research methodology:

To achieve the objectives of the study, we selected an inductive approach by testing the relationship between variables. In order to test the hypotheses of the study, we depended on several statistical tests like Spearman test and ANOVA test.

This research is an exploratory study try to clarify the relationship between conciliation work-life/ family-life and educational quality in the University.

As a research strategy, we used a case study which involved an empirical investigation within two economy faculties in the University of Hassiba Benbouali Chlef and University Djillali Bounaama Khemis Miliana between the period of January 2020 and June 2020.

II.3. Sample and data collection:

In our case study, we used a random sampling technique. The sample derived from 414 Professor working for economy faculties of University of Hassiba Benbouali chlef and University of Djillali Bounaama khemis miliana.

After the data cleaning process, 20 cases were deleted .finally, we reached 79% response rate, that's mean the study sample size is determined by 76.32% of the population of the study.

In terms of the study tool, we used a self-administered questionnaire to collect data (table 04). We depended on rating questions to ask respondents how strongly she or he agrees or disagrees with a series of statements.

II.4. Instrument Reliability and Validation:

- In this study we used Cronbach's alpha to test consistency .its values for all the parts of questionnaire are more than 0.7 (table 05) so the scales can be applied for the analysis with acceptable reliability.
- In order to establish content validity, an initial version of the instrument was pre-tested using several academic people.

III- Results and discussion :

III.1. General Information about the Respondents:

This section of the study describes the sample of the study showing the frequencies and percentages of respondents according to their demographic variables (gender, age, rank, experience, Civil status).

III.2. Testing the hypotheses:

In order to study the relationship between the variable of the conciliation (work-life/family-life) and the variable of the educational quality we proposed the following hypotheses:

Hypothesis 01: conciliation between work life and family life has a strong correlation with educational quality. This hypothesis is verified with spearman coefficient (spearman = 0.123; sig = 0.02) look the table 07 It shows that the correlation between these two variables is very weak .as a result, the hypothesis 01 was not approved.

Hypothesis 02: there are statistically significant differences in the sample's response to the variable of conciliation between work and family life due to the social state .this hypothesis is verified with Anova test (F = 4.875 ; sig = 0.008) see the table 08 as a result, hypothesis 02 was approved.

Hypothesis 03: there are statistically significant differences in the sample's response to the variable of educational quality due to the rank .this hypothesis is verified with Anova test (F = 25.662 ; sig = 0.000) see the table 08 as a result, hypothesis 03 was approved.

III.3. Discussion of the Findings:

- The study was found that the correlation between the conciliation work/family life and the educational quality is very weak, that means the challenges of improving the quality of education in the two universities are not only related to professor's conciliation between his private life and work, but we need to adopt a quality system which all the professors work under it. This is in line with what Youssef Ahmed said in his study, in which he points to the importance of concentration on operations of the system and its outputs instead focus in the input only.
- In hypothesis 02 the test of Anova approved that not all the teaching staff from the sample have succeeded to conciliate between their work and family life. as shown the table 09, the reaction of the single professor toward the variable of conciliation is different than the others, because they have no responsibility in their personal life. this finding is consistent with the study of (Helena knorr & al, 2011).
- In the hypothesis 03 Anova test approved that the teaching staff from the sample have different reaction toward the variable of educational quality due to their rank that means the knowledge level of each professor plays a critical role in the improvement of educational quality. The table 10 shows that temporary professors and associate professors have the same reaction than the other ranks. That's mean the higher the rank the fewer the differences.

IV- Conclusion:

This paper has analyzed the relationship between the ability of teaching staff to conciliate between their work-life / family-life and educational quality in tow faculties from two universities.

The empirical findings have proved that the conciliation between work-life and family-life of teaching staff is not enough to improve the quality of Education in the University.

Results also showed that the responsibilities of the professor in his personal life have a big effect on his work life.

The study approved that the knowledge level of teaching staff has a critical role in the Improvement of educational equality.

According to the results above, the following recommendations were suggested:

- Build a strategy to improve the quality of education at all disciplines in The University and implement it effectively (Search for results).
- More emphasis should be placed on the qualitative standard in assessing the quality of Education instead of just a quantitative standard.

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- Improving the financial status of Professor which that affects positively on his scientific production and his performance improvement.

- Appendices:

Table 01 : Literature review on the impact of work-life balance policies

author	Year and country	results
Konrad & Managel (2000)	2000 United States	Positive impact on firm productivity.
Perry Smith & Blum (2000)	1993-1994 United States	Achieve better performance.
Meyer, Mukerjee & Sestero (2001)	2001 United States	W.F.B. policies have a positive effect on firm performance, on the other hand W.F.B. may has a negative impact on job sharing.
Dex & Smith (2002)	1998 United Kingdom	9/10 firms using W.F.B. made important profit.
Gray (2002)	2002 United Kingdom	97% firms had a superior financial performance than the average
Mañas & Garrido (2007)	2006 Spain	63% of managers stated that W.F.B. policies positively affect productivity.
Albert, Escot, Fernández & Palomo (2009)	2009 Spain	W.F.B. improved brand image and work place climate.
Bloom, Kretschmer & Van Reenen (2011)	2010 Germany/ France/ United Kingdom/ United States/	In this study authors suggested that there is no positive relationship between W.F.B. policies and firm performance.
Yamamoto & Matsura (2012)	2010 Japan	This study suggested that there is a positive correlation between W.F.B. policies and productivity.

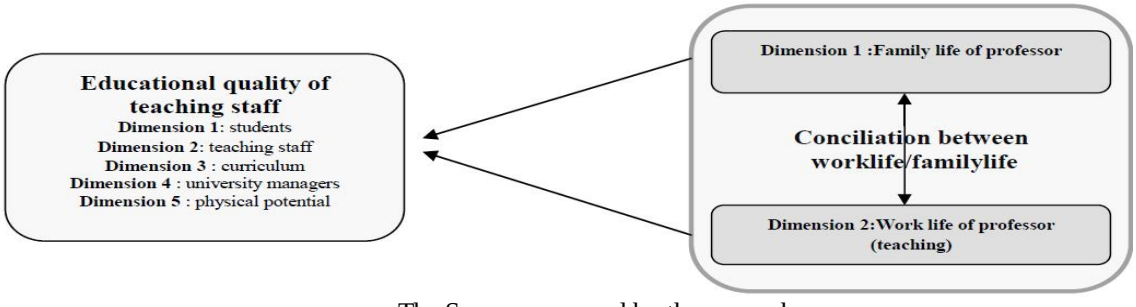
The Source: Diana Benito-Osorio, Laura Muñoz-Aguado & Cristina Villar, (2014). the impact of family and work-life balance policies on the performance of spanish listed companies, aims | « M@n@gement », 4 Vol. 17 , p 222.

Table 02: indicators of quality of education

indicators	measurement
Indicators related to the students	The student readiness to learn and enjoy
Indicators related to the teaching staff	The effective and skills of teaching staff
Indicators related to the curriculum	The characteristics of the curriculum
Indicators related to university managers	The university managers and their effectiveness
Indicators related to physical potential	The infrastructure of the university

The Source: prepared by the researcher based on previous studies.

Figure 01: variables of the study



The Source: prepared by the researcher.

Table 03: the population of the study

University of Hassiba Benbouali chlef Faculty of economy	University of Djillali Bounaama khemis miliana Faculty of economy
224	**190**
Total:	**414**

The Source: prepared by the researcher based on database of the two universities

Table 04: the questionnaire

Family work conflict	**agree**	**Neither agree or disagree**	**disagree**
1- The time I spend on family responsibilities often interfere with my work responsibilities.			
2- Due to the tension and stress from family responsibilities I have a hard time to concentrate on my work.			
3- My family responsibilities prevent me to develop my potential in my carrier.			
4- I am often too tired at work because of my family demands.			
5- The behaviours I do at home perform better then at work.			
Work family conflict	**agree**	**Neither agree or disagree**	**disagree**
1- The amount of time my job takes up makes it difficult to fulfill family responsibilities.			
2- The responsibilities with my job make it difficult for me to maintain the kind of relationship with h member of my family.			
3- The stress from my work makes it difficult for me to relax when I get home.			
4- due to the tension from work I come home feel too stress to do the things I enjoy.			
5- The behaviours I perform that make me effective at work don't help me to be better at home.			
Educational quality	**agree**	**Neither agree or disagree**	**disagree**
Dimension 1: indicators related to the students			
• A degree of Student readiness to learn in the classroom is satisfied.			
• The students are enjoying learning in the classroom.			
Dimension 2: indicators related to the teaching staff			
• The teaching staff of the University is proportional did the number of students and halls.			
• The teaching staffs have professional			

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and scientific skills which can help students to reach the highest levels.			
Dimension 3: indicators related to the curriculum.			
• Content of the curriculum is of high quality.			
• The curriculum is original simple and realistic.			
Dimension 4: indicators related to university managers.			
• University managers are committed to the improvement of quality.			
• The relationship between teaching staff and managers of the University is satisfied.			
Dimension 5: indicators related to physical potential.			
• Classrooms have enough spaces and are equipped with modern educational means.			
• The structures of the University are of high quality and esthetic View.			
• Student's numbers are adequate for the size of the classroom.			
• The service is provided to the student are accepted.			

The Source: prepared by the researcher based on previous studies.

Table 05: cronbach's coefficient alpha

construct	cronbach's alpha
Conciliation between WFC*/FWC**	0.781
Educational quality	0.855

The Source: prepared by researcher based on spss output .
*Work family conflict
**Family work conflict

Table 06: Frequencies and Percentages of Respondents

measure		Frequency	percent
Gender	**Male**	204	64.6
	Female	112	35.4
	Total	316	100
Age	**Less than 30 years**	0	0
	30-40	159	50.3
	41-50	127	40.2
	More than 50 years	30	9.5
	Total	316	100
Rank	**Assistant professor B**	27	8.5

	Assistant professor A	6	1.9
	Conference professor B	48	15.2
	Conference professor A	140	44.3
	Professor	50	15.8
	Temporary professor	26	8.2
	Associate professor	19	6
	Total	316	100
experience	**Less than 5 years**	14	4.4
	5-10	133	42.1
	11-15	107	33.9
	16-20	50	15.8
	More than 20 years	12	3.8
	Total	316	100
Civil status	**Single**	31	9.8
	Married (don't have children)	6	1.9
	Married (have children)	279	88.3
	Divorced	0	0
	widow	0	0
	Total	316	100

The Source: prepared by researcher based on spss output .

Table 07:Spearman coefficient

Spearman coefficient	Sig.
0.123	0.02

The Source: prepared by researcher based on spss output .

Table 08:Anova test

hypotheses	F	Sig.
Hypothesis 02	4.875	0.008
Hypothesis 03	25.662	0.000

The Source: prepared by researcher based on spss output .

Table 09: Multiple Comparisons

(I) degree	(J) degree	Mean Difference (I-J)	Sig.
Temporary prof.	Assistant prof. B	**0.49193**	**0.005**
	Assistant prof.A	**0.45192**	**0.005**
	Conference prof.B	**0.19234**	**0.026**
	Conference prof. A	**0.17747**	**0.019**
	Prof.	**0.17859**	**0.039**
	Associate prof.	**0.74545**	**0.000**
Associate prof.	Assistant prof. B	**1.20773**	**0.000**
	Assistant prof.A	**1.19737**	**0.000**
	Conference prof.B	**0.93869**	**0.000**
	Conference prof. A	**0.92292**	**0.000**
	Prof.	**0.92404**	**0.000**
	Temporary prof.	**0.74545**	**0.000**
Assistant prof.B	Assistant prof. A	**-0.24689**	**0.066**
	Conference prof.B	**-0.27865**	**0.088**
	Conference prof. A	**-0.25589**	**0.077**
	Prof.	**-0.256587**	**0.092**
	Associate prof.	**1.20773**	**0.000**
	Temporay prof.	**0.49193**	**0.005**

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Assistant prof.A	Assistant prof. B	**-0.24689**	**0.066**
	Conference prof.B	**-0.25868**	**0.094**
	Conference prof. A	**-0.27445**	**0.064**
	Prof.	**-0.27333**	**0.076**
	Associate prof.	**1.19737**	**0.000**
	Temporary prof.	**0.45192**	**0.005**
Conference prof.B	Assistant prof. B	**-0.27865**	**0.088**
	Assistant prof.A	**-0.25868**	**0.094**
	Conference prof. A	**-0.1577**	**0.787**
	Prof.	**-0.1465**	**0.839**
	Associate prof.	**0.93869**	**0.000**
	Temporary prof.	**0.19234**	**0.026**
Conference prof. A	Assistant prof.B	**-0.25589**	**0.077**
	Assistant prof.A	**-0.27445**	**0.064**
	Conference prof.B	**-0.1577**	**0.787**
	Prof.	**0.00112**	**0.984**
	Associate prof.	**0.92292**	**0.000**
	Temporary prof.	**0.17747**	**0.019**
prof.	Assistant prof.B	**-0.256587**	**0.092**
	Assistant prof.A	**-0.27333**	**0.076**
	Conference prof.B	**-0.1465**	**0.839**
	Conference Prof.A	**0.00112**	**0.984**
	Associate prof.	**0.92404**	**0.000**
	Temporary prof.	**0.17859**	**0.039**

The Source: prepared by researcher based on spss output .

Table10: multiple comparisons

(I) family	(J) familly	Mean Difference (I-J)	Sig.
Single	**Married (don't have children)**	**-0.60645**	**0.002**
	Married (have children)	**0.46882**	**0.011**
Married (have children)	**Single**	**0.46882**	**0.011**
	Married (don't have children)	**-0.13763**	**0.101**
Married (don't have children)	**Single**	**-0.60645**	**0.002**
	Married (have children)	**-0.13763**	**0.101**

The Source: prepared by researcher based on spss output .

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