YANGON UNIVERSITY OF ECONOMICS

DEPARTMENT OF MANAGEMENT STUDIES

MBA PROGRAMME

THE EFFECT OF WORK-STUDY AND WORK-FAMILY CONFLICTS ON THE JOB PERFORMANCE OF EMBA STUDENTS AT YANGON UNIVERSITY OF ECONOMICS

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EMBA II – 18

EMBA 18th BATCH (NAYPYITAW)

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ACADEMIC YEAR (2019-2022)

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This thesis was submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Business Administration (MBA)

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ACCEPTANCE

This is to certify that the thesis entitled **"The Effect of Work-Study and Work-Family Conflicts on the Job Performance of EMBA Students at the Yangon University of Economics"** has been accepted by the Examination Board for awarding a Master of Business Administration (MBA) degree.

Board of Examiners

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ABSTRACT

This study aims to investigate the effect of work-study and work-family conflicts on the job performance of EMBA students of the Yangon University of Economics (YUEco) employed in various public and private organizations. Moreover, this study also aims to investigate the moderating effect of workplace supervisory support on the relationship between work-study conflict, work-family conflict, and the job performance of EMBA students of YUEco. In order to reach the objectives, a survey was conducted based on 180 EMBA students of the current three EMBA batches by census sampling method. The structured questionnaire with a five-point Likert Scale is used to collect the primary data for this study. Data analysis was conducted using SPSS software. The results of the study depicted that work-study and work-family conflicts have a significant negative relationship with job performance. In addition, on analyzing the moderating effect of supervisory support on the relationship between work-study conflict and job performance, as well as between work-family conflict and job performance, the study found that supervisor support has a negative significant moderating effect on these relationships. Therefore, from this study, workplace supervisors should be able to provide sufficient support to EMBA students only when they face resource loss and depletion due to WSC and WFC. Therefore, perceived supervisor support as a job resource for EMBA students was to refill and restore their resource loss, reduce the WSC and WFC, and increase job performance.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

COR theory   Conservation of Resource Theory

EMBA   Executive Master of Business Administration

FWC   Family-Work Conflict

HR   Human Resource

MBA   Master of Business Administration

WFC   Work-Family Conflict

WSC   Work-Study Conflict

YUEco   Yangon University of Economics

CHAPTER 1

INTRODUCTION

Recent generations have seen changes in the social spectrum, taking up multiple roles with different perceptions and goals. More education level is needed to accomplish more complicated jobs. On the other hand, employees worldwide have become more aware of the opportunities available, creating a competitive atmosphere in society. To contend, employees are trying hard to improve their professional and educational profiles. With the advancement of technology, more educated employees are needed to fulfill their jobs. Hence attainment of more education increased (Shabbir & Jalal, 2018).

Sabbagh et al. (2006) suggested that work and education are the most important spheres of life. Moreover, several organizations' increasing numbers of employees combine employment and education concurrently (Organization for Economic Co-operation and Development, 2017). It also supports the work of (Mason, 2013), who suggested that employees get encouraged to participate in part-time higher education studies because of the qualification aim of employment.

Another reason for combining work with education, as confirmed by employees, was that higher education programs help them develop personal and social skills such as communication, client dealing, business opportunities, and self-confidence, which they learn in a classroom environment and by dealing with different candidates. This also develops a sense of responsibility and competence amongst studying professionals, which they gain by performing the assigned group tasks at study.

The attainment of higher education by employees is increasing across different countries, including Myanmar, which somewhat affects various aspects of work and study. To meet the overpowering educational background and career development opportunities, many working professionals of different organizations are likely to enroll in higher education degree programs. Fulfilling this dual role demand has created tension between both roles, i.e., employee and student, which ultimately causes WSC.

Similarly, work and family also represent two critical spheres of every employee's life (Delle & Arkoful, 2014). The work-family conflict has become a significant research area for industrial and organizational psychologists because of the adverse effect these conflicts have on employee behavior in the workplace and at home (Rahim et al., 2022).

The work-family interface is of grave concern for both work and family researchers that a better understanding will guarantee organizations of their current and future human and intellectual capital (Allen, 2013). Moreover, given that the workplace is populated with people with different backgrounds and life experiences from work or home, this study also seeks to investigate the extent to which individual differences account for differences in the experience of WFC, also affecting their job performance in Myanmar.

In countries like Myanmar, where the number of studying professionals is increasing daily, WSC and WFC require research because many studying professionals and working students are encountering these conflicts. Therefore, they need remedial actions to perform their roles positively and constructively without facing different psychological problems, out of which few have been chosen for this study.

In recent years, the requirement for professional career development has risen so high that it has become unavoidable for an employee to combine work and advanced study simultaneously (Albert et al., 2017; Pollard et al., 2012). Both work and study have their commands, which are expected to be fulfilled reliably. Therefore, a studying professional must fulfill all roles' demands to perform well at the workplace, university, and home. While performing these three roles and fulfilling their high demands simultaneously, a studying professional encounters a conflict between them, i.e., employee, student, and family member. As roles become more differentiated in developing societies, there is likely to be more vital role conflict between the student role, the employee role, and the family member role (Muis et al., 2021).

Numerous studying professionals experience the ill effects of overwork, which is particularly valid for people who are tied to completing additional duties at work, university, and home without reciprocal changes in their role relations. In such a circumstance, studying professionals are the victims of clashing role relations from the professional, educational, and personal sides. Furthermore, the inability to understand and take the diversified roles may lead to failure to coordinate effectively amongst all roles, which will ultimately become a reason for conflict and dissatisfaction in education, work, and family later on. This is evident from the day highly studying professionals encounter problems at work, university, and society.

Even though combining work, study, and family requires more time and energy. As a result, it becomes difficult for a studying professional to meet the requirements of all roles. In the meantime, it can likewise be a significant source of anxiety. Thus, they continuously encounter negative and positive aspects of work, education, and family. Numerous organizational factors contribute to anxiety levels, and work stress often brings about disruptions such as depression, nervousness, anxiety, mental distress, sicknesses, and ceaseless agony (Pedrelli, 2015). Numerous skilled studying professionals on the edge of their careers often need help to manage their expert driving forces. Therefore, it is advantageous to study the results, which develop as an after-effect of WSC and WFC.

Few studies have focused on the employee-student relationship and role conflict effects of combining work-study and work-family among studying professionals. Most research has focused on different role conflicts, such as gender and work-family conflicts. Still, very little focus has been given to a vital role conflict, i.e., WSC. Moreover, past research studies on WSC and WFC do not indicate diverse conclusions describing their impact on a psychological variable and how this effect gets moderated by a moderator. Testing the effects of WSC and WFC on job performance by moderating the role of supervisor support adds a new dimension to the existing literature on WSC and WFC. However, it is a deliberate fact that most of the research in this area has been conducted from a Western perspective.

Furthermore, the challenges of the 21st-century demand leaders who can adjust to rapidly transforming environments, understand conditions, discover innovative answers to difficulties, and lead their institutions forward. Accordingly, the MBA Programmes of the YUEco aspire to train students and working professionals with the mastery to evolve intelligent and trustworthy executives who are also moral and principled leaders. With an international standard curriculum, advanced teaching methods, faculty members with international experiences, and strong ties with the business community, the program proposes a variety of courses that reflect the most applicable cases in today's increasingly complex business climate. Therefore, in Myanmar, not only students but also many working professionals want to join the various MBA programs offered by YUEco to improve their lives because there are high career growth opportunities for employees and many job opportunities for students after graduation.

Job performance and dual role conflicts are among the most critical factors contributing to the problem of EMBA student retention. WSC and WFC are the variables that have been under the spotlight by scientists during the last few years. This problem can be seen in human society and workplaces. The high demand for dual role conflict is based on continuous pressures. It even can make individuals feel like they lack energy and a need to preserve their job position. Possible causes of dual role conflicts include an excessive number of responsibilities for multiple roles simultaneously and a lack of support.

Therefore, if EMBA students have a high level of job performance, a more enjoyable, energetic, and effective working environment can be developed, which will indirectly positively affect their study and family roles. Accordingly, this study investigates how dual role conflicts will influence the job performance of EMBA students of YUEco.

1.1 Rationale of the Study

This study stands unique in context and examines the effect of WSC and WFC on employees who opt to enroll in higher education programs. Moreover, it is comparatively, and potentially a novel thought in Myanmar, particularly in work settings, since it intends to develop and test a moderated model. The study's main aim is to understand better WSC, WFC, workplace supervisor support, and work-related outcomes, i.e., job performance. Job performance has been individually tested with WSC and WFC with supervisor support.

However, the need is to present a compact and moderated set of variables for employers to evaluate and assess why their employees encounter this work-related outcome. Besides, the study can also help develop a better awareness of factors associated with increasing or decreasing WSC and WFC among studying professionals. This can resultantly help create a better understanding of the issues in question.

This research has advantages for employers/supervisors in particular. With these factors, employers will be in a better position to understand the studying professionals, thus finding better ways to reduce work-related conflicts and their after-effects. However, supervisors should take excellent care to avoid WSC, WFC, and their outcomes among employees. Additionally, workplace supervisor support is directly dealt with by the

supervisors providing employees with enough room to work and study efficiently and effectively.

The present study has practical implication that leads the management of the organization to divert their attention to this independent variable and consider it when making their policies and defining the organizational norms and culture. Employees in an organization want adequate support in their careers. Personal growth helps the employee's skills and abilities in performing their tasks.

It is worth mentioning that with a constant improvement in the abilities and skills of the individual, higher education helps to maintain the motivation level of the individual, reducing the after-effects of WSC and WFC among the employees. The present study allows the management of organizations to recognize the needs of studying professionals in Myanmar. The same is followed by the levels of personal growth, trust, and intrinsic motivation in the level of contribution of supervisor support. Until now, literature has not tested these variables in an integrative form associated with the effect of WSC and WFC.

The research is based on psychological practice that supports employees through their supervisors at the workplace and enables them to overcome psychological pressures and increase performance. The study is also significant as it associates with the relationship between supervisors and employees in a work setting, having a relationship of mutual exchange when the employee acquires supervisor support then, how this relationship gets stimulated by an increase in the level of job performance that is caused by the role conflicts among the studying professionals, particularly in the context of Myanmar.

Undoubtedly, Myanmar has a varying culture from other developing countries in the world; therefore, contextual contribution is much expected from this research. Therefore, this study holds significant value for Myanmar's organizations, families, and universities. Furthermore, in this transition period, YUEco actively participates in human resources capacity-building in Myanmar; its launch MBA Program has enabled above 2500 MBA graduates who are taking directing roles in several sectors for the economic growth of Myanmar.

The MBA programs of the YUEco have been designed to provide the students with real flexibility through three learning programs: Regular, Executive, and Online

MBA. Among them, EMBA allows several working professionals from various backgrounds and work experiences to advance their careers or acquire the knowledge, skills, and experiences required to advance as leaders in the new economy.

The MBA program of YUEco is designed to meet the requirements of qualified and well-equipped leaders, executives, and entrepreneurs for the business community and to build a strong network for MBA candidates. The well-experienced faculty lead the courses and develop essential skills and leadership capabilities directly relevant to the most critical business and organizational issues. The EMBA candidates must have eight years of experience as gazette officers if government servants or as executives if employed by companies. Moreover, the candidate must be above 30 years of age for EMBA and 25 years for OEMBA.

With an international standard curriculum, advanced teaching methods, faculty members with international experiences, and strong ties with the business community, the EMBA program proposes several courses that reflect the most relevant matters in today's increasingly challenging business environment. Therefore, EMBA programs are highly ranked, and studying professionals must put in enough effort and time to pass the exams and get good study results. As a result, EMBA students who are working full-time may face dual role conflicts due to insufficient time allocation between work, study, and family.

The educational interest in combining full-time work and family with EMBA programs is increasing among working professionals, but little is known about it. In addition, Myanmar is an under-researched country. Therefore, there is a necessity for research on such topics containing dual role conflicts between work, study, and family because we want to investigate whether EMBA students of YUEco are facing such conflicts.

1.2 Objectives of the Study

The main objectives of the study are as follows:

(1) To investigate the effect of work-study conflict on the job performance of EMBA students at the Yangon University of Economics

(2) To examine the effect of work-family conflict on the job performance of EMBA students at the Yangon University of Economics

(3) To analyze the moderating effect of supervisor support on the relationship between work-study conflict and job performance

(4) To analyze the moderating effect of supervisor support on the relationship between work-family conflict and job performance

1.3 Scope and Method of the Study

Regarding the objectives, this study primarily investigates the effect of work-study and work-family conflicts on the work-related outcome (job performance) with the moderating role of supervisor support at workplaces among EMBA students of the Yangon University of Economics employed in various public and private organizations. In this study, the analytical research method is used. To achieve the objectives, both primary and secondary data are used in this study. The survey method is used to collect primary data by using structured questionnaires. The sample size involves all candidates attending the current three EMBA batches of YUEco only as the population under investigation. This study uses a census sampling method to acquire sample size and select respondents. Therefore, a complete list of the current three EMBA batches in the population from which sample size will be drawn. The participants of this study were full-time working professionals studying along with their job. They are called studying professionals. Along with getting higher education, these participants were doing full-time jobs in different organizations such as banks, telecommunication, health care, the public sector, and the military. Secondary data are collected from research journals, thesis papers, textbooks, online sources, websites, and other related information resources.

Therefore, this study collected data from 180 candidates with structured questionnaires designed with a 5-point Likert scale. The questions were divided into three parts. The first part is related to the factors of dual role conflicts, which may affect the job performance of the EMBA students of YUEco or studying professionals of various organizations regarding work, study, and family responsibilities. The second part is regarding supervisor support at workplaces. Finally, the third part concerns how the studying professionals' job performance responds to WSC and WFC with perceived supervisor support. The results indicate the job performance of working EMBA students of YUEco or studying professionals of several organizations toward dual role conflicts.

1.4 Organization of the Study

      This study is composed of five chapters. Chapter one is the introduction section, which includes the study's introduction, the rationale of the study, the objectives of the study, the scope and method of the study, and the organization of the study. Chapter two describes the theoretical background of dual role conflicts, supervisor support, job performance, and the study's conceptual framework. Chapter three includes the profile of Yangon University of Economics, the dual role conflicts of EMBA students, and the perception of EMBA students on work-study and work-family conflicts. Chapter four is the analytical part of the work-study conflict, work-family conflict, and job performance with moderating role of supervisor support. Finally, chapter five is the concluding chapter which includes findings and discussions, suggestions and recommendations, and needs for further research of this study.

CHAPTER 2

THEORETICAL BACKGROUND

This chapter includes a review of the existing literature that the researchers had performed, and the definitions and details about all the independent variables (work-study conflict, work-family conflict, and supervisor support) and the dependent variable (job performance) are provided. In the literature review, all of the dependent and independent variables are explained based on the relevant theoretical models, and the proposed theoretical framework is developed regarding the factors leading to the dual role conflicts, supervisor support at workplaces, and job performance of EMBA students at the Yangon University of Economics.

2.1 The Nature of the Role Conflict

Employees in several organizations are constantly exposed to a variety of expectations from both themselves and others as they carry out their organizational roles. Kahn et al. (1964) have developed a theory of role dynamics that sees stress resulting from conflicting or incompatible expectations and unclear or vague expectations. Expectations in conflict may result in role conflict for the employee. Since role conflict poses adjustment problems for the employee, Kahn et al. (1964) found lower levels of job performance for those with high conflict. The researchers concluded that role conflict is a critical variable for organizational behavior.

The word 'Role' denotes a group of interrelated meanings and beliefs that direct and control individual behavior in a social setting. The definition of this terminology is well described by Good (1973), "An individual is likely to play multiple roles in a day."

The term 'Conflict' is borrowed from the psychoanalytic school of thought, a hurtful emotional state generated by strain because of negative and incompatible desires and expectations. According to Good (1973), conflict is a severe or unhappy condition of mind caused by a clash of mismatched plans, aims, energies, etc.

Role conflict was described as the extent to which an individual experienced stress in one role that was contrary to concentration in another (Schuler et al., 1977). It is a possibility of two or more additional settings of role expectations such that the realization of one set makes it difficult or impossible to actualize the other (Caliskan et al., 2019; Schieman & Glavin, 2011; Unguren & Arslan, 2021). As a result, role conflict can lead to

negative job attitudes and behaviors that include decreased job performance, increased anxiety, reduced trust and confidence in the organization, and damaged interpersonal relations with co-workers and supervisors (Shahzad, 2020).

According to Jollie (2014), the role is the consequence of the desires of others concerning specific behavior in a particular standing. Role conflict is sufficiently defined as cognitive anxiety acquired by conflicting forces used by the role. Role theory presents that conflict happens when individuals experience clashing roles (Flood, 2017).

Both role conflict and role ambiguity have been shown to increase emotional exhaustion and depersonalization while decreasing feelings of personal accomplishments (Caliskan et al., 2019). In addition, previous research reported that stress among working professionals was associated with high levels of role conflict (Unguren & Arslan, 2021).

Role conflict presents instability because the employee is unsure whether every last bit of their role required is adapted. Confronting contrary reconciliation expectations associated with one role or numerous roles is considered mentally uncomfortable for employees and makes pessimistic emotional reactions (Amilin, 2017). In addition, role conflict between university, work, and family can cause anxiety (Kremer, 2016).

2.2 Work-Study Conflict

Work-study conflict is the coincidental circumstance of two or more sets of anxieties such that compliance with one would create complex or complicated compliance with the other (Behera & Padhi, 1993). For example, WSC can bring individuals to an environment across their study and work while only partially dedicated to each culture. A role conflict also arises when employees get engaged in higher education to fulfill their job requirements and to achieve a higher cadre in the organization.

Andrade (2018) suggested that work-study requires agreement and mutual consent from key players in this process, i.e., the student, the employer, and the university. Otherwise, work and study can affect both roles, i.e., employee and student. A convincing study claims the opposite for every survey that assumes the fruitful outcomes of student employment (Aper, 1994). Researchers have always studied the influence of numerous roles and inter-role conflicts. For example, working full-time while getting a higher education can be a source of more significant stress for an individual who is a worker and a student at the same period, also called a non-traditional student or studying professional.

Past research has shown that excess studying time per week is not favorable for employees working (Adjei & Alhassan, 2012). One logical explanation may be that education affects spare time. Employees will likely decrease relaxation, socializing, and family time instead of working time (Demerouti et al., 2009). American research suggests that employees find it challenging to balance work and study; as a result, they experience a somewhat high level of pressure (Ang, 2008). This pressure can affect performance at work. Academic activities get affected by working long hours (Lingard, 2007). Alternately, the workload can cause a high level of psychological and physical exhaustion which can badly affect an individual's capability or drive to perform other roles effectively (Muis et al., 2021). Recent research suggests that many employees join higher education programs in the evenings and on weekends, creating conflict and stress between multiple roles (Shahzad et al., 2020).

2.2.1 Work-Study Conflict and Supervisor Support

Facing mismatched or incompatible expectations linked with multiple roles is psychologically challenging for people and produces adverse emotional responses. The existence of two or more role pressures in a person's workspace leads to role conflict, which is a type of role demand. Fulfilling one of these pressures hinders the fulfillment of another (Schuler et al., 1977). Uncertainty also exists because of role conflict because the employee needs to be more specific on whether all of their role demands are balanced successfully or not.

Yang et al. (2018) suggest that if an employee perceives the presence of support for tackling work-related issues neutralizes the adverse after-effects of work stress, i.e., role conflict, role ambiguity, underutilization of skills, and quantitative work overload on the employee. According to the role conflict literature, different stress models have identified social support as a significant resource or managing tool that can decrease the adverse effects of stressors (Isa et al., 2018; Khan et al., 2020). Social support is a relational exchange consisting of emotional concern, contributory aid, knowledge, or assessment (Ghous, 2015).

Researchers have contended that the level of supervisor support a person receives in a particular situation may change the entire stress process. For instance, if a person is facing conflict at work, on the other hand, he receives the right amount of supervisor support, which will stop conflict from occurring. Similarly, in the case of WSC, although

a studying professional may face conflict from role demands, an adequate number of supervisors may lessen this conflict. Therefore, to better understand the impact of WSC, it is essential for the supervisor to supper at the organizational and university levels.

Supervisor support from an employee in a work domain may help create a more positive work environment. For instance, a supervisor with a supportive attitude may transform difficult working circumstances into less stressful ones by consulting problems encountered by an employee and being flexible when difficulties occur (Wickramasinghe, 2012). In addition, this kind of supervisor support has decreased the extent of role conflict a worker fronts while fulfilling the numerous role demands. For instance, in some work situations, lower role conflict was reported for employees with supportive supervisors (Yang et al., 2018; Yesiltas, 2019). On the contrary, a high degree of role conflict was reported where supervisor support does not exist or is lacking (Ismail et al., 2013).

Supervisor support has also been found to upset the effect of conflict on outcomes. For example, workers' job performance has been lessened by supporting supervisors (Shahzad et al., 2020). Ngoisa (2015) found in his research study of role conflict that supervisor support moderates the influence of perceived role conflict on job satisfaction, presenteeism, burnout, and turnover intention. Therefore, supervisor support in the work setting is a significant aspect in assessing the role conflict phenomenon. Specifying the significance of role conflict issues to a person while performing multiple roles and fulfilling their entirely different role demands, supervisor support keeps a negative relationship with role conflict.

2.2.2 Work-Study Conflict and Job Performance

Job performance is a significant workplace attitude and behavior that has intrigued organizational researchers. Job performance is how employees effectively perform tasks and obligations to accomplish the organization's goals (Williams & Anderson, 1991). Previous studies indicated that role conflict is negatively associated with job performance (Shahzad et al., 2020; Warokka & Febrilia, 2015). According to researchers, to attain a high level of job performance, employees need to invest their time, emotions, and concentration in the job (Davidescu et al., 2020). This means that a high job performance needs a reasonable amount of time in an individual's life. The conservation of resource theory (Hobfoll, 2001) postulated that individuals possess limited resources, for instance, energy and time at the workplace. Thus, resources used to perform one role, such as

study, are consequently unavailable for another role, such as work. The high demands of both work roles and study roles increased pressure on studying professionals, due to which they experienced resource depletion (Wyland et al., 2016). As the situation continues to unfold, it constrains the work role performance of studying professionals, due to which they cannot execute work tasks effectively. Therefore, all the above discussions show that a high conflict between work and study leads to low job performance.

2.3 Work-Family Conflict

Work-family conflict is unavoidable in this modern era. There could be many reasons, and one of the reasons is ongoing changes that occur in working life that play an essential role in one's family life. Studies on WFC have become an area of concern for many scholars, and studies have examined the factors that lead to WFC, which have increased over the past few decades (Ahmad & Omar, 2012; Allen, 2013; Isa et al., 2018; Kharisma & Puspitasari, 2017). Various studies have been done worldwide, but limited studies have been done on job performance and WFC in Myanmar.

The definition of WFC states that WFC is an inter-role conflict where stresses from the work and family domains are contrary to each other in some respect. Therefore, the conflict between work and family occurs when participation in one role, i.e., work or family, becomes difficult because of commitment or participation in the other (Mills, 2008). Conflict can be between work roles such as employee, team leader, and home roles such as spouse, homemaker, parent, etc.

Work-family conflict can result from managing multiple tasks at work and on the family front. Work-related tasks that may intrude at home include working hours, work-related travel, and other extra duties. Family-related tasks mainly involve caring for children and old-aged parents, household chores, and extra role-related responsibilities of socializing and homemaking.

Literature concerning the work-family interface treats work interference with family as a type of conflict in which job-related responsibilities interfere with family life, thus leading to WFC. It was also found that stressors related to a job are reasons for WFC. These stressors then lead to job-related stress as well as depression.

In recent decades, the intersection of work and family life, especially the conflict between these roles, has become a significant scholarly and policy interest (Dorio et al.,

2008; Ghous, 2015; Isa et al., 2018). Moreover, a substantial body of research has established that WFC represents a significant and pervasive stressor with deleterious work-related outcomes (Ang, 2008; Delle & Arkoful, 2014; Khan, 2020; Schieman & Glavin, 2011).

Despite this knowledge, little is known about the potential social status influences in the association between WFC and work-related outcomes. We focus particular attention on one potentially intriguing form of social status and stratification education for several reasons.

Another research by Noor (2003) found that WFC was negatively related to family functioning. The variables influencing WFC are demographics (gender, income, employment status, education level, marital status, and child status) and personality predispositions. Personality characteristics function dually and can act as risk factors for WFC or protective factors against it.

The outcome of national surveys in the US conducted at different timelines found WFC as more prevalent than FWC, thus showing asymmetric relations between the two domains (Ghous, 2015). Therefore, it is assumed that family roles encounter more disturbances from the work domain than work roles because of the flexibility that family boundaries offer.

The asymmetric relation between work and family domains explored in other cultures yielded similar results, although the reasons for the conflict differ. For example, in a study, Yang et al. (2000) found that American employees experience FWC more than WFC because of perceived family demands. In contrast, Chinese employees experienced greater demands in their work setting, which led to more WFC. They argued that Chinese employees' work philosophy is based on working for the greater good of the family as opposed to self-satisfaction derived from working.

Past research on WFC has been dominated by role theory. Flood (2017) describes roles as the building block of social systems. Roles are helpful for individuals and organizations as they clarify what behaviors are expected. According to role theory, an individual's well-being is greatly affected by conflicting expectations associated with each role. Work-family conflict is a stressor that has detrimental effects in the form of various strain-related outcomes. The focus of role theory is thus on the roles that are socially played by an individual in the case of work-family research, both at work and family

front. Conflict arises when performance in one role is affected under a completely different role.

A study by Majekodunmi (2017) found that work expectations and job involvement increase, and so does WFC. Role theory proposes that organizations (e.g., work or family) may be viewed as a role system where the relationships between people are maintained by expectations that have been developed by roles (Kahn et al., 2020). For example, in the case of an employee-employer relationship, the role sender (employer) has expectations that their employees will work late. When the employee stays late, the employer displays behaviors such as allowing special privileges to the focal person (employee), which will affect later behaviors. Thus, the role expectations are the basis for future sent roles as the process progresses in a continuous cycle. When expectations between roles differ, problems at work or home may surface.

Conflict theory considers conflict inevitable as work and family spheres require different role expectations and demands. Moreover, the responsibilities attached to the performance of roles in each sphere, norms and values, and individual perceptions of each are also different (Ghous, 2015). Therefore, it is hypothesized that any work-related role will automatically lead to conflict at home.

2.3.1 Work-Family Conflict and Supervisor Support

Supervisors have been recognized as instrumental in developing employees' roles and expectations by structuring the work environment and providing information and feedback to employees. Consequently, the perception that one's supervisor is supportive indicates a pleasant work environment, likely negatively affecting WFC. In other words, when individuals interpret intrinsically favorable and satisfying job conditions as a sign of care and respect from the supervisor, WFC will be decreased. Empirically, the finding that a supportive leadership environment had a high negative association with WFC provides evidence for existing research by Ghous (2015) to hypothesize that a supportive supervisor significantly affects employee WFC.

Because WFC is a situation where the demands of the work role deplete resources (e.g., time, energy, emotions) required to participate in the family role (Kossek et al., 2011), individuals with greater access to workplace supervisor support garner additional job psychological resources that provide a stress buffer to manage strain. When individuals feel supervisory supported at work, they feel cared for by social others and

have access to help (Aliasgar, 2017). As individuals perceive more supervisor support, their emotional and psychological supplies for coping with daily stressors increase, and perceptual appraisals of stressors decrease (Ariani, 2015). When individuals have more supervisor support and content specifically for managing work-family issues, these negative dynamics may spill over into the family role, thereby reducing WFC (Msuya & Kumar, 2022).

2.3.2 Work-Family Conflict and Job Performance

Generally, in developing countries, two variables (i.e., work-family conflict and job overload) connected to work significantly affect employees' job performance (Bushiri, 2014; Daniel, 2019). Those variables (i.e., work-family conflict and job overload) are also related to long working hours requiring a high energy level. It is associated with job demand exceeding human capability (employees must do many tasks in a minimal time). It deals with the request from the institution to do complex work and numerous other things. Ultimately, it will cause adverse reactions, such as anxiety, delay, dissatisfaction, or nonattendance behaviors (Isa et al., 2018; Kremer, 2016). To analyze these issues, several studies are striving to find the tremendous influence and practical support of those conflicts on job performance, although still a limited number (Getachew, 2021). For instance, the study of Patel et al. (2006) denied the relationship between FWC and job performance. On the contrary, Msuya and Kumar (2022) reported that employees' job performance was affected by WFC and work overload in the banking sector.

Several studies have examined the relationship between WFC and job performance with mixed results. Using a self-rated measure of job performance, Majekodunmi (2017) and Noor (2003) found that job performance was related to the job-parent conflict. Karatepe and Uludag (2008), in their study on frontline hotel employees in Northern Cyprus, found that WFC was negatively associated with job performance, while Warokka and Febrilia (2015), in their study on customer service employees, customers and supervisors, found a significant effect of WFC on employees' job performance. Several findings have supported the association between WFC and job performance (Ahmad & Omar, 2012; Kharisma & Puspitasari, 2017; Rahim et al., 2022; Yang et al., 2000).

2.4 Supervisor Support

Supervisor support is defined as how much an employee's supervisor values the contribution of and cares about the well-being of their employees. It is operationalized as scores on sub-scales of perceived supervisor social support, where high scores indicate more support and vice-versa (Ghous, 2015).

Supervisors are the key person who needs friendship with the employee to work together (Getachew, 2021). This can be accomplished by undertaking casual supervision to establish shared awareness and happiness between supervisors and employees. One way to do this is by offering employee support, such as instructions on the organizational process, while a new operating policy is in effect. As mentioned above, the contact between supervisors and employees will build a bond or partnership, and both parties must be committed to creating a successful bond. This commitment involves exchanging knowledge and offering support and encouragement to accomplish a mission. It may also take the form of appreciation, input, and compensation from the supervisor to the employee.

According to Sinnappan (2017), supervisors help improves employee performance. Supervisors may offer support, which leads to an improvement in the self-confidence of employees. In addition, Yesiltas (2019) claimed that the help supervisors offer their employees is not limited to money but also motivation and encouragement. In addition, supervisors will also be their trainers and give coaching to their immediate employees. This will allow their juniors to improve themselves and acquire more knowledge and experience in their area of expertise.

Bushiri (2014) claimed that the supervisor should mentor the employee, as the trainer would enable the employee to get their job done by guiding them in the operational phase, particularly when it comes to a new operational procedure. Therefore, supervisor support could improve the employees' job performance. Still, there are cases where the supervisor fails to support their employees due to miscommunication between employees and the supervisor regarding supplying the information on the job to the employees. To improve employees' job performance, both parties, employees, and supervisors, need to play a role in the relationship. If full engagement is granted, the employee's job performance will be positive (Ariani, 2015).

Yang et al. (2018) stated that the support of superiors was critical for employees to carry out their tasks. Supervisor support was professional and knowledgeable in the work of the employee. It would enable them to do well in their current position and help them further improve their potential jobs. A competent and professional supervisor supports employees in executing their job position and further assists them in creating productive positions.

2.4.1 Supervisor Support on Work-Study Conflict

Supervisor support is the extent to which working professionals believe that supervisors offer employees encouragement, support, and concern (Ariani, 2015). The level of supervisor support may influence employees' job performance; however, role conflict can mediate this influence. For instance, the provision of resources can be necessary by which employees can be facilitated by their supervisors (e.g., by providing equipment and running training programs) (Ahmad & Omar, 2012; Andrade, 2018). On the other hand, employees who do not receive the required facilitation from their supervisors encounter a high level of role conflict (Adjei & Alhassan, 2012). Without material support from supervisors, employees may be unable to perform required tasks even though they know what needs to be done.

Moreover, suppose an employee feels that the supervisor is over-critical. In that case, they may not be willing to try any unconventional solution to meet the client's demands, raising the possibility of role conflict. Likewise, supervisors who do not support their employees also fail to communicate with them properly (Yang et al., 2018). Finally, suppose an employee feels that essential information regarding performance expectations, ways to meet these expectations, and other everyday events related to the execution of work are not conveyed correctly. Role ambiguity will likely arise (Unguren & Arslan, 2021).

Later on, ambiguous role demands lead to role conflict. The backing and concern shown by supervisors are substantial contributing factors to job performance in various work environments (Bushiri, 2014). Suppose an employee feels that the supervisor is thoughtful, i.e., shows concern, and receives socio-emotional support from the supervisor. In that case, this will result in the organizational environment and immediately increase job performance. Supervisors, who are supposed to usually be helpful to the employees, support and increase job performance amongst employees (Park et al., 2018). Employees

typically develop common opinions regarding the extent to which supervisors value their contributions to the organization and show concern about their well-being (Liu et al., 2020; Msuya & Kumar, 2022; Noor, 2003; Yang et al., 2018). As perceived by employees, the level and quality of social support provided at the workplace are intensely linked to job performance (Kossek et al., 2011). According to a research study, job performance is significantly linked to the social support provided by the supervisor (Shahzad et al., 2020).

Supervisor with supportive behavior was found to influence job performance positively. Several research studies proved that low supervisory and management support levels lead to increased stress and lower job performance (Khan et al., 2020; Shahzad et al., 2020). The supervisor's role in an organizational setting and autonomy over work, decision-making, and resources possessed by an officer has direct officer autonomy over tasks. Decisions and resources directly affect employees' physical and psychological health (Pedrelli et al., 2015).

Based on the COR theory, when there is a lack of resources in the form of organizational support, employees experience stress in the form of WSC. The conflict will, in turn, lead to a decrease in job performance levels. Based on the social exchange theory, the norm of reciprocity regulates the exchange process between the organization and employees. In return for an organization's informal supervisor support to help employees accommodate work and study demands, employees would be more likely to perform well at work (Ahmad & Omar, 2012). This model extends previous models on job performance by examining informal supervisor-supportive practices and how they affect job performance.

2.4.2 Supervisor Support on Work-Family Conflict

The employee belief that supervisors care about their well-being, respect their work, and are generally helpful is defined as supervisor support (Mohamed & Ali, 2016). Msuya and Kumar (2022) asserted that supervisor support in the work and family represents an employee's impression of whether their supervisor is sympathetic to their non-work interests.

Similarly, this study can refer to supervisor support behavior as the level to which employees trust that their superior is concerned about their work and personal life demands and assist them in achieving a healthy work-family balance. Work and family

support from supervisors can take many forms, including consideration of employees' families and other personal commitments, demonstrating respect, understanding, sympathy, and sensitivity regarding family responsibilities, and facilitating employees' feelings of ease when discussing challenges about their families (Ismail et al., 2013). In that case, adequate supervision is regarded as a developmental and persuasive resource in organizational contexts. Supervisors are well-versed in a wide range of knowledge and are acutely aware of the demands of their employees (Afzal et al., 2019). More importantly, the supervisor fosters value congruence for both employees and supervisors and is critical in maximizing job performance (Msuya & Kumar, 2022).

Supervisors can function as a link between a business and its employees, and their acts can dramatically affect how employees perceive the work-family balance policy of their employer (Talukder & Galang, 2021). As a result, it affects employees' attitudes about work, impacting their job performance. Supervisor support in previous studies indicates that it is positive for job outcomes, e.g., job satisfaction (Dorio et al., 2008), reduced turnover intention (Khan et al., 2020), and increased job performance (Afzal et al., 2019; Haas, 2020). Also, a study by Talukder and Galang (2021) on the association between employees' supportive supervisor and performance via work-family balance reported a positive correlation among the variables. When employees consider their supervisor sympathetic, cooperative, and encouraging on work-family balance matters, they will attempt to reciprocate by contributing via their performance and meeting the supervisor's goals (Park et al., 2018). Employees feel heard, respected, and cared for when they have solid supervisor support in work and family issues. Likewise, supportive bosses recognize their employees' relationships and a positive work environment.

Employees who have confidence in their supervisors to support them are more likely to be encouraged, contributing to a more favorable blue work environment. As a result, individuals may improve their job performance by more successfully committing to the firm (Ghous, 2015; Isa et al., 2018). Employees who consider their bosses supportive report job performance. In this scenario, this study believes that employees will respond by being committed to the organization when they balance their personal and professional responsibilities.

2.5 Job Performance

Job performance correlates to the action of accomplishing a job. Job performance is a means to acquire a goal within a job or organization, but not the actual results of the acts conducted within a job. Job performance comprises measurable activities of employees in fulfilling specific tasks and responsibilities (Warokka & Febrilia, 2015). It can briefly be identified as an employee's task or role performance. The management decides the requirements of a specific task or role. Therefore, job performance indicates how well employees fulfill the job requirements for a specific position. Job performance is considered a multi-dimensional phenomenon in the literature (Davidescu et al., 2020; Unguren & Arslan, 2021).

Job performance is "the productivity level of an employee, relative to his peers, on several job-related behaviors and outcomes" (Warokka & Febrilia, 2015). In terms of organizational context, employees with high performance usually get promotions more easily. They also have better career opportunities than others with low performance (Karatepe & Uludag, 2008).

Moreover, in their research model, Bienkowska and Tworek (2020) argued that employees' effort and ability determined job performance. They also claim a different concept of effort and performance, an input to work, while job performance is output from those efforts. Generally, job performance is related to the employee's ability to do well. If they perform highly, they feel satisfied with what they have finished, and the probability of turnover decreases. On the contrary, an employee with poor performance is generally dissatisfied with their job, leading to an increased turnover (Daniel, 2019).

The execution of competencies to achieve employees' quality, quantity, cooperation, dependability, and creativity is seen as job performance. Job performance is one of the most crucial elements of organizational behavior research and has been measured as a significant indicator of effective organizations. Therefore, the success of an organization relies on its employee's job performance. Job performance is evaluating whether an employee has completed their job well. For both an organization and individuals, job performances are essential. An individual can gain high job performance when completing an assignment with a satisfying outcome, feelings of self-efficiency, and mastery. An individual can be encouraged, rewarded, and have career opportunities

when performing well. The competence of the yield of an organization is intensely influenced by job performance.

Individual effectiveness and efficiency in achieving individual tasks and duties influence the efficiency and effectiveness of the whole organization. If the organization wants to excel in the market compared to its competitors, its employees must achieve their tasks and perform their duties. The performance of its workforce has measured the output and productivity of an organization. The result of the level of employee satisfaction is better workforce performance.

The employee's job performance is affected by employee satisfaction and motivation. Moreover, nowadays, it becomes a predicament for human resource experts to preserve the performer. The low level of employee satisfaction sequentially affects the achievement of organizational performance. Employee dissatisfaction hurts the organization's efficiency, so studying job performance is one of the most critical topics in an organization setup.

Role conflicts have been closely related to numerous dysfunctional after-effects, such as job dissatisfaction and mental stress. It has been found in several research studies that increased role conflicts (the extent to which conflicting demands depict the work) are linked with decreased job performance and poor psychological health (e.g., Shahzad et al., 2020; Rahim et al., 2022).

There are many factors to investigate the job performance of employees. In this study, achieving supervisor support in conflicts of employees at the workplace is a critical factor in measuring job performance.

2.6 Previous Studies

This section explains the previous studies on dual role conflicts, workplace supervisor support, and job performance. This section is divided into two portions, with the first discussing the effect of WSC on work-related outcomes with perceived supervisor support. The next portion previews the influence of WFC on work-related and non-work-related outcomes with supervisor social support. These studies are helpful for human resource experts of several public and private organizations, universities, and others in developed and developing countries. In addition, this study area is significant and may have important implications for organizations in the future. The conceptual frameworks of these papers are the following.

Figure (2.1) Conceptual Framework Developed by Shahzad et al.
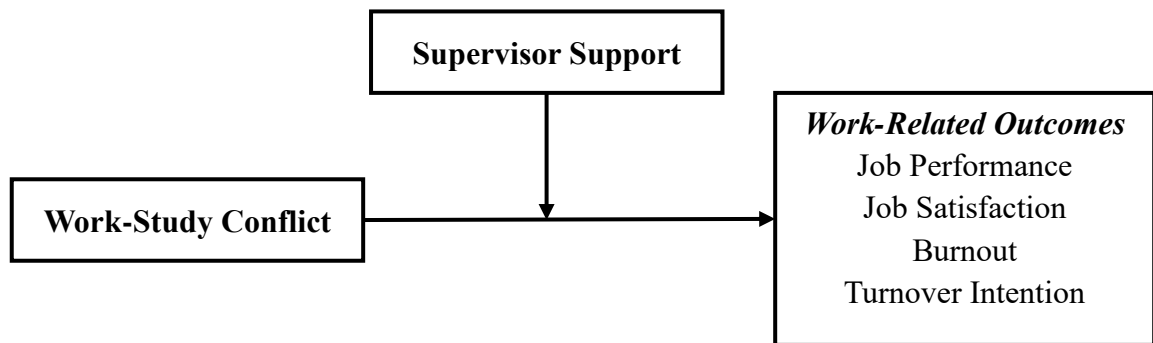
Source: Shahzad et al. (2020)

Shahzad et al. (2020) studied the impact of WSC on workplace outcomes (job satisfaction, job performance, burnout, and turnover intention). The conceptual framework of this previous study is shown in Figure (2.1). This study also explored whether these relationships were contingent on the rank of workplace supervisor support. The purpose of their study was to contribute to WSC literature by standing as the first to empirically examine the direct and interactive influences of WSC and supervisor support on significant workplace outcomes of those mainly working professionals and then decided to study further for career growth rather than full-time students. Finding results showed that WSC enhances burnout and turnover intention but has no significant relationship with job performance and satisfaction. It was also found that the relationship between WSC and workplace outcomes, i.e., job performance, job satisfaction, and burnout, was conditional on the level of supervisor support.

Figure (2.2) Conceptual Framework Developed by Warokka and Febrilia
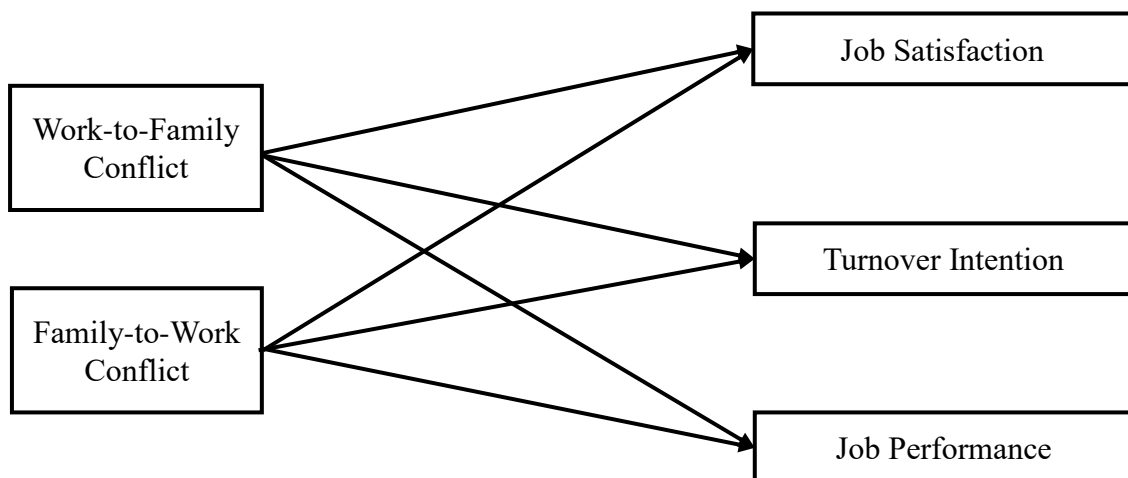
Source: Warokka & Febrilia (2015)

Another study by Warokka and Febrilia (2015) examined the effect of work-family and family-work conflicts on job performance, turnover intention, and job satisfaction among dual roles employees in four Indonesian banks. The conceptual framework of this previous study is shown in Figure (2.2). Based on the significant findings of this research, WFC affects job satisfaction negatively and significantly, FWC encourages married and working professionals to have a higher intention of quitting their job significantly, and in the context of job performance, both WFC and FWC contain similar effects; however, only FWC has a significant influence. Furthermore, the results show that a supportive working environment and flexible working schedule may play an essential role in minimizing the unfavorable effects of these conflicts. This study's results also contribute to building the existing knowledge base on dealing with dual role conflict in the workplace for strategic human resource management.

Figure (2.3) Conceptual Framework Developed by Ghous
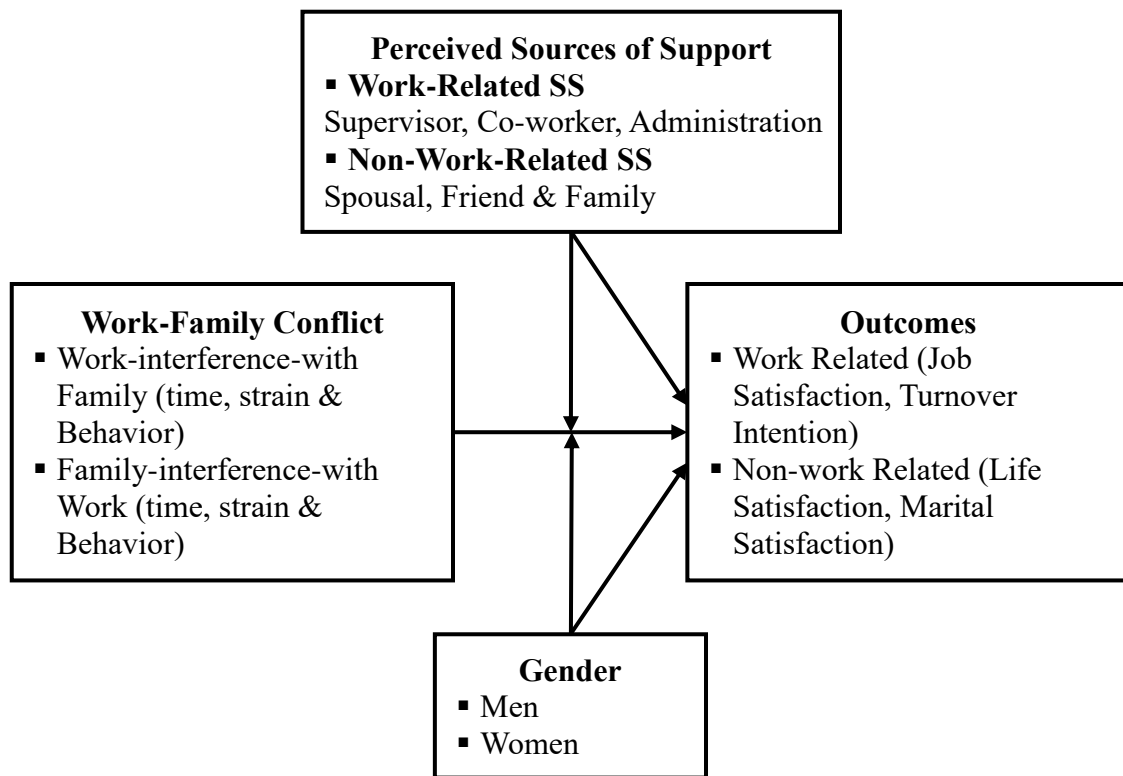
Source: Ghous (2015)

Ghous (2015) researched the relationship between WFC and its directions on work and non-work outcomes with moderating role of social support and gender from financial institutions, telecom, and health sector organizations of Rawalpindi and Islamabad. The conceptual framework of this previous study is shown in Figure (2.3). Instruments included the WFC scale, perceived social support scale, general job

satisfaction scale, turnover intention scale, satisfaction with life scale, and enrich marital satisfaction subscale. The research revealed a fair to good model fit for study variables, and WFC was significantly negatively correlated with job satisfaction and life satisfaction as outcome variables. Furthermore, supervisor support moderated the relationship between WFC and job satisfaction and turnover intention among the work-related sources of support. Furthermore, it was also found that WFC is more strongly felt than FWC.

2.7 Conceptual Framework of the Study

According to the above literature and results from the prior research, the following conceptual model is developed for this study. This study plans to examine the effect of work-study and work-family conflicts on job performance with moderating effect of supervisor support toward EMBA students at the Yangon University of Economics. Firstly, the effects of dual role conflicts need to be analyzed. And then, it identifies the moderating effect of workplace supervisor support on the dual role conflicts of EMBA students at the Yangon University of Economics for the achievement of job performance. Based on the above literature review and previous studies, the conceptual framework for this study is developed and shown in Figure (2.4).

Figure (2.4) Conceptual Framework of the Study
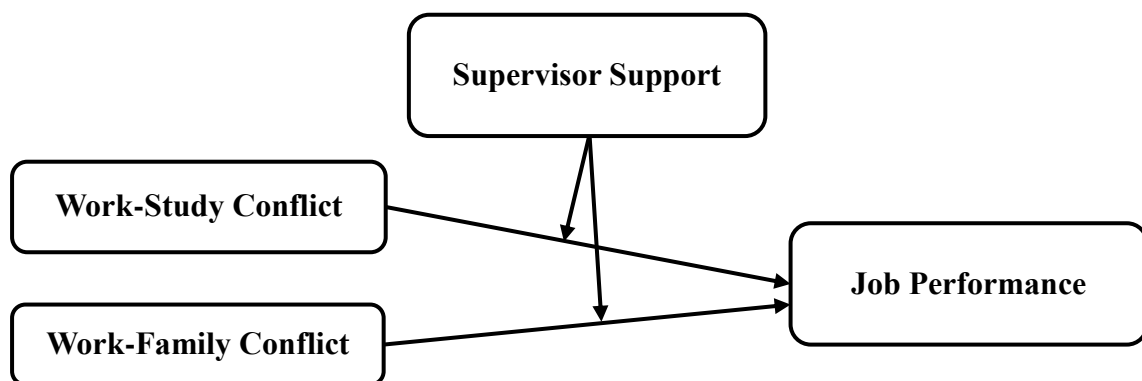
Source: Own Compilation (2022)

Figure (2.4) illustrates the conceptual framework of this study. It attempts to explain the variables as considered in the framework. In a framework, three major parts are included. These are dual role conflict factors, supervisor support, and job performance. Work-study and work-family conflicts are the independent variables, supervisor support is the independent variable, and job performance is the dependent variable. To inspect the link, the independent variables were verified with the dependent variable in a linear correlation analysis to find the significant value of the link. The model

specifies the role of supervisor support as a moderator that affects job performance. This study mainly intends to examine the effects of work-study and work-family conflicts on job performance and to analyze the moderating effect of supervisor support among EMBA students of the Yangon University of Economics.

Two theories can support the relationship in the model, i.e., Conservation of Resource Theory (Hobfoll, 2001) and Social Exchange Theory (Homans, 1958). Social Exchange Theory states that it is an exchange of action, substantial or elusive and somewhat remunerating or immoderate, between at least two persons. The COR theory says that people have an inborn and learned vigor to make, promote, preserve, and guard the quality and quantity of their resources. Stress arises when they fail to do this, like in WSC and WFC, which results in anxiety and typically pursues a period of slow drain out of resources without paying for the resource gain or replenishment.

CHAPTER 3

PROFILE AND DUAL ROLE CONFLICTS OF EMBA STUDENTS AT YANGON UNIVERSITY OF ECONOMICS

Firstly, this chapter describes the background of the Yangon University of Economics, the profile of MBA programs of YUEco, and the dual role conflicts of EMBA students. Secondly, the demographic profile of the respondents is presented. Finally, the last section of this chapter explores the descriptive explanation of the work-study and work-family conflicts of EMBA students based on the questionnaire results.

3.1 Profile of Yangon University of Economics

The Yangon University of Economics is one of the leading state universities under the Ministry of Education in Myanmar. The university was founded as a professional college to train economists, statisticians, accountants, and management personnel and research business and statistical issues related to the Myanmar economy.

The Yangon University of Economics was instituted as a Department under Rangoon University in 1924. In 1940, the Department of Economics began instructing Commerce as a particular subject. In addition, the Department has offered special courses in Statistics since 1953. In 1955, a separate Commerce Department was founded; in 1956, a particular Statistics Department was launched. Also, in 1958, another Department of Economics reached into existence in Mandalay, along with the founding of Mandalay University.

With the opening of the new education system in 1964, all these departments were obtained together and reorganized into the present YUEco. In 1988, the Department of Applied Economics and the Department of Management Studies was established. The University now has five central teaching departments: Economics, Applied Economics, Statistics, Commerce, and Management Studies. The other supporting departments are the Myanmar Language, English, Mathematics, and Geography Departments.

The University is organized by the Rector, Pro-Rectors, and Heads of Departments forming the Administrative and Academic Board. Currently, there is 385 full-time staff in the Institute, out of which 171 are engaged in teaching and research. The rest are administrative and support personnel.

Each year's total student enrollment is about 7540, of which 2240 are new admissions. Economics, Statistics, Commerce, and Management courses are offered at the bachelor, Honours, Master, and Diplomas levels. Currently, the University offers courses for nine bachelor degrees, 12 master degrees, nine diploma degrees, and three doctoral degrees. The University has nurtured more than 77,036 graduates specializing in Economics, Statistics, Commerce, and Business Studies.

The University has three Campuses: Kamayut Campus, Hlaing Campus, and Ywa Tha Gyi Campus. The Kamayut Campus, the Original Campus, is located on the shores of Inya Lake at the corner of Inya Road and Pyay Road. The Hlaing Campus is situated about one mile from the Kamayut Campus. The Ywa Tha Gyi Campus, a new Campus established in 2000, is located 13 miles from Kamayut Campus.

The undergraduate courses are being offered at Ywa Tha Gyi Campus, and Master courses and Ph.D. courses are being conducted at Kamayut Campus. In addition, in Hlaing Campus, YUEco has been offering courses under the Human Resource Development (HRD) program and has established Myanmar-India Entrepreneurship Development Center since 2009. Also, in Hlaing Campus, it will launch Business Skills Incubation Center in June 2013.

3.2 MBA Programmes Offered by Yangon University of Economics

The Department of Management Studies launched the MBA Program in 1995, and it has been functioning successfully for above 20 years. The MBA Program aims to improve candidates' managerial skills to explore their potential and become excellent working professionals.

They offer courses that continuously teach people to develop their conceptual skills in applying economic and business concepts to practical business conduct. Furthermore, since the people join the MBA Program, they become members of the MBA society and have a chance to establish a strong network with successful business executives and entrepreneurs.

Currently, the Department of Management Studies offers three kinds of graduate courses. These are executive MBA, full-time MBA, and online MBA. These programs are critical parts of the infrastructure of Myanmar that is being created to construct the country's commitment to a market economizing a prosperous reality. In addition, the

MBA Program will provide a steady stream of people ready to encounter the challenges of driving modern businesses in increasingly competitive conditions.

To finish the MBA program, the candidates need to take 18 courses and write a thesis paper to acquire the needed 72 credit units, in which each course achieved three credit units, and 18 credit units are given for the thesis. The 18 courses contain 12 core or compulsory courses and six elective courses.

The faculty will extensively use lectures, seminars, field trips, group projects, and independent research. In the functional management areas, the case method will be used. The case method effectively develops the power of analysis and judgment essential to the manager. Wherever appropriate, case material that reflects the problems, habits, customs, and traditions of accomplishing business peculiar to Myanmar will be utilized.

Examinations are conducted during the last quarter week following 11 weeks of coursework. The faculty member in charge of each course is responsible for the examinations. Class attendance and participation, class assignments, and mid-term test scores are considered components in the grading.

The grades from each course, a few of which can also be non-examination, accumulate towards the total credit requirement for MBA, which is set at 72 credits. Participants are required to acquire an overall minimum of B in the program. Participants who have scored one F and two D grades (or) two F grades at any stage in the program may be asked to withdraw. In addition, participants may withdraw temporarily from the program in incompletion of the core courses. However, the course requirement must be completed within three years.

Participants from a broad spectrum of disciplines and backgrounds with variable ambitions and professional goals are admitted to the program. However, they must be highly motivated and be able to work in a cooperative environment. In addition, participants' potential and aspirations for a top management position and business leadership are essential for participant selection.

3.3 The Dual Role Conflicts of EMBA Students

This study explores the dual role conflicts (WSC and WFC) of EMBA students of YUEco. EMBA students who were called studying professionals are those adults who primarily worked full-time and then decided to study further in evening and weekend programs for career development rather than full-time students who primarily studied

full-time with working part-time. They answered that this research experienced role conflict associated with balancing their role as an employee with their role as a student and family member. While this research focused primarily on how EMBA students balanced their roles as employee, student, and family member, they also occupied other roles such as friend and significant other. Each role they occupied came with its own set of duties and obligations. Often, they found that the obligations and responsibilities of one conflicted with that of another role they occupied, and thus role conflict often occurs. For them, their role as employees, role as students, and role as family members caused the most role conflict, even though they occupied many other roles simultaneously. Further, they often experienced role overload in which they felt overwhelmed by the demands of the multiple roles they occupied.

Role conflict is the result of internal and external factors. Dual roles are experienced by EMBA students in life, at work, and university. The level of conflict in dual roles increases their stress. Everyone experiences stress in this competitive world. However, the optimum level of stress differs from person to person. For example, professionals experience stress at different stages in their life cycles. An advantageous situation for one becomes stressful for another. The immediate solution for the dual role conflicts of EMBA students can be effectively managed if planned carefully. The significant factors influencing dual roles must be identified, and some coping mechanisms must be adopted to maintain a smooth work-study and work-family balance.

3.3.1 Work-Study Conflict of EMBA Students

The conflict level in the work-study role affects personal and professional demands. Therefore, the high demands of EMBA students can be fulfilled if the stress level in WSC is maintained to a minimum. Stress is caused due to internal and external factors. These factors mainly influence the lifestyle of EMBA students, which affects them both physically and mentally. In addition, EMBA students experience stress due to the imbalance between professional work and career development studies. In this competitive economy, no one is free from stress.

EMBA students experience stress due to dual roles. When professional work demands affect the study demand, they face WSC. Stress inducers can be classified as personal and professional factors. The level of stress differs from one person to another. EMBA students can face more stress as they have more responsibilities. They face not

only dual role conflict but also a high-stress level. Their mind is in a dilemma deciding which one has to be given priority.

Some EMBA students often have to travel for their full-time work responsibilities. Therefore, sometimes, the dates and times coincide when they have to take EMBA exams and study matters. As a result, EMBA students have to prioritize fulfilling their primary work duties and responsibilities on time. If they fail the exams of the EMBA program because they do not prioritize study matters, they will be expelled from the university. Sometimes, there are also cases of missing work or lecture hours due to the coincidence of working hours and lecture times. Accordingly, EMBA students often experience conflict between the high demands of these dual roles.

Moreover, to pass the EMBA program exams, EMBA students are not enough to take the mid-term and final exams with good scores and results. The EMBA program's marking system is also based on attendance, class participation, individual assignment, and group work scores. Accordingly, EMBA students must put in enough study time and effort to complete the EMBA program. Therefore, EMBA students also experience stress managing to complete work and study in a balanced way.

3.3.2 Work-Family Conflict of EMBA Students

EMBA students also experience stress from the imbalance between professional work and personal factors in their families. When professional work demands affect the family demand, they face WFC. The stress level can be different from one individual to another. EMBA students can face more stress as they have more duties and responsibilities among multiple roles. Their mind is in a dilemma deciding which role has to be done priority.

EMBA students often miss out on family matters as they are busy with work tasks during office hours and study work outside of work hours and at weekends. Moreover, as EMBA students, when faced with helping family members with health issues and other vital issues, they often experience absences from work, study, and other social issues. Accordingly, EMBA students often experience conflict between the demands of these dual roles. Therefore, EMBA students also experience stress managing to complete work and family roles in a balanced way.

These conflicts diminish their importance and role in the personal and professional atmosphere. Therefore, studying professionals or EMBA students experience high levels of conflict and stress when comparing the other categories.

However, dual role conflicts experienced by EMBA students indirectly promote their problem-solving and decision-making skills. The profession of EMBA students is a challenging task. This study also highlights that the WSC and WFC of EMBA students should be effectively and constructively managed for their professional job performance.

3.4 Demographic Profile of Respondents

In this survey, the respondent's demographic factors are classified into five categories such as age, gender, marital status, occupation, and total work experience. For each question, respondents are given multiple choices, and the respondents have to choose the relevant one. The following Table (3.1) shows the numbers and percentages of respondents with different demographic factors.

Table (3.1) Demographic Profile of Respondents

Demographic		Frequency (N=180)	Percentage
	Total Respondents	180	100.00
Age	25 to 40 years	96	53.33
	41 to 55 years	80	44.44
	Above 55 years	4	2.22
Gender	Male	82	45.56
	Female	98	54.44
Marital Status	Married	106	58.89
	Unmarried	74	41.11
Occupation	Private Employee	86	47.78
	Government Staff	74	41.11
	Own Business	20	11.11
Total Work Experience	5 to 10 years	40	22.22
	10 to 15 years	62	34.45
	15 to 20 years	40	22.22
	More than 20 years	38	21.11

Source: Survey Data (2022)

Table (3.1) shows that 180 respondents were surveyed with a structured questionnaire. Most respondents fall into the age group of 25-40 years, with 53.33% of 96 respondents. There are only four respondents who are more than 55 years old. Gender ratios are 45.56% male and 54.44% female. It means that there is not much gender difference among the respondents. Marital status ratios are 58.89% married and 41.11% unmarried. Regarding the occupation and total work experience, 47.78% of the respondents are private employees, and the majority, 34.45%, of the total work experience is from 10 to 15 years.

3.5 Perception of EMBA Students on Work-Study Conflict

Research on dual role participation elucidates that simultaneously engaging in two competing roles, i.e., work role and study role, is very challenging and often leads to poor health. Therefore, the level of the feeling of WSC among EMBA students can cause impact negatively on their job performance. Having a high WSC level for every employee can reduce job performance. Eight questions are used to investigate the WSC level of EMBA students at YUEco. Regarding these eight statements, respondents are asked to rate their agreement level on each statement, and then the mean value is calculated. The overall mean value of WSC is presented in Table (3.2).

Table 3.2 Perception of EMBA Students on Work-Study Conflict

No.	Statements of Work-Study Conflict	Mean Value	Standard Deviation
1.	Disliking the preoccupy with study matters at work.	2.33	0.87
2.	The impact of working hours on study time.	2.23	0.81
3.	The demands of the work interfere with the study.	2.43	0.93
4.	Not being involved as much as in the study because of the work.	1.99	0.60
5.	Missing out on essential study activities because of the work.	2.22	0.81
6.	The conflict between work responsibilities and student life.	2.21	0.68
7.	Tiredness to join classes in private times after work hours.	2.12	0.86
8.	The work responsibilities interfere with the study.	2.61	0.99
	Overall Mean	**2.27**	

Source: Survey Data (2022)

Table (3.2) describes the mean scores of WSC for EMBA Students of YUEco. The mean scores ranged from 1.99 to 2.61, which is at a disagreed level. Therefore, the overall mean value of WSC is 2.27. Therefore, it can be said that most EMBA students disagreed with facing WSC. The high level of WSC led to various detrimental outcomes at work, such as poor psychological health, job insecurity, and high workload. Therefore, when the WSC of most respondents decreases, their job performance will remain at the top level.

The mean value of 1.99 is the lowest mean score for WSC, representing that most of the respondents can still involve themself as much as they want in their study because of their work. This means they can manage to involve as much as they want both in study and work. At the same time, the second lowest mean score is 2.12, which means that most of the respondents did not feel too tired to join the classes of their student life in private times after work hours because of their passion and enthusiasm. Finally, the highest dominant mean value for WSC is 2.61. This score can indicate that most of the studying professionals are less competent in their high level of WSC. In addition, they agreed that raising job responsibilities and tasks leads to decreased employee job performance.

The mean scores of the other remaining statements are all under 2.60 at a disagreed level. Thus, these statements mean that most respondents effectively managed and coordinated with their superiors, co-workers, and colleagues to perform their work well during study periods. Besides, they are ready to adapt and handle the new normal in juggling work and study roles simultaneously.

Findings from previous studies reported that lower role conflict is related to more excellent job performance. Thus, this study expected a similar relationship between WSC and job performance. Furthermore, based on COR theory, a person indulging in WSC cannot perform work roles effectively due to a scarcity of resources. Thus, this sense of unfulfilled work role inevitably and effectively generates a feeling of anxiety and tension among working professionals, due to which their level of performance from various aspects of the job decreases. Therefore, all the above discussions show that a lower level of conflict of EMBA students between work and study leads to more excellent job performance.

3.6 Perception of EMBA Students on Work-Family Conflict

Theoretically, WSC and WFC differ from the resource perspective of inter-role conflict. For instance, according to scholars, work and family are the demanding social roles of those working professionals who value job resources (e.g., income, autonomy, and opportunities for advancement) along with a family's resources (e.g., loving relationship with family members). Thus, in the process of juggling both work and family roles simultaneously, the family resources of these working professionals are lost. The work-family conflicts among EMBA students can also negatively impact their job performance. Having a high WFC level for every employee can reduce job performance. Eight questions are also used to investigate the WFC level of EMBA students at YUEco. Regarding these eight statements, respondents are invited to rate their agreement level on each statement, and then the mean values are calculated. The overall mean value of WFC is presented in Table (3.3).

Table 3.3 Perception of EMBA Students on Work-Family Conflict

No.	Statements of Work-Family Conflict	Mean Value	Standard Deviation
1.	Prevention of work responsibilities from family activities.	2.53	0.80
2.	Prevention of working hours from participating equally in household responsibilities.	2.59	0.88
3.	Too frizzled to participate in family activities after work.	2.37	0.76
4.	Prevention of exhaustion of work from contributing to the family.	2.43	0.77
5.	Ineffective problem-solving behaviors at work in resolving family problems at home.	2.31	0.67
6.	Effective behavior at work is not counter-productive at home.	2.21	0.61
7.	Effective behaviors at work cannot help to be a better family member or spouse.	2.26	0.76
8.	The job demands interfere with activities related to family or spouse/parents.	2.46	0.78
	Overall Mean	**2.39**	

Source: Survey Data (2022)

Table (3.3) describes the mean scores of WFC for EMBA Students of YUEco. The mean score ranged from 2.21 to 2.59, which is at a disagreed level. Therefore, the overall mean value of WFC is 2.39. Therefore, it can be said that most of the EMBA students disagreed with facing WFC. The high level of WFC led to diminished emotional well-being and increased life distress. Therefore, job performance will remain high when their WFC decreases.

The mean value of 2.21 is the lowest mean score for WFC, representing that most of the respondents believed that their practical and necessary behavior at work would be counter-productive and effective at their home. At the same time, the second lowest mean score is 2.26, which means that most respondents also believed that their workplace behaviors could help them be better family members or spouses. This means they are enjoying to employ in their organizations. The highest dominant mean value for WFC was 2.59, which was still under 2.60. The mean scores of the other remaining statements are all under 2.60. Thus, these statements mean that most respondents effectively managed and coordinated with their superiors, co-workers, and family members to perform their work well. Besides, they are ready to adapt and handle the situation simultaneously to meet the high demands of work and family roles.

Findings from previous studies reported that lower role conflict is related to more excellent job performance. Thus, the study expected a similar relationship between WFC and job performance. Furthermore, based on COR theory, a person indulging in WFC cannot perform work roles effectively due to a scarcity of resources. Thus, this sense of unfulfilled work role inevitably and effectively generates a feeling of anxiety and tension among working professionals, due to which their level of performance from various aspects of the job decreases. Therefore, all the above discussions show that a lower level of conflict of EMBA students between work and family leads to more excellent job performance.

CHAPTER 4

ANALYSIS OF THE EFFECT OF DUAL ROLE CONFLICTS
ON JOB PERFORMANCE AMONG EMBA STUDENTS

This chapter focuses on analyzing work-study and work-family conflicts on the job performance of EMBA-studying professionals at the Yangon University of Economics. This chapter includes six parts. The first part explores the job performance of EMBA students. The second part explores the workplace supervisor support of EMBA students. The third part analyzes the effect of WSC on job performance, and the fourth part analyzes the effect of WFC on the job performance of EMBA students. The fifth part analyzes the moderating effect of supervisor support on the relationship between WSC and the job performance of EMBA students. Finally, the last part analyzes the moderating effect of supervisor support on the relationship between WFC and the job performance of EMBA students of YUEco.

4.1 Perception of EMBA Students on Job Performance

The following Table (4.1) shows the mean values of the job performance of EMBA students. The eight questions are constructed to measure job performance. In the structured questionnaire, 5 points Likert Scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1= strongly disagree) is used to determine the degree of job performance.

Table 4.1 Perception of EMBA Students on Job Performance

No.	Statements of Job Performance	Mean Value	Standard Deviation
1.	Fulfilling primary specific job responsibilities, although having academic matters and family activities.	4.23	0.61
2.	Working easier with the knowledge gained from higher education, as well as the understanding of the family.	4.28	0.59
3.	Absenting rarely from work because of the study.	3.99	0.75
4.	Managing and planning to be done the work duties on time, although there are class assignments on hand.	4.21	0.60
5.	Performing the work duties precisely.	4.26	0.66
6.	Meeting performance standards and expectations set by the work.	4.21	0.56

No.	Statements of Job Performance	Mean Value	Standard Deviation
7.	Work performed at a satisfactory level during study periods.	4.01	0.59
8.	Performing the work well with minimal delay and study disturbances.	4.10	0.58
	Overall Mean	**4.16**	

Source: Survey Data (2022)

According to Table (4.1), the mean value of job performance ranged from 3.99 to 4.28, which is at an agreed level. The overall mean value of job performance is 4.16. The strongest mean value is 4.28, which is at a strongly agreed level, representing that most respondents strongly agreed that they could work easier and effectively perform their jobs due to the experience and knowledge gained from higher education study programs and the understanding of family members. At the same time, the second most significant mean score is 4.26, which is also at a strongly agreed level. This means they adequately completed their assigned duties, even though they have study matters and family-related responsibilities. And then the least mean value is 3.99, which is at an agreed level, indicating that they still agreed that they were not absent from work because of their studies.

The mean scores of other remaining statements of job performance are all above 4.0. Thus, these statements mean they effectively communicated and coordinated with their superiors, coworkers, colleagues, classmates, and families to do their work well with minimal delay and disturbances. Besides, they are ready to adapt and handle the high demands of work, study, and family roles, which increases pressure and stress on them. They also believe in and help each other and then solve problems together. Therefore, the overall mean value is 4.16, which is at an agreed level, and it can be concluded that most EMBA students still possess a higher level of job performance.

A plausible explanation for these findings is employees' updated skillset after engaging in higher study and the routine job. These learned skills from studying role not only assist EMBA students in coping with day-to-day challenging job requirements but also help them to enhance their self-esteem and provide opportunities for professional development. Thus, despite experiencing WSC and WFC, the self-confidence of these

studying professionals supports them to fulfill the demands or requirements of all multiple roles effectively, due to which their job performance, and ultimately their contentment with the various aspects of jobs, would not be affected.

4.2 Perception of EMBA Students on Supervisor Support

Ten statements can measure the supervisor support of EMBA students at YUEco. Regarding these ten statements of supervisor support, respondents are asked to rate their level of agreement on each statement, and then the mean value is calculated. As a result, the overall mean value of supervisor support is presented in Table (4.2).

Table 4.2 Perception of EMBA Students on Supervisor Support

No.	Statements of Supervisor Support	Mean Value	Standard Deviation
1.	Concern about the welfare.	3.86	0.67
2.	Paying attention to what the employees are saying.	3.90	0.60
3.	Helping get the work done.	3.72	0.65
4.	Willing to listen to the problems.	3.70	0.69
5.	Considering employees' feelings.	3.70	0.65
6.	Respecting the employees' opinions.	3.70	0.70
7.	Encouraging the employees to do the best things.	3.89	0.56
8.	Treating friendly and fairly.	3.88	0.74
9.	Relying on the supervisor to help with work problems.	3.77	0.70
10.	Having confidence between supervisors and employees.	3.84	0.68
	Overall Mean	**3.80**	

Source: Survey Data (2022)

Table (4.2) describes the mean scores of individual factors for the level of workplace supervisor support for EMBA students. These mean scores of supervisor support ranged from 3.70 to 3.90, which is at an agreed level. The average overall mean value is 3.80 for supervisor support. According to all statements' overall mean values, the highest mean value is 3.90. In this study, the highest mean score is that most respondents feel their supervisors pay attention to what about they are saying. Therefore, it can be said that EMBA students of YUEco agreed that they had received the feeling of supervisor support on how well they performed their jobs.

4.3 Analysis of the Effect of Work-Study Conflict on Job Performance

Simple regression analysis is used to test the effect of WSC on the job performance of EMBA students at YUEco. The whole fitness of the regression model is shown by its adjusted R square, which gives more accurate information about the share of variation in the dependent variable explained by the variation in the dependent variables. In this study, the adjusted R square, F-value, and t-value from SPSS output have been used to interpret the results of multiple regression analysis. In regression analysis, WSC was regarded as the independent variable, and job performance as the dependent variable. The result of the SPSS output analyzing the effect of WSC on the job performance of EMBA students is shown in Table (4.3).

Table 4.3 The Effect of Work-Study Conflict on Job Performance

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	**Std. Error**	**Beta**			
(Constant)	5.005	.141		35.492	.000	
Work-Study Conflict	-.371***	.061	-.417	-6.128	.000	1.000
R	.417					
R Square	.174					
Adjusted R Square	.170					
F Value	37.552***					
Sig.	.000					

Source: Survey Data (2022)

Note: ***Significant at 1% level, **Significant at 5% level, *Significant at 10% level

As shown in Table (4.3), the specified model used to explain the variables supposed to the effect of WSC is considered lightly strong; the R-value is around 20%. The value of the F test and the overall significance of the models came out highly significant at a 1% level. According to this analysis, WSC and the job performance of EMBA students are negatively related. Most individuals thrive under a low level of WSC, while some others fail under a period of high WSC. If they can get extremely high demand for dual roles, their capabilities are underutilized, and they feel emotional exhaustion that increases conflict. This study shows that EMBA students are given enough support to reduce conflicts.

Dual role conflict is negatively associated with job performance. This study also intended to see a similar relationship between WSC and job performance. The overwhelming demands of work and study roles simultaneously give rise to the feeling of WSC. Thus, when studying professionals spend much time and energy managing tasks at work, they feel emotionally exhausted because their energy level is drained. Energy drained from meeting high work demands was positively related to exhaustion. Thus, these time constraints and feelings of exhaustion due to WSC eventually lead to lower performance. Therefore, a high conflict between work and study leads to low job performance. Thus, based on the discussion mentioned above, it is proposed that WSC causes a negative impact on performance.

As expected, in this study, WSC negatively affects the job performance of EMBA students. The WSC has a negative sign and coefficient with highly significant at a 1% level. It means that increasing the WSC can decrease the job performance of EMBA students. In the same way, decreasing the WSC can increase the job performance of EMBA students. Therefore, WSC is a critical issue for the downward in job performance.

4.4 Analysis of the Effect of Work-Family Conflict on Job Performance

Simple regression analysis is used to test the effect of WFC on the job performance of EMBA students at YUEco. In regression analysis, WFC was regarded as an independent variable and job performance as a dependent variable. The result of the SPSS output analyzing the effect of WFC on the job performance of EMBA Students is shown in Table (4.4).

Table 4.4 The Effect of Work-Family Conflict on Job Performance

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
(Constant)	4.981	.170		29.276	.000	
Work-Family Conflict	-.341***	.070	-.344	-4.883	.000	1.000
R	.344					
R Square	.118					
Adjusted R Square	.113					
F Value	23.841***					
Sig.	.000					

Source: Survey Data (2022)

Note: ***Significant at 1% level, **Significant at 5% level, *Significant at 10% level

Table (4.4) shows that R square and adjusted R square are around 15%, considered lightly strong. However, the value of the F test, the overall significance of the models, turned out highly significant at the 1% level. According to this analysis, WFC significantly negatively affects the job performance of EMBA students at YUEco. The unit increase in WFC will reduce job performance levels.

According to the scholars' point of view, WFC and job performance are a negative relationship. Results of regression analyses indicate that WFC is one of the mechanisms through which dual role conflict influences job performance. Role conflict experienced at the workplace can increase the inter-role conflict between work and family domains, reducing job performance. The findings suggest that to improve employee job performance, the management should avoid seeing the problem of work in isolation from the total living space of employees. Most EMBA students perceived their conflict level as reduced if they had the experience and knowledge gained from higher education, training programs, and the understanding of the family, which has made the work easier. Thus, based on the discussion mentioned above, it is proposed that WFC also causes a negative impact on performance.

As expected, in this study, WFC negatively affects the job performance of EMBA students. The WFC has a negative sign and coefficient with highly significant at a 1% level. It means that increasing the WFC can decrease the job performance of EMBA

students. In the same way, decreasing the WFC can increase the job performance of EMBA students. Therefore, WFC is also another one of the critical issues for the downward in job performance.

4.5 Analysis of the Moderating Effect of Supervisor Support on the Relationship between Work-Study Conflict and Job Performance

To examine whether supervisor support will buffer the effect of WSC on job performance, this study conducts two steps. As the first step, the mean value of job performance is regressed with the mean value of WSC. As the second step, WSC and supervisor support (WSC x supervisor support) participated in the model. To identify the moderating effect of supervisor support on the relationship between WSC and job performance, the overall mean value of job performance is regressed with the mean values of WSC as a predictor and the mean value of supervisor support as a moderator. The results are shown in Table (4.5).

Table 4.5 The Moderating Effect of Supervisor Support on the Relationship between Work-Study Conflict and Job Performance

Variables	Model 1				Model 2			
	B	**SE**	**Beta**	**Sig.**	**B**	**SE**	**Beta**	**Sig.**
(Constant)	4.008	.326		.000	1.585	1.120		.159
WSC	-.296	.063	-.333	.000	.842*	.508	.948	.099
Supervisor Support	.218	.065	.238	.001	.813	.271	.888	.003
WSC*SS					-.284**	.126	-1.224	.025
R	.473				.496			
R Square	.224				.246			
Adjusted R Square	.215				.233			
R Square Change	.224				.022			
F Value	25.526***				19.112***			
Sig.	.000				.000			

Source: Survey Data (2022)

Note: ***Significant at 1% level, **Significant at 5% level, *Significant at 10% level

As presented in Model 2 of Table (4.5), since the adjusted R Square is 0.246, this model can explain 23.3% of the variation of continuous intention to use, which the WSC and supervisor support measures predicate. Therefore, the F-value (the overall

significance of the model) is highly significant at a 1% level. Furthermore, as shown in Model 2 of Table (4.5), supervisor support has a significant moderating effect between WSC and the outcome variables of job performance with a 5% level. Results of this study also supported this relationship, revealing a significant negative relationship between a high level of supervisor support.

Drawing on the conservation of resource theory, this study examines the relationship between employees' job performance as an outcome of WSC. Treating WSC as a stressor for employees, supervisor support has been examined as a moderating mechanism that helps employees to conserve resources when they start depleting due to the stress generated by WSC. This study found evidence that WSC, contrary to the prediction, is not associated with job performance, which is inconsistent with previous studies on WSC and job performance.

A plausible explanation for these findings is employees' updated skillset after engaging in higher study and the routine job. These learned skills from studying role not only assist employees in coping with day-to-day challenging job requirements but also help them to enhance their self-esteem and provide opportunities for professional development. Thus, despite experiencing WSC, the self-confidence of these employees support them to fulfill the demands or requirements of both roles effectively due to their job performance.

Furthermore, in cases where employees perceive low supervisor support, employees become more concerned about their work role and thus focus more on working harder to avoid conflict from the work side in the form of the supervisor's skepticism or questioning about their dual role engagement. As a result, their job performance perception at work is elevated. Therefore, in the presence of high job performance, the conflict level of an employee with the job decreases. On the contrary, when employees perceived high supervisor support, both emotional (i.e., effective listening and empathizing) and practical (i.e., flexible and remote working, work-study balance benefits and health-care benefits), they may have a sense of security regarding their work role. Thus, by taking advantage of this support, the employees may divert their attention from the execution of the work role to the study role, which eventually results in low job performance.

Therefore, it can be generally said that EMBA students continued working harder to avoid WSC from the work side. However, when the effect of higher supervisor support happens, their attention to the work role to use will be lower than before. Therefore, although the sufficient supervisor support variable has a moderating effect, this is a partial moderating effect because WSC still has an effect on the job performance of EMBA students even when there is higher supervisor support.

4.6 Analysis of the Moderating Effect of Supervisor Support on the Relationship between Work-Family Conflict and Job Performance

To examine whether supervisor support will buffer the effect of WFC on the job performance of EMBA students, this study conducts two steps. As the first step, the mean value of the job performance is regressed with the mean value of WFC. As the second step, WFC and supervisor support (WFC x supervisor support) participate in the model. To identify the moderating effect of supervisor support on the relationship between WFC and job performance, the overall mean value of job performance is regressed with the mean values of WFC as a predictor and the mean value of supervisor support as a moderator. The results are shown in Table (4.6).

Table 4.6 The Moderating Effect of Supervisor Support on the Relationship between Work-Family Conflict and Job Performance

Variables	Model 1				Model 2			
	B	SE	Beta	Sig.	B	SE	Beta	Sig.
(Constant)	3.825	.354		.000	.877	1.093		.424
WFC	-.247	.072	-.249	.001	1.067**	.468	1.075	.024
Supervisor Support	.245	.067	.268	.000	1.041	.287	1.137	.000
WFC*SS					-.358***	.126	-1.316	.005
R	.425				.466			
R Square	.181				.217			
Adjusted R Square	.172				.204			
R Square Change	.181				.036			
F Value	19.550***				16.252***			
Sig.	.000				.000			

Source: Survey Data (2022)

Note: ***Significant at 1% level, **Significant at 5% level, *Significant at 10% level

As presented in Table (4.6), since the adjusted R Square is 0.217 in Model 2, this model can explain 20.4% of the variation of continuous intention to use, predicated by the WFC and supervisor support measures. Therefore, the F-value (the overall significance of the model) is highly significant at a 1% level. As shown in Model 2 of Table (4.6), supervisor support has a moderating effect between the WFC and job performance with a 1% level. There is also a negative relationship between a high level of supervisor support.

Drawing on the COR theory, this study investigates the relationship between employees' job performance as an outcome of WFC. Treating WFC as a stressor for employees, supervisor support has been examined as a moderating mechanism that helps employees to conserve resources when they start depleting due to the stress generated by WFC. These results contradict what we expected, but it is still worth looking at these unanticipated and interesting findings. It was stated earlier that the relationship between WFC and job performance largely depends on the level of workplace supervisor support perceived by employees.

Therefore, where employees perceive low supervisor support, employees become more concerned about their work role and thus focus more on working harder to avoid conflict from the work side in the form of the supervisor's skepticism or questioning about their dual role engagement. As a result, their job performance perception at work is elevated. Therefore, in the presence of high job performance, the conflict level of an employee with the job decreases. On the contrary, when employees perceived high supervisor support, both emotional (i.e., effective listening and empathizing) and practical (i.e., flexible and remote working, work-study balance benefits and health-care benefits), they may have a sense of security regarding their work role. Thus, by taking advantage of this support, the employees may divert their attention from the execution of the work role to the family role, which eventually results in low job performance.

Therefore, it can be generally said that EMBA students will continue to work harder to avoid WFC from the work side. However, when the effect of higher supervisor support happens, their attention to the work role to use will be lower than before. Therefore, the sufficient supervisor support variable has a moderating effect; this is a partial moderating effect because WFC still has an effect on job performance even when there is higher supervisor support.

The findings suggest that WFC has the potential to influence job performance. However, supervisors can adjust to this role conflict and reduce WFC, which could affect job performance. Work-family role conflict occurs when work roles interfere with family roles, limiting the employee's ability to accomplish goals in one of their roles. To minimize the negative effects of this role conflict, supervisors can provide appropriate training to help employees develop strategies for dealing with the conflict. Supervisors should avoid providing when their employees can manage without help.

CHAPTER 5

CONCLUSION

This chapter consists of three main parts. The first part is findings and discussions from previous chapters. The second part is suggestions and recommendations according to the study's findings. The third part is the need for further research on dual role conflicts.

5.1 Findings and Discussions

This study intends to examine the effect of WSC on job performance, investigate the effect of WFC on job performance, and analyze the moderating effect of workplace supervisor support on the relationship between WSC and the job performance of EMBA students. It also investigates the moderating effect of supervisor support on the relationship between WFC and the job performance of EMBA students or studying professionals at YUEco. The 180 students of the current three EMBA batches are chosen as a sample by census sampling method. Primary data is collected by surveying a structured questionnaire designed with a 5-point Likert scale. There are four primary objectives in this study.

Job performance is a significant workplace attitude and behavior that has intrigued organizational researchers. Evidence from prior studies revealed that role conflict is negatively associated with job performance. This study proposed to see similar negative implications for WSC and WFC here. Employees need to invest their time, emotions, and concentration to achieve high job performance. This means a high job performance needs a reasonable amount of time from an individual's life. The COR theory postulates that s limited resources, such as energy and time, at the workplace. Thus, resources used to perform one role, such as study or family, are consequently unavailable for another role, such as work. The high demands of all these roles increased pressure on studying professionals, due to which they experienced resource depletion. As the situation continues to unfold, it constrains the work role performance of studying professionals, due to which they cannot execute work tasks effectively.

To achieve the study's first and second objectives, it explored the level of WSC and WFC of EMBA students. These factors of dual role conflicts are measured using a five-point Likert scale. Before analyzing the influencing WSC and WFC factors on job

performance, it explored the job performance of EMBA students. The overall mean value of WSC and WFC said that the dual role conflict directly affects job performance. With the low conflict level, the job performance level of EMBA students will increase. After analyzing the influence of the WSC and WFC on the job performance of EMBA students, it is found that both WSC and WFC are significantly negatively associated with the job performance of EMBA students. Among these two significant factors, WSC is the most influential factor in the job performance of EMBA students.

Based on COR theory, a person indulging in WSC and WFC cannot perform work roles effectively due to a scarcity of resources. Thus, this sense of unfulfilled work role inevitably and effectively generates a feeling of anxiety and tension among working professionals, due to which their performance level from various aspects of the job decreases. Therefore, all the above findings and discussions show that a high level of conflict between work, study, and family leads to low job performance.

Most of the respondents in this study perceived themselves as emotionally attached to their work. In addition, they have many career growth ambitions that can lead to their emotional demand, which leads to a rise in the conflict level. Furthermore, they are with the additional demands on time outside work which impinges on the study, family, and personal life. In addition, some EMBA students carry official work duties and study matters at home, resulting in WSC and WFC. In fact, according to them, excess demand for multiple roles leads to stress and causes a lack of concentration, affecting job performance.

However, most EMBA students still perceived their conflict level as reduced if they had the experience and knowledge gained from higher education, training programs, and the understanding of the family, which has made the work easier. Thus, based on the discussion mentioned above, it is proposed that the low level of WSC and WFC among EMBA students continue to cause a high level of job performance.

Regarding the third and fourth objectives, firstly, it explored the level of supervisor support of EMBA students. According to the analysis, the job performance of EMBA students is reduced by the higher supervisor support because EMBA students were trying to emphasize their actions on their study role and family role, which will lead to a decrease in their performance level because of supervisor support. This study points out that supervisor support has a negative moderating effect between WSC and job

performance. This means that high supervisor support can weaken the effect of WSC and the level of job performance more than low supervisor support. In the same way, this study reveals that supervisor support has a negative moderating effect between WFC and job performance.

Supervisor support has a negative association with WSC and WFC and has a positive relationship with job performance. Still, acting as a moderator between WSC, WFC, and job performance. Although previous researches illustrate that the relationship between WSC, WFC, and job performance is mainly dependent on the level of supervisor support perceived by employees, this study shows contrary to what was expected. However, it is still worth looking at these unanticipated and interesting findings. The same has been proved in a previous research study. It depicts that even if higher supervisor support is provided to an individual encountering WSC and WFC, it cannot raise job performance in Myanmar.

There are several reasons, such as supervisor support helping to reduce an individual's anxiety through WSC and WFC when the studying professionals can still manage to make their demands of multiple roles without any support. Still, it remains unable to improve the job performance of the work roles. Another reason is that most studying professionals are between 25 to 40 years old; at this age, individuals are at their beginning and mid-career level and are urged to surpass at a faster pace. For this purpose, individuals have an increasing trend of studying along with full-time work in Myanmar for career growth opportunities. They keep looking for better opportunities for the future, which is a driving force for maintaining higher job performance.

As a result, where employees perceive low supervisor support, employees become more concerned about their work role and thus focus more on working harder to avoid conflict from the work side in the form of the supervisor's complaining about their dual role engagement. As a result, their job performance perception at work is raised. Therefore, in the presence of high job performance, the conflict level of an employee with the job decreases. On the contrary, when employees perceive high supervisor support, they may feel security regarding their work role. Thus, by taking advantage of this support, the employees may divert their attention from the execution of the work role to the study and family roles, which eventually results in low job performance in the Myanmar context.

5.2 Suggestions and Recommendations

This study shows a negative relationship between WSC and job performance. An attempt to cope with that would result in job performance. EMBA students are consistently laden with a heavy workload and study matters, which depletes their energy, leading to WSC. The study results are compatible with other research, which found that WSC negatively affects job performance. Therefore, to effectively maintain reducing WSC, it is suggested that the organization and supervisor should continue to reduce some of the workloads of studying professionals, such as additional administrative work performed by the studying professionals, and provide sufficient time for them to complete their tasks.

The finding points out that WFC significantly negatively affects job performance, indicating that high WFC leads to decreased job performance. EMBA students would experience high WFC and low job performance when facing the high demands of work and family roles and are not provided with sufficient resources such as autonomy, supervisor support, and personal development. These findings point to several courses of action for the administration of organizations. First, studying professionals should be empowered to make decisions in time that concern their tasks. Supervisors need to provide sufficient support and timely feedback on how well they perform their jobs. When studying professional has such appropriate resources, their dual role conflict level will be reduced, and they will meet performance standards and expectations set by their work.

Further, empirical evidence from prior studies concerning the moderating role of supervisor support between inter-role conflicts and workplace outcomes reported that supervisor support mitigates the effect of WSC and WFC on job performance. Thus, to get deeper into the boundary conditions of the relationship between WSC, WFC, and workplace outcome (job performance), it is helpful to know how supervisors treat employees studying along with their job. In the short run, supervisors feel such employees are not fit with the organization, as they cannot meet the desired job demands on time because of their studies and family. However, at the same time, supervisors are responsible for training their employees to improve new knowledge and skills. In most cases, employees study along with their job and learn new knowledge and skills through effort and expenses. Therefore, keeping in mind the long-term benefits, supporting such employees through flexible working hours and stress management tips is imperative.

However, it is only possible when the supervisors support and help employees to manage and meet the demands of the multiple roles of work, study, and family simultaneously.

Thus, this study concentrates on the work-related sources of support, i.e., supervisor support, because of its significance in the workplace. At the same time, it is more closely associated with the workplace-related outcome of this study's interest. Further, the study has incorporated these critical principles of COR theory along with the findings of previous studies to elucidate how WSC and WFC adversely influence the work domain outcome among working professionals who are engaged in study and family and how supervisor support buffers the influence of WSC and WFC on job performance.

According to the job demands-resources (JD-R) model, perceived supervisor support is a job resource that prevents dual role conflicts. Therefore, when faced with resource loss and depletion due to WSC and WFC, perceived supervisor support as a job resource will help employees refill and restore their resource loss. Furthermore, with high perceived supervisor support, employees engaged in study and family stand in a better position to cope with conflicting demands of the work-study and work-family domain, thus mitigating the adverse effects of WSC and WFC on their workplace outcome.

Based on the results of this study, supervisor support has a significant moderating effect between WSC and the outcome variables of job performance. In the same way, supervisor support has a significant moderating effect between WFC and the outcome variables of job performance. There is also a negative relationship between a high level of supervisor support. The higher supervisor support reduces the job performance of EMBA students because EMBA students were trying to emphasize their actions on their study role and family role, which will lead to a decrease in their job performance level because of higher supervisor support.

Therefore, individuals should cope with their role conflict level to increase job performance. Therefore, the management of organizations needs to find ways to help to study professionals cope with dual role conflicts to ensure job performance among studying professionals. Firstly, management should consult studying professionals on job responsibilities, such as workload and working hours. Secondly, the organization should be able to provide sufficient resources or facilities as support to studying professionals. Thirdly, job expectations and roles need to be communicated clearly to avoid conflicts and to utilize the time they must devote to the work by participating equally in study

matters and household responsibilities. Fourthly, communication between studying professionals and supervisors should be open so that there is a platform for feedback and proper support. Furthermore, management needs to provide and encourage activities to develop the studying professional's professional identity. Lastly, management should avoid giving too much support when studying professionals can do without help.

It is significant to continuously conduct research studies on dual role conflicts, such as WSC and WFC, because the number of studying professionals and working students are also continued to grow day by day. Research on dual role participation elucidates that engaging in two competing roles, i.e., work role and study role, and work role and family role simultaneously, is very challenging and often leads to poor health. Studying along with work is a common practice across the globe. Especially in Myanmar, integrating work and study has become a rising trend among working professionals who need to enhance their skills and educational capabilities for their career progression. Consequently, the percentage of employees in higher education study programs has been increasing since the past decade. Although studying along the job is a common practice among employees, the research on WSC has received very little attention in the organizational literature than WFC. Few studies on WSC indicate that it engenders various detrimental outcomes at work, like poor psychological health, job insecurity, and high workload. As the research efforts are not enough to understand the coping dynamics of studying professionals engaged in two conflicting roles, especially in the workplace domain; therefore, it becomes imperative to know how contextual support like supervisors extends help to such employees that seek to study along with their job and to pay the family time along with their job.

Furthermore, organizations and universities may also seek to run seminars or conference sessions for studying professionals to manage possible inter-role conflict because they need to be aware that their work commitments, studies, and family activities can be affected by WSC and WFC. In addition, stress and time management information may be valuable for managing fatigue and reducing effort, irritability, and distraction.

Employment conditions also keep an effect on the academic performance of study professionals. Immediate supervisors and HR departments are required to be made aware of this, and they should also promote awareness that study time, educational commitments, and personal life can be intruded upon by work. Organizational policies and studies can offset time issues that can be looked positive by encouraging such a

supportive work culture. Initiatives can incorporate advancing study leave, personal leave, the capacity to arrange flexible work hours, and the provision of calm space to study during lunch breaks.

In conclusion, the administration of several organizations, supervisors, and working professionals should cooperate to continue reducing WSC and WFC and achieving a high level of job performance. Balanced activities, apparent relevance of work, and autonomy in performing extra-curricular activities seem favorable for a person's academic study and well-being, which resultantly support EMBA students' career success. Furthermore, this study is also beneficial for other researchers and superiors in analyzing the outcomes of WSC and WFC among the studying professionals of Myanmar and how supervisor support tends to manage these adverse outcomes.

5.3 Needs for Further Research

This section explains the requirements for further studies and the current study's limitations. First, the study revolves around limited sampling issues. Thus, further research should be conducted using a larger sample to present a more concrete data analysis. Second, though the data were collected from a sample size of 180 respondents through a census sampling technique, all the respondents were enrolled in an EMBA program of YUEco. Thus, further study can be more complete if the analysis can be performed in other programs or universities.

Furthermore, private universities in different geographic locations in Myanmar should also be conducted to know WSC, WFC, and the job performance of studying professionals. Furthermore, the relationship between WSC, WFC, and other remaining workplace outcomes of studying professionals in public and private sector organizations can be studied further. Finally, as the present study examined the moderating role of only workplace supervisor support between WSC, WFC, and job performance, future studies may examine the effect of other types of social support, e.g., spouse support, co-workers support, and support from significant others. Also, mediating mechanisms through which WSC and WFC affect workplace outcomes may be a significant line of inquiry to better cope with it.

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APPENDICES

Appendix A: Survey Questionnaire Form 2022 for EMBA Students of YUEco

Dear Respondent,

I am a student from the Yangon University of Economics, Department of Management Studies, Master of Business Administration Program.

This survey questionnaire is conducted for the academic purpose of partial fulfillment of the requirements of a Master of Business Administration. This survey questionnaire aims to analyze the effects of work-study and work-family conflicts on job performance with moderating role of supervisor support among the EMBA Students at the Yangon University of Economics.

I kindly request that you take fifteen (15) minutes to respond to the questionnaire by marking the box that best represents your opinion sincerely and truthfully.

I want to inform you that this questionnaire is very anonymous, and your responses will be used for academics only. In addition, all the data will be treated with maximum confidentiality. Finally, I would like to thank you for your time and cooperation.

Yours Faithfully,
Zin Aye Min
EMBA II - 18
Mobile Number +959 260 27 26 26

SECTION (A): GENERAL INFORMATION

Instruction: Please tick the appropriate box that corresponds with your answer.

1. Age

☐ 25 to 40 years   ☐ 41 to 55 years   ☐ Above 55 years

2. Gender

☐ Male   ☐ Female

3. Marital Status

☐ Married   ☐ Unmarried

5. Occupation

☐ Private Employee   ☐ Government Staff   ☐ Own Business

6. Total Work Experience

☐ 5 to 10 years   ☐ 10 to 15 years   ☐ 15 to 20 years

☐ More than 20 years

SECTION (B): ROLE CONFLICTS

Please tick the appropriate rating box to indicate how agreeable you are with the following statements.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1.   Work-Study Conflict

No.	Characteristics	1	2	3	4	5
1	My superiors and colleagues dislike that I am preoccupied with study matters at work.					
2	The number of working hours affects the time I would like to spend studying.					
3	The demands of my work and work-related activities interfere with my study.					
4	Because of my work, I cannot involve myself as much as I want in my study.					
5	I often have to miss essential study activities because of my work.					
6	There is a conflict between my work responsibilities and my commitments as a university student.					
7	In private times after work hours, I am too tired to join classes and come to university to do some of the things I like to do.					
8	My work responsibilities, such as getting to work on time, accomplishing daily tasks, and working overtime, interfere with my study.					

2.   Work-Family Conflict

No.	Characteristics	1	2	3	4	5
1	My work responsibilities keep me away from family activities more than I would like.					
2	The time I must devote to my work keeps me from participating equally in household responsibilities and activities.					
3	When I get home from work, I am often too frizzled to					

	participate in family activities and responsibilities.					
4	I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.					
5	My problem-solving behaviors at work are ineffective in resolving family problems at home.					
6	Behavior that is effective and necessary for me at work is not counter-productive at home.					
7	The behaviors that make me effective at work do not help me be a better family member or spouse.					
8	The demands of my work interfere with activities related to family or spouse/parents.					

SECTION (C): SUPERVISOR SUPPORT

Please judge how far you agree with the following statements and tick the appropriate rating scale for all questions in the section. Then, use the following scale to select the number.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No.	Description	1	2	3	4	5
1	My supervisor is concerned about the welfare of those under him.					
2	My supervisor pays attention to what I am saying.					
3	My supervisor helps get the work done.					
4	My supervisor seems willing to listen to my problems.					
5	My supervisor is considerate of employees' feelings.					
6	My supervisor respects the employees' opinions.					
7	My supervisor encourages me to do my best.					
8	My supervisor treats me friendly and fairly.					
9	I can rely on my supervisor to help me with work problems.					
10	Supervisors and employees from my work have confidence in one another.					

SECTION (D): JOB PERFORMANCE

Please tick the appropriate rating scale closest to reflecting your opinions. Then, please respond to all questions in the section and use the following scale to select the number.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No.	Statements	1	2	3	4	5
1	Although I have academic matters and family activities, I fulfill specific job responsibilities assigned by my main work.					
2	The experience and knowledge gained from my education, as well as the understanding of my family, has made my work easier.					
3	I am rarely absent from my work because of my studies.					
4	Although there are class assignments, I can manage to plan my work duties so that it is done on time.					
5	I perform my work duties precisely.					
6	I can meet performance standards and expectations set by my work.					
7	My work performance level is satisfactory during study periods.					
8	I can perform my work well with minimal delay and study disturbances.					

Thank you very much for your participation
I would greatly appreciate your time and opinion.

Appendix B

Regression Analysis Results for the Effect of Work-Study Conflict
on Job Performance

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.417[a]	.174	.170	.41982	.174	37.552	1	178	.000

a. Predictors: (Constant), Work-Study Conflict Mean

b. Dependent Variable: Job Performance Mean

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.619	1	6.619	37.552	.000[b]
	Residual	31.372	178	.176		
	Total	37.991	179			

a. Dependent Variable: Job Performance Mean

b. Predictors: (Constant), Work-Study Conflict Mean

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.005	.141		35.492	.000		
	Work-Study Conflict Mean	-.371	.061	-.417	-6.128	.000	1.000	1.000

a. Dependent Variable: Job Performance Mean

Regression Analysis Results for the Effect of Work-Family Conflict on Job Performance

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.344[a]	.118	.113	.43373	.118	23.841	1	178	.000

a. Predictors: (Constant), Work-Family Conflict Mean

b. Dependent Variable: Job Performance Mean

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.487	1	4.487	23.841	.000[b]
	Residual	33.504	178	.188		
	Total	37.991	179			

a. Dependent Variable: Job Performance Mean

b. Predictors: (Constant), Work-Family Conflict Mean

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.979	.171		29.176	.000		
	Work-Family Conflict Mean	-.341	.070	-.344	-4.883	.000	1.000	1.000

a. Dependent Variable: Job Performance Mean

Regression Analysis Results for the Moderating Effect of Supervisor Support

on the Relationship between Work-Study Conflict and Job Performance

Model Summary [c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.473[a]	.224	.215	.40815	.224	25.526	2	177	.000
2	.496[b]	.246	.233	.40351	.022	5.100	1	176	.025

a. Predictors: (Constant), Supervisor Support Mean, Work-Study Conflict Mean

b. Predictors: (Constant), Supervisor Support Mean, Work-Study Conflict Mean, WSC & SS

a. Dependent Variable: Job Performance Mean

ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.505	2	4.252	25.526	.000[b]
	Residual	29.486	177	.167		
	Total	37.991	179			
2	Regression	9.335	3	3.112	19.112	.000[c]
	Residual	28.656	176	.163		
	Total	37.991	179			

a. Dependent Variable: Job Performance Mean

b. Predictors: (Constant), Supervisor Support Mean, Work-Study Conflict Mean

c. Predictors: (Constant), Supervisor Support Mean, Work-Study Conflict Mean, WSC & SS

Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	4.008	.326		12.275	.000		
	Work-Study Conflict Mean	-.296	.063	-.333	-4.710	.000	.875	1.142
	Supervisor Support Mean	.218	.065	.238	3.365	.001	.875	1.142
2	(Constant)	1.585	1.120		1.415	.159		
	Work-Study Conflict Mean	.842	.508	.948	1.658	.099	.013	76.247
	Supervisor Support Mean	.813	.271	.888	2.998	.003	.049	20.474
	WSC*SS	-.284	.126	-1.224	-2.258	.025	.015	68.541

a. Dependent Variable: Job Performance Mean

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Model Summary [c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.425[a]	.181	.172	.41929	.181	19.550	2	177	.000
2	.466[b]	.217	.204	.41114	.036	8.088	1	176	.005

a. Predictors: (Constant), Supervisor Support Mean, Work-Family Conflict Mean

b. Predictors: (Constant), Supervisor Support Mean, Work-Family Conflict Mean, WFC & SS

a. Dependent Variable: Job Performance Mean

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.874	2	3.437	19.550	.000[b]
	Residual	31.117	177	.176		
	Total	37.991	179			
2	Regression	8.241	3	2.747	16.252	.000[c]
	Residual	29.750	176	.169		
	Total	37.991	179			

a. Dependent Variable: Job Performance Mean

b. Predictors: (Constant), Supervisor Support Mean, Work-Family Conflict Mean

c. Predictors: (Constant), Supervisor Support Mean, Work-Family Conflict Mean, WFC & SS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3.825	.354		10.791	.000		
	Work-Family Conflict Mean	-.247	.072	-.249	-3.427	.001	.875	1.142
	Supervisor Support Mean	.245	.067	.268	3.684	.000	.875	1.142
2	(Constant)	.877	1.093		.802	.424		
	Work-Family Conflict Mean	1.067	.468	1.075	2.282	.024	.020	49.853
	Supervisor Support Mean	1.041	.287	1.137	3.623	.000	.045	22.135
	WFC*SS	-.358	.126	-1.316	-2.844	.005	.021	48.135

a. Dependent Variable: Job Performance Mean