Malaysian Journal of Social Sciences and Humanities (MJSSH) (e-ISSN : 2504-8562)
2024, Volume 9, Issue 7, e002893
DOI: https://doi.org/10.47405/mjssh.v9i7.2893

RESEARCH ARTICLE

The Impact of Female University Teachers' Marital Satisfaction on Teaching Ability: Moderated by Managerial Positions

Yang Qi[1], Ahmad Zabidi Bin Abdul Razak[2*], Kazi Enamul Hoque[3]

[1]Faculty of Education, Universiti Malaya, 50603, Kuala Lumpur, Malaysia.
Email: beatriceyyyyyang@gmail.com
[2]Faculty of Education, Universiti Malaya, 50603, Kuala Lumpur, Malaysia.
Email: zabidi@um.edu.my
[3]Faculty of Education, Universiti Malaya, 50603, Kuala Lumpur, Malaysia.
Email: tffr2011@yahoo.com

CORRESPONDING AUTHOR (*):
Ahmad Zabidi Bin Abdul Razak (zabidi@um.edu.my)

KEYWORDS:
Female university teachers
Teaching ability
Higher education managers
Marital satisfaction
Life management

CITATION:
Yang Qi, Ahmad Zabidi Abdul Razak, & Kazi Enamul Hoque. (2024). The Impact of Female University Teachers' Marital Satisfaction on Teaching Ability: Moderated by Managerial Positions. *Malaysian Journal of Social Sciences and Humanities (MJSSH), 9*(7), e002893. https://doi.org/10.47405/mjssh.v9i7.2893

ABSTRACT

Work and life are two important and indispensable components of people's social life. Marriage, as a necessary part of most people's life stage, and past studies have also indicated the relevance of marital satisfaction to people's job satisfaction and physical and mental health. The present study aims to quantitatively examine whether their marital satisfaction has an impact on teaching ability from a single-sex perspective among married female university teachers in Guangxi, China. This study employed a quantitative method using the regression method on 556 responses to test the variables relationship by SPSS26. The researcher found that female teachers' marital satisfaction had a positive effect on their teaching abilities; however, female teachers' managerial positions did not moderate the relationship between their marital satisfaction and their teaching ability in the classroom. The exploration of relationships in this study confirms the feasibility of single-sex research for future research regarding the difference between male and female teachers in related areas. At the same time, it is hoped that this study will enable universities and academic faculties to pay attention to the living conditions of teachers and to optimise policies and support for teachers in terms of working hours, career development and work-life balance from a gender perspective.

Contribution/Originality: Fewer studies have been conducted to understand the role of teachers from a single-gender perspective, this study not only to understand the current marital status and teaching performance of married female university teachers, but also to further refine the theory by identifying the relationship between variables through correlation tests.

1. Introduction

Satisfaction has been used extensively in the field of management, a number of studies have been conducted to gain a deeper understanding of the psychological and mental

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

health of employees, as well as in work-related behavioural studies, including employees' productivity, turnover, socialisation and absenteeism (Saner & Eyüpoğlu, 2013). Kush et al. (2022) explained that female teachers are nearly 70 percent more likely to be anxious than their male peers; as highlighted in the World Happiness Report 2024, negative emotions are more prevalent among female than male (Helliwell et al., 2024).

Teachers have an important role to play in promoting education and even national development. Previous studies have also indicated that teachers experience higher levels of psychological stress and burnout than other professions (Ouellette et al., 2018; Fathi et al., 2021). According to Kim and Kweon (2020), the level of psychological capital exists as a mediator between the relationship between job stress and burnout. Some researchers have even reported that the occurrence of teacher burnout not only has a direct impact on teachers' teaching performance, physical and mental health (Domitrovich et al., 2016; Capone & Petrillo, 2018), but also has a crucial negative impact on students' performance (Klusmann et al., 2016; Madigan & Kim, 2021). As a result, maintaining teachers' psychological health is crucial for both ensuring effective teaching and learning and for advancing students' academic achievement.

Work and life are important and indispensable parts of a person's life, and most people will enter into a marriage to form a family. Lakshmi and Gopinath (2013) provide a further insight into work-life balance, stating that this balance can be considered at a deeper level through three different aspects, including: balance in time allocation between family and work; balance in commitment to fulfilling work and family or other social responsibilities; and balance in job satisfaction compared to other responsibilities. At this level, it can be understood that the form of responsibility that teachers have in their lives and at work will affect both; therefore, it is worthwhile to further analyse and understand the deeper relationship between the performance of married teachers in terms of their marital status and their performance at work. After all, Naz, Fazal, and Khan (2017) suggest that maintaining a work-life balance is tricky for women as their share of the labour force is increasing today.

Female teachers at higher education, as a highly educated unit of the female body, have a pivotal and important position and professional tasks in higher education. It is worth drawing our attention to the fact that, female instructors have a 1.7% higher turnover rate than male teachers (University of Washington, 2024). Bagga (2020) emphasises that when comparing men and women on the work-family issue, males play a major role in providing for their families within the context of their family role, but women place the necessity to maintain a work-family balance is behind the family. Allen et al. (2021) point out, females have more responsibilities in their personal lives than men, including the domestic responsibility of taking care of children and the entire family (or members of the extended family), which can have a variety of effects on their employment. Morgan et al. (2021) also mention that female higher education teachers devote more time to household and childcare than their male peers. There is evidence that a considerable gap exists and persists between male and female genders in terms of well-being indices, with data suggesting that women's mental health is poorer than men's (Blanchflower & Bryson, 2024). It is because of such gaps and differences that make it more necessary to understand the situation of well-being between males or females through a single-sex perspective, and this study will focus on female university teachers first.

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

2. Literature Review

Marital satisfaction has also received increasing attention from researchers in recent years and studies have confirmed the correlation between marital satisfaction on people's job satisfaction and psychological well-being (Ofovwe et al., 2013). Wu and Cao (2017) explain that the positives of professional females in their marital relationships can invariably contribute to the progress and development of society, in addition to furthering the awakening of females themselves. However, in China perspective, only a small number of researchers have conducted satisfaction levels on teachers' marital satisfaction from 2011-2016, and it is difficult to find more in-depth past studies on teachers' marital satisfaction and other dimensions in the relationship aspect. However, the sensitive and dynamic psychological state in the socio-ecological environment needs to be constantly re-examined in the light of changing events through a dynamic perspective (Cai et al., 2020).

Under the influence of history and reality, we all known that females are facing many difficult moments by fighting for themself, and now female's self-awareness and social status have changed dramatically from the previous century, and have become an indispensable and important part of the social labour market. However, there are researchers round these 20 years still stated that family needs are recognised in academic circles as a significant barrier to female's development and success (Howe-Walsh & Turnbull, 2016; Mason et al., 2019; Mason & Goulden, 2004). As highlighted by Cooper (2020): *'There is no room for women for choose both with a good employee and a good mother, but can choose to be one of them.'*

In the face of rapid economic development, people have to spend more time than ever for competing for their careers (Zhao et al., 2022), and this is certainly at the expense of time that should be spent on marriage or family life. Greenhaus and Beutell (1985), in describing people undertaking multiple social roles, suggest that the increasing number of roles people undertake increases the likelihood of role conflict and the intensity of that conflict. In terms of role stress, the time and energy spent fulfilling one role will consume the time and energy that should have been spent on other social roles, and the role stress associated with one role will lead to negative consequences in other roles (Holmes et al., 2020). On the other hand, from a positive perspective, people's participation in or assumption of multiple roles is a mutually beneficial social phenomenon (Greenhaus & Powell, 2006); there is a potential for 'allyship' between the roles of work and family, as work-family fulfilment can be interpreted as an experience in one role that improves and enhances the quality of life in the other.

De Angelis and Grüning (2020) explain female's careers in academia in two ways: either very few choose to enter the academic profession; or female scholars enter the academic profession, although their academic prowess is similar to that of male peers, in most cases their academic careers either stop before they reach tenure or remain at a lower level of the hierarchical academic structure. Based on China's data, of the 1,317 university leaders in the list of China's 'Double First Class' universities, only about 10 per cent of the female faculty members have assumed the role of university leader (Ma et al., 2019). Martínez, Molina-López, and de Cabo (2021) also explained that the lack of representation of female teachers in school management has two main points, which are the tendency of employers to make choices, and the choices made by female teachers themselves on the other side.

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

According to Naz, Fazal, and Khan (2017), stated that the majority of female academics are challenged to face their responsibilities in both the home and the workplace and to maintain a certain degree of balance between them; the difficulties that females encounter in both venues may have an impact on the assumption of the role responsibilities undertaken in the other one. On the other hand, Shobitha and Sudarsan (2014) emphasized that, female may be overloaded with role responsibilities and time constraints that may cause their personal well-being to be neglected; in this perspective, it is also at this level that female teachers are needed to develop a new self-awareness of their married selves in terms of satisfaction. More importantly, Yu and Wei (2023) emphasise that the current social environment is increasingly demanding equal development of females in terms of domestic work, occupational participation, etc., and that such a trend may affect their performance in terms of marital satisfaction levels in the context of 'work-life conflict'. Therefore, as females continue to break through and develop professionally, it is also more worthwhile to draw our attention to the marital satisfaction of females in specific professions and the specific performance of their professional positions.

In highlight with the Social Exchange Theory (SET), people's behaviours are considered to be the result of the interactions people have as they engage with society and the environment (Jonason & Middleton, 2015); interaction is considered as interdependent and dependent on the behaviours of others (Blau, 1964), which is a conceptual paradigm that has been applied to analyse the important effect of performance in workplace behaviour (Cropanzano & Mitchell, 2005). Through previous studies, researchers have discussed that, have explored the relationship between teachers' teaching abilities and their attitudes (Zhang, 2014), personal life status (Zhao, 2021) and psychological qualities (Liu, 2021). In view of the work-life balance and the social roles mentioned above, more research is needed to further explore the psychological state of female teachers with family roles, so that their mental health can be further dissected, understood and explored to their role in society. Therefore, it is necessary to examine whether or not married female university teachers' teaching effectiveness is affected by the current state of the workplace in the face of their family responsibilities. Or more specifically, whether marital satisfaction affects the ability of married female teachers to teach in the classroom, and whether the assumption of managerial positions affects the relationship between marital satisfaction and teaching ability in married female university teachers when they break through and assume managerial positions in the university.

2.1. Research Questions

i. What is the current status of marital satisfaction among female university teachers?
ii. What is the current existing state of female university teachers' teaching abilities?
iii. Does marital satisfaction of female university teachers influence their teaching ability?
iv. Will Female teachers' management position moderate affect between their marital satisfaction and teaching ability?

3. Research Methods

This study used quantitative research for the design, post-collection, and analysis of data receipts. Quantitative research is an empirical investigation conducted to test and understand relationships (Ghanad, 2023). This study conducted data collection at universities in Guangxi Zhuang Autonomous Region, China. Firstly, the survey sample

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

conducted in the same cultural context is more helpful in making the results of the study presentable and reliable, as well as reflecting the current situation performance in the regional environment in a concrete way. What is more noteworthy is that the data collection in the Guangxi region was conducted because some researchers have pointed out that there is a significant gap between the current teaching ability of teachers in the Guangxi region and that of other developed provinces in China (Luo & Li, 2021; Wang, 2021). Next, there are a total of 28 public universities with undergraduate qualifications in Guangxi, China. The authors first selected eight higher education institutions as target institutions through random sampling, which also helped to achieve the unbiasedness that should be expected in sampling, as each institution that fulfils the public and undergraduate qualifications has an equal probability of being selected. Further, it is undeniable that such sample size is still large, hence the further explanation by Chua (2016) on the sampling methodology, stratified sampling of the target population eligible to be in the target institutions; it is because of the fact that the number of married female university teachers sampled in the first target university was 76, which is 20 per cent of the institution's female teachers' population, hence 20 per cent will also serve as the sampling proportion used in this study to collect data on teachers in the target institutions yielded a final figure of 556 married female university teachers.

3.1. Research instrument

This study will obtain data from married female teachers who teach at the university, including their demographics (whether or not they are in a managerial position), marital satisfaction, and their self-reports of their teaching abilities. About the questionnaire are self-development by the author through the integration of theories from previous studies and the framework of relational experimental conclusions, which are considered as acceptable with strong face validity and a 'Highly Relevant - good questionnaire' for subsequent content validity index (CVI). In this pilot study test, the researcher administered a total of 30 questionnaires to a random sample of eligible female university teachers at universities within Guangxi, China; with the results (KMO = 0.786 and 0.816, respectively) indicate that the appropriateness of the variables is very good.

3.2. Data collection and analysis

Through random sampling, a total of 8 institutions for the subsequent questionnaire collection, then a stratified sample of the target population that met the objectives of the study was conducted and through this sampling method, at the end a total of 556 questionnaires were distributed to married female university teachers. The analysis of the above collected research data was carried out using SPSS 26. By answering the for research questions, the data analysis in this study emphasised descriptive statistics for answering the current performance of female university teachers in terms of marital satisfaction and teaching ability, Multiple linear regression (MLR) to answer the interrelationships between the variables.

4. Results

4.1. Demography of Respondents

The demographics of married female university teachers (Table 1) show that the majority of female teachers are in their youth (30-50 years old), with the largest proportion of married female university teachers being in the young and middle-aged group 31-40

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

years old, with 237 teachers, or 42.63 percent of the total, followed by the 41-50 year old female teaching group, which accounts for 41 percent of the total, with 228 teachers; in addition, 25-30 year old female married teachers account for 10.79 percent of this group.

With regard to the number of years of marriage, the largest proportion of female teachers are those who have been married for 10-15 years, with 135 (24.28 per cent), followed by those who have been married for no more than three years, with 121 teachers (21.76 per cent). In terms of the percentage of teachers' titles, it is interesting to note that more than half of the female teachers were 'lecturers', with 288; followed by 210 (37.8 per cent) married female teachers who were 'associate professors'.

When looking at the weekly working hours of married female teachers, nearly half of them (266) work 40-50 hours per week, followed by 175 (31.47 per cent) who work more than 50 hours per week. The results of the teacher's managerial positions show that 73.38 per cent of female teachers do not hold managerial positions; only almost a quarter, 148 female teachers, hold managerial positions appointed by the university or faculty.

Table 1: Demographic information of the participants (N=556)

Demographic characteristics		**Frequency**	**Percent%**
Age	25-30 years	66	10.79
	31-40 years	237	42.63
	41-50 years	228	41
	51-60 years	25	4.5
Years been married	More than 15 years	69	12.41
	15-10 years	135	24.28
	10-5 years	119	21.4
	3-5 years	112	20.14
	Less than 3 years	121	21.76
Positional title	Teaching assistant	22	3.96
	Lecturer	288	51.8
	Associate Professor	210	37.8
	Professor	36	6.47
Highest Degree Obtained	Bachelor Graduate	2	3.6
	Master Degree	354	63.67
	Doctorate	200	35.97
Average working hours/week	Under 40 hours	115	20.68
	40-50hours	266	47.84
	More than 50 hours	175	31.47
Number of Children	0	100	17.98
	1	312	56.12
	2	132	23.74
	3	12	2.16
Number of Courses Taken	1	137	24.64
	2	260	46.76
	3 or more	159	28.6
Whether Management position	Yes	148	26.62
	No	408	73.38

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

4.2. Descriptive Analysis

Mean values were used to explain the status and dimensional levels of the variables. Based on Galti (2016) who interpreted the Mean scores from 4.50-5.00 (strongly agree) and 3.50-4.49 (agree) as the 'High' level, the Mean 2.50-3.49 as 'Medium'; then the 1.50-2.49 (disagree) and 1.00-1.49 (strongly disagree) as 'Low'. As a result, in conjunction with the authors' research on marital satisfaction among teachers, they have developed a more acceptable mean level interpretation of the satisfaction, which can be categorised as follows: 4.50-5.00, very high (satisfaction is always evident); 3.50-4.49, high (satisfaction is often evident); 2.50-3.49, moderate (satisfaction is sometimes evident); 1.50-2.49, low (satisfaction is rarely evident); and 1.00-1.49, very low (satisfaction is not evident).

Hence, based on the results presented, the overall current level of marital satisfaction among married female university teachers who answered the questionnaire is shown in Table 2. The mean, M=3.73, exists in the score category between 3.50 and 4.49, which can be confirmed a high level of marital satisfaction that these teachers are currently experiencing, and this mean also can be explained that the high levels of female teachers' marital satisfaction are frequently evident.

Table 2: The overall level of female teachers' marital satisfaction

Variables	Mean	S. D	Level*
Marital satisfaction (Overall)	3.7286	.70586	High Satisfaction

Therefore, in terms of the results for the dimensions of marital satisfaction, married female university teachers showed a high level of satisfaction (M=3.74) on the dimension of childcare and housework, which is the highest level of satisfaction among the marital satisfaction. The second and third ranked levels are the psychological needs that female teachers receive from their husbands and the way they get along with each other as a couple, with satisfaction levels of M=3.73 and M=3.71, respectively, which show a high level of satisfaction and are not very different from the childcare and housework. The data on the specific levels of each dimension are shown in Table 3.

Table 3: The level of female teachers' marital satisfaction

Marital satisfaction Dimensions	Mean	S. D	Level*
Psychological needs	3.7302	.79543	High Satisfaction
Way of getting along	3.7155	.77871	High Satisfaction
Spouse attraction	3.5994	.81423	High Satisfaction
Childcare and Housework	3.7440	.79462	High Satisfaction
Sexual satisfaction	3.6497	.81329	High Satisfaction

Moreover, a variety of explanations for the current status of married female university teachers' demonstrated teaching ability will be offered based on the interpretations of Moohammad et al. (2014) and Alston and Miller (2002) of the mean dimensions of true or present on a scale that goes from 1 (Not at all) to 5 (Completely true): 4.50-5.00 (Completely true), 3.50-4.49 (Mostly true), 2.50-3.49 (Moderately true), and 1.50-2.49 (Slightly true), and 1.00-1.49 (Not at all).

According to Table 4, which presents an overview of self-assessment of female teachers' teaching ability, M=3.80, which falls within the score category of 3.50-4.49, which shows that the teaching ability of married female university teachers is mainly presented in the

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

classroom activities, and it can also explain that the teaching ability of married female university teachers in the classroom is presented in a good condition.

Table 4: The overall level of female teachers' teaching ability

Variables	Mean	S. D	Level*
Teaching ability (Overall)	3.8015	.64941	Mostly true or present

Immediately following the results of the self-assessment of the dimensions of teaching ability, the dimension with the highest level of presence was the teachers' ability to demonstrate discipline in the classroom with a value of M=3.86, indicating that female married teachers present a major level of presence with regard to the ability to control discipline in the context of classroom activities. Following this, presented result of teachers' teaching status in the classroom, with a mean value of 3.85 value level indicating a major presence of teaching status. The specific mean values and the state of existence of abilities for each dimension are presented in Table 5.

Table 5: The level of female teachers' teaching ability

Teaching ability Dimensions	Mean	S. D	Level*
Content preparation	3.7932	.75230	Mostly true or present
Teaching methods	3.7689	.71776	Mostly true or present
Student-centred	3.7800	.73019	Mostly true or present
Discipline	3.8624	.74311	Mostly true or present
Mental status	3.7662	.78326	Mostly true or present
Teaching Status	3.8501	.80707	Mostly true or present

4.3. Impact of Female University Teachers' Marital Satisfaction on Teaching Ability

The results of the question of where married university teachers are in the relationship between marital satisfaction as an independent variable and teachers' teaching ability as a dependent variable can be seen in Table 6, Table 7 and Table 8.

In the context of multiple regression: the correlation between the observed and expected values of the response variable is predicted by the model and denoted by R. R2 measures how much of the variance in the response variable can be accounted for by the regression model's predictor variables. As can be seen from the results of R and R^2 in the model summary (Table 6), the result of R=.718 indicates that there is a positive correlation between the variables (when the R result is between 0.5 and 1, it indicates that there is a large effect between the models); R^2=.515 further explains that the marital satisfaction of the married female teachers has a great impact on their demonstration of teaching abilities in the classroom (the greater the link, the closer the R^2 value is to 1).

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.718[a]	.515	.514	.45260

a. Predictors: (Constant), MS
b. Dependent Variable: TA

If the significance data has a value of 0.05 or 5% probability, it can be interpreted that the results are incorrect or the relationship is coincidental. The significance values in Table 7

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

indicate that a sig.= .000 strongly suggests that the findings of this study on the relationship between marital satisfaction and teaching abilities of female teachers are meaningful and that the relationship between the variables is unlikely to be coincidental.

Table 7: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	120.576	1	120.576	588.623	.000[b]
	Residual	113.483	554	.205		
	Total	234.059	555			

a. Dependent Variable: TA
b. Predictors: (Constant), MS

The level of effect produced by the independent variable on the dependent variable can be explained by the standardised beta coefficient; the greater the absolute value of the beta coefficient, the stronger the variable effect; therefore, the β=.718 in Table 8 on marital satisfaction; can be explained to indicate that married female university teachers' level of teaching abilities increases as their marital contentment rises.

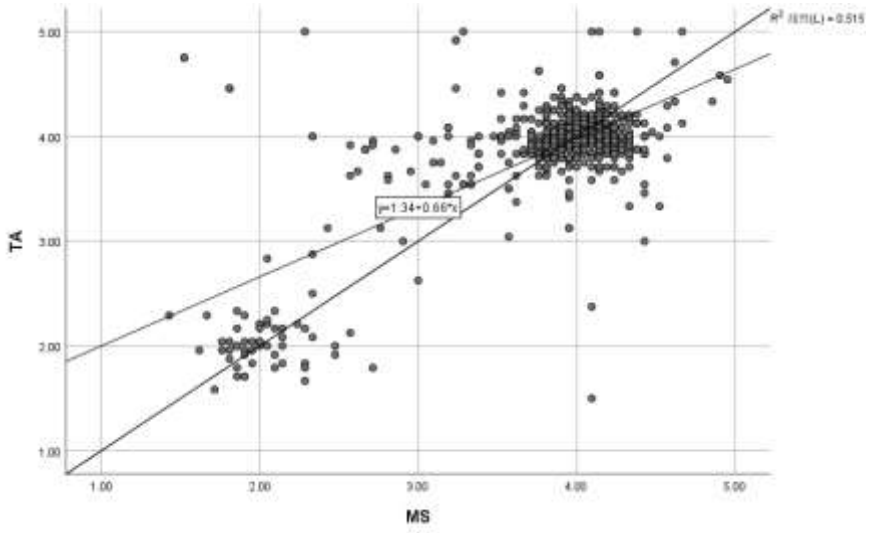
Table 8: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.339	.103		12.968	.000
	MS	.660	.027	.718	24.262	.000

a. Dependent Variable: TA

According to the dot plot presented in Figure 1, the relationship between female teachers' marital satisfaction and the state of teaching abilities they present is explained even further. Linear regression model Y = a + bX, where Y is the dependent variable (which is teaching ability) and X is the independent variable in the relationship equation. It is worth noting that the *a* in the equation represents the intercept; the *b* term in the equation is the slop.

Figure 1: Point plots of the relationship between marital satisfaction and teaching ability



© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

Thus, Figure 1 shows the positive slope of the overall linear relationship, and the results of the state of positive slopes suggest more strongly that as the marital satisfaction of married female university teachers increases, the state of their teaching abilities presentation will also show a positive upward trend.

4.4. Moderating effect by Managerial Positions

When looking at the moderating variables coming up, it is noticed that the correlation state between female teachers when they take on the responsibilities of managerial positions and their marital satisfaction is that the result state presented: as shown in Table 9, Table 10 and Table 11, with respect to the results presented R^2 =.383, Sig. = .000, β = .619, the results indicate that although when female teachers take on managerial positions their marital satisfaction is positively influenced, however this influence works weakly.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.619	.383	.382	.55482

a. Predictors: (Constant), MPMS

Table 10: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	105.981	1	105.981	344.283	.000[b]
	Residual	170.538	554	.308		
	Total	276.519	555			

a. Dependent Variable: MS
b. Predictors: (Constant), MPMS

Table 11: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.385	.076		31.325	.000
	MPMS	.414	.022	.619	18.555	.000

a. Dependent Variable: MS

When looking at the moderating variables coming up, the first focus was on the relationship between the performance of female teachers on their teaching ability when they are in managerial positions, as shown in Table 12, Table 13 and Table 14, regarding the results presented R^2 =.187, Sig. = .000, and β = .433, this suggests that when female teachers are in managerial positions, it has a weak impact on their performance in terms of teaching abilities demonstrated in the classroom.

Table 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.433	.187	.186	.58603

a. Predictors: (Constant), MPMS

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

Table 13: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.796	1	43.796	127.523	.000[b]
	Residual	190.263	554	.343		
	Total	234.059	555			

a. Dependent Variable: TA
b. Predictors: (Constant), MPMS

Table 14: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.938	.080		36.530	.000
	MPMS	.266	.024	.433	11.293	.000

a. Dependent Variable: TA

Finally, when focusing on whether the managerial position of female teachers moderates the relationship between their marital satisfaction and teaching ability, as can be understood from the specific data presented in Table 15, Table 16, and Table 17, R^2 =.515, Sig. = .000, and β = -.012, the results indicate that: the assumption of managerial positions by female teachers does not have any moderating effect on the relationship between their marital satisfaction and teaching ability, which means that the result of the moderating variable is negative.

Table 15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.718[a]	.515	.514	.45290

a. Predictors: (Constant), MS, MPMS
b. Dependent Variable: TA

Table 16: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	120.576	1	60.314	294.045	.000[b]
	Residual	113.483	553	.205		
	Total	234.059	555			

a. Dependent Variable: TA
b. Predictors: (Constant), MS, MPMS

Table 17: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.337	.103		12.968	.000
	MPMS	-.012	.023	-.019	-.507	.000
	MS	.671	.035	.730	19.354	.000

a. Dependent Variable: TA

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

5. Discussions

Looking at the teachers' personal situation, it can be learnt that the overall age level of the married university teachers who participated in this study has a young regional dynamic, with the majority of female teachers in higher education being in the middle-aged and young-aged age groups. As Minello (2020) describes, the beginning of the academic career of female teachers in higher education is also the peak of their reproductive years; it can also be said that by the time the female population enters the university teaching profession (after PhD graduation), most of them are already in their thirties, and it is also at this age watershed that many of them choose to enter into marriages and raise their children. It is for this reason that in studies on work-life balance/work-life conflict among female teachers, for example, as discussed by Naz, Fazal, and Khan (2017), females enter the social labour market to take up a share of society, and in fact, maintaining a work-life balance is very difficult for females because in the prime of their careers they are also someone's wife, someone's mother; even during the breastfeeding stage (maternity leave) makes females cause a work stoppage for a long period of time, and miss the most prime career development stage and the stage of high productivity of their best endeavours, as in the case of the current PhD employment environment in Chinese higher education industry, most of the universities and colleges require the age of the new PhDs to be below 35 years old or even 32 years old, in order to seek for the efficient productivity of the new teachers. However, the data show that only a quarter of female teachers are in managerial positions. On the one hand, for the tendency of females to focus more on their family responsibilities, can indicate that females have validated their abilities through their efforts and are willing to seek success in the workplace and in society. However, it is possible to sense that the female teachers are concerned about the difficulty of entering into the organisations managerial; also, it is possible to perceive the difficulty that female teachers have in entering the management of organisations, and this phenomenon and percentage is as presented by (Ma et al., 2019). Such a phenomenon cannot be ruled out as females choosing not to take on managerial positions because of their family or other role responsibilities, or other reasons of their own (De Angelis & Grüning, 2020; Martínez et al., 2021), and further empirical research is needed to validate this dimension of the relationship.

Immediately after that, as far as the weekly working hours is concerned, it should in actual fact be no more than 44 hours per week or 8 hours per day; however, from the data, it can be known that the majority of female teachers work more than 40 hours per week, and about 30 per cent of the married female teachers have more than 50 hours of working hours, which is a very direct and clear understanding of the heavy workload of the married female teachers in the higher education environment. This is a direct indication of the heavy workload of married female faculty in the higher education environment, as university faculty members are not only required to teach, but also to fulfil the requirements of conducting research. On this basis, according to Bagga (2020) and Morgan et al. (2021), females, unlike their male peers, prioritise the need to maintain a work-family balance over their family roles when it comes to work-family issues. From this perspective, it is clear that the time and effort required of married female teachers in the 'work-family' role is difficult to achieve (Cooper, 2020), and this state of affairs, in turn, makes it easier to contribute to one of the generating causes of teacher stress and burnout (Ouellette et al., 2018; Fathi et al., 2021). Therefore, it is worthwhile to examine in future studies whether the longer working hours of female university teachers have a negative impact on the fulfilment of their family duties, including housework, childcare, care of the elderly (Allen et al., 2021; Morgan et al., 2021), and on their family

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

circumstances; after all, the demographics of this study show that more than 80 per cent of married female teachers have children.

Naz, Fazal, and Khan (2017) have stated that as females enter the labour market in society, it makes it difficult to strike a balance as they increase their work responsibilities without a reduction in their share of life; Blanchflower and Bryson (2024) have also revealed that females do not perform to the same extent as males in terms of mental health due to this balance struggle. However, thankfully, the married female teachers who participated in this study gave positive feedback of high levels of satisfaction in their marriages. Such a positive result, on the one hand, confirms that with the development and process of society and the continuous awakening of women's awareness of themselves, it helps women to promote the healthy development of their own psychology (Wu & Cao, 2017); on the other hand, from the data, it can be noted that husbands give support to the female teachers in terms of childcare and household chores, as well as psychological needs, helping female teachers to gain more marital satisfaction.

According to Nugraha and Kustanti (2020) and Andhini and Utami (2022), the support of the other half will have a mitigating effect on the work-family conflict; from this perspective, it can be learnt that female teachers who receive support from their husbands can help to increase their marital satisfaction (Kausar & Farooqi, 2015; Marzbani & Bostan, 2016); of course, it is also possible that such a positive phenomenon is not due to the fact that female teachers do not take on as much as they should, but may be due to the fact that positive feedback and emotional support from their husbands alleviate their stress levels (Naz et al., 2017).

Meanwhile, although Cooper (2020) and Zhao et al. (2022) stated that it is difficult for females to manage their role responsibilities in multiple social roles at the same time, Holmes et al. (2020) also stated that the time and effort spent in one role affects the proper performance of the other; however, it is understood from the data of the present study that married female teachers do not suffer from the effects of multiple roles because female teachers give a positive evaluation of their ability to demonstrate a 'major presence' in their teaching. However, looking at the positive effect of teachers' marital satisfaction on the demonstration of teaching abilities derived from the study, the results are in line with what Greenhaus and Powell (2006) explains: the fulfilment of one role improves the quality of the demonstration of the other role. Somehow, it is possible that the normalisation of female teachers' teaching abilities comes at the expense of their family responsibilities, which is something that this study did not delve into, as marital satisfaction is more of subjective feedback on the relationship between husband and wife, and therefore this perspective of the relationship needs to be explored in more in future studies.

6. Conclusion

Firstly, it is important to recognise that female teachers' marital satisfaction shows a high level of satisfaction and that their teaching abilities, as they show in the classroom, is 'major present'. At the relationship level, female teachers' marital satisfaction is positively related to their teaching ability; however, the negative results of the moderating variables indicate that whether or not married female teachers are in managerial positions does not moderate the relationship between their marital satisfaction and the teaching ability they demonstrate in the classroom.

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

This study further confirms the possibility of conducting single-sex research on teachers, and also suggests that research on male teachers in the same dimension could be carried out in future studies. This study on teachers' marital status also illustrates the importance of teachers' lives in influencing their work performance; therefore, it is worthwhile to draw the attention of education authorities and school leaders to the social roles and life status of teachers, and to consider optimising teachers' work welfare, career development and performance management from the perspective of gender and multi-social roles, in order to achieve the ultimate high-quality education.

Ethics Approval and Consent to Participate

The researchers used the research ethics provided by the Research Ethics Committee of Universiti Malaya (UM), which approved this study after receiving a proposal from researchers (Ref. No.: UM.P/PTD(IT)/6441/1). All procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional research committee.

Acknowledgement

Part of this article was extracted from a doctoral thesis submitted to Universiti Malaya, Kuala Lumpur. Also, the authors would like to thank the editors and anonymous reviewers for their valuable comments and suggestions on this article.

Funding

The authors were not funded by either party for this study.

Conflict of Interest

The authors reported no conflicts of interest for this work and declare that there is no potential conflict of interest with respect to the research, authorship, or publication of this article.

References

Allen, K., Butler-Henderson, K., Reupert, A., Longmuir, F., Finefter-Rosenbluh, I., Berger, E., Grove, C., Heffernan, A., Freeman, N., Kewalramani, S., Krebs, S., Dsouza, L., Mackie, G., Chapman, D., & Fleer, M. (2021). Work like a girl: Redressing gender inequity in academia through systemic solutions. *Journal of University Teaching & Learning Practice*, *18*(3). https://ro.uow.edu.au/jutlp/vol18/iss3/03

Alston, A. J., & Miller, W. W. (2002). Analyzing the barriers and benefits toward instructional technology infusion in North Carolina and Virginia secondary agricultural education curricula. *Journal of Agricultural Education*, *43*(1), 1. https://files.eric.ed.gov/fulltext/ED459996.pdf

Andhini, L. P. R., & Utami, N. M. S. N. (2022). Teacher's dilemma during distance learning: work or/and family? (the important of work family conflict self-efficacy and spouse support). *Psikostudia: Jurnal Psikologi*, *11*(2), 230-239. https://doi.org/10.30872/psikostudia.v11i2.7469

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

Bagga, B. (2020). Job satisfaction among female teachers of Holkar college, Indore (M.P.). *SSRN*. http://dx.doi.org/10.2139/ssrn.3621338

Blanchflower, D., & Bryson, A. (2024). The gender well-being gap. *Social Indicators Research*, 1-45. https://doi.org/10.1007/s11205-024-03334-7

Blau, P. M. (1964). *Exchange And Power in Social Life*. New York: John Wiley.

Cai, H. J., Huang, Z. H., Lin, L., Zang, M. Y., Wang, X. O., Zhu, H. J., ... & Jing, Y. M. (2020). Psychological and behavioural changes of Chinese people over half a century - a psychological perspective [in Chinese]. *Advances in Psychological Science*, *28*(10), 1599. https://doi.org/10.3724/SP.J.1042.2020.01599

Capone, V., & Petrillo, G. (2020). Mental health in teachers: Relationships with job satisfaction, efficacy beliefs, burnout and depression. *Current Psychology*, *39*(5), 1757-1766. https://doi.org/10.1007/s12144-018-9878-7

Chua, Y. P. (2016). *Mastering research methods*. Mcgraw-Hill Education.

Cooper, M. (2020). Mothers' careers are at extraordinary risk right now. *The Atlantic*. https://www.theatlantic.com/family/archive/2020/10/pandemic-amplifying-bias-against-working-mothers/616565/

Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of management*, *31*(6), 874-900. https://doi.org/10.1177/0149206305279602

De Angelis, G., & Grüning, B. (2020). Gender inequality in precarious academic work: Female adjunct professors in Italy. *Frontiers in Sociology*, 4, 479527. https://doi.org/10.3389/fsoc.2019.00087

Domitrovich, C. E., Bradshaw, C. P., Berg, J. K., Pas, E. T., Becker, K. D., Musci, R., ... & Ialongo, N. (2016). How do school-based prevention programs impact teachers? Findings from a randomized trial of an integrated classroom management and social-emotional program. *Prevention science*, 17, 325-337. https://doi.org/10.1007/s11121-015-0618-z

Fathi, J., Greenier, V., & Derakhshan, A. (2021). Self-efficacy, reflection, and burnout among Iranian EFL teachers: The mediating role of emotion regulation. *Iranian Journal of Language Teaching Research*, *9*(2), 13-37. https://doi.org/10.30466/IJLTR.2021.121043

Galti, A. M. (2016). Awareness of students on the use of affective strategy and their level of speaking anxiety. *International Journal of Multidisciplinary Research and Development*, *3*(3), 319-322. www.allsubjectjournal.com

Ghanad, A. (2023). An overview of quantitative research methods. *International Journal Of Multidisciplinary Research And Analysis*, *6*(8). https://doi.org/10.47191/ijmra/v6-i8-52

Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of management review*, *10*(1), 76-88. https://doi.org/10.5465/amr.1985.4277352

Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of management review*, *31*(1), 72-92. https://doi.org/10.5465/amr.2006.19379625

Helliwell, J. F., Huang, H., Shiplett, H., & Wang, S. (2024). Happiness of the younger, the older, and those in between. *World Happiness Report 2024*, 9-60. http://doi.org/10.18724/whr-f1p2-qj33

Holmes, E. K., Thomas, C. R., Petts, R. J., & Hill, E. J. (2020). The work-family interface. *In Cross-cultural family research and practice*, 323-354. Academic Press. https://doi.org/10.1016/B978-0-12-815493-9.00010-7

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

Howe-Walsh, L., & Turnbull, S. (2016). Barriers to women leaders in academia: Tales from science and technology. *Studies In Higher Education*, *41*(3), 415-428. https://doi.org/10.1080/03075079.2014.929102

Jonason, P. K., & Middleton, J. P. (2015). Dark triad: the" Dark Side" of human personality. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 671-675. Elsevier Inc.. https://doi.org/10.1016/B978-0-08-097086-8.25051-4

Kausar, R., & Farooqi, Y. N. (2015). Impact of perceived social support, social skills and coping strategies on general health of female college teachers. *Indian Journal of Health and Wellbeing*, *6*(7), 688. http://www.iahrw.com/index.php/home/journal_detail/19#list

Kim, S., & Kweon, Y. (2020). Psychological capital mediates the association between job stress and burnout of among Korean psychiatric nurses. *Healthcare*, *8*(3), 199. https://doi.org/10.3390/healthcare8030199

Klusmann, U., Richter, D., & Lüdtke, O. (2016). Teachers' emotional exhaustion is negatively related to students' achievement: Evidence from a large-scale assessment study. *Journal of Educational Psychology*, *108*(8), 1193. https://doi.org/10.1037/edu0000125

Kush, J. M., Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (2022). Teachers' mental health during the COVID-19 pandemic. *Educational Researcher*, *51*(9), 593-597. https://doi.org/10.3102/0013189X221134281

Lakshmi, K. S., & Gopinath, S. S. (2013). Work life balance of women employees—with reference to teaching faculties. *Abhinav Journals*, *2*(3), 53-62.

Liu, J. (2021). *Research On the problems and optimization strategies of high school political teachers' classroom teaching behaviour* [in Chinese] [Unpublished master's thesis]. Guizhou Normal University. https://link.cnki.net/doi/10.27048/d.cnki.ggzsu.2021.000551doi:10.27048/d.cnki.ggzsu.2021.000551

Luo, H., & Li, M. (2021). Reflections on the training of teachers' teaching ability in Guangxi undergraduate universities——taking the construction of teacher teaching development centre as the starting point [in Chinese]. *Journal of Hechi University*, *41*(3), 76-80.

Ma, C. B., Long, X. Z., & Chen, L. (2019). Research on the characteristics of school leaders' groups in "Double First-Class" construction colleges and universities [in Chinese]. *University Education Science*, *3*(3), 116-121. https://doi.org/10.3969/j.issn.1672-0717.2019.03.020

Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International journal of educational research*, 105, 101714. https://doi.org/10.1016/j.ijer.2020.101714

Martínez, M. M., Molina-López, M. M., & de Cabo, R. M. (2021). Explaining the gender gap in school principalship: A tale of two sides. *Educational Management Administration & Leadership*, *49*(6), 863-882. https://doi.org/10.1177/1741143220918258

Marzbani, F., & Bostan, N. (2016). The role of perceived social support in prediction of psychological wellbeing in female teachers. *Journal of Fundamentals of Mental Health*, *18*(Special Issue), 537-541. https://doi.org/10.22038/JFMH.2016.8387

Mason, M. A., & Goulden, M. (2004). Marriage and baby blues: redefining gender equity in the academy. *The Annals of the American Academy of Political and Social Science*, *596*(1), 86-103. https://doi.org/10.1177/0002716204268744

Mason, M. A., Wolfinger, N. H., & Goulden, M. (2019). Do Babies Matter? Gender and family, *Ivory tower.* Rutgers University Press.

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).

Minello, A. (2020). The pandemic and the female academic. *Nature*, *17*(1). https://www.nature.com/articles/d41586-020-01135-9

Moohammad, A. Y., Nor'Aini, Y., & Kamal, E. M. (2014). Empirical assessment of Nigerian construction industry consultancy services innovation practices. *International Journal of Managerial Studies and Research*, *2*(9), 175-186.

Morgan, A. C., Way, S. F., Hoefer, M. J., Larremore, D. B., Galesic, M., & Clauset, A. (2021). The unequal impact of parenthood in academia. *Science Advances*, *7*(9), eabd1996. http://dx.doi.org/10.1126/sciadv.abd1996

Naz, S., Fazal, S., & Khan, M. I. (2017). Perceptions of women academics regarding work–life balance: A Pakistan case. *Management in Education*, *31*(2), 88-93. https://doi.org/10.1177/0892020617696633

Nugraha, P., & Kustanti, E. R. (2020). Hubungan antara dukungan sosial suami dengan konflik peran ganda pada perawat wanita. *Jurnal EMPATI*, *7*(2), 794-801. https://doi.org/10.14710/empati.2018.21715

Ofovwe, C., Ofili, A., Ojetu, O., & Okosun, F. (2013). Marital satisfaction, job satisfaction and psychological health of secondary school teachers. *Health*, 5, 663-668. https://doi.org/10.4236/health.2013.54087

Ouellette, R. R., Frazier, S. L., Shernoff, E. S., Cappella, E., Mehta, T. G., Maríñez-Lora, A., ... & Atkins, M. S. (2018). Teacher job stress and satisfaction in urban schools: disentangling individual-, classroom-, and organizational-level influences. *Behavior therapy*, *49*(4), 494-508. https://doi.org/10.1016/j.beth.2017.11.011

Saner, T., & Eyüpoğlu, Ş. Z. (2013). The gender-marital status job satisfaction relationship of academics. *Procedia-Social and Behavioral Sciences*, 106, 2817-2821. https://doi.org/10.1016/j.sbspro.2013.12.324

Shobitha, P., & Sudarsan, N. (2014). Work life balance: A conceptual review. *International Journal of Advances in Management and Economics*, *3*(2), 01–17.

University of Washington. (2024). Teacher Turnover at *Washington STEM*. University of Washington, Hudson Street Seattle. https://washingtonstem.org/teacher-turnover/#:~:text=Turnover%20is%20highest%20among%20novice,to%20leave%20than%20male%20teachers.

Wang, L. (2021). Difficulties and problem-solving: A study on the urgency of improving the teaching ability of young teachers in colleges and universities——taking Guangxi normal university as an example [in Chinese]. *Journal of Chongqing Electronic Engineering Vocational College*, 84-87

Wu, P., & Cao, M. (2017). Research on the development of professional women in marital relationship [in Chinese]. *Dushu Wenzhai*, (1), 153.

Yu, X. Y., & Wei, F. F. (2023). A study on gender differences in marital satisfaction and influencing factors--An analysis of Shaanxi data based on the fourth survey on the social status of Chinese women [in Chinese]. *Journal of Xi'an University of Architecture & Technology (Social Science Edition)*, *42*(02), 77-84. https://doi.org/10.15986/j.1008-7192.2023.02.010

Zhang, J. N. (2014). *Research on the development of teaching ability of college teachers* [in Chinese] [Unpublished master's thesis]. South China Institute of Technology. https://cdmd.cnki.com.cn/Article/CDMD-10561-1014065111.htm

Zhao, Q. H. (2021). Influencing factors and training strategies of young teachers' teaching ability in colleges and universities [in Chinese]. *Education Forum*, (11), 121-124.

Zhao, W., Liao, X., Li, Q., Jiang, W., & Ding, W. (2022). The relationship between teacher job stress and burnout: A moderated mediation model. *Frontiers in Psychology*, 12, 784243. https://doi.org/10.3389/fpsyg.2021.784243

© 2024 by the authors. Published by Secholian Publication. This article is licensed under a Creative Commons Attribution 4.0 International License (CC BY).