

INFLUENCE OF FAMILY CLIMATE ON WORK-FAMILY CONFLICT AMONG FILIPINO EDUCATORS: THE MEDIATING ROLE OF PERSONAL MINDFULNESS

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ABSTRACT: This study examined the relationship between family climate and work-family conflict and explored the role of mindfulness as a mediating variable. A quantitative correlational design was employed, involving 250 full-time educators from public and private institutions in Davao City, selected through purposive sampling. Data were gathered using adapted and validated survey instruments measuring family climate, work-family conflict, and mindfulness. Statistical analyses included descriptive statistics, multiple regression, and mediation analysis. Findings revealed high levels of family climate and mindfulness, while work-family conflict was moderate. Family climate significantly predicted mindfulness; however, neither family climate nor mindfulness significantly predicted work-family conflict. Moreover, mindfulness did not mediate the relationship between family climate and work-family conflict. These findings suggest that work-family conflict among educators is more influenced by organizational and structural demands than by individual or family-level factors. The study highlights the importance of institutional support and family-friendly policies in promoting educator well-being.

KEYWORDS : *family climate, Filipino educators, mindfulness, social work, well-being, work-family conflict*

I. INTRODUCTION

Educator well-being has become a critical concern in sustaining a productive and effective educational system. Increasing professional demands, emotional strain, and multiple role expectations have intensified educators' experiences of work-family conflict, a condition where work and family responsibilities become incompatible.

Within the Philippine context, educators frequently manage instructional tasks, administrative duties, and family obligations simultaneously, leading to stress and diminished well-being. Despite existing literature, limited studies integrate both environmental factors such as family climate and psychological factors such as mindfulness.

This study aims to address this gap by examining the relationship between family climate and work-family conflict and determining whether mindfulness functions as a mediating variable. The study is anchored on Ecological Systems Theory, Work-Family Border Theory, Positive Psychology, and Sikolohiyang Pilipino, providing a comprehensive framework for understanding the interaction of environmental and psychological factors.

II. METHODS

2.1 Research Design

This study utilized a quantitative correlational design to examine the relationships among family climate, mindfulness, and work-family conflict without manipulating variables.

2.2 Participants

The study involved 250 full-time Filipino educators from public and private institutions in Davao City. Participants were selected using purposive sampling based on their active engagement in both professional and family roles.

2.3 Instruments

Standardized and adapted survey instruments were used to measure the variables. Family climate was measured using the Family Climate Scale, work-family conflict using the Work-Family Conflict Scale, and

mindfulness using the Five-Facet Mindfulness Questionnaire. All instruments demonstrated high reliability with Cronbach’s alpha values exceeding 0.70.

2.4 Data Analysis

Descriptive statistics, multiple regression analysis, and mediation analysis using PROCESS Macro (Model 4) were employed. A significance level of 0.05 was used to determine statistical significance.

III. RESULTS AND DISCUSSION

Results revealed that family climate and mindfulness were rated high, while work–family conflict was moderate. Regression analysis indicated that family climate significantly predicts mindfulness. However, neither family climate nor mindfulness significantly predicted work–family conflict.

Furthermore, mediation analysis showed that mindfulness does not mediate the relationship between family climate and work–family conflict. These findings suggest that work–family conflict is more strongly influenced by organizational and structural factors than by individual or family-level variables.

IV. FIGURES AND TABLES

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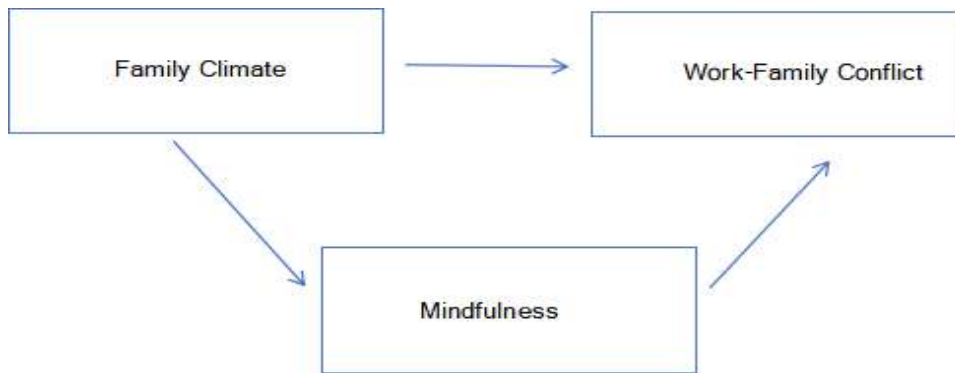


Fig. 1 conceptual framework of the study showing the relationship between family climate, mindfulness, and work–family conflict

Table 1 Level of Family Climate, Work-Family Conflict, and Mindfulness

Variable	Mean	SD	Descriptive Rating
Family Climate	4.02	0.51	High
Work–Family Conflict	3.18	0.63	Moderate
Mindfulness	3.89	0.54	High

Table 1 shows that family climate obtained the highest mean score, followed by mindfulness, both interpreted as high. Work–family conflict was rated moderate, indicating occasional role tension among educators.

Table 2 Influence of Family Climate and Mindfulness on Work-Family Conflict

Paired Variable	β	t	p-value	Decision
Family Climate → Work–Family Conflict	-0.11	-1.52	0.128	Not Significant

Mindfulness → Work–Family Conflict	-0.08	-0.88	0.379	Not Significant
Family Climate → Mindfulness	0.32	5.87	< .001	Significant

Table 2 indicates that family climate significantly predicts mindfulness, while both family climate and mindfulness do not significantly predict work–family conflict.

Table 3 Mediation Analysis of Mindfulness in the Relationship Between Family Climate and Work-Family Conflict

Path	Result	Interpretation
Family Climate → Mindfulness (Path a)	Significant	Supported
Mindfulness → Work–Family Conflict (b)	Not Significant	Not Supported
Indirect Effect	Not Significant	No Mediation

Table 3 shows that mindfulness does not mediate the relationship between family climate and work-family conflict.

V. CONCLUSION

This study concludes that Filipino educators generally experience high levels of family climate and mindfulness, while work–family conflict remains at a moderate level. These findings indicate that although educators benefit from supportive family environments and possess psychological resources, these factors alone are insufficient to reduce work–family conflict.

Inferential results revealed that family climate significantly predicts mindfulness, suggesting that supportive family environments enhance emotional awareness and regulation. However, neither family climate nor mindfulness significantly predicts work–family conflict, and mindfulness does not function as a mediating variable.

These findings highlight that work–family conflict is more strongly influenced by structural and organizational factors such as workload, institutional demands, and time constraints.

One limitation of the study is the use of purposive sampling, which may affect the generalizability of results. Future research is encouraged to explore broader samples and include organizational variables.

The study contributes to the field by emphasizing the importance of integrating institutional support, family dynamics, and psychological resources in addressing educator well-being. It also suggests practical applications such as implementing family-supportive policies and workload management strategies.

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