

UNIVERSITY OF CAPE COAST

INFLUENCE OF WORK-FAMILY CONFLICT AND JOB
CHARACTERISTICS ON LIFE SATISFACTION AMONG FEMALE
TUTORS AT COLLEGES OF EDUCATION: MODERATING ROLE OF

SOCIAL SUPPORT

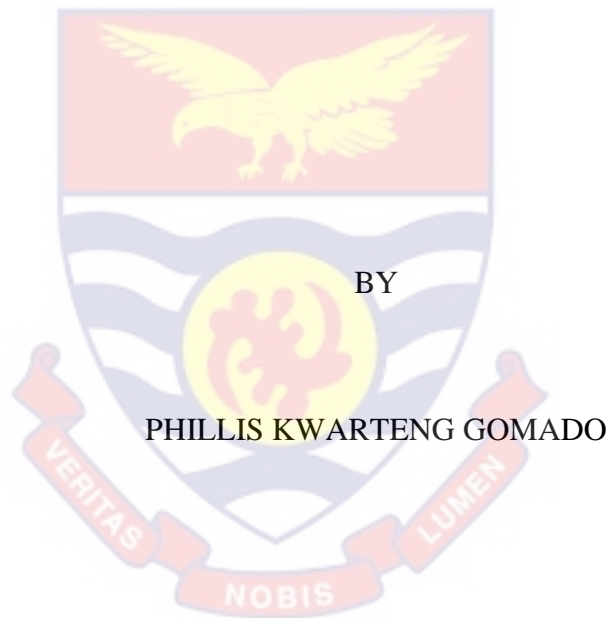
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Thesis submitted to the Department of Guidance and Counselling of the
Faculty of Educational Foundations, College of Education Studies, University
of Cape Coast, in partial fulfilment of the requirements for the award of
Master of Philosophy Degree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

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DECLARATION

Candidate's Declaration

I hereby declare that the 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:

Supervisor's Declaration

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

Supervisor's Signature..... Date.....

Name:

ABSTRACT

Many female tutors are affected in the progression of their career, due to the demands of multiple roles which have impact on their personal well-being and career satisfaction. The purpose of this study was to investigate the effect of work-family conflicts on the life satisfaction of female tutors at Colleges of Education in the Eastern Region of Ghana. Specifically, the study sought to explore the nature of work-family conflicts among female tutors in colleges of education in the Eastern Region of Ghana, again, investigate how job characteristics influence work-family conflicts among female tutors in Colleges of Education in the Eastern Region of Ghana, also, explore the effect of work-family conflicts on the life satisfaction of female tutors in Colleges of Education in the Eastern Region of Ghana and examine the moderating role of social support on the relationship between work-family conflicts and life satisfaction. The positivism philosophy, exploratory research design and quantitative approach was employed in this study. The target population for the study included all 113 female tutors in the various Colleges of Education in the Eastern Region of Ghana with a sample size of 42. The sampling technique was census and data were collected primarily through questionnaire. The data analysis was also done with the use of statistical package for social sciences. The study concluded that social support moderates the relationship between work-family conflict and life satisfaction through inhibition of the possible negative effect of work-family conflict.

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DEDICATION

To my husband and my son

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CHAPTER ONE

INTRODUCTION

With the complexity in working environment, the gap of work-family life continues to widen. This problem is not limited to a particular region or geographical area. On a global scale, around one-third of full-time workers are experiencing greater difficulty in handling the demands of their work and home life (Karimi et al., 2012). It is not surprising that work-family life is gaining momentum in research interest. The products of these emerging studies seek to provide the grounds for ensuring balance between family and work roles, however, the findings are still in their infancy (Almutairi, 2017). This study sought to contribute to the existing research by exploring the nature of work-family conflict with specific attention in female employees as they are hard hit by this phenomenon in every area of their work. The study also focused on how work-conflict affect the level of general life satisfaction of these female employees and the degree to which job or role characteristics widen work-family conflict.

Background to the Study

Significant transformations have occurred in the realms of family and employment since the 1960s, characterised by an increase in female participation in the workforce and a growing prevalence of couples engaged in simultaneous professional pursuits. In contemporary times, a significant number of researches have been conducted on gender-related job and family issues and the challenges associated with managing various roles (Asiedu-Appiah et al., 2015; Goldscheider, Bernhardt & Lappegård, 2015; Taşdelen-

Karçkay & Bakalim, 2017). There has been a significant body of study on the investigation of work-family conflict (Akram & Hussain, 2020; Attri & Neelam, 2016; Erdamar & Demirel, 2013; Wang & Peng, 2017). The substantial number of researches on work-family conflicts stems from the number of adults who have to deal with the burden of managing life and meeting work expectations.

Based on data from the World Health Organisation (WHO, 2017), it was observed that the proportion of officially registered working individuals in the global population is approximately 60-70% for males and 30-60% for females. On a global scale, Karimi et al., (2012) noted that almost one-third of those who are employed on a full-time basis are facing increased challenges in effectively balancing their professional responsibilities with their familial obligations. Therefore, work-family conflict is a phenomenon that is widely recognised as being of significant importance in contemporary society (Wang & Peng, 2017). With regards to Almutairi's (2017) study, achieving a balance between familial and occupational responsibilities poses a significant challenge for employed individuals who wants to excel in their careers while also fulfilling their familial obligations. Work-family conflict has been found to have significant implications for both individuals and organisations, as evidenced by several research works undertaken in different nations worldwide (Amankwah, 2018; Ampah, 2013; Attri & Neelam 2016; Dartey-Baah, 2015; Gamor; Ghayyur & Jamal, 2012; Nsaful, 2016).

Nevertheless, as a result of cultural disparities, different nations hold slightly divergent perspectives on the issue of work-family problems (Neerpal & Barath, 2013). From the perspective of Asians and Africans fulfilling

family and social roles are of peculiar importance since they are in collectivist societies. However, the situation is different among the Americans, Europeans and Russians who place much emphasis on individualistic societies and as such value work related matters ahead of family (Chummar, Singh & Ezzedeen, 2019).

The concept of work-family conflicts, irrespective of the cultural or regional context within which it is studied have been found to have some level of effect on individual's life and working engagement (Ampah, 2013; Neerpal & Barath, 2013). The majority of these research works have posited that the phenomenon of work-family conflict exerts an influence on both the professional and personal spheres of individuals, hence yielding consequences in terms of organisational commitment, job satisfaction, and ultimately culminating in turnover (Boakye, 2013; Kissi-Abrokwa, Andoh-Robertson, Tutu-Danquah, & Agbesi, 2015; Nawab & Iqbal, 2013; Lavassani., & Movahedi, 2014; Koekemoer, Strasheim & Cross, 2017). The assertion posits that those who prioritise their family over work are often stigmatised as lacking dedication to their professional responsibilities and being inclined to readily seek justifications for absences from work. Nevertheless, the demanding nature of job responsibilities coupled with the ongoing rise in familial obligations has presented a considerable challenge for employees in achieving a harmonious equilibrium and contentment in both spheres (Dartey-Baah, 2015).

Because of the importance of these two spheres of life (work and family), the happiness of a person's career, family life, and overall life is, to some part, dependent on how well they manage to strike a balance between

their work and family responsibilities (Lavassani & Movahedi, 2014). As a primary consequence of the struggle between work and family responsibilities, satisfaction can be evaluated from three perspectives: the workplace, the family, and life in general (Başlevent & Kirmanoğlu, 2014). Therefore, these variables have garnered significant attention from numerous scholars (Haar, 2013; Sirgy & Lee, 2018). The underlying information from these researchers is that work-life balance has a significant association with life satisfaction of the working population.

Satisfaction is commonly seen as a state of emotional well-being characterised by pleasure or positivity. It is contingent upon the perceived alignment between an individual's desires and the perceived offerings of life (Neerpal & Barath, 2013). Family satisfaction refers to the level of pleasure an individual experience in relation to their life or circumstances (Neerpal & Barath, 2013). Adriel (2013) defines life satisfaction as the extent to which an individual's wants and needs, encompassing both physical and psychological aspects, are fulfilled by the experiences they encounter during their life. This means that life satisfaction is the pleasure that a person has when the pleasures from job, family and other physical and psychological needs are combined. However, theoretical postulations and empirical studies point to the fact that conflicts which arise from the interrelationship between work or job and family of an individual has the tendency to reduce life satisfaction.

For instance, an empirical meta-analysis was conducted to examine the association between work-family conflict (namely work-to-family conflict and family-to-work conflict) and life satisfaction. The findings consistently indicated a negative link between these variables (Kossek & Ozeki, 1998).

Moreover, existing research has provided evidence of an inverse association between work-family conflict, encompassing both work-to-family conflict and family-to-work conflict, and domain-driven satisfactions, particularly job satisfaction (Koekemoe et al, 2017) and family satisfaction (Neerpal & Barath, 2013).

Based on the role theory, it may be posited that there exists a theoretical association between work-family conflict and job satisfaction, wherein an escalation in work-family conflict is anticipated to diminish the overall degree of job satisfaction (Akanji, 2013). The postulated inverse correlation has been observed in the majority of research investigations (Aslam, Shumaila, Azhar & Sadaqat, 2011; Ulucan, 2017), although not in all (Chou & Cheung, 2013). Kossek and Ozeki, 1998 as cited in Madhavi, 2015), upon conducting a thorough review of the studies, it has been shown that there exists a moderate relationship between work satisfaction and work-family conflict on a global scale. Likewise, the study carried out by Akanji (2013), on work-family conflicts indicates a moderate association of satisfaction. Nevertheless, the researchers of both reviews highlight the considerable variability in the type and magnitude of the link across different studies, thereby indicating a lack of consistency in the findings.

The forgoing information illustrates that the debate on work-family conflicts and its connection with life satisfaction continues to be a phenomenon with varied results. The implication is that, the actual degree of relationship between work- family conflict varies from one study to the other, as these studies are carried out in different geographical location. There is

therefore the need to further delve into how work family conflict affects life satisfaction from other perspectives or variables.

A good number of studies have examined WFC in connection with other variables like personality (Priyadharshini & Wesley, 2014), cognition (Turlic & Buliga, 2014), commitment (Rehman & Waheed, 2012; Chummar, Singh, & Ezzedeen, 2019), job and family satisfaction (Qiu & Fan, 2015; Afzal & Farooqi, 2014; Nawab & Iqbal, 2013; Rathi & Barath, 2013). Other variables like health (Grzywacz & Smith, 2016), ethnic background (Chiappo & DiDona, 2014), leave policies (Taşdelen-Karçkay & Bakalım, 2017), scheduling of work (Chen, Jiang, Tang & Cooke, 2018), family boundaries (Qiu & Fan, 2015), and gender (Zhao, Zhang & Foley, 2014; Ruppanner & Huffman, 2013; Zhao, Zhang, Kraimer & Yang, 2019) have been researched.

Some years ago, the education of women was not a priority in Ghana. However, in recent times, to improve upon the education of women, government of Ghana has formulated education-based policies like the “Girl – Child Education Policy”. This has made education accessible to both men and women. In addition, numerous women empowerment programs that have been organized by organizations such as Forum for African Women Educationalist (FAWE) and Association of Women in Science (AWIS) have contributed immensely towards the closing up of the gap that existed between males and females as far as education is concerned. Now more educated women are occupying top positions in respected institutions and companies which used to be male dominated areas (Amstad et al., 2011).

Currently, Ghanaian women are faced with many primary responsibilities, including their domestic obligations and employment outside

of their households. The current inquiry pertains to the strategies employed by career-oriented women in Ghana to effectively manage the demands of their professional and familial responsibilities, given that both domains necessitate their undivided dedication. In certain instances, recruitment and promotion procedures in Ghana may present significant challenges for women in pursuing specific employment opportunities due to the inherent problems associated with reconciling professional requirements with the roles of wife and mother (Allah-Mensah, 2005). To buttress what Allah-Mensah has just espoused above Bedu-Addo (2010) says work-family conflict has emerged as a significant risk factor for occupational health, family unhappiness, well-being, and job dissatisfaction in the contemporary era, particularly among women professionals. Some women have issues balancing both spheres of life and were compelled to resign from their lucrative and esteemed occupations in order to assume familial responsibilities, while others face challenges in achieving a harmonious equilibrium between their familial obligations and professional pursuits. These individuals strive to allocate sufficient attention and time to both their immediate family unit and their career. A cursory look at the variables used in the examination of the relationship between work-family conflicts and life satisfaction reveal that little attention has been placed on female tutors.

Nevertheless, the responsibilities associated with managing a household, including tending to the needs of elderly parents, caring for infants, supporting family members with special needs, addressing domestic issues with spouses or partners, maintaining social relationships, and managing routine household tasks, often have an impact on women's ability to focus and

perform effectively in their professional roles (Leaptrott & Mcdonald, 2011). Colleges of Education have been migrated into tertiary status and due to the nature of the new curriculum tutors work all year round without a break. Again, their mode of progression is based on the publication of papers. This has increased the work load on tutors at colleges of education most especially female tutors who have more than one core responsibility. It is for this reason that the current study examines the effect of work family conflicts on life satisfaction among female tutors at the Colleges of Education in the Eastern Region of Ghana.

Statement of the Problem

Similar to other industries, the educational sector is susceptible to the impact of work-family conflicts. In the context of Ghana, the employment within tertiary institutions, particularly in colleges of education, can impose significant stress on both employees and management as they strive to fulfil the educational needs of the country. There is plethora of information predominantly on work-family conflict (Afzal & Farooqi, 2014; Ampah, 2013; Boakye, 2013; Erdamar & Demirel, 2016; Kissi-Abrokwah, Andoh-Robertson, Tutu-Danquah, & Agbesi, 2015; Madhavi, 2015; Qiu & Fan, 2015; Rathi & Barathi, 2013; Turliuc & Buliga, 2014). For example, in a study undertaken by Kissi-Abrokwah et al. (2015), the focus was on examining the impact and potential remedies for work-family conflict experienced by female bankers in the Accra Metropolis. Much of these research works dealt with the nature of work-family conflicts, however little emphasis has been placed on the context of women or female tutors at the colleges of education who also shoulder weighty responsibilities in the family and their work place.

Additionally, studies on work-family conflicts usually focus their attention on an aspect of job satisfaction. However, one aspect of satisfaction which has received less attention is life satisfaction (Rehman & Waheed, 2012; Taşdelen-Karçkay & Bakalim, 2017; Turliuc & Buliga, 2014). Anyway, satisfaction is not only limited to satisfaction that is derived from work alone (Aslam et al 2011; Nawab & Iqbal, 2013), it must be noted that life satisfaction is equally important. Therefore, the current study extends the scope of satisfaction to include how work-family conflicts influences life satisfaction of female tutors.

Moreover, existing research by Cohen and Wills (1985) discovered that individuals who possess elevated levels of support have a reduced occurrence of psychological symptoms and demonstrate a less susceptibility to the impact of life stress in comparison to individuals with lower levels of support. Also, empirical findings indicate that social support plays a moderating effect in the association between inter-role conflict stressors and strain symptoms. Specifically, the relationship between stress and strain is less pronounced when individuals have access to high levels of social support compared to those with low levels of social support (Malik & Khalid, 2008). Thus, this study seeks to investigate whether or not, perceived social support potentially moderates the connection between work-family conflict and life satisfaction.

Moreover, the relationship between work- family conflicts has often been investigated in a uni-directional term. That is, more researchers have concentrated on how family responsibilities and potential conflicts which arise from home affect satisfaction at the work place. However, judging from the

spill over theory, much as family conflicts have the potential to reduce employee job satisfaction, stressors from the work place could potentially derail family happiness. The current study therefore proceeds to examine how work responsibilities prevent employees from attending to their family duties.

Purpose of the Study

The overall purpose of the study was to investigate the influence of work-family conflicts on the life satisfaction of female tutors at colleges of education in the Eastern Region. To achieve this objective, the study specifically sought to:

1. Explore the nature of work-family conflicts among female tutors in colleges of education in the Eastern Region.
2. Investigate how job characteristics influence work-family conflicts among female tutors in colleges of education in the Eastern Region.
3. Explore the effect of work-family conflicts on the life satisfaction of female tutors in colleges of education in the Eastern Region.
4. Examine the moderating role of social support on the relationship between work-family conflicts and life satisfaction.

Research Questions

The study further operationalises research objectives which required higher order statistical analyses by formulating questions as follows:

1. What is the nature of work-family conflicts among female tutors in colleges of education in the Eastern Region?
2. To what extent does Job characteristics influence work-family conflicts among female tutors in Colleges of Education in the Eastern Region?

3. How does work-family conflict affect the life satisfaction of female tutors in Colleges of Education in the Eastern Region?
4. To what extent does social support moderate the relationship between work-family conflicts and life satisfaction among female tutors in the Colleges of Education in the Eastern Region?

Significance of the Study

From the policy perspective the results of this study would offer the recommendation that could be adopted by the Ministry of Education and Ghana Tertiary Education Commission (GTEC) to put workable measures by giving females accommodation on campus to ease the time and energy used to commute from home to school and vice versa and to grant them a reduced working hours.

For practice, the Human Resource Officers would be provided with the necessary empirical information to guide decisions affecting work family conflict and design a better and effective training program periodically to implement initiatives to specifically increase the problem-focused skills of working wives and mothers to manage work and family problems to bring about high productivity at the work place and add up to the socio-economic development of the country.

The significance of the study is seen in its contribution to knowledge, since anyone who would have access to the findings and recommendations may derive a lot of benefits from it. The study may serve as a source of reference and add to literature for future researchers who would carry out future studies on work family conflict.

In addition, the results from the current study may be useful to clinical psychologists, professional counsellors, social workers and therapist in assisting their female client to develop their cognitive coping skills, increase their self- efficacy and improve upon their well-being to help them balance their family and work demands.

Delimitations

This study focused on female tutors in colleges of education, for the reason that they have more than one core responsibility, their domestic duties and a job outside the house. The study looked at Colleges in the Eastern Region of Ghana due to the fact that it is the only region that has the highest number of Colleges in Ghana. In terms of content the study embraces the analysis of the nature of work-family conflict within the study settings. It further investigates the direct relationship among work-conflict, life satisfaction and job characteristics. The variables of interest emerging from the study are work-family conflict, social support and life satisfaction. The study was also delimited to only 113 female tutors in the College of Education in the Eastern region of Ghana by using the quantitative approach.

Limitations

The limitation included the fact that female tutors were selected from the Eastern Region of Ghana. This would affect generalisation of the findings to other regions in the country. The researcher aimed to engaged 113 tutors; however, due to the strike action among the tutors and the Covid-19 pandemic, only 42 tutors responded to the question. Again, questionnaire was utilised as the instrument to gather data for this study. Therefore, weaknesses which accompany the use of questionnaire would be present. Such weaknesses

include: bias, mechanical limitation, inappropriate wording and limited responses.

Definition of Terms

The study is developed by introducing some fundamental variables, terms and concepts which could have multiple meanings. These fundamental terms are defined in terms of their applications in this study.

Job Characteristics: This refers to the multidimensional features of job including the nature, role clarity, job challenge, goal difficulty, complexity, security and demands from work.

Life-Satisfaction: This is the state of feeling better-off and worthwhile in all aspects of life including emotional, mental, social and physical wellness or satisfaction.

Social Support: This involves the extent to which the society, immediate community, family and acquaintance and relations value, care and support the well-being of female workers.

Work-Family Conflict: It is the extent at which ones job interferes with the family routines or family routines interfere with the job requirements making the person's family domain roles and effectiveness and satisfaction in work incompatible or inconsistent with the person 's life priorities.

Organisation of the study

This study would be presented in five main chapters. Chapter one focuses on the general introduction which covers background to the study, research problem, the objectives of the study, research questions, hypotheses, the scope of the study and significance of the study. Chapter two would capture the literature review which is structured into theoretical review,

empirical, conceptual, knowledge gaps and conceptual framework. The research methodology would be presented in chapter three where approach, design population, sample and sampling procedure, data collection instrument and data analysis procedure would be discussed. The chapter four, would present results and discussion, where comparisons are made and inferences are drawn and the final chapter captures the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews existing literature on work-family conflict and its relationship with life satisfaction of employees, particularly female employees of organisation. Literature review provided the researcher with a comprehensive understanding of the development in the subject matter under investigation. To achieve the overall purpose of literature review, the section was grouped into the following: theoretical framework, conceptual review and empirical review.

Theoretical Framework

This section discussed theoretical relationship between various constructs of the study. These constructs or components included work-family conflicts, job characteristics, social support and life satisfaction. A theory is said to be a statement of a hypothesised relationship between variables (Bryman & Bell, 2015). The theoretical review sought to provide theoretical evidences to support the hypotheses formulated in this study. The study followed three theories: role conflict theory, social role theory and spill over theory.

Role Conflict Theory

The role conflict theory was propounded by Kahn, Wolfe, Quinn, Snoek and Rosenthal in 1964. The theory offers a fundamental basis for contemporary perspectives on the tension between familial and occupational roles. Role conflict can be described as the concurrent presence of multiple sets of pressures, when adhering to one set of demands might hinder

compliance with another set (Akanji, 2013). The implication of the role conflict theory is that, given two tasks of equal importance, the ability to perform both will mean that one is compromised for the benefit of the other. An attempt to manage both tasks at the same level will not only minimize productivity but impose stress on the worker.

The role theory has been adopted for the current study due to its importance in social development. The role theory indicates that individuals within society are assigned inherent roles or are expected to conform to social norms (Dixon & Sagas, 2007). Moreover, the phenomenon of role conflict arises from the underlying premise that individuals of different genders are anticipated to exhibit diverse behaviours and undertake disparate societal duties, as a result of the norms and expectations imposed upon them by society. This encompasses various responsibilities such as managing household affairs, attending to childcare duties, and assuming leadership roles in professional settings. This theoretical framework elucidates the intricate dynamics between work responsibilities and family duties and their corresponding demands, which can potentially impact the levels of job satisfaction and overall life satisfaction experienced by individuals of both genders, irrespective of their employment status as salaried employees or self-employed individuals.

Relating the theory to the female tutors of the colleges of education, women role in society and especially the Ghanaian society put a measure of expectation on them to cater for house chores. The theory thus serves to shed light on the mechanisms through which societal norms perpetuate gender stereotypes pertaining to males and females (Taşdelen-Karçkay, & Bakalım,

2017). Additionally, it offers a conceptual framework for investigating how the division of labour contributes to the formation of gender role beliefs, which subsequently manifest as presumptions regarding gender-specific responsibilities, obligations, or characteristics. As a consequence of these gender-specific duties, societal expectations for behaviour are established, leading to a perceived incongruity between the feminine gender role and job roles. The presence of incongruity in roles has been found to have a notable impact on the levels of job and life satisfaction experienced by individuals (Qu, & Zhao, 2012). Thus, the social cultural expectation of women to cater for house chores could challenge the expected roles of women at the work place which could ultimately affect their overall life satisfaction. The resulting effect of this is that work-family conflict could have a significant effect on the life satisfaction of female career builders.

Related to the societal expectation of women as far as their life satisfaction is concerned are their job characteristics. According to the theory, it is posited that the demands associated with many tasks may surpass an individual's capabilities, hence necessitating the need for individuals to make strategic decisions regarding the allocation of their resources. In contrast to the bottom-up method of role stress theory, the role conflict theory proposes a top-down strategy that focuses on the comprehensive examination of the entire system, encompassing all roles assumed by the individual. An intriguing characteristic of this study is in its emphasis on the origin of conflict, rendering the utilisation of role conflict suitable (Goh, Ilies & Wilson, 2015). When an individual has complex job characteristics, the individual is often under stress and consequently the person level of satisfaction decreases. The

situation becomes even more strenuous if workers are to juxtapose their complex job characteristics with family responsibilities. This implies that theoretically, the nature of one job characteristics can either avert heightened work-family conflict or harness the conflict. Thus, job characteristics could have significant influence on the work-family conflict of workers especially female career builders.

Social Role Theory – Eagly and Wood (1999)

Social role theory is one of the fundamental theories which underline work-family conflict and life satisfaction. This theory is traced to sociology and the field of social psychology. The theory states that everyone within the society has been given a role and this role has been defined depending on socially predetermined category such as a father, a mother, a husband and a wife (Adepoju, 2017). Social role theory follows the assumption that men and women behave distinctively based on the differences in their social interactions and according to the expectations and norms that the society has placed on them. The expectation for women includes managing home, caring for the children and the welfare of members of the home vis-à-vis managing work related demands including authority at work.

Similar to the role conflict theory, this theory presents the framework to define and explain the interplay between work-related roles and the family demands or family role expectations which could affect the life satisfaction of salaried workers or self-employed (Eagly & Wood, 2012). Building on this theory, this study would investigate how work-family conflict influences the female tutors' life satisfaction.

According to Adepoju (2017) when sociocultural constructs are introduced, it could increase the knowledge and understanding about how the connection between work-family conflict and life satisfaction of female career builders could vary when social support is available. This suggests that sociocultural variables such as the extent of social support could mitigate the negative consequence of work-family conflict on life satisfaction. This study therefore extends the theoretical understanding of social role theory by investigating the moderating role of social support in the work-family conflict and life satisfaction nexus.

Social role theory therefore forms the theoretical basis for explaining how gender incongruence in roles and socially subscribed roles are propelling forces to explain the perceived work-family conflict and its consequence on life satisfaction. Building on this theoretical position through empirical investigation would add to existing literature by providing empirical reality. Analysing female-based data could also lead to a better understanding of social support as a significant construct related to variations in work-family conflict and life satisfaction.

Spillover Theory – Alfred Marshal (1890)

The spill-over theory also hinges on the foundation that what transpires at an individual's workplace or working environment could affect the person's family life and vice versa. According to Hill et al (2003), spill-over theory posits that conditions or circumstances which result in either negative or positive satisfaction in the work or family could spill over onto the other. Following this theoretical assumption, satisfaction in a particular dimension of an individual's life would probably affect the satisfactions expected in other

spheres of the person's life (Martinez-Corts, Demerouti, Bakker, & Boz, 2015). For example, the level of pleasure an individual experiences in their occupation can have an impact on their contentment in various other aspects of life, including financial well-being, familial relationships, social interactions, leisure activities, and overall health (Cho, & Tay, 2016).

This theory had two facets: horizontal spill over and vertical spill over. Horizontal spill-over is the impact on the domain of one's life on a neighboring domain. In contributing this postulation, Almutairi (2017) used job and family role nexus. Almutairi (2017) opined that the satisfaction one enjoys in the job environment may influence the person's feelings of family life satisfaction and vice versa. Horizontal spill-over therefore becomes a dominant assumption for this study. For example, following a challenging day at the job, an individual's emotional state at home may be impacted by the emotions experienced at the workplace. Conventionally, work-family spill-over is predominantly negative, although it is worth noting that there are instances where it can provide beneficial outcomes. For example, the experience of job satisfaction and self-efficacy may be positively influenced by the presence of contentment within a person's family.

According to Braunerhjelm, Ding, and Thulin (2018), the phenomenon of spill-over, wherein the contentment experienced in one domain (such as work or family) influences the satisfaction in another domain, can have either good or negative effects on an individual. Some scholars argue that it is crucial to have flexibility in the context of spill-over, particularly when considering the adverse consequences, it may have on an individual's life in the long run (Derks, Bakker, Peters, & Wingerden, 2016). According to Martinez-Corts et

al. (2015), individuals' beliefs, interests, and values regarding their work and family play a significant role in determining whether the spill-over effect will have a positive or negative impact. However, it is crucial to maintain a balanced perspective on this relationship from the individual's standpoint. This study is grounded in the spill-over theory, as previous research has consistently demonstrated that work-family conflict predominantly results in a notable spill-over effect that impacts individual satisfaction.

Additionally, the concept of spillover examines the influence of the work environment on the home environment, and subsequently, the transmission of work-related emotions from an individual (namely, an employee) to others in the home setting, notably their partner. Two distinct processes, known as spillover and crossover, have been established in order to classify the ways in which one person's happiness might be passed on to another. The term "spillover" refers to the transfer of positive life states into other spheres. Both positive and negative experiences can be carried over from one area to another. A work-life conflict may arise when an employee's excessive workload prevents them from enjoying their free time. An employee's stress or unhappiness at work can follow them home and keep them up at night. Demands and the stress they cause can spread from one close relative to another through a process known as "crossover" (Fiksenbaum, 2014).

Recent research has established a connection between demands and resources in relation to the work-to-family conflict. Demands can be categorised as either structural or psychological assertions pertaining to the obligations, anticipations, and standards that persons are obliged to meet or

conform to through the exhibition of physical or mental exertion. Flexibility in when and where tasks are completed is an example of a resource that may be exploited to improve performance, lower requirements, and create more opportunities for success in the workplace. In practical insights, In a study conducted by Lee, Grace, Sirgy, Singhapakdi, and Lucianetti (2018), it was shown that several factors were positively associated with work-to-family conflict and perceived stress. These factors included commute time, taking work home, job connections at home, and work-family multitasking. The demand-based requirements may be extrapolated to reflect job characteristics suggesting that the nature and complexities of one's job could have implications on work-family conflict. When people bring their jobs and their contacts from work into their personal lives, it can lead to increased stress and conflict. Work-family friendly policies and paid time off for family obligations were inversely related to stress and conflict. By following the resource focus assumption, one can learn that social support is considered by the spill over theory as fundamental to moderate the consequence of work-family conflict on life satisfaction.

The behavioural and affective nature of spill over is addressed in this research work. Affective work-family spillover refers to the phenomenon wherein emotions and attitudes originating from the work domain are transferred to the home environment, or vice versa, where emotions and attitudes originating from the family domain are transferred to the work environment. While moods and attitudes share a common affective basis, they exhibit distinctions in terms of stability and specificity towards particular targets. The boundary theory focuses on the concepts of segmentation and

integration. The degree to which work and family duties are delineated and the degree to which family work roles are separated or integrated exist over a spectrum ranging from high segmentation to high integration. Work-family segmentation is a strategy that mitigates the impact of work on family life and vice versa, resulting in a reduction of the spillover effect. Research has revealed that job satisfaction can be influenced by several elements connected to one's spouse and family, as well as by one's mood, indicating the presence of a spillover effect (Fiksenbaum, 2014). The direction of the spillover, whether positive or negative, affects home depends on how well an individual's job and family life are integrated.

The phenomenon of spill over between work and family, as well as the degree to which work commitments encroach upon family life and vice versa, has been the subject of extensive discussion and research. This exploration aims to facilitate individuals in achieving a balanced equilibrium between these two domains, both of which need significant attention and commitment. The spill-over theory is a theoretical framework that investigates the influence of the work domain on the home domain, as well as the transfer of job-related emotions from employees to individuals in their home environment. The concept of spill over pertains to the transfer of states of well-being from one sphere of life to a different one. This phenomenon occurs at the intra-individual level, encompassing several areas inside an individual. The transfer of experiences between domains can result in either positive or negative outcomes. While the majority of work-family studies have predominantly concentrated on examining negative spillover, empirical research has unequivocally demonstrated the existence of positive spillover as well (Zhang,

Foley & Yang, 2013). Work-family conflict is a term used to describe the lack of harmony between the responsibilities and demands of work and family life. On the other hand, work-family enrichment is described as the degree to which engagement in work or home activities is facilitated by the knowledge, abilities, and opportunities acquired or cultivated in the other domain (Wayne, Lemmon, Hoobler, Cheung & Wilson, 2017). This implies that engagement in familial responsibilities is influenced by the experiences and circumstances encountered in the workplace.

The spillover theory has demonstrated that within the work family conflicts, there is positive and negative spillover effect. Inter-role conflict leads to a spillover impact. Role conflict encompasses two main components: work-family spill over and family-work spill over. Work-family spill over refers to the phenomenon in which the pressures and demands experienced in the workplace have a detrimental effect on an individual's ability to fulfil their family tasks and responsibilities. On the other hand, family-work spill over refers to the situation in which the pressures and demands within the family domain negatively impact an individual's performance and engagement in their work-related activities. Unfavourable work schedules, excessive workloads, and emotional workplace expectations have the potential to lead to negative spill-over effects from work to personal life. Similarly, family troubles, poor health, and lack of support from one's spouse can contribute to spill-over effects from personal life to work. Positive spillovers can also manifest in the form of work-family enrichment. This is achieved through the job-related context of autonomy, the provision of social support that enhances job performance, and the cultivation of a favourable work-life balance.

Conceptual Review

This section deals with key concepts in the study and how they are applied in the current study. Some of these key concepts include work family conflicts, life satisfaction, family and job satisfaction. Additionally, issues concerning social support are also addressed.

Work-Family Conflict

The work-family conflict concept was established by Greenhaus and Beutell (1985) and adopts an inter-role conflict concerning work and family roles. This concept is embedded in role theory and specifically the literature of Khan, Wolfe, Quinn, Snoek and Rosenthal (1964). Khan et al (1964) explained inter-role conflict as a concurrent incidence of more than one sets of stresses such that acquiescence with one can make it challenging to conform to the other(s). Work-family conflict is likewise conversant by the hypothesis of scarcity, which adopts that people have limited resources of energy and time; therefore, additional responsibilities simply construct nous of overload, tension, and inter-role conflict.

As stated by Mihelic and Tekavcic (2014), work-family conflict has opposing apprehensions for both organizations and employees. Employees face conflicts from their working area associated with observable causes of work stressors which include limited authority, work overload, working hours, but principal from the needs from the family area should be considered by management (Nawab & Iqbal, 2013). According to Nasurdin, Ahmad, and Zainal (2013), both male and female incline not to have substantial disparities in the knowledge of issues concerning work and family because of the differences of gender. When work-family conflict is managed properly, it can

result in substantial values for example family satisfaction, job satisfaction, family outcomes, marital satisfaction, organisational commitment and work performance (Greenhaus, Ziegert & Allen 2012).

Bagger and Li (2012) defined “work-family conflict” as a conflict generated by requirements from work area that limits an individual’s abilities to fulfill responsibilities as a family member, while “family-work conflict” discusses the conflict caused by requirements from family area that limits an individual’s capabilities to fulfill responsibilities at work. Researchers who examine work-family conflict regularly illustrate family as the creators of conflict and work as the compliant of conflict or some might possibly suggest that work is the creators of conflict while family is the receivers of conflict.

Concept of Life Satisfaction

The topic of life satisfaction has been extensively examined in various academic areas because to its significant impact on an individual's subjective well-being. The concept of "life satisfaction" gained prominence with the seminal contributions of William et al., (2015) in their scholarly writings. Life satisfaction was characterised as "an operational definition of successful ageing" by the researchers. Life satisfaction refers to the favourable evaluation of an individual's life circumstances in comparison to their pre-established expectations (Zhao et al., 2016). It is crucial to acknowledge that these norms are not enforced by other entities, but rather voluntarily adopted by individuals themselves.

Additionally, Ajala, (2017) noted that life satisfaction is characterised as a primary criterion or final outcome of human existence. According to Wang and Peng (2017), life satisfaction is a comprehensive evaluation of an

individual's emotions and attitudes towards their life at a particular period, spanning from negative to positive. In their study, Geldenhuys and Henn (2017) examined the concept of "the term" as a cognitive assessment made by individuals on comparisons between their own living conditions and established criteria of comparison. It was posited that while these criteria encompass aspects such as health and good relationships, their relative importance may vary among individuals. This implies that individuals' assessments of contentment are contingent upon a juxtaposition between their current circumstances and their professed ideal benchmarks.

The construct of life happiness is influenced by various factors, including those pertaining to the work domain, family domain, and individual personality traits. Ampofo, Coetzer, and Poisat (2017) suggest that indicators of life satisfaction encompass various factors, such as the aspiration to enhance one's life, contentment with past experiences, contentment with future prospects, and the perception of one's significant other regarding their own life. Therefore, according to (Zhao et al., 2016), the concept can be defined as a comprehensive assessment of an individual's living circumstances relative to their self-determined benchmarks. According to Allen, French, Dumani, and Shockley (2020), it was posited that individuals experience greater life satisfaction when there is less disparity between their aspirations and their actual achievements.

According to Simsek and Koydemir (2013), life satisfaction is defined as the degree to which individuals feel happy emotions. Life satisfaction pertains to an individual's belief regarding the positive trajectory of their life and their contentment with their own existence. It is imperative to

acknowledge that the impact of social connections and familial relationships on an individual's level of life satisfaction surpasses that of employment, daily routines, or financial resources (Afzal & Farooqi, 2014). The study conducted by Siedlecki et al. (2014) demonstrated that life happiness is influenced by both career satisfaction and family contentment. Treistman (2004) conducted a meta-analytic path analysis, which provided empirical evidence supporting the notion that both “career satisfaction” and “family satisfaction” significantly contribute to an individual's overall life satisfaction. According to the findings of Pattusamy and Jacob, (2016), it was observed that a positive correlation exists between levels of “family satisfaction” and “life satisfaction”.

Job Characteristics

This refers to the multidimensional features of job including the nature, role clarity, job challenge, goal difficulty, complexity, security and demands from work. It has been documented that work domain or characteristics could lower or heighten the effect of work-family conflicts. The existing literature on job characteristics has identified several variables and constructs within the job frame which are fundamental and could influence work-family conflicts (Nawab & Iqbal, 2013). These include nature, role clarity, job challenge, goal difficulty, complexity, security, demands from work, workload, hours of work, and job stress (Nawab & Iqbal, 2013).

Social Support

The multidimensional idea of social support was originally articulated by Cobb (1976). The word has been employed by numerous scholars to describe a diverse range of phenomena that encompass the social context or individuals within an individual's network (Trepte, Dienlin & Reinecke,

2015). The existing body of literature indicates that there is no universally agreed-upon definition for social support. Zhao et al., (2016) posited that social support refers to an individual's subjective impression of being valued, appreciated, and connected to a network characterised by reciprocal obligations. Therefore, whether it originates from a partner, family members, friends, coworkers, or organisations, this type of support, which may be considered a valuable resource, provides emotional assistance to the individual. The issue under investigation is examined within a diverse range of academic disciplines, including public health, psychology, sociology, medicine, nursing, and social work.

The significance of social support within society is demonstrated by the widespread interest in studying its characteristics and impact on individuals' lives. Highly committed employees with diverse responsibilities endeavour to fulfil multiple expectations by seeking assistance from persons within their social networks. Given the growing prevalence of dual-career families, it is unsurprising that the conflict between work and personal life domains has also escalated. Nevertheless, in societies that prioritise collectivism, it is customary to seek support from one's family and friends as a means of managing the challenges posed by these contradictory duties (Ayman & Antani, 2008).

It is imperative to acknowledge that individuals possess varying preferences for specific sorts of support, or a combination thereof. The matching hypothesis posits that effective support is contingent upon its alignment with an individual's specific support preferences. Without a doubt, providing inappropriate assistance to an individual in a certain circumstance

can have negative consequences (Ampofo, Coetzer & Poisat, 2017). Ensuring social support for tutors in colleges of education requires that certain antecedents of social support are provided. Some of the antecedents of social support are; information support, emotional support, instrumental support, gender social support and cultural support.

Empirical Review

This section of the chapter is devoted to reviewing literature on prior research efforts made to identify the current development and present the motivation for further studies. The review would reveal relevant gaps to justify the current study and to demonstrate the relevance of that literature in relation to the current study.

Nature of work-family conflict among female tutors in Colleges of Education in the Eastern Region.

Erdamar and Demirel (2013) conducted a study on work family and family-work conflict of the teachers. The study comprised 240 teachers of the level of primary education and 124 who were in the level of secondary education making a total of 364 from the province of Ankara. The study adopted a demographic characteristics questionnaire developed by the researchers using family-work and work-family conflict scale.

The findings showed that the level of teachers' work-family conflict is higher than the level of family-work conflict. The study also identified some common conflicts in the work-family conflict as follows; the mental and physical exhaustion at work makes problematic for the tasks at home, an ongoing domestic challenge that is being encountered within the professional setting, issue encountered in the workplace leads to increased levels of stress

and anxiety within the domestic environment. Conversely, the commonest problems found within the family-work conflict includes; the unexpected situations (unplanned guest, child becoming ill) at home leads to challenging life at work, the tasks at home cause one to avoid sleeping. It was also revealed that female and young teachers are the category of people who go through higher level of work- family conflict.

The study of Erdamar and Demirel (2013) has provided relevant evidence as benchmark for the current study. Erdamar and Demirel (2013) have shown that women are part of those who are prone to work-family conflict. This justifies the use of female tutors as the participants of this research. Nevertheless, Erdamar and Demirel failed to extend their investigation to capture the consequence on life satisfaction of these workers. By extending the scope to capture such consequences, you can demonstrate the severity of the problem and the devastating effect if any. In this regard, this research extends the scope to capture the effect of work-family conflict on life satisfaction.

Another study was conducted by Martin (2013) on work-family conflict as a predictor of employee work engagement of extension professionals in the United States. The study employed the “quantitative cross-sectional survey approach”. The study engaged 5,100 professionals as participants. The study adopted a stratified sampling method to sample 2,782 respondents out from the total of 5,100 with a total rate of response of 55%. A web-based questionnaire with 86 Likert-type scale was adopted by the study to collect the needed data. The findings from the study confirmed the “single, second order work-family conflict construct consisting of six first order

constructs of work-family time, strain and behaviour and family-work time, strain, and behaviour”. The findings also demonstrated a bi-directionality of family-work conflict and work-family conflict. Also, the antecedent work-family has a negative relationship towards the outcome of employee work engagement. The findings also revealed a partial mediation between colleague support and global support and work engagement and work family conflict. Furthermore, a partial mediation was identified between non-work support and work engagement and work-family conflict.

The study by Martin (2013) is one of the comprehensive studies in work-family nexus. Unlike the study of Erdamar and Demirel (2013) where it failed to provide motivation for managing work-family conflict, Martin’s (2013) study demonstrated the consequence of these conflicts on employee work engagement. This could serve as the basis to evaluate the consequence of these conflicts. However, fundamental aspects of career builders are not only the job satisfaction (employee work engagement) but also life satisfaction. Martin’s study has focused on one aspect (job satisfaction), the present study would contribute to using life satisfaction as benchmark for evaluating work-family conflict. This is crucial as workers are gradually taking interest not only in the satisfaction in the job but life in totality. Additionally, Martin’s study recognised the part played by social support in managing work-family nexus by analysing the moderation effect. This is one of the starting points to interrogate the effect of social support. Following the spill over theory, social support could enhance or shrink the negative effect of work-family conflict. This assumption can be tested through moderation analysis. This study

therefore revises the scope of martin's study by incorporating social support as moderator rather than a mediator as found in the study of Martin.

Job characteristics influence on work-family conflict among female tutors in Colleges of Education in the Eastern Region.

Work-family conflict among married women with advanced degrees in teaching was shown to be significantly different depending on job-related characteristics. The research also showed that private school head teachers who are married and have graduate degrees had higher work-family conflict than public school head teachers who are both married and have graduate degrees. The study further showed that there is a higher rate of work-family conflict among contractually married female trained graduate teachers in both private and public institutions. Furthermore, work-family conflict is more prevalent among married, graduate-level female instructors who report low job satisfaction.

Similar to the study of Erdamar and Demirel (2013), Attri and Neelam (2016) have shown that women are part of those who are prone to work-family conflict. This justifies the use of female tutors as the participants. Attri and Neelam have also revealed that nature of job could serve as a source of work-family. However, their investigation was limited to work categories (private versus government; contract versus permanent) without strong job content analysis. The current study believes that content complexities of job could have implications on the work-family conflict.

A further study was conducted by Rhinma and Pousa (2017) that focused how work-family conflicts could affect withdrawal actions of workers in the Canadian healthcare sector. The study adopted cross-sectional design.

The study used questionnaires to gather the required data for the study from 1606 people, with 402 completed and returned within a specified time. The findings from the study revealed that “the domain-specific predict or to-outcomes model produces a better explanation of the dependent variables, as the strain-based factors explain respondents’ absenteeism and work interruptions:.

Similar with some prior reviewed studies such as Afzal and Farooqi (2014) and Martin (2013), the study of Rhinma and Pousa (2017) has provided the basis for policy makers to be concerned about work-family conflict. Rhinma and Pousa (2017) showed that work-family conflict could trigger withdrawal syndromes. This could ultimately affect workplace productivity. This study therefore becomes one of the important studies for empirical comparison. Despite the significant negative consequence of work-family conflict, it is unlikely that this conflict could be eliminated entirely. Thus, it is essential to explore some of the significant antecedents of work-family conflicts through higher order inferential analysis. This is crucial as organisations could not have all the resources to tackle all the explored antecedents. Resources are better utilized if they concentrate on the significant antecedents. Job characteristics have been identified as important antecedent; the current study therefore seeks to extend the investigation by determine the extent at which job characteristics dimensions could influence work-family conflict. Doing so would provide policy direction in managing job contents to mitigate work-family conflict.

Work-family conflict on the life satisfaction of female tutors in Colleges of Education in the Eastern Region.

A similar survey was conducted by Afzal and Farooqi (2014) on the “impact of work-family conflict/ or family-work conflict on job satisfaction and life satisfaction, a case study of a public sector university, Gujranwala division, Pakistan”. The study adopted the positivism paradigm. Using stratified random sampling, 207 teaching and non-teaching employees took part in the study. Data gathering was done with questionnaire. The outcomes from the study revealed a positive connection between work-family conflict and job and life satisfaction. The results also revealed that work-family conflict has a strong positive relationship towards family-work conflict. The study further indicated that life satisfaction and job satisfaction of a worker get altered because of the lack of balance amongst his/her non-work and work tasks.

Afzal and Farooqi (2014) study is one of the closely related studies to the current study. Like Martin (2013)’s study, Afzal and Farooqi (2014) study demonstrated the consequence of these conflicts. This could serve as the basis to evaluate the consequence of these conflicts. Afzal and Farooqi (2014) extended the analysis from the scope of Martin by using both job satisfaction and life satisfaction as the benchmarks for evaluating the consequences of work-family nexus Afzal and Farooqi (2014) however was not specific with respect of the gender incongruence role. It is documented that female employees are heavily hit by the consequence of work-family conflict (Erdamar & Demirel, 2013). This was however not considered in the study of Afzal and Farooqi (2014). The presents study seeks to use female tutors as the

unit of analysis to test these assumptions. The findings of Afzal and Farooqi (2014) also raise some question: To what extent could the level of social support moderate the relationships found in their study? Their analysis could not provide answer to this fundamental question. This would be articulated in the present study to answer the question.

Attri and Neelam (2016) examined the relationship between school setting, employment characteristics, and teachers' reports of work-family conflict. The research adopted a descriptive research design. The study used 600 female married trained graduate teachers in Himachal Pradesh as the study sample. T-test was adopted by the study to analyse the collected data.

Social support on the relationship between work-family conflicts and life satisfaction among female tutors in Colleges of Education in the Eastern Region

In another context, Rehman (2018) conducted a study on the “impact of abusive supervision on work family conflict and life satisfaction: mediating role of job stress and moderating role of social support”. The study applied the cross-sectional research design. The study used convenience sampling technique owing to limited time. The study used employees working in various organizations in the public sector. Respondents for the study were approached using researcher’s personal and professional contacts. After administering 400 questionnaires, 307 were returned.

The outcomes from the study showed that there is a positive significant relationship between “abusive supervision and work-family conflict” and “life satisfaction”. Also, job stress is a significant mediator in the association while social support also exhibited significant moderation role.

Consistent with the framework of this present research, Rehman (2018)'s study has also shown that social support is indeed a moderator rather than a mediator in the relationship. Rehman (2018)'s study also identified job characteristics as antecedent of work-family conflict making it in line with the focus of the present study. However, Rehman (2018)'s study focused on only one aspect of job characteristics (abusive supervision). The use of abusive supervision is too obvious to research. The results are therefore not surprising as abuse ordinarily would trigger conflict. The present study revises the scope to widen the constructs of job characteristics so as to make the analysis too robust. The present study also recognises the moderating role of social support but the interacting role is situated with the "work-family conflict" and "life satisfaction".

In a similar study, Akram and Hussain (2020) executed a study on the "relationship of work-family conflict with job demands, social support and psychological well-Being of university female teachers in Punjab in India". Through stratified random sampling, 410 female teachers out of 1021 total number of teachers took part in the study. Data gathering happened using questionnaire,

The findings from the study revealed that social support and job demands have a significant linkage with "work-family conflict". Moreover, "work-family conflict" was revealed to have significant connection with well-being, psychologically.

Consistent with prior reviewed studies such as Attri and Neelam (2016) and Erdamar and Demirel (2013), Akram and Hussain (2020) have shown that women are vulnerable within the spectrum of work-family conflict.

This makes it more appropriate to use female as the subjects in similar studies including the present study. Akram and Hussain (2020) have also revealed that social support could interact with work-family. However, their investigation was limited to work determining the relationship between “social support” and “work-family conflict”. How would interaction of social support and work-family conflict influence the outcome of such conflict including the consequence of life satisfaction? This was not covered in the study of Akram and Hussain (2020). The present study conducts moderation analysis to cure these lapses.

Similar to the foreign based studies, Ghanaian literature has also documented evidence on work-family conflicts. For instance, a study was conducted by Ampah (2013) on a “successful work-family balance” using Ghanaian women with white collar jobs as units of analysis. The study employed the exploratory research design. In all, 78 Ghanaian women employed in various white-collar jobs were targeted. Also, 15 respondents were interviewed from the 78 targeted respondents. The snowball sampling technique was employed to recruit the respondents needed for the research. The study adopted the thematic analysis to analyse the collected data generated from the respondents. The findings from the research indicated that women with careers balance their family and work roles under four key themes; proper planning, external help, sustaining good relationships amongst subordinates and supervisors and also the flexible timetables of their works.

Like Akram and Hussain (2020), Attri and Neelam (2016) and Erdamar and Demirel (2013), Ampah (2013)’s study also showed that women or female career builders are more prone to the work-family conflicts and

therefore should be targeted in this type of study. The study of Ampah (2013) has focused on factors which could help balance the work-family conflict recognizing that this conflict is unavoidable. The present study seeks to build on this by investigating the consequence of these conflicts of the life satisfactions of these female workers. Ampah (2013)'s study identified several interventions to minimise the effect of these conflicts including external support and recommended that husband should share responsibilities in home. This is consistent with the social support employed as moderator in this study. The evidence in this study could extend the qualitative analysis of Ampah (2013) so as to determine whether the identified factor is significant.

In 2016, Nsaful conducted a study on how “work-family conflict” could affect employees’ job and family satisfaction using gender as a moderator in Ghana. Descriptive cross-sectional survey was utilised in this research. A total of 399 persons took part in the study using the multi-stage sampling technique. Nsaful also used questionnaire for data gathering.

The results from the study revealed that work-family conflict (work interference with family and family interference with work) affect job satisfaction negatively. The findings also revealed that “work-family conflict” negatively influenced satisfaction with family life. Furthermore, gender moderated the connection between “work-family conflict” and “family satisfaction” in a significant manner. However, it did not moderate the connection between “work-family conflict” and “job satisfaction” in a significant manner.

Similar to Akram and Hussain (2020), Attri and Neelam (2016) and Erdamar and Demirel (2013), Nsaful (2016) has also indicated that women

should be the target of work-family nexus. This is fundamental as women are the main actors in home management in this part of the world (Ghana). The moderation analysis of Nsaful (2016) shows that gender is an important moderator. The present study however follows some of the existing studies to extend the moderation analysis recognising the role of social support in managing work-family nexus by investigating the moderation effect. This is one of the starting points to interrogate the effect of social support. Following the spill over theory, social support could enhance or shrink the negative effect of work-family conflict. This assumption can be tested through moderation analysis. This study therefore revises the scope of Martin's study by incorporating social support as moderator rather than gender as found in the study of Nsaful (2016).

Another survey was carried out by Amankwah (2018) on "work-family conflict" and "satisfaction" among female police officers using social support as moderator. The research utilised a quantitative research methodology in order to accomplish the study's aims. In using cross-sectional survey, female police officers in Greater Accra Region in Ghana were sampled. Data for the study was collected using questionnaire to 311 individuals. The results from the study revealed "significant relationship between work-family conflict and job satisfaction". Conversely, there is "no significant relationship between work-family conflict and family satisfaction". The study also indicated that there is "no significant relationship between work-family conflict and life satisfaction of female police officers". It was further found from the findings of the study that social support has no influence on the relationship between satisfaction and work-family conflict.

Amankwah's (2018) study is one of the most closely related studies in the Ghanaian literature to the current study. Similar to the present study, it recognises female workers as important target for this type of study. Amankwah also considered social support as moderator. However, some of the fundamental findings of Amankwah (2018) are inconsistent with some of the prior studies. For instance, while some prior studies such as Akram and Hussain (2020), Erdamar and Demirel (2013), Martin (2013) and Rehman (2018) demonstrated that social support is important attribute in managing work-family conflict including its interacting role, Amankwah (2018)'s study considered this variable as insignificant. In fact, one can learn from Nsful (2016)'s study which is a Ghanaian based study that social support is fundamental and therefore recommended that husband should support their wives in the house. What contributed to this mixed result? Could the reason be attributed to the study settings or the nature of role played by these female workers? By reexamining this moderation analysis of social support using different female career builders (female tutors) one may provide evidence to reconcile the mixed results. The present study extends that analysis by investigating how differences in job characteristics could also articulates this work-family conflict. This was not considered in the study of Amankwah (2018).

Conceptual Framework

The fundamental lessons from reviewing the relevant literature and the trend of development in this area have informed the direction of the current study. The conceptual framework of the study therefore focuses on four thematic issues and three modelling structure. These are assessing the level of

work-family conflict, the direct modelling framework focusing on how job characteristics variables affect work-family conflict and how work-family conflict influences life satisfaction and finally the moderation modelling focusing on social support. The framework presents graphical representations of the study structure and the understanding of the connections among the study variables or constructs and their dynamisms.

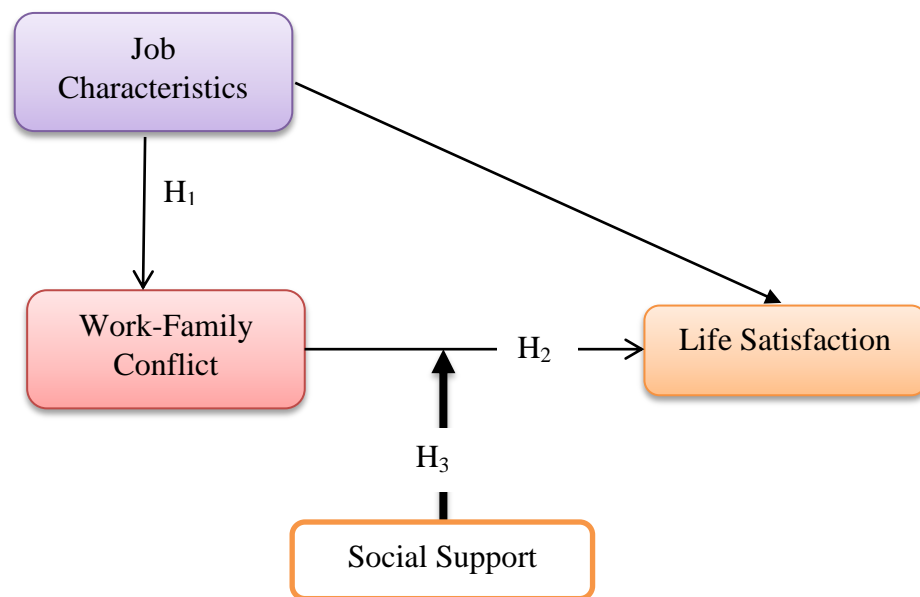


Figure 1: Framework for Investigating Dynamics of Work-Family Conflict and Life Satisfaction

Source: Author's own construct, (2021)

The framework is reported in Figure 1. It can be observed that job characteristics construct could directly affect work-family conflict as exhibited in hypothesis one (H_1). Further direct modelling is also shown in the second hypothesis (H_2). The study seeks to find out how the nature of work-family conflict could influence life satisfaction. Finally, the study through the lessons from the theoretical review and empirical evidence introduce social support as

interacting term to showcase the implications on the relationship. This is shown by the third hypothesis (H_3).

Chapter Summary

The chapter had discussed relevant literature on theoretical review, empirical and conceptual review. Three fundamental theories were reviewed. These are role conflict theory, social role theory and spill over theory. The lessons from the theoretical review guided the development of three hypotheses. Prior research efforts had been reviewed which featured both foreign based studies and Ghanaian studies. The empirical review identified relevant gaps to back the current study. Key concepts emanating from the objectives and hypotheses have been discussed in this chapter and finally the conceptual framework was developed. The chapter three would apply the lessons to present suitable methodology for the investigation.

CHAPTER THREE

RESEARCH METHODS

Introduction

The focus of this research work is to examine work-family conflict and its relationship with life satisfaction of female tutors. The preceding chapter has elucidated prevailing literature on the study. This chapter address the methods used in the study. This chapter provides an examination of the procedures, frameworks, approaches, and techniques utilised in the present study. It also explores the rationale and suitability of their implementation, as well as the manner in which they are employed to accomplish the specific research objectives. Additionally, the chapter addresses the means by which these methods are utilised to address the research questions and underlying hypotheses that emerge from the aforementioned research objectives. This chapter is structured in themes such as research paradigm, research design, study area, population, sample and sampling procedure, data collection instrument, data collection procedure, data processing and analysis and research ethics.

Research Paradigm

There are many philosophies or paradigms which underpin a research study. Some of these included the interpretivism, constructivism, pragmatism, positivism paradigms and post positivism. This study however followed the post postivism philosophy or paradigm. The post-positivism implicitly assesses the nature of reality. Post-positivism relaxes the regidity of postivism assumptions which are leaned to natural science to make them relevant to the social sciences. Like positivism, post-positivism paradigm is epistemological

position that advocates the use of scientific techniques to investigate social reality (Bryman & Bell, 2007; Noordin, & Masrek, 2016). Post-positivism posits that the field of social sciences frequently exhibits fragmentation, acknowledging that knowledge is inherently non-neutral and has never truly been so, while emphasising that all knowledge is a product of social construction. Henderson (2011) asserts that post-positivism acknowledges the limitations of dualistic thinking and emphasises the prevalence of variety and complexity in all human experiences.

Justifications for choosing post-positivism are presented based on the fundamental requirements for post-positivism. For a study to followed post-positivism there should be: observable and measurable constructs; testable hypotheses; numerical data characteristics and model specification to reflect the objective structure and presumption of social objectivism (Mitsakis, 2014). The current study meets all these four requirements. This study has four observable and measurable constructs: family-work conflict, life satisfaction, job characteristics and social support. The study has three testable hypotheses within its framework to investigate relationships among the study variables. Thirdly, all the variables in this study require numerical data for the measurement and finally, testing the relevant hypotheses requires model specifications. These make the post-positivism suitable for this study.

To apply the post-positivism philosophy, the study translated the research problem into objectives which are grounded in theory and hypotheses testing. The study further defined proxies and measurement indicators through Likert-type scale to measure all the four observable and measurable constructs. Finally, the study designed its data collection instrument in a form

capable to collect numerical data. The findings would be situated within the post-positivism framework by demonstrating whether or not the theories would be consistent with the study findings to establish social truthfulness.

Research Approach

A research approach of a study is borne from the study of philosophy. There are different approaches to a research study. This includes the qualitative, quantitative and the mixed approaches. Research approaches encompass a set of systematic strategies and methodologies employed in the process of conducting research, which encompass several stages ranging from overarching assumptions to specific techniques for data collecting, analysis, and interpretation (Panhwar, Ansari & Shah, 2017). While researchers have the autonomy to select a specific research approach, it is recommended that the choice of approach be contingent upon the study's characteristics, data requirements, and the type of the analysis needed (Boohene, 2006; Zikmund, Babin, Carr, & Griffin, 2013).

The current study employed a quantitative approach. The quantitative approach involves numerical-based data collection where the information collected can be quantified and rigorously subjected to higher-order statistical analysis to support or to refute alternative knowledge claims (Taylor, Bogdan & DeVault, 2015). The suitability of the quantitative approach is seen from its data requirement. This study required numerical data and quantitative analysis which are fundamental to this approach. Additionally, similar to quantitative approach, the current investigation adheres to a cause-and-effect framework, applies reductionism by focusing on certain variables and inquiries, utilises assessment and observational techniques, tests theories, and employs strategic

inquiry. (Creswell, 2014; Zikmund, et al, 2013). Furthermore, the use of quantitative approach is also consistent with the application of post-positivism paradigm.

The study applied the quantitative approach by following testable hypotheses and theories which provide the bases for generalisation of results. It is also applied by requiring standardised numerical analysis and test of hypotheses to answer research questions and address research objectives. The study further applied the approach by collecting the numerical data to measure the study variables in quantitative terms. The quantitative approach involves the collection and analysis of data that is numerical in order to ascertain the correlation between variables, namely the independent and dependent variables (Kothari, 2005)

Research Design

An exploratory research design was adopted in this study. The procedures and methods used for gathering and processing data are related to research design. It offers a method for responding to research questions as well as the general framework for carrying out a study (Babbie et al., 2010). This study employed an exploratory research design, which tries to highlight discoveries of a phenomenon that has received less attention from previous research projects (Neuman, 2014).

The exploratory research design allows much flexibility and also gives room for researchers to examine the boundaries within which the phenomenon occurs (Neuman, 2014). The exploratory design reveals the influence of work-family conflict and job characteristics on life satisfaction with a moderating role of social support.

Study Population

All female tutors at the Colleges of Education in the Eastern Region of Ghana.

Target Population

The targeted population for this study included all 113 female tutors between the ages of twenty-five (25) to fifty-five (55) in the various Colleges of Education in the Eastern Region of Ghana. The reason for the age range is to include mid-career tutors who face significant work-family conflict whilst balancing professional and family roles, again this group of women have established families leading to increased pressure from the work and home. Tutors in this age group are often more stable in their positions facilitating a clearer work-family conflict on job satisfaction and performance.

In the Eastern Region of Ghana, we have seven (7) Colleges of Education, these Colleges are Abetifi Presbyterian College of Education, Kibi Presbyterian College of Education, Mount Mary College of Education, Methodist College of Education, Presbyterian Women's College of Education Aburi, Presbyterian College of Education, Akropong-Akuapem and S.D.A College of Education, Koforidua and Methodist College of Education, Akim Oda. Eastern Region was chosen for the reason that, it holds the highest number of public Colleges in Ghana. The National Council for Tertiary Education (NCTE) now Ghana Tertiary Education Commission (GTEC) report in 2018, shows total number of tutors to be 1326 out of which 410 are female tutors in the Public Colleges of Education in Ghana. Colleges in the Eastern Region can boast of 113 female tutors. (NCTE, 2018).

Table 1: Population Distribution of Female Tutors at Colleges of Education in the Eastern Region

COLLEGE	TOWN	POPULATION
Presbyterian College of Education	Akropong- Akuapem	24
Mount Mary College of Education	Somanya	17
Presbyterian Women's College	Aburi	20
Seventh Day Adventist College	Koforidua	20
Presbyterian College of Education	Abitifi	7
Presbyterian College of Education	Kibi	18
Methodist College of Education	Akim Oda	7
TOTAL		113

Sources: Field data 2022

Sample and Sampling Procedure

The number of participants and its determination have a significant impact on the outcomes of the investigation. The determination of an adequate sample size is of utmost importance due to the potential inefficiencies associated with both undersized and oversized studies. An undersized study may prove to be a futile allocation of resources, as it fails to yield any meaningful results. Conversely, an oversized study consumes excessive resources beyond what is necessary (Lenth, 2011). The inadequacy of a sample size might have implications on the level of confidence that can be derived from the data and the degree to which extrapolation can be performed. The sample has become an essential part of the research process because it is often very difficult or impracticable or cost-ineffective to use a whole population for a study. However, given the relatively low number of female tutors (30.9% of tutors) this study used census rather than sampling. This study thus adopted a census to select all female tutors of Colleges of Education in the Eastern Region of Ghana.

A census is an endeavour to comprehensively enumerate all constituents within a particular group and to quantify one or more attributes of such constituents. A census has the capacity to furnish comprehensive data on the entirety or a significant portion of the population, hence facilitating the determination of aggregate figures for infrequent demographic subsets or limited geographical regions. Unlike a sample survey where only a subset of the elements is used, census takes into account all elements (Henderson, 2011). This technique is applied in this study by subjecting all available female tutors in the population to the data collection process. Female tutors were chosen as a result of the multiple roles they play as wives, and career women.

Data Collection Instrument

The questionnaire served as the instrument of data collection tool for this investigation. Findings and conclusions drawn from research are only valid and reliable if the study instrument used was adequate (Mkansi, 2018). According to Taylor, Bogdan, and DeVault (2015), a questionnaire is a document that consists of a predetermined set of questions. Its primary purpose is to gather evidence from a statistically significant sample of participants in order to meet the objectives of a research project.

One justification for choosing the questionnaire is its ability to gather numerical data which is very fundamental to this current study. The present study required numerical data to measure its variables of interest, address the specific objectives and test the relevant hypotheses. Further justification for choosing questionnaire is that questionnaire supports the quantitative approach and also it is consistent with the survey design that was employed in this

study. Questionnaire provided room for close-ended questions to collect numerical data for measuring the variables of interest in line with the post-positivism, quantitative approach and the survey design (Lewis, 2015)

The questionnaire was adapted and structured to reflect the data needs of the study, its objectives, research questions and hypotheses. Since the study required mainly numerical data, it used 45 close-ended questions as the basis for assessing and measuring the responses from the participants. According to Babbie (2013), close-ended questions guarantee accurate, exhaustive, unidimensional, and mutually exclusive responses to research questions. Furthermore, these inquiries effectively reduced the amount of time allocated for participants to complete the questionnaire, while also minimising the researcher's workload in terms of coding and assessing the collected data (Babbie, 2013).

The study structured the questionnaire into five sections: A to E. The purpose of these varying sections was to collect variable specific data relevant to measure them and present the basis for conducting higher order statistical analysis. Section A solicited demographic data of respondent such as age, marital status, educational achievement, job experience and years in experience in the college. Section B focused on data about work-family conflict. To ensure validity of the scale for measuring this variable, the study follows the existing instrument. The study therefore adapted the work family conflicts instrument developed by Carlson, Kacmar and Williams (2000). This is 18-points questions scale but (ten) items was adapted by this study. The Cronbach's Alpha coefficient of the work-family conflict instrument is 0.78. Section C gathered data on life-satisfaction. The study used 11-itemised

statement to measure life satisfaction. That instrument was adapted from Martins and Proenca, (2012) and Weiss, Dawis, England and Lofquist (1967). The coefficient value ranges from 0.85 to 0.91. Section D involves questions relating to job characteristics. The job characteristics scale was developed from varying literature and 11-itemised statements with Cronbach alpha of 0.81 and was used to measure job characteristics. Section E also collected data on social support. The study followed the scale developed by Zimet, Dahlem, Zimet and Farley (1988). This is a twelve (12) item scale with Cronbach's Alpha of 0.7 to .90. The study adapted 8 items from this scale. For consistency, the response range is limited to 1 to 5. The scale has been specifically constructed to assess the respondents' assessment of the sufficiency of the social support they receive.

The study used five-point Likert-type scale to measure all the constructs in sections B - E. The five-point Likert-type scale was the instrument to measure observable constructs by assigning quantitative metric units to measure qualitative constructs (Yates, 2004). The present study implemented a scaling procedure that aimed to establish distinctions between the replies of participants with low and high scores on each item of the scale (Lim et al, 2012). The research employed a Likert-type scale consisting of five points. Participants were instructed to score their level of agreement with the items listed on the questionnaires, using a scale ranging from 1 (showing poor agreement) to 5 (expressing great agreement).

Data Collection Procedure

The appropriateness of the data collection instrument is primary for the data collection procedures and processes. The designed questionnaire was

given out for peer review and subsequently the supervisors' comments and approval. After the approval, the questionnaire was pretested to ensure consistent and to identify possible challenges in the data collection procedure. Subsequent to the pretest collection, introductory letter was collected from Institutional Review Board (IRB), University of Cape Coast and distributed to the colleges of education in the study frame seeking permission for the data collection. The questionnaires were distributed through research assistants appointed as representatives in the schools within the sample frame.

The questionnaires were administered to the tutors from the hours 9:00am to 4:00pm each day. This was to allow them to have enough time for the filling of the questionnaire. The researcher administered the questionnaire to the tutors in their various classrooms and each of the activities took approximately 30 minutes or more in filling the questionnaire. During the data collection period, the researcher was available to clarify any issues that the respondents encountered which did not have any effect on the analysis and interpretation of the data.

Training Research Assistants

Eight researcher assistants were chosen because they were teachers from the colleges and data was collected during Covid making it difficult to get people to partake in the research. The researcher gave each of the 8 (eight) assistants a copy of the proposal to go through after which detailed discussions were done on it. Again, the research assistants were taken through the questionnaire to ensure that all issues that were raised concerning the meaning of the questions and technical terms were duly addressed. The research

assistants were also equipped with the necessary guidelines on how to treat participants with respect and dignity.

Pretest

The instrument was further pretested. This was done to serve some important purposes. One purpose is to determine the validity of the instrument (Cohen, 2011). Another was to determine the reliability of the items on the scale. The pretest was also used to evaluate the wording of the questions, the clarity of the instructions and the average time for the completion of the instrument.

The study pretest was conducted at the Accra College of Education. The choice of Accra College of Education is necessitated by the fact that it is a college of education with similar characteristics to the sampled institutions, the female tutors in College in Accra have similar characteristics in terms of job demand and work schedules. A notable portion of these tutors are also married with children. The pretest contributed to ensuring reliability and validity of the instrument, 18 female tutors were used for the pretest.

Validity and Reliability

Creswell (2014) proposed that researchers should be meticulous in the research process and the research should meet the test of validity and reliability. The research value is deepened through validity and reliability. Validity and reliability increase the authenticity of research instrument, soundness of the research findings and also minimize spuriousness of the results (Denscombe, 2010). The concepts of reliability and validity are therefore part of the pre-diagnosis research process.

Validity judges the capacity of the research instrument to assess what the instrument is intended to measure (Pandey, & Patnaik, 2014). According to De Vaus (2014), there is no well-defined framework for validity testing as the validity measurement is determined by the research circumstances.

To ensure high degree of validity of the instrument, the study followed the empirical rubrics (Denscombe, 2014) where it was used to measure the study variables developed from existing scales. Since these scales have been used and tested in some prior studies, their validity has already been established. Moreover, the questionnaire was peer reviewed and eventually sent to the supervisor for review. The pretest also enhanced the face and content validity.

The validity assessment precedes the reliability as the validity has implication on reliability. Reliability measures how the instrument could generate similar results under repeated investigation with similar conditions. One of the widely used approaches for testing reliability is Cronbach Alpha. Therefore, the present study used Cronbach Alpha to test the reliability of the questionnaire. The results of the Cronbach Alpha were 0.7 hence considered as reliable.

Data Processing and Analysis

The data collected can only be useful when they are processed and subjected to further statistical analysis. The data analytical procedures that were used in this study was chosen based on the objectives of the research, research questions and hypotheses. The received questionnaire was coded into Statistical Product and Service Solution (SPSS) version 23.0.

Each of the questionnaires was entered in to the SPSS according to the response provided on the questionnaire. From the study both the descriptive and inferential statistics were used to analyse the data. Demographic data was examined through the utilisation of frequency tables, which provided numerical distributions and percentages according to age, educational attainment, job position, tenure, marital status, and number of children.

By virtue of the nature of the first research objective and the associated research question, which sought to explore the nature of work-family conflicts among female tutors in Colleges of Education in the Eastern Region, means and standard deviation was employed to analyse it. This is done following the test of the normality. Where there is normality, the analysis is done using the mean scale otherwise the median is used. All the scales that were used in this study ranges from 1 to 5. Following prior study (Yeboah, 2011), the mean point of the scale is determined as 3.0 with 1 to 3.0 representing low levels and region of high level is determined by 3 to 5. The mean point of the scale minus (.1) was used as the cut-off point, as applied by Yeboah (2011).

The second objective focused on investigating how job characteristics influence work-family conflicts among female tutors in colleges of education in the Eastern Region. Hence the use of multiple regression, this objective is operationalised into hypothesis. This is recalled as:

H₀: Job characteristics has no significant influence on work-family conflicts among female tutors in Colleges of Education in the Eastern Region

The model specification for estimating the hypothesis is expressed as:

$$WFC_i = \alpha_i + \beta_1 MOW_i + \beta_2 ROW_i + \beta_3 KRW_i + \beta_4 MS_i + \beta_5 Exp_i + \beta_6 Age_i + \varepsilon \quad (3.1)$$

Where: WFC is the dependent variable and denotes Work-Family conflict

MOW is Meaningfulness of the Work denotes an independent variable

ROW is Responsibility for Outcome of the Work

KRW is Knowledge of Results of the Work Activities

MS, Exp and Age are the control variables and denote marital status, working experience and Age ε is the error term $\beta_1, \beta_2, \dots, \beta_6$ represent the sensitivities of WFC to the independent and control variables. The nature of the relationship would be determined by the direction and significance of $\beta_1, \beta_2, \dots, \beta_6$.

The third objective will explore the effect of work-family conflicts on the life satisfaction of female tutors in colleges of education in the Eastern Region also used regression model. The hypothesis formulated from the objective is as follows:

H₀: There is no significant effect of work-family conflict on the life satisfaction of female tutors in Colleges of Education in the Eastern Region

The model specification that will be used for estimating the hypothesis is expressed as:

$$LS_i = \alpha_i + \beta_1 WFC_i + \beta_2 MS_i + \beta_3 Exp_i + \beta_4 Age_i + \varepsilon \quad (3.2)$$

Where: LS is the dependent variable and denotes Life Satisfaction

The other variables remain the same $\beta_1, \beta_2, \dots, \beta_4$ represent the sensitivities of LS to the independent and control variables.

The nature of the relationship is determined by the direction and significance of $\beta_1, \beta_2, \dots, \beta_4$. The a priori for WFC is negative. This implies that the study expects WFC to have significant negative effect on life satisfaction.

The fourth objective sought to examine the moderating role of social support on the relationship between work-family conflicts and life satisfaction thereby using Hayes Moderation Process. The hypothesis formulated from the objective is as follows:

H₀: Social support does not have a significant moderating effect on the relationship between work-family conflicts and life satisfaction among female tutors in colleges of education in the Eastern Region

The model specification for estimating the hypothesis is expressed as:

$$LS_i = \alpha_i + \beta_1 SS_i + \beta_2 WFC *_i + \beta_3 MS_i + \beta_4 Exp_i + \beta_5 Age_i + \varepsilon \quad (3.3)$$

Where: WFC* is work-family conflict moderated by social support (SS)

The other variables remain the same

$\beta_1, \beta_2, \dots, \beta_5$ represent the sensitivities of LS to the respective variables. The magnitude and the level of significance determine the extent of the moderated relationship between social support, work-family conflict and life satisfaction. The nature of the relationship will be determined by the direction of β_1 , and β_2 . The study expects SS and WFC* to exhibit positive coefficients (β_1 , and β_2) suggesting that SS is a significant moderator to improve LS.

Ethical Considerations

Ethical protocols were followed during the data collection. First, the researcher obtained ethical clearance from Institutional Review Board (IRB), University of Cape Coast. The questionnaire was structured with preamble or introduction that provides the purpose of the study to the participants. This enabled the participants to evaluate their circumstances in the light of the data requirement to make informed decision to either participate or not. Throughout the data collection, participants were made aware that the

participation is voluntary and they could quit at any point in the data collection process.

The study protected the identity of the participants by following the principle of anonymity. All the subjects were asked not to write their names on the questionnaire or leave traces to them. They were assured of confidentiality and were told that their responses would be kept confidential. The study again ensured that ethical requirements of reporting would be upheld. Under no circumstance would the results be inconsistent with the data so collected.

Chapter Summary

This chapter discusses the relevant and suitable methodologies that will be used for filling the identified gaps and addressing the specific objectives of the study. This chapter have again discussed thoroughly the relevant analytical and research procedures, methods and techniques which will be suitable for the study. The chapter provides discussions on the bases or justifications for choosing the approaches and techniques and how the approaches and the technique will be applied in this study. The statistical procedures and processes for each of the specific objectives, research questions and the inherent hypotheses has been presented in this chapter. The content of this chapter will be applied in the next chapter.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter discussed the findings of the study in relation to the objectives. The statistical results were reported in tables and graphs. The purpose of the study was to investigate the effect of work-family conflicts on the life satisfaction of female tutors at Colleges of Education in the Eastern Region. To analyse the proposed relationships as established in the literature and conceptualised in this study, the collected data was first investigated through their descriptive statistics and then correlation analysis to ensure that there were indeed possible relationships between the independent and dependent variables- work-family conflict and life satisfaction.

Finally, after conducting the various checks and diagnostics, the multiple regression analysis was also conducted. Where applicable, under each specific objective, the results from the study were compared with theories and some empirical evidence. Following these, the results was specifically presented in sections such as background data, descriptive analysis, diagnostics tests, and multiple regressions. The response rate was 70%. The detailed discussions of the chapter were presented as follows:

Analysis of the Background Data of Respondents

It is important to reiterate that the unit of analysis was the female tutors in the Colleges of Education in the Eastern Region. The respondents' background data considered in this study include marital status, level of education, job experience in total, and age distribution. The results of the analyses of the collected data on these attributes have been presented in Table

2. As revealed in Table 2, the majority of the respondents (26) were married. This represents 61.9% of the total valid responses. The second highest response category for marital status was single which was 16 in number and accounting for 38.1% of the valid responses. None of the participants were divorced, cohabiting or widowed. The implication of this distribution was that the work-family conflict is expected to be high as marriage imposed high home production roles on women who in this case are the female tutors. Thus, the study predicted a reasonably high level of work-family conflict. The actual empirical analysis is the focus of the first research objective in this study.

Regarding the level of education of the respondents, it is shown in Table 2 that the majority of the participants had a second degree. This constitutes 37 of the respondents and represents 88.1% of the valid responses. Five (5) of the respondents have a Doctoral Degree. This also accounts for 11.9% of the valid responses. This also reflected the study setting as the minimum requirement for teaching at the Colleges of Education currently stands at a Second Degree.

Table 2 further provided statistics on the respondents' total job experience in years. It was observed that majority of female tutors specifically, 17 of the respondents have worked for 6-10 years, and a further 16 are also within the bracket of 11-20 years of working experience. Eight (8) of the participants have worked for more than 20 years while only one person has worked for up to five (5) years. This means that the majority of the respondents have had a high level of working experience. This implies that they are more likely to be adaptable to work-family conflict. The experience was more likely to help them to balance work and family lives successfully.

Whether or not this was actually the case was investigated in the first research objective of this study.

The last background profile of the respondents considered in this study was the age distribution. Table 2 showed that the respondents were relatively old. The majority of the participants were within the 31-40 years bracket. This accounted for 28 of the respondents and represents 54% of the proportion of valid responses. The second highest age bracket was those within 41-50 years. 10 of the respondents were within this age bracket (i.e. 41-50 years). It can further be observed from Table 2 that four (4) of the respondents were over 50 years. This showed that the respondents were aging. This was consistent with the distribution of the job experience. The results of the age distribution also showed how critical the assessment of work-family conflict, job characteristics, social support, and life satisfaction was to the current study setting. People who were old were very sensitive to stress and therefore a serious role conflict would devastate. Moreover, this category of people was more aligned to family issues, and therefore, a hostile and frustrating work environment can deprive them of their life satisfaction and affect their well-being. These background data therefore, echo the motivation for this study.

Table 2: Analysis of background data of respondents

Variable	Frequency	Percentage
Marital status		
Single	16	38.1
Married	26	61.9
Divorced	-	-
Cohabitation	-	-
Widowed	-	-
Total	42	100.0
Level of Education		
First Degree	-	-
Second Degree	37	88.1
Doctoral Degree	5	11.9
Total	42	100.0
Job Experience		
Up to 5 years	1	2.4
6-10 years	17	40.0
11- 20 years	16	38.6
More than 20 years	8	19.0
Total	42	100.0
Age distribution		
Up to 30 years	-	6.0
31 to 40 years	28	54.0
41 to 50 years	10	12.0
Above 50 years	4	28.0
Total	42	100.0

Source: Field survey, Gomado (2023)

Descriptive Analysis

This section of the chapter reported the descriptive statistics for the various variables used in the study. The descriptive statistics in the study showed the properties of the study variables in relation to their means, minimum value and standard deviations. The study uses scale instruments to

measure each of the variables of interest: work-family conflict, job characteristics, social support, and life satisfaction. As captured in the instrument (Questionnaire) and presented in Appendix A, ten-item statements, eleven-item statements, ten-item statements, and eight-item statements have been used to measure the level of work-family conflict, life satisfaction, job characteristics, and social support respectively.

The study used the mean to address the first objective of the study. This sought to explore the levels of work-family conflicts among female tutors in colleges of education. To assess these work-family conflicts, a five point-Likert scale ranging from 1 to 5 was employed. On the questionnaire, 1 represents strongly disagree while 5 denotes strongly agree. As claimed by Yeboah, (2011), on a scale of 1 to 5, the cut-off mean is 3.0. According to them, scores of 1 to 3.0 are considered low while 3 to 5 scores are relatively high levels. This study extends this scale region into three as follows: 1 to 3.0 is considered as low, >3.0 but <4 to be moderate, and ≥ 4 as high. The results are presented in Table 3.

Table 3: Descriptive statistics of the study variables

Items	N	Min.	Max.	Mean*	±SD
My job demands make it difficult to adequately attend to family issues	42	1.00	5.00	3.45	1.13
Sometimes have to rely on my co-workers to cover for me when I have to attend family issues and activities	42	2.00	5.00	3.61	.935
There is no flexibility in my work schedule to accommodate my family demands	42	1.00	5.00	3.59	1.23
My family members and work superiors do not show understanding for my worries about combining work and family activities	42	2.00	4.00	2.80	.551
My family members are often not ready to take care of family/non-work demands and responsibilities for me when I have a lot to do at work.	42	1.00	5.00	2.71	1.06
When I am frustrated at work, my family members do not try to understand my situation	42	2.00	4.00	2.61	.696
It is very difficult to get support from family and friends to help me to handle demands from my work	42	1.00	4.00	2.66	1.00
I do not often get someone in my family to help me out by running errands when necessary	42	1.00	5.00	2.61	1.03
Managing the demands of my work and family issues is very stressful	42	1.00	5.00	3.47	1.17
I often feel like quitting my job for my family	42	1.00	5.00	2.42	1.38
Valid N (listwise)	42			2.99	1.017

*Scale (Mean): 0-3.0 = low, >3.0<4=high and 4-5= very high.

m denotes mean while SD denotes standard deviation

The summary of the statistics reveals that female tutors in Colleges rely on co-workers to deal with family issues. This construct had the highest mean statistics ($m=3.61$, $\pm SD=.935$). Additionally, the rating on the item 'there is no flexibility in my work schedule to accommodate my family demands' obtained the second highest mean score ($m=3.59$, $\pm SD =1.23$). It can further be observed that the scale item 'managing the demands of my work and family issues is very stressful' emerged as the third contributor to the work-family conflict ($m=3.47$, $\pm SD =1.17$). The item scale 'my job demands make it difficult to adequately attend to family issues' was also rated the fourth highest challenge in achieving work-family balance ($m=3.45$, $\pm SD =1.13$).

These four scale items have mean scores higher than the threshold of 2.9. This means that the level of work-family conflict arising from these items is HIGH. Nevertheless, the respondents (i.e. the female tutors) generally agreed that the other six items on the scale do not contribute significantly to the work-family conflicts. For instance, items such as 'my family members and work superiors do not show understanding for my worries about combining work and family activities ($m=2.80$, $\pm SD =0.551$)', 'my family members are often not ready to take care of family/non-work demands and responsibilities for me when I have a lot to do at work ($m=2.71$, $\pm SD =1.06$)', 'it is very difficult to get support from family and friends to help me to handle demands from my work ($m=2.66$, $\pm SD =1.00$)', 'when I am frustrated at work, my family members do not try to understand my situation ($m=2.61$, $\pm SD =0.696$)', 'I do not often get someone in my family to help me out by running errands when necessary ($m=2.61$, $\pm SD =1.03$)' and 'I often feel like quitting

my job for my family ($m=2.42$, $\pm SD = 1.38$). All these items have a mean score less than the threshold of 2.9 suggesting that their contribution to work-family life among the respondents is LOW.

The overall grand mean for the female tutors' work-family conflict level is moderately in the high region ($m=2.99$, $\pm SD = 1.017$). This reflects the fact that even though the mean score of 3.0 is greater than the threshold of 2.9, it is very close to this midpoint than the upper point of the high region of 4. This is not surprising as the respondents generally believe that the majority of the items on the scale do not significantly create work-family conflict. The responses have relatively low deviations from the mean as depicted by the relationship between the overall standard deviation and the grand mean.

The results did not meet the study's expectations. Since Ghana is a conservative society with distinctive roles among males and females where most of the home production is designated as female chores, it was expected that females who decide to pursue a career are likely to experience very high work-family conflict. Surprisingly, the evidence found in this study suggests that the work-family conflict among the females within the study setting is not as serious as it was expected.

Nevertheless, the findings have some fundamental implications and are consistent with some existing studies. Consistent with the earlier study of Martin, (2013), one possible reason for the moderate work-family conflict among female tutors in the colleges of education (Eastern Region) is that these tutors are able to strike a desirable equilibrium between family and work roles. Admittedly, this is often difficult, however, the findings suggest that these female tutors have achieved relative success in combining their jobs and

taking care of their families simultaneously. In a related study, Erdamar and Demirel, (2013) found that women with careers in Ghana balance their family and work roles under four key themes; proper planning, external help, sustaining good relationships amongst subordinates and supervisors and also the flexible timetables of their works.

The observed moderate work-family conflict may also be attributed to the study setting. It is possible that the work demands from the tutors of the Colleges of Education do not deepen or escalate the work-family conflict. This supports the earlier conclusion drawn by Martin (2013), suggesting that differences in study settings could lead to varying opinions on the phenomenon of work-family conflicts.

Table 4: Descriptive Statistics of Variable of Interest

	Minimum	Maximum	Mean	Std. Deviation
JC	2.10	3.40	2.9571	.35828
SS	1.88	4.38	3.4464	.68027
WFC	2.20	3.60	3.0000	.32908
LS	2.64	4.00	3.3182	.37950

Source: Filed survey, Gomado (2023)

Table 4 also present the descriptive analyses of all the relevant variables of interest for the estimation. The variables of interest are the dependent and independent variables needed for the subsequent analyses. The analyses focus on the minimum value, maximum value, mean, and standard deviation. It can be observed that on the scale of 1 to 5 with midpoint of 3.0, Job Characteristics (JC) has a mean score of 2.9571. This is slightly higher than the midpoint of the high region. The standard deviation is relatively low. This suggests that the respondents generally do not consider their work as

highly stressful, overburdensome and extremely challenging. With this relatively moderate negative characteristic of the tutors' job requirement, it may not pose significant work-family conflict. Nevertheless, the actual empirical analysis of this consideration is the subject of the next specific objective.

The results from Table 4 further presents the results of the Social Support (SS). Generally, the mean score of social support is relatively high. In fact, this the highest mean score in the analyses. The associated standard deviation is relatively low. This suggests that the respondents generally believe that they receive social support in dealing with work-family conflict. Thus, the social interventions to successfully balance work-family issues are in handy. Moreover, the work-family conflict also has mean score of 3.0000 as discussed earlier. The corresponding standard deviation of 0.3291 suggests that the individual responses were closely related to the mean. The life satisfaction (LS) has mean score of 3.3182. This is relatively high as it is higher than the midpoint or cut-off point of 3.0. This suggests that the respondents generally agree that they enjoy their life. The standard deviation of 0.3795 implies that the responses are closely packed around the mean.

Job Characteristics and Work-family Conflicts

The previous objective (i.e. objective one) shows the nature of work-family conflict. This section explores how job characteristics contribute to this work-family conflict. The relationship between job characteristics (JC) and work-family conflict (WFC) is the focus of the second objective. It specifically seeks to investigate how job characteristics influence work-family conflicts among female tutors in Colleges of Education in the Eastern Region.

The study operationalises the research objective into a hypothesis and it is recalled in both the null and alternative forms as follows:

H₀: Job characteristics have no significant influence on work-family conflicts among female tutors in Colleges of Education in the Eastern Region

H₁: Job characteristics have a significant influence on work-family conflicts among female tutors in Colleges of Education in the Eastern Region

As discussed in the methodology chapter of this study, the second, third, and fourth objectives were analysed using multiple regression. This estimation approach allows simultaneous analyses of all the independent variables and the control variables (Leech, Barrett & Morgan, 2005). The study first tests some fundamental assumptions for standard multiple regression, including linearity of the relationship, normality of the variables, and multicollinearity.

Multicollinearity Problem of JC-WFC Relationship

The multicollinearity problem remains a fundamental cause of spurious regression. This problem is an important assumption that required rigorous pre-diagnostic tests for multiple regression. The multicollinearity problem was expected to be explored and was identified and corrected prior to the model estimation and assessment. A multicollinearity problem is said to occur when the explanatory variables in the estimation model are highly correlated. Thus, a very high correlation coefficient between two explanatory variables in the same model is said to exhibit a multicollinearity problem.

There is however no universally agreed threshold of bivariate correlation coefficient defined as a multicollinearity problem. The rule of the thumb is that a correlation coefficient greater than 0.8 is an indication of a

multicollinearity problem. Some statistical techniques often used for testing multicollinearity problems are variance inflation factor (VIF), tolerance value, and correlation matrix among the independent variables. This study uses these three tests concurrently to test the multicollinearity for robustness checks and cross-referencing for confirmation.

Table 5: Pearson Correlation Matrix (JC-WFC Relationship)

Variables	LS	Marital Status	Job Experience	Age	JC	WFC
LS	1.000					
Marital Status	-.166	1.000				
Job Experience	.095	-.636	1.000			
Age	-.059	-.589	.594	1.000		
JC	-.062	.127	-.169	-.383	1.000	
WFC	-.724	.030	-.206	-.062	.095	1.000

Source: Filed survey, Gomado (2023)

The study, therefore, first uses the Pearson correlation matrix to test the presence of a multicollinearity problem with the results captured in Table 5. It can be observed from Table 5 that other than the correlation coefficient between life satisfaction (LS) and work-family conflict (WFC), all the correlation coefficients are less than 0.7 in absolute terms. The correlation between LS and WFC stands at -0.724. This is not considerable as it is between a dependent variable (LS) and independent (WFC). A higher correlation coefficient between a dependent variable and an independent variable is more appropriate for regression estimation. The study used

‘Tolerance Value and Variance Inflation Factor (VIF)’ to verify the multicollinearity problem. The Tolerance value is the inverse of VIF. The norm is that when the tolerance value is very small (i.e. less than 0.1) and VIF is greater than 10, then there is a multicollinearity problem. However, where the tolerance value is greater than 0.1 and the VIF less than 10, then there is no multicollinearity problem.

Table 6: Tolerance Value and VIF Analyses (JC-WFC Relationship)

Variables	Tolerance	VIF
Marital Status	.509	1.964
Job Experience	.486	2.056
Age	.493	2.028
JC	.833	1.201
WFC	.922	1.084

Source: Filed survey, Gomado (2023)

Table 6 presents the results of these analyses. The results in Table 6 also show that there is no multicollinearity problem. All the variables have tolerance values greater than 0.10. Similarly, the VIF for these variables are also less than 10. This, therefore, affirms the multicollinearity test from the correlation matrix captured in Table 5.

Normality and linearity diagnostic test (JC-WFC Relationship)

The study employs the standard normal probability plots called ‘Normal Q-Q Plot’ to test the assumptions of normality and linearity. Following Julie Pallant, when a reasonable straight line is observed diagonally with the points reasonably closed to each other, then the normality and linearity can be assumed (Pallant, 2007). The results of this test are captured in Figure 2.

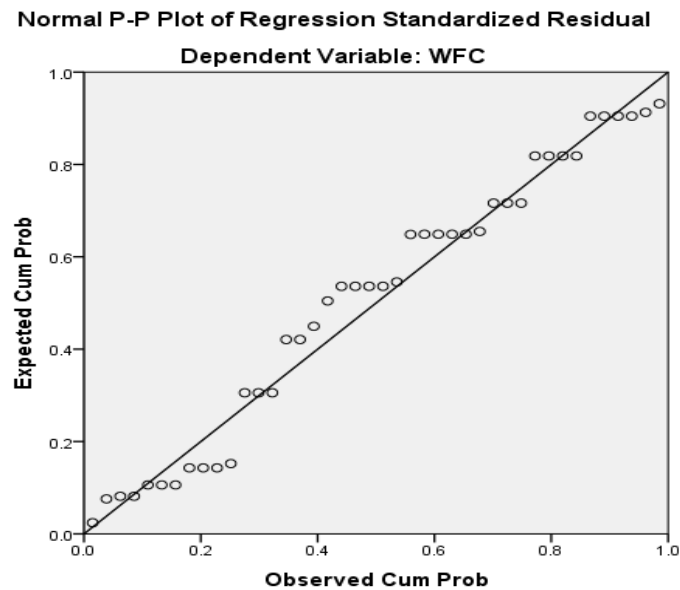


Figure 2: Normal P-P Plot: Test of Normality and Linearity (JC-WFC Relationship)

Source: Gomado (2023)

It can be observed from Figure 2, that there is a diagonal line that passes through reasonable number of observational points. These points are reasonably closer to one another. These suggest that the data exhibit linearity and normality characteristics. Thus, it is reasonable to assume that standard multiple regression estimation is appropriate.

Preliminary Model Analyses of JC-WFC Relationship

The preliminary diagnostic test results have demonstrated that the data are fit for the standard multiple regression estimation. This reflects the confirmatory outcomes of the test of the assumptions of standard multiple regression. The study, therefore, proceeds to estimate the main regression results. The model summary is captured in Table 7. The preliminary results from the regression through the model summary tells the model stability and the model relevance.

Table 7: Model Summary of WFC-LS Relationship

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 ^a	.636	.585	.21191

Source: Filed survey, Gomado (2023)

The model summary in Table 7 among others reports the R-square and the adjusted R-square. The R-square of the model indicates that the explanatory power of the model is 0.636 with the corresponding adjusted R-square of 0.585. This R-square and associated adjusted R-square is relatively high. The relatively high R^2 and adjusted R^2 values are good indication that the estimated work-family conflict model is good. This means that the explanatory variables in the model explains about 58.5% of variations in the female tutor's work-family conflict. Conversely, about 41.5% of the variations in the response variable (the level of work-family conflict), are attributed to other factors not included in the model.

Table 8: ANOVA of WFC-LS Relationship

Model	Sum of Squares	F	Sig.
1 Regression	2.823	12.574	.000 ^b
Residual	1.617		
Total	4.440		

Source: Filed survey, Gomado (2023)

The ANOVA table is also captured as Table 8. Besides the R^2 and adjusted R^2 which are presented in Table 7, the ANOVA in Table 8 also provides confirmatory relevance to crystallise the relevance of the R-square and adjusted R-square statistics in Table 7. Table 8 further reports the statistics

of the joint significance of the coefficients of all the variables. Table 8 shows that the regression sum of square is greater than the residuals. This shows that the regression explanatory power is indeed greater than the 50% threshold suggesting an explanatory power greater than 50%. This is consistent with the statistics in Table 7. The F-statistics (F) of the work-family conflict model in Table 8 is 12.574 with the associated P-value (Sig.) of 0.000. This implies that the F-statistics is significant at 1%. The F-statistic measures the extent to which all the explanatory variables are jointly significant in explaining the variations in work-family conflict of the female tutors. Thus, although the coefficients of the explanatory variables (i.e. independent and the control variables) may not be individually significant, they may be jointly significant as reflected in the significant F-statistics.

Regression Results and Discussions of JC-WFC Relationship

Table 9: Regression Results of JC-WFC Relationship

Model	Unstandardised		Standardised	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	6.230	.592		10.527	.000
Marital Status	-.286	.096	-.428	-2.998	.005
Job Experience	-.111	.053	-.292	-2.092	.044
Age	-.054	.041	-.196	-1.330	.192
JC	-.022	.102	-.023	-.212	.834
LS	-.677	.091	-.781	-7.428	.000

Source: Filed survey, Gomado (2023)

This section reports, interprets, and discusses the main results emanating from the regression estimates. The results are presented in Table 9. The table is arranged in columnar forms with standardised and unstandardised betas, t-statistics and the p-values (sig.). The standardised betas were used when the study sought to compare the unique contribution of the explanatory variable. Thus, the 'Standardised Beta' converts all the betas of the explanatory variable into the same scale or benchmark for comparative analysis of their uniqueness. This became very useful when the purpose of the analysis was to demonstrate the exactness of the contribution of one variable in relation to the other.

The unstandardised betas present the unscaled betas or coefficients. This category of betas tells the strength of the contribution of each variable amidst the strength of other relevant explanatory variables in the model. This study relies on the unstandardised betas for the analyses consistent with the essence of regression. Moreover, the unstandardised betas are the bases for the construction of a regression line and a regression equation. As expected there are some differences in these two categories of coefficients (i.e Standardised betas versus unstandardised betas). It is important to reiterate that the interest of this study is not to compare the unique contribution of the different variables but rather the relevance in the regression equation as a composite.

The significance of the betas is determined through the p-values (sig.). When the p-value associated with a particular beta or coefficient is less than 1%, 5%, and 10%, then the said coefficient is significant at 1%, 5%, and 10%. This also implies that the study would ordinarily reject the null hypotheses formulated and alternatively accept the alternative hypothesis. Conversely,

when the p-value of the coefficient is greater than 10%, then it is concluded that the coefficient is insignificant and therefore, the study fails to reject the null hypothesis.

The result from table 9 showed that all the study variables (independent and dependent variables) have negative coefficients. This indicates that these explanatory variables have negative effects on the work-family conflict of the female tutors in the Colleges of Education in the Eastern Region. Thus, the independent variable and the control variables have a negative influence on the work-family conflict. The control variables such as marital status exhibit a negative coefficient of 0.286 (0.005), job experience has a negative coefficient of 0.111 (0.044), age has a negative coefficient of 0.054 (0.192), and life satisfaction with a negative coefficient of 0.677 (0.000). The p-values are in parentheses. The coefficients of marital status and life satisfaction have p-values of less than 1% suggesting that these coefficients are significant at 1% with confidence level of 99%. Job experience also has a p-value of 0.044 suggesting that the coefficient is significant at 5% and a confidence level of 95%. The only control variable that does not exhibit a significant coefficient is age with a p-value greater than 10%.

This shows that those who adopt a positive life attitude and satisfaction are able to minimise the negative consequence of role conflicts (work-family conflict). Moreover, experienced female tutors are also able to learn with time to balance the stress of work-family conflict to reach and maintain a reasonable equilibrium to reduce the work-family conflict. Additionally, older

female tutors are also able to minimise work-family conflict, however, the effect is not significant.

The study, however, focuses primarily on the variable of interest which is the job characteristics. It can be observed that job characteristics designated as JC has a coefficient of -0.022. This is negative suggesting that the relationship between job characteristics and work-family conflict is negative. The corresponding p-value for this coefficient is 0.834. This is far greater than 10%. This implies that the coefficient is insignificant. The study, therefore, fails to reject the null hypothesis that job characteristics have no significant influence on work-family conflicts among female tutors in colleges of education in the Eastern Region. It is concluded that even though job characteristics of female tutors in the college are friendly in minimising work-family conflict, its effect is not significant. This is not surprising as comparatively, JC exhibited the smallest coefficient and has lower mean score ($m=2.9571$) in relation to work-family conflict ($m=3.0000$).

The negative effect of job characteristics on the work-family conflict of the female tutors is inconsistent with the study apriori. The incongruity of roles of female tutors vis-à-vis the multitasking nature of workplace assignment in the colleges of education (i.e. teaching, research, and administrative work) is expected to deepen the already troubling work-family conflict. Moreover, the sociocultural expectation of women to cater for house chores could challenge the expected multi-roles of female tutors in the colleges which could ultimately have a significant positive effect on the work-family conflict. In view of these, this study expected the female tutors' job characteristics to have a significant positive effect on the level of work-family

conflict. However, the negative coefficient from the job characteristics disaffirms the study a priori. There is, therefore, a delink between the study's a priori and the study's aposteriori.

The findings, nevertheless, have theoretical relevance. The evidence found in this study contributes to the role conflict theory. The proponents of the role conflict theory argue that job characteristics are strongly connected to the societal expectation of women as far as their family life is concerned. The theory suggests that demands of multiple roles may exceed individual capacity and that individuals must choose where to expend their resources and these dynamics coupled with the re-prioritising of work could have implications on the work-family conflict (Goh, *et al.*, 2015). Thus, job characteristics are an important source of role conflict.

The evidence from this study has, however, extended the implication of the role conflict theory to the effect that it may be erroneous to itemise specific attributes as sources of conflict without recourse to the specific circumstance and the dynamism in a given environment. The findings in this study suggest the assumption that job characteristics is an amplifier of work-family conflict may be misplaced especially when the workers consider the work as exciting, less stressful, and satisfying. Therefore, one of the unique contributions of the evidence in this study is that it emphasises the source of work-family conflict from the nature, specific circumstance, and the feeling of the unit of analysis rather than the mere generic listing of sources of role conflicts. Thus, job characteristics could have either a positive or a negative influence on the work-family conflict of female career builders depending on

the nature, specific circumstances, and the feeling of these female tutors toward the job requirements vis-à-vis the family life.

Further implications of the findings from the study can be drawn from the assumption of horizontal spillover or crossover of the spill-over theory. The theory hinges on the foundation that what transpires at an individual's workplace or working environment could affect the person's family life and vice versa. The spill-over theory argues that the consequential effect or direction of the spillover is conditional or circumstantial. Thus, the effect can be positive or negative depending on the condition or the circumstance of the spillover. The evidence of a negative but insignificant effect of job characteristics on the work-family conflict, therefore, reflects the conditions and circumstances of the college of education within which the female tutors work and how these tutors perceive such roles. The findings, therefore, support the horizontal spillover assumption. The results further support the earlier contribution of Hill et al., (2003). Thus, typically, work-family spillover is regarded as negative but it can be positive.

Another possible reason for the negative relationship between job characteristics and work-family conflict among the female tutors of the College of Education is that these tutors attach high values to this work, exhibit interest in the sense of attachment to the college and the work, and recognise societal prestige attach to this work. These attributes might have deepened job satisfaction and ultimately provide them with the right perception and energy to successfully balance any possible work-family conflict.

Work-family Conflicts and Life Satisfaction

This section presents and discusses the results of the third objective of the study. This objective assesses the effect of work-family conflicts on the life satisfaction of female tutors in colleges of education in the Eastern Region. The objective is operationalised into a hypothesis and recalled as follows:

H₀: There is no significant effect of work-family conflict on the life satisfaction of female tutors in Colleges of Education in the Eastern Region

H₁: There is a significant effect of work-family conflict on the life satisfaction of female tutors in Colleges of Education in the Eastern Region

Similar to the analyses of the second objective, the study employs standard multiple regression for testing the hypothesis. The main variables of interest are life satisfaction as the dependent variable (LS) and work-family conflict (WFC) as the independent variable. The study also introduces control variables as: job characteristics (JC), age, marital status and experience. The study conducts some pre-diagnostic tests to confirm the fundamental assumptions of linearity, normality of the variables, and multicollinearity.

As discussed earlier, a multicollinearity problem is common in multiple regression. If this problem is not identified and corrected, it would generate spurious regression. This occurs when the independent variables or the control variables or the independent and control variables are highly correlated.

Some statistical techniques often used for testing multicollinearity problems are variance inflation factor (VIF), tolerance value, and correlation coefficient among the independent variables. To ensure the robustness of the test results of the multicollinearity, this study employs a correlation matrix

(Pearson), VIF, and tolerance value. However, since the explanatory variables used in this study are similar to the variables in the model for objective two, the multicollinearity test is not repeated for the matrix. With respect to the pre-diagnostic tests, the study relies and builds on the test conducted earlier under the second objective of the study.

Normality and linearity diagnostic test (WFC-LS Relationship)

Similar to the normality and linearity diagnostic tests conducted in the second objective, the study further uses the standard normal probability plots called ‘Normal Q-Q Plot’ for the pre-diagnostic tests. The study relies on Julie Pallant proposed criteria for the analyses. According to Julie Pallant, when a reasonable straight line is observed diagonally with the points reasonably closed to each other, then the normality and linearity can be assumed (Pallant, 2007). The results of this test are captured in Figure 3.

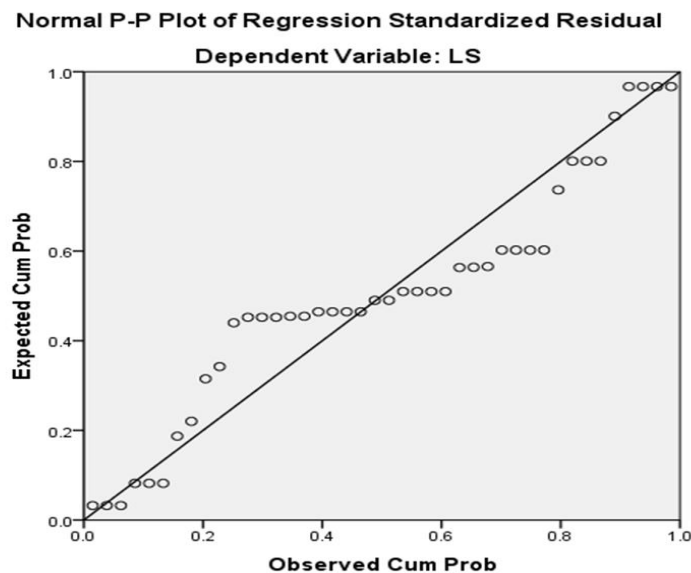


Figure 3: Normal P-P Plot: Test of Normality and Linearity (WFC-LS Relationship)

Source: Gomado (2023)

The graphical representation depicted in Figure 3 shows a diagonal line that passes through a reasonable number of observational points. These points are reasonably closer to one another. These suggest that the data exhibit linearity and normality characteristics. Thus, it is reasonable to assume that standard multiple regression estimation is appropriate.

Preliminary Model Analyses of WFC-LS Relationship

Having confirmed the fundamental assumptions of standard multiple regression through the diagnostic tests, the study proceeds to estimate the main regression results. The preliminary results from the regression show the model's stability and relevance.

Table 10: Model Summary of WFC-LS Relationship

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799 ^a	.639	.588	.24345

Source: Filed survey, Kwarteng (2023)

The model summary is presented in Table 10. It can be seen that the R-square of the model which tells the model explanatory power is 0.639 with the associated Adjusted R-square of 0.588. The high R^2 and adjusted R^2 values are good indication that the life satisfaction model estimated is good. This means that the variables in the model (i.e. the independent variables and the control variables) account for 58.8% of variations in the female tutor's life satisfaction.

It also implies that the level of work-family conflict, marital status, job characteristic, age and job experience accounts for 58.8% of changes in the life satisfaction of the female tutors in the colleges. The remaining variations

are accounted by other factors not included in the model. This is relatively high exhibiting model relevance.

Besides the R^2 and adjusted R^2 reported in Table 10, the ANOVA in Table 11 also provides confirmatory relevance to the R-square statistics in Table 10 and the relevance of the joint coefficients of all the variables.

Table 11: ANOVA of WFC-LS Relationship

Model		Sum of Squares	F	Sig.
1	Regression	3.745	16.040	.000 ^b
	Residual	2.160		
	Total	5.905		

Source: Filed survey, Gomado (2023)

Table 11 shows that the regression sum of square is greater than the residuals, this confirms that the regression explanatory power is indeed greater than midpoint threshold of 50%. This supports the statistics in Table 10. The F-statistics (F) in Table 10 is 16.040 with the associated P-value (Sig.) of 0.000. This implies that the F-statistics is significant at 1%. The f-statistic measures the extent to which JC, WFC, age, marital status, and job experience are jointly significant in explaining changes in life satisfaction. Thus, although the coefficients of the independent variable (i.e. WFC) and the control variables (i.e. JC, age, marital status, and job experience) may not be individually significant, they may be jointly significant as reflected in the significant F-statistics.

Regression Results and Discussions of WFC-LS Relationship**Table 12: Regression Results of WFC-LS Relationship**

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1	(Constant)	7.262	.648	11.207	.000
	Marital Status	-.345	.108	-.447	.003
	Job Experience	-.085	.063	-.193	.187
	Age	-.091	.046	-.284	.054
	JC	-.077	.116	-.073	.511
	WFC	-.894	.120	-.775	.000

Source: Filed survey, Gomado (2023)

The detailed results for the coefficients of all the variables (independent and control variables) are reported in Table 12. The table shows both the unstandardised and standardised coefficients of each variable. As expected, there are some differences in these two categories of coefficients. The analyses and discussions are however centered on the unstandardised coefficients as the interest is not to compare the unique contribution of the different variables but rather the relevance in the regression equation as a composite. It can be observed that all the variables (independent and control variables) have negative coefficients. This suggests that they have a negative effect on the life satisfaction of the female tutors in the colleges of education in the Eastern Region.

Work-family conflict (WFC) is the variable of interest that is the subject of the discussions. According to the findings, WFC has a coefficient of -0.894. It is the variable with the highest coefficient when compared. According to the negative coefficient, life satisfaction and WFC are inversely

related. 0.000 is the p-value linked to the coefficient (sig.). This indicates that, at 1%, the coefficient is substantial. It follows that the study disproves the null hypothesis, which states that work-family conflict has no appreciable impact on female tutors' life satisfaction in Eastern Region educational institutions.

The alternative hypothesis, which states that work-family conflict significantly affects female tutors' life satisfaction in Eastern Region Colleges of Education, is currently valid. If all other parameters remain unchanged, the life satisfaction of female instructors will decline by 0.894 for every unit of rise in work-family conflict. Similarly, assuming all else is equal, a reduction in the degree of work-family conflict will result in an increase in life satisfaction of 0.894 for the female instructors.

The study priori is consistent with the negative significant impact of work-family conflict on the life satisfaction of female tutors. Any kind of conflict is undesirable for a happy existence. Families and work continue to be the two most significant facets of human existence. Thus, it makes sense that life satisfaction would suffer when there is conflict between work and family. Thus, the study anticipated similar data, which is consistent with the negative effect seen in this investigation.

The results also align with some of the previous research (Martin, 2013; Afzal & Farooqi, 2014). For example, Afzal & Farooqi (2014) showed how work-family conflict may have a detrimental impact on life satisfaction by inducing withdrawal syndromes, which may then have an impact on productivity at work.

The evidence found in this study has theoretical implications. The findings provide a practical reality to the role theory. The role theory indicates

that individuals within society are assigned inherent roles or are expected to conform to social norms (Erdamar & Demirel, 2013). It also argues that when the assigned roles are distorted, role conflicts will set in and may breed discomfort (Attri & Neelam, 2016). Borrowing these theoretical foundations, conservative society such as Ghana has defined the role of home production to women and they are expected to follow this norm. Therefore, when these women decide to pursue other roles such as careers, they may not receive the needed support deepening the conflict between such career (work) and family and ultimately having a negative effect on their overall life satisfaction as evident in the current study.

Moreover, the social cultural expectation of women to cater for house chores could challenge the expected roles of women at the workplace which could ultimately affect their overall life satisfaction. The resulting effect of this is that work-family conflict could have a significant negative effect on the life satisfaction of female career builders (including female tutors). Thus, consistent with the earlier study of Attri & Neelman (2016), the incongruity of roles leads to a significant reduction in life satisfaction.

Further theoretical implications or reasons for the observed negative effect of work-family conflict can be drawn from the assumption of the spill-over theory. The spill-over theory hinges on the foundation that what transpires at an individual's workplace or working environment could affect the person's family life and vice versa. This suggests that following the spill-over theory, satisfaction in a particular domain of an individual's life would likely affect the satisfactions expected in other spheres of the person's life (Afzal & Farooqi, 2014). Marrying these theoretical assumptions and situating

them in the context of the findings in this study implies that work-family conflict has a negative spillover effect on the tutors' life satisfaction.

Consistent with Martin (2013), this is a real case of horizontal spillover as these domains (Work, family, and life satisfaction) have lateral relationships. The resulting effect of this lateral relationship (horizontal spillover) is that work-family conflict could have a significant effect on the life satisfaction of female career builders. A frustrating day at the workplace could influence a person's mood at home.

Given the relatively moderate work-family conflict observed in the first objective and the rather significant negative effect on life satisfaction implies that the female tutors' life satisfaction is very sensitive to work-family conflict. A further implication of the finding is that policymakers should be concerned about work-family conflict among women in the colleges of education. The work-family conflict could trigger withdrawal syndromes, affect the emotional and psychological posture of these tutors and inhibit their overall satisfaction in life. This could ultimately affect workplace productivity. A college-level and individual-level support and training are expected to help these female tutors to balance their work with family life so as to contain the work-family conflict and improve overall well-being and life satisfaction.

Work-family Conflicts and Life Satisfaction: Moderating Role of Social Support

The moderating role of social support in the relationship between work-family conflict and life satisfaction is the fourth and the final objective of the study. It is believed that it is very difficult if not impossible to eliminate this role conflict. Therefore, the key response is to balance through

interventions including social support. This objective seeks to examine how social support could moderate the relationship between work-family conflicts and life satisfaction. Similar to the previous two objectives, the study translated this objective into hypothesis for higher-order statistical analysis. The hypothesis is restated as follows:

H₀: Social support does not have a significant moderating effect on the relationship between work-family conflicts and life satisfaction among female tutors in colleges of education in the Eastern Region

H₁: Social support has a significant moderating effect on the relationship between work-family conflicts and life satisfaction among female tutors in colleges of education in the Eastern Region

This objective was also addressed using the Hayes Process Macro. Thus, the study employed moderation analysis to test the hypothesis. The dependent variable for the estimation is still life satisfaction (LS), the independent variable is the work-family conflict (WFC) while the social support (SS) is the interacting term or the moderator.

Table 13: Model Summary from the Regression Analysis used in the Study

R	R-sq	MSE	F	Df1	Df2	P
.795	.632	7.222	24.665	3.000	43.000	.000

Source: Filed survey, Gomado (2023)

The preliminary results in Table 13 showed the model's stability and relevance. Table 13 revealed F statistics was 24.665, R-square of 0.632 and an adjusted R-square of 0.795 and p= 0.000. The relatively high R-square and adjusted R-square shows fitness of the model. It implies that the estimated

work-family conflict and life satisfaction model moderated by social support is good. This is relatively high exhibiting model relevance.

Table 14: Interacting effect of social support on work-family conflict and life satisfaction

	Coeff	Se	T	P	LLCI	ULCI
constant	37.380	.472	79.147	.000	36.427	38.332
WFC	-1.082	.127	-8.494	.000	-1.338	-.825
SS	-.269	.081	-3.339	.002	-.431	-.107
Int_1	.100	.042	2.411	.020	.016	.184

Source: Filed survey, Gomado (2023)

The interaction between work-family conflict and life satisfaction was negatively significant ($b = -1.082$, $t = -8.494$, $p < 0.000$) whilst social support interaction with life satisfaction was also negatively significant ($b = -0.269$, $t = -3.339$, $p < 0.002$). However, the interaction between work-family conflict and life satisfaction was positively significantly moderated by social support ($b = 0.100$, $t = 2.411$, $p < 0.020$) as shown in table 14. The conditional effects of work-family conflict on life satisfaction at different levels of social support was shown in the table 15 below.

Table 15: Conditional effects of the focal predictor at values of the moderator

SS	Effect	Se	T	P	LLCI	ULCI
Low	-1.620	.271	-5.986	.000	-2.166	-1.075
Moderate	-1.082	.127	-8.494	.000	-1.338	-.825
High	-.543	.243	-2.235	.031	-1.033	-.053

Source: Filed survey, Gomado (2023)

From table 15, there was three levels of social support where all the levels have p-value less than 0.05 showing they were all significant. One

standard deviation below the mean which is low showed a weak (-1.620) effect of social support, again with a moderate there was a high moderate (-1.082) impact of social support. However, when there is a one standard deviation above the mean thus high social support the effect of work-family conflict on life satisfaction is reduced although is still negative (-0.543). Therefore, social support significantly moderated the relationship between work-family conflict and life satisfaction.

Discussions of Social support as a moderator

The results show that all the explanatory variables including control variables exhibit negative coefficients similar to the observations under the third objective (i.e. the relationship between work-family conflict and life satisfaction) other than the moderator (i.e. social support). This suggests that all the independent and control variables retained their negative effects on the life satisfaction of the female tutors in the Colleges of Education in the Eastern Region after social support was moderated.

The important variable of the investigation in this objective was the interacting term itself. Thus, the interacting effect of social support (SS) and work-family conflict (WFC) on life satisfaction. This interacting term with its statistical results found in Table 14. The coefficient of 0.100. This suggests that interacting social support with work-family conflict still exhibits a negative effect on life satisfaction. The accompanying p-value is 0.020 indicating that the coefficient is significant at a confidence level of 99%.

The implication is that the study fails to reject the null hypothesis that social support has a significant moderating effect on the relationship between work-family conflicts and life satisfaction among female tutors in Colleges of

Education in the Eastern Region. Thus, it is concluded alternatively that social support has a significant moderating effect on the relationship between work-family conflicts and life satisfaction among female tutors in Colleges of Education in the Eastern Region. The interacting term exhibited a high positive coefficient similar to the direct effect of WFC, it was observed that SS interaction has shrunk off a significant part of the negative coefficient. This suggests that social support inhibits or restrains the negative effect of work-family conflict on the life satisfaction of female tutors in the Colleges of Education in the Eastern Region.

The significant interacting effect of social support on the relationship between work-family conflict and the life satisfaction of the female tutors affirms the study priori. It is argued in this study that social support is linked to positive psychological and physical health outcomes, including subjective well-being. Accordingly, Nsaful (2016) found that individuals with high levels of support experience fewer psychological symptoms and appear to be less affected by life stress than persons with lower levels of support. Moreover, empirical evidence suggests that social support also moderates the relationships between inter-role conflict stressors and strain symptoms such that the stress-strain relationship is lower under conditions of high versus low social support (Rehman, 2018). Thus, this study expected social support to moderate the relationship between work-family conflict and life satisfaction through inhibition of the possible negative effect of work-family conflict. This apriori has been confirmed by the empirical evidence found in this study.

Despite the consistency with the apriori, the findings are inconsistent with some studies such as Amankwah (2018). In Ghana, Amankwah (2018)

carried out a survey on work-family conflict and satisfaction among female police officers using social support as a moderator. The purpose of the study was to ascertain the relationship that exists between work-family conflict and satisfaction while examining whether social support can have an effect on the relationship between them. Contrary to the findings in this study, Amankwah (2018) found that social support has no influence on the relationship between satisfaction and work-family conflict. Meanwhile, drawing from the evidence and inference of earlier studies including Ghanaian literature such as Nsaful (2016) revealed the significant role of social support. Nsaful (2016)'s recommended that husband should support their wives in the house to mitigate the negative consequences of the work-family conflict.

One possible reason for the conflicting positions with the study of Amankwah (2018), may be the unit of analysis and job characteristics. Like any other security sector, the police service has its own work-induced stress coupled with role conflicts. Therefore, the overall negative consequences may not be significantly inhibited by social support. It is also possible that the negative effect of work-induced stresses outweighs the positive consequence of social support on life satisfaction.

Moreover, although social support may be extended to police women, the nature and type of social support may not reflect what they actually need to address the work-family conflict and improve life satisfaction. As acknowledged by Attri and Neelam (2016), different people have preferences for a particular type or a combination of a few types of support. In providing support, the matching hypothesis indicates that the support given must be in accordance with the individual's desired support. Undoubtedly, offering the

wrong type of support at any point to an individual in a situation can be detrimental or may not yield the expected significant influence. This may also explain the differences between the results of this study and the findings in the earlier study by Amankwah (2018).

Nevertheless, the findings are similar to the conclusions and inferences which have been drawn in some of the existing literature (see Akram & Hussain, 2020; Rehman, 2018). Ampah (2013) recognised the role of social support in managing work-family nexus. Consistent with the findings in this study, Rehman (2018) also found that social support has a significant moderating effect on work-family conflict and life satisfaction while job stress is a significant mediator in the relationship.

Moreover, following other prior research efforts, social support like any other important resources including alternative responses to home production and multitasking could significantly affect the role conflicts-life satisfaction nexus (Erdamar & Demirel, 2013). This is affirmed by the evidence in this current study. These show the empirical relevance of the evidence found in this study.

Besides the priori consistency and the empirical relevance, the findings also present sound implications for theory and policy. The empirical evidence in this study suggests that a supportive work-family culture showed negative associations with conflict and stress. Thus, social support is fundamental for mitigating the negative consequences of role conflicts and moderating the consequence of work-family conflict on life satisfaction.

The findings support the extended contribution of some earlier studies such as Ampah (2013) to the social role theory. Social role theory assumes

that men and women behave distinctively based on the differences in their social interactions and according to the expectations and norms that society has placed on them. Following the social role theory, since it is the society that assigns the division of labour, its constructs are better placed to resolve or minimise the negative implications of the outcome of role distinctiveness. Therefore, with the intervention of social support, the negative consequence of work-family conflict on the life satisfaction of female tutors is expected to be minimised if not eradicated theoretically. The evidence of the inhibition role of social support in the work-family conflict and life satisfaction, therefore, supports the social role theory.

Another possible reason for the significant inhibition effect of social support in the work-family conflict and life satisfaction nexus is that social support like any other sociocultural constructs could increase the knowledge and understanding about how the relationship between work-family conflict and life satisfaction of female career builders affect their overall well-being. The knowledge of the negative consequence of role conflicts on the well-being or welfare of the beloved family members (i.e. female career builders) could deepen the social support including role support and reassignments to mitigate the negative consequence of work-family conflict on life satisfaction. This may explain why social support exhibited a significant direct positive effect on life satisfaction and significant resistance to the negative effect of work-family conflict on the life satisfaction of the female tutors in the college of education.

Moreover, the positive significant effect of social support on life satisfaction and inhibition effect implies that society recognises horizontal spillover of role conflict not only on the female tutors but also the entire

family, and therefore, there is the need to reduce this spillover through reorganisation of responsibilities and open support. An employee who experiences strain or an unpleasant moment at work would continue worrying about the same in the evening at home. According to Ampah (2013), this could lead to a crossover effect where the demands and their consequent strain cross over between closely related persons. Thus, minimise this stress and crossover may be viewed as self-love and assurance of self-welfare leading to deepening social role support.

Practically, the findings imply that extremely engaged female employees with manifold duties could meet the expectations by resorting to seeking support from individuals in their social networks. By extrapolation, in this collectivistic society, soliciting assistance from family and friends is the expected approach for dealing with the work-family conflict and improving the general welfare and life satisfaction.

A further implication is that the government and other stakeholders can balance work-family conflict and improve the total well-being of the career women such as female tutors by institutionalising workplace social support and network. This could help contain the negative effects of work-family conflict which has come to stay and may even deepen. Additionally, family members are expected to have reasonable knowledge of the task environment of the female career women in the family, closely monitor them and extend the appropriate and healthy social support. This could help address work-family stress and improve well-being.

Chapter Summary

This chapter followed the methodologies discussed in the methodological chapter to analyse the data collected. The analyses have been presented, interpreted, and discussed according to the specific objectives. Prior to the main analyses, the chapter presented the background data of the respondents and situated them within the study context. The mean scale through descriptive analyses had been used to address the first objective of the study. A standard multiple regression analysis has also been used to address and test the hypotheses associated with the second, third, and fourth objectives of the study. The study found that the level of work-family conflict among the female tutors in the College of Education in the Eastern is moderate. The job characteristics were found to have a negative but insignificant influence on the work-family conflict among the female tutors in the College of Education. The empirical analyses further demonstrated that work-family conflict has a significant negative effect on the life satisfaction of the female tutors in the College of Education despite its moderate level. Finally, the study showed that social support is an important catalyst that could inhibit the negative effect of work-family conflict on the life satisfaction of the female tutors in the College of Education. These findings were discussed within the context of the study a priori, empirical literature, and theoretical implications. The next chapter would follow the evidence in this chapter to present the summary, conclusions, and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This is the last chapter of the thesis. The chapter presents the summary, conclusions and recommendations from the study. The chapter is structured in four sections. The first section presents the summary of the study. This section summarises the key issues in the study including the findings. The chapter also presents the conclusions from the key findings of the study. The third section of the chapter focuses on the recommendations emanating from the findings and conclusions of the study. Finally, the chapter present suggestions for future studies.

Summary of the Study

This study seeks to explore the nature of work-family conflict with specific interest in female employees as they are hard hit by this phenomenon of work-family conflict. The study also focuses on how work-conflict affect the level of general life satisfaction of these female employees and extent to which job or role characteristics widen work-family conflict. This study was motivated by the growing complexity in working environment and the gaps of work-family life continuous to widen. This canker is not limited to a particular region or geographical area. It is estimated globally, managing work and family life has become more difficult for one-third of full-time workers. It is not surprising that work-family life is gaining momentum in research interest. The products of these emerging studies seek to provide the basis for striking equilibrium between family and work roles, however, the findings are still in their infancy.

The study was developed from four specific objectives. The first objective was to explore the nature of work-family conflicts among female tutors in colleges of education in the Eastern Region. The second objective sought to investigate how job characteristics influence work-family conflicts among female tutors in Colleges of Education in the Eastern Region. The third objective also focused on assessing the effect of work-family conflicts on the life satisfaction of female tutors in Colleges of Education in the Eastern Region. The fourth and the final objective was to examine the moderating role of social support on the relationship between work-family conflicts and life satisfaction.

The study followed post positivism philosophy or paradigm and quantitative analytical procedures. Exploratory research design was employed to complement the framework of the post positivism philosophy and quantitative approach. The target population of the study includes all the female tutors in the various Colleges of Education in the Eastern Region of Ghana and they formed the basis of the unit of analysis. The sampling technique was census to give room to select all female tutors of Colleges of Education in the Eastern Region of Ghana as the population was not large. The data were collected primarily through questionnaire administration.

Statistical Product and Service Solutions version 21 (SPSS 21.0) was used to code and analyses the data so as to generate the relevant estimates as per the dictate of the research objectives and the corresponding research question and hypotheses.

Summary of the key findings

1. The study found that the nature of work-family conflict among the female tutors in the College of Education in the Eastern Region was moderate.
2. Job characteristics were found to have a negative but insignificant influence on the work-family conflict among the female tutors in the College of Education.
3. The empirical analyses further demonstrated that work-family conflict had a significant negative effect on the life satisfaction of the female tutors in the College of Education despite its moderate level.
4. Social support was an important catalyst that could inhibit the negative effect of work-family conflict on the life satisfaction of the female tutors in the College of Education.

Conclusions

The study follows the key findings emanating from the study to draw relevant conclusions. These conclusions are presented according to the specific objectives. Regarding the first objective, it was concluded that the work-family conflict is moderate among the female tutors in the College of Education in Eastern Region. It was further concluded that the female tutors in the Colleges of Education (Eastern Region) are able to strike a desirable equilibrium between family and work roles. Admittedly, this is often difficult, however, the findings suggest that these female tutors have achieved relative success in combining their jobs and taking care of their families simultaneously.

With regard to the second objective of the study, the following conclusions were drawn. Firstly, it was concluded that the current job characteristics of the female tutors in the College of Education help these tutors to balance work with family life as evident in the negative effect on the work-family conflict. It was concluded that the tutors do not consider the nature of the job as frustrating and stressful but rather exciting. These tutors could crossover the positive mood to the family to minimise the work-family conflict as observed in this study. Thus, it was also concluded that the satisfaction the female tutors enjoy in the job environment influences their feelings of family life.

The study further draws conclusions from the key findings of the third specific objective of the study. Even though the work-family conflict was moderate, it still had significant negative effect on the tutors' life satisfaction. It was therefore concluded that conflict no matter its form is not desirable for life satisfaction. Work and family remain one of the two most important aspects of human life. Thus, when one experiences conflict between work and family, obviously life satisfaction is expected to be undermined. Given the relatively moderate work-family conflict observed in the first objective and the rather significant negative effect on life satisfaction implies that the female tutors' life satisfaction is very sensitive to work-family conflict.

The conclusions drawn regarding the fourth specific objective are as follows: Firstly, it was concluded that a high level of social support could serve as catalysts to minimise the negative implications of work-family conflict on life satisfaction. The findings also suggest that social support also moderates the relationships between inter-role conflict stressors and strain

symptoms such that the stress-strain relationship is lower under conditions of high social support. Thus, this study concluded that social support moderates the relationship between work-family conflict and life satisfaction through inhibition of the possible negative effect of work-family conflict.

Recommendations

The key findings from the objectives and the conclusions present fundamental bases for recommendations. The study therefore, follows these fundamentals to present its recommendations as follows:

Government and Management of the College of Education:

1. Government through its various agencies and management of the colleges should use the current job characteristics as baseline and improve working atmospheres by identifying and dealing with work stressors for female tutors. This is critical as the current job characteristics were found to be potential catalyst for work-family balance.
2. The study revealed that work-family conflict no matter its level could still be detrimental to life satisfaction. It is therefore suggested that management of these colleges should strive to provide flexible work routines and demands for female tutors to facilitate their work-family life balance.
3. Government and its agencies should make provisions to create work-social support to augment the social support from family to speed-up sustainable work-life balance. This is important as the study demonstrated that social support to inhibit the negative work-family conflict and life satisfaction relationship.

4. The Government and other stakeholders can balance work-family conflict and improve the total well-being of the career women such as female tutors by institutionalising workplace social support and network. This could help contain the negative effects of work-family conflict which has come to stay and may even deepen.

Policy implications

Policymakers should develop and execute policies addressing work-life balance for female tutors. Flexible workhours, maternity leave and childcare support can all reduce stress and increase job satisfaction.

They should occasionally gather data on work-family conflict among female tutors to inform future policies. This can help identify specific areas where support is needed and measure the effectiveness of implemented policies.

Educational institutions should provide a climate that recognises female instructor's dual roles as educators and careers. This can include giving recourses and support mechanism to assists them manage their tasks more efficiently.

Counselling implications

Institutions should offer counselling services that address work-family conflict. These programs can provide emotional support and practical strategies for managing stress and balancing opportunities.

Organising workshops and training that focus on stress management, time management and conflict resolution can equip female tutors with the needed skills to navigate their dual roles effectively.

Implementation mentorship programs where experienced female educators guide new tutors can help them navigate challenges related to work-family conflict and enhance their dual roles effectively.

Suggestions for further study

This study situated the analyses in the context of female tutors. Even though this has revealed exciting evidence, work-family dynamics is not the preserve of women. Future researchers could follow similar methodology to repeat the investigation using male tutors as the unit of analysis. The evidence could be used for comparative analyses to either affirm or disaffirm the notion that work-family conflict is more prevalent in female working routines.

It was found that social support is a catalyst for inhibiting the negative effect of work-family conflict. However, this study used a composite assessment of social support. It is recommended that future studies should disintegrate the social support into family based social support and workplace social support. This could give room for unit analysis for comparative evaluation. The evidence could also provide deeper insight into the dimension which would merit more policy attention.

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APPENDIX A
QUESTIONNAIRE
EFFECT OF WORK-FAMILY CONFLICT ON LIFE SATISFACTION
AMONG FEMALE TUTORS AT COLLEGES OF EDUCATION IN
THE EASTERN REGION, GHANA

Dear Madam,

I am soliciting data from you to conduct a study on impact of work-family conflict on life satisfaction among female tutors at colleges of education in the Eastern Region, Ghana. This research is a partial requirement for a Master of Philosophy in Guidance and Counselling. The data from you would be used solely for academic purpose. Due confidentiality requirements would be upheld.

The study follows high ethical requirements and guidelines of University of Cape Coast and therefore the data collection exercise will also comply with these ethical standards. You are assured of anonymity and confidentiality of the various responses. The participation is voluntary and you may exit at any point of the data collection process with no sanctions. Please provide your candid responses to the questions as they appear in this questionnaire.

Thank you.

SECTION A: DEMOGRAPHIC DATA

Please indicate your response by ticking (✓) in the applicable box for each question.

1. Marital Status

☐ Single ☐ Married ☐ Divorced ☐ Cohabitation
Widowed

2. Educational Achievement

☐ Second Degree ☐ Doctoral Degree
☐

Professional Development

3. Job Experience in Year in Total (Please tick one)

☐

Less than 5 years

☐

6-10 years

☐

11-20 years

☐

more than 20

years

4. Years in Experience with this college (Please tick one)

☐

Less than 5 years

☐

6-10 years

☐

11-20 years

☐

more than 20

years

5. Age

☐

25-30 years

☐

31-40 years

☐

41-50years

☐

more than 50

years

SECTION B: WORK-FAMILY CONFLICT

Please indicate your agreement, disagreement or otherwise with each of the statements by **rating 1 to 5 with 5 showing strong agreement and 1 showing strong disagreement** the appropriate number. 5= Strong Agreement (SA), 4= Agreement (A), 3=Weak Agreement (WA), 2=Disagreement(D) and 1=Strong Disagreement (SD)

STATEMENT		Strong Agreement 5	4	3	2	Strong Disagreement 1
		SA	A	WA	D	SD
7.	My job demands are flexible making it easy to adequately attend to family issues					
8.	I sometimes have to rely on my co-workers to cover for me when I have to attend to family issues and activities					

9.	There is a flexibility in my work schedule to accommodate my family demands					
10.	My family members and work superiors show understanding for my worries about combining work and family activities					
11.	My family members are often ready to take care of family/non-work demands and responsibilities for me when I have a lot to do at work					
12.	When I am frustrated at work, my family members do not try to understand my situation					
13.	It is very difficult to get support from family and friends to help me to handle demands from my work					
14.	I often get someone in my family to help me out by running errands when necessary					
15.	Managing the demands of my work and family issues is less stressful					
16.	I often feel like quitting my job for my family					

SECTION C: LIFE SATISFACTION

Please indicate your agreement, disagreement or otherwise with each of the statements by **rating 1 to 5 with 5 showing strong agreement and 1 showing weak agreement** the appropriate number. 5= Strong Agreement (SA), 4= Agreement (A), 3=Weak Agreement (WA),

2=Disagreement(D) and 1=Strong Disagreement (SD)

NO.	Statement	Strong agreement 5	4	3	2	Strong Disagree- ment 1
		SA	A	WA	D	SD
17.	I am affectionate about life					
18.	I feel sense of worthwhile accomplishment in life					
19.	I do not a clear direction in life, both in my family and work					
20.	I am able to plan my life with very little or no difficulty					
21.	I really do not feel sense of belonging in both my family and work					
22.	I do not think I can easily become as attached to this college as myself and my family					
23.	I have better understanding of my life making life pleasurable					
24.	My life is very stressful					
25.	My ideas and interests are regarded in both my family and job					
26.	I am able to manage both my job and family life demands satisfactorily					
27.	I do not have inner peace and satisfaction					

SECTION D: JOB CHARACTERISTICS

Please indicate your agreement, disagreement or otherwise with each of the statements by rating 1 to 5 with 5 showing strong agreement and 1 showing

strong disagreement the appropriate number. 5= Strong Agreement (SA), 4=

Agreement (A), 3=Weak Agreement (WA),

2=Disagreement(D) and 1=Strong Disagreement (SD)

STATEMENT		Strong Agreement 5	4	3	2	Strong Disagreement 1
		SA	A	WA	D	SD
28.	The teaching work is not challenging					
29.	The work requires meeting sharp deadline					
30.	There is always work overload to complete to meet examiners' requirement					
31.	There is a flexibility in the teaching to allow employees to work part-time if situation changes					
32.	There is no room for job sharing where two or more people can share one fulltime job					
33.	There is a standard working hour and therefore no employee can compress the working hours to attend to other non-work issues					
34.	The nature of the job does not require standard working procedure where employees are expected to be physically present at work					
35.	There are chances to exercise independent thought and action on the job					
36.	Teaching as a job does not provide opportunities to learn new things from my work					

37.	There are outside (e.g. political and other) pressures and influences in my work that makes planning very difficult				
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SECTION E: SOCIAL SUPPORT

Please indicate your agreement, disagreement or otherwise with each of the statements by **rating 1 to 5 with 5 showing strong agreement and 1 showing strong disagreement** the appropriate number. 5= Strong Agreement (SA), 4= Agreement (A), 3=Weak Agreement (WA), 2=Disagreement(D) and 1=Strong Disagreement (SD)

STATEMENT		Strong Agreement 5	4	3	2	Strong Disagreement 1
		SA	A	WA	D	SD
38.	My college does not encourage social interaction					
39.	My college creates team spirit and team assistance					
40.	My college does not take interest in my family welfare					
41.	I feel that there is a cordial relationship between my college and my family					
42.	My family does not have positive view about my college					
43.	I do not receive support from my family members					
44.	My colleagues in the college support me in balancing work and family demands					
45.	My family members support me with family duties					

Thanks for participating in this data collection exercise