

## A COMPARISON OF THE IMPACT OF COVID-19 PANDEMIC REMOTE WORKING CONDITIONS ON ACADEMICS' FAMILY- WORK BALANCE AND PERSONAL PERFORMANCE: A CASE STUDY

### COVID-19 SALGINI UZAKTAN ÇALIŞMA KOŞULLARININ AKADEMİSYENLERİN AİLE -İŞ DENGESİ VE KİŞİSEL PERFORMANSI ÜZERİNDEKİ ETKİSİNİN KARŞILAŞTIRILMASI: BİR ÖRNEK İNCELEMESİ

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#### ABSTRACT

This study aimed empirically to examine the effects of Covid-19 pandemic remote working conditions of academics work-family balance and personal performance. Distance working has been implied by multinational companies through the mid-2000s on behalf of flexible working conditions. However, universities in advance implement distance learning performances since early 1900s with letters. Nowadays, Covid 19 brought obligatory conditions for the education system all over the world. This Survey was conducted on academics (n = 800) at private and public universities in Türkiye working in various positions in 2021. Only, 230 of the questionnaires are accepted by the survey program. According to the findings of the study, during the Covid-19 pandemic, the most difficult area was the lack of face-to-face meeting with students, job performance was lower with the married and there was significant negative Impact of Work on Family and Work Family Balance.

**Keywords:** Remote Working, Covid19, Work-Family Balance, Employee Performance.

#### ÖZ

Bu çalışma, Covid-19 pandemisi uzaktan çalışma koşullarının akademisyenlerin iş-aile dengesi ve kişisel performansı üzerindeki etkilerini ampirik olarak incelemeyi amaçlamıştır. 2000'li yılların ortalarından itibaren çok uluslu şirketler tarafından uzaktan çalışma esnek çalışma koşullarını sağlamak üzere kullanılırken, üniversiteler 1900'lerin başından itibaren uzaktan eğitim performanslarını uygulamaktadır. Ancak Covid 19 tüm dünyada eğitim sistemi için zorunlu şartları beraberinde getirdi. Bu Anket, 2021 yılında Türkiye'deki özel ve devlet üniversitelerinde çeşitli pozisyonlarda çalışan akademisyenlerle (n = 800) paylaşılmıştır. Sadece 230 anket SPSS programı tarafından işlenebilir olarak kabul edilmektedir. Araştırmanın bulgularına göre, Covid-19 pandemisi sürecinde en çok zorlanılan alan öğrencilerle yüz yüze görüşülmemesi, evlilerde iş performansının düşük olması ve çalışma hayatının iş-aile dengesi üzerinde önemli olumsuz etkisinin olması olmuştur.

**Anahtar Kelimeler:** Uzaktan Çalışma, Covid19, İş-Aile Dengesi, Çalışan Performansı.

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## 1. INTRODUCTION

World Health Organization (WHO) announced Covid-19 as pandemic on the same date as the first positive coronavirus case determined by the Ministry of Health on March 11, 2020 in Türkiye. With Covid 19, working methods have variate in addition to the changes in social, psychological and the economic world. The transition to the remote work model, which was not very common in the 90s, has been observed in almost all sectors.

As per the law "Working remotely; the work organization of the worker created by the employer working at home or with technological communication tools, the work established in writing and on the basis of fulfilment outside the workplace relationship", who work in accordance with the relevant regulation, work at home or workplace with technological communication tools allows him to perform elsewhere (<https://www.mevzuat.gov.tr/mevzuatmetin/1.5.4857.pdf>). Since the early 1990s, studies have sought to explore the benefits of working remotely for companies and the first common answer behind this problem, was the possibility to decrease costs, secondly to increase productivity and third, to provide government incentives and avoid expensive investments (Apgar, 1999). Although remote working provides significant opportunities for organizations, the main concern is its compatibility with every organization.

Adoption of technology brought a concept named NWW (New Ways of Working), by Demerouti et al (2014), a work design in which employees can control the timing and place of their work while being supported by electronic communications. Remote working is also considered as an alternative work arrangement to improve motivation at the work place beside flexitime and job sharing especially for parents working as couples, single parents, and employees caring for a sick or aging relative (Robbins,2017). During the Covid-19 pandemic period, remote working has become a compulsory rather than a preference. The remote working model, which has been effective in almost every sector all over the world with the Covid-19 pandemic, has been an applied model for many years, especially in multinational companies. They have been providing their employees the opportunity to work remotely since the mid-2000s, and this working model has its own organizational culture. Remote working model has been one of the most emphasized topics in order to ensure the sustainability of the business (Göktepe, 2020) and models. Flexible working aims to make the best use of human capital and is a model of adapting to changing demands with changing conditions (Tuna & Türkmenoğlu, 2020). Due to insufficient infrastructure; technology and trained personnel, the remote working model could not an effective working model in the world as well as in our country until the pandemic. Some disadvantages of the remote working system on employees have been listed in the International Labour Organization (ILO,2016) report as follows, work and life boundaries loss, family and work conflict, lack of leisure time, social and professional life isolation. Another study (Sheehy,2008) stated the advantages and disadvantages of remote working for employers and employees as follows; Benefits for the Organization are reduced office overheads, productivity gains, lower absenteeism, increased employee flexibility, management by objectives, increased work flexibility, while increased autonomy, promoted autonomy, reduced commuting costs, fewer interruptions from colleagues counted as the benefits for the employees. On the other hand, Disadvantages of Remote workings for the Organization are increased ICT costs, need to restructure business process, increases in errors linked to lower supervision, motivating and retaining employees, maintaining teamwork ethos. Disadvantages for the Employee are difficulties managing work-home interface, increased social

isolation, and diminished career prospects, propensity to become a “workaholic”, problems with work-home boundary.

According to a survey, individuals' anxiety and fear of losing their job is more than the rate of concern about the virus. Physical and psychological health is the most important element that creates the well-being of individuals (The Covid-19 Agenda Research of 2020).

This study aims to determine the effects of remote working conditions on the work-family balance and personal performance of academics.

## 2. CONCEPTUAL FRAMEWORK

In the study, brief information about relevant concepts has been given for a good understanding of the impact of Covid-19 pandemic remote working conditions on academics' family-work balance and personal performance.

With industrialization, social life, the family concept and relations have also changed in quality. While in the traditional understanding, an employee works full-time and works in the same workplace throughout the lifetime, today increasing demands of the business world creates some transformations in the working order and form (Cullen, Kordey, & Schmidt, 2003). According to McCulley, during the Covid-19 pandemic working hours were beyond the normal conditions, approximately %38 and more (McCulley, 2020). Furthermore, 27% of the home office workers claimed that they were working through their leisure times (Eurofound, 2020). Studies show that mobbing and intolerable circumstances have increased (Türkmenoğlu, 2020). According to World Health Organization, occupational or work-related stress is what people tend to have when their knowledge and abilities do not match with work demand. In the present society women have serious problems with integrating work and family responsibilities. Conflict is expressed as an imbalance which occurs when the demand from one domain interfaces with the other (Abendroth, Reimann, 2018). Most of the studies on the dual role conflict present that working women experience more work-family conflict than men (Lian & Tam, 2014).

Work/life balance refers to one's orientation between different life roles and phenomena between roles. When the role in one area does not match the role demands of the other area, work-life balance destroys and work-family conflicts occurs (Vithanage & Arachehige, 2017). Individual are able to give equal importance to different life roles (Greenhouse vd., 2003). Work and life balance plays an important role in remote working. Work and life balance is the fulfilment of personal responsibilities and can become continuous when it considers the personal and social life interests. (Chandra, 2012). Clark (2000) stated that work and family are psychologically separate places and strength of physical, temporal and psychological boundaries determine their interactions. Work-related anxieties, psychological, physical and emotional negativities mostly occur as a result of work and life imbalances (Kıdır, 2017). Greenhouse and Beutell (1985) elucidate that work-family conflict occurs in three methods; Time-based conflict, where the time spent to fulfil one of the roles interferes with the other, Tension-based conflict, where the tensions occurring in one role prevent a person from performing the tasks in the other role, Behaviour-based conflict, where the behaviour model specific to one role cannot adapt to the other role.

Universities are known to be flexible workplaces (Kosseck, 2012). Academician is a profession where the education and workload is very heavy and therefore burnout and overload problems are frequent (Doyle & Hind, 1998; Ardiç & Polatçı, 2008; Rothmann & Barkhuizen, 2008). Considering the research, article preparation processes and other responsibilities academics' have as well as teaching responsibilities, academics have compelling difficulty to clarify the boundaries between work and private life. This profession has experienced some work-family conflicts with the remote working system which has been activated during the pandemic period.



According to Kranhenbuhl (1998), what academics achieve is more important than how they direct their efforts. He also noticed that the lecturers have invisible workloads such as preparing the articles, analysing and interpreting the data obtained, criticizing and reviewing the work of other academics.

Çelik and Kahraman's (2018) research on the relationship between academics' perceptions of workload and work and family conflicts determined that academics experience conflicts between work- family burdens and work- family. Workload and work/ family conflict have direct interaction. Burnout and overload are caused by the fact that the work-family, work-life boundary theory does not take place effectively in the individual's life. The work-family boundary theory explains how the individual manages and reconciles the work and family sphere, and how to maintain a balance between them. While work provides income and a sense of achievement for individuals, home life achieves the purpose of establishing personal happiness and simple relationships (Clark, 2000).

It has been found that there is almost little studies comparing the effect of remote working conditions on the work-family balance and personal performance of academics' during the Covid-19 pandemic period. In this context, the problem sentence of this research is the remote working conditions during the Covid-19 pandemic period have an effect on the work-family balance and personal performance of the academics.

### 3. METHOD

#### 3.1. STATISTICAL TECHNIQUES USED IN DATA ANALYSIS

The survey answers collected in the research were analysed using SPSS for Windows 22.00 and AMOS 24.0 program. Confirmatory factor analysis was performed for the scales used in the study, the Work Family Balance (WFB) Scale and the Job Performance (JP) scale. The variation of the sub-dimensions of the scale according to the demographic characteristics was examined by the Independent Sample T-Test and the One-Way Analysis of Variance test.

#### 3.2. POPULATION AND SAMPLE

The demographic characteristics of the 230 participants in the study are given in Table 1.

**Table 1:** Distribution of demographic characteristics of the sample

		N	%
Gender	Female	112	48,7
	Male	118	51,3
Age	21-34	57	24,8
	35-49	103	44,8
	50-64	59	25,7
	65-69	2	0,9
	70+	9	3,9
Marital Status	Married	144	62,6
	Engaged	5	2,2
	Single	81	35,2
Work Experience	2 years and less	26	11,3
	2-4 btw years	33	14,3
	4-6 btw years	33	14,3
	6 years and more	138	60,0

The male and female ratios of the 230 participants in our sample were found to be extremely close. In age groups, 21-34 years were recorded as 24.8%, 35-49 years old 44.8%, 50-64 years old 25.7%, and over 65 years old 4.8%. In marital status distribution, married participants are 62.6% and single participants are 35.2%. In professional experience, it is seen that it is 11.3% for 2 years and below, 14.3% for 2-4 years, 14.3% for 4-6 years, 60% for 6 years and above.

**Table 2:** Distribution of areas where difficulties are experienced in the process of working from home

	n	%
Choosing the most difficult area during the remote working period		
Lack of face-to-face meeting with students	183	35,0
Inability to establish work-life balance	125	23,9
Team Coordination	88	16,8
Ergonomics	76	14,5
Technology	51	9,8
<b>Total</b>	<b>523</b>	<b>100</b>

A total of 523 answers were given in the distribution of the areas where difficulties are experienced in the process of working from home. Since our participants could mark multiple times, each participant marked more than one option. The most difficult area was the lack of face-to-face meeting with students by 35.0%, being unable to establish a work-life balance 23.9%, team coordination 16.8%, Ergonomics 14.5%, and Technology 9.8%.

### 3.3. DATA COLLECTION TOOLS

#### 3.3.1. CONFIRMATORY FACTOR ANALYSIS OF THE SCALES USED IN THE STUDY

Demographic characteristics of the second sample are given in Table 1. In this sample of participants, CFA was applied for the validity of the dimension structure obtained from the first sample through explanatory factor analysis.

Since the Skewness and Kurtosis values calculated from the size averages in DFA were in the range of (-3; +3), the distribution was considered normal in the sample and the Maximum likelihood method was used. As the sample size increases, the Chi-Square ( $\chi^2$ ) value is high, especially in samples larger than 200, and the statistical significance level of the Chi-Square ( $\chi^2$ ) test is low (Bollen, 1989: 256; Fornell and Larcker, 1981: 40; Bagozzi et al. , 1999: 396). In the CFA evaluation of the scale; The Chi-Square value corrected with degrees of freedom ( $\chi^2/df$ ), other goodness-of-fit indices, and the values in the standardized residual covariance matrix were determined (Tabachnick, B. G., & Fidell, L. S. (2007).

#### 3.3.2. JOB PERFORMANCE (JP) SCALE CONFIRMATORY FACTOR ANALYSIS

The 6-item JP scale is in the range of standard factor load values (.69; .80). There were no items eliminated from the analysis. Below is the visual structure of the CFA for the Job Performance (JP) scale.



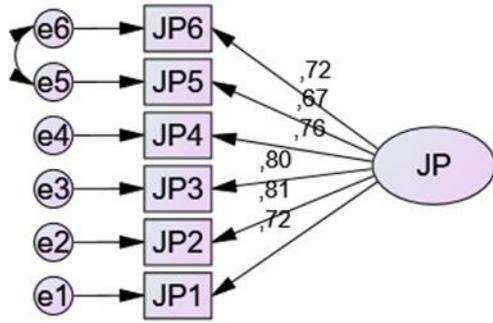


Figure 1: CFA visual structure for Job Performance (JP) scale

It is understood that CFA is significant since  $\chi^2$  (15.989) and  $\chi^2/df$  (2.284) were found in CFA ( $P < 0.05$ ). The fit index values of the model GFI (.978) and CFI (.987), SRMR (.0522), RMSEA (.0750) are within acceptable limits. Therefore, it is seen that the construct validity of the scale has been ensured.

### 3.3.3. WORK FAMILY BALANCE (WFB) SCALE CONFIRMATORY FACTOR ANALYSIS

The WFB scale, which was analysed in 3 dimensions as in the literature, is in the range of standard factor load values (.55; .88). The visual structure of the DFA for the Work Family Balance (WFB) scale is given below.

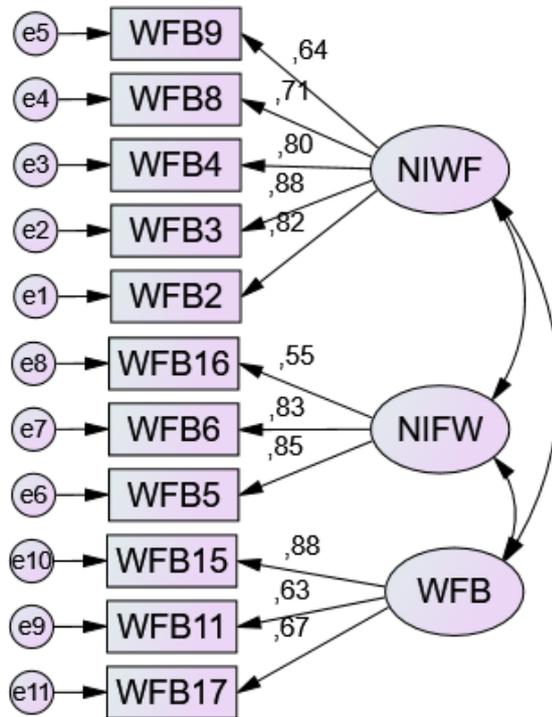


Figure 2: CFA visual structure for Work Family Balance (WFB) scale

It is understood that CFA is significant since  $\chi^2$  (47.431) and  $\chi^2/df$  (1.186) were found in CFA ( $P < 0.05$ ). The fit index values of the model are within acceptable limits for GFI (.964) and CFI

(.994), SRMR (.0413), RMSEA (.0280). Therefore, it is seen that the construct validity of the scale has been ensured.

#### 4. RELIABILITY AND INTERNAL CONSISTENCY

CR-composite reliability values are calculated from factor loadings calculated from confirmatory factor analysis. When the combined reliability value is ( $CR \geq 0.70$ ), it can be said that the combined reliability condition is met. (Raykov, 1997). The indicator of the convergence validity is the (AVE- Average Variance Extracted) value.  $AVE \geq 0.50$  is sufficient to confirm convergent validity.

**Table 3:** Reliability and validity values of the scales used in the research

	Gender	N	Mean	SD	t	p
Negative Impact of Work on Family	Female	112	2,7554	,91305	,009	,993
	Male	118	2,7542	,94910		
Negative Impact of Family on Work	Female	112	2,0804	,73282	-,232	,817
	Male	118	2,1045	,83910		
Work Family Balance	Female	112	4,1429	,63705	,743	,458
	Male	118	4,0734	,76873		
Work Family Balance Scale total	Female	112	2,9929	,44958	,239	,811
	Male	118	2,9774	,52435		
Job Performance	Female	112	4,2411	,57467	,506	,613
	Male	118	4,1963	,74905		

\*\*\* $p < 0.001$  \*\* $p < 0.01$  \* $p < 0.05$  Comp: Component Alpha : Cronbach's Alpha, CR: Composite Reliability, SD: Standart Deviation, WFB: Work Family Balance NIWF: Negative Impact of Work on Family, NIFW: Negative Impact of Family on Work, JP: Job Performance

Cronbach's Alpha values of the scales applied to the participants for the research, reliability values in the sub-dimensions of the Work Family Balance (WFB) scale, "high reliability" level (.887) for Negative Impact of Work on Family (NIWF), and (.775) and Work Family Balance (WFB) (.756), it is seen to be at a "highly reliable" level. For Job Performance (JP) (.856) it is at the "high confidence" level. In the combined reliability values, since CR values ( $CR > 0.70$ ) were found for all variables, the combined reliability condition was met. Convergence validity was also fulfilled as the mean explained variance values ( $AVE > 0.50$ ) were found for all variables.



## 5. DIFFERENCE TESTS ACCORDING TO DEMOGRAPHIC CHARACTERISTICS

**Table 4:** Comparison of Work Family Balance (WFB) and Job Performance (JP) scale dimensions by gender

	Gender	N	Mean	SD	t	p
Negative Impact of Work on Family	Female	112	2,7554	,91305	,009	,993
	Male	118	2,7542	,94910		
Negative Impact of Family on Work	Female	112	2,0804	,73282	-,232	,817
	Male	118	2,1045	,83910		
Work Family Balance	Female	112	4,1429	,63705	,743	,458
	Male	118	4,0734	,76873		
Work Family Balance Scale total	Female	112	2,9929	,44958	,239	,811
	Male	118	2,9774	,52435		
Job Performance	Female	112	4,2411	,57467	,506	,613
	Male	118	4,1963	,74905		

In the comparison of Work Family Balance (WFB) and Job Performance (JP) scale dimensions according to gender, no significant difference was found in all variables ( $p>0.05$ ). Accordingly, the mean scores of the Work Family Balance (WFB) and Job Performance (JP) scale dimensions in male and female participants can be considered the same.

**Table 5:** Comparison of Work Family Balance (WFB) and Job Performance (JP) scale dimensions by marital status

	Marital Status	N	Mean	SD	t	p
Negative Impact of Work on Family	Married	144	2,6597	,92912	-2,020	,045*
	Single	86	2,9140	,91397		
Negative Impact of Family on Work	Married	144	2,1505	,84808	1,441	,151
	Single	86	1,9961	,66763		
Work Family Balance	Married	144	4,1389	,69798	,878	,381
	Single	86	4,0543	,72285		
Work Family Balance Scale total	Married	144	2,9830	,51263	-,076	,939
	Single	86	2,9881	,44770		
Job Performance	Married	144	4,1319	,68047	-2,559	,011*
	Single	86	4,3624	,62632		

\* $p<0,05$

In the comparison of Work Family Balance (WFB) and Job Performance (JP) scale dimensions according to marital status, no significant difference was found as Negative Impact of Family on Work, Work Family Balance and Work Family Balance Scale total variables ( $p>0.05$ ). There is a significant difference as there is Negative Impact of Work on Family and Job Performance variables ( $p<0.05$ ). In the Negative Impact of Work on Family dimension, the average of married people (2,659) was lower than the average of singles (2,914). In the Job Performance dimension, the average of married people (4,131) was lower than the average of singles (4,362).

**Table 6:** Comparison of Work Family Balance (WFB) and Job Performance (JP) scale dimensions according to professional experience

	N	Mean	SD	F	p	
Negative Impact of Work on Family	2 yrs. and less	26	3,0692	,76303	2,336	,075
	2-4 btw yrs.	33	2,7152	,94078		
	4-6 btw yrs.	33	2,9879	,90545		
	6 yrs. and more	138	2,6493	,94701		
	Total	230	2,7548	,92969		
Negative Impact of Family on Work	2 yrs. and less	26	1,9872	,73322	,530	,662
	2-4 btw yrs.	33	2,2323	,82279		
	4-6 btw yrs.	33	2,0505	,78670		
	6 years and more	138	2,0894	,79285		
	Total	230	2,0928	,78752		
Work Family Balance	2 yrs. and less	26	4,3462	,53732	1,756	,156
	2-4 btw yrs.	33	4,1717	,72227		
	4-6 btw yrs.	33	3,9394	,64256		
	6 yrs. and more	138	4,0870	,73858		
	Total	230	4,1072	,70700		
Work Family Balance Scale total	2 yrs. and less	26	3,1342	,33862	1,314	,271
	2-4 btw yrs.	33	3,0397	,43955		
	4-6 btw yrs.	33	2,9926	,54071		
	6 yrs. and more	138	2,9419	,50744		
	Total	230	2,9849	,48837		
Job Performance	2 yrs. and less	26	4,4103	,46003	1,033	,379
	2-4 btw yrs.	33	4,1515	,71730		
	4-6 btw yrs.	33	4,1263	,90334		
	6 yrs. and more	138	4,2198	,62295		
	Total	230	4,2181	,66876		

In the comparison of Work Family Balance (WFB) and Job Performance (JP) scale dimensions according to professional experience groups, no significant difference was found in all variables ( $p>0.05$ ). Accordingly, when comparing the Work Family Balance (WFB) and Job Performance (JP) scale dimensions according to the years of experience, the average score of the participants can be considered the same.



**Table 7:** Comparison of Work Family Balance (WFB) and Job Performance (JP) scale dimensions by academic title

		N	Mean	SD	F	p
Negative Impact of Work on Family	Professor	34	2,6471	1,00672	5,936	,000**
	Assoc Professor	22	3,0545	1,02201		
	PhD	70	2,3829	,74425		
	Academician	44	2,8273	,91965		
	Research Assistant	60	3,0867	,91197		
	Total	230	2,7548	,92969		
Negative Impact of Family on Work	Professor	34	2,0196	,65103	2,031	,091
	Assoc Professor	22	2,3939	,76730		
	PhD	70	1,9667	,81876		
	Academician	44	2,0000	,81333		
	Research Assistant	60	2,2389	,78135		
	Total	230	2,0928	,78752		
Work Family Balance	Professor	34	3,9608	,70000	1,223	,302
	Assoc Professor	22	3,8939	,78603		
	PhD	70	4,1333	,76854		
	Academician	44	4,2121	,51885		
	Research Assistant	60	4,1611	,71962		
	Total	230	4,1072	,70700		
Work Family Balance Scale total	Professor	34	2,8758	,47750	4,959	,001**
	Assoc Professor	22	3,1141	,45965		
	PhD	70	2,8276	,45227		
	Academician	44	3,0131	,48180		
	Research Assistant	60	3,1622	,48948		
	Total	230	2,9849	,48837		
Job Performance	Professor	34	4,2696	,63830	,289	,885
	Assoc Professor	22	4,2197	,62018		
	PhD	70	4,2571	,68259		
	Academician	44	4,2159	,57012		
	Research Assistant	60	4,1444	,76189		
	Total	230	4,2181	,66876		

\*\*p<0,01 \*p<0,05

In the comparison of Work Family Balance (WFB) and Job Performance (JP) scale dimensions according to academic title, no significant difference was found as Negative Impact of Family on Work, Work Family Balance and Job Performance variables ( $p>0.05$ ). There is a significant difference as there is negative Impact of Work on Family and Work Family Balance Scale total variables ( $p<0.05$ ). The source of the difference was examined with Boferroni, one of the multiple comparison tests. According to this;

- In the Negative Impact of Work on Family dimension, the average of Research Assistants (3,0867), and Associate Professors (3,0545), Professors (2,647) and PhD. It was found to be higher than the average of the faculty members (2,382).
- In the Negative Impact of Work on Family dimension, the average of Research Assistants (3,162) and Associate Professors (3,114), Professors (2,875) and PhD. It was found to be higher than the average of the faculty members (2,827).

## 6. DISCUSSION

When the effect of remote working conditions on work-family balance and personal performance is compared, the results are explained as follows;

Although the overflows caused by the excessive densities created by the thesis, and etc. in certain periods can be tolerated, if it becomes continuous in the long term, it deteriorate the balance between work and family and increases the work-family conflict (Bayramođlu, 2018). If an employee spends too much time on one of the family or work areas, the other system is negatively affected (Noor, 2002). These findings give us the result that workload and work-family conflict have interaction.

Greenhaus et al. (2003) stated that the work-family relationship is not mechanical; the individual's adaptation to different life roles creates a hierarchical order and it is necessary to provide work-family balance and satisfaction from the work and family role at the same level. Three important elements of this balance are; time balance, inclusion balance, and satisfaction balance.

Role conflict has been defined as the simultaneous emergence of two or more roles that will make it difficult to adapt to one of them when adapting to the other (Greenhouse & Beutell, 1985). Clark (2000) defined work-family balance as being functional in a paid job and at home and achieving satisfaction in these areas with minimum conflict.

Grzywacz and Carlson (2007) define the work-family balance as the expectations about the agreed and shared role between the individual and the individual's partner in the field of work and family, and that the work-family balance supports the human resources development process as well as its contribution to the organizations. As organizational pressure affects an individual's personal life, job demands dominate the individual's time and energy, family relationships deteriorate, and increasing dissatisfaction creates a negative effect (Kofodimos, 1990). During the Covid-19 pandemic period, the motivation decreased due to the increase in the workload at home, the supervisors wanted more reporting due to insecurity and excessive controls, and the concern that the employee would not work at home has led to different behaviours. Scott et al. (1997) stated that work-dependent individuals do not give enough importance to family, social activities and private life because they spend more time working. A good balance between work, family and life can increase morale as an important factor affecting the entire working life of the employee (Tuna& Türkmenođlu, 2020).

Çelik and Kahraman's (2018) study on the relationship between academics' perceptions of workload and family conflicts found that there is a moderately positive relationship between workload and work-family conflict of academics in Türkiye. Gutek, Searle & Klepa (1991) found a moderately positive relationship between work-family conflicts in their studies. Remote working academics allow work-related role demands to divide family responsibilities; on the other hand, family roles are relatively more controlled in terms of overflowing into the work



area (Bayramođlu, 2018). The studies of Mustafayeva and Bayraktarođlu (2014) show that work-family conflicts affect the life satisfaction of academics negatively and moderately. During the Covid-19 pandemic, gender, marital status, income, having a child have affected remote working, thereby performance. Individuals who conflict with their superiors have adapted remote work more easily (Naktiyok & İřcan, 2003). However, it has also been observed that when remote work is mismanaged it causes more workload at home (Karaca and Esen, 2019).

The measures to be taken should not only ensure business sustainability, but also ensure that the employee adapts to these new working conditions. For this reason, managers should design business models compatible with the pandemic, meet variable individual demands, anticipate possible risks, and provide job security (Göktepe, 2020). Work and family roles, which occupy a large place in peoples' lives, are not always compatible and this creates conflict (Netemeyer, Boles & McMurrian, 1996). Interrole conflict is the mismatch of increasing pressures in one's roles.

## **7. CONCLUSION**

In the comparison of Work Family Balance (WFB) and Job Performance (JP) scale dimensions according to gender, no significant difference was found in all variables ( $p>0.05$ ). Accordingly, the mean scores of the Work Family Balance (WFB) and Job Performance (JP) scale dimensions in male and female participants can be considered the same.

Work Family Balance (WFB) and Job Performance (JP) scale dimensions according to marital status, no significant difference was found as Negative Impact of Family on Work, Work Family Balance and Work Family Balance Scale total variables ( $p>0.05$ ). There is a significant difference as there is Negative Impact of Work on Family and Job Performance variables ( $p<0.05$ ). In the Negative Impact of Work on Family dimension, the average of married people (2,659) was lower than the average of singles (2,914). In the Job Performance dimension, the average of married people (4,131) was lower than the average of singles (4,362).

In the comparison of Work Family Balance (WFB) and Job Performance (JP) scale dimensions according to professional experience groups, no significant difference was found in all variables ( $p>0.05$ ). Accordingly, when comparing the Work Family Balance (WFB) and Job Performance (JP) scale dimensions according to the years of experience, the average score of the participants can be considered the same.

Work Family Balance (WFB) and Job Performance (JP) scale dimensions according to academic title, no significant difference was found as Negative Impact of Family on Work, Work Family Balance and Job Performance variables ( $p>0.05$ ). There is a significant difference as there is negative Impact of Work on Family and Work Family Balance Scale total variables ( $p<0.05$ ). The source of the difference was examined with Boferroni, one of the multiple comparison tests. According to this;

- In the Negative Impact of Work on Family dimension, the average of Research Assistants (3,0867), and Associate Professors (3,0545), Professors (2,647) and PhD. It was found to be higher than the average of the faculty members (2,382).
- In the Negative Impact of Work on Family dimension, the average of Research Assistants (3,162) and Associate Professors (3,114), Professors (2,875) and PhD. It was found to be higher than the average of the faculty members (2,827).

To conclude, the demographic characteristics of the study sample indicate that the male and female ratios are extremely close. Majority of the survey participants are in the age group of 35-49 years old (44.8%) of which 62.6% are married and mostly have 6 years and above professional experience (60%). Study mark that the most difficult area was the lack of face-to-face meeting

with students by 35.0%. According to gender, WFB and JP show no significant difference. In the comparison of job performance dimension according to marital status, married people (4,131) was lower than the average of singles (4,362). In the comparison of WFB and JP scale dimensions according to academic title, no significant difference was found as Negative Impact of Family on Work, Work Family Balance and Job Performance variables. There is a significant difference as there is negative Impact of Work on Family and Work Family Balance Scale total variables.

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