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Article

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Examining the Relationship among Work-Leisure Conflict, Coping Self-Efficacy, Psychological Flexibility and Psychological Wellbeing

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Abstract

The job demands of university academic staff members leave them susceptible to the experience of work-leisure conflict (WLC). WLC is often studied as a composite construct despite its multidimensional nature and findings suggest it negatively affects employee psychological wellbeing. This study probes this relationship by examining the specificity therein within the context of the dimensionality of WLC built on the conservation of resource theory. Specifically, this study hypothesizes that the time dimension of WLC leads to the strain dimension which then negatively impacts psychological wellbeing. Furthermore, this study hypothesizes that coping self-efficacy and psychological flexibility will moderate this relationship at either end. Cross-sectional data were collected from teaching staff of a public university in Nigeria. The data were analyzed using SPSS and PROCESS Macro add-on. Findings suggest strain-based WLC mediate the relationship between time-based WLC and psychological wellbeing. Also, coping self-efficacy moderates the indirect effect of time-based WLC on psychological wellbeing through strain-based WLC while psychological flexibility does not moderate the indirect effect of time-based WLC on psychological wellbeing through strain-based WLC. The result of the study is significant in implicitly signaling the negative effect of role overload, and explicit in explaining the mechanism and direction of the same.

Keywords: work-leisure conflict, time-based work-leisure conflict, strain-based work-leisure conflict, psychological wellbeing, coping self-efficacy, psychological flexibility, university academics.

1. Introduction

The job demands of academic staff members of universities leave them susceptible to some negative behavioral patterns and stress. University academics are often involved in teaching, research, and mentoring and are expected to fulfil the duties of these roles

unequivocally. In Nigeria, university academic job demands are further compounded by the current state of tertiary educational institutions in the country; the institutions are understaffed and the working conditions are poor and non-supportive of teaching and research. This unsavory condition holds weighty consequences for the work-life balance and wellbeing of the academic staff members. In recent times, studies suggest university academics are experiencing significant stress and burnout as well as mental health issues such as depression and anxiety (Edwards et al., 2021; Jarmas & Raed, 2018; Ojukwu & Nwankwo, 2021; Onu et al., 2019). The job demands interacting with the work conditions of the university implies a heavy workload and stress for the academic staff members. Consequent to this, this study studied the relationship between work-leisure conflict (WLC) and the psychological wellbeing of university academics.

WLC refers to a situation where work roles and activities interfere with an individual's participation in leisure activities and vice versa (Tsaur & Yen, 2018). Its occurrence is ascribed to the individual's inability to equilibrate the demands of work and leisure – thus, there is a spill-over effect from work to leisure leaving the worker with less time, opportunity and energy to expend on leisure activities (Lin et al., 2015; Putriwulandari et al., 2018). The heavy workload of academic staff members may require more time and energy being spent on work roles than in leisure activities. This can be detrimental to the health and wellbeing of the workers as studies suggest leisure participation is of great benefit in this regard (Fancourt et al., 2021; Lin et al., 2014). Consistent with the aforementioned, in the workplace, evidence abounds depicting work-leisure conflict as a significant stressor and a risk factor for employees' physical illness and psychological ailments (Cho, 2020). Workers who experience work-leisure conflict tend to experience distress, job and life dissatisfaction, and burnout and they also tend to have higher intent to leave as well as negative work attitudes (Elbaz et al., 2020; Tsaur & Yen, 2018). This thus places a premium on WLC a crucial organizational construct that can impact employee psychological wellbeing.

Psychological wellbeing is a decisive ingredient in an individual's happiness in later life as they learn healthier coping strategies and efficient and positive ways in adjusting to the demands of their environment (Muqodas et al., 2020). Its import is not only contingent on its likely influence on physical health but also its inherent value (Butt et al., 2016; Trudel-Fitzgerald et al., 2019). It plays a huge role in managing and adapting to normal and critical changes in our daily lives and provides us with inner resources and vigour for coping with stress (Butt et al., 2016). Unsurprisingly, it is seen as the ideal state and "primary goal of human characterized by the necessity to psychologically feel better and is related to individual's feeling about their daily activities and personal feeling disclosure" (Muqodas et al., 2020, p.56).

In the workplace, psychological wellbeing holds significant implications in terms of productivity, performance, engagement, absenteeism, and turnover (Blanch-Hartigan, 2021; Saraswati & Lie, 2020; The British Psychological Society, 2010). These findings have been gathered in a plethora of studies in the literature with the context spread across several occupations and organizations. Consistent with Bakker and Demerouti's (2014) Job Demand-Resources (JD-R) model, findings have associated WLC with outcomes that hold

negative consequences for psychological wellbeing such as burnout and work-related stress (Elbaz et al., 2020; Mansour & Mahonna, 2018). The JD-R model posits that when job demands are high and resources are low as seen in the Nigeria university system, employees are likely to suffer stress, burnout, and decreased wellbeing. This can also aid in proposing a directional relationship between WLC and psychological wellbeing as job demands which has been implicated in work-related stress and burnout (Adil & Baig, 2018; Falco et al., 2013) is also implicated in the experience of work-leisure conflict (Kim & Yang, 2016; Wang & Shi, 2020). It can therefore be hypothesized that high job demands resulting in WLC negatively impacts employee psychological wellbeing.

However, there is a noticeable dearth of studies conducted on educators at tertiary institutions. Literature examining psychological wellbeing amongst educator largely do so with teachers at the primary and secondary school level and when it is conducted at the university level, students are often the population of choice. University staff are not immune from the factors that can negatively impact psychological wellbeing – at least no studies exist indicating such. This study addresses the gap by examining the relationship between WLC and the psychological wellbeing of university academic staff members in Nigeria. Previous studies consistent with the theory of Conservation of Resources (COR) (Hobfoll, 1989) have found a negative relationship between WLC and psychological wellbeing (e.g., Lin et al., 2014; Tsaour & Yen, 2018). However, the dimensionality of WLC has not been investigated and this study argues that within the context of the dimensionality, the experience of WLC manifests differently amongst university academic staff members due to the work flexibility of the profession.

In this regard, the study posits that mere competing time demands may not affect psychological wellbeing unless it leads to strain. Thus, this study proposed the strain-based dimension of WLC mediating the relationship between the time-based dimension and psychological wellbeing. Also, the role of positive strengths and resources inherent in the individual that may buffer against the negative effects of WLC thereby moderating the proposed relationship is not well understood and established in empirical terms. Concerning this, this paper drew on the cognitive theory of stress and coping, self-efficacy theory, and the acceptance and commitment model (ACT) in investigating the moderating role of coping self-efficacy and psychological flexibility in the proposed relationship. The aforementioned theoretical models posit that individual-like traits such as perception of stressors, innate resources, and decision-making processes, influences our psychological adjustment to stress. This is necessary in deconstructing work-leisure conflict and its relationship with wellbeing so that industrial managers may become aware of the antecedents promoting the former.

2. Theoretical Review and Hypotheses Development

2.1 Work-Leisure Conflict and Psychological Wellbeing

WLC arise from the discordant demand of work and leisure roles such that engagement in one impedes the other. It is the psychological pressure workers experience due to work and leisure competing for their limited resources and their struggle in finding a balance. Tsaour et al. (2012) drew on Greenhaus and Beutell's (1985) conceptual understanding of work-family conflict to propose a multidimensional nature of the WLC. They recognized the

bidirectional nature of work-leisure conflict; i.e., WLC can arise from work getting in the way of leisure (WIL) and leisure getting in the way of work (LIW). Also, Tsaur et al. (2012) proposed WLC as assuming three forms; time-based, strain-based, and behaviour-based. As their name suggests, WLC using this conceptualization thus arises when participation in one role is hampered by the time, strain, and behaviour committed, caused, and required by the other. In this study, WLC is measured as work interfering with leisure participation. Psychological wellbeing refers to an intermingling state of positive feelings and optimal functioning in aspects of the individual life (Malinauskas & Dumciene, 2017; Winefield et al., 2012). It supports individuals maximizing their potentials “by developing virtues, focusing on capabilities and personal growth, and understanding that happiness is achieved through individual self-realisation” (Piñeiro-Cossio et al., 2021). Ryff (2014, 2018, 2019) conceptualized psychological wellbeing as having six dimensions: self-acceptance, autonomy, personal growth, purpose in life, environmental mastery and positive relations with others. Purpose in life relates to the degree of people’s perception of the purpose, direction and meaning of their lives. Autonomy refers to the degree to which individuals feel their lives are consonant with their beliefs and values. Personal growth reflects how well an individual utilizes their skills and potential while environmental mastery deals with how well individuals have a firm grasp of their circumstances and their coping capabilities. Positive relationship involves the level of connection they share with significant others. Lastly, self-acceptance refers to people's acceptance of their self-concept inclusive of their strengths and weaknesses.

This study’s proposition that time and strain-based WLC will negatively affect psychological wellbeing is predicated primarily on Hobfoll’s (1989) conservation of resource theory and extant literature (e.g., Lin et al., 2014; Tsaur & Yen, 2018). According to COR theory, individuals are motivated to develop, preserve and nurture their resources to protect the self and aspects of the self. Loss of resources can impact the individual negatively resulting in psychological distress. Loss of time, satisfaction, and other benefits accruing to leisure participation to work due to high job demands can thus negatively impact the psychological wellbeing of university academic staff; the depletion of the employee resources without sufficient replenishment through leisure participation can result in work-related stress and burnout. Furthermore, while it is expected that work-to-leisure conflict will negatively influence psychological wellbeing, this study considers the dimensionality of the former and proposed that time-based WLC will indirectly affect psychological wellbeing through strain-based WLC. While competing time demands may pose a threat to the psychological wellbeing of employees, this paper proposes that such effect is salient when such demands cause strain to the individual. That is, being unable to meet the time required by leisure due to the time demands of work or being psychologically fixated with work despite being at and engaged in leisure activities might be inadequate to present individuals with the negative effect on their psychological wellbeing. This is because an individual might attempt to resolve such a conflict by giving up on work and letting their job tasks suffer. However, an attempt to carry on might produce a strain that holds negative implications for psychological wellbeing. Against this background, it is hypothesized that:

- **H_{1a}**: time and strain-based WLC will negatively and significantly predict psychological wellbeing.
- **H_{1b}**: time-based WLC will negatively and significantly predict strain-based work-to-leisure conflict
- **H₂**: strain-based WLC will mediate the negative relationship between time-based WLC and psychological wellbeing

2.2 *Coping Self-Efficacy as a Moderator*

Coping self-efficacy (CSE), a dimension of the broad concept of self-efficacy can be likened to mental armour. While self-efficacy refers to individuals' confidence in their ability to rightly handle diverse assortments of life challenges and difficulties, coping self-efficacy refers to individuals' belief in their resources to adaptively and efficiently handle stressful situations (Salas et al., 2017). It refers to an individual's ability to effectively cope with environmental demands and changes by employing effective and adaptive coping strategies (Chesney et al., 2006; Trompeter et al., 2017; ten Brink, 2020). It is the perception that the demand of life experiences is within the individual coping capacity (Waldrep, 2015). Perception of one's CSE as insufficient can lead to stress as it connotes that those environmental demands surpass one's confidence in his/her capacity to handle them (Benight et al., 1999). This can lead to the employment of maladaptive coping strategies further compounding the stress by bringing on more psychological problems; when an individual coping strategy is harmonious with the stressful event, there is the tendency of aversion of more psychological problems (Timkova et al., 2018; Choi & Lee, 2021). In the extant literature, relationships have been found between coping self-efficacy and lower levels of psychological distress, life satisfaction, increased performance, decreased susceptibility to physical and psychological illness, and positive coping strategies (Cicognani 2011; Melato et al., 2017; Salas, et al., 2017; Timkova et al., 2018).

Cognitive theory of stress and coping and the self-efficacy theory provide the framework for proposing CSE as a moderator in the relationship between time-based WLC and strain-based WLC. ten Brink et al. (2020) argued that the perception of one's coping resources as insufficient is a significant source of stress as individuals primarily appraise how a stressor will impact their wellbeing and secondarily appraise their ability to manage the stressors. Stress is exacerbated by the disbelief in one's ability to cope, however, individuals that are highly confident in their coping resources perceive the stressors as less threatening. They further argued that consistent with the theory of personal agency, individuals high in CSE see themselves as master of their fate and opt for conditions and roles in which they are confident of their influence and are consequently more predisposed to adaptively manage stress (ten Brink et al., 2020). There are findings in the extant literature suggesting coping self-efficacy as a determinant of individual effective management of stressors as well as findings supporting the relevance of coping self-efficacy in enhancing psychological wellbeing (Abbasi et al., 2020). Thus, the confidence an individual has in his/her ability to cope with the conflict arising from the incompatible demands of work and leisure will likely aid in buffering the impact of the demand on his/her resources. Consequent to this, the following is hypothesized:

- **H₃:** CSE will moderate the mediation effect of strain-based WLC in time-based WLC and psychological wellbeing.

2.3 Psychological Flexibility as a Moderator

Psychological flexibility refers to an individual capacity to be cognizant and readily adapt to the demands of his environment to the end of attaining some relevant long-term goals (Dawson & Golijani-Moghaddam, 2020). It depicts the ability of an individual to accept unpleasant intrinsic experiences (difficult cognitions, emotions and memories) and display flexibility in his behavioural response notwithstanding these unpleasant experiences (Zaheer, 2015). The concept of psychological flexibility is thus implicated in the framework of mental health and psychological wellbeing. Mental health issues and psychological distress might arise due to a lack of insights into oneself and others and an individual's negative response to happenings; therefore, positive coping and adapting and awareness – two abilities psychological flexibility aids in – can promote psychological wellbeing and mental health. There are pieces of evidence in extant literature to support the above assertion. Psychological flexibility has been found to predict the quality of life (Zaheer, 2015); reduced stress, distressing psychological symptoms, and increased wellbeing (Lamb, 2018; Dawson & Golijani-Moghaddam, 2020); and work engagement (Dramanu et al., 2020). It has been suggested based on empirical evidence to be an important psychological buffer against mental health issues (Fonseca et al., 2020; McCracken et al., 2021).

Gaining mastery over one's environment and having awareness of the same and also oneself and others is a very important positive and protective psychological behavior in promoting wellbeing. The link between psychological flexibility and psychological wellbeing rests with the former relationship with coping behavior and resilience (Pakenham et al., 2020; Dawson & Golijani-Moghaddam, 2020). Choosing appropriate behavioral responses that are congruent with one's values and goals despite persisting stressors and distressing situations, which is the core of psychological flexibility according to the Acceptance and Commitment Therapeutic (ACT) model (Landi et al., 2020) is also a key feature of adaptive coping and resilience. Hence, psychologically flexible individuals are more likely to be resilient and cope with stress and discomforting situations such as those seen in work-to-leisure conflict. Studies have shown psychological flexibility as a moderator in the relationship between negative health impacting factors and mental health and wellbeing. It was found to moderate the link between mental health and wellbeing, stress and physical health (Gloster et al., 2017). It also significantly moderated the negative impact major life event has on symptoms of depression (Fonseca et al., 2020). Pakenham et al. (2020) also found psychological flexibility as a moderator in their study of the relationship between COVID-19 risk factors and COVID-19 peritraumatic distress, anxiety, and depression. The aforementioned findings suggest the likelihood of psychological flexibility influencing how strain-based work-to-leisure conflict relates to psychological wellbeing. Thus, it was hypothesized that:

- **H₄:** psychological flexibility will moderate the mediation effect of strain-based WLC in time-based WLC and psychological wellbeing.

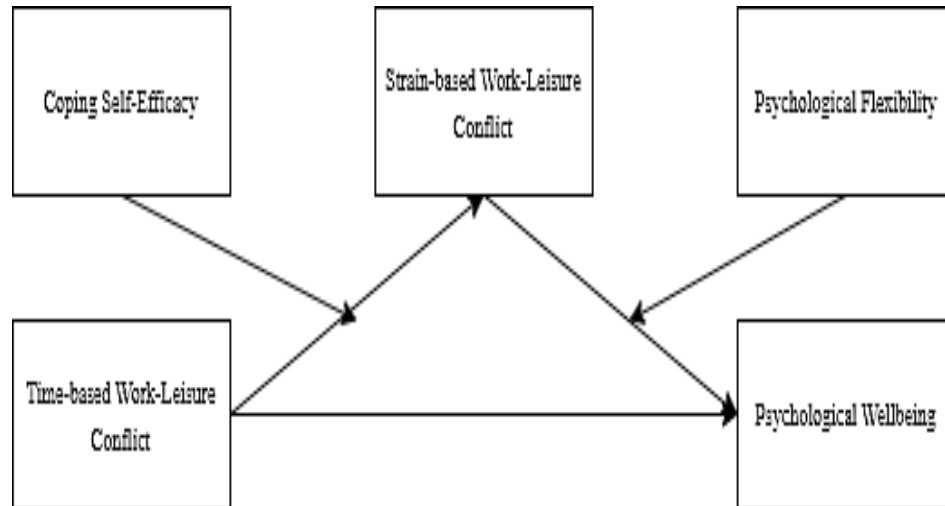


Figure 1: Conceptual Model

Figure 1 (above) explains the hypotheses of the study. Based on relevant theories and empirical findings, the conceptual model predicts time-based WLC to affect strain-based WLC and PWB, and strain-based WLC to affect PWB while mediating the effect of time-based WLC on PWB. CSE was predicted to moderate the mediating effect of strain-based WLC on time-based WLC and strain-based WLC while psychological flexibility was proposed as a moderator of the mediating effect of strain-based WLC on time-based WLC and PWB.

3. Methods

3.1 Participants

The context of the study was situated at Delta State University, Abraka. The researchers conveniently sampled 159 teaching staff at various cadres of employment. Convenience sampling was adopted for its cost-effectiveness and accessibility (Etikan et al., 2016) as random sampling seems impracticable due to the schedule of teaching staff necessitated by their workload and job task. Data was collected from a single institution as homogenous convenience sample relatively have more generalizability (Jager et al., 2017). 52.8% of the participants were male while 47.2% were female and 64.6% were married while 35.4% were single. 61.6% were senior teaching staff members while 37.1% were junior teaching staff members. Data was collected using a paper-and-pencil questionnaire and data collection took about four weeks. A letter was sent to the head of the various department of the faculty of the social sciences and education informing them of the study The questionnaire and letter explaining the purpose of the study, as well as the rights of the participants, were enclosed in an envelope and dropped off at various departmental offices whose secretary sort them into the various lecturers' mailbox at the departmental offices. The participants were instructed to leave the completed questionnaire at the secretary desk of the department's office.

This study uses a cross-sectional design as data were collected at a single instance. Participants' characteristics were described using simple percentages, mean and standard deviation. The scales' internal reliability was measured with Cronbach's alpha. The Cronbach's alpha also provided support for the scales' convergent validity (Field, 2018). The conceptual model was tested using IBM SPSS v26 with Hayes PROCESS MACRO v4 as an add-on for the moderated-mediation hypotheses. Amidst its increasing use among scholars investigating indirect relationships and interactions, Field (2018) described PROCESS MACRO as the tool best suited to analysing mediated and moderated relationships.

3.2 Measures

The questionnaire for data collection contained four established scales and items eliciting demographic information such as age, gender, marital status, level of employment, and years of work experience. Scores on the scale were computed by the arithmetic mean of each participants' response to the items.

3.2.1 Work-Leisure Conflict

The WLC was measured using Tsaur et al.'s (2012) multi-dimensional measure of WLC. The scale measured WLC on three dimensions – time-based, strain-based, and behaviour-based – using 18 items on a five-point Likert-type response format (5= strongly agree to 1= strongly disagree). 7, 8 and 3 items measure time-based, strain-based and behaviour-based WLC respectively. Examples of items include: “After work, I can participate in any activity that I enjoy”; “When I take part in leisure activities with friends, I still worry about my work”; “The leisure activities in which I participate are hindered by the characteristics of my work”.

3.2.2 Psychological Flexibility

The Psychological Flexibility Questionnaire (PFQ) developed by Ben-Itzhak et al. (2014) was adopted. The PFQ is a 20-item scale consisting of 5 factors, each representing a significant domain of psychological flexibility according to the ACT model. A 6-point response scale, from 1 (not at all) to 6 (very much) following in the tradition of the original scale was used in the current study. Higher scores on the scale denote more flexibility. Sample items are: “I can perform as required no matter how I feel”, and “I can work effectively, even when I doubt myself.”

3.2.3 Coping Self-Efficacy

The CSE scale developed by Chesney et al. (2006) was used in this study. The CSE scale is a 13-item measure of an individual's confidence in performing coping behaviour in the face of life challenges. It measures the use of problem-focused coping, receiving social support and stopping unpleasant emotions and thoughts. The original scale asks respondents are asked to rate on an 11-point Likert scale the extent to which they believe they could perform behaviours important to adaptive coping however, this study adapts the response format to a seven-point Likert-type (0 – cannot do at all, 3 – moderately certain can do, and 10 – certain can do). Item scores are summated to create an overall CSE score. The higher the score, the higher the level of CSE.

3.2.4 Psychological Wellbeing

Psychological wellbeing was measured using the Ryff and Keyes (1995) Psychological Wellbeing scale. The scale measures psychological wellbeing using 18 items to measure six dimensions (3 items per dimension) of the constructs on a seven-point Likert-type format. However, for the purpose and design of this study, the scale was adapted to a five-point Likert-type response format with responses ranging from 5= strongly agree to 1= strongly disagree. Also, the study uses the scale as a composite measure of psychological wellbeing.

3.3 Control Variables

The demographic profiles of the participants such as age, gender, job tenure, and marital status were controlled for in this study. This was informed by extant literature suggesting perception of work-leisure conflict and psychological wellbeing to be influenced by the above (e.g., Wong & Lin 2007; Lincoln et al., 2010; Khumalo et al., 2012; Tsaour et al. 2012; Mansour & Mohanna 2017).

4. Results

4.1 Reliability, Validity and Common Method Bias

All scales used in data collection were subjected to a test of internal consistency. The Cronbach's alpha for the scales is shown in table 1. Scales measuring time-based WLC and psychological wellbeing underwent item deletion to improve on their psychometric properties. Specifically, 1 and 3 items were removed in scales measuring time-based WLC and psychological wellbeing respectively from further analysis due to low factor loadings and poor/insignificant inter-item correlation. Hence, time-based WLC and psychological wellbeing scales had 6 and 15 items respectively. As seen in the table 1, except for time-based work-to-leisure conflict, all other measures had a Cronbach's alpha coefficient $>.70$ which is widely considered satisfactory (Boateng et al., 2018). The alpha value of time-based WLC can be tolerated when consideration is given to the number of items in the scale. Nwanzu and Babalola (2019) observed that Cronbach's alpha is sensitive to the number of scale items and in this case, six, which is relatively small. While low-loading items could be deleted to improve the alpha coefficient of the scale, doing so would leave the already small items even smaller. The Cronbach's alpha also offered support for the scales' convergent validity (Field, 2018). Evidence of the construct's discriminant validity is seen in table 2, where the squared root of the average variance extracted (AVE) values for all constructs is greater than off-diagonal values in the correlation matrix (Fornell & Larcker, 1981; Hair et al., 2017). Common method bias, an unintended flaw of self-report measures was assessed in this study with Harman's one-factor test. The Harman's single factor test showed a single factor account for 14.73% only of the total variance which is below 50%, the cut-off point suggesting common method was not an issue in this study (Podsakoff et al., 2003).

Table 1: Cronbach’s Alpha, Skewness, Kurtosis, Variance Inflation Factor (VIF) and Tolerance of Research Constructs

	Number of Items	Cronbach’s alpha	Skewness	Kurtosis	VIF	Tolerance
WLCt	6	.676	.610	.142	1.505	.664
WLCs	8	.755	-.324	.139	1.562	.640
CSE	13	.774	-.596	.459	1.379	.725
PsyFlex	20	.905	-1.007	1.327	1.309	.764
PWB	15	.703	.203	-.297	--	--

Note: VIF = variance inflation factor; WLCt = work-leisure conflict (time-based); WLCs = work-leisure conflict (strain-based); CSE= coping self-efficacy; PsyFlex = psychological flexibility; PWB = psychological wellbeing.

4.2 Descriptive and Correlation of Variables

The descriptive statistics and bivariate correlation for the variables and hypothesized relationships are presented in table 2. Strain-based WLC ($r = -.33, p < .001$) was negatively correlated with psychological well-being. Time-based WLC was not correlated with psychological wellbeing. CSE ($r = .47, p < .001$) and psychological flexibility ($r = .26, p < .001$) were positively correlated with psychological wellbeing. Tests of normality were carried out with skewness and kurtosis. As shown in Table 2 below, the values which were between 1.96 and -1.96 suggests the data for a sample size less than 200 is at an acceptable range for a normal distribution (Ghasemi & Zahediasl, 2012). The study employed G*Power 3.1 software program for sample size determination for the mediation and moderated-mediation analysis (Faul et al., 2009). A minimum sample size of 85 was adjudged satisfactory to detect a significant effect with six predictors entered when the effect size is .15, level of significance set to .05, power .80.

Table 2: Means, Standard Deviation, Correlation Coefficient, and Squared Root AVE of the Variables

		<i>M</i>	<i>SD</i>	1	2	3	4	5
1	WLCt	3.71	.75	.624				
2	WLCs	3.43	.79	.575**	.678			
3	CSE	4.39	.86	.100	.181*	.580		
4	PsyFlex	4.81	.84	.118	.142	.468**	.621	
5	PWB	3.62	.55	-.070	-.227**	.268**	.311**	.611

Note: **Correlation is significant at $p < .01$;
 *Correlation is significant at $p < .05$;
 WLCt = work-leisure conflict (time-based);
 WLCs = work-leisure conflict (strain-based);
 CSE= coping self-efficacy;
 PsyFlex = psychological flexibility;
 PWB = psychological wellbeing;
 Boldface values show the square roots of AVE

4.3 Hypotheses Testing

Autocorrelation and multicollinearity were assessed before regression analysis was conducted. The Durbin-Watson (D.W) value was 1.93 which is between the acceptable ranges of 1.5-2.5 suggesting no autocorrelation. Tolerance values were $>.40$ and Variance Inflation Factor (VIF) values were <10 suggesting multicollinearity was not a problem in the model (Allison, 1999; Field, 2018; Hayes, 2018). The hypotheses were tested using mediation (model 4) and moderated-mediation (Model 7 and model 14) analysis performed with Hayes PROCESS macro (Hayes, 2018). A series of regression analyses were performed to examine the mediating role of strain-based WLC in the relationship between time-based WLC and psychological wellbeing. Time-based WLC significantly predict strain-based WLC, $B = .59$, $SE = .07$, 95%CI [.46, .74], $\beta = .57$, $p < .001$, and strain-based WLC was a significant predictor of psychological wellbeing, $B = -.18$, $SE = .07$, 95%CI [-.32, -.05], $\beta = -.26$, $p = .008$. Consistent with full mediation, results based on 5000 bootstrapped estimated samples indicated that while the indirect effect of time-based work-to-leisure conflict was significant ($B = -.11$, $SE = .04$, 95%CI [-.19, -.02], completely standardized $\beta = -.19$), both the total effect ($B = -.05$, $SE = .06$, 95%CI [-.16, .07], $\beta = -.07$, $p = .410$, ns) and direct effect ($B = .06$, $SE = .07$, 95%CI [-.08, .19], $\beta = .08$, $p = .388$, ns) of time-based WLC on psychological wellbeing failed to reach statistical significance. The absence of absolute zero in the 95% confidence interval, suggest the significant difference of the indirect effect from zero at $p < .05$ (two-tailed). Strain-based WLC fully mediated the relationship between time-based work-to-leisure conflict and psychological wellbeing such that staff who had high levels of time-based WLC were more likely to experience heightened strain-based work-to-leisure conflict, and through an increase in the latter, more likely to report lower levels of psychological wellbeing. These findings do not fully confirm hypotheses 1 and 2 of the study as the researchers did not expect a full mediation. Time-based WLC had no direct effect on psychological wellbeing of staff of the university save through an indirect effect on strain-based theory. However, as will be later discussed in the next section of the study, this finding is congruent with the conservation of resources theory.

H₃ was tested using PROCESS Macro model 7 with 5000 bootstrapped estimated samples. It was hypothesized that CSE will moderate the mediating role of strain-based WLC in the relationship between time-based WLC and psychological wellbeing. Specifically, CSE was proposed as a moderator in the relationship between time-based WLC and strain-based WLC in the overall moderated-mediated model. Results indicate that the effect of time-based WLC on strain-based WLC conditional on the mean of CSE was significant, $B = .57$, $SE = .07$, 95%CI [.43, .70], $p < .001$. Similarly, the effect of CSE on strain-based WLC conditional on the mean of time-based WLC was significant, $B = .14$, $SE = .06$, 95%CI [.02, .26], $p = .020$. The result also suggests significant moderation as the effect of the interaction of time-based WLC and CSE on strain-based WLC was significant, $B = .19$, $SE = .07$, 95%CI [.04, .33], $p = .012$. The conditional effect of time-based WLC on strain-based WLC showed that the effect of time-based WLC on strain-based WLC was significant when CSE was one *SD* below the mean ($B = .41$, 95% C.I. [.21, .59], $p < .001$), at the mean ($B = .57$, 95% C.I. [.43, .70], $p < .001$), and one *SD* above the mean ($B = .73$, 95% C.I. [.55, .90], $p < .001$). As the level of CSE increases, so does the strength of the

positive relationship between time-based WLC and strain-based WLC. The overall moderated-mediated model was supported; CSE moderated the indirect effect of time-based WLC on psychological wellbeing by moderating the effect of time-based WLC on strain-based WLC, $B = -.03$, $SE = .02$, 95% CI $[-.09, -.00]$. These findings fully support the third hypothesis of the study suggesting that the more teaching staffs believe they could cope with competing time demands, the less they would suffer strain resulting from such demands. Overall, this moderation also had an effect on their psychological wellbeing.

Table 3: Summary of Direct Effect

Path	Coefficient	Sig.	BC 95% CI		Remarks
			Lower	Upper	
WLC _t →WLC _s (H _{1b})	.59*	.000	.46	.74	Supported
WLC _t →PWB (H _{1a})	.06	.388	-.08	.19	Not supported
WLC _s →PWB (H _{1a})	-.18	.008	-.32	-.05	Supported
Note: WLC _t = work-leisure conflict (time-based); WLC _s = work-leisure conflict (strain-based); PWB = psychological wellbeing; Sig. = significance; CI = confidence interval; *p < 0.01					

PROCESS Macro model 14 was used to perform a series of regression analyses to examine the second hypothesized moderated-mediation model. It was hypothesized that psychological flexibility will moderate the mediating role of strain-based WLC on the relationship between time-based WLC and psychological wellbeing. Specifically, the model hypothesized that the path between the mediator (strain-based WLC) and outcome (psychological wellbeing) will be moderated by psychological flexibility. Having already reported the results of the mediation analysis in hypothesis one, the result of the outcome variable regressed on the mediator, moderator, and the interaction between the mediator and moderator is reported here. The effect of strain-based WLC on psychological wellbeing conditional on the mean of psychological flexibility was significant, $B = -.20$, $SE = .06$, 95% CI $[-.33, -.08]$, $p = .002$. Likewise, the effect of psychological flexibility on psychological wellbeing conditional on strain-based WLC was significant, $B = .21$, $SE = .05$, 95% CI $[.10, .31]$, $p < .001$. However, the effect of the interaction between strain-based WLC and psychological flexibility was not significant, $B = -.08$, $SE = .06$, 95% CI $[-.19, .03]$, $p = .141$, ns, suggesting no moderation. Support could also not be found for the hypothesized overall moderated-mediated model as the effect failed to reach statistical significance, $B = -.05$, $SE = .04$, 95% CI $[-.13, .06]$, suggesting that psychological flexibility did not moderate the mediating role of strain-based WLC in the relationship between time-based WLC and psychological wellbeing. These findings were incongruent with the fourth hypothesis of the study. The level of psychological flexibility of teaching staffs has no effect on their experience of strain-based WLC affecting their psychological wellbeing and

generally had no effect on time pressures leading to strain having an adverse effect on their psychological wellbeing.

Table 4: Summary of Indirect Effect, Interaction Effect, and Moderated Mediation

Path	Coefficient	Sig.	BC 95% CI		Remarks
			Lower	Upper	
WLCt→WLCs→PWB (H ₂)	-.11	--	-.19	-.02	Supported
WLCt×CSE→WLCs	.19	.012	.04	.33	--
WLCs×PsyFlex→PWB	-.08	.141	-.19	.03	--
Index of mod-med (H3) (H ₃)	-.03	--	-.09	-.00	Supported
Index of mod-med (H4) (H ₄)	-.05	--	-.13	.06	Not Supported

Note: WLCt = work-leisure conflict (time-based);
WLCs = work-leisure conflict (strain-based);
CSE= coping self-efficacy;
PsyFlex = psychological flexibility;
PWB = psychological wellbeing;
Sig. = significance; CI = confidence interval; *p < 0.01;
mod-med = moderated-mediation.

5. Discussion

This study examined the relationship between WLC and the psychological wellbeing of university academic staff members taking account of the moderating roles of CSE and psychological flexibility. The study’s hypotheses were partially supported by the relevant statistical analyses performed. Time-based WLC had no significant direct negative effect on the psychological wellbeing of university academic staff members. However, it indirectly affects their psychological wellbeing through its effect on strain-based WLC. This suggests that WLC negatively affects lecturers’ psychological wellbeing but the effect is through the strain such a conflict cause. A plausible explanation is the nature of lecturing job in the institution. The work flexibility and job autonomy of lecturing in a public university in Nigeria provide academic staff members with the luxury of organizing and planning their work routines and tasks largely at their pace and convenience. Thus, though work demands may see work intruding into leisure time, the level of control lecturers have in their job lessen such impact on their leisure participation and ultimately psychological wellbeing. However, lecturers who may not be able to positively utilize such flexibility and autonomy may see competing time demands leading to strain and thus impacting negatively on their wellbeing. Congruent with the spill-over theory, strain and behaviour at work negatively spill over to the leisure domain and consistent with the conservation of resources theory, such spill-over hinders leisure participation and prevents lecturers from recovery, satisfaction, and other positive outcomes thus leading to decreased psychological wellbeing.

Mixed results were gotten from the moderated-mediation analysis performed. CSE had a moderating effect on the relationship between time-based WLC and strain-based WLC. Interestingly, lecturers high on CSE had a significantly stronger negative relationship between time-based WLC and strain-based WLC than lecturers who had low levels of CSE. This contradicts existing literature and the self-efficacy theory which is replete with the many positive outcomes of self-efficacy which include healthier habits and choices, improved performance and achievement, resilience in stressful and adverse situations etc. (Bandura, 1982, 1988; Beattie et al., 2016; Williams & Rhodes, 2016; Trompeter et al., 2018; Nwanzu & Babalola, 2019; Choi & Lee, 2021). However, evidence from research on the theory has suggested that high self-efficacy can negatively relate to motivation in evaluative circumstances due to discrepancies between preparedness and perceived outcome (Vancouver & Kendall, 2006). Bandura and Locke (2003) noted that low confidence could spur an individual to strive for mastery while overconfidence – especially one based on a false perception – can prove counterproductive concerning goal attainment. It has also been argued that self-efficacy beliefs are rather reflective of motivations than perceived capabilities (Williams & Rhodes, 2016). Thus, “I can” does not always and necessarily translate to perceived ability to execute certain behaviour nor the actual performance of the behaviour itself. Thus, lecturers high on CSE might not possess better-coping behaviours than those low on CSE and their overconfidence might affect their help-seeking behaviours.

It also appears that psychological flexibility did not moderate the negative relationship between strain-based WLC and psychological wellbeing. In essence, it doesn't significantly count if a lecturer is psychological flexible or inflexible; such difference does not possess enough power to attain statistical significance. Psychological flexibility has been shown to affect wellbeing through coping styles. Psychological flexibility is associated with approach coping styles which has been widely heralded as beneficial for long-term mental health (Eisenberg et al., 2012; Dawson & Golijani-Moghaddam, 2020). However, depending on the context, avoidance coping – which has been associated with psychological inflexibility- has also been found to be functional and supportive of mental health (Dawson & Golijani-Moghaddam, 2020; Bergman & Keitel, 2020). Thus, the plausibility that the difference in the effect of psychological flexibility and the lack thereof on psychological wellbeing is not significant based on the innate benefit of the selected coping styles can be held.

5.1 Theoretical Implications

This study's findings present some implications for the theories on which the study was conceptualized thereby enriching the understanding of the same in content and application. The result of the study is in consonance with the theories of COR, spill-over, and cognitive theory of stress and coping while being discordant with self-efficacy theory. Firstly, the study highlights the possibility of resources loss not having the same impact on the individual. Certain resources loss might not hold consequences for the individual unless it leads to other resource loss(es). The loss of something of value for the individual may not always result in psychological distress save such loss causes strain to the individual. Also, resources loss can be tampered with by the individual self-confidence in their coping

abilities such that the strength of the strain produced by such loss is conditional on their coping self-efficacy. Also, regarding the spill-over theory, the findings of this study suggest that the negative implications of negative spill-over are context-dependent. This study joins a few but growing list of studies that have found self-efficacy to have no or negative effect on performance. Such contrasting outcomes suggests and signals an urgent revision and review of the tenets of the theory. Extant literature has not investigated the dimensionality of work-leisure conflict with wellbeing as previous studies have investigated work-leisure conflict as a composite construct (e.g., Lin et al., 2014; Tsaur & Yen, 2018). This study covered this methodological gap by examining two of the three dimensions of work-to-leisure conflict as well as the relationship between both.

5.2 Practical Implications

The end-goal of organizational research is not simply in theoretical or knowledge contribution but also in its application in real-life setting for the refinement of organizational process and culture to attain efficiency. In this regard, the findings of this study present some salient implications for educational administrators and industrial managers. First, the result suggesting strain-based WLC fully mediating the relationship between time-based WLC and psychological wellbeing is indicative of the plausibility that proper time-management by staff may mitigate the negative impact time-based WLC has on psychological wellbeing. Thus, it may be a fruitful attempt if organizations encourage the learning of time-management skills by staff in a bid to promote their wellbeing by reducing the stress that comes with time-based WLC. This is more necessitated by the result suggesting coping self-efficacy as a moderator of the mediated relationship between time-based WLC and psychological wellbeing. It appeared that staffs with higher levels of coping self-efficacy had their psychological wellbeing more affected by time-based WLC through strain-based WLC. Therefore, it follows that the belief that one could cope in absence of actual coping skills such as time-management is antithetical to psychological wellbeing in this context.

5.2 Limitation and Suggestion for Further Studies

Within the discourse of stress and health, issues bordering on work-life balance and psychological wellbeing always come up. While the work-family conflict has dominated and still dominates the literature of work-life balance, in recent times, the issue of work-leisure conflict has been gaining traction. Studies on work-leisure conflict are much more needed in times like this when businesses around the world still have a policy of working from home post-pandemic. While this study has contributed to the literature in some regard, some limitations exist. Firstly, a subjective self-report measure was used in this study and it has often been criticized when it has been used as a singular assessment tool in research. While steps were taken to avoid common method bias in this study, future studies may integrate ratings from relevant others, especially with positive constructs like coping self-efficacy and psychological wellbeing where self-serving bias is most likely to play out. Also, the best of correlational studies (which this study is) is still what it is – a correlational study describing relationships amongst constructs. And while this study describes the relationship that exists amongst the construct examined, cause-and-effect statements cannot be made concerning the relationships. Future studies can adopt a quasi-experiment

or experimental design to allow for causal explanations where applicable. Due to cost constraint and issues bordering on availability, a homogenous convenience sample was used and this impacts on the external validity of the findings. Future studies may adopt probability sampling strategies and collect data from more than one institution to address issues of external validity.

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