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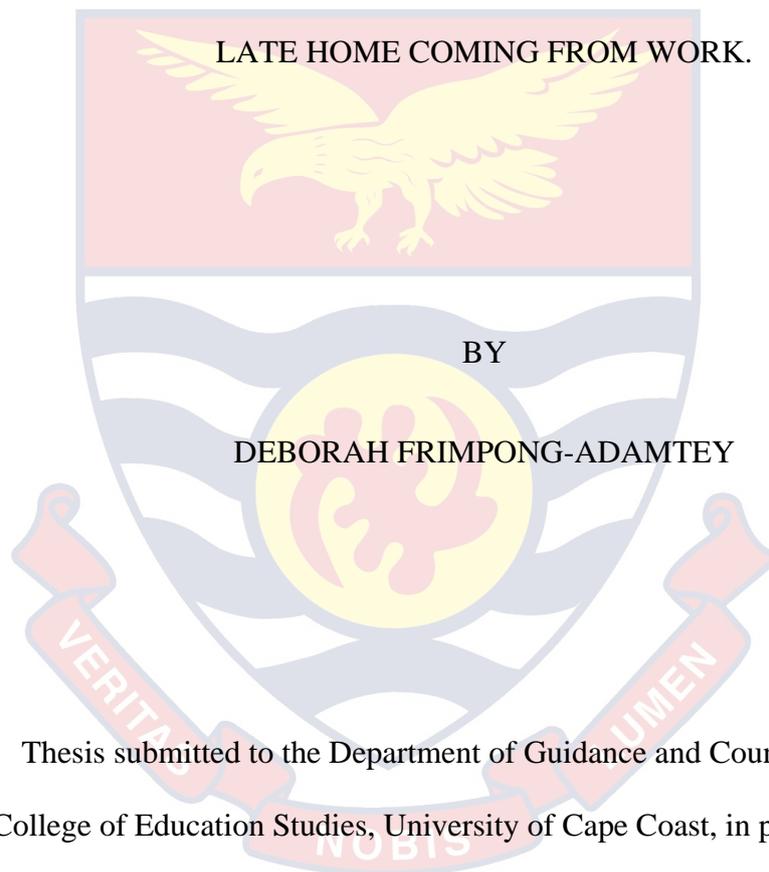
PERCEPTIONS OF HUSBANDS'/CHILDREN'S RELATIONSHIPS AND  
ATTACHMENTS WITH THEIR WIVES/MOTHERS, REGARDING THEIR  
LATE HOME COMING FROM WORK IN GA WEST DISTRICT



2019

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ATTACHMENTS WITH THEIR WIVES/MOTHERS, REGARDING THEIR  
LATE HOME COMING FROM WORK.



Thesis submitted to the Department of Guidance and Counselling of the  
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

SEPTEMBER 2019

## DECLARATION

### Candidate's Declaration

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

Candidate's Signature.....Date.....

Name: .....

### Supervisor's Declaration

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

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

Name: .....

Co-Supervisor's Signature.....Date.....

Name: .....

## ABSTRACT

The study assessed the relationships and attachments between husbands/children and their working wives/mothers regarding her late home coming respectively in Ga East District of Ghana. The descriptive research design was used for the study. The population of the study comprised husbands and children of families in which the wife/mother works within Dome Township, a suburb of the Ga East District. The purposive sampling method was used to sample fifty-one (51) husbands and one hundred and fifty (150) children for the study. Two sets of questionnaires were used to obtain data for the study. The Cronbach's alpha coefficients for the instruments were 0.78 and 0.72. Frequencies, percentages, means, standard deviations, independent samples t-test and one-way analysis of variance (ANOVA) were the statistical tools used for the data analysis. It was found that children had positive perception of work life balance of their mothers than their fathers. The study showed that husbands had positive perception of work life balance of their wives. Husbands had positive perception about their wives to come home late from work. The results revealed that there's is a significant difference between husbands with tertiary education and those without tertiary education regarding their perception in work life balance of their wives. It is recommended that government and other employers of labour must therefore ensure that working mothers of children from the ages of 12 to 16 are given flexible work at various work places. Guidance counsellors must hold workshops for school children of working mothers who may be experiencing a lot of problems such as behavioural disorders, learning difficulties, problems with development and challenges with peers.

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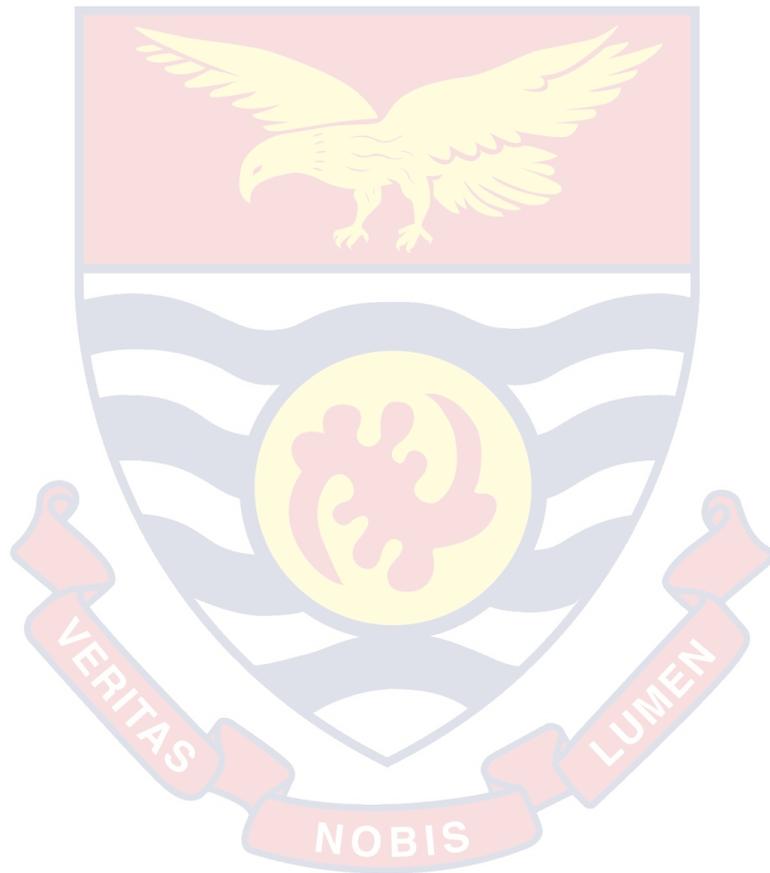
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## DEDICATION

To my loving husband, Edmund Adamtey and my children whom God used to  
make this programme successful



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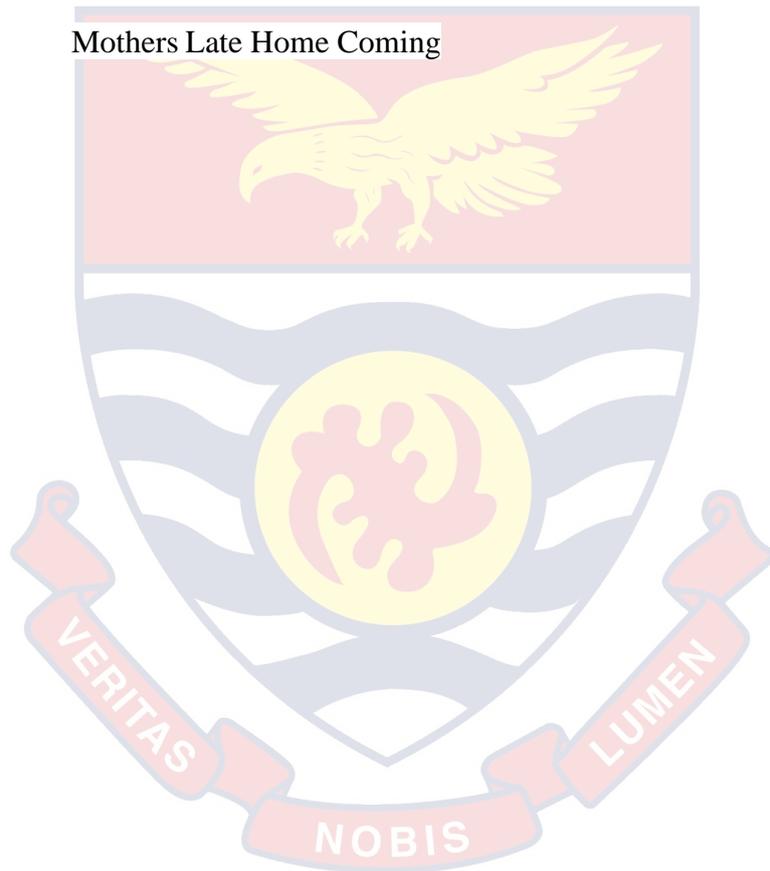
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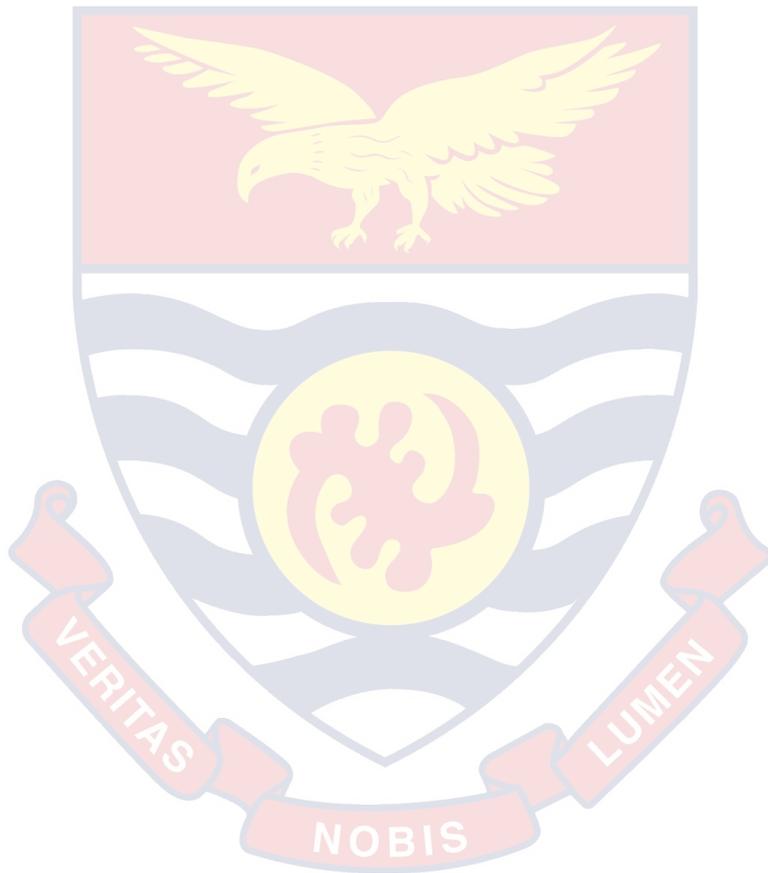
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## CHAPTER ONE

### INTRODUCTION

Parents have the most important job in the world (Brisbane, 1994). There is nothing parents do in their lifetimes that is more significant than how they raise their children. It is a challenging, fulltime job that lasts throughout their lives, no matter how old the children get. While parenting presents struggles and trials, it also offers many rewards. Those rewards, too, can last through life. Parenting is not only vital to the present, but also to the future, as the children themselves become parents. The relationship and attachments within families is important in ensuring success in parenting. This study therefore focuses on the perceptions of husbands and childrens' relationships and attachments with their wives and mothers regarding their late home coming from work.

#### **Background to the Study**

Society is formed by a large number of people who are in groups and entities with their own specific objectives and purposes. Among these groups, families are the basic social units and are acknowledged to be their society's fundamental and most important characteristics. In all countries, at all times and in all civilisations, the family, regardless of its form and organisation, is recognised as a social reality and as an essential element for development (Abbott, 2003).

A family, according to Brisbane (1994), is a group of two or more people who care about each other and are committed to each other. Usually,

the members of a family live together, by birth, or by adoption. Brisbane continues and asks the question, “Why does the family seem to matter so much”? Then he gives the answers “A family is every child’s first connection to the world. As a child gets older, family provides a safe environment from which to explore and to which he or she can return.

John Beattie, an anthropologist suggests, as cited by Morris in Concise Dictionary of Social and Cultural Anthropology, (2012): “If human society is to continue, then men and women must come together (in marriage) and have children”. Marriage is a basic institution in every human society. It is the recognised social institute, not only for establishing and maintaining the family, but also for creating and sustaining kinship. According to Hewitt, White and Teevan, (2008), marriage can be defined as an ongoing exchange. A commitment which involves a more or less explicit contract that spells out the rights and obligations between partners and can be defined as either the personal or social level. At the personal level, it means that marriage is undertaken with considerable seriousness. At the social level, it means that certain customs and laws govern entering or leaving a marriage. According to Laryea (2002), citing Chapman, marriage is the “blending of lives in the deepest possible way into a new unit that satisfies both the individuals involved and serve the purposes of God in the highest possible manner”. Marriage is a sacred institution which was established by the Almighty God. Gyekye (2000) posits that “without the institution of marriage, there would be no family, nuclear or extended and therefore no kinship ties”.

According to Marshall (1998), a conjugal family refers to a family system of spouses and their dependent children. In such systems, because the

social emphasis is placed primarily on the marital relationship, families are relatively independent of their wider kinship network. Sociologically, families all over the world are identified as nuclear families in spite of their varied natures which consist of a husband and a wife with their children as the epitome of a family. The extended family which may include parents, grandparents, children, siblings, first cousins, distant cousins, and so on; and single-parent family where one of the parents is absent either temporarily or permanently. This absence may be due to death of one of the parents, divorce of marriage, unplanned pregnancy or a mother or father choosing to have and raise a child all by himself or herself out of wedlock. The yardstick used in classification of family is purely economic. Many problems that affect the family stem from economic challenges like income of the family, the cost of maintaining each member of the family, the health status of members and education of the individual members, especially the younger ones (Abbott, 2003).

The family is central to African society. It varies greatly in form and size; nuclear family exists, but extended family predominates. The children become the responsibility of the entire family group. The extended family in which sons live together with their wives and children in one compound is less common today. However, solidarity with kin continues in forms adapted to new economic circumstances. Statistics suggest an increasing incidence of the so-called “enlarged nuclear household”; a central family unit whose numbers are swelled by distant family members (Boyden, 1993).

It is the responsibility of the family to propagate the race of humanity and socialise the children. The children usually depend upon the parents for

their upkeep. The value of the family as a source of love and security cannot be over-emphasised. It is the responsibility of the family to teach values. Values mean nothing without action. They are learnt and put into practice. If the family values education, it must show it by helping younger members learn and encourage them to stay in school and do well (Sassie, 2015).

From the above discussions, it is realised that children are the procreation from two adults who are the parents. A person who becomes a mother or father of a biological or an adopted child enters into parenthood (the state of being a parent). A parent is a person's mother or father (Oxford Advance Learners' Dictionary, 2013). This can be foster-parents, single parents, adopted parents and biological parents. In other words, a parent is a person who uses all his or her economic and physical resources to bring up a child into a matured adult. That means, providing economic, emotional, educational, recreational and physical support for the child. In this case, one, two or more people can be parents of one child. Being a parent is one of the most challenging roles one will ever have as an adult.

Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting is usually done by the biological parents of a child in question, although government and society have a role to play (Davies, 2000). Parenting can simply be defined as the process or the state of being a parent (Cambridge English Dictionary, 2012). It is on this note that Dobuild (2008), defines a parent as someone's mother or father. This can be foster-parents, single parents, adopted parents and biological parents (Robert's, 2008). Once you have a child, you are involved in the process of parenting. However,

raising children and all the responsibilities and activities that are involved in it are not that simple. In many cases, orphaned or abandoned children receive parental care from non-biological relations. Others may be adopted, raised in foster care, or placed in an orphanage (Chan, 2013).

This definition implies that one needs to plan before becoming a parent because it involves bringing up the children and also providing care for them. Parenting, according to Kagan (2013) means, implementing a series of decisions about the socialisation of children - what is done to enable them to become responsible, contributing to members of the society, as well as what is done when they cry, are aggressive, lie, or do not do well in school.

Having a child brings dramatic and long-lasting changes to every parent's life. Some of these changes involve joy and deep satisfaction. Other changes can be difficult to deal with, especially when parents are unprepared for them. Raising a child is more than just a day-to-day assignment. It is a lifelong commitment. A child's needs for physical care, financial support, love, and guidance continue until adulthood. Being a parent means having a constant concern for the present and future welfare of another human being (Brisbane, 1994), which may be accompanied with economic stress, increase of house hold chores and sleepless nights.

Raising children is an adventure, full of surprises and changes (Kennedy, 2001). Parenting involves a continuous process of interaction that affects both the parents and the children. Kennedy says, one rediscovers some of ones' own experiences in childhood and adolescence, when one becomes a parent (Berns, 2013). Other changes can be difficult to deal with, especially when parents are unprepared for them. Ryder (1990) opines that when children

are ill, parents give them loving care. When children are frightened by their parents' absence, baby - sitters comfort and reassure them. When children have difficulty at school, teachers offer them support and encouragement. Each of these examples reveals parenting characteristics. Ryder says, the word "parenting" relates to many kinds of situations, it is applied most often to family settings.

Parenting is universal and viewed as a highly valuable practice among societies. A big part of being a parent is accepting responsibility for the child's welfare – not just a few days or weeks but for many years. Parents sometimes find these decisions overwhelming. This means that being a parent is not an easy task but the reward is amazing. People need people to survive: children need supportive adults as well as other children, adults need a supportive community including other adults, and children are what keep society going. Many adults choose to expand their family group by having children. However, the decision to become a parent should not be taken lightly. Parenthood brings many changes, and there are several important questions to consider before one decides whether or not to become a parent (Berns, 2013). A non- governmental organisation (NGO) committee on the family in Vienna (1991) has said the following about parenting:

- i. To adults who are childless by choice, having children may seem a self-sacrifice – the sleepless nights, the loss of spontaneity in friendships, and the drudgery of routine. But most parents are possibly quite selfish – they make these short-term sacrifices because they believe there will be long-term gain for all.

- ii. Reasons for desiring parenthood differ according to circumstance and culture. In many developing –world, societies having a large family is an eminently rational strategy for survival. Children’s labour makes them an asset to, rather than a drain on, family finances. Parents look to the children for security. The vast majority of developing-world citizens have no access to insurance or pension plans, or government social security. Without children, one’s future in old age would look bleak.
- iii. Parents can also hope that their children will be the ones who get education and a city job. Income from one such job can often support a whole family in the countryside.
- iv. In wealthier countries, and among the developing world elite, there is less economic and practical motivation for having children, although some parents would expect help from their children when they are old.
- v. The value of children to their parents cannot be measured in terms of labour or extra income alone.
- vi. Parents’ political dreams may be realised when children marry into powerful or prestigious families. Parents whose children excel at school or work gain prestige among their friends and family. Children prove adult potency and so enhance self-image; they also bear their parent’s name, and perhaps physical and personal characteristics.
- vii. Adults gain a sense of continuity into the future; that they will be remembered even after death.

Research has proven that the behaviour of every individual is influenced by parents and the society in which he/she lived from infancy.

Boyden (1993) conducted a study of 790 families in Nebraska, US and found that three quarters of the parents explained that the reason for giving children domestic chores was that it was meant for character building. Boyden found again that only twenty-two parents responded that they needed help in the home. Ryckman (2013) stated Freud's opinion of the third personality structure of the individual during childhood. "The superego is the construct Freud used to describe the individual's internalisation of societal values. These values are instilled in the person primarily by parents who teach which behaviours are appropriate or inappropriate in given situations. The superego thus represents a set of learned ideals". It, therefore, becomes somehow difficult for an adult to unlearn behaviour which he or she has already learnt from infancy.

Dollar and Miller (as cited in Austad, 2003) reinterpreted psychoanalytic concepts with a stimulus-response perspective. These researchers hypothesised that behaviours such as anxiety and guilt were difficult to extinguish because a person persistently escapes and avoids the situations that incite these feelings. The above reasons prove that training up a child in a morally acceptable way is very important in every society.

The parent who is the first trainer of the child has an important role to play, whether he or she is a biological or adopted parent or a care taker. According to Louw & Louw (2007), parents have four roles: teacher, moral leader, emotional supporter and advocate. Parents teach by directly stating information, just like any other teacher. Mothers, in some parts of the world are traditionally identified as those who train children although fathers, teachers and the society have their own roles to play in training children. Klu

(2006) has stated that the role of the mother in the development and education of the child is so essential that one should not neglect it. Learning is most intense during infancy and childhood. The mother is normally the principal teacher of the very young child, at least until weaning; it is the mothers' role to teach their children how to talk, eat solid food, and use the toilet and to sit even before they start school.

From the very beginning of existence of humankind, women have been given the role of taking care of house work and children by society in almost every culture. Meanwhile, men were obligated to provide food and major needs of the family (Boateng, 2010). As a result of the industrial revolution, this trend has changed since 1980s and now a majority of women are working for several reasons such as the need of socialising and sharing the burden of husband (Essortment, 2015).

However, in the 21st century, industrialisation has changed the traditional roles of parents because; some mothers as well as some fathers are doing white color jobs which demand most of their time. This has made it necessary for intense involvement of both parents in the training of the child. Sometimes one parent is not employed outside the home. For these families, childcare may not be a problem. Although mothers have commonly stayed at home with children in the past, some fathers' desire to cater for children runs deep. In this case child-raising responsibilities can be shared between the two parents (Sassie, 2015). Many fathers need to teach their children values and how they should behave and talk when they are with other people. They should teach them about right and wrong. Morally, parents must teach the

children scriptures and how to say “I am sorry”, “please”, “excuse me” and “thank you” (Stoop & Stoop, 2006).

At the centre of the Ghanaian society is the institution of family. Sustained through a series of kinship networks and marriages, the family is acknowledged as the bedrock of all social life. The family is not only the basis of Ghanaian social organisations, but is also the main source of social security in old age (emotionally and financially) and the primary or sole caretaker for the young.

Family structures vary in the Ghanaian society. The family unit consisting of husband, wife, and the children born to them is common in the urban areas. It is what most people want for themselves and their children (Boateng, 2010).

### **Statement of the Problem**

Since the period of the Industrial Revolution, industrial work has become a common source of remuneration and wages. Women have today become part of the workforce at the industry (Boyden, 1993). Female labour force (total percentage of women labour force) in Ghana was last measured as 49.89 in 2013, according to the World Bank. Female labour force as a percentage of the total, shows the extent to which women are active in the labor force. Labour force comprises people of ages 15 and older who meet the International Labour Organisation's (ILO) definition of the economically active population.

According to Boateng (2010), before this time women, especially in Ghana, were known more as house-wives, farmers or petty traders but today, a good number of women are workers from both formal and informal sectors,

with many working as sales workers – petty traders, farmers, craftsmen and women; manufacturers, institutional workers – clerks and administrators. There are also professional workers as teachers, nurses, doctors, civil servants, bankers, engineers and lawyers. Such women, as for example, those who are working in the banks and other offices sometimes close late from work. At such times, their homes are run by their husbands and other house-helps. In cases where the husbands are also workers who keep long at their work places, the house is left virtually in the hands of house-helps and the children. The question however is that the attachment and relationship between husbands/children and their working wives/mothers who work for long hours (That is wives and mothers who are working in both the formal and informal sectors).

Upon observations, this researcher has realised that most working mothers within the Ga-East District leave home early for work and return home late. The work brings money into the family and that is helpful to the family but the long hours spent outside the home by the mother could also have adverse influence on the children and the family as a whole.

Also there could be misunderstanding between wives and husbands. According to Longe (2011), many working mothers, particularly those whose jobs give them little control over their work (such as food service, factory assembly-line work, retail sales work, etc.) come home at night feeling emotionally frustrated as well as physically tired. In this case, husbands and wives may find themselves quarreling more often with each other.

The children may suffer certain mishaps such as behavioural disorders, learning difficulties, problems with their development and challenges with

peers (Hayes, & Kamerman, 1983). All these may need the attention of a parent. So one wonders how husbands and children perceive wives/mothers who come home late from work.

So far, I have not seen any research on the attachment and relationship between husbands/children and their working wives/mother regarding her coming home late from work in the Ga-East District. Upon vigorous search on this topic, I did not find any study done on it. Previous research such as that of Chan (2013) paid attention to the cognitive development in the first few years of age, giving small consideration to possible older children. Insufficient number of work in the economic and social science literature researchers such as Anderson et al. (2012), analyse on maternal work on older children but these researchers mostly pay attention on US data. This may limit this study in the area of gathering information for it. It is, therefore, necessary to find out whether family members have any specific problems emanating from the number of hours the working mother is absent from the home. The problem of this study in a question form, therefore is; how is the attachment and relationship between family members (husbands and children) and their working wives/mothers who come home late from work due to long hours of work?

### **Purpose of the Study**

The general purpose of the study was to determine the attachment and relationship of husbands/children regarding the late home coming of their mothers and wives in Ga East District of Ghana. The study specifically finds out:

1. Attachment and relationship of children regarding the late home coming of their mothers.
2. Attachment and relationship of husbands regarding the late home coming of their wives.
3. Whether there exists any significant difference between husbands with tertiary education and those without tertiary education with regard to the late home coming of their wives.
4. Whether there is any significant difference between children of age 12 to 14 and 15 to 16 with regard to the late home coming of their mothers.
5. Whether there is any significant difference in the attachment and relationship of husbands regarding the late home coming of their wives on the basis of age.
6. Whether there is any significant difference between male and female children's attachment and relationship of the late home coming of their mothers.
7. Whether there is any significant difference in children's attachment and relationship of the late home coming of their mothers on basis of form/academic level.

### **Research Questions**

The study sought answers to the following research questions:

1. What are the attachment and relationship of children towards their mothers late home coming?
2. What are the attachment and relationship of husbands towards their wives late home coming?

## Research Hypotheses

1. H<sub>0</sub>: There is no significant difference in relationships and attachments of husbands with tertiary education and those without tertiary education with regard to the late home coming of their wives.  
H<sub>1</sub>: There is significant difference in relationships and attachments of husbands with tertiary education and those without tertiary education with regard to the late home coming of their wives.
2. H<sub>0</sub>: There is no significant difference in the attachment and relationship of children of age 12 to 14 and 15 to 16 with regard to the late home coming of their mothers.  
H<sub>1</sub>: There is significant difference in the attachment and relationship of children of age 12 to 14 and 15 to 16 with regard to the late home coming of their mothers.
3. H<sub>0</sub>: There is no significant difference in the attachment and relationship of husbands regarding the late home coming of their wives on the basis of age.  
H<sub>1</sub>: There is significant difference in the attachment and relationship of husbands regarding the late home coming of their wives on the basis of age.
4. H<sub>0</sub>: There is no significant difference in the attachment and relationship of children regarding the late home coming of their mothers on the basis of gender.  
H<sub>1</sub>: There is significant difference in the attachment and relationship of children regarding the late home coming of their mothers on the basis of gender.

5. H<sub>0</sub>: There is no significant difference in the attachment and relationship of children regarding the late home coming of their mothers on basis of form/academic level.

H<sub>1</sub>: There is significant difference in the attachment and relationship of children regarding the late home coming of their mothers on basis of form/academic level.

### **Significance of the Study**

Generally, it is presumed that family life balance is experienced when expectations from the area of (paid) work are compatible with expectations from other area e.g. family or leisure time (Pichler, 2008). Hence, it can be assumed that a “well-adjusted” living transpires when activities and ambitions in one area such as work do not have negative effects on activities in the other one, such as the family, (Pichler, 2008). Many studies have, however, put stress on the relationship between work and family life. It is in this regard that this study becomes important because marriage counsellors can use the findings to counsel working mothers to come to self-realisation and better solve the problems that they may be facing in their families as a result of long hours spent in working outside the home. They can use the findings to counsel husbands to better understand the challenges (physical and emotional) their wives encounter in their employment. It will also help husbands to realise and understand the changes in the roles of each individual at home as a result of the late coming home of their wives from work.

Based on the findings, school counsellors can help children – especially school children of working mothers who may be experiencing a lot of problems such as behavioural disorders, learning difficulties, problems with

development and challenges with peers. The findings can also help create awareness in the Junior High schools for teachers and individuals concerned to have the understanding of the kind of problems such children face. On the same note, it can be used for awareness creation between the teachers and parents during Parent Teacher Association (PTA) meetings.

Counsellors and pastors can also use the findings for awareness creation during seminars, workshops and church services to help working mothers, husbands, parents and house-helpers to deal with the stress that accompanies the change of individual roles at home and to change any negative mentality of other members of the family. In formulating working policies, employers such as the government and private employers will also benefit from the findings, as to how to consider working wives/mothers.

### **Delimitation**

The study centered on families in the Dome, a town in the Ga-East District in Accra, Ghana. It specifically looked at the perception of husbands'/children's relationships and attachments with their wives/mothers, regarding their late home coming from work.

### **Limitations**

The questionnaire that was employed for the study was a self-report measure and for that matter, respondents could give responses that might not reflect the actual situation in their lives even though they were told to be honest in their responses.

Information regarding this study was limited due to no prior research work done on the perception of husbands'/children's relationships and attachments with their wives/mothers regarding their late homing from work.

## Definition of Terms

**Work-** Any useful activity engaged in to earn a living in the context of self-employment and white color jobs.

**Working mother-** Working mothers, as a label, refers to women who are mothers and work outside the home for income in addition to the work they perform at home in raising their children.

**Working wives:** - Refer to women who are wives and work outside the home for income in addition to the work they perform at home as wives.

**Working hours-** The usual working hours in Ghana are from 8am until 5pm with a minimum break of 30 minutes. This study considers every woman who comes from work an hour after 5pm as coming home late (ILO).

**Family members:** Husbands and children of the family.

**Children:** Biological children children (adolescent) of the husband and wives in respect of this study.

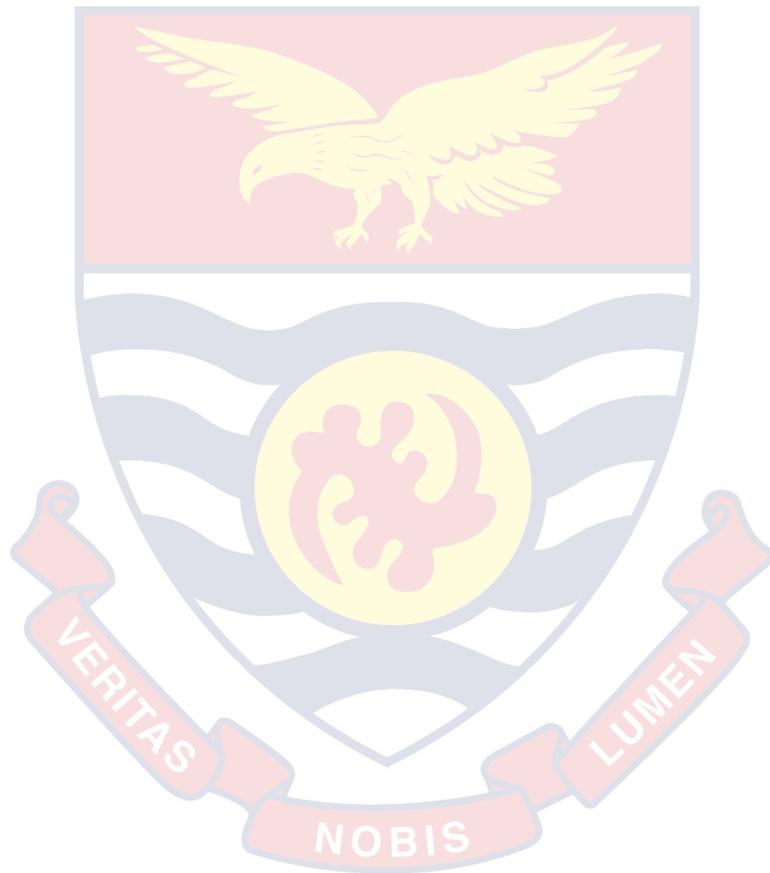
**Secondary helpers:** refer to people outside the nuclear family who are left to take care of the children when the parents are away. Typical examples are the house helps, uncles, aunties and grandparents.

## Organisation of the Study

The study is organised into five chapters. Chapter One focuses on background to the study, statement of the problem, purpose of the study, research questions, research hypotheses, significance of the study, delimitations, limitations of the study and organization of the rest of the study. Chapter Two focuses on a review of related literature. It reviews previous works as they relate to the objectives of the study. Chapter Three addresses the research methods used and includes research design, population, sample and

sampling procedure, data collection instrument, pilot testing, data collection procedure, treatment procedure and data analysis.

Chapter Four presents the results obtained from the study and discusses them within the context of the literature reviewed. Chapter Five gives the summary of the study, conclusions, implications for counselling and recommendations. Areas for further research are also suggested in Chapter Five.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter reviewed available related literatures and research findings on husbands'/children's perception regarding the late home coming of their working wives/mothers who come home late from work. Both conceptual framework and theoretical as well as empirical studies are presented in the chapter.

#### Definition of Work Life Balance (WLB)

Felstead, Jewson, Phizacklea and Walters (2002: 56) define work life balance as “the relationship between the institutional and cultural times and spaces of work and non-work in societies”. Expanding on this definition, Hill, Hawkins, Ferris and Weitzman (2001: 49) refer to WLB as ‘the degree to which an individual is able to simultaneously balance the temporal, emotional, and behavioural demands of both paid work and family responsibilities. Clark (2000) defines WLB as satisfaction and good functioning at work and at home, with a minimum role of conflict.

Kirton and Greene (2010) define WLB as employment policies facilitating the balancing of work and life outside of work-implicitly extending beyond parenting/caring responsibilities. According to RCN (2008), WLB denotes the working practices that acknowledge and seek to support the needs of staff in achieving a balance between their homes and working lives. While there is a consensus on the benefits of WLB, Grzywacz and Carlson (2007)

note that ambiguity revolves around how WLB should be defined, measured and researched. In other words, the theorizing of the subject is still a work-in-progress.

Ongati (n.d) defined work life balance as people feeling satisfied with the way they divide their time and energy between paid work and all other things they need and want to do. There is the need for all people to have a balance in lives. Ongati (n.d) proposed some indicators of a good work life balance. He indicated that good work life balance is in place when employees:

1. Work between 5 and 9 hours per day
2. Don't have to travel more than one hour to and from work.
3. Have and take advantage of proper rest and eating periods within their working day/night
4. Know in advance what shifts/days they are scheduled to work.
5. Have interest/pursuits outside the workplace.
6. When doing their jobs have time left to be engaged in activities that have no connection to work.

### **Historical Context**

The roots of WLB go back to the nineteenth century when workers and unions successfully campaigned against long working hours in factories and it became apparent that a decrease in working hours had no significant impact on production (Bosworth & Hogarth as cited in Syed, 2015). During the early twentieth century, the campaign for a maximum cap on working hours was also reflected in pioneering studies in the field of WLB (e.g. Myers, 1924). The studies emphasized the role of motivation, human relations and conditions under which reduction in working hours may improve productivity. In 1938,

the US government introduced the Fair Labor Standards Act with a maximum workload of 44 hours per week (US Department of Labor, 2013). Finally, in the 1980s, companies began to introduce family-friendly policies, such as telecommuting and flexible scheduling. Even though such policies were originally focused on women, in practice they accommodated both women's and men's need in this an increasingly competitive workplace and career-driven society (Parakati as cited in Syed, 2015).

According to Bosworth and Hogarth (2009), a number of indicators represent the current policy mix in terms of WLB. These include health and safety at work, equality, a flexible labour market and international competitiveness. Today, WLB is recognized as a major issue for both employees and employers to manage. Indeed, many of the challenges related to WLB can be seen a by-product of a poorly managed WLB-examples being stress, absenteeism, retention, ill health and morale.

Family and work are the two most important domains for many adults. When conflicts between these two domains occur, there are potentially adverse effects for individuals, families and organisations (Andrews & Withey as cited in Kotze, 2003). Although men increasingly express interest in a more balanced commitment to their work role, it is women who experience the highest levels of conflict between work and family, since women are still expected to perform the bulk of family and household tasks and responsibilities (Burke, 2001).

Professional women in the 21<sup>st</sup> century have the exceptional challenge of balancing the multiple tasks associated with their homemaker and work roles, namely, fulfilling the responsibilities of mother, caregiver, spouse and

employee simultaneously. It is also clear that women's ability to balance these roles has a direct bearing on their physical and mental well-being, as well as their career performance and success (Burke, 2001). It is suggested that it may be more difficult than ever to manage a balanced commitment to one's work and personal life (Burke, 2001). As a result of organisations being faced with heightened competition globally, employees experience increasing performance pressures. The hours spent in the workplace, especially for managers and professionals, are increasing. High performance organisations have raised their expectations regarding time, energy and work commitment. The dual role women have to play makes it difficult for them to meet these higher organizational expectations (Hocschild, 1997). They are thus faced with a unique challenge to balance the competing expectations of work and home, along with all their other roles.

### **The Concept of Family**

There are a number of views regarding the definition of family. Sometimes it is defined to convey each author's opinions and inclinations. Adesanya (2012) saw it as a number of individuals, each with his/her own needs and expectations. Some viewed it as a primary group, usually small in size, which has considerable emotional involvement and shared goals (Adesanya, 2012). Okeke (2003) said the family is a basic unit of society and, therefore, an agency for the transmission of societal values. Jackson and Ledere in Okeke (2003) described the family as an interacting communication network in which every member influences the nature of the family system and is in turn influenced by the system. Thus, the family is a social system

consisting of father, mother and offspring. The father, mother, sibling type of family is the nuclear family.

Lauer and Lauer (2004) defined family as a group united by marriage, blood and/or adoption in order to satisfy intimacy needs and for bearing children. The family is any group of persons united by the ties of marriage, blood or adoption, or any sexually expressive relationship in which; the adults cooperate financially for mutual support, the people are committed to one another in an intimate, interpersonal relationship, and the members see their individual identities as importantly attached to the group with an identity of their own (Degenova & Rice, 2002).

This definition includes a variety of family structures such as the traditional married couples with or without children, single parent families consisting of blood relatives. It also includes persons not related by marriage, blood or adoption who have a sexual relationship, and unmarried cohabiting couple, a gay or lesbian couple, a group marriage, a communal family. Okeke (2003) also said the family as a system is interrelated so much so that if a member experiences any stressful problem, other members are affected directly or indirectly. For instance, when the father who is the breadwinner of the family is laid off, suddenly, the source of income ceases and the ability to meet family needs dwindle. In this case, the members of the family will feel the pain in one way or the other. Gregory (2004) defined the family as all the descendants, relatives, and in-laws of a particular person or couple. Gladding (2007), views the family as those persons who are biologically and psychologically related whom historical, emotional, or economic bonds connect, and who perceive themselves as part of a household.

The present study, therefore, views the family as a social group characterized by common residence, economic cooperation, and reproduction, and provides protection and maintenance for its members. This is because the institution of the family has been significant for the survival, protection and enhancement of the human kinds as its prime purpose. In this case, the study agrees with Okoh (2004), who says the family is a mutual institution which guarantees the procreation, care and education of the young; the stability of the family and permanence of society upon which the survival of the race depends.

### **The Child**

The present study is focused on children (young adolescents, or youth) from the period of 12 – 16 years of age. During this developmental period, children typically rely on their parents (mothers) for emotional support and advice, and possibly see their parents as significant positive influences on their lives. However, children begin a process of individuation, or autonomy in a healthy family during the transition from childhood to adolescence, in healthy families. (Kovac, 2010). In this situation, they progressively come to see themselves as detached from parents (McElhaney, Allen, Stephenson, & Hare, 2009, Collins, Madsen, & Susman-Stillman, 2002). Children whose ages range from 12-16 can also be termed as adolescent or youth. According to researchers, adolescence can be divided into three overlapping periods young adolescence (ages 10 – 13), middle adolescence (ages 14 – 17), and late adolescence (18 into early twenties) (Smetana et al., 2006): young adolescence begins with a development of biological changes that can induce simultaneous feelings of anxiety, confusion, and delight. In both sexes there is a spurt of

growth, especially in the limbs (these creates clumsiness and a gangly appearance), a change in body fraction (the shoulder of boys are widened and thick; girls develop breast and expand in hips), a lowering of the voice in males, an enlargement of the sexual organs, an increase in sex hormones, the growth of pubic hair, skin pores increase in size with more active glandular activity (this often leads to acne), and hair appears on the face and body, which, of course, generally is heavier in boys. A need for new emotional adjustments comes with the beginning of female menstruation and the occurrence in young males of both ejaculations and a sharp increase in the frequency of erections (Steinberg & Morriss, 2001).

According to Collins (2007), there has been a steady decline in the age of first menstruation and first ejaculation of semen during the past hundred or more years. This means that the onset of adolescence has been occurring earlier in life. He continues with middle adolescence. This period is characterised by fewer physical changes and intense sexual urges especially in boys. Peers become increasingly significant as adolescents seek to break away from parental influences, values and controls. During this period several issues become important, including sex, drugs, motor vehicles and technology. Each of these relates to the peer pressure, physical changes, insecurities, and adolescent struggles for identity. This information is therefore relevant to the study because counsellors can use it in counselling mothers concerning socialisation of and providing protection for the young ones.

### **Healthy Family (Family Stability)**

According to Ofoebu (2002), a stable family is a well-adjusted family. It is an institution where couples and their offspring improve in their social

and psychological adjustments, marital conflict, domestic stress and violence reduced. Family stability refers to a successful family in which the couples involved are well adjusted to the ups and downs of marital dysfunction (Landis, 2001). Family stability exists when factors such as; love, faithfulness, emotional attachment, psychological and economic preparedness are present in a family (Oruwari, 1996).

As regards to this study, a stabled family is where love, faithfulness, emotional attachment, psychological and economic preparedness exist among husbands, wives and children. In view of sexual relation between couples, they must understand and accept the advances of each other (Santrock, 2006). Couples must learn to take responsibilities of their sexual needs in marriage. It is important for them to be mindful of their sexual needs and must be sensitive to their partners' sexual needs and level of gratification. They should be able to discuss their sexual dissatisfaction with one another. This is because many marriages have failed on the accounts of insufficient sexual satisfaction in marital relationship. After all sexual intercourse among married couples is termed as celebration of love between them (Obot, 2000). A stable family is relevant not only because of health and happiness, but also of responsible social accountability, community life and successful life. A healthy family helps individuals to cultivate the perception of sharing and caring. According to Brownell (2006), an individual's most intense emotions are expressed toward those who are closest to them. The family tends to be the place where someone can let their resistances down and can take frustrations out. Members of a stable family comprehend the relationships within the family and recognise the relationship between the family and society. This means that,

there is a strong tie among the members of the family and the passion of emotional and personal bonds are so strong that the family can consistently influence the moral, socio-political perceptions, intellectual and personality development of its members throughout their lifespan (Ugoji, 2004).

### **Communication in the Family**

Communication fastens a good relationship. A good relationship can easily break down without a good communication system. Communication is vital ingredient for the healthy growth in marital living and pivotal in the family. It means a mutual exchange of information (Anyanene, 2012). The good relationship of a family breaks down when its members no longer show commitment in communication. It is in this regard that Goodall (2013), viewed faulty communication as the most commonly mentioned cause of family discord. When couples to be are dating and getting to know each other, couples have little difficulty communicating, but things can change when two people are living together and trying to blend their lives. At its core, communication involves the sending and receiving of messages. Messages are sent verbally (words) and non-verbally (gestures, tone of voice, facial expressions, words on a paper, images on a computer screen, actions, gifts or periods of silence). Collins (2007) supports this view by adding, that when the verbal and the non-verbal contradict, a double message is sent and this leads to confusion and communication breakdown. In good communication the message sent verbally is consistent with the message sent non-verbally. Some families communicate well but in other homes, it may be common for family members to hide their feelings or to express them in ways that ignite conflicts.

These people do not know how to share their feelings or express themselves clearly.

Some families have taboo topics that they never talk about – topics such as money, sex conflicts, spiritual issues or feelings. Other family members never laugh when they are at home, rarely say what they really think, fail to listen, or never communicate without yelling or use sarcasm and other destructive forms of communication. An infant's only form of communication is crying, and the attentive mother will begin to recognise different types of crying which represent different needs such as hunger, discomfort, boredom, or loneliness (Klu, 2006). Some family members give double messages: their words say one thing, but their actions say something different. It is difficult for a family to cope with a crisis if the family members lack the skills to communicate effectively. Unfortunately, many of these factors are completely absent in many families.

Daughters commonly see their mothers to be better listeners than themselves. She can close herself off to her mother when she realises poor listening on her mother's part and become unwilling to self-disclose. They are willing to listen, but often cautious to talk as they learn they have the freedom to share a lot or nothing at all. Mothers must understand that they should not force conversations, yet still ask questions (Penington, 2003). According to Barker and Watson (2000), teenagers struggle to be independent and often close off communication with authority figures, such as parents. Adolescent daughters provoke arguments as a way of connecting and distancing themselves at the same time (Kraemer, 2006).

## A Mother

Motherhood is very significant because a mother is the first point of contact for the child. The womb offers a place of abode or protection as well as a place of nourishment for the forming baby. Parenting a new born baby is where the functions of motherhood begin. A newborn's basic needs are food, sleep, comfort and cleaning which the mother provides. Newborns and young infants require feeding every few hours which is disruptive to adult sleep cycle (Klu, 2006). No wonder Ghanaians have the adage that says, “It is only the mother who is the expert on what her child needs”. It is the mothers’ role to teach their children how to talk, eat solid food, and use the toilet and to sit even before they start school. All these processes contribute to mother – child bonding. The mother- child bond is so vital for the child’s development that any break in it manifests in some form in the life of the child. Bodily contact, breastfeeding and other forms of contact are natural means by which mother and child develop a good relationship. Research has shown that children are attached more emotionally to their mothers than to their fathers (Klu, 2006). Such mothers are not those who tell their children to go to the father for she has nothing for the child. She is concerned about where her daughters and sons sleep and whether they have something to eat in a day. Her own clothing desires take back stage to those of her children. For her, the act of carrying a pregnancy and being delivered of a child is not all that it takes to be a mother. She sees motherhood as a love motivated sacrifice that sees the life of a child above her own. That is why there are those women who have had no biological children but have mothered many (they are not mothers biologically but many call them mothers).

The ideology of "motherhood" portrays mothers as being the ultimate caregivers. Unlike other forms of domestic work, it cannot be done more efficiently but requires a constant investment of time (Razavi, 2015). They invest most if not all of their time on their children which sometimes affects their job and role in the labour market. Although "stay at home moms" are less common, women are seen as spending more time with children than men. They are commonly the nurturers of the children and support emotional growth and stability. The mother prepares meals, takes care of the sanitation of the child, shows love and care to the child, and teaches children household chores. (Twumasi & Adade, 2011). Trusting her instinct and intuition as to what is best for her child. (A lot of well-meaning people may tell her how, why, or what she should do but, in the end, only the mother is the expert on what her child needs). There is a tricky transition that a mother and daughter typically experience within their relationship as daughters mature into adolescents. Daughters go from being the "little baby girl" to a young adult who is striving to find herself (Kraemer, 2006).

### **Traditional Roles of Wives/Mothers**

The role of women before and during the 1950s was a society-endorsing template that all women had to fulfill. Women had to be perfect mothers, obedient wives and clever homemakers. This perfection was not on a personal level, but rather was society's standard. The perfect mother was supposed to stay home and nurture so society would accept her. A diligent housewife had dinner on the table precisely at the moment her husband arrived from work. A wife was a "good" wife only if she carried out her man's orders and agreed with him on everything. A diligent homemaker not only kept the

house sparkling but she cooked dinner, did laundry and ran errands (Coob, 2005). The role of the mother in the development and education of the child is so essential that one should not neglect it. It is the role of the mother to teach her children how to take care of herself or himself as they grow into adulthood (Klu, 2006). If a woman is well-trained it affects a whole society because of the role of the mother. It is obvious that the traditional role of women as child bearers has also established a division of tasks between men and women. Women can provide adequate childcare and nursing.

Conversely, men have always been free to work often outside the home. This does not in any way suggest inequality or inferiority in roles in early society. Women also differ physically from men in being, on average, smaller, and less powerfully muscled (Bergman & Scott, 2001). The traditional gender roles of men and women play a large part in marriage and family settings. Generally speaking, gender roles are set forth by society, but they can change as the times change. In this present study, therefore, gender is socially constructed roles and socially learned behaviours and expectations associated with husbands/fathers and wives/mothers in the families of Dome, Accra –Ghana. Schneider and Waite (as cited by Godenzi, 2012 p. 2) states that, intensive mothering is “the idea that corrects child rearing requires “from the mother “not only large quantities of money, but also professional – level, skills and copious amount of physical, moral, mental and emotional energy.

### **The role of parents in training their children**

Parents want the best for their children and develop into the best adults they can possibly be. They monitor, supervise, or intervene in teen’s ongoing relationship with peers (Shulman, 2001). In other words, they teach their kids

how to create relationships with other people by the way of their own parenting style. The two commonly accepted parenting dimensions are parental warmth-responsiveness and control-demandingness (e.g., Baumrind, 1971). The dimension of warmth responsiveness ranges from nurturance, sensitivity, and acceptance to rejection and hostility; whereas control-demandingness ranges in type of power assertion from providing structure, supervision, and fostering autonomy to punishment, love withdrawal, and guilt induction (Kovacs 2010).

Few decades ago, Baumrind parenting styles had been the main focus of most researchers, precisely authoritative, authoritarian, indulgent/permissive, and indifferent/uninvolved parenting styles (Baumrind, 1966, 1967). As to which of the parenting style is more effective, Authoritative parenting has been recognised to be the best child rearing style in European American children at the moment, and structures of authoritative parenting have been recommended to be part of ideal parenting in any culture (Baumrind & Thompson, 2002).

The rest of the parenting styles are not considered to be ideal and can be dangerous to children's and adolescents' development. More especially, authoritarian parents are regarded as highly controlling, low in warmth/responsiveness, parent-centered, disciplinary, lack of respect for their children, and restricting their children's independence (Steinberg & Silk, 2002); indulgent (or permissive) parents are high in warmth/responsiveness, but low in control, monitoring, and supervision (Steinberg & Silk, 2002); and indifferent (or uninvolved) parents are neither demanding nor

warm/responsive, and can even be neglectful in severe cases (Steinberg & Silk, 2002).

Parental roles are very important in the upbringing of the child. According to Twumasi and Adade, (2011), the Ghanaian society has ascribed responsibilities for both the mother and the father. They are expected to work hard to provide the financial resources of the family. Part of the financial resources is used to pay for bills such as school fees, electricity and water bills, rent, food and shelter. They play important roles in socialising the children. Adade and Twumasi explain that the roles involve teaching the basic skills like performing household chores, showing respect for the elderly, being honest, kind and discipline. They help their children to make decisions in life. By guiding their children, parents assist them to make educational, marital, and religious decisions in life. They ensure that they relate well with their children so as to reduce sibling rivalry or conflicts. They set rules for their children and ensure full compliance. Those who violate the rules are punished to serve as a deterrent to the others. Punishment must be humane.

Loneliness can be regarded as an epidemic of modern society that is becoming increasingly problematic for millions of people. Children between the ages of 12 to 16 are particularly susceptible to the development of this kind of emotional distress. Although many causes of loneliness can be identified, some researchers are of the opinion that it can also be attributed to unpleasant childhood experiences that result in unfulfilled needs relating to intimacy (Roux, 2008). Personal development is a life-long process. It is a privilege to have a child, at the same time it is the responsibility of the parents to look after the child. Parents must help their children to realise their individual potentials

because individual child is born with extraordinary abilities and qualities which can whither, or be supported and enriched (Nkansah & Awuah, 2009).

### **The role of a father/husband to his child/wife**

Defining fatherhood will always be difficult because fathers play many roles in the family. There will always be variation and disparities across the lines of class, race, ethnicity, and religion. Fathers of nowadays are different from their fathers of a decade ago in that they no longer define a "good" father only in relations to how well he provides financially for his family, but fathers need to have a close and nurturing relationship with their children nowadays, which is important for children, for fathers, and for families. In 1954, English described fatherhood this way: Traditionally, a father has been looked on as the breadwinner. In times past so much of his time and energy was used in this role that at home he was thought of as a taciturn and stern, although kind. He accepted the fact that he earned the money and mother cared for the home and raised the children" (cited in Weiss, 2000, p. 86). According to Palkovitz, (2002) 'A father's influence on his child's development is far from being understood. It involves the degree to which a father is an active participant in childrearing. However, his involvement can be a positive influence on his child or it can be a negative influence factors such as the father's personal characteristics are also important in determining quality interaction between father and child. Men engaging in fathering roles vary by marital status; marital quality, legality of paternal status, residential status, educational level, employment status, income, relationship with his own father, supports and hindrances toward involvement, beliefs about father's role, cultural background, individual skill levels, and

motivation' (p.22). In two parent families where mothers are employed, fathers are more involved with their children when compared with families with non-employed mothers, Lamb (2000) reports. This means that fathers are more likely to devote more time in attending to their children. When mothers are paid more money than fathers, then there is a propensity that fathers parent more harshly when they are required to take on fathering tasks due to unemployment and children may suffer as a result (Russell, 1983 cited in Cabrera et al., 2000).

Dorius, Bahr, Hoffmann and Harmon (2004) report that, the relationship between peer drug use and adolescent marijuana use is diminished by both closeness to father and the perception that parents would catch them for major rule abuses. In this case, having a close, positive father child relationship envisages a reduced risk of commitment to multiple, first time risky behaviours (Bronte-Tinkew, Moore & Carrano, 2006). In addition, when fathers have a progressive relationship with their children, the negative effect of children engaging in delinquent activity and substance abuse becomes less.

In conclusion to the role of a father to his child, parenthood has less influence on a man's life than that of a woman's. For a father, it is an opportunity to express emotions not normally encouraged by society. Some people take fathers' absence as proof that men are not crucial to their children's development. Men and employers may need to re-evaluate their roles.

### **Husbands Support to Working Women**

All participants indicated that the experience of role conflict was dynamic, a constant challenge, and experienced in varying degrees over time.

Only six participants indicated that they constantly experienced feelings of conflict. These participants were the ones with the youngest children, and/or with only one child; thus lending support to Bedeian, Burke and Moffet (1988) and Buetell and Greenhaus's (1980), who found that more role conflict is experienced by women with younger children. According to Sharma (n. d), the support and involvement of a husband positively relates to lower levels of role conflict experienced by working women. Participants all indicated their husbands' support of their careers, although only a minority experienced their husbands' proactive support and involvement with the children and housekeeping. The four participants, who indicated their husbands to a true partner in all instances, also reported low levels of role conflict.

#### **The roles of children in the family**

Traditionally, the Ghanaian was given the necessary training as he or she grew from childhood to adulthood. This tradition seems to have been lost due to modern education and urbanisation. This coupled with the traditional desire for a large family size has resulted in many children not having the proper character training. Therefore, a reduction of parental love and care from the home which has affected the self-esteem concerned. This has created problems such as street children, child abuse, child labour and teenage street parents (Boateng, 2010).

From parents children learn the perceptions, behaviours, and ways of living that are appropriate to cultural and social standing. It is in this regard that Twumasi and Adade (2011), have outlined some roles children also have to play to express the result of what they have learnt from their parents.

*Economic functions:* Many children especially in rural Ghana assist their

parents on their farms, businesses and other economic interests. Through this function, they help to raise enough money to support the family financially. For example, some children help their fathers in fishing expedition during the vacation.

*Running Errands;* Children are to assist their parents by running errands for them and other members in the community. They can be sent to the market, bank, post office, etc.

*Obedience to Parent;* Children owe it a duty to respect and obey the rules set by their parents and other adults in their community. They must obey their parents because it is a commandment from God.

*Taking care of younger siblings;* Children are expected to take care of their junior brothers and sisters, especially when their parents are not around. They can give them food, water, change their diapers, bath them, and entertain them. These are part of the learning process. Children enjoy the privilege to both formal and informal education and been clothed, housed, fed, protected, etc by their parents but they have the responsibility to study hard, obey their parents by sweeping the house, cook, wash (Nkansah & Awuah, 2009).

### **The changing role of the husband and wife**

The decade following the Civil War was recognized for many social problems. During this period, many women were forced to work outside the home. Unemployed fathers were often left to take care of the children and assist with household chores. More than 1.5 million married husbands deserted their wives and children during this period (Mintz, in Wurzor 2005). Between this time and the Second World War, a new model of fatherhood evolved. The role of the father as a breadwinner and moral teacher of children was still

important, but now the focus is shifted to concern about the father's function as a sex-role model, especially for his sons.

During World War 11, women's roles were again expanded even further by taking jobs that were normally filled by men who were now serving in the armed forces. The absence of fathers brought about many social problems. There was an increase in juvenile delinquency among boys and sexual promiscuity among teen-age girls (Lamb cited in Wurzor, 2005). After the war, mothers returned to the home to raise their children. The division of labour was most often divided by gender. Fathers played more of a recreational role with their children (Griswold as cited in Wurzor, 2005).

Gender roles are usually determined by society (Williams, Lee and McBain 2006). Gender roles and expectations play an important role in marriage, family decision-making, and perceptions on marital satisfaction. Family roles affect careers through a spouse's preferences and opportunities. Individuals' work and family trajectories are linked to those of their spouses, and individual career development can be tied to the career development of one's spouse. For example, career advancement often involves relocation, and for men and women in dual-earner couples, this can affect the spouse's career opportunities as well. According to Bielby & Bielby, as cited by Brown and associates, (2002), because husbands have more frequently been the higher earner in the family, women's work lives more often have been shaped by their husbands' work lives than vice versa. Wives in dual-earner couples are less willing to relocate for a better job when it detrimentally affects their husbands' work, but wives 'potential work sacrifices do not deter husbands from relocating quite as often. These gender differences are weaker, however,

among men and women with less traditional gender role beliefs, which are becoming increasingly common.

Gender refers to socially constructed roles and expectations associated with males and females (Okeke, 2003). According to Wikipedia (2003), gender refers to the sum of cultural values, perceptions, roles, practices and characteristics based on sex. This means that gender is one's behaviour as being masculine or feminine according to his or her social norms. Gender issue is seen in every aspect of family and organisation. According to Keller (2001), gender is a cultural construct that distinguishes the role, behaviour, mental and emotional characteristics between females and males developed by a society. Bassow (2001) posited that gender role is a psychological term describing behaviours and attributes expected of individuals on the basis of being born either female or male.

Many women joined the workforce in the 20th century; decisions that once were solely the husband's began to be made by both husband and wife, together. Probably many people can agree that for much of the 20th century the archetypal gender roles of marriage were: husband as breadwinner and protector and wife as homemaker and mother. Many women during the fifties may feel that they were happy being mothers and that they were equal to men, just different. Homemaking was an engaging activity which appealed to many women. There is nothing degrading about raising kids, in fact, a woman needs to be skilled and wise. Also, a weekly allowance from husband is not such a bad idea because then it does not have to be a responsibility (Coob, 2005). Traditionally, the wife works a part-time or full-time job until she has children; at that point, she leaves behind her job or career to stay at home and

raise her kids. In most marriages, most household responsibilities fall on the wife's shoulders, including cooking and cleaning. According to Kendall (2009), slowly, on the domestic labour front, the kinds of chores men and women do vary significantly. Women do most of the daily chores, such as making beds, cooking, clearing up after meals, chauffeuring, and taking care of children (“core household work”).

However, many women dislike this aspect of their marriage and feel irritated about taking on all of the household responsibilities. Additionally, current gender roles stress working together in terms of child care, household responsibilities and earning money).

Gale (2003) is of the view that although, there have been dramatic changes in the participation of women in the labour force, the household division of labour by sex has remained unchanged in many families. While more married women now share responsibility for earning part or all of the family income, many married men still do not participate in routine domestic chores. Consequently, many employed women must deal with a double workload. In the book of sociologist Airlie Hochschild (2003) women with dual responsibilities as wage earners and unpaid household workers work “the second shift”.

According to Halpen and Cheung (2008), professional women tend to have fewer children and become mothers later than non- working mothers. Women who are balancing careers and families consider a supportive husband crucial to their success as working mothers. Wives in dual- career households do more house work than their husbands and responsible for finding and communicating with any hired help (Schneider & Waite, 2005)

## **The struggle for a better combination of paid and unpaid work among working mothers**

Whether by choice or economic necessity, women have entered the paid labour force in unprecedented numbers (Kendall, 2009). In Ghana, the percentage of female labour force was last measured as 49.89 in 2013, according to the World Bank. This shows the extent to which women are active in the labor force. Labour force comprises people ages 15 and older who meet the International Labour Organisation's (ILO) definition of the economically active population. According Mitchell (2009), there are several reasons for these dramatic increases in participation. First, economic growth after world war 11 saw an increase in available jobs, particularly, jobs that were deemed suitable for women such as “supportive” clerical jobs, nursing and teaching service jobs are ones in which we disproportionately find women.

Additionally, structural pressures such as inflation necessitated higher incomes generally. And a shift from a goods producing or manufacturing economy to a service economy – with the attendant lower wages – and cost-of-living increases in the 1960’s drove the increase in dual – earner families.

Along with this, cultural values about women’s roles, paid employment, marriage, and parenting shifted to the point where today, working for pay, regardless of their marital or parental status, are no longer so negatively stigmatized as they once were (Mitchell 2009; Nelson 2010; Wilson, 2001). Historically, women have always worked at home yet, at home has always been invisible. You have probably heard people say ‘man must toil from sun to sun but a woman’s work is never done’. As more people left home

to work as a result of industrialisation, and work was measured by wages, society as a whole placed more value to the work done outside the home or work which was done for pay. Therefore, work done in the home, mostly done by women became invisible and its contribution to the family was overlooked. Women who work for pay still come home to take care of their children, husbands and parents or in-laws. This dual work or second job (at home and work for pay) places women at a disadvantage as compared to men. Women typically do household tasks that are regularly necessary like cooking, shopping, child care, washing cleaning and changing diapers, and women typically plan and enlist other family members' help. These are task that cannot often be put off until a more convenient time (especially changing of diapers). Their works tends to take place indoors, although women and men both leave the house to earn paid wages, women continue to perform more of the unpaid domestic work at home. A 1995 United Nations study found out that in most developed countries, women contribute over 30 hours of housework per week, while men only contribute approximately 10-15 hours per week. Division of labour in household profound effects on women's employment. (College of the liberal Arts).

Women and men are likely to allocate their time differently. Men typically engage in more paid work, while women occupy themselves in more housework, childcare, and eldercare. Normally, it is approved that women often offer for part-time work because of the presence of children (especially young children) at home. The reason being that women in most EU countries still bear the burden of unpaid household and family work (Fagan & Burchell, 2002).

### Conceptual Framework

The conceptual framework describes the relationship between the personal variables of the family members of working women coming home from work late on children self-esteem and husbands' emotions. The independent variables were the personal variables and attitudes towards the late home coming was the dependent variable.

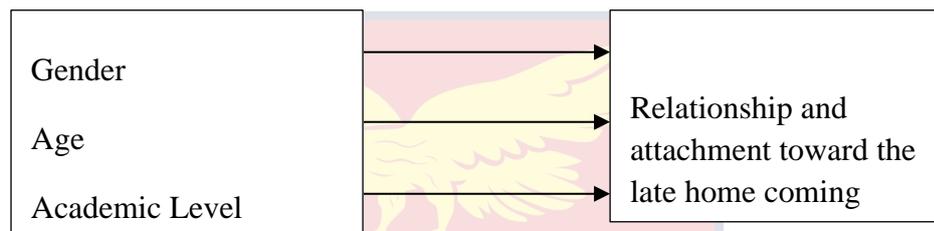


Figure 1: Conceptual framework

Source: Authors construct (2018).

The conceptual framework explains the effect(s) of the independent variable; (relationship and attachment) toward the late home coming on the dependent variables; (gender, age and academic level).

### Theoretical Framework

Sociologists, psychologists, counselling and family psychotherapists have proposed a number of theories to describe the major factors in family perspectives as expectations in the family. However, for the purpose of this study, I will work on four of these theories namely: Feminists Theory, The Role theory, Bowen family theory and the Social learning theory.

### The Role Theory of Magnus

The role theory was propounded by A.R. Magnus. He posits that marital harmony can only be successful when the husband and wife interactions agree clearly on a set of norms, values and roles expected of each

other in the marriage (Magnus, 1957). A role, according to the theory, means a specific task or function. The specific task (role) an individual performs in the family is important because it defines power as well as influence communication in relationships.

The Magnus role theory is an approach which posits that the essential factor in any marital crisis is the phenomenon of role conflicts. This conflict is said to arise where there are incompatible of role expectations among the couple in the marriage. By explaining how role conflict as a central phenomenon in marital issues arises, Magnus outlined and assumes that:- Each partner in any marriage usually enters the marriage not only with same ideas or perceptions as to how he or she should behave but also with certain expectations as to how the other should behave.- Each partner in a marriage harbours not only expectations as to what should be done by the other in the marriage, but also how the roles expected of the other should be performed.- Problems in marital adjustment usually arise when these inter-partners role expectations conflict or disagreement in marital expectations actually arise due mainly to the fact that the two parties in the marriage come from different family/social backgrounds and usually lack the opportunity to sit down to discuss and harmonise for themselves what each is expected to do in the marriage.-Because these roles are fashioned from different social/family backgrounds, there is therefore the tendency for such roles to conflict, leading in practical terms to the crisis of role strain among the parties concerned.

This theory is relevant to the study because family counsellors can adopt it to help family members who are troubled because of changes in the traditional roles of family members as a result of the wife/mother coming

home late. Counsellor can use it to create the awareness of the fact that if a member of a family has problems, it may well be the effect of one or more other member's perceptions, expectations and interactions (Magnus, 1957).

### **Feminist theory**

Radical feminism had its start in small, leaderless, women-only consciousness-raising groups, where the topics of intense discussion came out of women's daily lives -- housework, serving men's emotional and sexual needs, menstruation, pregnancy, childbirth, and menopause. From these discussions came a theory of gender inequality that went beyond discrimination, to oppression, and a gender politics of resistance to the dominant gender order. Radical feminism's theoretical watchword is patriarchy, or men's pervasive oppression and exploitation of women, which can be found wherever women and men are in contact with each other, in private as well as in public. Radical feminism argues that patriarchy is very hard to eradicate because its root -- the belief that women are different and inferior -- is deeply embedded in most men's consciousness. The important values, radical feminism argues, are intimacy, persuasion, warmth, caring, and sharing -- the characteristics that women develop in their hands on, everyday experiences with their own and their children's bodies and with the work of daily living. Men could develop these characteristics, too, if they "mothered," but since few do, they are much more prevalent in women. (Lorber n.d).

Capitalist class relationships are the root cause of female oppression, exploitation and discrimination. Men are socialised into exploitative relationships in relation to work and they carry this socialisation over into the home and their relationship to women. Patriarchy is an ideology (a set of

related beliefs about the world - in this instance, male - female relationships) that stems from male attempts to justify the economic exploitation of women. The "family system" characteristic of modern societies benefits capitalism (and, by extension, the men who tend to dominate positions of power and influence) because women: - can be forced / socialised into unpaid domestic labour. - can be forced / socialised into responsibility for child-rearing. This benefits the Capitalist because they do not have to pay women to perform this role (the "reproduction of labour power" in society). This benefits men because women perform a "domestic servant" role for all men.

Neither Marxist nor socialist Feminists see men as the "enemy" of women. To create a Communist / socialist society men and women have to cooperate in to: Overthrow the Capitalist system of economic exploitation (Marxist Feminism). Create a more-equal and equitable form of society (Socialist Feminism) ([www.sociology.org.uk](http://www.sociology.org.uk) 2005). For Marxist Feminists, the concept of social class is considered to be more important than the concept of patriarchy since the latter is seen as a form of ideology that stems from class exploitation. Marxist and socialist feminisms severely criticize the family as a source of women's oppression and exploitation ([www.sociology.org.uk](http://www.sociology.org.uk) 2005). If a woman works for her family in the home, she has to be supported, and so she is economically dependent on the "man of the house," like her children. If she works outside the home, she is still expected to fulfill her domestic duties, and so she ends up working twice as hard as a man, and usually for a lot less pay. This source of gender inequality has been somewhat redressed in countries that give all mothers paid leave before and after the birth of a child and that provide affordable child care. But that solution puts

the burden of children totally on the mother and encourages men to opt out of family responsibilities altogether. To counteract that trend, feminists in the government of Norway allocated a certain portion of paid child care leave to fathers specifically (Lorber, n. d). Socialist Feminism concentrates on 1. Women's work and their social status is highly marginalized by their potential / actual "dual role" in modern societies (child-rearer and worker). Employers are able to exploit this dual role to pay women lower wages. Men are able to exploit this dual role by receiving "unpaid services" within the home. 2. The main reason for women's lower status in relation to men is the fact that they are generally economically dependent upon their male partner. 3. Male power over women is consolidated by ideological myths about women (that they are naturally passive, that they have maternal instincts and so forth). These myths are part of a powerful socialising influence upon women that leads them to define their major role as that of "mother, housekeeper and child-rearer" (ã www.sociology.org.uk 2005).

Since the year 1970, feminist approaches to the work-life highlight an increased stress for women in employment, whilst gender roles and beliefs of care continues to be stable -concerning work in the household and child-care responsibilities (Pichler,2008; Smithson & Stokoe, 2005). Feminist criticize the parting of work and family life as being serving two purposes (Hildebrandt & Littig, 2006: 220). Furthermore, they argue that day-to-day life also happens under employment situations, in this case, the family and household have always been hard and unconsent work. The feminist movement placed women back into the labour world. As a result, divorce rate and smaller families arise, women started to accept a greater role in the economics of the family. Higher

educational levels made work outside the home more attractive than full-time motherhood (Wurzor, 2005).

The Australian feminist Germaine Greer said in one of her interviews, “Most women still need a room of their own, and the only way to find it may be outside their own homes.” The working mother can affect the family in positive ways, where her children learn how to be independent, help in raising the income, and she can make her personal identity (Eman, 2014).

### **Bowen Family Systems Theory**

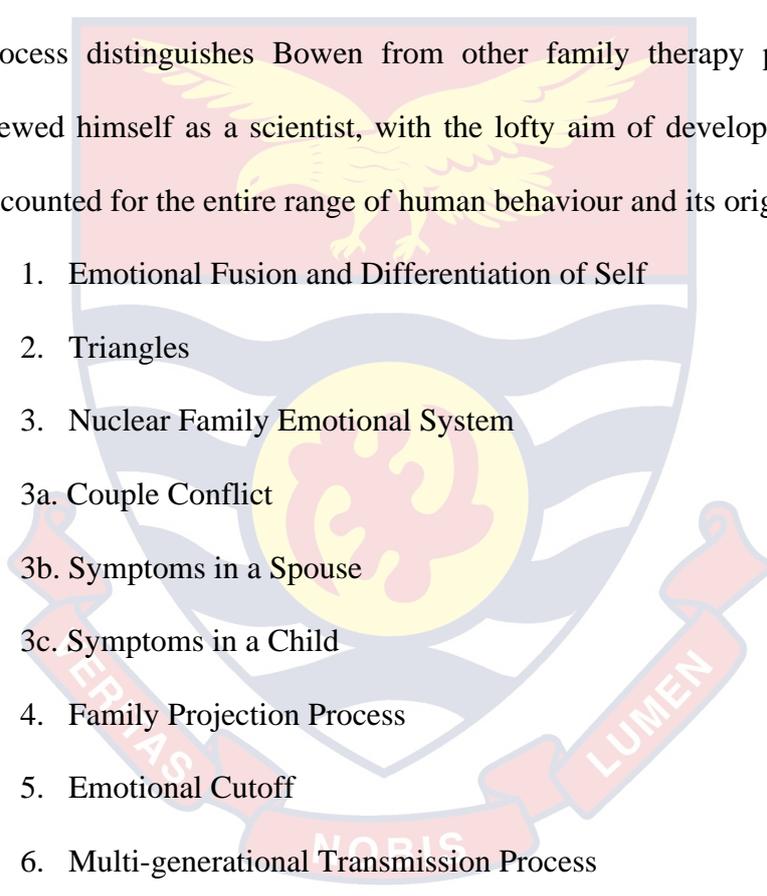
This is a theory of human behavior that views the family as an emotional unit and uses systems thinking to describe the complex interactions in the unit. It is the nature of a family that its members are intensely connected emotionally. Often people feel distant or disconnected from their families, but this is more feeling than fact. Families so profoundly affect their member’s thoughts, feelings, and actions that it often seems as if people are living under the same “emotional skin.” People solicit each other’s attention, approval, and support and react to each other’s needs, expectations, and upsets. The connectedness and reactivity make the functioning of family members interdependent. A change in one person’s functioning is predictably followed by reciprocal changes in the functioning of others. Families differ somewhat in the degree of interdependence, but it is always present to some degree (Bowen, 2000).

According to Brown (1999), the main goal of Bowenian therapy is to reduce chronic anxiety by;

1. Facilitating awareness of how the emotional system functions; and

2. Increasing levels of differentiation, where the focus is on making changes for the self rather than on trying to change others.

Brown explains that eight interlocking concepts make up Bowen's theory. This paper will give an overview of seven of these. The eighth attempts to link his theory to the evolution of society, and has little relevance to the practice of his therapy. However, Wylie (1991) points out in her biographical piece following Bowen's death that this interest in evolutionary process distinguishes Bowen from other family therapy pioneers. Bowen viewed himself as a scientist, with the lofty aim of developing a theory that accounted for the entire range of human behaviour and its origins.

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1. Emotional Fusion and Differentiation of Self
  2. Triangles
  3. Nuclear Family Emotional System
    - 3a. Couple Conflict
    - 3b. Symptoms in a Spouse
    - 3c. Symptoms in a Child
  4. Family Projection Process
  5. Emotional Cutoff
  6. Multi-generational Transmission Process
  7. Sibling Positions

**1. Emotional Fusion and Differentiation of Self:** 'Fusion' or 'lack of differentiation' is where individual choices are set aside in the service of achieving harmony within the system. Fusion can be expressed either as:  
\* a sense of intense responsibility for another's reactions, or

\* by emotional 'cutoff' from the tension within a relationship (Kerr & Bowen, 1988; Brown, 1991). Bowen's research led him to suggest that varying degrees of fusion are discernible in all families. 'Differentiation', by contrast, is described as the capacity of the individual to function autonomously by making self-directed choices, while remaining emotionally connected to the intensity of a significant relationship system (Kerr & Bowen, 1988). Bowen's notion of fusion has a different focus to Minuchin's concept of enmeshment, which is based on a lack of boundary between sub-systems (Minuchin, 1974).

The structural terms 'enmeshment' and 'disengagement' are in fact the twin polarities of Bowen's 'fusion'. Fusion describes each person's reactions within a relationship, rather than the overall structure of family relationships. Hence, anxiously cutting off the relationship is as much a sign of fusion as intense submissiveness. A person in a fused relationship reacts immediately (as if with a reflex, knee jerk response) to the perceived demands of another person, without being able to think through the choices or talk over relationship matters directly with the other person. Energy is invested in taking things personally (ensuring the emotional comfort of another), or in distancing oneself (ensuring one's own). The greater a family's tendency to fuse, the less flexibility it will have in adapting to stress.

Bowen developed the idea of a 'differentiation of self-scale' to assist in teaching this concept. He points out that this was not designed as an actual instrument for assigning people to particular levels (Kerr & Bowen, 1988; p. 97-98). Bowen maintains that the speculative nature of estimating a level of differentiation is compounded by factors such as stress levels, individual differences in reactivity to different stressors, and the degree of contact

individuals have with their extended family. At one end of the scale, hypothetical 'complete differentiation' is said to exist in a person who has resolved their emotional attachment to their family (ie. shifted out of their roles in relationship triangles) and can therefore function as an individual within the family group. Bowen did acknowledge that this was a lifelong process and that 'total' differentiation is not possible to attain.

## 2. Triangles

Bowen described triangles as the smallest stable relationship unit (Kerr & Bowen, 1988; p. 135). The process of triangling is central to his theory. (Some people use the term 'triangulation', deriving from Minuchin (1974: 102), but Bowen always spoke of 'triangling'.) Triangling is said to occur when the inevitable anxiety in a dyad is relieved by involving a vulnerable third party who either takes sides or provides a detour for the anxiety (Lerner, 1988; James, 1989; Guerin, Fogarty, Fay & Kautto, 1996).

An example of this pattern would be when person A in a marriage begins feeling uncomfortable with too much closeness to Person B. S/he may begin withdrawing, perhaps to another activity such as work (the third point of the triangle). Person B then pursues Person A, which results in increased withdrawal to the initial triangled-in person or activity. Person B then feels neglected and seeks out an ally who will sympathise with his/her sense of exclusion. This in turn leads to Person A feeling like the odd one out and moving anxiously closer to Person B. Under stress, the triangling process feeds on itself and interlocking triangles are formed throughout the system. This can spill over into the wider community, when family members find allies, or enemies to unite against, such as doctors, teachers and therapists.

Under calm conditions it is difficult to identify triangles but they emerge clearly under stress.

Triangles are linked closely with Bowen's concept of differentiation, in that the greater the degree of fusion in a relationship, the more heightened is the pull to preserve emotional stability by forming a triangle. Bowen did not suggest that the process of triangling was necessarily dysfunctional, but the concept is a useful way of grasping the notion that the original tension gets acted out elsewhere. Triangling can become problematic when a third party's involvement distracts the members of a dyad from resolving their relationship impasse. If a third party is drawn in, the focus shifts to criticising or worrying about the new outsider, which in turn prevents the original complainants from resolving their tension. According to Bowen, triangles tend to repeat themselves across generations. When one member of a relationship triangle departs or dies, another person can be drawn into the same role.

### **3. Nuclear Family Emotional System**

In positing the 'nuclear family emotional system', Bowen focuses on the impact of 'undifferentiation' on the emotional functioning of a single generation family. He asserts that relationship fusion, which leads to triangling, is the fuel for symptom formation which is manifested in one of these three categories:

- a. couple conflict;
- b. illness in a spouse;
- c. projection of a problem onto one or more children (symptoms in a child).

Each of these is expanded below.

### 3a. Couple conflict

The single generation unit usually starts with a dyad - a couple who, according to Bowen, will be at approximately equal levels of differentiation (ie. both have the same degree of need to be validated through the relationship). Bowen believed that permission to disagree is one of the most important contracts between individuals in an intimate relationship (Kerr & Bowen, 1988; p. 188). In a fused relationship, partners interpret the emotional state of the other as their responsibility, and the other's stated disagreement as a personal affront to them.

A typical pattern in such emotionally intense relationships is a cycle of closeness followed by conflict to create distance, which in turn is followed by the couple making up and resuming the intense closeness. This pattern is a 'conflictual cocoon' (Kerr & Bowen, 1988; p. 192), where anxiety is bound within the conflict cycle without spilling over to involve children. Bowen suggested the following three ways in which couple conflict can be functional for a fused relationship, in which 'each person is attempting to become more whole through the other' (Lederer & Lewis, 1991).

1. Conflict can provide a strong sense of emotional contact with the important other.
2. Conflict can justify people's maintaining a comfortable distance from each other without feeling guilty about it.
3. Conflict can allow one person to project anxieties they have about themselves onto the other, thereby preserving their positive view of self (Kerr & Bowen, 1988; p. 192).

### **3b. Symptoms in a spouse**

In a fused relationship, where each partner looks to the other's qualities to fit his / her learned manner of relating to significant others, a pattern of reciprocity can be set in motion that pushes each spouse's role to opposite extremes. Drawing from his analytic background, Bowen described this fusion as 'the reciprocal side of each spouse's transference' (Kerr & Bowen, 1988; p. 170). For example, what may start as an overly responsible spouse feeling compatible with a more dependent partner, can escalate to an increasingly controlling spouse with the other giving up any sense of contributing to the relationship. Both are equally undifferentiated in that they are defining themselves according to the reactions of the other; however the spouse who makes the most adjustments in the self in order to preserve relationship harmony is said by Bowen to be prone to developing symptoms. The person who gets polarised in the under functioning position is most vulnerable to symptoms of helplessness such as depression, substance abuse and chronic pain. The over functioning person might also be the one to develop symptoms, as s/he becomes overburdened by attempts to make things 'right' for others.

### **3c. Symptoms in a child.**

The third symptom of fusion in a family is when a child develops behavioural or emotional problems. This comes under Bowen's fourth theoretical concept, the Family Projection Process.

## **4. Family Projection Process**

In the previous two categories the couple relationship is the focus of anxiety without it significantly impacting on the functioning of the next generation. By contrast, the family projection process describes how children

develop symptoms when they get caught up in the previous generation's anxiety about relationships. The child with the least emotional separation from his/her parents is said to be the most vulnerable to developing symptoms. Bowen describes this as occurring when a child responds anxiously to the tension in the parents' relationship, which in turn is mistaken for a problem in the child.

A detouring triangle is thus set in motion, as attention and protectiveness are shifted to the child. Within this cycle of reciprocal anxiety, a child becomes more demanding or more impaired. An example would be when an illness in a child distracts one parent from the pursuit of closeness in the marriage. As tension in the marriage is relieved, both spouses become invested in treating their child's condition, which may in turn become chronic or psychosomatic. As in all of Bowen's constructs, 'intergenerational projection' is said to occur in all families in varying degrees. Many intergenerational influences may determine which child becomes the focus of family anxiety and at what stage of the life cycle this occurs. The impact of crises and their timing also influences the vulnerability of certain children. Bowen viewed traumatic events as significant in highlighting the family processes rather than as actually 'causing' them.

##### **5. Emotional Cutoff**

Bowen describes 'emotional cutoff' as the way people manage the intensity of fusion between the generations. A 'cutoff' can be achieved through physical distance or through forms of emotional withdrawal. Bowen distinguishes between 'breaking away' from the family and 'growing away' from the family. 'Growing away' is viewed as part of differentiation - adult

family members follow independent goals while also recognising that they are part of their family system. A 'cutoff' is more like an escape; people 'decide' to be completely different to their family of origin.

While immediate pressure might be relieved by cutoff, patterns of reactivity in intense relationships remain unchanged and versions of the past, or its mirror image, are repeated. Bowen proposes that: If one does not see himself as part of the system, his only options are either to get others to change or to withdraw. If one sees himself as part of the system, he has a new option: to stay in contact with others and change self (Kerr & Bowen, 1988; p. 272-273). 'Cutoffs' are not always dramatic rifts. An example of a covert emotional cutoff would be one family member maintaining an anxious silence in the face of another's anger. The pull to restore harmony overwhelms the ability to stay in contact with the issue that has been raised.

A central hypothesis of Bowen's theory is that the more people maintain emotional contact with the previous generation, the less reactive they will be in current relationships. Conversely, when there are emotional cutoffs, the current family group can experience intense emotional pressure without effective escape valves. This family tension is like 'walking on eggshells', as issues which remain unresolved from the cutoff are carefully avoided. Triangling provides a detour, as family members enlist the support of others for their own position in relation to the cutoff.

## **6. Multi-generational Transmission Process.**

This concept of Bowen's theory describes how patterns, themes and positions (roles) in a triangle are passed down from generation to generation through the projection from parent to child which was described earlier. The

impact will be different for each child depending on the degree of triangling they have with their parents. Bowen's focus on at least three generations of a family when dealing with a presenting symptom is certainly a trademark of his theory. The attention to family patterns over time is not just an evaluative tool, but an intervention that helps family members get sufficient distance from their current struggle with symptoms to see how they might change their own part in the transmission of anxiety over the generations.

As McGoldrick (1995, p. 20) writes in applying Bowenian concepts: By learning about your family and its history and getting to know what made family members tick, how they related, and where they got stuck, you can consider your own role, not simply as victim or reactor to your experiences but as an active player in interactions that repeat themselves.

## **7. Sibling Positions**

Employing Toman's (1976) sibling profiles, Bowen considered that sibling position could provide useful information in understanding the roles individuals tend to take in relationships. For example, Toman's profiles describe eldest children as more likely to take on responsibility and leadership, with younger siblings more comfortable being dependent and allowing others to make decisions. Middle children are described as having more flexibility to shift between responsibility and dependence and 'only' children are seen as being responsible, and having greater access to the adult world.

Bowen noted that these generalised traits are not universally applicable and that it is possible for a younger sibling to become the 'functional eldest'. Bowen was especially interested in which sibling position in a family is most vulnerable to triangling with parents. It may be that a parent identifies strongly

with a child in the same sibling position as their own, or that a previous cross generational triangle (eg. an eldest child aligned with a grandparent against a parent) may be repeated. If one sibling in the previous generation suffered a serious illness or died, it is more likely that the child of the present generation in the same sibling position will be viewed as more vulnerable and therefore more likely to detour tensions from the parental dyad.

Helping the client understand and think beyond the limitations of their own sibling position and role is a goal of Bowenian family of origin work. Clients are encouraged to consider how assumptions about relationships are fuelled by their sibling role experience. As with other aspects of Bowen's theory, the impact of gender and ethnicity on sibling role is not considered. For example, there is no exploration of how a family's ethnicity influences which birth order position and which gender is more valued, or how the gender of any sibling position tends to influence whether the role is primarily relational (female), or task oriented (male).

### **The model in clinical practice**

Bowen's is not a technique focused model which incorporates specific descriptions of how to structure therapy sessions. The goal of therapy is to assist family members towards greater levels of differentiation, where there is less blaming, decreased reactivity and increased responsibility for self in the emotional system. Perhaps the most distinctive aspects of Bowen's therapy are his emphasis on the therapist's own family of origin work, the central role of the therapist in directing conversation and his minimal focus on children in the process of therapy.

Bowen views therapy in three broad stages.

1. Stage one aims to reduce clients' anxiety about the symptom by encouraging them to learn how the symptom is part of their pattern of relating.
2. Stage two focuses adult clients on 'self' issues so as to increase their levels of differentiation. Clients are helped to resist the pull of what Bowen termed the 'togetherness force' in the family (Bowen, 1971 in Bowen, 1978; p. 218).
3. In the latter phases of therapy, adult clients are coached in differentiating themselves from their family of origin, the assumption being that gains in differentiation will automatically flow over into decreased anxiety and greater self-responsibility within the nuclear family system.

This theory is important to this study because family counsellors can adopt it to restructure the emotional detachments that are likely to surface within the family as a result of the mother/wife spending long hours outside the home.

### **The Social Learning Theory of Bandura (SLT)**

Albert Bandura is the chief proponent of the social learning theory model otherwise known as behavioural family therapy. Bandura (1977) assumed that human behaviour in general is, influenced by the environment. The fundamental believe of the theory is based on the fact that behaviour is learned and can be unlearned - that personality can be explained in terms of the cumulative effect of a sequence of learning experiences. According to Bandura, environmental conditions, the individual and behaviour are variables

that are highly interrelated. He says each of these variables, has the capacity of influencing the other. For instance, a person's perception can instigate a change in an individual's perception. In the same way a pattern of behaviour can either change a person's perception or the person's perception can change behaviour. According to Nabavi (2012), there are three concepts in SLT. Firstly, people can learn through observation which is known as observational learning. Secondly, mental states are important factor for learning it is also named as intrinsic reinforcement. Finally, it refers to this point that learning does not necessarily lead to a change in behavior and it follows by modeling process.

### **Observational Learning**

Children observe the people around them behaving in various ways. This is illustrated during the famous Bobo doll experiment (Bandura, 1961). Individuals that are observed are called models. In society, children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school. These models provide examples of behavior to observe and imitate, e.g., masculine and feminine, pro and anti-social, etc. Children pay attention to some of these people (models) and encode their behavior. At a later time they may imitate (i.e., copy) the behavior they have observed.

### **Intrinsic Reinforcement**

One of the other formats of learning is described as a form of internal reward, such as pride, satisfaction, and a sense of accomplishment. Based on some researchers such as Muro and Jeffrey (2008) which supported Bandura's SLT concepts this kind of learning also emphasis on internal thoughts and

cognitions and it can help connect learning theories to cognitive developmental theories. On this regards, Bandura (1986), criticised this process and believed that external, environmental reinforcement is not the only factor to influence learning and behavior.

### **Modeling Process**

Bandura mentions four necessary conditions which are needed in modeling process. By considering these steps, an individual can successfully make the behavior model of someone else. These conditions are briefly explained below:

1. **Attention:** The person must first pay attention to the model. The more striking or different something is the more likely it is to gain attention. Likewise, if one regards something as prestigious, attractive or like himself, we s/he will take more notice, (e.g. Colour).
2. **Motivation:** The final necessary ingredient for modeling to occur is motivation; learners must want to demonstrate what they have learned. Remember that since these four conditions vary among individuals, different people will reproduce the same behaviour differently. Reinforcement and punishment play an important role in motivation.
3. **Retention:** The observer must be able to remember the behavior that has been observed. One way of increasing this is using the technique of rehearsal.
4. **Reproduction:** The third condition is the ability to replicate the behavior that the model has just demonstrated. This means that the observer has to be able to replicate the action, which could be a

problem with a learner who is not ready developmentally to replicate the action.

### **Modelling**

Social learning theory, when applied in family life, assumes that when individuals relate to each other, they become part of each other's environment in such a way that the behaviour of each of them determines the behaviour of the others to a large extent. This means that when there is family dysfunction, the individuals involved in interaction can at times be liable and held equally responsible for the failure since each can by his or her respective neglect of his or her tasks contribute tremendously to foster the crisis at hand. This means that the traditional African practice as well as legal proceedings where a spouse is declared guilty and the other acquitted during disputes does not settle with marriage counselling using the social learning theory model. This theory is relevant and relates to the study because counsellors can use it to resolve behavioural troubles that may arise within the family setting as a result of the long hours the mother/wife spends outside the home.

### **Empirical Studies**

A number of works have been done in the areas of working mothers, family stability, marriage, parenting and family counselling.

### **Family Stability**

In Nigeria, Ordu and Igbrude (2005) studied the family stability of working class and non-working-class women in Port Harcourt Local Government Area of Rivers State and its implication for counselling. Three null hypotheses were proposed and tested at 0.05 level of significance. Survey research design was used for the study. 9000 working class and non-working-

class women in Port Harcourt Local Government Area of River State was used as the population for the study. Three hundred subjects were sampled for the study. The sample was randomly selected through a multi-stage sampling procedure from four selected units. Researcher designed family stability questionnaire was used as instrument for data collection while independent samples t-test and analysis of variance (ANOVA) were used as statistical instrument used for study. The results of the study revealed that there was no significant difference in family stability mean scores of women with low and high income status, working class and non-working class women enjoy equal family stability and that women of different educational achievement enjoy equal family stability.

The relationship between the above study and this one is; they all focused on working women. Nevertheless, the study was done in Nigeria not in Ghana to end with, the study failed to touch the area of counselling but this one did.

George (2006) assessed the family stability of couples in Uyo, Akwa Ibom State – Nigeria. The purpose of study was to find out the causes of conflict among couples and to offer ways of dealing with crisis situation. Two research questions were employed in the study. The research design was descriptive survey. The population of the study comprised of all husbands and wives in different churches in Uyo metropolis. A sample of 210 subjects; 100 husbands and 110 wives were selected for the study using random sampling technique. Instrument for data collection for the study was a Researcher designed questionnaire. Frequency counts and percentages were used to answer the research questions. The results of the study revealed that major

causes of conflicts, rampant stress and instability that manifest daily in families are: sleeping outside without the spouses' knowledge, disobedience, lack of trust, poor communication, poor house -keeping, lack of sexual satisfaction, poverty among others. The study is related to the present study because it was conducted on family stability and it adopted descriptive survey like the present study. However, the study was carried out in Uyo metropolis in Akwa Ibom State in Nigeria and not in Ghana. The respondents were drawn from different churches in Uyo metropolis while respondents for this study were drawn from different basic schools and homes in the Ga-east district.

Empirical research studies on women's employment, time expenditure and marital stability in the United States were carried out by Spitz and South (2005). A total of 1050 households were surveyed and all eligible couples aged 30–50 interviewed using a structured questionnaire. Mean and standard deviation were used to analyse the data collected. Through focus group discussions in-depth-interview with key informants and personal observations data was collected.

The results of their study suggested the importance of wife's time spent at home for marital stability. The findings also revealed that healthy communication of the couples promoted marital stability. Women's employment and less time in the work place also promoted marital stability. The work at hand has a direct resemblance to this study in that it tried to examine, women's employment and less time in the home. The study, however, failed to sample its population of one thousand and fifty households while the present study made use of purposive sampling, thus closing the gap. Studies have been carried out in marital stability, conflict in marriages and

counsellors' roles in conflict resolution between husbands and wives, family stability in other states and countries, premarital guidance but none has been carried out on the perception of children/husbands regarding the late home coming of mothers/wives in the Dome Township. It is these existing gaps that the present study has addressed.

### **Parenting**

In another study, Eke and Ncheke (2009) assessed and confirmed the roles counsellors play in resolving conflict between adolescents and parents at home. The study was carried out in Nsukka Education Zone of Enugu State, Nigeria. Three research questions directed the study. The sample for the study comprised 389 SS III students and 24 counsellors from 24 secondary schools. Purposive sampling technique was used to select the sample. Questionnaire was used for data collection. Meanwhile, mean scores was used for data analysis. The findings of the study revealed that conflict between adolescents and their parents arise as a result of: the desire to visit opposite sex by adolescents, adolescents' mode of dressing, among others. Also, the results showed counsellors' roles in the study can be used as counselling strategies in resolving adolescent conflicts with their families. The implications for counselling were emphasized based on the findings and recommendations made. The study is related to the present study because both of them are within family setting. On the other hand, the study used students and counsellors as sample, while the present study made use of J.H.S 1, 2, and 3 students and their fathers. However, the study did not explain the type of survey design adopted but the present study used descriptive survey design, therefore closing the gap.

Kovac (2010) studied the role of mother-child relationship quality in the link between maternal psychological control and internalized maladjustment in early adolescence. Thus, the overall purpose of the present study was to empirically investigate the interrelations among maternal psychological control, mother child relationship quality, and young adolescent internalized maladjustment. Ninety 5<sup>th</sup> and 6<sup>th</sup> grade students from eight public elementary schools and three middle schools in the Washington, D.C metropolitan area and their mothers participated in videotaped shared activities and completed questionnaires in a laboratory visit. The study sample consisted of mostly middle class, well-educated, two-parent families. 90 respondents were sampled for the study. Mean, standard deviation, minimum, maximum, and Cronbach's alpha reliability were used to analyses of data gathered for the study.

The result of his findings revealed that psychological control was not related to young adolescent internalized maladjustment through the quality of the mother-child relationship, evidence for the hypothesized *moderation* model was obtained. Therefore, the strength of the relation between maternal psychological control and young adolescent internalized maladjustment depended on the *quality* of the mother-child relationship. More specifically, maternal psychological control predicted young adolescent self-esteem only when taking into account the negativity in the mother-child relationship. Conversely, maternal psychological control predicted internalizing problems only when the positivity of the mother-child relationship was considered. The study is related to the present study because both of them are within family setting. On the other hand, the study used students and their mothers as

sample, while the present study made use of J.H.S 1, 2, and 3 students and their fathers. However, the sample size in the extreme groups in the moderation analyses of the study were fairly small despite the significant findings. But the present study used a larger sample, therefore, closing the gap.

### **Marriage**

In another study, Obe (1997) carried out a research on the marital conflicts and counselling of Iga-Okpaya District of Apa Local Government Area in Benue State. The purpose of the study was to discover the causes of marital problems and ways of ameliorating same through various counselling therapies. It also intended to ascertain real ingredients of marriage that hold it firmly. There were four research questions and four null hypotheses which guided the study. The researcher used descriptive survey design was used by the researcher. Six hundred couples, divorcees and widows who were randomly sampled were used as respondents for the study. Three hundred (300) males and three hundred females were sampled for the study, equal number of males and females were sampled to avoid gender bias. Frequency counts, percentages and t-test statistical tools were used to analyse the data which was gathered for the study. The result of his findings among other things revealed the followings;

The ingredient of marriage that leads to the statement ‘for better, for worse’ on the altar is love. Any marriage that does not demonstrate around will finally break down. Likewise, third parties are likely the possible causes of martial conflicts and successive divorce. Moreover, both male and female spouses agree that pre-marital and post-marital counselling is pivotal to

reconciliation, positive healing and growth in maladjusted marriages. The researcher concluded that both pre-marital and post-marital counselling should be adopted through community counselling clinics in the study area. Both studies are related to each other, in that both of them employed descriptive survey research design. However, the study did not state its population, which the current study has addressed.

### **Long Working Hours and Work Life Balance**

Case studies have suggested that employees who work long weekly hours have worse work-life balance problems (Yeandle & Wigfield, 2000; Philips, Bernard & Chittenden, 2002). Crompton, Dennett and Wigfield (2003) suggested that the quality of work and not just its quantity is important to the spillover effects from work to home life. However, there has not been a quantitative examination of the relative importance to employee's work-life balance hours, caring responsibilities or other potential workplace or family determinants.

Our expectations were generally supported. Work-life balance was worse in certain higher occupation groups, as weekly hours increased, in the middle age groups (36-45), for women, and for those with caring responsibilities. Weekly hours work clearly plays a large part in determining individuals' work-life balance in a way that is systematic across these results. Compared with the excluded reference category of 36 -36 hours per week, the work-life scores of individuals who worked less than this tended to be lower, especially those working under 20 hours per week. The work-life scores of those who worked more than 40 hours per week were higher than those who worked under 40 hours, and more of a problem, with over 48 hours per week

giving rise to the highest work-life problems. While there may be differences between individuals in how they view working long hours, increasing hours were clearly associated with growing work-life problems. Moving from under 40 hours per week to more than 48 hours was equivalent to an increase in the work-life scale of nearly 3 points.

Those in sales and professional occupations had the highest work-life scores where the Checkscale 7 measure was used, compared to the reference group of semi-skilled workers. However, when number of As was measured, managers and sales workers had the highest work-life imbalance. This result suggests that it is not all managers who face the most severe work-life problems and it may also depend on whether they work long hours.

The results about the private or public sector varied according to the measure used. Being employed in the private sector was associated with more work-life problems than being in the public sector where the number of A response was measured. Their differences were not significant when the Checklist scales were analysed.

Compared with being under 26 years old, work-life balance problems were higher as age increased, until age 55 was research. Scores were highest in the 36 to 45 age band. Women were found to have significantly higher scores in work-life problems than men, but the differences were small, approximately one half of a point on the Checklist scale. Other caring responsibilities also systematically increased the extent of work-life problems. However, this study was unable to examine all aspects of the working environment due to data constraints. It may be that there are other work and care-related circumstances that also affect employees' work-life balance.

The results from the model using the Checkscale 10 measure on a subset of the data who had partners less satisfactory and often less significant. Hours of work still stood out as also being the main predictor of the Checkscale 10 score. The study was able to measure employees' work-life balance and found weekly hours of work was a very important determinant of employees' work-life balance along with their occupations, gender, age and caring responsibilities. In terms of relative importance, working more than 48 hours per week had the largest single effect promoting work-life imbalance; caring responsibilities and being aged 36 to 45 were approximately equal in size and contributed to work-life imbalance.

In Britain, if the government wishes to affect the work-life balance of employees, the single most important change needed is to reduce long weekly hours and especially in the higher-grade occupations. In fact, we could all benefit from working shorter hours and especially in the so-called prime age years (36-45) particular. Since hours above 48 per week give rise to the highest degree of work-life problems, any solutions appear to require reversal of Britain's opt-out on the European working time regulations.

### **Gender and Work Life Balance**

There is a significant body of research linking work-family conflict with gender (Duxbury & Higgins as cited in Fu & Shaffer, 2001). Although opposing theoretical arguments have been offered regarding the effects of gender on work-family conflict, the job-strain role model Karasek as cited in Fu and Shaffer (2001) is consistent with our general stress-based perspective for understanding work-family conflict. Karasek as cited in Fu and Shaffer (2001) identified two key operating forces: role demand and control and

postulated that it is the combination of low control and heavy role demands that is consistently associated with high levels of stress. This model suggests that the amount of work-family conflict perceived by an employee will be associated with the employee's work and family-role demands and the amount of control he or she has over these demands. Such perceptions of work and family roles are influenced by gender-role stereotypes (Peck, as cited in Fu & Shaffer (2001).

The traditional division of labour is gender based, with the wife responsible for the family and the husband assuming the breadwinner role (Higgins et al., as cited in Fu & Shaffer, 2001). Despite the fact that women are now more educated, participate more in the work force, and have more equal employment opportunities, evidence continues to suggest that women still carry the primary responsibility for family work (Berardo et al.,; Grant et al., as cited in cited in Fu & Shaffer, 2001). This is especially true for women in Hong Kong, where traditional Chinese values still prevail. The Chinese culture is family-centered, and Chinese culture is family-centered, and child-rearing, home-making and domestic work are the responsibility of women, while men are the primary income providers (Chiu & Kosmski, as cited in Fu & Shaffer, 2001). In response to these differential role demands, women are more likely to allow family demands to intrude into role the work work domain. In contrast, men will be more inclined to let work demands intrude into the family domain (Pleck; Voydanoff as cited in cited in Fu & Shaffer, 2001). To the extent that these gender-role demands are an integral part of their identities, individuals will perceive less control over them and more conflict will result.

The dearth of research on males attitudes towards working females in Arab Muslim region can be attributed to many reasons, including, *inter alia*, the women status as complicated by the fact that the women is subject to a number of coded or unwritten social mores in a patriarchal male-dominated society (Omair, 2008), late entry of women into the labor force in both quantitative and qualitative terms (Mostafa, 2003), the dominant perception of men as the primary breadwinner Tary, as cited Elamin & Omair (2010) and the prevailing assumption that work life is less central to women than men (Kaufman & Fetters as cited in Elamin & Omair (2010).

Clark as cited in Syed (2015) shows how the conventional model of male breadwinner and female homemaker has started to change since 1970's with an increased focus on the implications for the family and vice versa. Naturally the debate surrounding work life balance has not only considered the emergence of dual-career and single-parent families, it also affected how gender equality is theorized and implemented as a part of diversity management in organisations.

Brief and Nord (1990) identify a number of factors that have contributed to increased attention to work life balance, i.e. increasing numbers of single parents, increased participation of women in the labour market, popularity of part-time and casual work, changing workers expectations and a substantial growth in the social value associated with a father's involvement within the home. Each of these changes is important in terms of how organisations manage work life balance within their diversity management practices.

Managing work life balance is particularly important for women, as they are traditionally assumed to have, and many of them still have, the role of homemaker. Thus, it is important to consider how changes in work routines and structures affect women's work life balance. Indeed, the debate about work life balance cannot be complete without taking into account the personal and financial situation of women, as well as those of other historically disadvantaged employees. From a critical feminist perspective, Slaughter suggests that women can achieve far better career-family-balance- that women can "have it all"- but not until major cultural shifts against masculine structures, which dominate the economy and society, take place (Slaughter, 2012). Allen (2001) found that women are more likely to benefit from work life balance policies than men, mostly for maternity and childcare.

Ozbilgin (2011) recognise the diversity management policies in many organisations are derived from government laws and directives, thus it is important to recognise their impact on work life balance. Current equality laws and policies regarding work life balance in the UK are largely derived from the Maternity and Parental Leave etc. Regulations 1999, the Employment Rights Act 1996 and the Work and Families Act 2006. However, much of the legislation provides only limited rights for working women with care commitments (Conaghan & Rittich, 2005). This legislative oversight may be attributed to an assumption that a traditional nuclear family is the norm, i.e. the male breadwinner and the female homemaker model. However, non-traditional forms of family are becoming increasingly common. For example in the US, only around 17 per cent of married couples are composed of working men and unemployed wives. In contrast, 26 per cent are headed

single women and unemployed husbands (US Department of labor, 2004). This lack of regard for contemporary social changes has led to the slow development of work life balance and diversity initiatives in organisations (Ozbilgin, 2011).

### **Work Life Balance from Children's Perspective**

Lange (2004) illustrates work life balance from children's perspective convincingly by juxtaposing the results of two American studies on the topic: Galinsky's encompassing quantitative study 'Ask the Children: What America's Children Really think About Working Parents' (1999) and Polatnick's qualitative study 'Quantity Time: Do Children Want More Time with Their Full-time Employed Parents?' (2002). In a representative sample of children with working parents (n = 1023) Galinsky as cited in Lange (2004) found that for the majority of the children having more time with their parents was not the priority. Only 10 per cent said it was their top wish to have more time with their mothers; 15.5 per cent wished in particular to spend more time with their fathers. Galinsky came to the conclusion that working parents much more often regarded the time they spent with their children as being insufficient than did their own children. One could assume – and the US media repeatedly did so (Lange 2004) – that working parents' concern about the well-being of their children and the lack of time for family life was exaggerated, and that children were more able to cope with the actual arrangements than many adults believed.

But Polatnick as cited in Lange (2004) in a smaller qualitative study (22 in-depth interviews with children of working parents) showed that things are not that simple. Her interviewees revealed a much more ambivalent

attitude towards their parents' work and absence; their feelings about more time with their parents were complex and contradictory. While most children still said the absence of their parents was all right with them, their language and nonverbal communication (signs of hesitation or nervousness) often made it clear that their feelings about the issue were more ambiguous. Sometimes children obviously did not allow themselves to ask for more time with their parents because they had learned the social message that they should not press for more time. In other cases they put such considerations as the financial needs of the family and their parents' well-being first. As Polatnick found, children seemed reluctant to express negative emotions about their parents' long working hours. Instead they used the same argument as many of their parents: it's not the quantity, but the quality of the time spent together that counts. In this study, children (in the middle phase of childhood) simultaneously wished to have more time on their own and more quality time with their parents.

Roppelt (2003), who interviewed 130 children in South Germany, found, children enjoyed having time on their own, but also suffered when there were no reliable arrangements, when they were not able to reach their parents at the workplace, or when they had to 'bridge' long hours waiting for their parents. Children beyond a certain age preferred a balance between close contact with and distance from their parents. In particular they wanted to have reliable arrangements. Roppelt also found that children appreciated family and time arrangements that ensured they saw both parents. Some children were dissatisfied because their parents worked very much, but others were

dissatisfied because their mothers did not work; children whose parents had a ‘middle’ workload seemed to be most content (Lange, 2004).

Children’s perception of time and their wishes concerning the family’s time (and care) arrangements are deeply embedded in the expectations, attitudes and ‘temporal ecologies’ (Levine, 1998 as cited in Ute, 2006) of their societal context. But although they are changing, there is obviously a need for time together in families, and a need for stability and regular rhythms that is staunchly in opposition to the labour market ideal of the flexible worker. At the same time parents’ time input in the family can be regarded as a contribution to children’s education and socialisation. Consequently it has to be acknowledged that the overall norm in the labour market cannot be the ‘(male) full-time worker without any obligations beyond work’ any more. What is needed is a paradigm shift in companies, creating a situation in which each employee is automatically also seen as a caregiver, whether they care for their own children or relatives or are involved in other socially relevant activities. Family-friendliness in this sense means that companies automatically take into account that all employees potentially bear responsibility in the ‘other sphere’ of societal activity and no longer base their planning concepts on a norm of an employee – particularly the qualified employee – who is freed from the full range of household duties (Ute, 2006).

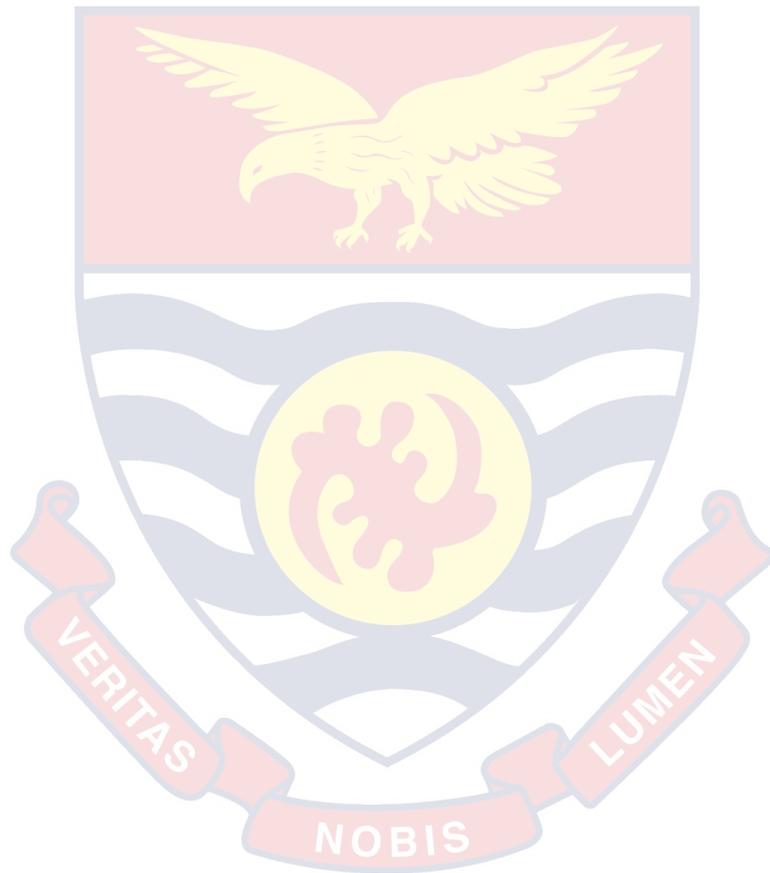
### **Summary of Literature Review**

The literature review revealed that family is regarded by a sense of family identification and faithfulness, social settlement and control, collective support among members of the family unit. As a result of this, the study reviewed concept of family. There is an agreement among academics that

family is a social group characterised by common residence, economic cooperation and reproduction. The study also reviewed concept of family stability and established that family stability is the relationship in which couples and other members of the family live together in marriage without any form of conflict, violence, mistrust, constant bickering, neglect, marital distress among others. The study was fastened on the role theory of Magnus, feminists' theory, family system theory and the social learning theory. The study concluded that these theories are applicable to the study. For instance, the role theory posits that the vital factor in any condition of marital crisis is the phenomenon of role conflict, which is said to arise where there is incompatible role expectations among the two parties in the marriage. The structural theory states that human beings are not isolates but as part of their environment and therefore can influence the environment and likewise the environment can influence him. While social learning theory shoulders that human behaviour is, in general a function of the person plus the environment.

The review also focused on some concepts. The concept of work life balance was reviewed taking into consideration its historical background. Again, the literature also looked at other concepts such as long working hours and work life balance, gender and work life balance. Work life balance from children's perspective was also explored. Review of empirical studies showed that some works have been done in some related areas to the present study. For instance, many studies related with family and conflicts have been done targeting couples, parents and children. However, none of the works available to the researcher seems to have focused on perception of children/husbands regarding their mothers/wives who return home late due to long working

hours. Therefore, this study has carried out the attitude of children/husbands on their mothers/wives who return home late from work in the Dome Township.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

This Chapter describes how the study was conducted. It basically dealt with the step by step procedure used in the entire research. The chapter gives a rundown of what went into the research design, population, sample and sampling technique, instrumentation, the validity and reliability of the research instrument, procedure for data collection, data analysis procedure and ethical issues.

#### Research Design

Gay, Mills and Irasian (2006) explained research design as the structure of the study. Research design is, thus, a plan or blueprint that specifies how data relating to a given problem should be collected and analysed.

The Descriptive Survey design was used for this study. According to Gay (1992), descriptive survey research design involves collection of data in order to test hypotheses or answer research questions concerning the current status of the subjects of the study. Mutai (2000) asserts that descriptive survey basically deals with “what is”. Thus descriptive survey research design can be used to obtain information about a given phenomenon. It affords the opportunity to select a sample from the population being studied and makes possible, generalizations of sample being studied using questionnaires and interviews (Peil, 1995; Babbie, 2012; Gill & Johnson, 1991). Peil (1995)

further states that descriptive survey research design combines both qualitative and quantitative methods and also takes into account how much and how often phenomenon happens.

With regard to strengths of this design, surveys are relatively inexpensive, especially self-administered surveys. The anonymity of surveys also allows people to feel more sincere with their responses especially if it is clear that the answers will remain confidential. Moreover, very large samples are feasible making the results statistically significant even when analysing multiple variables. Again, many questions could be asked about a given topic thus enhancing the reliability of the results (Babbie, 2012)

Descriptive survey also comes with its own problems. For instance, Seifert and Hoffnung (2000) maintain that there is the difficulty of ensuring that the questions to be answered using the descriptive survey design are clear and not misleading because survey results can vary significantly depending on the exact wording of questions. It may also produce untrustworthy results because they may delve into private matters that people may not be completely truthful about. They further maintain that surveys often make use of questionnaires which require respondents who can articulate their thoughts well and sometimes even put such thoughts in writing. The questionnaire is, therefore, limited by illiteracy. Getting a sufficient number of the questionnaire completed and returned when used so that meaningful analysis can be made is another weakness of the descriptive survey design. These disadvantages were carefully considered and care was taken to ensure that they do not affect the validity and reliability of the results of the data collected for the study.

Frankel (2002) also identified two difficulties associated with descriptive survey research design. In the first place, there is the difficulty of ensuring that the questions to be answered are clear and respondents respond to the items thoroughly and in honesty. Secondly, there is the difficulty in getting sufficient number of the questionnaire completed and returned so that meaningful analysis can be made. Despite these limitations, I deem it expedient to use descriptive survey research design for the study because it gave me the opportunity to describe and explain the information about the sample (children and husbands) just as it is and also because of its advantages.

### **Population**

This study sought to assess the perception of husbands/children's relationships and attachments with their wives/mothers, regarding their late home coming from work in the Ga East District of Ghana. The target population was all Junior High School pupils and their fathers in the Ga-East District. The accessible population was all Junior High School pupils and their fathers of families in which the wife/mother return home late from work due to long working hours and was residents in Dome town.

### **Sample and Sampling Technique**

The sampling technique which was used for this study was purposive sampling method. A sample of fifty one (51) husbands and one hundred and fifty (150) children were purposively selected for the study. Purposive sampling method was used for this study because it was necessary for me to purposely consider husbands and children whose wives/mothers return home late from work late due to long working hours. My aim led me to the heads of the schools that helped me to select the students who were qualified for the

study through questions and to obtain the number of their fathers by enquiring from them the number of siblings they have. First, I discuss my purpose with the heads of the various schools. Then s/he grouped all the J. H. S. students of the school at a place for me. Then I asked them the following questions:

One: who is staying with his/her both biological mother and father? The number of students among the group who raised their hands up were maintained then, the rest were sent to their various classrooms.

Two: whose mother returns home late from work? (That is after 6p.m). The number of students among the maintained group who raised their hands up to respond affirmative became part of my sample for the students while the rest were sent to join their various classes. In this case I administered the questionnaires personally and collected them instantly from them.

Three: how many siblings are you in the J. H. S. or in another J. H. S? The answer I got from the students informed me of the number of questionnaires that I left behind with the head of schools to be given to the husbands (the students') fathers to respond to them. Fortunately, all the husbands returned their responds for later collection. This contributed to obtaining data very relevant to the topic of the study.

### **Research Instrument**

I adapted two types of questionnaires for the study. The network of Relationship Inventory (NRI) by Furman and Buhrmester (1985) and the Security Scale (Kerns et al., as cited by Kovacs, 2010). The adapted NRI questionnaire measures, relationship qualities – which include;

- i. Positive aspects of the relationship (affection, intimacy, satisfaction with the relationship, companionship, nurturance of the other, reliability, admiration (reassurance of worth), instrumental aid, and
- ii. Negative aspects of the relationship: (punishment, and conflict).

While the SS questionnaire measures children's perceptions of attachment security in their relationships with their mothers or fathers respectively. In the present study, only attachment security to mothers was measured. The *Security Scale* was designed to measure attachment security in middle childhood, specifically the belief that the attachment figure (mother) will be responsive and available if needed, the tendency to turn to the attachment figure (mother) when distressed, and ease and interest in maintaining communication with the attachment figure (Kerns et al., 1996). However, only the items which are relevant to the present study were administered to the respondents. With regard to the *perceived positivity* (affection, intimacy, satisfaction with the relationship, companionship, nurturance of the other, reliability, admiration, and instrumental aid) and *perceived negativity* (punishment and conflict) perceived in their relationship with their mothers/wives.

Although the two questionnaires were originally designed for a purpose for children, the researcher saw that it was relevant to adapt them to suit almost the same purpose on husbands' perception on the wives who return home late from work. I used two types of questionnaires as instruments for data collection in this study. One for husbands and the other for children. The questionnaires for both children and husbands comprised two sections. Section

A was on demographic data and section B centered on perception of working mothers coming home from work late.

Items on the two questionnaires were multiple-scored on a four-point Likert type scale. The items on the Likert type scale were scored ranging from one (1) = strongly disagree, (2) = disagree, (3) = agree and (4) = strongly agree. The predominance of disagree suggests that work-life is out of balance and in need of attention. The Likert type scale was chosen because, according to Asamoah-Gyimah (2002), in measuring the views and impressions of teachers on an on-going practice, it is the simplest, but equally efficient approach when considered alongside social-distance scales, Thurstone scales and the scalogram analysis. It was employed also to ensure effective analysis of the data even though it restricts free expression and perception of respondents in a study.

For the two instruments, a cut-off point value of 2.5 was used as the criterion measure. A mean score of 2.5 or above indicates positive attitude on the path of either children or husbands towards the late home coming while a mean score below 2.5 indicates negative attitude.

### **Validity and Reliability of the Research Instrument**

Gall, Borg and Gall (2003) indicate that validation of an instrument is improved through expert judgment. The questionnaires were given to lecturers of Measurement and Evaluation and Guidance and Counselling to vet the items to ensure content and face validity. The edited version was then presented to the supervisors for scrutiny.

Thirty (10) fathers and thirty (30) children were used for the pre-testing. Pre-testing was done in the Haatso Township which is also a suburb in

the Ga- East District of the Greater Accra Region. This town was chosen because it is in the same district with Dome, therefore, bear the same characteristics as where the actual research was conducted. The Cronbach's alpha coefficient indices of reliability for both children's and husband's perception of working mothers/wives coming home from work late due to long working hours were 0.78 and 0.72 respectively. According to Fraenkel and Wallen (2000), the reliability coefficient should be at least 0.70 and preferably higher. Therefore, the reliability obtained is justifiable for the study.

### **Ethical Issues**

Ethical clearance was obtained from the Institutional Review Board of the University of Cape Coast. Other ethical issues considered were, the need for voluntary participation, anonymity as well as confidentiality of respondents' responses. Informed consent and ascent was sought from participants by explaining the purpose of the study to them.

Anonymity of respondents was highly considered in the study. This gave the participants the opportunity to have their identity concealed. Neither names nor any identifiable information from respondents were taken.

On the issue of confidentiality, effort was made to maintain confidentiality of the responses of the participants. Participants were told that their responses would be kept confidential and that no one known to them would have access to the information provided.

### **Data Collection Procedure**

A letter of introduction was collected from the Department of Guidance and Counselling and this was shown to the heads of various basic

schools and to parents where the research was conducted. I contacted the respondents (children) personally and gave out copies of the questionnaires to be completed by them. I took time to explain the items on the questionnaires to the respondents (children) in a systematic manner. All the children completed and returned the questionnaire to the researcher. The questionnaire was collected immediately after completion. Also, through the help of head of schools, questionnaire for fathers were kept in a brown envelope for their children to deliver to them. They all completed and returned the questionnaire.

### **Data Processing and Analysis**

The responses to the questionnaires were first edited, coded and scored. The editing procedure was to check whether respondents followed directions correctly, and whether all items were responded to. Section A on the questionnaire focused on demographic data of the respondents. These responses were analysed using frequency counts and percentages.

### **Research Question One**

What are the perceptions children's relationships and attachments with their mothers regarding their late home coming?

The scale of measurement used was the interval scale. The statistical tools used were the means and standard deviation.

### **Research Question Two**

What are the relationships and attachments of husbands with their wives regarding their late home coming?

The scale of measurement used was the interval scale. The statistical tools used were the means and standard deviation.

### **Hypothesis One**

H<sub>0</sub>: There is no significant difference in the relationships and attachments of husbands with tertiary education and those without tertiary education with regard to the late home coming of their wives.

H<sub>1</sub>: There is significant difference in relationships and attachments of husbands with tertiary education and those without tertiary education with regard to the late home coming of their wives.

The scale of measurement used was the interval scale. The statistical tools used were the independent samples t-test.

### **Hypothesis Two**

H<sub>0</sub>: There is no significant difference in the relationships attachments of children of age 12 to 14 and 15 to 16 with regard to the late home coming of their mothers.

H<sub>1</sub>: There is significant difference in the attachments and relationships of children of age 12 to 14 and 15 to 16 with regard to the late home coming of their mothers.

The scale of measurement used was the interval scale. The statistical tools used were the independent samples t-test. All tests were conducted at 0.05 level of significance.

### **Hypothesis Three**

H<sub>0</sub>: There is no significant difference in the relationships and attachments of husbands regarding the late home coming of their wives on the basis of age.

H<sub>1</sub>: There is significant difference in the attitude of husbands regarding the late home coming of their wives on the basis of age.

The scale of measurement used was the interval scale. The statistical tools used was one-way analysis of variance (ANOVA). All tests were conducted at 0.05 level of significance.

#### **Hypothesis Four**

H<sub>0</sub>: There is no significant difference in the relationships and attachments of children regarding the late home coming of their mothers on the basis of gender.

H<sub>1</sub>: There is significant difference in the relationships and attachments of children regarding the late home coming of their mothers on the basis of gender.

The scale of measurement used was the interval scale. The statistical tools used was independent samples t-test. All tests were conducted at 0.05 level of significance.

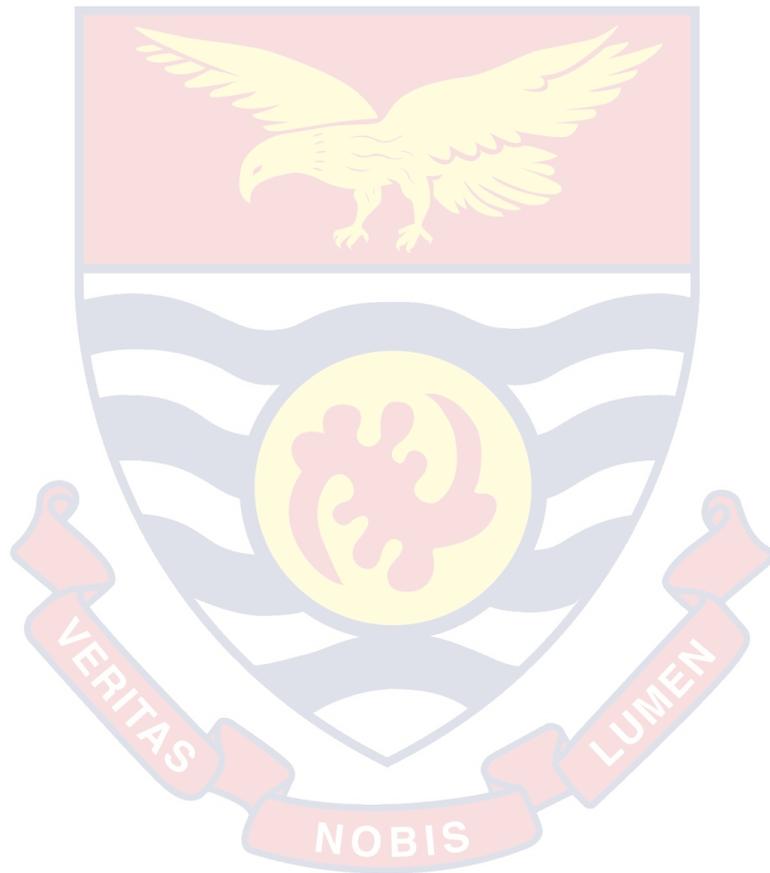
#### **Hypothesis Five**

H<sub>0</sub>: There is no significant difference in the relationships and attachments of children regarding the late home coming of their mothers on basis of form/academic level.

H<sub>1</sub>: There is significant difference in the relationships and attachments of children regarding the late home coming of their mothers on basis of form/academic level.

The scale of measurement used was the interval scale. The statistical tools used were one-way analysis of variance (ANOVA). All tests were conducted at 0.05 level of significance.

The scale of measurement used was the interval scale. The statistical tools used were the independent samples t-test. All tests were conducted at 0.05 level of significance.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

The study sought to assess the perception of husbands/children's relationships and attachments with their wives/mothers, regarding late home coming from work in Ga East District of Ghana. This chapter presents the findings from the data gathered from the field and it is grouped into three sections. The first section presents the demographic characteristics of the children as well as the working lives of the mothers used in the study. This section also contains details of the demographic characteristics of the husbands as well as the working lives of their wives. The second section presents the answers to the research questions, while section three is devoted to the testing of the two hypotheses. The data were analysed through frequencies, percentages, computation of means, standard deviations, simple linear regression and independent samples t-test. All tests were conducted at 0.05 level of significance.

#### Demographic Information of Respondents

The study was carried in the Dome township in the Ga-East District of the Greater Accra Region of Ghana with a sample size of 150 children and 51 fathers. Table 2 presents the demographic characteristics of children involved in the study.

Table 1- *Distribution of Respondents by Age, Gender, Class and No. of Siblings. (N=150)*

Variable	Frequency	Percent (%)
<b>Age</b>		
12 – 14years	113	75.3
15 - 16years	37	24.7
<b>Gender</b>		
Female	81	54.0
Male	69	46.0
<b>Class</b>		
JHS 1	76	50.7
JHS 2	53	35.3
JHS 3	21	14.0
<b>Living with both parents</b>		
Yes	150	100.0
No	0	0.0
<b>Number of siblings</b>		
One Sibling	37	24.7
Two Siblings	44	29.3
Three Siblings	40	26.7
Four or more Siblings	29	19.3

Source: Field Survey, (2016)

A sample of 150 children who resided in Dome was used and a total of 150 questionnaires were distributed to the children for which 150 were all returned. Table 2 show that 75.3% of the children were between 12 to 14 years

while 24.7% were between 15 to 16 years. It was found that 54.0% of children were females while 46.0% were males. The results of the study revealed that 50.7% of the children were in J.H.S 1, 35.3% were in J.H.S 2 and 14.0% were in J.H.S 3. This means that majority were in their first year of their junior high school level. Followed by those in JHS 2, their counterparts in JHS 3 had the least number. All the children lived with both parents with total figure of 100.0%. It was observed that 24.6% of respondents had 1 sibling, 29.3% had 2 siblings, 26.6% had 3 siblings and 19.3% had four siblings in a family. This means that most of them had more than one sibling.

### **Demographic Characteristics of Husbands**

Table 2 presents the demographic characteristics of husbands involved in the study.

Table 2- *Distribution of Husbands Based on Age, Educational Level and Profession. (N=51)*

Variable	Frequency	Percent (%)
<b>Age</b>		
40 years and less	15	29.4
41-45 years	21	41.2
46-50 years	15	29.4
<b>Education</b>		
Primary	3	5.9
Secondary	12	23.5
Tertiary	36	70.6
<b>Occupation</b>		
Professional	24	47.0

Artisan	7	14.0
Administrator	7	14.0
Arts	1	2.0
Trader	12	24.0
<b>Work closing time</b>		
Between 3pm and 5pm	10	20.0
Between 5pm and 7pm	27	53.0
7pm and above	14	27.0
<b>Marital Status</b>		
Married	51	100.0
<b>Number of children</b>		
One	4	7.8.0
Two	17	33.3
Three	18	35.3
Four and above	12	23.5
<b>Working life</b>		
Full time worker	34	68.0
Self employed	14	27.4
Apprenticed worker	3	5.9

Source: Field Survey, (2016)

Table 2 shows that 29.4% of the husbands' age ranged between 40 years and less, 41.2% was between 41 to 45 years and 29.4% was between 46 to 50 years. It was found that 5.9% of the husbands had primary education, 23.5% had secondary education and 70.6% had tertiary education. The results revealed that most of the husband worked as professionals (Doctors,

Engineers, and Nurses) with 47%. It was followed by 24.0% who were Traders, 14.0% of the husband were Artisans and Administrators and 2.0% were Arts. The study also revealed that 20.0% of the husbands indicated that their closing time was between 3pm and 5pm, 53.0% was between 5pm and 7pm and 27.0% was 7pm and above. It was observed that all the husbands were married. Furthermore, 7.8% of husbands had one child, 33.3% had two children, 35.3% had three children and 23.5% had four and above children. In terms of their working lives, the results showed that 68.0% were full time workers, 27.4% were self-employed and the number of apprenticed ranked least compared to the number of full time and self-employed workers.

Table 3 presents the demographic data of wives involved in the study.

Table 3- *Distribution of Wives Based on Educational Level and Profession.*

(N=51)

Variable	Frequency	Percent (%)
<b>Wife's Educational background</b>		
Primary	5	9.8
Secondary	12	23.53
Tertiary	34	66.8
<b>Wife's working life</b>		
Full time worker	31	61.0
Part time worker	3	4.0
Self employed	15	31.0
Apprenticed worker	2	4.0
<b>Wife's profession</b>		
Professional	25	54.9
Artisan	7	5.9
Administrator	4	7.8
Arts	10	19.6
Trader	5	11.8
<b>Time wife closes from work</b>		
Between 5pm and 6pm	5	9.8
6 pm and 7pm	6	11.7
7pm and later	40	78.4

Source: Field Survey, (2016)

Table 3 reveals that majority of husbands had their wives having acquired tertiary education 66.67%. It was seen that not less than 23.53% of husbands had wives who had secondary education. 9.8% had wives who had elementary education. The table illustrates the occupation of wives of husbands used in the study. The professional category included accountants, bankers, doctors, engineers and lawyers. This group had 49%. The second category was the artisans which included hairdressers, fashion designers, Graphic designers, caterers and those engaged in tailoring activities. They had 13.73%. The third category was mostly administrative workers and these were the secretaries, hotel managers ticketing officers and estate agents. They had 7.84%. The Arts category, which is the fourth group, involved the actresses, the caterers, interior decorators and graphic designers. This group had 19.61%. The trader were a cocoa dealer who had 11.96. The work closing time of majority of respondents wives, 78.43%, was between 7pm and above, followed by 11.7% of respondents' wives whose work closing time was between 6pm and 7pm. Minority of respondents' wives 9.80% closed from work between 5pm and 6pm.

Two research questions were formulated to address issues that go a long way to contribute to perception of husbands'/children' relationships and attachments with their wives/mothers, regarding their late home coming from work and its effect on them.

### **Analysis of Main Data**

#### **Research Question One**

What are the relationships and attachments of children towards their mothers who return home late from work?

Research question one sought to find out from children their relationships and attachments with their mothers who return home late from work. The responses of participants were measured using twenty-two statements and the activities were on a four point Likert scale as, ‘strongly agree’ (4), ‘agree’ (3), ‘disagree’ (2), and ‘strongly disagree’ (1). Children were expected to respond to each of the twenty-two items, thus justifying the use of the cut-off point of 2.5.

Table 4- *Analysis of Results of relationships and attachments of Children towards Their Mothers who return home late from work. (N=150)*

Statement	Mean	SD
Even though my mother comes home late from work ...		
I think I am satisfied with my relationship with her.	3.02	0.78
I think I have a good relationship with her.	3.50	0.49
In my opinion, she mother treats me like I am good in many things.	3.60	0.37
I think I always play and have fun with her.	2.92	1.22
I think I am happy with the way things are between her and me.	2.82	1.18
I am sure this relationship with her will continue in the years to come.	3.01	0.93
I think she really loves me.	2.64	1.03
In my opinion I always help her with things she can't do by herself.	3.00	0.55
I think I spend free time with her.	2.59	0.81
I think she always helps me when I need to get something done.	3.15	0.69
I think she always has a strong feeling of affection for me.	3.09	0.72
In my opinion, I always take care of her.	2.72	1.07
In my opinion, she always tells me what to do.	3.26	0.81
I think she always helps me figure and fix out things.	3.15	0.78
In my opinion, I tell her everything.	2.68	1.01
I think she treats me like I am admired and respected.	3.03	0.87
I think she likes or approves of things I do.	2.90	0.99
My mother should always stay at home and take care of the home	2.88	1.39
I think I always protect and look out for her.	3.51	0.39
I try not to quarrel with her.	2.22	1.94
I do not always argue with her.	2.23	1.97
In my opinion, we do not always annoy each other.	2.26	1.86
Overall mean	2.90	0.99

Source: Field Survey, (2016)

The results from Table 4 revealed that generally, children who participated in the study indicated positive relationship and attachment towards their mother's late home coming due to long working hours. The overall mean (2.90) and standard deviation (0.99) of the responses of the children indicated that children had positive attitude of their working mothers even though they came home late due to long working hours. Children agreed with the statement that "in my opinion, my mother treats me like I am good in many things even though she comes home late from work" (M = 3.60, SD = 0.37), "I think I always protect and look out for my mother as a result of her coming home late due to long working hours" (M = 3.51, SD = 0.39), "I think I have a good relationship with my mother even though she comes home late due to long working hours" (M = 3.50, SD = 0.49), "In my opinion, my mother always tells me what to do even though she comes home late due to long working hours" (M = 3.26, SD = 0.81), "I think my mother always helps me figure and fix out things even though she comes home late due to long working hours" (M = 3.15, SD = 0.78), "I think my mother always helps me when I need to get something done even though she comes home late due to long working hours" (M = 3.14, SD = 0.69).

It was further observed that children agreed that "I think my mother always has a strong feeling of affection of me even though she comes home late due to long working hours" (M = 3.09, SD = 0.72), "I think my mother treats me like I am admired and respected even though she comes home late due to long working hours" (M = 3.03, SD = 0.87), "I think I am satisfied with my relationship with my mother even though she comes home late due to long working hours" (M = 3.02, SD = 0.78), "I am sure this relationship with my

mother will continue in the years to come even though she comes home late due to long working hours” (M = 3.01, SD = 0.93), “ In my opinion I always help my mother with things she can’t do by herself as result of her coming home late due to long working hours”, (M = 3.00, SD = 0.55). It can, therefore, be concluded that children who participated in the study had positive attitudes towards their mother’s late home coming due to long working hours. This made children help their mothers with things in the house. The findings are supported by findings of Klu (2006) who wrote on Godly parenting. Klu wrote that mothers who are found as being the ultimate caregivers invest most of their time on the job and this makes their children sometimes help them in the house. Even though mothers are commonly the nurturers of the children and support children emotional growth and stability, they leave their children with caregivers during work periods. Mothers come home from work late to prepare meals, takes care of the sanitation of the child, shows love and care to the child and teaches daughters household chores. In all these children aid mothers since mothers arrive home late and could not do everything on their own.

Kendall (2009) and Hochschild (2003) also opines that slowly, on the domestic labour front, the kinds of chores women do is very significant however, women still stay long at work. Women do most of the daily chores, such as making beds, cooking, clearing up after meals, chauffeuring, and taking care of children (“core household work”). The role of the mother in the development and education of the child is so essential that one should not neglect it. It is in this regard that the findings agree with findings of Klu

(2006) who said that it is the role of the mother to teach children how to take care of herself or himself as she/he grows into womanhood or manhood.

The current study agrees with the study of Roppelt (2003) who interviewed 130 children in South Germany and found that children appreciated family and time arrangements that ensured they saw both parents. It further revealed that some children were dissatisfied because their parents worked very much, but others were dissatisfied because their mothers did not work; children whose parents had a 'middle' workload seemed to be most content.

### **Research Question Two**

What are the relationships and attachments of husbands towards their wives who return home late from work?

The purpose of research question two was to find out the relationship and attachment of husbands towards their wives who return home late from work. The responses of participants were measured using twenty statements and the activities were on a four Likert scale as, 'strongly agree' (4), 'agree' (3), 'disagree' (2), and 'strongly disagree' (1). Children were expected to practice each of the twenty activities, thus justifying the use of the cut-off point of 2.5. Table 5 presents the results of the data analysis.

Table 5- *Analysis of Results of the relationship and attachments of husbands towards Their Wives Late Home Coming (N=150)*

Statement	Mean	SD
Even though my wife comes home late from work ...		
I think I always play and have fun with her.	2.00	.91
I think she always helps me when I need to get something done.	2.24	.79
I think I spend free time with her.	2.27	.97
In my opinion, I always help her with things she can't do by herself.	2.90	.90
I think I am happy with the way things are between her and me.	3.14	.17
I think I am satisfied with my relationship with her.	3.31	.67
I am sure this relationship with her will continue in the years to come.	3.62	.03
I think I have a good relationship with her.	3.69	.04
In my opinion, she always has a strong feeling of affection for me.	3.84	.03
I think she treats me like I am good in many things.	3.02	.67
In my opinion, she always takes care of me.	3.23	.09
She should always stay at home and take care of the home I tell her everything.	2.76	1.27
I think she always helps me figure and fix out things.	2.92	.77
I think she always tells me what to do.	3.20	.75
I think she always tells me what to do.	3.36	.74
I think she likes or approves of things I do.	3.45	.05
I do not quarrel with her.	3.22	.70
I think we go not always annoy each other.	3.02	.55
I think I do not always argue with her.	3.00	.72
I think she always rebukes me for doing something I am not supposed to do.	3.61	.09
Overall mean	2.92	0.55

Source: Field Survey, (2016)

The results from Table 5 show that in sum husbands involved in the study indicated that they had positive relationships and attachment towards their wives who return home late from work due to long working hours since the overall mean score is 2.92. It was found out the husbands agreed that “In my opinion, my wife always has a strong feeling of affection for me even though she comes home late due to long working hours” (M = 3.84, SD = .03), “I think I have a good relationship with my wife even though she comes home late due to long working hours” (M = 3.69, SD = .04), “I am sure this relationship with my wife will continue in the years to come even though she comes home late due to long working hours” (M = 3.62, SD = .03), “I think my wife always rebukes me for doing something I am not supposed to do even though she comes home late due to long working hours” (M = 3.61, SD = .09), “I think my wife likes or approves of things I do even though she comes home late due to long working hours” (M = 3.45, SD = .05), “I think my wife always tells me what to do even though she comes home late due to long working hours, (M = 3.36, SD = .74).

The study also revealed that husbands agreed that “I think I am satisfied with my relationship with my wife even though she comes home late due to long working hours” (M = 3.31, SD = .67), “In opinion, I always take care of my wife even though she comes home late due to long working hours” (M = 3.23, SD = .09), “I think I always disagree and quarrel with my wife as a result of her coming home late due to long working hours” (M = 3.22, SD = .70), “I think my wife always helps me figure and fix out thing even though she comes home late due to long working hours” (M = 3.20, SD = .75). It can be observed that husbands who participated in the study had positive attitude

towards their wives late home coming due to long working hours. This could be that wives helped their husbands with what they got from work and for that reason husbands were happy at it. This finding is in line with research findings of Onah (2003) who reported that wives who come home from work late are generally supportive of their husbands in family crisis. It was further found that family crisis is likely to happen as a result of lack or shortage of money in the family. Bassow (2001) conducted a study on gender role and reported that gender role is a psychological word relating to behaviours and attributes expected of individuals on the account of being born either female or male. Ghanaian women are usually to be submissive and obedient to their husbands. This gives a clear view that women are expected to be supporters (help-meets) to their husbands and abide by their orders. They are not allowed to compete with their husbands for positions or for recognition. Therefore, the Akan adage “the woman’s gun is kept in the man’s room at any time she acquires one”.

Coob (2005) posits that much of the 20th century the archetypal gender roles of marriage were: husband as breadwinner and protector and wife as homemaker. Coob adds that women had to be obedient wives and clever homemakers. This perfection was not on a personal level, but rather was society’s standard. Bielby and Bielby as cited by Brown and associates (2002) explained that because husbands have more frequently been the higher earner in the family, women’s work lives more often have been shaped by their husbands’ work lives than vice versa.

Generally speaking, gender roles are set forth by society, but they can change as the times change. It is on this note that Gale, (2003) is of the view that although, there have been dramatic changes in the participation of women

in the labour force, the household division of labour by sex has remained unchanged in many families. While more married women now share responsibility for earning part or all of the family income. A role theory propounded Magnus in 1957 posits that each partner in a marriage harbours not only expectations as to what should be done by the other in the marriage, but also how the roles expected of the other should be performed.

These findings are in consonance with Santrock, (2006) who posits that married couples must understand and accept the advances of each other and also. That is they must learn to take responsibilities of their sexual needs in marriage. Traditionally, women are expected to take care of the home. They are expected to be wives and mothers by taking care of their husbands and their children but not breadwinners, notwithstanding husbands must understand the stress they go through as a result of working outside the home and accept the sexual condition.

### **Hypothesis One**

H<sub>0</sub>: There is no significant difference in relations and attachments of husbands with tertiary education and those without tertiary education with regard to the late home coming of their wives.

H<sub>1</sub>: There is significant difference in relationships and attachments of husbands with tertiary education and those without tertiary education with regard to the late home coming of their wives.

Hypothesis one tested whether there is significant difference in relationships and attachments of husbands with tertiary education and those without tertiary education with regard to the late home coming of their wives.

Independent samples t-test was conducted at 0.05 level of significance and the results are presented in Table 6

Table 6- *Independent Samples t-test of Husbands' relationships and attachments towards their Wives on the Basis of Level of Education*

Husbands	N	Mean	SD	Df	t-value	Sig (2-tailed)
With tertiary edu.	3	43.1	6.02			
	6			49	2.418*	.016
Without tertiary edu.	1	42.8	7.05			
	5					

Significant at  $p < 0.05$

The results in Table 6 show that difference exist between husbands with tertiary education and those without tertiary education regarding their relationships and attachment towards their wives who return home late from work due to long working hours. The results revealed that the mean score for husbands with tertiary education was 43.1 while that of those without was 42.8. It was also observed that the standard deviation (SD) for husbands with tertiary education was 6.02 while the standard deviation (SD) for those without was 7.05. It can be concluded from Table 7 that there is a significant difference in attitudes of husbands with tertiary education and those without tertiary education with regard to the late home coming of their wives ( $t = 2.418$ ,  $df = 49$ ,  $p < 0.05$ , 2-tailed). The probability value (p-value) of 0.016 is less than the 0.05 significant level. Therefore, based on the result the null hypothesis which states that “There is no significant difference in attitudes of husbands with tertiary education and those without tertiary education with regard to the late home coming of their wives” was rejected in favour of the

alternative hypothesis one. The findings of hypothesis one suggests that probably husbands with tertiary education know more about the dire consequences of wives reporting home late due to long working hours than those without tertiary education. Husbands with tertiary education would expect that their wives come home very early when they close from work. This would make wives have more time and attention for their children and their husbands at large. Wives also would be able to perform house chores on time when they report home from work early. The findings corroborate with findings of Perlmutter and Hall (1992) who found in their study that, husbands with tertiary education's perception of their wives coming home late due to long working hours is positive. Perlmutter and Hall added that women mostly tend to put the house in order when they come home from work early. Awal (2000) posited that it has become necessary for women to work in order to assist their husbands in the provision of their needs due to the present economic hardship in the country and the low salary level of workers although most Ghanaian men do their best to provide the needs of their families. This has necessitated that some women stay late at the work place and lowly educated husbands seem not to see anything wrong with that.

### **Hypothesis Two**

H<sub>0</sub>: There is no significant difference in the relationships and attachments of children of age 12 to 14 and 15 to 16 with regard to the late home coming of their mothers.

H<sub>1</sub>: There is significant difference in the relationships and attachments of children of age 12 to 14 and 15 to 16 with regard to the late home coming of their mothers. Research hypothesis two determined whether

significant difference existed between children of age 12 to 14 and 15 to 16 with regard to relationship and attachment to their working mothers who return home late from work. Independent samples t-test was conducted at 0.05 level of significance and the results are presented in Table 7.

Table 7- *Independent Samples t-Test of Children Aged 12 to 14 and 15 to 16 with Regard to Relationships and Attachments between them and their mothers who return home late from work.*

Age	N	Mean	SD	Df	t-value	Sig (2-tailed)
12 to 14	113	35.7	4.09	148	10.326	.000
15 to 16	37	29.3	5.43		*	

\*Significant at  $p < 0.05$

The results in Table 7 shows that difference exists between children of ages 12 to 14 and 15 to 16 regarding the late home coming of their mothers due to long working hours. The results revealed that the mean for the children of ages 12 to 14 was 35.7 while that of the 15 to 16 was 29.3. Again, the standard deviation (SD) for children of ages 12 to 14 was 4.09 while the standard deviation (SD) for 15 to 16 was 5.43. It can be concluded, therefore, from Table 8 that there is a significant difference in the attitudes of children of age 12 to 14 and 15 to 16 with regard to the late home coming of their mothers ( $t = 10.326$ ,  $df = 148$ ,  $p < 0.05$ , 2-tailed). The probability value (p-value) of 0.000 is less than the 0.05 significant level. Therefore, based on the result the null Hypothesis which states that “There is significant difference in the attitudes of children of age 12 to 14 and 15 to 16 with regard to the late home coming of their mothers” was rejected. Hence the alternative hypothesis was upheld. The findings of hypothesis two could suggest that probably children

between the ages of 15 to 16 years are to some extent grown and for that reason the absence of the mother in the house does not worry them so much unlike those between 12 and 14 years of age. Children between 12 to 14 years would feel the emotional detachment when their mothers have not reported home from work.

This findings agreed with Kovac (2010) who posits that children begin a process of individuation, or autonomy in a healthy family during the transition from childhood to adolescence and also corroborates with (McClane, etc, all, 2009) who believed that children at this age progressively come to see themselves as detached from parents.

### Hypothesis Three

H<sub>0</sub>: There is no significant difference in the relationships and attachments of husbands regarding the late home coming of their wives on the basis of age.

H<sub>1</sub>: There is significant difference in the attachments and relationships of husbands regarding the late home coming of their wives on the basis of age.

The purpose of research hypothesis three was to find out whether significant difference exists within the age categories in the relationships and attachments of husbands regarding work life balance of their wives.

Table 8- *Test of Normality*

	Age	Shapiro-Wilk		
		Statistic	df	Sig.
Perception of husbands	40 years and less	.890	7	.274
	41-45 years	.933	17	.240
	46 and above years	.560	23	.000

Source: Field Survey, (2018)

From Table 8, the result for the “40 years and less” and “41 to 45 years” group on the dependent variable, “relationships and attachments of husbands” were normally distributed. This is because the Sig. value of the Shapiro-Wilk Test is greater than 0.05. However, for “46 and above years” group the dependent variable “relationships and attachments of husbands”, was not normally distributed. This is because the Sig. value of the Shapiro-Wilk Test is lesser than 0.05.

Table 9- *Test of Homogeneity of Variances*

Levene Statistic	df1	df2	Sig.
.916	2	44	.407

Source: Field Survey, (2018)

From Table 9, the sig. value is greater than 0.05, therefore, variances are assumed equal.

Table 10- *ANOVA of Relationships and Attachments of Husbands Regarding the Late Home Coming of Their Wives on the Basis of Age*

Group	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	170.952	2	85.476	.81	.451
Within Groups	4635.857	49	105.360		
Total	4806.809	51			

Source: Field Survey, (2018)

From Table 10,  $F(2, 49) = .811, p > 0.05$ . The result shows that there is no significant difference within the three age categories in terms of relationship of husbands regarding late home coming of their wives.

This implies that husbands are not influenced by their ages when it comes to the way they see the late home coming of their wives. The possible reason for this finding could be that husbands irrespective of their ages understand their wives and give them much patience. It can also be stated that wives irrespective of the age of their husbands also try to meet their needs and demands even after long hours work.

#### Hypothesis Four

H<sub>0</sub>: There is no significant difference in the relationships and attachment of children regarding the late home coming of their mothers on the basis of gender.

H<sub>1</sub>: There is significant difference in the relationships and attachments of children regarding the late home coming of their mothers on the basis of gender.

To determine whether significant gender difference exists in children's perceptions of work life balance of their mothers, the independent samples t-test was used as the statistical tool. The result is presented in Table 11.

Table 11- *Independent Samples t-test of Relationships and Attachments of Children Regarding the Late Home Coming of Their Mothers on the Basis of Gender*

Group	N	M	SD	T	Df	Sig.
Male	69	69.12	14.64			
				-2.338*	149	.021
Female	81	75.13	15.72			

Source: Field Survey, (2018)

\*Significant p<0.05

The result showed that females score ( $M = 75.13$ ,  $SD = 15.72$ ) is higher than that of males ( $M = 22.17$ ,  $SD = 69.12$ ) regarding difference in the attitudes of children regarding the late home coming of their mothers on the basis of gender. The result further revealed a significant gender difference in attitudes of children regarding the late home coming of their mothers ( $t(149) = -2.338$ ,  $p < 0.05$ ). It can be concluded that a significant gender difference exists in attitudes of children regarding the late home coming of their mothers. Therefore, the null hypothesis was rejected.

The current implies that there is a variation in terms of the attitudes of children regarding the late home coming of their mothers. This is to say that the females have a more positive attitude compared to the male children. The male perceived their mothers work life balance as problematic to them. A possible explanation to this contrast in views of male and female children lies in a qualitative study with children of working parents by Polatnick as cited in Lange (2004) which showed that children's views could be more complex. The children revealed a much more ambivalent attitude towards their parents' work and absence; their feelings about more time with their parents were complex and contradictory. While most children still said the absence of their parents was all right with them, their language and nonverbal communication (signs of hesitation or nervousness) often made it clear that their feelings about the issue were more ambiguous

This current finding disagrees with the findings of Galinsky as cited in Lange (2004) who investigated into the topic 'Ask the Children: What America's Children Really think About Working Parents' and found that for the majority of the children having more time with their parents was not the

priority. Only 10 per cent said it was their top wish to have more time with their mothers; 15.5 per cent wished in particular to spend more time with their fathers. Galinsky came to the conclusion that working parents much more often regarded the time they spent with their children as being insufficient than did their own children.

### Hypothesis Five

H<sub>0</sub>: There is no significant difference in the relationships and attachments of children regarding the late home coming of their mothers on basis of form/academic level.

H<sub>1</sub>: There is significant difference in the relationships and attachments of children regarding the late home coming of their mothers on basis of form/academic level.

The objective of this hypothesis was to find whether significant difference in the relationships and attachments of children regarding the late home coming of their mothers on basis of form/academic level.

Table 12- *Test of Normality*

	Form	Shapiro-Wilk		
		Statistic	Df	Sig.
Perception of children	JHS1	.925	76	.000
	JHS2	.943	48	.022
	JHS3	.879	19	.021

Source: Field Survey, (2018)

From Table 12, the result for the “JHS1”, “JHS2” and “JH3” group on the dependent variable, “Perception of children” was not normally distributed. This is because the Sig. value of the Shapiro-Wilk Test is lesser than 0.05.

Table 13- *Test of Homogeneity of Variances*

Levene Statistic	df1	df2	Sig.
1.604	2	140	.205

Source: Field Survey, (2018)

From Table 13, the sig. value is greater than 0.05, therefore, variances are assumed equal.

Table 14- *ANOVA of Relationships and Attachment of Children Regarding the Late Home Coming of Their Mothers on Basis of Form/Academic Level*

Group	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4352.926	2	2176.463	10.241	.000*
Within Groups	29752.808	148	212.520		
Total	34105.734	150			

Source: Field Survey, (2018)

\*Significant  $p < 0.05$

From the Table 14,  $F(2, 148) = 10.241, p < 0.05$ . The result shows that there is a significant difference within the three-academic level in terms of attitudes of children towards the late home coming of their mothers. Hence, a post hoc test was conducted to find out which pairs of means are statistically different. Table 15 presents the post hoc test.

Table 15- *Multiple Comparisons of Categories of Academic Level in Terms of Children Relationships and Attachments Towards their Mothers*

*Late Home Coming*

	(I) Category	(J) Category	(I-J) Mean Difference	Std. Error	Sig.
Tukey HSD	JHS1	JHS2	6.98136*	2.6877 2	.028
		JHS3	16.01316*	3.7392 0	.000
	JHS2	JHS1	-6.98136*	2.6877 2	.028
		JHS3	9.03180	3.9513 0	.061
	JHS3	JHS1	-16.01316*	3.7392 0	.000
		JHS2	-9.03180	3.9513 0	.061

Source: Field Survey, (2018)

\*Significant  $p < 0.05$

From Table 15, the results showed that there is significant difference between “JHS1 and JHS2”, “JHS1 and “JHS3” of the selected academic level because the sig. value is less than 0.05. JSH1 performs better than JHS2 and JHS3 and the difference is 6.9 and 16.0 respectively. However, there is no significant difference between JHS2 and JHS3 because the sig. value is greater than 0.05.

The result means that between JHS 1 and JHS 2 students there were variations in the attitudes of children towards the late home coming of their mothers. The current study also revealed that there was difference between JHS 1 and JHS 3 students’ attitudes regarding the late home coming of their mothers on basis of form/academic level. It is possible that some mothers do sit their children down to explain to them the reason for their late home coming while other mothers do not. This might have affected the way their children see things with respect to their work life balance.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Overview of the Study

The study assessed the perception of husbands'/children' relationships and attachments with their wives/mothers regarding their late home coming from work in Ga East District of Ghana. The study was a descriptive survey and specifically focused on (a) relationships and attachments of children regarding the late home coming of their mothers, (b) relationships and attachments of husbands regarding the late home coming of their wives, (c) whether there exists any significant difference between husbands with tertiary education and those without tertiary education with regard to the late home coming of their wives, (d) whether there is any significant difference between children of age 12 to 14 and 15 to 16 with regard to the late home coming of their mothers, (e) whether there is any significant difference in the relationships and attachments of husbands regarding the late home coming of their wives on the basis of age, (f) whether there is any significant difference between male and female children's relationships and attachments of the late home coming of their mothers, (g) whether there is any significant difference in children's relationships and attachments of the late home coming of their mothers on basis of form/academic level. The study was conducted in Dome town within the Ga East District in Accra Region of Ghana. The population of the study comprised husbands and children of families in which the wife/mother works within Dome town. The purposive sampling method was

used to sample fifty-one (51) husbands and one hundred and fifty (150) children for the study. Adapted questionnaires were used to obtain data from participants. Frequencies, percentages, means, standard deviations, independent samples t-test and one-way analysis of variance (ANOVA) were the statistical tools used for the data analysis.

### **Key Findings**

1. It was found that children had positive attitude towards the late home coming of their mothers due to long working hours. Children indicated that their mothers treated them like they were good in many things even though they came home late due to long working hours. Children also indicated that they always protected and looked out for their mothers as a result of their coming home late due to long working hours.
2. The study results showed that husband positive attitude towards the late home coming of their wives due to long working hours. Husbands indicated that their wives always had strong feeling of affection of them even though they came home late due to long working hours. Husbands also mentioned that they had a good relationship with their wives even though they came home late due to long working hours.
3. Hypothesis one showed a significant difference between husbands with tertiary education and those without tertiary education regarding the late home coming of their wives due to long working hours. Hypothesis two found a significant difference between children of age 12 to 14 and 15 to 16 with regard to late home coming of their wives due to long working hours.

4. Hypothesis three showed no significant difference within the three age categories in terms of attitudes of husbands regarding the late home coming of their wives.
5. Hypothesis four revealed a significant gender difference in the relationships and attachments of children regarding the late home coming of their mothers.
6. Hypothesis five showed a significant difference within the three academic levels in terms of attitudes of children regarding the late home coming of their mothers. Junior High School 1 performs better than Junior High School 2 and Junior High School 3 and the difference is 6.9 and 16.0 respectively.

### **Conclusions**

Based on the findings of the study, the following conclusions were drawn;

1. It was discovered that both husbands and children had positive attitudes towards the late home coming of their mothers/wives. Both husbands and children generally reported that even though wives/mothers come home late due to long working hours, they were fine with it.
2. The age of 12 -14 is sensitive in a child's life through which the child transitions into maturity. Because parents are the significant people of support in their children's lives during this period, it is important that the value of children's relationships with their mothers would be vital in determining the extent to which negative or positive motherhood is related to children's emotional and psychological adjustment.

3. Healthy families spend both quantitative and qualitative time together. Wives and husbands need to spend good and sufficient time together because quality interaction is not likely to be developed within a few minutes spent together. This will help them to think of themselves as a cohesive unit and not just a random group of individuals.

### **Implications for Counselling**

The findings of the study revealed that the children's attitudes on the general level of intimacy and level of contentment with their mothers and relationship with their mothers were satisfactory. Husbands' responses were not different from the case of their children. This means that both children and husbands are satisfied with how intimate they are with their mothers/wives. However, both children and husbands (their fathers) agree that their mothers/wives do not spend enough time with them. It is clear from the study that although children whose mothers return home late from work would trust their mothers, they perceive that their mothers do not help them enough. These indicate the need for school counsellor to identify such children and provide counselling services for them. This perception is also applicable to husbands. Family counsellors can also help husbands to understand and emotionally adjust to the present working condition of the wife.

The study further revealed that, children stated that their mothers always instructs them as to what to do and often help in fixing and figure out things. On the same note, husbands responded that their wives approved of the things that they (husbands) do, whereby husbands always tell their wives what they should do.

On another note, both children and their fathers do not agree to the fact that their mothers/wives must stay at home and take care of the family, rather they must be involved in a flexible work. Family counsellors can counsel mothers to engage in a flexible job which can give them the room to return home early enough irrespective of road traffic.

In another revelation, it was realized that the level at which children and their mothers oppose themselves was low. Most crises that arise between mother and child are as a result of lack of understanding. This is a sign that though mothers return home late from work, they are able to have understanding with their children during communication. Unlike the children, husbands rebuked their wives for doing things they were not supposed to do, disagree on issues and annoy each other a lot. The family counsellor's attention is quickly needed here.

The study has implication on the issue of sex. Most wives do not initiate sex or respond to their husbands' advances whenever they try to initiate sex. Church leaders and counsellors must provide counselling service to educate wives on the effect of denial of sex on their husbands and the consequences on the whole family. This will decrease cases of divorce which would be unhealthy for members of the family and the nation at large.

Finally, therefore, we can say that the perceptions of children within the age range of 12 -14 and 15 and above on mothers' lateness do not differ in their groups although there are a few cases where perception differs. Likewise, there are no significant differences in how the husbands perceive their wives' lateness between the low educated and the highly educated ones.

## Recommendations

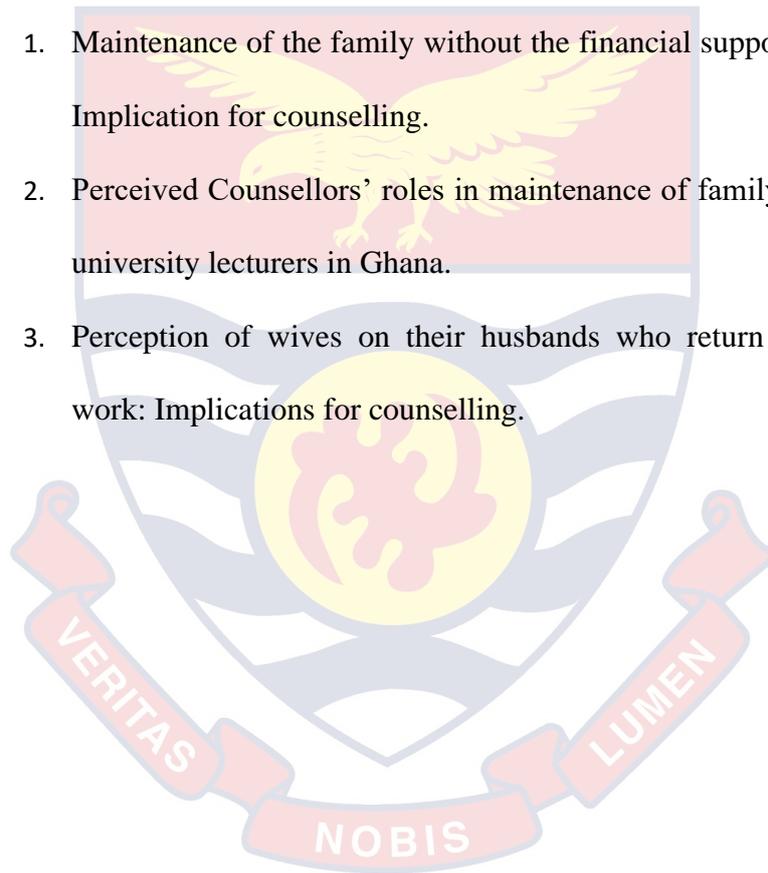
Based on the results of the study the following recommendations are made.

1. Guidance counsellors must hold workshops for school children of working mothers who may be experiencing a lot of problems such as behavioural disorders, learning difficulties, problems with development and challenges with peers. They should also give talks to teachers to understand the plight of such children during lessons.
2. In view of sexual relation between couples, religious leaders must be proactive in organising marriage seminars for marriage couples to enhance their sexual relationship. In order to avoid conflict at home, marriage counsellors must counsel wives not to refuse or deny their husbands' sexual advances.
3. Family counsellors must counsel wives to understand what their immediate families are experiencing - emotionally as a result of their absence. It is in this regard that family counsellors must help working mothers/wives who return home late from work to create quality and quantity time to engage in family interactions during mealtime, attend events such as family picnics, special nights out with husband and many activities together in order to share thoughts, feelings and identities. This will help to avoid negative influence from wrong people and maintain family stability.
4. Counsellors should counsel wives/mothers who are self-employed to employ other people who will take care of their businesses for them in the evenings so that they can return home early to cater for the family.

5. In order to build a cordial relationship among family members, family counsellors should counsel husbands to better understand the challenges (physical and emotional) their wives encounter in their employment. They must also help husbands to realise and understand the changes in the roles of each individual at home as a result of the late coming home of their wives from work.

### **Suggestions for Further Research**

1. Maintenance of the family without the financial support from the wife: Implication for counselling.
2. Perceived Counsellors' roles in maintenance of family stability among university lecturers in Ghana.
3. Perception of wives on their husbands who return home late from work: Implications for counselling.



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**APPENDICES**

**APPENDIX A**

**UNIVERSITY OF CAPE COAST**

**COLLEGE OF EDUCATION STUDIES**

**FACULTY OF EDUCATIONAL FOUNDATIONS**

**DEPARTMENT OF GUIDANCE AND COUNSELLING**

**QUESTIONNAIRE FOR CHILDREN**

This instrument intends to find out the perception of husbands'/children's relationships and attachments with their wives/mothers, regarding their late home coming from work in the Ga-east district. Please do not write your name. Any information provided will be treated with utmost confidentiality. Thank you.

**DIRECTIONS:** Please tick [] the appropriate place to answer this questionnaire to the best of your knowledge.

**SECTION A: DEMOGRAPHIC DATA**

1. Age: 12yrs [] 13yrs [] 14yrs [] 15yrs [] 16yrs []
2. Gender: Male [] Female []
3. Class: JHS 1 [] JHS 2 [] JHS 3 []
4. Are you living with both parents? Yes [] No []
5. Number of siblings: One sibling [] Two sibling [] Three sibling []  
] Four or more sibling []
6. What is the occupation of your mother? \_\_\_\_\_

**SECTION B: CHILDREN'S RELATIONSHIPS AND ATTACHMENTS WITH THEIR MOTHERS REGARDING THEIR MOTHERS LATE HOME COMING FROM WORK**

Please respond to the following statement by indicating your level of agreement with your working mother coming home from work late using ‘strongly agree’ (SA), ‘agree’ (A), ‘disagree’ (D), and ‘strongly disagree’ (SD).

Statement	SA	A	D	SD
Even though my mother comes home late from work ...				
1. I think I am satisfied with my relationship with her.				
2. I think I have a good relationship with her.				
3. In my opinion, she treats me like I am good in many things.				
4. I think I always play and have fun with her.				
5. I think I am happy with the way things are between her.				
6. I am sure my present relationship with her will continue in the years to come.				
7. I think my mother really loves me.				
8. In my opinion I always help her with things she can't do by herself.				
9. I think I spend free time with her.				
10. I think she always helps me when I need to get something done.				
11. I think she always has a strong feeling of				

affection for me.				
12. In my opinion, I always take care of her.				
13. In my opinion, she always tells me what to do.				
14. I think she always helps me figure and fix out things.				
15. In my opinion, I tell her everything.				
16. I think she treats me like I am admired and respected.				
17. I think she likes or approves of things I do.				
18. She takes care of the home.				
19. I think I always protect and look out for her.				
20. I tried not to quarrel with her.				
21. I think I do not argue with her.				
22. In opinion, we do not get on each others' nerves.				

**APPENDIX B**

**UNIVERSITY OF CAPE COAST**

**COLLEGE OF EDUCATION STUDIES**

**FACULTY OF EDUCATIONAL FOUNDATIONS**

**DEPARTMENT OF GUIDANCE AND COUNSELLING**

**QUESTIONNAIRES FOR HUSBANDS**

This instrument intends to find out **HUBANDS' RELATIONSHIPS AND ATTACHMENTS WITH THEIR WIVES REGARDING THEIR WIVES LATE HOME COMING FROM WORK.** Please do not write your name. Any information provided will be treated with utmost confidentiality. Thank you.

**DIRECTIONS:** Please tick [] the appropriate place to answer this questionnaire to the best of your knowledge.

**SECTION A: DEMOGRAPHIC DATA**

1. Age: 40 years and less [] 41-45 years [] 46-50 years []
2. Educational background: None [] Primary [] Secondary [] Tertiary []
3. Occupation: Professional [] Artisan [] Administrator [] Arts [] Trader []
4. What time do you close from work? Between 3pm and 5pm [] 5pm and 7pm [] 7pm and above
5. Marital Status : Married [] Single [] Widowed [] Divorced [] Separated []
6. How many children do you have? One [] Two [] Three [] Four and above []

7. Which of the following best describes your working life?

Full time worker [ ] Part time [ ] Self-employed [ ] Apprenticed worker [ ]

8. Wife's educational background: None [ ] Primary [ ] Secondary [ ]  
Tertiary [ ]

9. Wife's working life: Full time worker [ ] Part time [ ] Self-employed  
[ ] Apprenticed worker [ ]

10. Wife's profession: Professional [ ] Artisan [ ] Administrator [ ]  
Arts [ ] Trader [ ]

11. What time does your wife come back home from work?

Between 3pm and 5pm [ ] 5pm and 6pm [ ] 7pm and above [ ]

**SECTION B: HUSBANDS ATTITUDES TOWARDS THEIR WIVES**

**LATE HOME COMING FROM WORK**

Please respond to the following statement by indicating your level of agreement with your working mother coming home from work late using 'strongly agree' (SA), 'agree' (A), 'disagree' (D), and 'strongly disagree' (SD).

Statement	SA	A	D	SD
Even though my wife comes home late from work				
1. I think I always play and have fun with her.				
2. I think she always helps me when I need to get something done.				
3. I think I spend free time with her.				
4. In my opinion, I always help her with things she can't do by herself.				
5. I think I am happy with the way things are				

between her and I.				
6. I think I am satisfied with my relationship with her.				
7. I am sure this relationship with her will continue in the years to come.				
8. I think I have a good relationship with her.				
9. In my opinion, she always has a strong feeling of affection for me.				
10. I think she treats me like I am good in many things.				
11. In opinion, I always take care of her.				
12. She takes care of the home.				
13. I tell her everything.				
14. I think she always helps me figure and fix things.				
15. I think she always tells me what to do.				
16. I think she likes or approves of things I do.				
17. I try not to quarrel with her.				
18. I think My wife and I always annoy each other even though she comes home late due to long working hours				
19. I do not argue with her.				
20. I think she always rebukes me for doing something I am not supposed to do.				