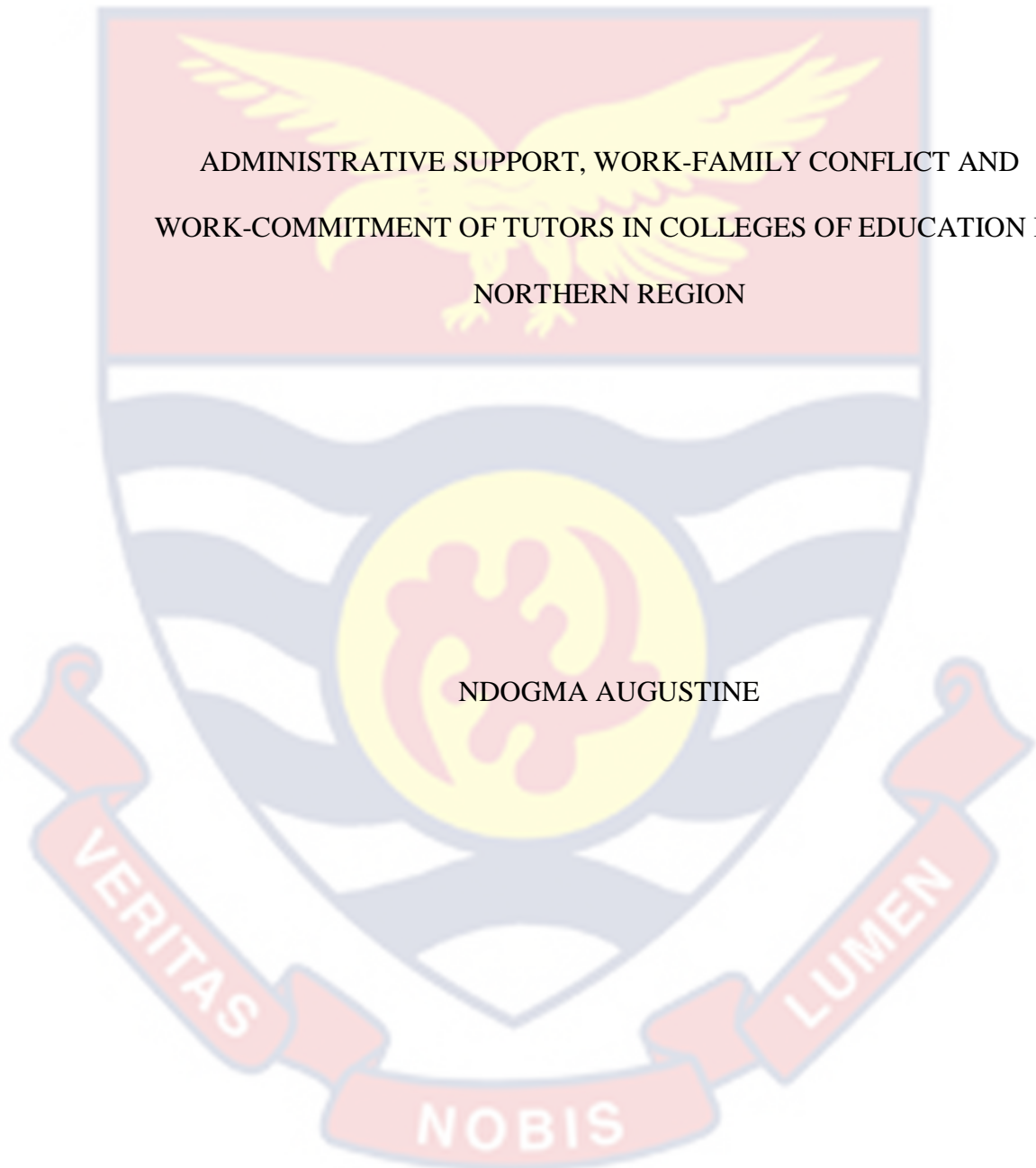


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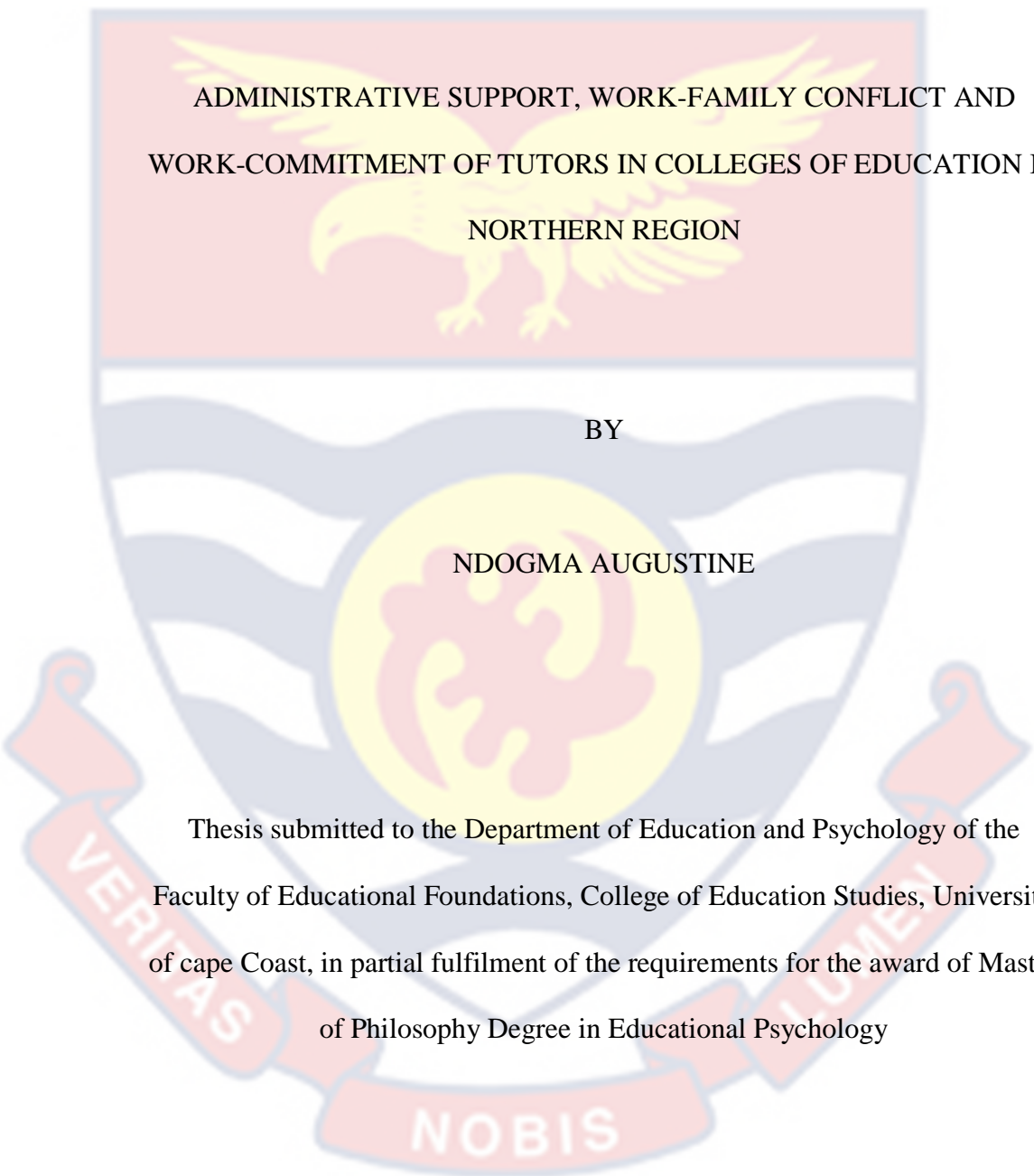


ADMINISTRATIVE SUPPORT, WORK-FAMILY CONFLICT AND
WORK-COMMITMENT OF TUTORS IN COLLEGES OF EDUCATION IN
NORTHERN REGION

NDOGMA AUGUSTINE

2022

UNIVERSITY OF CAPE COAST



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WORK-COMMITMENT OF TUTORS IN COLLEGES OF EDUCATION IN
NORTHERN REGION

BY

NDOGMA AUGUSTINE

Thesis submitted to the Department of Education and Psychology of the
Faculty of Educational Foundations, College of Education Studies, University
of Cape Coast, in partial fulfillment of the requirements for the award of Master
of Philosophy Degree in Educational Psychology

JUNE 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

Name:

Supervisors' Declaration

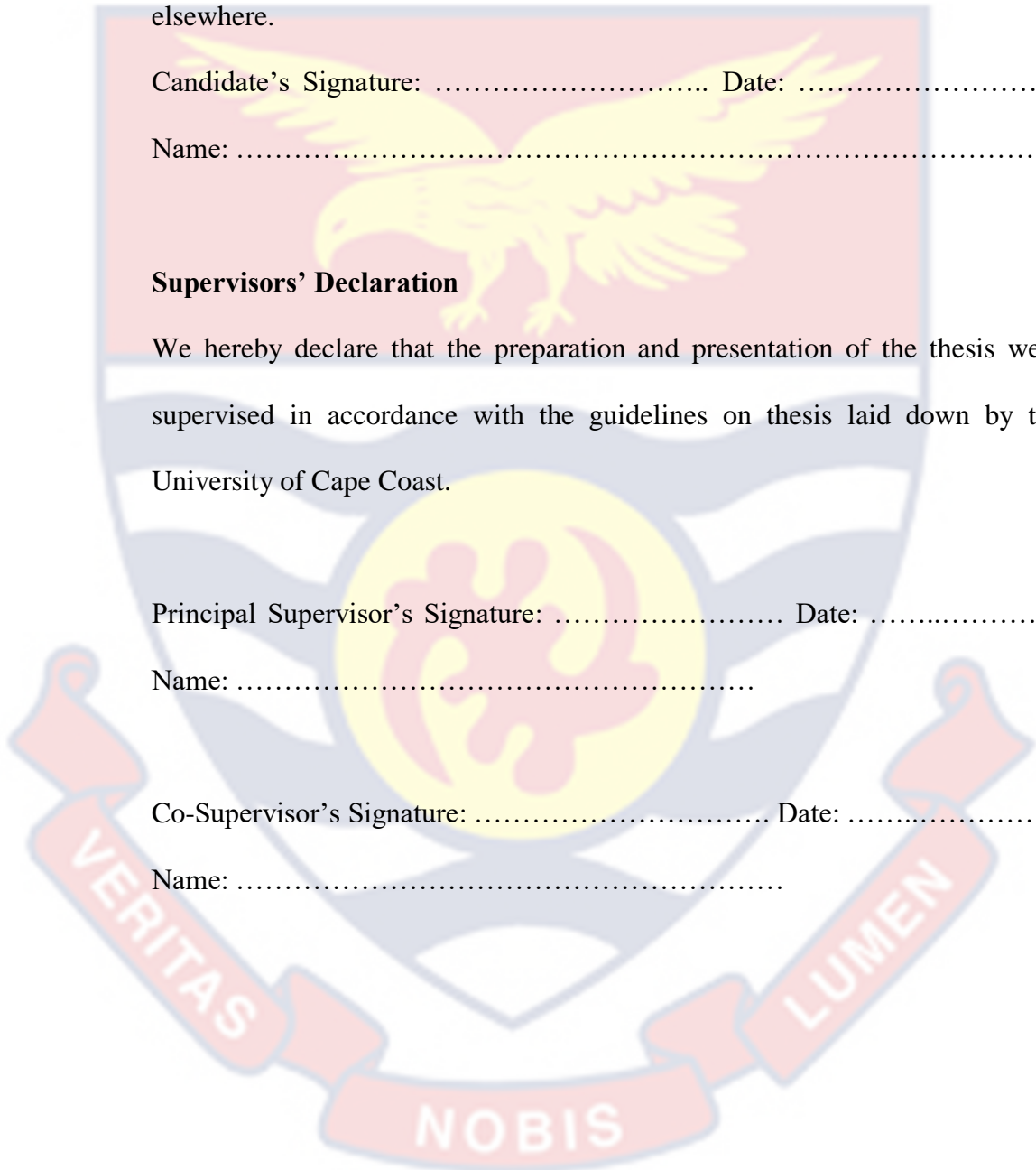
We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature: Date:

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Co-Supervisor's Signature: Date:

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ABSTRACT

The study examined administrative support, work-family conflict, and work-commitment of tutors in the Colleges of Education in the Northern Region. The study adopted the descriptive cross-sectional survey design. Three research questions and six hypothesis were formulated to guide the study. A sample of 194 tutors was used as respondents for the study. The Work-family Conflict Scale, Work-Commitment Scale and the Principal Support Scale were the instruments used to collect data for the study. Data for the research questions were analysed using means and standard deviation. Research hypotheses 1, 2 and 3 were tested using multivariate multiple regression. Research hypotheses 4 and 5 were tested using one-way MANOVA, while hypothesis 6 was tested using multivariate linear regression. It was revealed that tutors in the Colleges of Education used for the study, received varied levels of administrative support from their principals. It was also found that male and female tutors did not differ significantly on any of the dimensions of work-commitment and work-family conflict. It is recommended that the Principals of Colleges of Education should continue to extend the needed administrative support especially professional support to tutors under their supervision.

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DEDICATION

To my father Ndogma Yalinyen and mother Takiyi Biyitob





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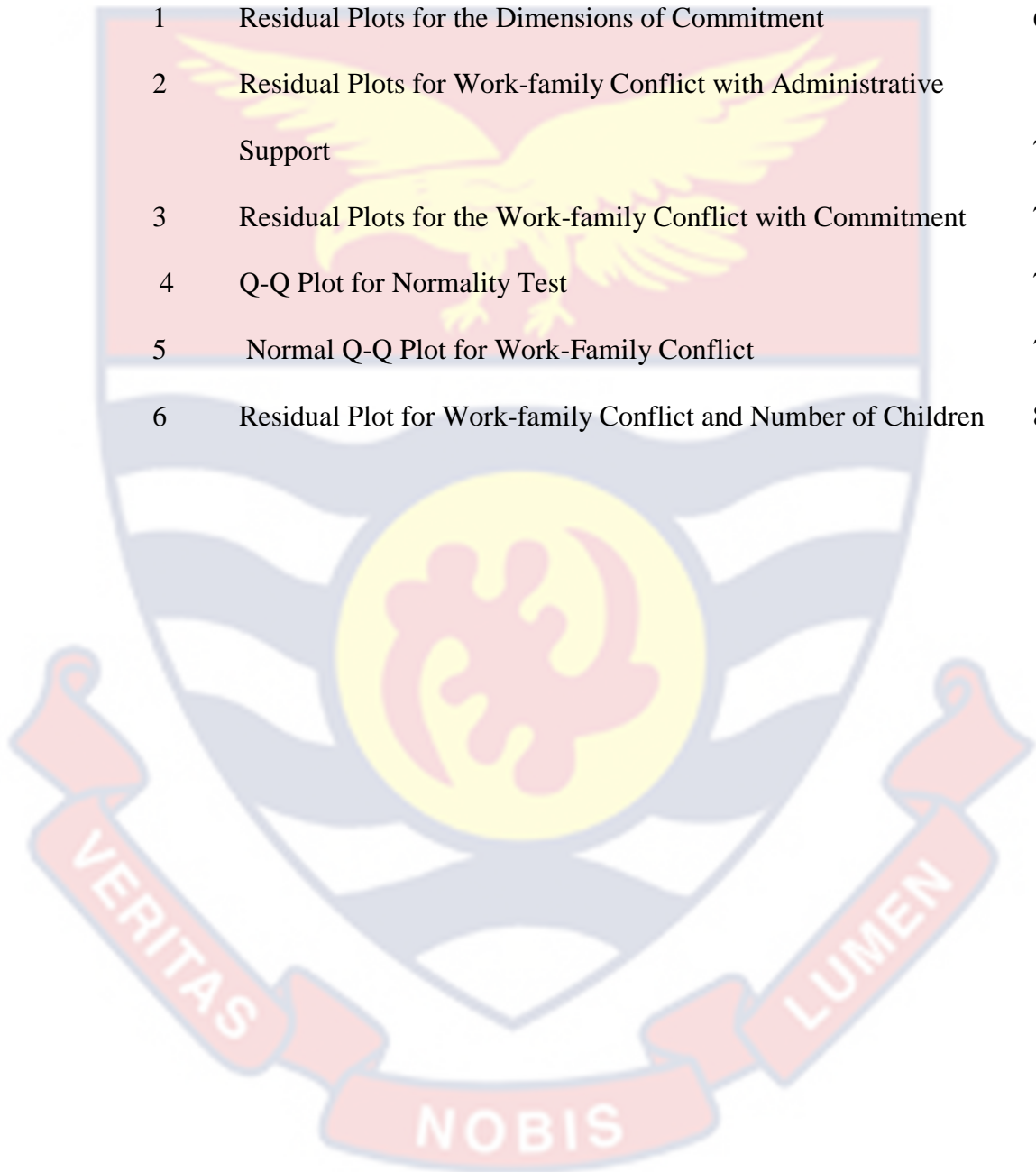
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CHAPTER ONE

INTRODUCTION

Commitment to one's employment has been questioned worldwide due to worries about work-family conflict (Glaveli, Karassavidou, & Zafiropoulos, 2013). Workers that concentrate more on their family than their job are seen as shirking their duties and avoiding responsibility. Work and family are two of the most important aspects of an individual's life, and those who strive to strike a balance between the two may encounter opposing interests (Rathi & Barath, 2013). Administrative assistance for employees, on the other hand, is widely considered to have a substantial effect on the impact of work-family conflict and employee commitment. An overall method to limit the costs of work-family conflict and employee commitment is to be able to free one's thoughts no matter how difficult the circumstance.

Background to the Study

There has been a tremendous shift in the workforce over the last several decades, which has resulted in questions about people's professional commitments. Changes in the workplace and the backgrounds of employees, according to Ahmad (2008), have made looking into the connection between work and family very significant. Work-family conflict studies have advanced over the previous several decades, resulting in the development of theoretical frameworks, empirical data, and institution-oriented work-family initiatives (Ahmad, 2008; Noor & Zainuddin, 2011; Simunic & Gregov, 2012). There is an increasing corpus of study on work-family conflict as firms strive to assist workers organize themselves and manage the demands of work and family (Ahmad, 2008). Those in a work-family conflict have the potential to prioritize their professions, sacrificing family responsibilities in the pursuit of

professional ethics. When this happens, there's a chance that work and family obligations may clash, which might put your career at risk. Conflict between work and family, according to Noor and Zainuddin (2011), is caused by the emotional exhaustion that individuals experience as a consequence of having to care for both their job and their families.

Work-family conflict is characterized by Simunic and Gregov (2012) as a result of the incompatibility of family and work requirements. Both Carlson and Frone (2003) and Matthews et al. (2010) argue that work-family conflicts are bi-directional in their definition of the idea of conflict. Family and work are both intertwined, they say, and this may cause conflict. A conflict between work and family emerges when a person's job obligations intersect with their family responsibilities; this is referred to as "work interference with family" (WIF). When a person's obligations to his or her family conflict with those of his or her career, it is said to be "family interference with work" (FIW). Interference between job and family is more likely for males than for women who have partners or children (Adams, Juran, & Ajibade, 2018). People get into trouble when they strive to work harder to keep up with their boss's expectations.

According to Akintayo (2010), work-family conflicts occur when a person's job interferes with their family life by forcing them to work longer hours than they should in order to meet the family's needs. According to Akintayo (2010), those with a high level of work-family conflict report interference with their family's obligations. As a result, those who are deeply engaged to their families tend to be less committed to their workplaces.

Restrictive work schedules, overwork, and workplace stress may cause stress in the home and lead to a decrease in family participation, according to Ahmad (2008). He warned that such scenarios might have a negative impact on a person's general well-being. Significant caregiving and participation in family activities may also restrict an individual's professional options and goals, as well as their level of engagement at work, their sense of job fulfillment, and their desire to remain employed.

Work-family interference must still be addressed since enhancement does not remove role conflict, even if studies believe that both depletion and enrichment processes function concurrently for individuals who undertake both roles (Ohlott, Graves, & Ruderman, 2004; Wadsworth & Owens, 2007).

More than 70 percent of U.S. employees said that they have experienced some type of interference in both their work and non-work environments, according to Nomaguchi (2009) and Schieman (2009). According to Nomaguchi (2009), work-family tensions have risen due to the rising involvement of women in the workforce and the increasing likelihood of dads taking on more responsibility for family routine care. There was a lot of work-family friction because of employees' efforts to free the differences and the other way around (Schieman, Glavin & Milkie 2009).

Men and women in more gender equitable countries may see work and family responsibilities as a race against one another. Both men and women are equally likely to share tasks that fall within the umbrella of their personal and professional lives. A big portion of the problem of Work-Family Conflict may be alleviated by encouraging communication and teamwork that prevents one partner's tasks from interfering with the other's.

A woman's work is regulated by cultural beliefs about what defines or does not qualify as a woman's work (Ampofo, 2001; Akotia & Anum, 2012). No consideration is given to the fact that women are expected to take on all of the housework and child care responsibilities, according to Okpara (2006a). There is little doubt that women are seen as more suited to domestic duties like housework, according to Sahoo and Lenka (2016). They believe that this traditional mindset is so firmly ingrained that it will be difficult to eradicate. Work-Family Conflict among professional women may increase as a result of this (Aryee, Srinivas & Tan, 2005). Female employees who are subjected to gender prejudice in the workplace are more likely to report lower levels of job satisfaction. It's impossible to ignore the impact of culture on the gender wage gap. Gender equality may be possible in an autonomous culture, but illiberalism may serve to keep the gender gap in place (Peterson & Hyde, 2010).

Traditionally, females learn how to be excellent spouses and mothers as part of their upbringing (Sossou, 2011). Housekeeping is viewed as the exclusive job of women in most countries, and these disparities are a consequence of this. Adikaram (2018) made the claim that cultural perceptions regarding gender edifices are confirmed by this finding. In the communal environment, males are often given preference over women by the Society. According to Ampofo's (2001) findings, men's job outside the home and caring for the family's financial requirements is seen as more important than women's domestic duties.

Culturally, women are still expected to undertake all of their household responsibilities, regardless of whether or not they are working, Sossou (2011) observed. This involves taking care of children, spouses, aged parents, and other members of one's extended family. However, according to Adom, Asare-Yeboah, Quaye, and Ampomah (2017), Ghana is progressively dealing with the negative labeling against women by increasing the number of women in the public sector. They say this is happening. According to Adams, Juran, and Ajibade (2018), international legislation, national constitutions, and pressure organizations all have a role in determining the involvement of women in politics and the public sector.

Any profession is only as strong as its members' dedication to it (Hanaysha, 2016). In Bibi, Khalid and Hussain (2019), it is widely accepted that instructors' passion and commitment to their students' success is one of their most distinctive characteristics. In addition, Bibi et al. (2019) found a link between teachers' dedication and student accomplishment, as well as the importance of students' learning when teachers are enthusiastic.

Teachers that are enthusiastic about their work understand that they have a responsibility to motivate their students to engage in active learning and care about their students' intellectual and moral development. Teachers who are passionate about their job approach it with an open mind, and as a result, their dedication and commitment grow, as does their faith in the value of what they do. Sayadi (2016) asserts that teachers' attitudes, behaviors, perceptions, and actions are influenced by their level of commitment to teaching.

Teachers often use the word "commitment" to describe their own and one another, according to Sayadi (2016). To make a distinction between individuals who are really interested in the well-being of the organization and those who just care about their own interests, the concept of commitment is often used. Some instructors regard their dedication as a significant part of their professional identity, which defines them and their job, and they get a great deal of satisfaction from the experience.

Teachers, according to Sayadi (2016), also see teaching as a profession that might take over their life because of the high expectations it places on them personally. Teacher work-commitment is a major predictor of teacher effectiveness, absenteeism, burnout, and turnover, as well as a substantial impact on kids' academic progress and attitudes toward school, according to Nagar (2012, 2013). Emotional and affective responses to the school environment are part of teachers' commitments. Teachers might be considered to be acting in an informed manner in this way. Teacher readiness to engage in a certain area or group of pupils may be gauged by their emotional responses to the educational environment. Commitment, according to Fu (2011), is making a long-term investment in a certain job. The willingness of an individual to contribute their own resources to the teaching profession is known as commitment.

Teachers' commitment may be broken down into five categories, according to Hamid, Hassan, and Ismail (2012): commitment to the learner, commitment to society, commitment to the profession, commitment to excellence, and dedication to human values at their foundation. The job commitment of tutors was examined from Meyer and Allen's standpoint in this

research (1991). Affective, normative, and continuation were labeled as the three main components of their definition of commitment.

When a tutor has a strong emotional connection with an institution of education, they are referred to be "affectively committed." A teacher who is emotionally invested works tirelessly to achieve the college's objectives and wants to stay a member of the institution. Because he or she 'want to,' the tutor works with the institution.

How much workers believe they have a moral obligation to remain with their employers is known as normative commitment. Because they believe that quitting their company will have negative ramifications, normatively committed workers feel guilty about considering it (Meyer & Allen, 1991). Employees may feel guilty about leaving the company because they fear they will leave behind a hole in their knowledge and abilities, which will put more pressure on their coworkers if they do not fill the void. Employees in organizations might suffer as a result of these sentiments.

As a normative commitment, the emotional obligation of teachers is to remain in school because they believe that it is their responsibility. Tutors at the College of Education have a strong sense of commitment to the institution, and they tend to stick around because of this. These feelings might come from a variety of places. Suppose the school has invested money in training a teacher who feels compelled to put in extra effort in their job out of a sense of "paying back the debt" the school owes him. Loyalty to one's alma mater may be ingrained in students as a result of social norms shaped by their upbringing or other forms of early socialization. Tutors are expected to be members of the College of Education because of their position as teachers.

It is a measure of how much an employee wants to remain with their employer. It is the desire to remain with the company that motivates employees who are long-term committed. The reasons for staying with an organization might be many, but the most common ones are a lack of employment options and compensation. A tutor's degree of commitment to staying on as a tutor is influenced by the significant financial and personal consequences of abandoning their position, as well as other factors like accrued pension benefits (friendship ties with co-workers). Tutors are members of the college of education "because of need," not choice. Teachers who are dedicated to their career are more likely to succeed in their responsibilities and establish a positive connection with their students. This approach speeds up the process through which students learn and develop their final behaviors.

Administrative assistance has been a major source of friction between the workplace and families for decades. According to Bonzonelos (2008), principal support of teachers is about expressing thanks, offering appropriate resources and information, fostering open two-way communication, encouraging a cooperative atmosphere, and providing frequent and useful feedback. Teachers who are supported are thought to have a lower incidence of sickness and a more positive work-related outlook.

According to Skaalvik and Skaalvik (2017), instructors of students with behavioral problems report higher levels of work satisfaction when they get administrative assistance. An administrator's behavior and attitude while interacting with their subordinates is an example of how they provide administrative assistance to the school.

Emotional support, instrumental assistance, professional support, and assessment support are all examples of administrative support in this research. Making a personal connection with the tutors and taking the time to demonstrate compassion and inspiration may go a long way toward helping them develop the fortitude and dedication that universities so urgently need from their tutors. According to House, Javidan, Hanges, and Dorfman (2002), the most important types of emotional support are empathy, love, and trust. Compassion, care, encouragement, concern, love, trust, acceptance, and closeness are all aspects of emotional support. It depicts the warmth and care that one receives from others in one's social circle. People refer to this kind of assistance as "companionship support" because it fosters a sense of social belonging in the recipient.

An individual's conception and validation of a task are directly assisted by instrumental help. Assisting people with their work by providing them with the required tools and instructions is an example of instrumental assistance. Instrumental support, according to Guan and So (2016), is giving others with useful knowledge, direction, and counseling in order to assist the receivers in solving specific challenges they confront. When a college's principal explains the institution's objectives to tutors, it motivates them to do their best to achieve them. Providing individuals with material products and services, as well as financial aid, is part of resource provision. This kind of assistance is also referred to as "concrete support" since it includes the real, hands-on ways individuals help one another.

Professional assistance, according to House, Javidan, Hanges, and Dorfman (2002), gives knowledge that a person may utilize to cope with personal and environmental issues. That which allows tutors to be excellent teachers is built up via this training. Tutors in colleges of education might also benefit from knowledge on perks like health care and paid time off.

As stated by Sahban, Kumar, and Sri Ramalu (2015), evaluation support refers to expressing one's self-confidence and encouraging one's ability to face any given scenario. Appraisal assistance, according to House, Javidan, Hanges, and Dorfman (2002), also gives data for self-assessment. There is a clear correlation between the quality of a worker's job and the information they get from this sort of assistance. Supporting someone in this way demonstrates confidence and encouragement. Appropriately termed "esteem support," the supporter of evaluation support is encouraged to believe in his or her own talents and qualities and how they might be utilised in any given scenario. Providing this kind of assistance is essential since it may reassure a person of their worth.

Statement of the Problem.

There's evidence that some aspects of the workplace affect how committed people are to their jobs (Liang, Li, He & Zhang, 2016). Psychological state factors impact the relationship between job-related qualities and work commitment (May, Gilson, & Harter, 2014). Workers' work commitment levels are influenced by their degree of job satisfaction, which is a crucial psychological condition (Wang & Yu, 2018). Work-family conflict may be reduced and work commitment can be increased in a supportive work environment, which is associated to job satisfaction and outstanding work

dedication (Pang & Wen, 2016; Pang & Wen, 2016). (May, Gilson, & Harter, 2014). In contrast, research on administrative support, work-life balance, and job devotion is scarce.

Furthermore, work dedication is directly associated with job happiness (Boles et al., 2007). Employee loyalty is critical to the success of the company (Tarkar, Dhamija & Singh, 2019). In Irving and Coleman's (2003) empirical study, it was shown that work commitment moderates the connection between stress triggers and work strain. Stressor situations are more likely to affect highly committed employees because they are invested in and identify with their organizations (Irving & Coleman, 2003; Liu, Zhou & Che, 2018). It has been shown that employees who have a strong sense of dedication to the job they do have a greater desire to go the extra mile in order to help their companies accomplish their objectives (Leung, Chong, Ng & Cheung, 2004). Commitment to one's work serves as both a motivator and a resource (Eisenberger et al., 2010). Those who are content with their work and dedicated to it may decide to make a financial investment in it. Principals' administrative support and work-family conflict may have an impact on students' dedication to their jobs, although this is uncertain. The school's and the instructors' development is influenced by the work attitude of the principal. Therefore, this research examined how tutors felt about their professions in order to establish how administrative support from principals and work-family conflict influenced their job commitments. People have a wide variety of work and family commitments, therefore resources must be distributed in a fair and reasonable manner (Yongzhan, 2018).

Conflicts between work and family arise when individuals lack the resources to understand or cope with their stress, reducing their level of dedication to their jobs. Work-family conflicts and workplace dedication are often studied in corporate settings, while college tutors are often overlooked (Li and Sun, 2015; Karatepe & Karadas 2016; Wan, Xu Huang Feng Yang 2016; Liu & You 2019, 2020; Zalewska, 2020). Accordingly, a focus on administrative support and work-life balance is a central theme of this research.

Consequently, this research will evaluate the link between administrative support, work-family conflict, and work-commitment among tutors in Northern Region Colleges of Education.

Purpose of the Study

The purpose of the study was to examine the relationship between administrative support and work-family conflict on work-commitment of tutors in Colleges of Education in the Northern Region. Specifically, the study sought to:

1. Examine the type of administrative support tutors in the Colleges of Education in the Northern Region receive from their principals.
2. Explore the nature of work-family conflict among tutors in the Colleges of Education in the Northern Region.
3. Examine the commitment levels of tutors in the Colleges of Education in the Northern Region.
4. Examine whether administrative support predicts work-commitment of tutors in the Colleges of Education in the Northern Region.

5. Examine whether administrative support predicts work-family conflict of tutors in the Colleges of Education in the Northern Region.
6. Examine whether work-family conflict predicts work-commitment of tutors in the Colleges of Education in the Northern Region.
7. Examine whether there are differences between the work-family conflict of male and female tutors in the Colleges of Education in the Northern Region base on account gender.
8. Examine whether there are differences between work-commitment of male and female tutors in the Colleges of Education in the Northern Region base on gender.
9. Examine the relationship between the number of children and work-family conflict of tutors in the Colleges of Education in the Northern Region.

Research Questions

Based on the specific purpose of the study, the following research questions were stated to guide the study.

1. What type of administrative support do tutors in the Colleges of Education in the Northern Region receive from their principals?
2. What is the nature of work-family conflict among tutors in the Colleges of Education in the northern region?
3. What is the work commitment level of tutors in the Colleges of Education in the Northern Region?

Research Hypotheses

H₁₀: Administrative support will not predict Work-commitment of tutors in the Colleges of Education in the Northern Region.

H_{1A}: Administrative support will predict Work-commitment of tutors in the Colleges of Education in the Northern Region.

H₂₀: Administrative support will not predict Work-family conflict of tutors in the Colleges of Education in the Northern Region.

H_{2A}: Administrative support will predict Work-family conflict of tutors in the Colleges of Education in the Northern Region.

H₃₀: Work-family conflict will not predict work-commitment of tutors in the Colleges of Education in the Northern Region.

H_{3A}: Work-family conflict will predict work-commitment of tutors in the Colleges of Education in the Northern Region.

H₄₀: There is no statistically significant difference between the work-commitment of male and female tutors in the Colleges of Education in the Northern Region

H_{4A}: There is a statistically significant difference between the work-commitment of male and female tutors of Colleges of Education in the Northern Region

H₅₀: There is no statistically significant difference between the work-family conflict of male and female tutors in the Colleges of Education in the Northern Region

H_{5A}: There is a statistically significant difference between the work-family conflict of male and female tutors in the Colleges of Education in the Northern Region

H₆₀: There is no statistically significant relationship between the number of children and work-family conflict of tutors in the Colleges of Education in the Northern Region.

H_{6A}: There is a statistically significant relationship between the number of children and work-family conflict of tutors in the Colleges of Education in the Northern Region.

Significance of the Study

The study's findings are expected to be useful in both practice and research. Workshops and publications will inform Northern Region colleges of education about the impact of work-family conflict (WFC) on tutors' commitment (TC), and the study will benefit principals in terms of the type and level of support they should provide to their tutors. Tutors will also learn about how to manage work-family conflict in order to enhance effective teaching and learning, because there is a strong association between passionate teaching and better learning. For this reason, the results of this research will stimulate the recruitment of more women into Colleges of Education, as only a few females have the luxury of working in this sector and are viewed as being responsible for home and childcare chores. As a result of the study's publication, it will also add to current literature in the field.

Delimitation

Only the Northern Region's four institutions of education were included in the investigation. Bagabaga College of Education, Tamale College of Education, E P College of Education, Bimbilla, and St. Vincent College of Education, Yendi were the four institutions of higher learning that were attended by students. Emotional support, instrumental assistance, professional support, and evaluative support were all considered in the research. In addition, the research only looked at work-related family conflict and work-related family conflict. Conflict between work and family was shown in these two ways.

Finally, the labor commitment of instructors was categorized into emotional, continuous, and normative commitments.

Limitations

The study was limited to the four colleges of education in the northern region with an estimated population size of 194. The study is also limited to the quantitative approach and specifically, the use of questionnaires.

Definition of Terms

Administrative support. It refers to the behavior and attitudes of the school's highest-ranking official while interacting with faculty members for the aim of evaluating their performance. These include assessment support, emotional support, instrumental assistance, and professional support.

Administrator/Principal: The administrator or principal is the pinnacle leader within the school context,

Affective Commitment. This refers to the emotional tie / relationship of the teacher to the school.

Appraisal Support: In this type of support, the principal expresses confidence and encouragement to the tutor. It is also known as esteem support,

Continuance Commitment: The tutor agrees to enroll in the institution because of the significant financial (such as pension accruals) and interpersonal (such as friendship relationships with coworkers) expenses associated with leaving their current position.

Emotional Support: Personal connection that principals' make or express with the teacher, taking the time to show kindness and motivation to the tutor.

Family-work conflict: This occurs when work demands interfere with family roles, such as attending to young children.

Instrumental Support: This type of support directly assists the individual in carrying out the conceptualization and validation of the tasks at hand.

An example of instrumental support is to assist others with their jobs by providing them with the tools and instructions necessary to carry out the job

Normative commitment: This refers to the teacher's expressive responsibility to stay in school because of the feelings of duty. The school may have helped train a teacher who then feels obligated to work hard and stay with the organization in order to "pay back the debt."

Professional Support: Professional support refer to the provision of information about employment benefits such as health care and study leave to the tutors.

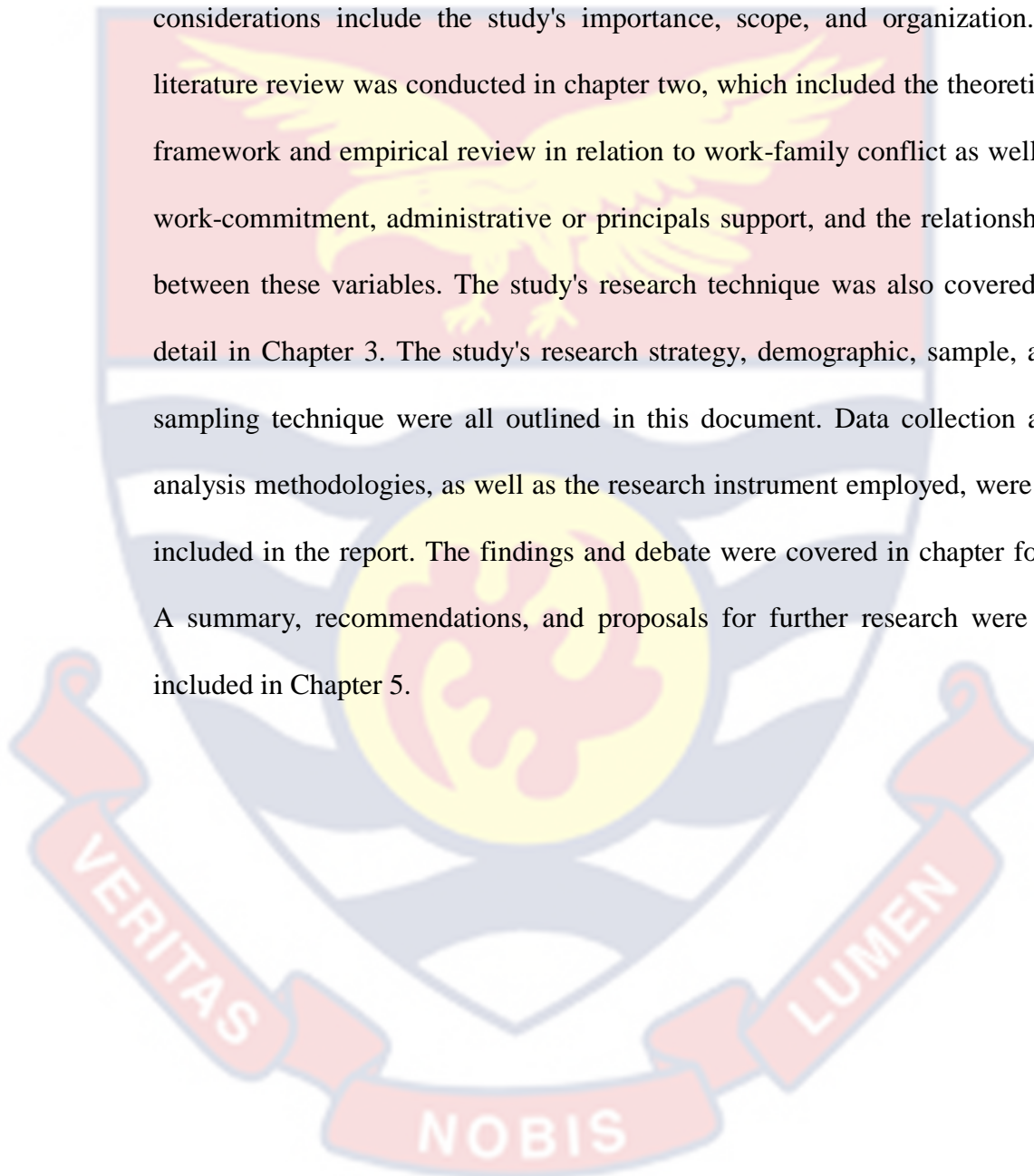
Tutors' work-commitment: Tutors' Work-Commitment (TWC), is defined as tutors' affective or emotional response to their experiences in a school setting. This can be seen as part of an educated behaviour or attitude related with the behaviour of teachers.

Work-Family Conflict (WFC) This happens when a person's job and family responsibilities conflict, making it more difficult for them to participate in both roles at the same time.

Work-to-family conflict: This occurs when tutors' family roles interfere with their work demands.

Organization of the Study

There were five major sections of the research. Background to the study, description of issue, purpose of the investigation, research goals, research questions and hypothesis are all covered in Chapter One. Other considerations include the study's importance, scope, and organization. A literature review was conducted in chapter two, which included the theoretical framework and empirical review in relation to work-family conflict as well as work-commitment, administrative or principals support, and the relationships between these variables. The study's research technique was also covered in detail in Chapter 3. The study's research strategy, demographic, sample, and sampling technique were all outlined in this document. Data collection and analysis methodologies, as well as the research instrument employed, were all included in the report. The findings and debate were covered in chapter four. A summary, recommendations, and proposals for further research were all included in Chapter 5.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter contained review of related literature on the phenomenon under study. It includes; theoretical framework. These include the Work-Family Border Theory and the Role Conflict theory. Empirical literature was also reviewed on Work-family Conflict (WFC), work-commitment (WC), and that of Administrative support. The conceptual framework concludes this chapter.

The Work-Family Border Theory by Clark (2000)

Clark (2000) asserted that Work-family border theory is founded on Kurt Lewin's theory of 'life space' and that work and family create diverse roles, each one divergent or distinct in its culture, purpose, thought pattern and behaviour that are separated by borders. A notable influence of this theory is that it recognizes the presence of spatial, temporal, social and behaviour influences between work and family, hence disabling the weaknesses. It must be noted that the earlier theory like the spill over and the Role conflict theories address only the emotional relationships. This theory, however, states that persons are border-crossers, who make changes every day, between work and family through the absorptive and malleable borders. The nature of the change (border crossing) hinge on the extent to which they are dominant or outer partakers in the roles in every single area. According to Grusec (2011), the dominant members have larger internalization of the domain's culture and values, and to tailor their emphasis, their goals, and their social style to fit the sole demands of each domain which they create and become members. They also significantly recognize themselves with the duties of the roles to which

they are dominant partakers. Therefore, people participate centrally in work and family roles, and so a balance of both roles gets susceptible resulting to work-family conflict.

Application of Work-Family Border Theory by Clark (2000) to Work

Commitment of Tutors

Despite the fact that these two situations are intertwined, the work-family separation hypothesis. When it comes to WC and WFB, WBT regards them as two separate yet interrelated facets of the human experience. In order to attain WFB, people are considered as border-crossers who successfully manage and negotiate the divisions between their personal and professional lives. If you're happy and productive in both your job and home environments, Clark (2000) and Reiter (2007) say that you've found balance. In light of WFB, teachers and administrators may assess their activities since it leads to a wide range of satisfactions that are appreciated by all parties concerned (Reiter, 2007).

WBT highlights the significance of efficiently separating work and family life in order to develop and sustain a healthy work commitment (WC). Three sorts of boundaries: physical, temporal, and psychological, are used to establish the limits between work and family life. Borders' capacity to oppose movement in one direction while allowing it in the other is determined by their permeability and flexibility (Clark, 2000). Limitations in the workplace enable employees to concentrate more heavily on their areas of expertise. This allows them to be more effective in their roles. Since the most powerful domain should have tighter regulations, this is to be anticipated.

Border-crossers (tutors) face a spectrum of integration and fragmentation when it comes to juggling their personal and professional lives. As a result, individuals are blurring the line between what belongs at home and what belongs at work when the barrier between the two is permeable (weak). Conflict is a real possibility here. Borders that are both stiff and impermeable are the cause of segmentation. Work-family conflict (WFC) is more likely to arise when work and home life are separated, but this separation makes the transition more difficult. Tutors must take into account their own personal characteristics, the meaning they attach to work and family, their preferences for integration or segmentation, and contextual factors. You need a lot of clout and a solid reputation to be taken seriously as an important member of the faculty. To exert influence, tutors must understand the domain's culture, be competent in their responsibilities, and be connected to other school leaders (Clark, 2002a).

To identify oneself as belonging to a domain, one must identify as belonging to the domain. Teaching in a topic that tutors relate with is a motivating factor because they want to help grow it so that they may participate and prosper. But if they do not feel personally attached to a domain's obligations or if this connection is lost over time, border-crossers may grow upset and even discontinue their association with other domain members.

Border-crossers and "border-keepers" work together to protect the integrity of the borders between school and personal life (principals and spouses). Border-keepers considerably enhance the ability of border-capacity crossers to manage their domains. It's reasonable that there aren't any

empirical studies in the WFB study area, considering how new WBT is (Clark, 2001, 2002a, b; Rau & Hyland, 2002; Lambert et al., 2006). Studies (Clark, 2001) suggest that the quest for WFB is aided by a family-friendly society. WFB and central involvement are impacted by both environmental circumstances and individual preferences, according to results (Clark, 2002a). For the purpose of determining which combination of border permeability and flexibility produces the maximum degree of commitment, operationalizing these notions has been attempted (Clark, 2002b). According to early studies, the link between flexibility, permeability, and WFC may be moderated by individual preferences (Rau & Hyland, 2002). There is evidence that core involvement is not always straightforward to discern, as well (Vodanovich, Lambert, Kass, & Piotrowski, 2006).

Role Conflict Theory by Karl Marx (1818-1883)

On the other hand, Karl Marx's idea of the role struggle dates back to 1848. According to this notion, people play many roles during the course of a typical day. Due of their differing time and behavioral requirements, these jobs may be incompatible. As a result of conflicting work or position requirements, there is a problem known as "role conflict." Role conflict may cause people to feel as if they are being pulled in several ways as they attempt to react to all of the different roles they play. Role conflict, according to the open education sociology dictionary, is a scenario in which two or more roles have conflicting, competing, or incompatible expectations for a person. The role theory lies at the heart of the work-family conflict notion under the role conflict theory. They believe that a person's behavior is influenced by what other people expect of them. Thus, the theory predicts that role conflict might

be caused by the expectation of distinct roles that person does. We do this because we need to put in the time and effort to be good at what we do. This inconsistency may be seen in the fact that performing home responsibilities while still participating in one's job might be difficult. The theory postulates that diverse roles are performed by persons which are conferred on them by different societal organizations such as the family, work and the community.

The belief that role conflict is caused by external limits that prohibit people from fulfilling their many responsibilities is widely held, according to imuni & Gregov (2012). In accordance with imuni and Gregov (2012), a person's failure to perform expected tasks, norms, rights and other behaviors may lead to conflict. The capacity to play several roles has been shown to cause role ambiguity, which has been shown to harm people's health, attitude, and well-being. It also arises when people are unable to fulfill their responsibilities at home and at work because of this role ambiguity.

Anyone who has a unique position that effects their time engagement in a certain job might cause conflict between that job and another job, as stated by Glavin and Schieman in 2012. Further, the notion says that conflict is clear to occur when time spent on personal tasks, such as helping a family member, is committed to the work's triumphs. Diverse jobs so compete for a person's time resources, making it tough to satisfy the needs of a second career far more challenging Time and energy spent on family-related tasks cannot be diverted to work-related ones, as Glaveli, Karassavidou, and Work-family conflict is caused by this, according to Zafiroopoulos (2013). Conflicts between work and family life may arise if enough resources aren't available, which may lead to stress and burnout. People who spend more time at work are more

likely to have problems balancing work and family obligations, according to this idea. More time spent with one's family increases one's chances of experiencing conflict between job and family. But the notion of role conflict does not identify exactly which responsibilities have an impact on the other's execution. A lack of self-actualization may also lead to conflict, but it hasn't been addressed. The idea informs the research because it perfectly explains what happens when a single individual takes on many responsibilities at once. Work-family conflicted workers are attempting to balance or harmonize a variety of activities that are both essential and significant to them, and this is the primary goal of this research.

Application of Role Conflict Theory by Karl Marx (1818-1883) to Work

Commitment of Tutors

According to Marx's theory of role conflict, social tensions and conflicts are the trigger for social revolution when power and position are distributed unequally. According to the notion of role conflict, education functions as a tool for social equality. Rather than being seen as a social benefit or opportunity, education, in the opinion of role conflict theorists, should be understood as a potent instrument for capitalists to preserve their power structure and produce a submissive workforce. Lower-class employees are indoctrinated to be submissive slaves in order to maintain the status quo.

A child's education may help working-class youngsters gain the information, skills, and attitudes they need to accept their socioeconomic position in society. According to a recent research, even the finest tutors are likely to appraise pupils on the basis of their socioeconomic and/or ethnic status. Students' placement is greatly impacted by this inclination, regardless of their

intelligence or creativity (Mishra, 2013). Management should be creative and accept job responsibilities for all teachers in order to decrease teacher-principal friction over work commitment. The higher education system in nations like ours must be aimed towards achieving the purpose of nation-building..

Treating higher education as a commodity conflicts with the nation-building role of higher education in the nation. This duty of nation-building should be spread more or less equally in terms of skill and academic competence in order to increase the dedication of different subject-based teachers to their employment in the school. A system where students and instructors are organized into groups comparable to those in society as a whole works well. Tutors and administrators may feel more at ease with one another as a result of this. As a result, the role conflict hypothesis suggests that the more responsibilities a person has, the more likely they are to feel the strain and weight of fulfilling these tasks, which in turn may diminish their level of dedication to their job (Linzer and colleagues, 2002).

The Concept of Work-Family Conflict

Struggle to balance work and family life (WFC). Work-family conflict (WFC), according to Molina (2021), has received a lot of attention from both scholars and practitioners. Defining WFC as "the strain resulting from one's obligations in family and work, and being unable to satisfy the expectations of both tasks," Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964, p. 471) first suggested the idea in 1964. This shows that juggling many responsibilities, such as family and career, makes it harder to meet all of one's goals. Work-family conflict has been defined as "a form of inter-role conflict" by Rubab (2017), in which the role constraints from work and family domains are both

out of sync to some degree, yet engagement in the work (family) role is enhanced by involvement in the work (family) role. When the worlds of work and home collide, it is said to be a case of work-family conflict. This shows that it's not realistic to think job and family obligations won't interfere. In addition, Rubab (2017) believes that since the number of multi-career families is increasing, there will be more tension between home and work duties.

According to Cheung and Halpern (2010), working women are more likely to experience conflict between their personal and professional lives because of the expectations placed on them by both. As stated by Podratz (2004), the nature of workplace-family conflict is an undefined term that may be used in either way. WFC or family-work conflict are two possible outcomes (FWC). As a result, it's critical to remember that WFC works both ways. Both WIF and family-work (FW) cannot be used to this situation (FIW). WIF occurs when work interferes with family life, while FIW refers to family life interfering with work. Researchers (Richter, Näswall, Lindfors, and Sverke, 2015; Riordan, 2000) consistently claim that employees are more likely to experience work-family conflict than conflict between family and job. Men and women who have two or more wives or children are more likely to have WIF than FIW, according on Riordan (2000).

There are two possible reasons for this: Either employees can simply measure their duties, or their estimations are influenced by what they see as required of them at work. Workers may consider it unbearable if a supervisor allows them to focus about personal things such as family obligations when they are supposed to be working. They, on the other hand, don't mind if work-related issues interfere with family gatherings. A recent study by Carlson and

Frone (2003) suggested that the boundaries between family and work are not always well demarcated. As a result, unresolved business at work will cause conflict with personal obligations, which in turn will cause conflict at home. Similarly, when family obligations interfere with employment, job expectations will in turn interfere with the family's day-to-day activities (Carlson & Frone, 2003).

Empirical Review

Types of administrative support received by tutors

When it comes to the administrative assistance that college tutors in Ghana get, Dankwa (2013) conducted an investigation. All 1,528 college professors and vice presidents were included in the reachable population. Using a modified version of Avolio and Bass's Multifactor Leadership Questionnaire, data was gathered from 253 college of education instructors from 15 public colleges of education in Ghana (MLQ). According to the findings of the research, college administrators typically showed professional assistance.

However, when it came to 'idealized influence,' respondents said their bosses were the least likely to put it into effect. According to the tutors' feedback, college presidents consistently demonstrate a high level of mastery of the transformational leadership traits. Because the subscale scores varied from 4.26 to 4.38, respondents felt that principals used intellectual stimulation often (if not always). Tutors placed a high value on the subscales under 'intellectual stimulation,' according to the results. 'The principals providing teachers substantial latitude and freedom to create curriculum and arrange teaching within an overarching framework' and 'the principal holding regular meetings with members' were recognized as actions that the principals

commonly conducted. These findings indicate that the principal had some influence on the instructors' teaching. Principals' transformational leadership practices were shown to have a substantial impact on teachers' self-efficacy in this research. As a general, teachers had a favourable view of their principals, and this was reflected in their level of work satisfaction and dedication to the school's objectives, both of which were indicators of their ability to teach efficiently. Tutors' administrative assistance was examined in a separate research by Ocran (2020). The study's goal was to assess the perceptions of College of Education tutors about effective instructional supervision by principals in Ghana.

A descriptive cross-sectional survey was used in this investigation. Students in Ghana's colleges of education were the study's target group. The study relied on a questionnaire developed by the researcher. Stratified and quota sampling were the methodologies used for the surveys. The study included a total of 300 participants. Means and standard deviations were used to examine the data collected on the various research subjects. Multiple one-way analysis of variance (MANOVA) was used to evaluate both hypotheses.

According to the study's results, teachers at Ghana's colleges of education have a favourable view of the professional assistance they get from principals in terms of methodologies, supervisory responsibilities and duties, and skills and abilities. In addition, tutors had a pessimistic view of the difficulties that administrators encounter in providing quality instructional oversight. Principals at colleges of education should, according to the findings, maintain open lines of communication and make judgments that are clear and precise. For new tutors, additional training programs should be offered on

instructional supervision. To be more successful in the Colleges of Education's instructional supervision, principals should have a high level of professional credentials, as well as arrange training for themselves and tutors on instructional supervision.

Nature of Work-Family Conflict among tutors

Tutors in Ghana get administrative help from Abdul-Rashid (2012), as well. Researchers examined the impact of working conditions on the performance of Tamale and Bagabaga College of Education teachers. People's capacity to perform their job duties may be significantly impacted by the work environment in which they are obliged to perform. Furthermore, it was noted that a person's capacity to operate safely, professionally, and in accordance with operational performance objectives might be affected by their work environment. The sample included teachers from Tamale College of Education and Bagabaga College of Education, and the study methodology was a descriptive design survey. To sum it up, Tamale College of Education had 32 tutors, whilst Bagabagi College had 40, for a total of 72 instructors on staff.

According to the findings, tutors at two different institutions of education perform better when they have access to certain aspects of their work environment, such as professional assistance. The principals' leadership style, employee motivation, conditions of service, monitoring of education, and infrastructure all contribute to a positive work environment in the two colleges. Tutors' productivity is directly impacted by the leadership style in the company. Information flow from principals to tutors, tutor motivation, and professional judgment of principals and delegating tasks by principals were among the most important indications in a questionnaire. Teachers' leadership

style was characterized by a robust information flow between principals and teachers, as well as a high level of tutor motivation, professional judgment from principals, and delegating of tasks. An investigation into the nature of work-family conflict by Erdamar and Demirel (2014) found that work and home life are intertwined. One of the concerns studied in the study was conflict between job and family. Elementary and high school teachers from the Ankara area were included in the population. Participants in the research included 364 educators, including 240 from elementary schools and 124 from secondary schools. To acquire data, the researchers created a scale to measure conflict between work and family and a questionnaire to ask about demographic variables. There were two sub-dimensions found in the component analysis: work/family conflict and family/work conflict. The sub-dimension of work-family conflict had a reliability of .90, whereas the sub-dimension of family-work conflict had a reliability of .89. The weighing scale has a total of twenty different components. Researchers found that teachers had a greater $X=26.25$ work-family conflict than $X=20.43$ family-work conflict during the study.

According to the study's findings on the issue of work-family conflict, tiredness and mental and physical depletion at work make it difficult to complete home activities, and dealing with a problem at work leads to tension and stress at home. When it comes to juggling job and family, the following are the most common challenges that occur; Because of responsibilities and home duties, one must forego sleep in order to get them all done. There are times when things at home get in the way of one's work life (such as a sick kid or an unexpected guest). Because of this, researchers discovered that the

debate was two-way. Female Ghanaian instructors were asked to take part in a study by Nywaledzigbor (2013) to learn more about the dynamics of work-family conflict. A total of 294 people were surveyed using standardized questionnaires. An ANOVA with two factors and a standard multiple regression test were used to evaluate the five study hypotheses. According to the results of the study, women in the formal sector experienced greater work-family conflict than those in the informal sector. There was no back-and-forth fighting here. Work-family conflict was also shown to be negatively and considerably linked to social support and resilience in the study. Work-family conflict was not significantly affected by social support and resilience. Even women with older children reported more friction between work and family life than those with younger children.

According to a decline in overall output, effects on women's productivity are studied. Cinamon and Rich's (2005) study on the dynamics of work-family conflict focused on Israeli women tutors. Only 44 percent were elementary school teachers, 21 percent were junior high school teachers, and 32 percent were high school instructors at six public Jewish primary and secondary institutions in the Central District. Thirty-three persons got master's degrees in educational leadership and 43 finished teacher training programs. Conflict between work and family The Gutek, Searles, and Klepa (1991) questionnaire developed by Cinamon and Rich (2002a, b) was used to assess teachers' perceptions on two aspects of work-family conflict using a 5-point Likert-type scale (5). 14 questions were included in the revised questionnaire, seven for W-F conflict and seven for F-W conflict, given in random order. There were two different variables that included all of the components

anticipated in this study's data analysis. The W-F dispute had a Cronbach alpha of .78, whereas the F-W conflict had a Cronbach alpha of .81. As a result of the study, researchers discovered that teachers' attributions of significance to their professional and family responsibilities were both bi-directional and that conflict between the two was generated from both sides. Teachers' professional growth and management are major topics for educational policy and research. Work-family conflict among hospital nurses was examined in a new research by Lim, Lim, Ng, and Tan (2019) who focused on factors such as the emotional demands of the job, the workload, and the support provided by coworkers and supervisors. 143 hospital nurses in Peninsular Malaysia were surveyed for this study. Non-probability sampling was used to distribute 194 sets of questionnaires to the nurses at the chosen sample site. A statistical analysis system (SAS) is used to examine the data obtained from the respondents. There was a substantial link between emotional demand, workload, and conflict at work, according to the findings of the research.

However, when it came to work-family conflict, the supervisor and coworker had no impact. Stressful work schedules may also be a contributing factor in the development of poor mental health and unfavorable work attitudes. It was thus advised that supervisors get training programs to improve their empathy and support for nursing work-family difficulties.

Commitment levels of tutors

Tutors' degrees of dedication were examined by Danku (2021). The survey approach was chosen because of the study's emphasis and the unique aims and research questions. A total of sixty participants were included in the study, and the researchers employed both quantitative and qualitative sampling

techniques. A follow-up question questioned participants about the amount of employee dedication at the institution. Only one item had a mean figure below the 3.0 threshold, suggesting that participants agreed that there was an active staff commitment, according to the findings of the survey. Mean Commitment Score ($m=2.76$, $SD=.426$) indicates that the tutor's emotional relationship was poor. In contrast, the instructors' emotional commitment was measured by a construct whose mean score was ($m=3.34$, $SD=.500$), suggesting that there was substantial agreement among the participants. In contrast to the high mean score ($m=3.62$, $SD=0.80$) acquired by the degree required for a tutor to resign from college without a replacement in place, all other factors had mean scores over the 3.0 mean threshold, providing the impression that the majority of replies were orientated toward agreement. All factors were below 4.0 on the rating scale, suggesting that most people's replies were centered in the middle. According to the total mean score ($m=3.33$, $SD=0.45$), the respondents demonstrated a high level of commitment to their school's long-term success. The participants were asked to rate a set of factors that indicated their sense of duty to the organization in regard to normative commitment, which refers to how much workers believe they should remain with their employer. The majority of the ratings were over the 3.0 threshold, and the rating scale was centered around the middle. Overall mean figure of 3.12 ($SD=0.42$) shows that respondents remain unsure about their commitments to the university. From this, it may be argued that the college of education's teachers remained unsure of their responsibilities to the institution. The study found that instructors had a strong desire to further their education. When it comes to schools and students' performance, tutors' dedication is critical. It must be noted that strong

leadership led to a high degree of tutors' commitment. The principal's leadership style and the degree of dedication of the school's personnel were also strongly linked to the school's success. According to the findings of the research, college administrators have the obligation to inspire and lead their subordinates (tutors). Analyzing the impact of institutional support on teachers' commitment was the goal of a research by Annan and Nunoo (2018), which used data from Ghanaian teacher training institutions. The explanatory research design was chosen because of the nature of the study, which necessitated the comparison and analysis of answers from standardized questionnaires using descriptive and inferential statistics.

A random sample of 59 Ola College of Education instructors (a Ghanaian teacher training college) were given questionnaires to complete. Organizational support factors such as management and leadership, work-life balance, and the workplace environment positively promote teacher emotional commitment, according to the study's findings. However, it was shown that the existing practices of social support and reward and recognition at the college had a detrimental impact on the degree of teacher emotional commitment at the institution. As a result, Ghanaian educational institutions place a high value on social support and a system that recognizes and rewards hard effort. Shamma (2018) also looked at instructors' degrees of dedication. An investigation on teachers' organizational commitment in Arab Israeli schools was the goal of this research. Using the analytical, descriptive technique, the researcher designed a questionnaire to gather data from the (230) male and female instructors in the study sample to meet the study's goals. By dividing the questionnaire into two pieces, the researcher was able to meet the study's

objectives. The first one is about demographic shifts, which include changes in the population (gender, academic qualification). The second commitment of the organization had (18) paragraphs of things. Results showed that instructors are aware of the necessity of retaining their employment as a source of income; teachers are evaluated yearly when fairness is possible. There is a high level of dedication and effort among the instructors who participate in these programs, as shown by the findings. The researcher in this study came to the following conclusions after using the necessary statistical methods: Teachers at Arab Israeli schools have a very high level of organizational commitment, according to the findings of the survey. As a result of the findings, the researchers proposed that the degree of commitment within an organization be studied in connection to other demographic characteristics including educational attainment and stage in life at the time of enrollment.

Administrative Support and Work Commitment

A research done by Cancio, Albrecht, and Johns (2013) found a link between administrative assistance and employee commitment in the workplace. It was the goal of this research to find out what present instructors of children with emotional behavioral disorders (EBD) think about what constitutes administrative assistance, how big of a role it plays, and how important it is to their job satisfaction and long-term success. Teachers who deal with children with EBD were polled on their experiences with stress, job satisfaction, and school commitment to the sector. Survey Monkey, an online poll platform, was used to distribute the survey to a large number of respondents. The anonymous survey was completed by 1831 members of the teaching profession. A 96-item questionnaire, broken down into six sections,

was used to gather the data for this study. Teachers were asked about six different areas of their work environment, and the results were grouped into six categories: administrative support, job satisfaction, sentiments about the job, opinions about the school, self-descriptive remarks, and demographic data. Three sources were used in the creation of the survey questions. A research by Littrell and colleagues (1994) looked at the impact of principal support on stress, work satisfaction, school dedication, health, and the intention to continue in teaching for special and general educators. Teachers of kids with EBD have a unique set of challenges, and they were taken into consideration while creating the things on this list. Third, the researchers took into account the pressures associated with educating children with EBD as described by the researchers themselves. According to the findings of the research, the level of administrative support, possibilities for advancement, respect and trust, work happiness, and good opinions of their institution were all substantially connected with intended to continue in the profession. Aside from work satisfaction (p.01) and good perceptions of the school (p.001), this research found that the degree of support for possibilities for advancement (p.05), appreciation (p.0001), and confidence in administration were all strongly connected with teachers' intentions to remain committed. Teachers' job commitment was shown to be impacted by various administrative behaviors, according to the findings of the research. a new study by Rosa (2011) studied the effects on school administrators' leadership in reform on teachers' attitudes to an externally imposed quality assessment of teacher performance (teacher-evaluation). In a big Illinois school system, this mixed-methods research was carried out in two stages. An initial cross-sectional

survey of 66 school principals was used to gauge their progress in implementing the district's new teacher evaluation system and their role as change agents for school improvement. In order to further understand the difficulties raised in Phase 1, nine school administrators were interviewed in Phase 2. This was done using an extreme case and homogeneous sample strategy. To better comprehend the activities of school administrators, district teacher-evaluation materials were consulted. Teachers' evaluations and school improvement have a positive and substantial association, although some of the improvement activities and priorities have greater correlations with teacher evaluation than others, according to the quantitative findings of this mixed-method research. This qualitative research found that school administrators were influenced by the changing definitions of teacher effectiveness, their new roles, and their foundational relationships with key stakeholders in the school community when it came to dealing with teacher effectiveness in the school environment. It was discovered in this research that teachers' support for change and confidence in administrators had the biggest impact on school administrators' long-term objectives. In order to keep up with the ever-changing aims of teacher evaluation and school reform, educators and school leaders must be aware of their own roles and responsibilities. Kiral (2020) conducted research on the relationship between administrative support and teachers' commitment to their jobs. It was constructed through a relationship-based screening methodology. On a voluntary basis in 2017, 188 instructors from the Aydin's Anatolian High Schools participated in the research. There were 104 (55.3 percent) female teachers and 84 male teachers in the study (44.7 percent). 12.8 percent had between one and ten years of seniority, 32.4

percent had eleven to twenty years of seniority, 75 percent had twenty to thirty years of seniority, and 28 percent had thirty to forty years of seniority at their place of employment (14.9 percent). As a group, there were 93 (49.5 percent) verbal teachers, 69 (36.7 percent) quantitative teachers, and 26 (13.8 percent) skills teachers among the study's participants. Organizational and Behavioral Teacher Empowerment were selected as the measures to be implemented. A five-point Likert scale, the Behavioural Teacher Empowerment Scale, was established by Kiral to measure the degree to which school administrators empower teachers. The scale ranged from "Always (5)," "Usually (4)," "Occasionally (3)," "Rarely (2)," and "Never (1)." (2020). The Organizational Commitment Scale was developed by Meyer and Allen (1991). On the 5-point Likert scale, there were five options: "I strongly disagree (1)," "I strongly disagree (2)," "I disagree (3)," and "I agree (4)." "Affective Commitment, Continuance Commitment, and Normative Commitment" was assessed using an 18-item scale with three dimensions. The administrative support component and the emotional commitment dimension were determined to have the largest amount of empowerment and the greatest level of commitment, respectively. Emotional bonds between teachers with 31-40 years of experience and those with 11-20 years of experience are larger, according to this study. Communication and emotional commitment were determined to have the greatest linkages in partnerships.

Administrative Support and Work-family conflict

Another study by Kubayi looked at the link between administrative support and work-life balance conflict (2018). Work-family conflict, organizational support, and job satisfaction among South African sports

coaches were examined in this research. The study's participants ranged in age from 18 to 64 years old on average (Mean = 30.67, SD = 9.80). The data was gathered using the POS (perceived organizational support), JQ (job satisfaction questionnaire), and LSS (life satisfaction scale) questionnaires.

Work–family conflict was proven to be lessened when an organization's support was present ($r = -.240, p.05$). This study found a strong link between job satisfaction ($r = .345, p.01$) and the amount of assistance one receives from the company ($r = .276, p.01$). When it came to the relationship between work satisfaction and life satisfaction, the relationship was more pronounced ($r = .581, p.01$) than the relationship between job satisfaction and life satisfaction ($r = .05$). As a result of these results, sports organizations may implement "family friendly" practices at the workplace in an effort to lessen workplace friction and improve the overall well-being of sports coaches. In another study, Bell, Rajendran, and Theiler (2012) looked at administration support and work-family conflict. High levels of perceived work-life conflict and work-life balance stress were shown to be associated with greater levels of job pressure and job threat stress, according to their findings. On their own initiative, 139 members of Australia's academic workforce from universities and technical institutions took part in an anonymous poll. Approximately two-thirds of the participants were men, with the other third being women. At this point, demographics were taken into consideration. Using the Stress in General Scale, respondents were quizzed on work-life balance, general stress, health, and work-family conflict as part of the survey's second component (Conflict between Work and Family relations subscale). As a result of threats or pressure, academics who reported high levels of job stress also had weaker

work-life harmony and greater conflict between their professional and personal lives, according to the study's results. Perceived job threat-type stress had a stronger influence and was more predictive in terms of work-life balance and work-life conflict scores. In another study by Akram, he examined the relationship between administrative support and work-family conflict (2020). Work-family conflict, job expectations, social support, and the mental health of female professors in Punjabi universities were all examined in this research. All female faculty members at Punjab's public universities were included in the study's population. Female professors in co-educational colleges in Punjab province were chosen as a random sample. Female professors were selected from a pool of 1021 educators. Four distinct survey forms were used to conduct the research. Data were analyzed using Structural Equation Modeling and the t-test. Conflict between work and family has a significant influence on the health of working parents, with both job demands and social support influencing their well-being. There was a link between work-family conflict and learning demands, work schedules, and workload constraints.. Work-family conflict was more common among women who worked long hours or were under a great deal of stress, therefore this may explain why they reported higher levels of conflict. For this study, items were used to evaluate just how frequently women in the academic community were required to do many tasks in a single work week, had to cope with scheduling conflicts, or did not have enough time to meet their commitments and responsibilities. Workshops for teachers and managers were recommended as a way to address the difficulties that female university professors face in the workplace.

Work-Life Balance Issues and Work-Life Commitment

Ahmad's study focused on the tension between work and family and the level of dedication to one's job (2016). The study's purpose was to determine the level of work-family conflict experienced by tutors and the relationship between that level of conflict and their level of commitment to the organization. This study relied on quantitative research methodologies and descriptive research design since no factors were controlled. Participants in the research were tutors at Lahore's University of Education. There were no exclusions from the study, which included all of the faculty at UE Lahore. 216 college professors agreed to participate in this research. Employee Commitment Survey prepared by Allen & Meyer and the WFCS created by Carlson were both modified with the permission of the surveys' respective creators. The census sampling method was used. Out of the 336 teachers who were given the survey, only 216 completed it, representing a return rate of 64%. Use descriptive and inferential statistics for data analysis. Although several of the instructors encountered issues between their jobs and their families, they remained committed members of the organization. Negative correlations were found between the components. WFC was less prevalent among tutors overall, as well as when it came to the three characteristics of WFC that are most often discussed, such as time and strain. Educators, the study found, had less conflict between their professional and personal lives, but they stayed committed to their institution. In another study, Nicoli (2013) examined the relationship between work-family conflict and a person's degree of commitment to their profession. Work-Family Conflict has an impact on both the personal well-being of employees and their desire to quit the organization (WFC). A sample of 277 individuals from the northern Italian

public sector filled out a self-report questionnaire. To gauge conflict in the WFC, researchers employed the SWING, a 22-item questionnaire, as well as a five-point Likert scale developed by Kelloway et al. in 1999. In the sample's hierarchical regression, WFC was shown to be linked with both public workers' desire to leave and personal life satisfaction. There was a positive and a negative correlation between the WFC and turnover intentions and personal life satisfaction. First and second hypotheses of the study suggest a connection between WFC and turnover intentions and a connection between WFC and personal life happiness. The first hypothesis has a beneficial influence on turnover intentions because of the combination of WFC and emotional commitment. For some people, leaving their present work may be the only way to restore peace in their personal and familial life. Turnover intentions are predicted in the regression model by emotional commitment. Emotional commitment is followed by a strong desire to break up with the other person. If a person is loyal to a company, then they are less likely to walk away from it. Affective commitment, on the other hand, showed no detectable moderating effect on any of these associations despite its close link to all of the dependent variables. An further study conducted by Panatik, Badri, Rajab, and Yusof looked at the issues of work-family conflict and the level of devotion employees have to their jobs (2012). This study seeks to learn more about the relationship between academics' work-family attitudes (such as job satisfaction, emotional commitment, and turnover intentions) and their work-related attitudes (such as work-family conflict). Stress reactions (behavioral/somatic/cognitive) were also examined as a possible mediator. A questionnaire was used in a survey to collect the data. A total of 267 persons

participated in the poll, which is a 20% response rate. The study's data was analyzed using PASW18 and AMOS SPSS18. Netemeyer, Boles, and McMurrin (1996) used five items to measure "work-family conflict," while Meyer and Allen (1991) used seven questions to measure emotional commitment. To gauge the likelihood of turnover, we used a three-item survey created by Cammann, Fichter, Jenkins, and Klesh (1979). Job satisfaction and stress reactivity were measured using the Copenhagen Psychosocial Questionnaire, version 2003. As a consequence, only conflict between work and home was shown to be linked to increased stress levels. Workplace family conflict has been demonstrated to be highly associated with stress reactions (e.g. behavioral, somatic, and cognitive) (i.e., job satisfaction, affective commitment and turnover intention). The association between work-family conflict and job satisfaction was buffered by behavioral stress, whereas the relationship between affective commitment and turnover intentions was not..

Inequalities in the pursuit of a work-life balance between men and women

According to Erdamar and Demirel, men and female tutors may experience work-family conflict in various ways (2014). The study's purpose was to determine whether or not male and female teachers had difficulty between job and family. Elementary and high school teachers from the Ankara area were included in the population. Participants in the research included 364 educators, including 240 from elementary schools and 124 from secondary schools. The researchers collected data for the study using a demographic questionnaire and a work-family and family-work conflict scale they devised themselves. There were two sub-dimensions found in the component analysis: work/family conflict and family/work conflict. The sub-dimension of work-family conflict

had a reliability of .90, whereas the sub-dimension of family-work conflict had a reliability of .89. The weighing scale has a total of twenty different components. Researchers found that teachers had a greater $X=26.25$ work-family conflict than $X=20.43$ family-work conflict during the study.

Researchers looked at whether or not these tensions between job and family vary dependent on a person's demographics. Female tutors are more prone than their male colleagues to experience work-family conflict, a research found. Men are expected to work and earn money, while women are expected to care for children and do housework. As a result, women are often compelled to choose between taking care of their families and advancing in their professional lives. When women dedicate more time to housekeeping than their husbands, the study concluded that this is the most crucial element in a happy household. According to another study, men and women experience different degrees of conflict when it comes to balancing work and family obligations (Richter, Näswall, Lindfors and Sverke, 2015). Based on gender cross-lagged modeling was employed in a study of Swedish teachers to examine the association between job insecurity and work-family conflict. Several group comparisons were conducted to account for the gender disparity in the instructors' group. For the study, teachers from a medium-sized town in Sweden were recruited. Each wave of data was collected over the period of two years (2004 and 2005). The influence of work on family and other elements of life outside of work was assessed using a four-item variant of the original five-item work-family conflict scale. When it came to the stability trajectories of women, it was assessed whether or not hypothesis 4 was correct. Both sexes were then given equal access to the remaining two

channels of the reciprocal model. The researchers found that men and women had significantly different degrees of job insecurity at times of work-family conflict ($r = .22, p < .05$) and during times of work-family conflict (ns) (ns). Even though there was a relationship between Time 1 job insecurity and Work-Family Conflict in men but not in women, no significant gender differences were found in the effect of Time 1 job insecurity on Work-Family Conflict ($F(2, df = 1) = 0.67, ns$) (ns). In the light of these findings, it may be concluded that men and women are affected by work-family conflict differently. Job instability and work-family conflict seem to be linked differently for men than women, according to this study. Job insecurity and work-family conflict were shown to be connected over time among males, with higher levels of work-family conflict at the first assessment occasion associated to higher levels of job insecurity at the second measuring occasion, as anticipated by Hypothesis 3. When employment insecurity is coupled with work-family strife, it might set off a domino effect, according to one theory. For males, though, this appears to hold true. The problem of work-life balance was also examined by Bradley (2013) in a separate study. It was the purpose of this essay to look at the impact that gender has on work-life balance conflicts (WFC). The issue has been studied in the past, but the results have been unsatisfactory. A number of studies have shown that women are more prone to conflict, while others have found that males are more prone to conflict, and yet others have found that there is no gender difference. Work-family conflicts may be less influenced by gender than previously thought, as seen by these contradicting data. Our study examines how a person's gender influences the relationship between work-family conflict and their level of experience, using ideas like

the work-family conflict and role congruity theories. In order to analyze data from a large midwestern institution, we used hierarchical regression. A research found that women in less stereotypically feminine employment had higher levels of conflict with their families than women in more stereotypically masculine occupations.. WFC was the same regardless of a man's vocation. Another study was undertaken by Sousa, Kuschel, Brito, and Gonçalves (2018) to examine whether there are differences in work-family conflict between men and women. As a means of gaining an understanding of how men and women cope with work-family conflict, researchers performed an exploratory study. 73 interviews were conducted using a semi-structured script with open and closed questions (Likert scale). Participants had to be at least 18 years old, male or female, employed or jobless, and whether or not they had children, in order to be eligible to take part in the contest. Snowball interviews were conducted between April and June of the year 20. Research conducted with 73 Portuguese citizens (41 men and 32 women) indicated that women felt more regret and loss, and that they had more trouble balancing home life with their professional lives. Results indicated that there were differences between the genders studied. For women, it is apparent that they have the greatest difficulties juggling their work and personal life. As a consequence of the pressures of today's workplace, many women are feeling terrible about not being able to spend as much time as they would want with their family. Women were more concerned about their families and homes when asked about their concerns. They were less worried with housekeeping and child support than their own personal schedules and time restraints, despite their conviction in the necessity of family. While the women in our

sample saw their occupations as more important than their families, they felt that the obligations of their families limited their ability to succeed at work. Among men, however, few challenges were reported in juggling work and family obligations, with the most common issues being a lack of time and rigid work schedules. Research shows that women who prioritize their families above their jobs face sentiments of loss and humiliation as a consequence, according to studies. The study indicated that women with children ($n = 27$) had the greatest difficulties juggling work and family obligations owing to time management problems and a lack of quality family time.

Disparities in the amount of job dedication between men and women

Researchers Aydin, Sarier and Uysal found that men and women may differ in their degree of work commitment (2011). To find out whether teachers' levels of organizational commitment varied by gender, the research set out to collect data. Meta-analysis was chosen as a method for combining the findings of the Turkish master's and doctoral thesis research. It was decided to do meta-analysis on a total of fifteen graduate theses written between 2005 and 2009.

At the end of the experiment, the average impact size for females and men was $-0,07$. To put it another way, men are more likely than women to have a strong attachment to their place of employment. Researchers found that male teachers had an edge over female teachers in terms of their capacity to recognize and internalize the organization's values and norms, according to the study results.

Men were shown to have a somewhat higher level of loyalty to their employers than women. As the investigation progressed, the mean effect size for females' continuous and normative commitments climbed in magnitude. In

contrast, men are more likely than women to leave their organizations. Men seem to be more invested in their companies than women. For women, their commitment and identity are derived from taking care of their families, according to the results of the study. Moms are much more crucial than workers. Unlike women, men put more emphasis on their professional lives. Amos, Acquah, Antwi, and Adzifome conducted another study to examine the gender commitment disparity in the workplace, as well (2015). It was found that both male and female academics were equally committed to their work and satisfied with their jobs. Survey designs that combined both quantitative and qualitative approaches were employed to obtain data for this study. A random selection procedure was used to pick 163 professors from the four oldest public universities in Ghana. Two questionnaires were utilized for data collection: the Celep Organizational Commitment Questionnaire and an unidentified Job Satisfaction Questionnaire. An open-ended questionnaire was also employed, as indicated by the research questions. To check the veracity of the massive quantitative responses, the open-ended questions were included. There were no significant differences in job satisfaction or organizational commitment between male and female academics, according to the findings. It was discovered via a correlational analysis that the amount of dedication to a firm was directly related to job satisfaction (i.e., commitment to occupation, commitment to school and relationship with lecturers). Work satisfaction was not influenced by a teacher's commitment to education. When we asked our participants whether they were satisfied with their job, they gave us overwhelmingly positive responses, which confirmed that this construct validity problem still present. As a result, they came to the conclusion that the

time commitments of lecturers did not vary significantly based on gender. According to a study by Aftab, Ali Shah, and Khan, males and females may have different degrees of work-commitment (2020). University professors' organizational citizenship activities were examined by researchers to see whether their degree of commitment was related. Another aspect of our research focused on how gender influences the relationship between corporate citizenship activities and employee loyalty. All university professors in Pakistan's four major cities were polled (N = 250) in order to get a representative sample. There were 126 males and 124 women in all. An improved version of the Organizational Citizenship Behavior Scale was used to measure organizational citizenship behavior (OCBS). A questionnaire designed especially for this reason was used to gauge the amount of dedication teachers have to their respective organizations. An organization's level of commitment was shown to be a strong indicator of its employees' attitudes toward corporate citizenship. At a high level of organizational commitment, female teachers displayed a greater degree of organizational citizenship behavior than male teachers. Between male and female teachers, there was a significant gender discrepancy in organizational commitment and civic conduct. Family size and the likelihood of work-life balance issues. When it comes to work-family conflict, having a lot of children is a big factor, according to Muasya (2020). During the investigation, he was interested in finding out why female teachers in Kenyan urban public schools were experiencing work-family conflict. 375 female instructors, all of whom had at least one kid still in elementary school, were polled using both closed- and open-ended questions. Theories concerning roles, stress, and conflicts between

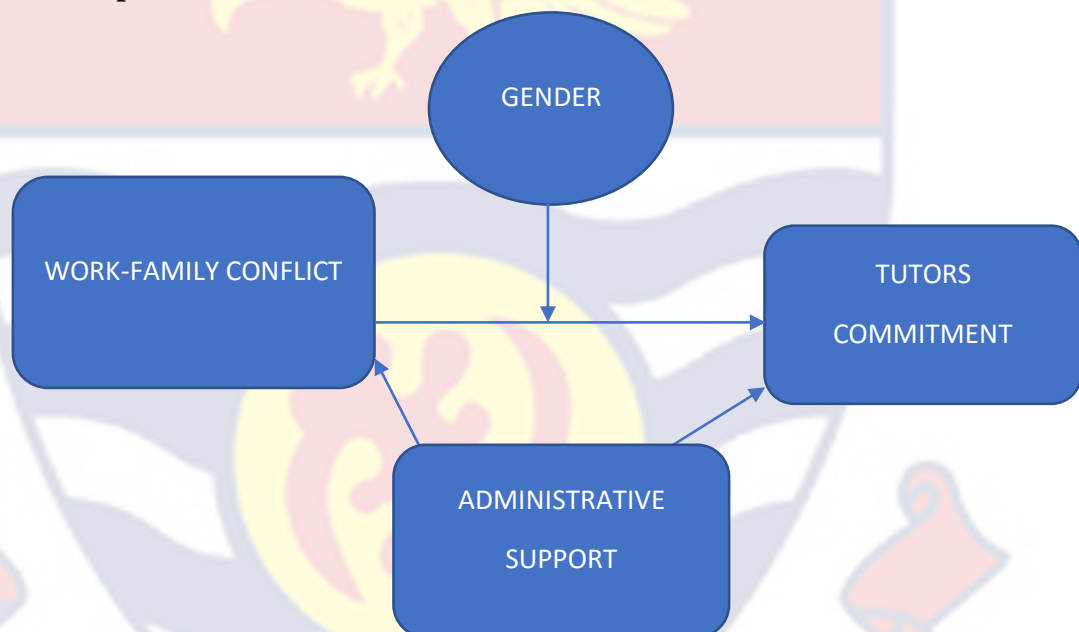
work and family were used to guide the study. The researcher adjusted the Carlson, Kacmar, and Williams work-family conflict measures (2000). There are two dimensions to these scales: WFC and family-work conflict (FWC) (FIW). In order to analyze the data, hierarchical regression and content analysis were applied. More time spent WIF was positively linked to a family's number of children and to the amount of time spent driving to or from school ($r = .13, p.05$). The age of the oldest kid and the number of children living in the family were both associated with stain WIF ($r = .12, p.05$) in the study. FIW's favorable association with urban regions ($r = .12, p 0.05$) was also found (Figure 3). Although cultural and socioeconomic factors may influence the form of pressures and their impact, work-family conflict is common. Factors such as school location, the number of children in a household, time spent at home on school-related duties, and the average class size were shown to have a substantial link with WFC. Marital status, the age of the participant's oldest child, years of teaching experience, or presence of a domestic assistance were not predictive of WFC. Rather than age, the presence of a sick child contributed to the rise in workplace-family conflict (WFC). Children's involvement in work-life conflict was also studied by Kara and colleagues in 2021. The research focused on women who work from home as a result of Covid-19 and their work-family conflicts. A case study was employed in the investigation. The research was conducted on a group of teachers who are married with children and working from home as a result of the pandemic in Istanbul. In the study, 17 female professors who were either married with children or taught through distance education took part in the research. To collect the data, the researchers created their own semi-structured interview

form. Thematic analysis was used to decipher the data. During the pandemic period, teachers working from home faced work-family conflict in three ways: time, strain, and behavioral conflict. Female teachers were emotionally drained, their job satisfaction deteriorated, they were apprehensive, they had low motivation, and they were concerned about juggling their professional and personal life when they began working from their homes. Survey results show that most female instructors prioritize domestic and child-related duties in their daily schedules. Many female professors were found to be responsible for child care, older child care, and homework help for their students throughout the epidemic. Laundry, ironing, and grocery shopping took up the next most time and effort in the house after cleaning and meal preparation. Ajala (2017) also found an association between the number of children and work-family conflict. This study examines the impact of work-family conflict, family-work conflict, and job performance on working mothers. A descriptive survey approach was used to gather the data for this investigation. Nurses and local government workers in Nigeria's Ekiti State were included in the study's sample size. A total of 300 participants were selected at random and with specific intent. A validated version of the WFCFWCAJPQ, developed by Netemeyer et al. (1996) with a reliability value of 0.85, was used as the principal instrument in this study. Pearson Product Moment Correlation (PPMC) was used to examine the data. Conflict between working moms and their families was shown to be more widespread than conflict between working mothers and their families, according to the study's findings. There was a statistically significant link found between working parents' job performance and their experience with work-family conflict. Due to her efforts

to execute one of the tasks (family or career) properly, a working mother ended up sacrificing the other (work or family). Working parents who shoulder a slew of obligations sometimes find themselves torn between their professional and personal lives, which may lead to tension between the two.

We then proposed that industrial social workers teach working moms how to strike a balance between the demands of their professional and personal lives, enabling them both to thrive and to do their jobs well.

Conceptual Framework

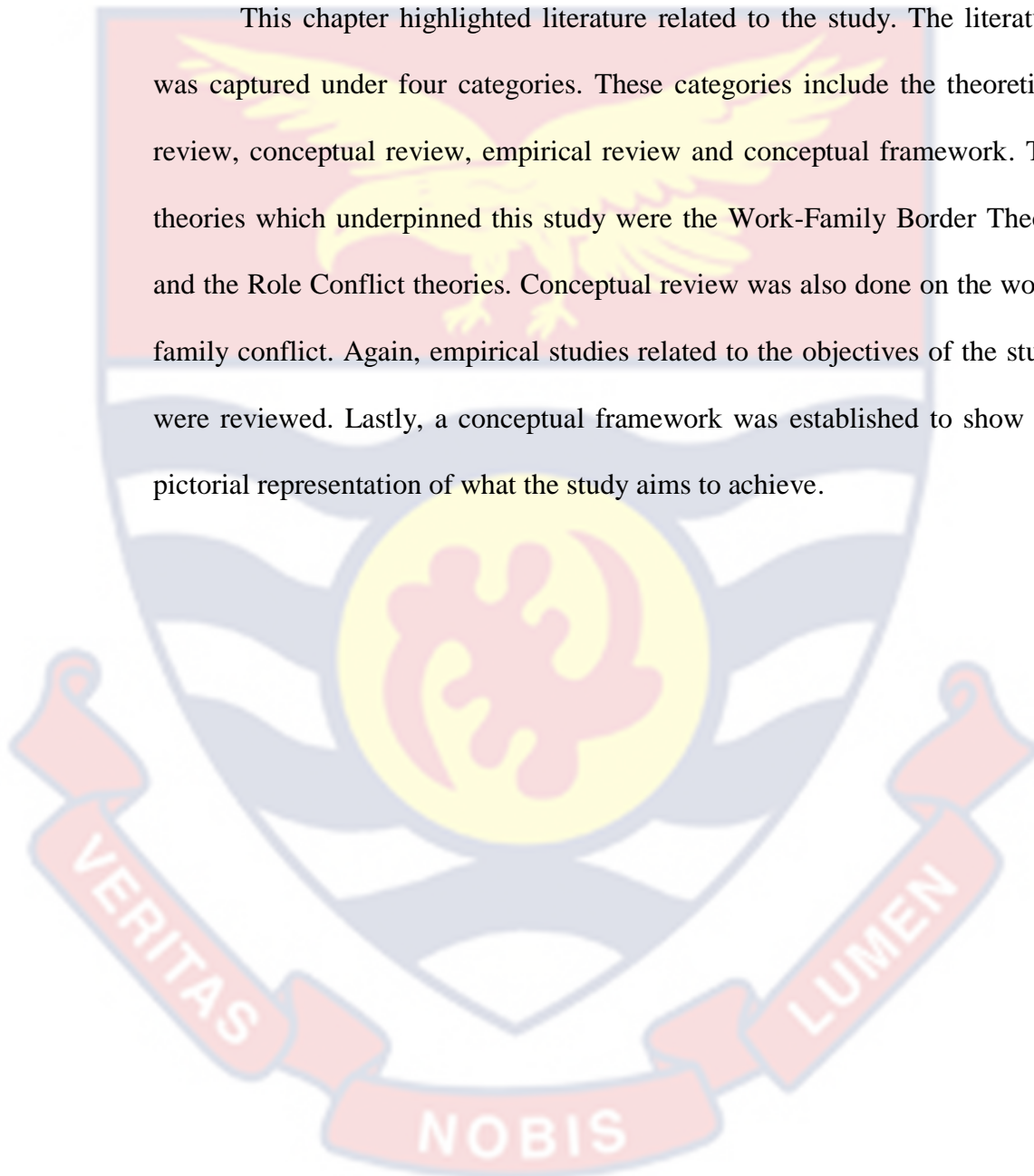


From the conceptual framework, it is understood that Work-Family conflict has a direct impact on tutors' commitment. Thus, the degree to which tutors are able to manage their work and family relationships can affect their commitment. Again, administrative support has a unswerving impact on the commitment of tutors. This is because the level of support that tutors receive from administrators can make them committed or not to their work. Administrative support can also affect the relationship between work-family conflict and the commitment of tutors. Lastly, gender as a variable can also

affect the relationship between work-family conflict and the commitment of tutors. As such, being a male or female may affect the extent to which work-family conflict affects commitment among tutors.

Chapter Summary

This chapter highlighted literature related to the study. The literature was captured under four categories. These categories include the theoretical review, conceptual review, empirical review and conceptual framework. The theories which underpinned this study were the Work-Family Border Theory and the Role Conflict theories. Conceptual review was also done on the work-family conflict. Again, empirical studies related to the objectives of the study were reviewed. Lastly, a conceptual framework was established to show the pictorial representation of what the study aims to achieve.



CHAPTER THREE

RESEARCH METHODS

The study's research methods were examined in this section. Included in this section is information on the study's design, the population to be studied, and the methods utilized to gather data. The data processing method used to respond and the chapter summary are the other options.

Research Design

It is the design of the research project that acts as the basis for the investigation. To put it another way, Vishnevsky and Beanlands (2004) described research design as "the research question or hypothesis's general framework for addressing or evaluating it." It is the research design that, according to Burns and Grove (2010), is the blueprint for carrying out a study while exerting the highest degree of control over the elements that may interfere with the outcomes.

This study employed a descriptive cross-sectional survey. Cross-sectional surveys are designed to offer an accurate depiction of the reality of the situation, as stated by Burns and Grove (2010). This study's findings may be used to create well-informed decisions on current habits and beliefs. Cross-sectional surveys may be used to collect data on certain populations at specified times and for specific periods of time. Using surveys, the researcher hopes to gauge how often a given characteristic behavior, attitude, knowledge, or belief is held by a specific community. In addition to proving or disproving assumptions, this design is cost-effective and does not take a large amount of time to accomplish. In addition, the results of this design may be used to perform further investigation. However, it cannot be used to evaluate behavior across time or to infer cause and effect relationships.

Population

According to Burns and Grove (2010), the term "population" refers to the total number of people who match the study's sample requirements. The population is the total number of participants included in the research. All teachers at the four colleges of education in the Northern Region of Ghana were included in the study's target population. The overall number of instructors was 194, which included the number of people who were able to access them. Tamale, E. P. Bimbilla, and St. Vincent's Yendi, were the other schools, while Bagabaga, Baga, and Tamale all had schools of education. The distribution of the population is presented in table 1.

Table 1: Population Distribution by Colleges.

College	Male	Female	Total
Bagabaga College of Education	52	18	70
Tamale College of Education	41	13	54
EP CoE Bimbilla	36	9	45
St Vincent CoE Yendi	18	7	25
Total	147	47	194

Sample and Sampling Procedure

The tutors from the Northern Region's four institutions of education served as the study's sample. Bagabaga College of Education, Tamale College of Education, E P College of Education Bimbilla, and St. Vincent College of Education Yendi were the four institutions of higher learning. In this case, the Census sampling method was used. It is a method of acquiring data from a representative sample of the whole population. Because there were only four Colleges of Education in Northern Region and the number of tutors wasn't

large enough for the researcher to employ all of them, a census survey was used.

Instrument for Gathering Information

Respondents' work-family conflict was measured using the Work-Family Conflict Scale (WAFCS) created by Haslam, Filus, Morawska, Sanders, and Fletcher (2015). WFC (5-items,.91) and FWC (5-items,.91) were the two dimensions of the Likert-type scale, with a composite reliability value of .91 for each. For assessing the work-commitment of tutors, Mayer and Allen (1991) created the Work-Commitment Scale. In the Work Commitment Measure, each of the scale's 24 items was scored on a 7-point Likert type scale, with points assigned for each of three dimensions: affective commitment (8 items,.87), continuity commitment (8 items,.75), and normative commitment (8-items .79). To measure support from administrators, the Principal Support Scale (PSS), developed by Michael F. Dipaola, was adopted and used. The items on the scale were structured on a 6-point Likert type scale and had 16-items with four dimensions such as emotional (4-items.94), appraisal support (4-items.93), instrumental (4-items.88) and professional support (4-items .87).

Validity and Reliability of Instrument

The validity and reliability of the instruments employed in a study should constantly be checked as part of the research process. An instrument's validity ensures that the variables in the research can be accurately assessed. Supervisors and experts were asked to evaluate the surveys to ensure they were valid. The supervisors' and specialists' suggestions and opinions were taken into account and implemented right away. In addition, the consistency of

a questionnaire's questions in measuring certain variables is ensured by the tool's dependability. As a pilot-test, 20 teachers from Dambai College of Education were asked to fill out the questionnaires. The total questionnaire reliability was estimated using Cronbach's alpha reliability. Commitment, work-family conflict, and administrative support scores had reliability values of 0.84, 0.75, and 0.77, respectively.

Ethical Consideration

The importance of ethics in research cannot be overstated. Ethics are the rules of behaviour that separate right from wrong (Busher & James, 2002). They aid in establishing boundaries between what is and is not acceptable behavior. Respondents' privacy and anonymity were taken into consideration when performing the survey. As an additional measure of assurance, the Institutional Review Board of the University of Cape Coast provided ethical approval documentation.

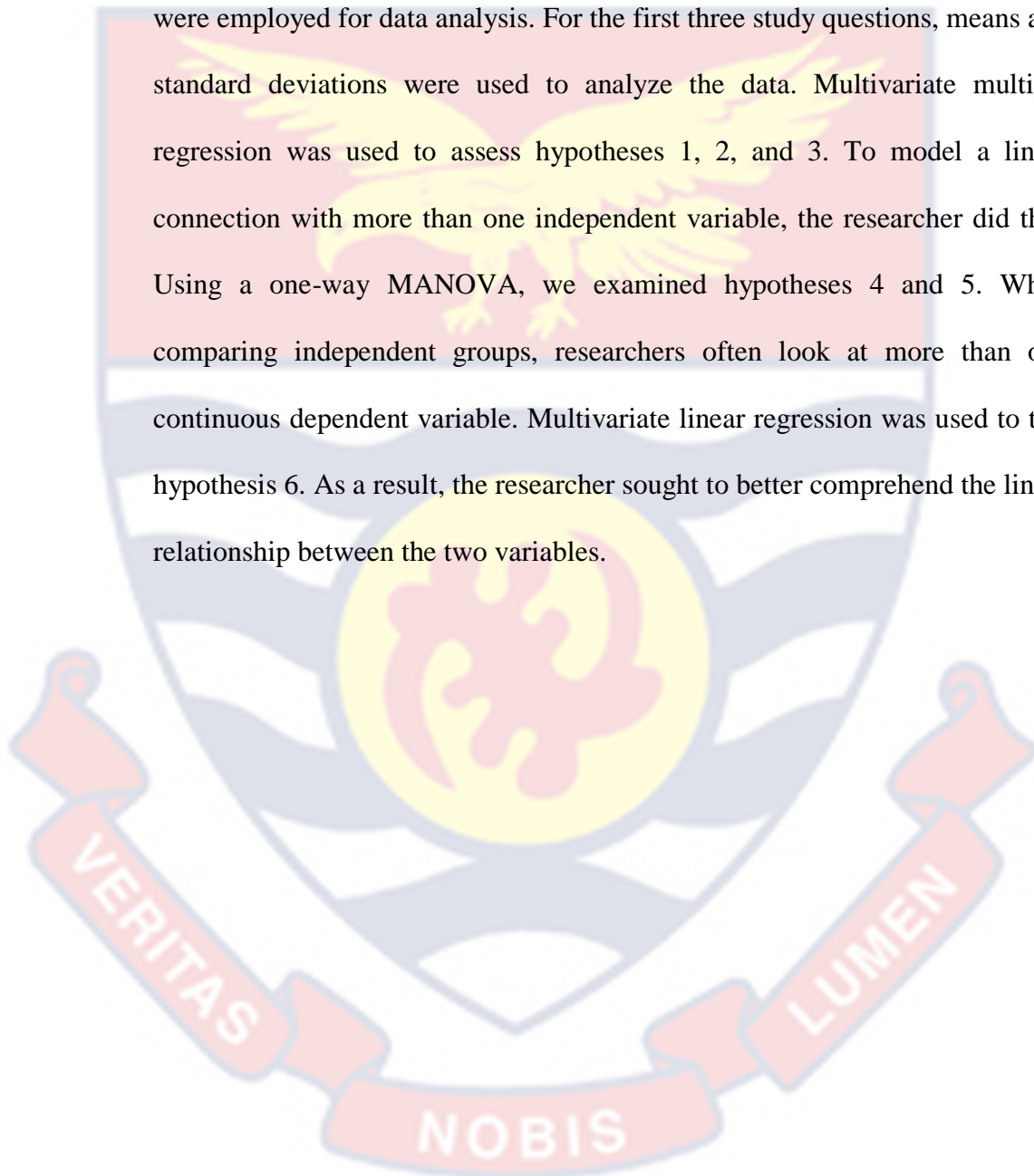
Data Collection Procedure

It was necessary to get written authorization from the college's administrators and instructors before administering the instruments from the Department of Education and Psychology University of Cape Coast. After permission had been granted, the researcher gave out the questionnaires to the heads of Education departments of the four Colleges of Education in the Northern Region who assisted in distributing the questionnaires to the tutors in June, 2020, but received the answered questionnaires in February 2021 after several attempts were made by the researcher to collect these questionnaires. The reason was that, the tutors could not be reached out easily because, Colleges of Education were not in session due to the outbreak of the COVID-19 virus. Out

of 194 questionnaires distributed, 192 answered questionnaires were collected representing 98% return rate.

Data Processing and Analysis

To conduct a quantitative research, quantitative statistical methods were employed for data analysis. For the first three study questions, means and standard deviations were used to analyze the data. Multivariate multiple regression was used to assess hypotheses 1, 2, and 3. To model a linear connection with more than one independent variable, the researcher did this. Using a one-way MANOVA, we examined hypotheses 4 and 5. When comparing independent groups, researchers often look at more than one continuous dependent variable. Multivariate linear regression was used to test hypothesis 6. As a result, the researcher sought to better comprehend the linear relationship between the two variables.



CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter goes into great depth on the study's results and conclusions. An overview of respondents' demographics was given first before the results of main analysis and subsequent discussion of findings.

Demographic Characteristics of Respondents

Table 2 presents the results on the demographic characteristics of the respondents.

Table 2- Demographic Characteristics of Respondents

Demographic Information	Frequency	Percent
Gender		
Male	145	75.5
Female	47	24.5
Marital Status		
Single	16	8.3
Married	170	88.5
Divorced	6	3.1
Number of children		
No Child	7	3.6
1 – 4	162	84.4
5 – 8	22	11.5
9 – 11	1	.50
Years of Teaching		
1 – 5 years	37	19.3
6 – 10 years	51	26.6
11 – 15 years	67	34.9
Above 15 years	37	19.3

Source: Author's Field Survey

The demographic characteristics of the College of Education tutors surveyed include gender, marital status, marital status, number of children, and years of teaching (see Table 2). As presented in Table 2, there were more

males (75.5%) than female (24.5%) tutors who participated in the study. The majority (88.5%) of the College of Education tutors were married while 8.3% were single. However, 3.1% of them were divorced. With respect to the number of children, about 84.4% of the CoE tutors had children between 1 to 4, 11.5% of them had 5 to 8 children, and 3.6% had no child. Only one tutor indicated that they had between 9 to 11 children. A total of 67 tutors representing 34.9% of the respondents indicated that they had taught between 11 to 15 years. 26.6% of the tutors had teaching experience of 6 to 10 years. Quite a number of tutors indicated that they had taught between 1 to 5 years (19.3%, and above 15 years (19.3%)

Research Question One

What type of administrative support do tutors in the colleges of education in the Northern Region receive from their principals?

This research question sought to explore the types of administrative supports tutors in the CoE received from their principals. To answer this research question, means and standard deviation were used to examine the data obtained from the tutors. The tutors rated the extent to which their principals supported them using a scale of 1-4. A criterion mean of 2.5 ($([1+2+3+4]/4)$) was used for the interpretation of the results. An obtained mean above 2.5 signified that administrative support was received by the tutors whereas a mean less than 2.5 shows the type of administrative support was not received by the tutors.

Table 3 presents the details of the results.

Table 3- Type of Administrative Support Tutors Receive from Principals

Administrative	Mean	SD	Min.	Max
Emotional support	2.91	.55	1.25	4.00
Appraisal support	2.74	.45	1.63	4.00
Instrumental support	2.78	.52	1.50	4.00
Professional support	2.94	.43	1.50	4.00
Mean of Means	2.84	.35	2.00	

Source: Author's Field Survey

As presented in Table 3. College of Education tutors received all the forms of administrative support from their principals. However, degree to which these supports were received varied. This is also reflected in the means value of 2.84 with a standard deviation of .35, showing a relatively moderate level of administrative support received by the College of Education tutors. Comparatively, the tutors received more of professional support (M=2.94, SD=.43) than any other form of administrative support. This was followed by emotional support (M=2.91, SD=.55), then instrumental support (M=2.78, SD=.52) and lastly, appraisal support (M=2.74, SD=.45).

Research Question Two

What is the nature of work-family conflict among tutors in the colleges of education in the northern region?

The goal of this study was to find out how tutors deal with work-life balance issues. Work-family conflict was quantified in a bi-dimensional fashion, that is, conflicts between work and family activities. The tutors were made to rate the extent to which they experienced the conflicts with respect to the work and family. The tutors did this rating on a scale of 1-4. To interpret

the results, a criterion mean of 2.5 ($[(1+2+3+4)/4]$) was used. An obtained mean above 2.5 showed that there was conflict whereas a mean less than 2.5 depicted little or no work-family conflict. Table 4 presents the details of the results.

Table 4- Nature of Work-Family Conflicts among Tutors in Colleges of Education

Conflict	Mean	SD	Min	Max.
Work to Family Conflict	2.65	.48	1.60	4.00
Family to Work Conflict	2.77	.64	1.00	4.00

Source: Author's Field Survey

As shown in Table 4, the results revealed the College of Education tutors experienced both bi-directional forms of conflicts (i.e., work activities conflicting with family, and family roles conflicting with work). That notwithstanding, conflicts were more prevalent in cases where family roles clashed with work roles ($M=2.77$, $SD=.64$) as compared to work conflicting with family ($M=2.64$, $SD=.48$).

Research Question Three

What is the work commitment level of tutors in the colleges of education in the Northern Region?

This research question explored the work commitment levels of tutors in the College of Education. Affective, continual, and normative commitments were investigated in three dimensions. The tutors indicated the extent to which they were committed to their work using a scale of 1-4. For the purposes of interpretation, a criterion mean of 2.5 ($[(1+2+3+4)/4]$) was used. An obtained mean above 2.5 signified that the tutors were committed to some extent

whereas a mean less than 2.5 shows that the tutors had very little or no committed to their work. Table 5 provides the details of the results.

Table 5- Work Commitment Level of Tutors in the Colleges of Education

Dimensions	Mean	SD	Min	Max
Affective commitment	2.55	.36	1.75	4.00
Continuance commitment	2.64	.36	1.43	4.00
Normative commitment	2.38	.45	1.43	4.00
Mean of Means	2.52	.31	1.81	4.00

Source: Author's Field Survey

As presented in Table 5, the mean of means of 2.52 suggests a modest level of commitment among the College of Education tutors. In specific terms, continuance commitment (M=2.64, SD=.36) was predominant among the tutors as compared to the other forms of commitment. This was followed by affective commitment (M=2.55, SD=.36). It was, however, found that there was little to no normative commitment among the tutors (M=2.38, SD=.45).

Hypothesis One

H₁₀: Administrative support will not predict the work-commitment of tutors in the colleges of education in the Northern Region.

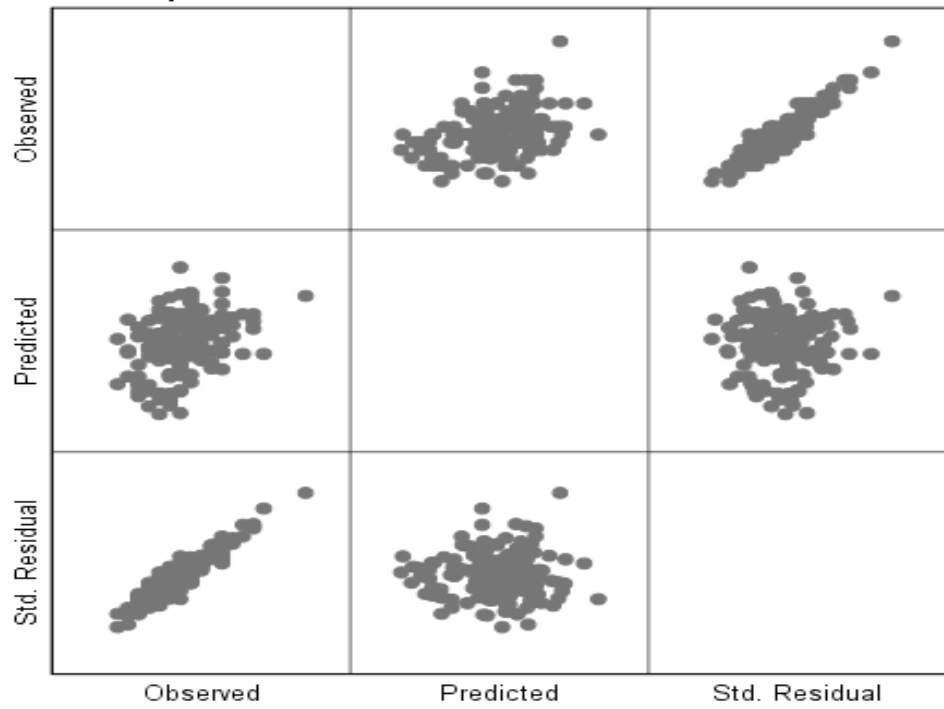
H_{1A}: Administrative support will predict the work-commitment of tutors in the colleges of education in Northern Region

This hypothesis sought to tests whether administrative supports will predict work commitment of CoE tutors. To test this hypothesis, multivariate multiple linear regression was conducted. The administrative support which served as the predictor variables had four dimensions, namely, emotional, appraisal, instrumental, and professional supports. The dependent variable

which was commitment had three sub-dimensions which included affective, continuance and normative. Before conducting the regression analysis, a number of assumptions were tested, which included multivariate normality, autocorrelation, multivariate outliers, and linearity among the criterion variables. The correlation coefficients among the dimensions of the criterion variables ranged between .44 to .59, indicating a moderate level of linearity. The other three assumptions were tested using the residual plots (see Figure 1).

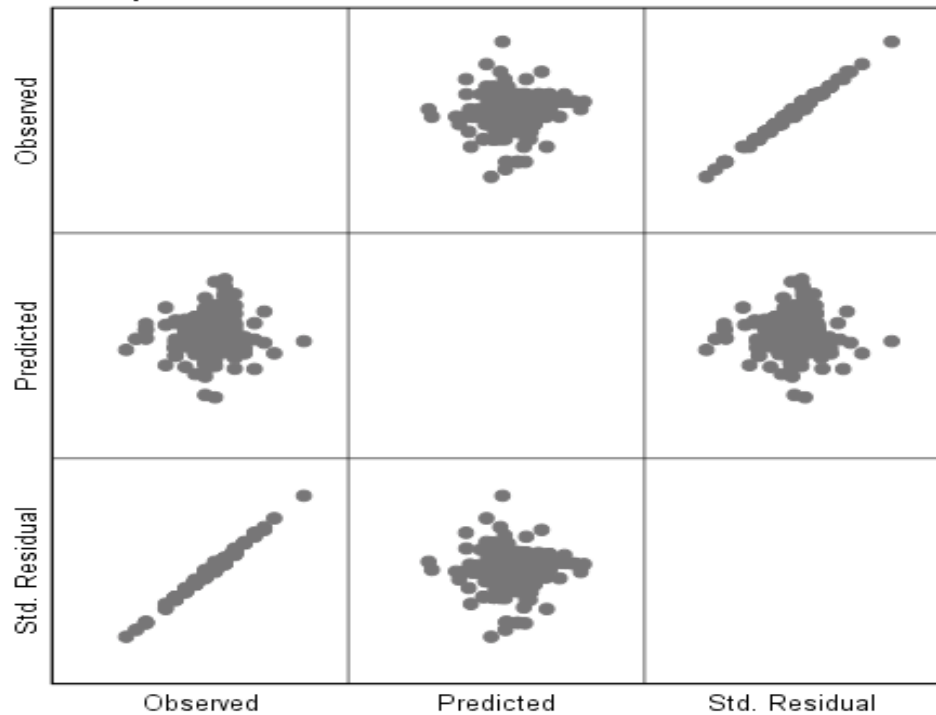
Due to the multiple criterion variables for this particular analysis, a stringent alpha level of was set with the aim of reducing type 1 error to the barest minimum. To do this, the alpha level of .05 was reduced by dividing it by the number of criterion variables which was 4. This produced a new alpha level of .013 which was used to determine whether a result was significant or not. All p-values which were less than .013 were considered as significant whereas p-values which were greater than .013 were considered as not significant.

Dependent Variable: Affective commitment



Model: Intercept + Emotional + Appraisal + Professional

Dependent Variable: Continaunce commitment



Model: Intercept + Emotional + Appraisal + Professional

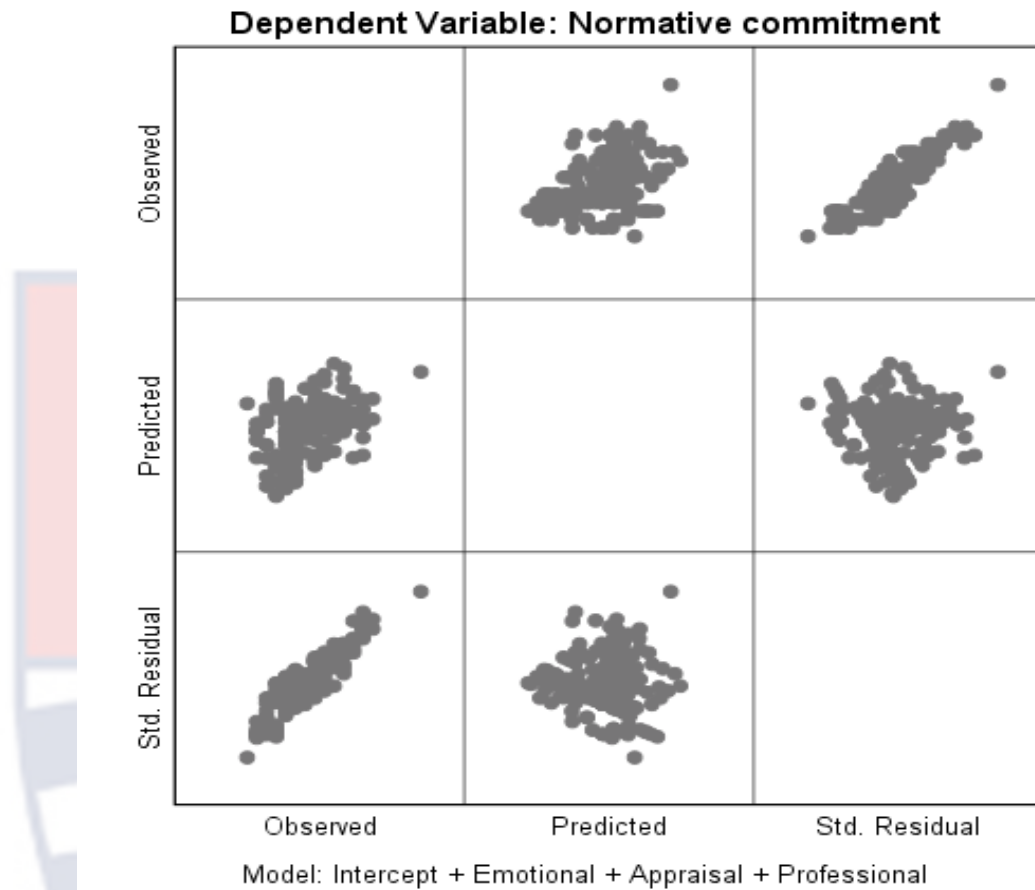


Figure 1- Residual Plots for the Dimensions of Commitment

The residual plots, as shown in Figure 1, showed that the majority of the data points for each variable were clustered in the middle of the cell and this assured some level of normality and autocorrelation. With respect to outliers, only few outliers were observed in the graph. The presence of this few outliers has little or no effect on the results.

Table 6 presented the results of the multivariate multiple regression analysis on how administrative support predicts work commitment of tutors in the Colleges of Education.

Table 6- Prediction of Administrative Support on Work Commitment of Tutors in Colleges of Education

Dependent Variable	Parameter	B	Std. Error	T	Sig.
Affective commitment	Intercept	2.262	.206	10.956	.000
	Emotional	-.027	.047	-.578	.564
	Appraisal	.484	.093	5.183	.000*
	Instrumental	.225	.080	2.825	.005*
	Professional	-.114	.062	-1.831	.069
Continuance commitment	Intercept	2.738	.213	12.838	.000
	Emotional	-.035	.048	-.728	.468
	Appraisal	.255	.096	2.645	.009*
	Instrumental	.314	.082	3.819	.000*
	Professional	.061	.064	.958	.339
Normative commitment	Intercept	1.655	.247	6.696	.000
	Emotional	.000	.056	.008	.993
	Appraisal	.802	.112	7.171	.000*
	Instrumental	.414	.095	4.348	.000*
	Professional	-.109	.074	-1.470	.143

*significant at $p < .013$

Source: Author's Field Survey

The results, as shown in Table 5, showed that appraisal support [$b=.484$, $t=5.183$, $p<.001$] and instrumental support [$b=.225$, $t=2.825$, $p=.005$] significantly and positively predicted affective commitment, indicating that tutors who received high levels of appraisal and instrumental supports from their principals were more likely to have high levels of affective

commitment. Emotional and professional supports did not significantly predict affective commitment.

The results again, revealed that appraisal support [$b=.255$, $t=2.645$, $p=.009$] and instrumental support [$b=.314$, $t=3.819$, $p<.001$] predicted continuance commitment (see Table 6). Two of the predictors (emotional support and professional support) did not predict continuance commitment. Further, the results (in Table 6) revealed that appraisal support, [$b=.802$, $t=2.645$, $p<.001$] and instrumental support [$b=.255$, $t=2.645$, $p<.001$] predicted normative commitment. Also, emotional and professional supports did not predict continuance commitment.

Hypothesis Two

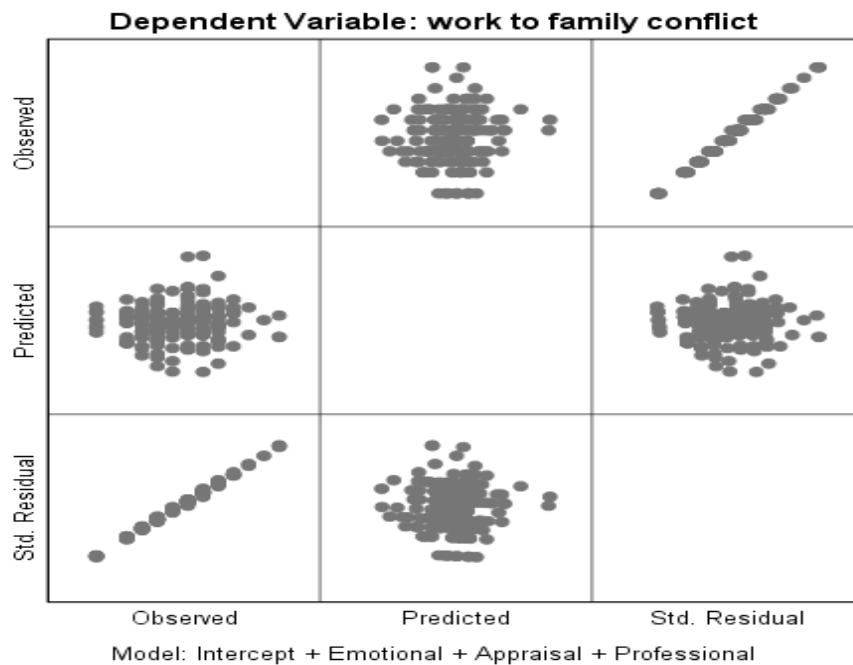
H₂₀: Administrative support will not predict work-family conflict of tutors in the colleges of education in the Northern Region.

H_{2A}: Administrative support will predict work-family conflict of tutors in the colleges of education in the Northern Region.

This hypothesis sought to tests whether administrative supports predicted work-family conflict of College of Education (CoE) tutors. Multivariate multiple linear regression was used to test this hypothesis. The predictor variable for this study was the level of emotional, evaluative, instrumental, and professional assistance received by the administrative staff. Job-family conflict has two sub-dimensions: conflict with one's own family and disagreement with one's own family's work. The following hypotheses were verified before beginning the regression analysis: multivariate normality, autocorrelation, multivariate outliers, and linearity among the criterion variables. The correlation coefficients among the dimensions of the criterion

variables ranged between .52 to .68, indicating a moderate level of linearity. The other three assumptions were tested using the residual plots (see Figure 2).

A stringent alpha level of was set with the aim of reducing type 1 error to the barest minimum. This was due to the multiple criterion variables for used for this particular analysis. The alpha level of .05 was reduced by diving it by the number of criterion variables which was 2 (i.e., work to family and family to work). This produced a new alpha level of .025 which was used to determine whether a result was significant or not. Probability values which were less than .025 were considered as significant whereas probability values which were greater than .025 were considered as not significant.



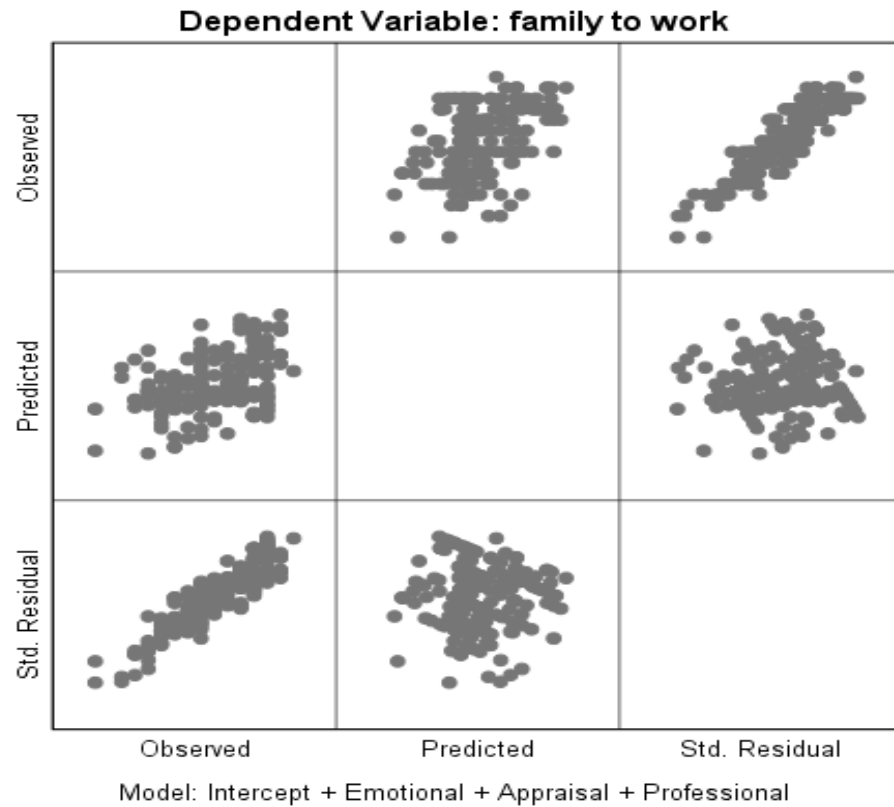


Figure 2- Residual Plots for Work-family Conflict with Administrative Support

as presented in Figure 2, the residual plots displayed showed that the majority of the data points for each variable are clustered in the middle of the cell and this assured some level of normality and autocorrelation. Concerning multivariate outliers, there were no obvious outliers detected and thus, signaling no violation of the multivariate outlier assumption.

Once the assumptions were satisfied, the multivariate multiple regression analysis was conducted. Table 7 presents the details of the results.

Table 7- Influence of Administrative Support on Work-Family Conflict of Tutors

Dependent Variable	Parameter	B	Std. Error	T	Sig.
Work to family conflict	Intercept	2.623	.297	8.829	.000
	Emotional	.033	.067	.497	.620
	Appraisal	.077	.134	.575	.566
	Instrumental	-.048	.115	-.417	.677
	Professional	-.052	.089	-.582	.562
Family to work conflict	Intercept	4.021	.359	11.210	.000
	Emotional	.020	.081	.243	.808
	Appraisal	-.314	.162	-1.936	.054
	Instrumental	-.321	.138	-2.318	.022*
	Professional	.150	.108	1.387	.167

*significant at $p < .022$

Source: Author's Field Survey

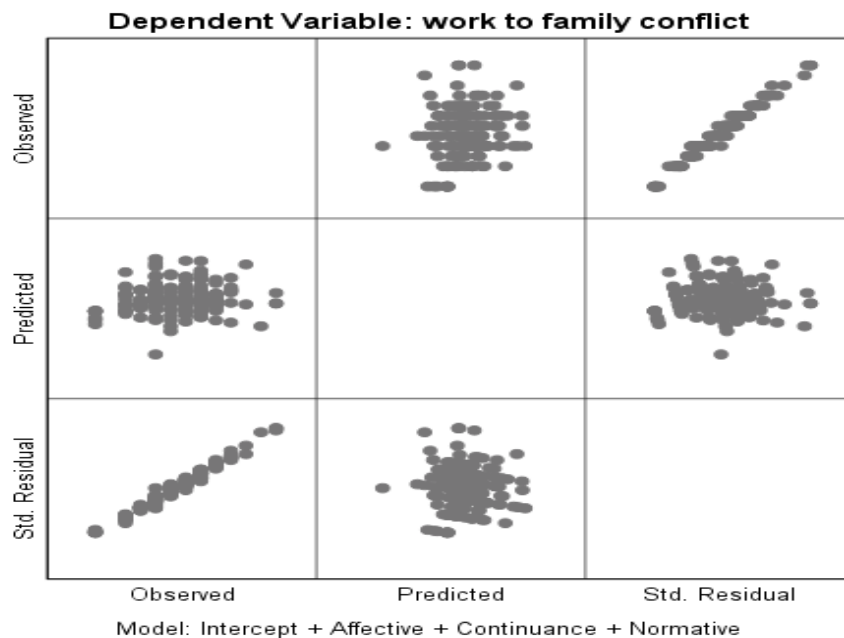
The results, as shown in Table 7, revealed that none of the dimensions of administrative supports (i.e., emotional, appraisal, instrumental, and professional support) predicted work to family conflict. Instrumental support received by the CoE tutors from their principals predicted family to work conflict, $b = -.321$, $t = -2.318$, $p = .022$. This suggested that the more CoE tutors received instrumental support from their principals, the less conflict they faced with family roles conflicting work activities. However, Emotional, appraisal and professional supports did not predict family to work conflicts of CoE tutors.

Hypothesis Three

H₃₀: Work-family conflict will not predict work-commitment of tutors in the colleges of education in the northern region

H₃₁: Work-family conflict will predict work-commitment of tutors in the colleges of education in the northern region

The focus of this hypothesis was to test whether work-family conflict predicted work obligation of CoE tutors. Based on this, a multivariate multiple regression analysis was conducted using work to family conflict, and family to work conflict as the criterion variables and affective, continuance, and normative commitment as the predictors. The multivariate outliers, autocorrelation and normality assumptions were tested before the analysis was conducted.



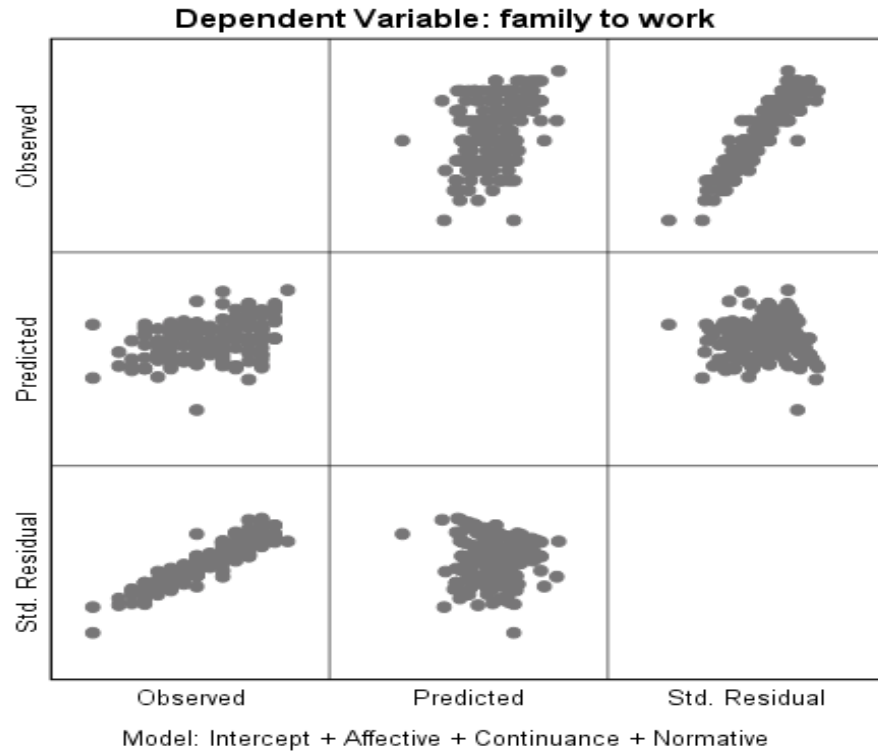


Figure 3- Residual Plots for the Work-family Conflict with Commitment

The residual plots, as displayed in Figure 3, showed that there were outliers present in the data but they were relatively few of them. This is unlikely to influence the results. Also, the majority of the data points were clustered in the center of the cell. This implies that the multivariate normality and autocorrelation assumptions were not violated. Therefore, the multivariate multiple regression analysis.

A stringent alpha level of was set with the aim of reducing type 1 error to the barest minimum. This was due to the multiple criterion variables used for this particular analysis. The alpha level of .05 was reduced by dividing it by the number of criterion variables which was 2 (i.e., work to family and family to work). This produced a new alpha level of .025 which was used to determine whether a result was significant or not. Probability values which were less than .025 were considered as significant whereas probability values

which were greater than .025 were considered as not significant. Table 8 presents the details of the regression analysis.

Table 8- Influence of Work-Family Conflict and Work Commitment of Tutors

Dependent Variable	Parameter	B	Std. Error	T	Sig.
Work to family conflict	Intercept	2.879	.308	9.353	.000
	Affective	-.212	.111	-1.911	.058
	Continuance	.051	.109	.469	.640
	Normative	.072	.091	.795	.428
Family to work conflict	Intercept	2.044	.383	5.332	.000
	Affective	-.098	.138	-.712	.477
	Continuance	-.730	.136	-5.377	.000*
	Normative	-.402	.113	-3.552	.000*

*significant at $p < .001$

Source: Author's Field Survey

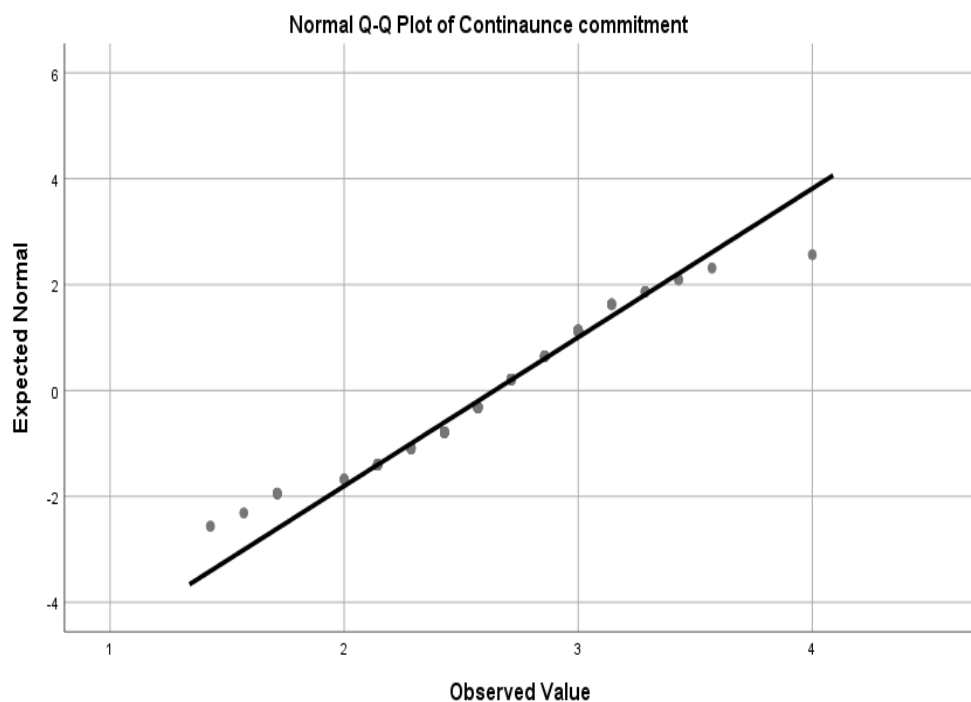
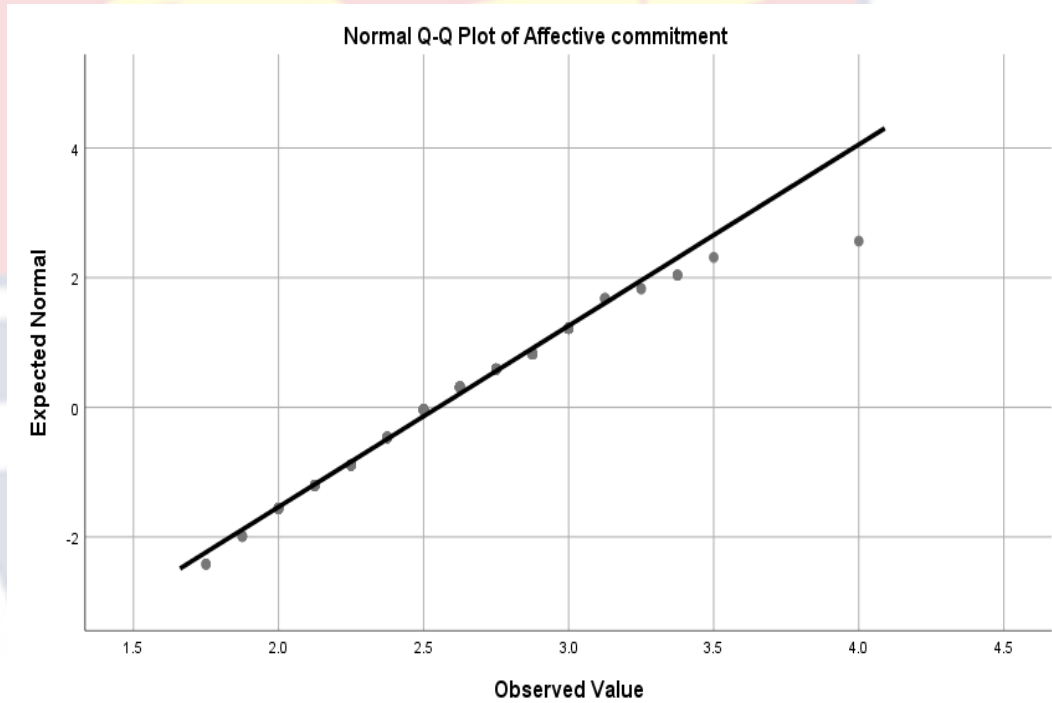
As shown in Table 8, emotional, continuing and normative commitment had no effect on the relationship between work and family conflict. Continuance [$b = -.730$, $t = -5.377$, $p = .001$] and normative commitment [$b = -.402$, $t = -3.552$, $p = .001$] were substantially associated with family-work conflict, but emotional commitment was not.

Hypothesis Four

H₄₀: There is no statistically significant difference between the work-commitment of male and female tutors in the Colleges of Education in the northern region.

H₄₁: There is a statistically significant difference between the work-commitment of male and female tutors of Colleges of Education in the northern region.

Gender variations in degrees of job dedication were evaluated to see whether there were any. Analyses of variance (MANOVA) were used to test this hypothesis. Males and females were categorical variables and the degree of commitment had three levels: emotional, continuous, and normative. The first step was to do a normalcy test, and then an equality test using a box matrices.



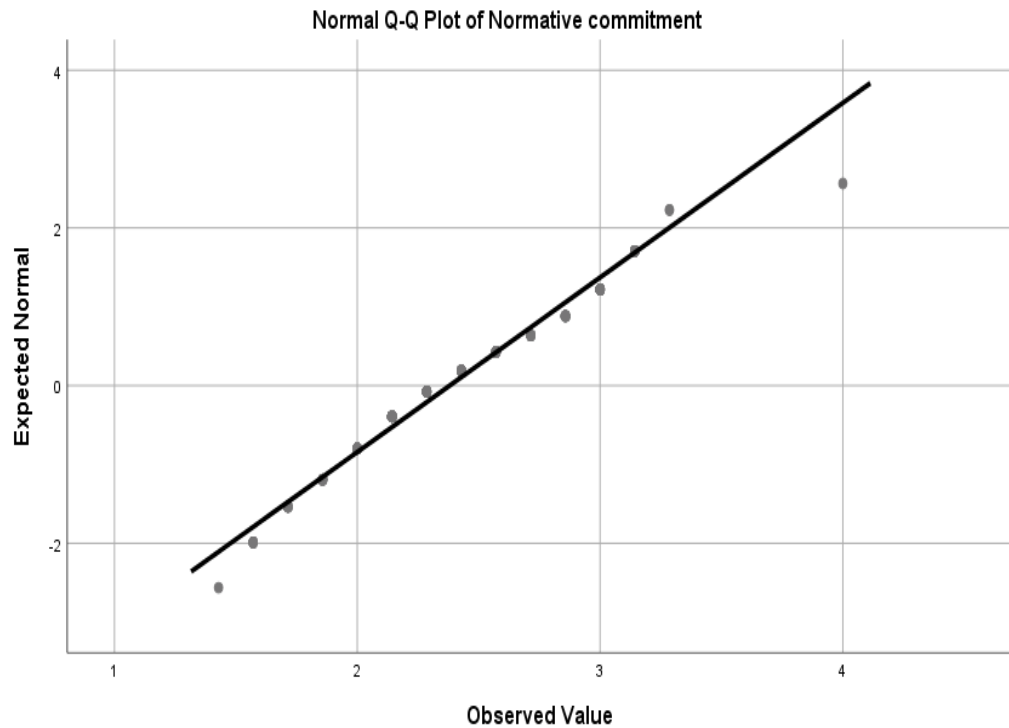


Figure 4- Q-Q Plot for Normality Test

The normality plot showed that the normality assumption was satisfied. For all the dimensions of the criterion variable were closer to the regression line. Because the normality test has been satisfied the test was conducted. Table 9 presents the multivariate results and Table 9 highlights the univariate results.

Table 9- Multivariate Tests and Box Test of Equality of Covariance MTRIX

Effect	Value	F	df 1	df 2	Sig.
Intercept	.983	3727.026 ^b	3	188	.000
Gender	.006	.378 ^b	3	188	.769
Box's Test of Equality of Covariance Matrices					
Box's M	19.029				
F	3.091				
df1	6				
df2	44915.376				
Sig.	.005				

Source: Author's Field Survey

As presented in Table 9, the results show that the box test of equality of covariance matrices was violated, $F(6, 44915)=3.091, p=.005$. As a result, the Pillar's Trace estimates were presented. The multivariate results in Table 9 revealed a non-significant difference between male and female CoE tutors with respect to their commitment level, $F(3, 188)=.378, p=.769$.

Table 10- Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	Affective commitment	933.201	1	933.201	7285.142	.000
	Continuance commitment	999.791	1	999.791	7868.886	.000
	Normative commitment	816.486	1	816.486	3999.013	.000
Gender	Affective commitment	.101	1	.101	.789	.376
	Continuance commitment	.063	1	.063	.499	.481
	Normative commitment	.160	1	.160	.782	.378
Error	Affective commitment	24.338	190	.128		
	Continuance commitment	24.141	190	.127		
	Normative commitment	38.793	190	.204		
Total	Affective commitment	1273.047	192			
	Continuance commitment	1365.265	192			
	Normative commitment	1127.388	192			

Source: Author's Field Survey

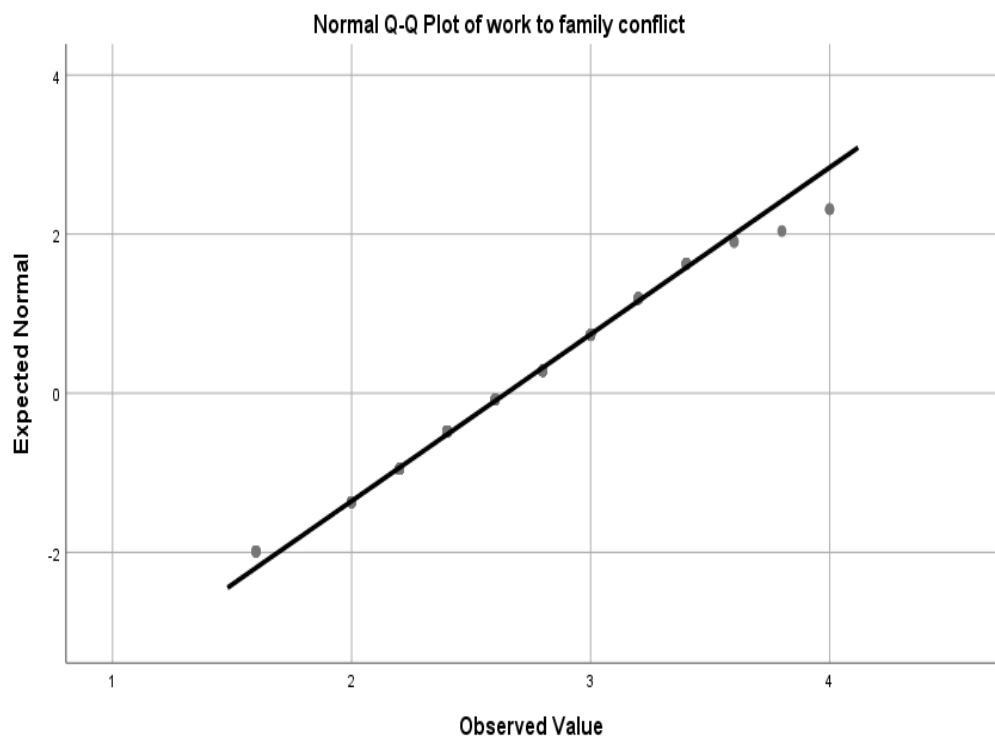
The results in Table 10 show that male and female CoE tutors did not differ on any of the dimensions of commitment. That is, both male and female tutors had the same levels of affective, continuance, and normative commitments.

Hypothesis Five

H₅₀: There is no statistically significant difference between the work-family conflict of male and female tutors in the Colleges of Education in the northern region.

H₅₁: There is a statistically significant difference between the work-family conflict of male and female tutors in the Colleges of Education in the northern region.

This hypothesis was tested to determine whether male and female tutors differed on work-family conflicts. To test this hypothesis, a one-way multivariate analysis of variance (MANOVA) was used. The categorical variable was gender whereas commitment had three levels: affective, continuance, and normative. The normality test was conducted followed by the box's test of equality of covariance matrices.



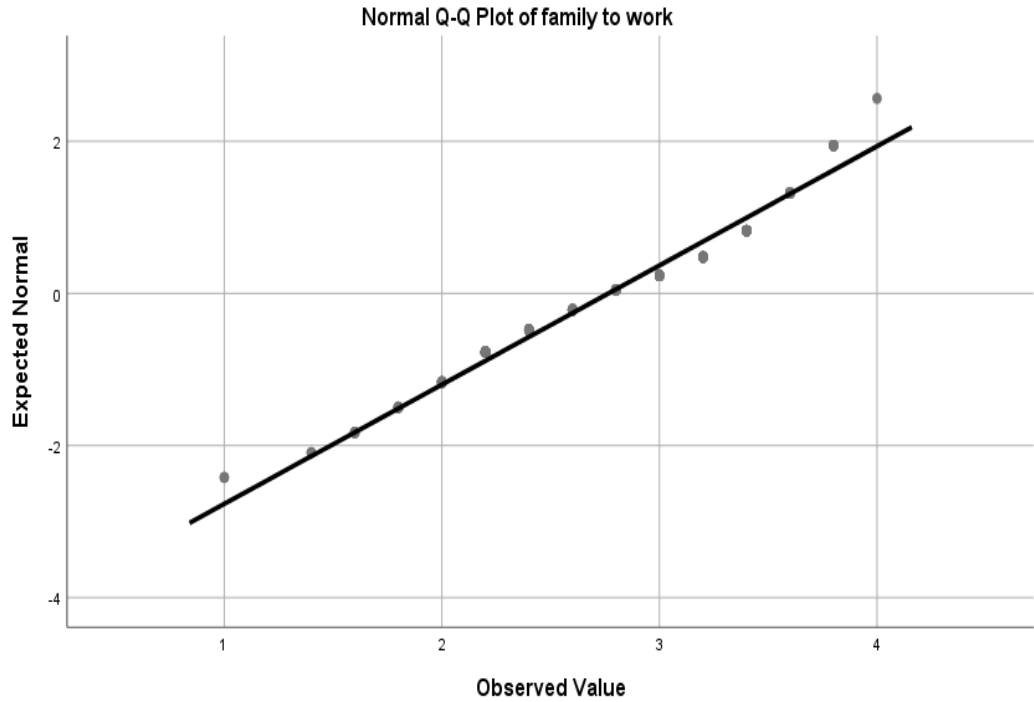


Figure 5- Normal Q-Q Plot for Work-Family Conflict

The normality plot showed that the normality assumption was satisfied. For all the dimensions of the criterion variable were closer to the regression line. Because the normality test has been satisfied the test was conducted. Table 10 presents the multivariate results and Table 11 highlights the univariate results.

Table 11- Multivariate Test and Box Test Assumption

Effect	Value	F	df 1	df 2	Sig.
Intercept	.028	3268.170 ^b	2	189	.000
Gender	.995	.488 ^b	2	189	.614
Box's Test of Equality of Covariance Matrices					
Box's M	2.745				
F	.900				
df1	3				
df2	117276.664				
Sig.	.440				

Source: Author's Field Survey

As presented in Table 11, the results showed that the box test of equality of covariance matrices was not violated, $F(3, 117276) = .900, p = .440$. As a result, the Wilk's Lambda estimates were presented. The multivariate results in Table 8 did not reveal a significant difference between male and female CoE tutors with respect to their commitment level, $F(2, 18) = .488, p = .614$.

Table 12- Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Intercept	Work to family conflict	980.68	1	980.68	4306.48	.000
	Family to work conflict	1092.83	1	1092.83	2672.59	.000
Gender	Work to family conflict	.19	1	.19	.84	.361
	Family to work conflict	.04	1	.04	.10	.750
Error	Work to family conflict	43.27	190	.23		
	Family to work conflict	77.69	190	.41		
Total	Work to family conflict	1388.60	192			
	Family to work conflict	1546.280	192			

Source: Author's Field Survey

The results in Table 12 also revealed that male and female CoE tutors did not differ on any of the dimensions of work-family conflict. That is, both male and female tutors had the same levels of conflict, whether family roles conflicting with work or work conflicting with family.

Hypothesis Six

H₀: There is no statistically significant relationship between the number of children and work-family conflict of tutors in the Colleges of Education in the Northern Region.

H₁: There is a statistically significant relationship between the number of children and work-family conflict of tutors in the Colleges of Education in the Northern Region.

This hypothesis sought to tests whether the number of children in a family predicted work-family conflict of CoE tutors. To test this hypothesis, multivariate linear regression was conducted. The number of children served as the predictor variable. The dependent variable which was work-family conflict had two sub-dimensions which included work to family conflict and family to work conflict. Prior to conducting the regression analysis, the following assumptions were tested: multivariate normality, autocorrelation, and multivariate outliers. The three assumptions were tested using the residual plots (see Figure 6).

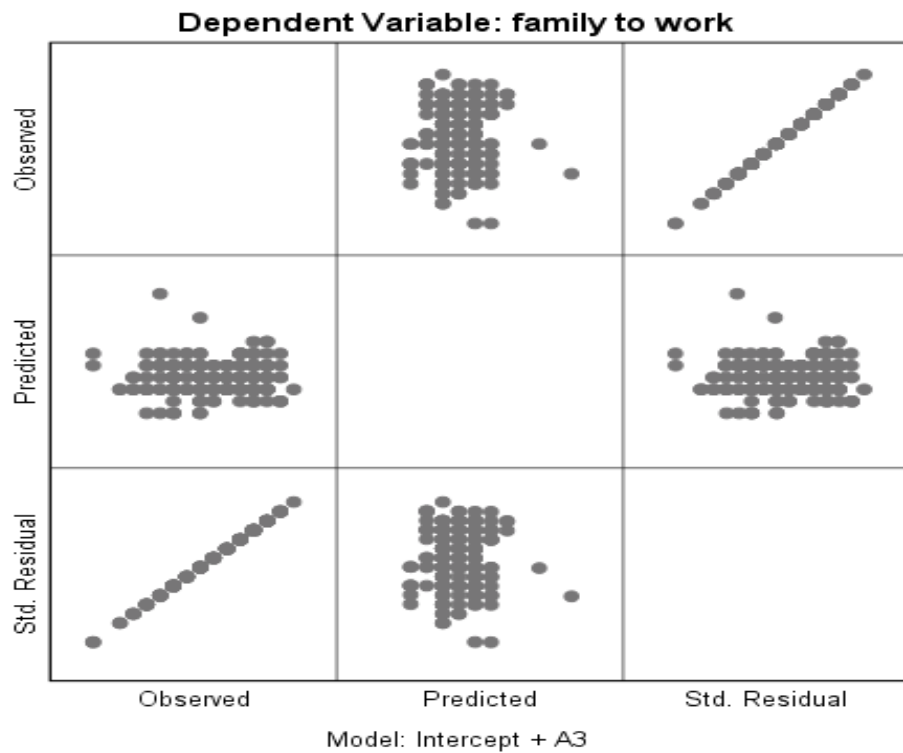
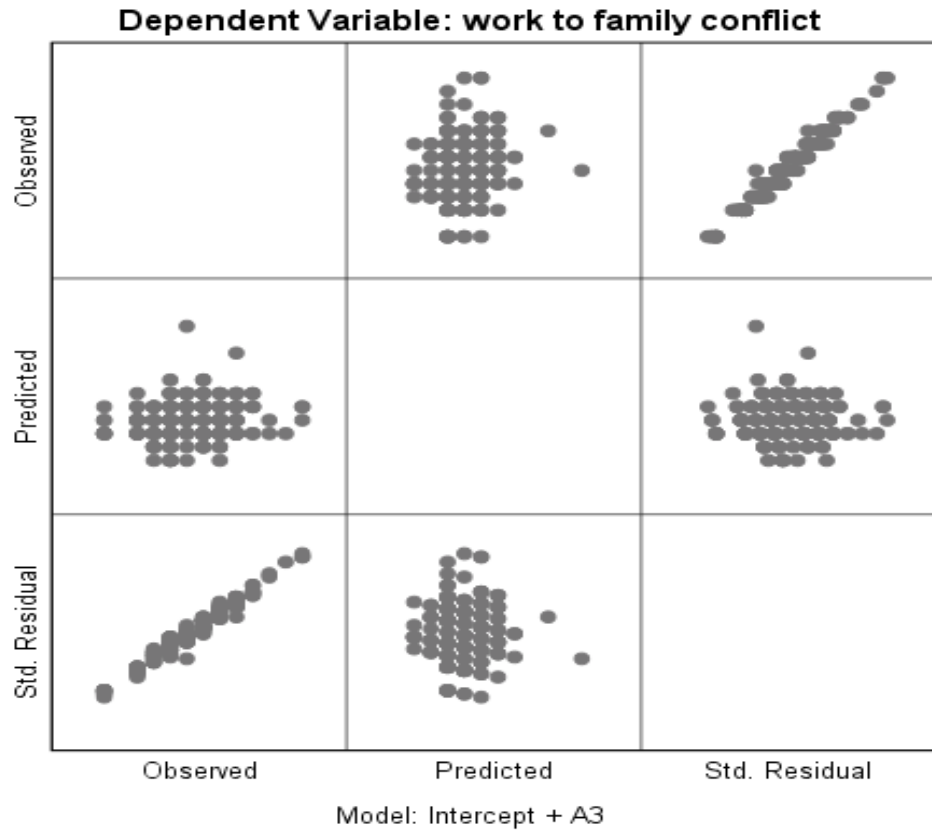


Figure 6- Residual Plot for Work-family Conflict and Number of Children

As presented in Figure 6, the residual plots displayed showed that the majority of the data points for each variable are clustered in the middle of the

cell and this assured some level of normality and autocorrelation. Concerning multivariate outliers, there were no obvious outliers detected and thus, signaling no violation of the multivariate outlier assumption. Once the assumptions were satisfied, the multivariate multiple regression analysis was conducted. Table 12 presents the details of the results.

A stringent alpha level of was set with the aim of reducing type 1 error to the barest minimum. This was due to the multiple criterion variables for used for this particular analysis. The alpha level of .05 was reduced by diving it by the number of criterion variables which was 2 (i.e., work to family and family to work). This produced a new alpha level of .025 which was used to determine whether a result was significant or not. Probability values which were less than .025 were considered as significant whereas probability values which were greater than .025 were considered as not significant.

Table 13- Influence of Number of Children on Work to Family of Tutors

Dependent Variable	Parameter	B	Std. Error	t	Sig.
Work to family conflict	Intercept	2.479	.078	31.779	.000
	Number of children	-.057	.024	-2.388	.018*
Family to work conflict	Intercept	2.756	.106	26.029	.000
	Number of children	.003	.032	.099	.921

*significant at $p < .025$

Source: Author's Field Survey

The results in Table 13 show that the number of children the CoE tutor had significantly predicted the extent of work to family conflict, $b = -.057$, $t = -2.388$, $p = .018$, indicating that the more the children a tutor had the more likely

that there would be a conflict between work to family. The number of children did not significantly predict family to work conflict.

Discussion

In this part, the results of the present research were examined and compared to those of earlier studies. Each conclusion was assessed and its ramifications for current theoretical perspectives as well as its practical applications were also investigated in the course of this study. In accordance with the study objectives and hypotheses, the results were discussed.

The type of administrative support that tutors in the Colleges of Education in the Northern Region receive from their principals

The discoveries of the study discovered that CoE tutors established all the forms of administrative support from their principals in varied degree levels. Comparatively, the tutors received more of professional support ($M=2.94$, $SD=.43$) than any other form of administrative support. Finally, there was an appraisal support ($M=2.74$, $SD=.45$), which was followed by emotional support ($M=2.91$, $SD=.55$). Dankwa (2013) found that educational college principals were typically strong in the utilization of professional assistance such as transformational leadership traits as suggested by tutors, and these findings are in keeping with Dankwa's (2013) findings. A principle might give teachers with professional assistance in the form of instructional leadership, according to Dankwa (2013). Teachers and principals met on a regular basis, and these gatherings were an important part of providing teachers with assistance. Many Ghanaian college teachers have a positive attitude on the effectiveness of principals' professional help, including instructional supervision with regard to techniques, supervisory roles and

obligations and the competencies of the principals themselves. Instructional monitoring was a common sort of assistance given to tutors. Tutors' performance was shown to be increased by a variety of factors in the study's work environment, including the principals' leadership style, staff motivation, working circumstances, instructional oversight, and infrastructure, as reported by Abdul-Rashid (2012).

The nature of work-family conflict among tutors in the colleges of education in the northern region

According to the study's results, CoE instructors encountered both types of bidirectional conflict (i.e., work activities conflicting with family, and family roles conflicting with work). This notwithstanding, conflicts were more prevalent in cases where family roles clashed with work roles ($M=2.77$, $SD=.64$) as compared to work conflicting with family ($M=2.64$, $SD=.48$). The study's results were consistent with Erdamar and Demirel (2014), who found that the most prevalent disagreements between tutors were bi-directional. There was a constant struggle between work and home life for tutors, with problems at home interfering with their ability to sleep, and this created a conflict between tutors' families and their jobs. Again, these results are in line with those of Cinamon and Rich (2005), who investigated the nature of tutors' work-family conflict and found that tutors placed equal value on their personal and professional responsibilities. Thus, conflicts emanate from both domains. On the contrary, the findings of the study were not in agreement with the study by Nywaledzighor (2013) who suggested that tutors face work-family conflict only and as such the conflict faced by tutors is not bi-directional. Again, the findings of the study were not in agreement with Lim, Lim, Ng and Tan

(2019) whose study reported that family-work conflict among tutors stemmed from one directional only rather than being bi-directional.

The Work commitment level of tutors in the Colleges of Education in the Northern Region

The findings of the study revealed that continuance commitment ($M=2.64$, $SD=.36$) was predominant among the CoE tutors. This was followed by affective commitment ($M=2.55$, $SD=.36$). It was, however, found that there was little to no normative commitment among the CoE tutors ($M=2.38$, $SD=.45$). This finding is in agreement with Danku (2021) who also found that tutors had high continuance commitment towards their institutions. The findings also corroborate that of Annan and Nunoo (2018) who revealed that affective commitment was a type of work commitment dimension present among tutors. Again, the study findings were in line with Shamma (2018) who concluded that tutors who belong to their schools were very committed, and made all they could in order to achieve the school goals. Thus, there was a high degree in the level of the organizational commitment among tutors.

Administrative support and work-commitment of tutors in the Colleges of Education

Results showed that teachers who got a lot of praise and support from their principals had higher levels of affective and continued dedication than those who didn't get it. Cancio, Albrecht, and Johns (2013) also found that administrative support significantly correlated with continued commitment among tutors, such as the intent to stay in the field, extent of support and opportunities for growth, appreciation and trust, job satisfaction and positive views of their school. This study corroborated these findings. Furthermore, the

study's results were in accordance with those of Kiral (2020), as both research revealed that tutors' emotive commitment was the most powerful kind of administrative assistance.

The findings of the study were further in line with Cancio, Albrecht and Johns (2013) who also found in their study that specific administrative behaviours influenced work commitment of teachers, especially continuance commitment.

Administrative support and work-family conflict of tutors in the colleges of education in the Northern Region

The findings of the study revealed that none of the dimensions of administrative support (i.e., emotional, appraisal, instrumental, and professional supports) significantly predicted work to family conflicts. Kubayi's research demonstrated a substantial negative link between work–family conflict and organizational support, which was not the case in our study. There was a correlation between the variables, indicating there was a connection. As previously stated, the results of this research were not in agreement with the findings of Bell, Rajendran & Theiler (2012), who found that academics' work-life balance was negatively correlated with their perceptions of workplace stress (threat or pressure-type stressors). According to Akram (2020), work-family conflict and psychological well-being were both significantly associated with job demands and social support. However, the outcomes of this research did not coincide with Akram (2020). Work-family conflict was also positively correlated with the following factors: learning needs, work schedules, and workload pressure (2020).

Work-family conflict and work-commitment of tutors in the Colleges of Education in Northern Region

The finding of the study revealed that affective, continuance, and normative commitment did not predict work to family conflict. According to Ahmad (2016), instructors who experienced work-family conflict remained loyal to their organizations despite the difficulties they faced. Thus, a negative relationship between the variables was observed. However, the finding of this study was in contradiction to Nicoli (2013) whose study revealed that commitment significantly predicted work-family conflict as the path occurring from affective commitment to the turnover intentions was negative and quite strong. Although the findings of this study were in direct conflict with those from Panatik et al. (2012), it should be noted that work family conflict was found to predict stress reactions including behavioral, somatic, and cognitive stress, job satisfaction, affective commitment, and intention to leave the company.

Work-commitment of male and female tutors in the colleges of education in the northern region

The findings of the study revealed that male and female CoE tutors did not differ on any of the dimensions of commitment. Male and female instructors showed the same amount of commitments in terms of emotional, continuing, and normative aspects of their work. Amos, Acquah, Antwi, and Adzifome (2015) similarly found no significant sex difference in work satisfaction and organizational commitment among male and female professors, and their results corroborated these findings. On the other hand, the study findings were not in agreement with Aydin, Sarier, and Uysal (2011) as

they concluded in their study that male employees in their study showed slightly greater organizational commitment than females. Thus, males may not leave their organizations as compared to females. Again, the study findings were not in agreement with Female teachers had higher levels of organizational citizenship behavior than male instructors when they had a high degree of organizational commitment, according to Aftab, Ali Shah, and Khan (2020).

Work-family conflict of male and female tutors in the Colleges of Education in the Northern Region

According to the data, there were no differences between male and female CoE instructors in terms of work-family conflict. To put it another way, both male and female tutors had the similar degrees of tension when it came to balancing their job and home lives. According to Erdamar and Demirel (2014), women instructors had a higher rate of work-family conflict than their male counterparts. According to their findings, males were supposed to work and earn money while women were expected to conduct housework and care for children. According to Richter and Näswall, Lindfors and Sverke (2015), work-family conflict was impacted by gender since men were more likely to suffer from job instability than women. However, the results of the present research were not in accordance with this conclusion. Also, the results of the research were in conflict with Sousa, Kuschel, Brito, and Gonçalves (2018), who found that women had the greatest remorse, loss, and difficulty managing family and work as opposed to their male counterparts.

Number of children and work-family conflict of tutors in the Colleges of Education in the Northern Region

Researchers found that CoE instructors who have more children had an increased risk of work-family conflict; the more children they have, the more likely their professional and personal life would come into conflict. Research by Muasya (2020) indicated that while the work-family conflict was universal, cultural and socioeconomic elements likely affected the nature and effect of stress. The study's results are in accordance with those of Muasya (2020). One of the most important stressors that predicted WFC was the number of children in a household. Researchers observed that instructors who were emotionally weary when working at home had poorer levels of satisfaction with their jobs and were more nervous and demotivated, findings that are in line with Kara, Günes and Tüysüzer's findings from the year 2021. When caring for multiple children at home, working mothers suffer work-family conflict or family-work conflict or perhaps both, according to Ajala (2017)'s findings. This is because their time and energy must be divided between the two domains of their existence.

Chapter Summary

An investigation into how administrative support and family conflict affect the job commitment of college tutors in the Northern Region was the primary goal. The survey found that the Colleges of Education's principals provided all administrative assistance to their faculty members, regardless of their degree. Bi-directional tensions were also encountered by the tutors (i.e., work activities conflicting with family, and family roles conflicting with work). Moreover, the instructors showed a high level of dedication to

maintaining the program. Affective, continual, and normative commitments were similarly shown to have no effect on work-family conflict. Male and female tutors did not vary on any of the aspects of commitment or conflict between job and family. The more children tutors had, the more likely they were to face work-family conflict.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Overview of the study

Teachers at Northern-regional Colleges of Education were studied to see whether administrative support and work-family conflict affected their work-commitment. The study's objectives guided the formulation of research questions and hypotheses. The study relied on descriptive surveys, particularly cross-sectional ones. Tutors at the four northern Ghanaian institutes of education were among the 194 people who participated in the survey. Bagabaga College of Education, Tamale College of Education, E P College of Education, Bimbilla, and St. Vincent College of Education, Yendi were the institutions of education used in the study. Respondents' work-family conflict was measured using the Work-Family Conflict Scale (WAFCS) created by Haslam, Filus, Morawska, Sanders, and Fletcher (2014). With a reliability value of 0.84, the Allen-Mayer (1990) Job-Commitment scale was modified to measure tutors' work commitment, and the Principal Assistance Scale (PSS) was selected to measure administrative support with a reliability coefficient of 0.77. For the first three study questions, means and standard deviations were used to analyze the data. Multivariate multiple regression was used to assess hypotheses 1, 2, and 3. One-way MANOVA was used to test hypotheses 4 and 5. Multivariate linear regression was used to test hypothesis 6.

Summary of Key findings

The following key findings emerged from the study:

1. CoE tutors received varied degree levels of administrative support from their principals.

2. CoE tutors experienced both bi-directional forms of conflicts (i.e., work activities conflicting with family, and family roles conflicting with work).
3. Continuance commitment was predominant among the CoE tutors as compared to the other forms of commitment. It was followed by affective commitment. It was, however, found that there was little or no normative commitment among the CoE tutors.
4. Tutors who received high levels of appraisal and instrumental support from their principals were more likely to have high levels of affective commitment.
5. The more CoE tutors received instrumental support from their principals, the less conflict they faced with family roles conflicting with their work activities.
6. It was revealed that affective, continuance, and normative commitment did not predict work to family conflict.
7. Male and female CoE tutors did not differ on any of the dimensions of commitment. That is, both male and female tutors had the same levels of affective, continuance, and normative commitments.
8. Male and female CoE tutors did not differ on any of the dimensions of work-family conflict. That is, both male and female tutors had the same levels of conflict, whether family roles conflicting with work or work activities conflicting with family.
9. It was also found that the more the children tutors had, the more likely they experienced work to family conflict.

Conclusions

From the findings, it can be concluded that teachers who received adequate support from principals were able to work with full commitment at the workplace. Again, when principals offered appraisal and instrumental support as a form of professional support to tutors, tutors developed continuance commitment towards the institution.

It can also be concluded that male and female tutors did not differ in terms of commitment and as such, both of them need to be given full support instead of focusing on only one gender as having a lower level of commitment. Again, male and female tutors also did not differ when it comes to work-family conflict.

It is further concluded that larger number of children among households was found to predict work-family conflict and this could have resulted from the stressful nature in handling the large numbers of children.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The Ministry of Education, Ghana (MoE), Ghana Education Service (GES) and other stakeholders as part of their workshops and seminars should inform tutors and principals on how work-family conflict (WFC) affects tutors' commitment (TC) based on the finding that more support from administrators reduce the effect of Work-Family conflict on tutors.
2. The Ministry of Education, Ghana (MoE), Ghana Education Service (GES) and other stakeholders should be encouraged to help improve teacher's devotion and commitment through workshops as the study reported no or little normative commitment among tutors.

3. Principals of the Colleges of Education should continue to extend the needed administrative support especially professional support to the tutors under their supervision.
4. Tutors with many children should be supported by administrators as the number of children that they have impacts on their work-family conflict.

Suggestions for Further Research

1. It is suggested that future studies adopt a mixed approach to get more detailed and rich information emanating from the internal frame of reference among tutors.
2. Future studies should be replicated, conducted or done in other Colleges of Educations in Ghana to find out whether the results are consistent at other Colleges of Education.
3. Further studies in this area should involve principals as part of the study sample in addition to tutors so as to unearth principals' responses towards work-family conflict and work commitment.

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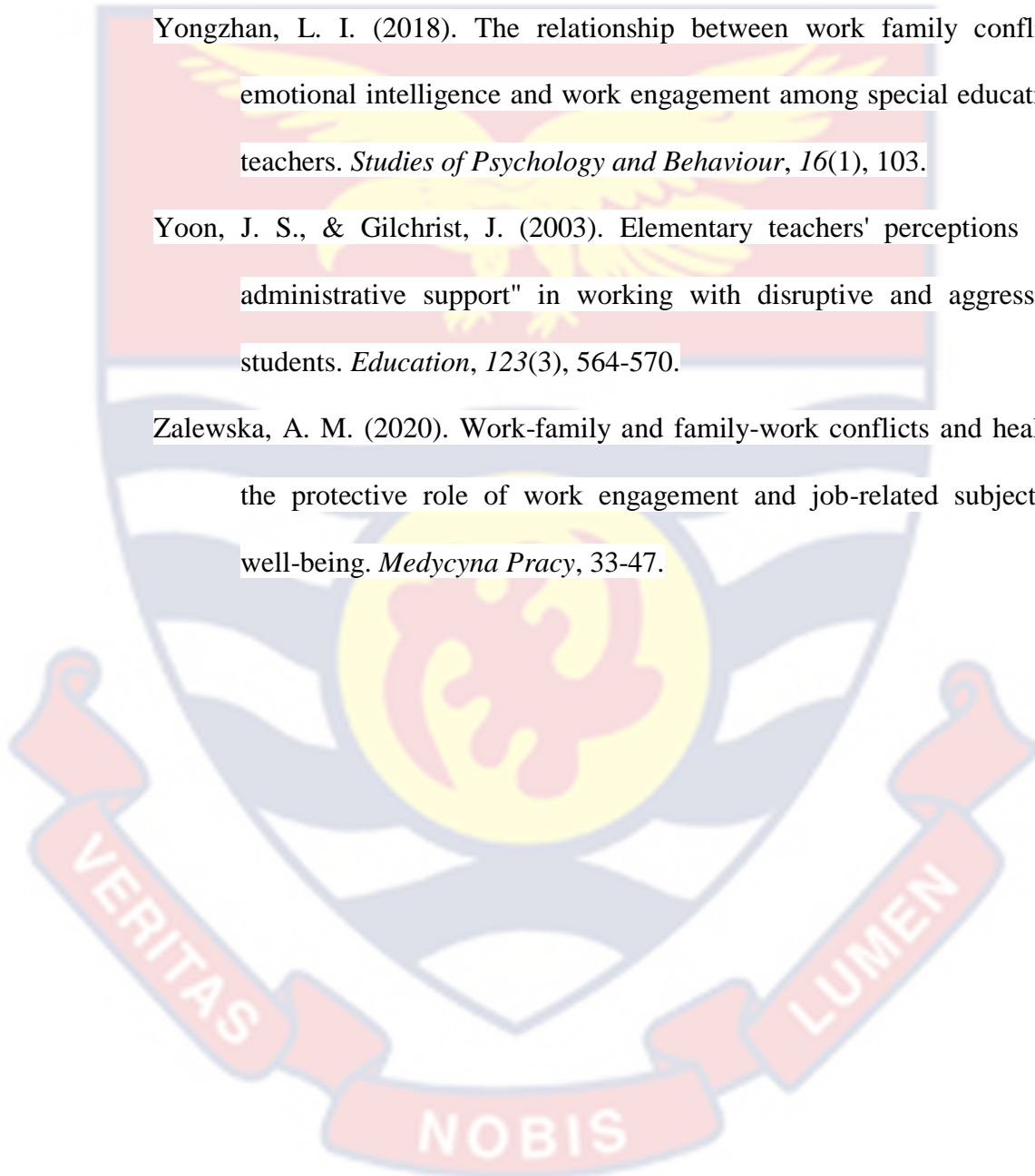
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APPENDICES**APPENDIX A****QUESTIONNAIRE FOR RESPONDENTS**

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE FOR RESPONDENTS

Dear respondent

The purpose of the study is to examine the relationship between work-family conflict and work-commitment of tutors in the colleges of education in the Northern Region. Any information you provide is purely for academic purpose, and will not be disclosed nor held against you. Participation in this Study is voluntary. Thank you. Provide response to each of the following items

SECTION A.**DEMOGRAPHIC CHARACTERISTICS.**

Please tick [V] your response.

1. Sex: male [] female []
2. Marital status: Single [] married [] divorce []
3. Number of children -----
4. Years of teaching experience: 1 - 5 [] 6 - 10 [] 11 - 15 [] 16 above []
5. Name of College-----

SECTION B

WORK-FAMILY CONFLICT

This section has to do with statements concerning work-family conflict and work commitment of tutors on a Likert Scale, to each of the statement, indicate by ticking [V] the level to which you agree.

Strongly disagree -1

Disagree -2

Agree -3

Strongly agree -4

		SD	D	A	SA
6	My work as a tutor keeps me from spending quality time with my family				
7	At the end of the day, there is no time left to do the thing I want at home				
8	I often teach outside the teaching hours to complete my task				
9	My family is missing because of my commitment to teaching				
10	I typically meet teaching commitment first when teaching and family responsibility crash				

11	I am often distracted by feelings about my				
12	My teaching output is influenced by my personal				
13	My family commitment keeps me from spending as much time on teaching as I want				
14	It is hard to concentrate on teaching because my family responsibilities are so exhausted				
15	I wouldn't be as stressed and irritable at work if I could relax more at home				

16	I'm very happy to be with my college of education for the rest of my career				
17	I really feel like the problem with this college of education is my own.				
18	I enjoy discussing my college of education with people outside it				
19	I think that I could easily become as attached to another college of education as I am to this one				
20	I do not feel like 'part of the family' at my college of education				
21	I don't feel emotionally tied to this college of				-----
22	this college of education have a great deal of personal meaning for me				
23	I do not feel a strong sense of belonging to my college of education				
24	I'm not afraid of what could happen if I leave my job without another one.	SD	D	A	SA
25	If I want to leave my College of Education now. It's going to be very difficult for me.				
26	Too much would be disturbed in my life if I decided to leave my college of education now				
27	It wouldn't be too costly for me to leave my college of education now				
	Right now, staying with my college of education is a matter of necessity as much as desire.				
29	I feel I have too few possibilities to consider leaving the college of education				
30	One of the few significant consequences of leaving this College of Education would be the lack of alternatives available				

31	I think that people are moving from College of Education to College of Education too often				
32	I do not believe that a person must always be loyal to his/her college of education				
33	I don't think it's moral to move from college of education to college of education				
34	one of the main reason I continue to work for this college of education is because I believe that loyalty is important and therefore feel a sense of				
35	If I get another offer for a better work somewhere I would not believe it was right to leave my College				
36	Thing were better in the days when people stayed with one College of Education for most of their				
37	I was taught to believe in the value of being loyal to one College of Education				

SECTION D ADMINISTRATIVE SUPPORT:

The section consists of items concerning administrative support for tutors, please indicate by ticking [V] the level to which you agree with each statement.

Strongly disagree -1

Disagree -2

Agree -3

Strongly agree -4



	Emotional Support	SD	D	A	SA .
38	My principal gives me a sense of importance that I make a difference				
39	My principal supports my decisions				
40	My principal trusts my judgment in making classroom decisions				
41	My principal shows confidence in my actions.				
42	My principal provides adequate planning time				
43	My principal provides time for various nonteaching responsibilities				
44	My principal provides extra assistance with 1 become overloaded.				
45	My principal equally distributes resources and unpopular chores.				
46	My principal gives me undivided attention when I am talking				
47	My principal is honest and straightforward with the staff				
48	My principal provides opportunities for me to grow professionally				
49	My principal encourages professional growth				
50	My principal offers constructive feedback after observing my teaching				
51	My principal provides frequent feedback about my performance				
52	My principal helps me evaluate my needs.				
53	My principal provides suggestions for me to improve instruction.				





