UNIVERSITY OF CAPE COAST

WORK-FAMILY CONFLICT, JOB SATISFACTION, FAMILY

SATISFACTION, AND SOCIAL SUPPORT AMONG COLLEGE TUTORS

IN SOUTH WESTERN GHANA

MARIA-GORETTI DUNYO ADIBI
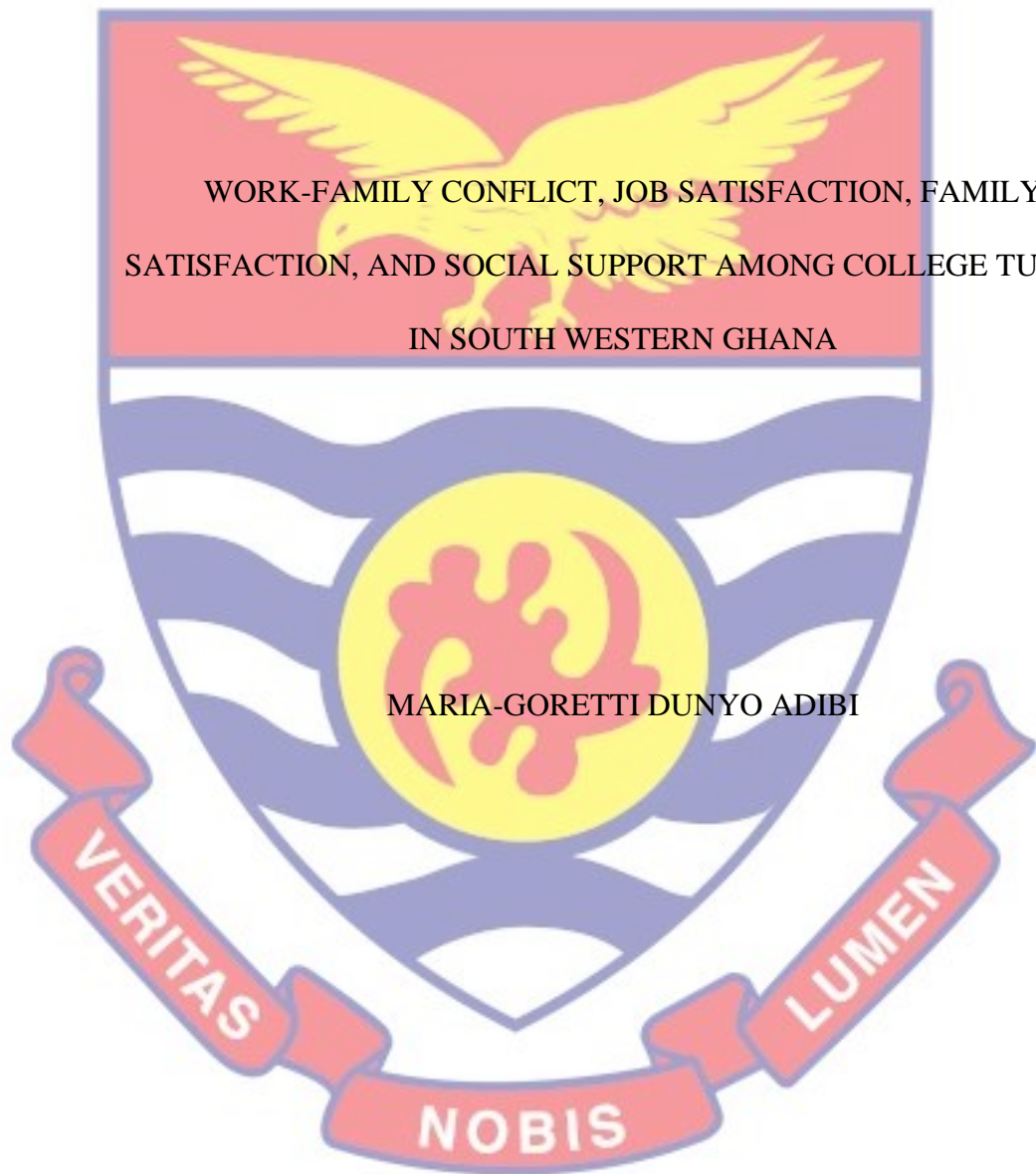
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BY

MARIA-GORETTI DUNYO ADIBI

Thesis submitted to the Department of Guidance and Counselling of the

Faculty of Educational Foundations, College of Education Studies, University

of Cape Coast, in partial fulfilment of the requirements for the award of

Master of Philosophy degree in Guidance and Counselling

OCTOBER 2021

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.
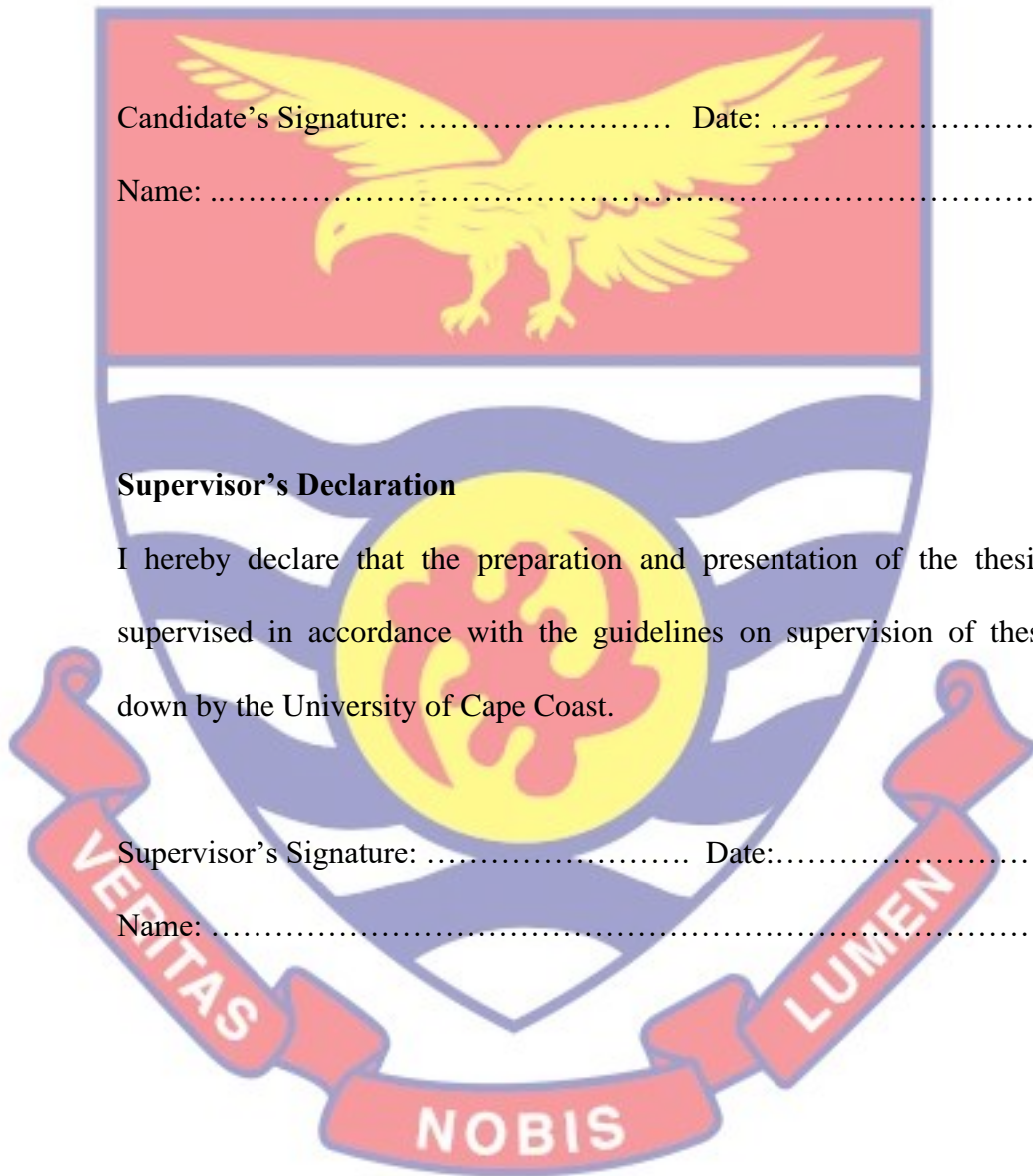
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Name: ..………………………………………………………………..

Supervisor's Declaration

I 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.

Supervisor's Signature: ……………………. Date:………………………

Name: …………………………………………………………………

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ABSTRACT

The study explored work-family conflict (WFC) among tutors in the south western regions' Colleges of Education in Ghana, and its relationship with job satisfaction, family satisfaction, and social support. Descriptive research design was used to conduct the study. A total of 222 tutors were selected for the study, using census method. The instrument used for data collection was questionnaire. Data were analyzed using means and standard deviation, Bivariate Pearson Moment Correlation Coefficients, and a linear regression analysis. Findings revealed that tutors of Colleges of Education in the south western part of Ghana do not experience a significant level of conflict between their family responsibilities and the demands at work. Also, the result of the study shows that social support has a significant role to play in reducing work-family conflict among tutors in Colleges of Education. It resolved that, although tutors experienced work-family conflict, the support they received was very helpful because it limited the influence of work-family conflict (WFC), as well as the job and family life satisfaction, among tutors in south western Ghana. It is recommended that tutors should plan and manage their time very well. This would ensure that sufficient quality time is spent with family and in fulfilment of their roles.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my supervisor, Rev. Fr. Dr. Anthony Nkyi of the Department of Guidance and Counseling for his professional guidance, advice and encouragement with which he guided this work. I wish to thank my family and friends for their support.

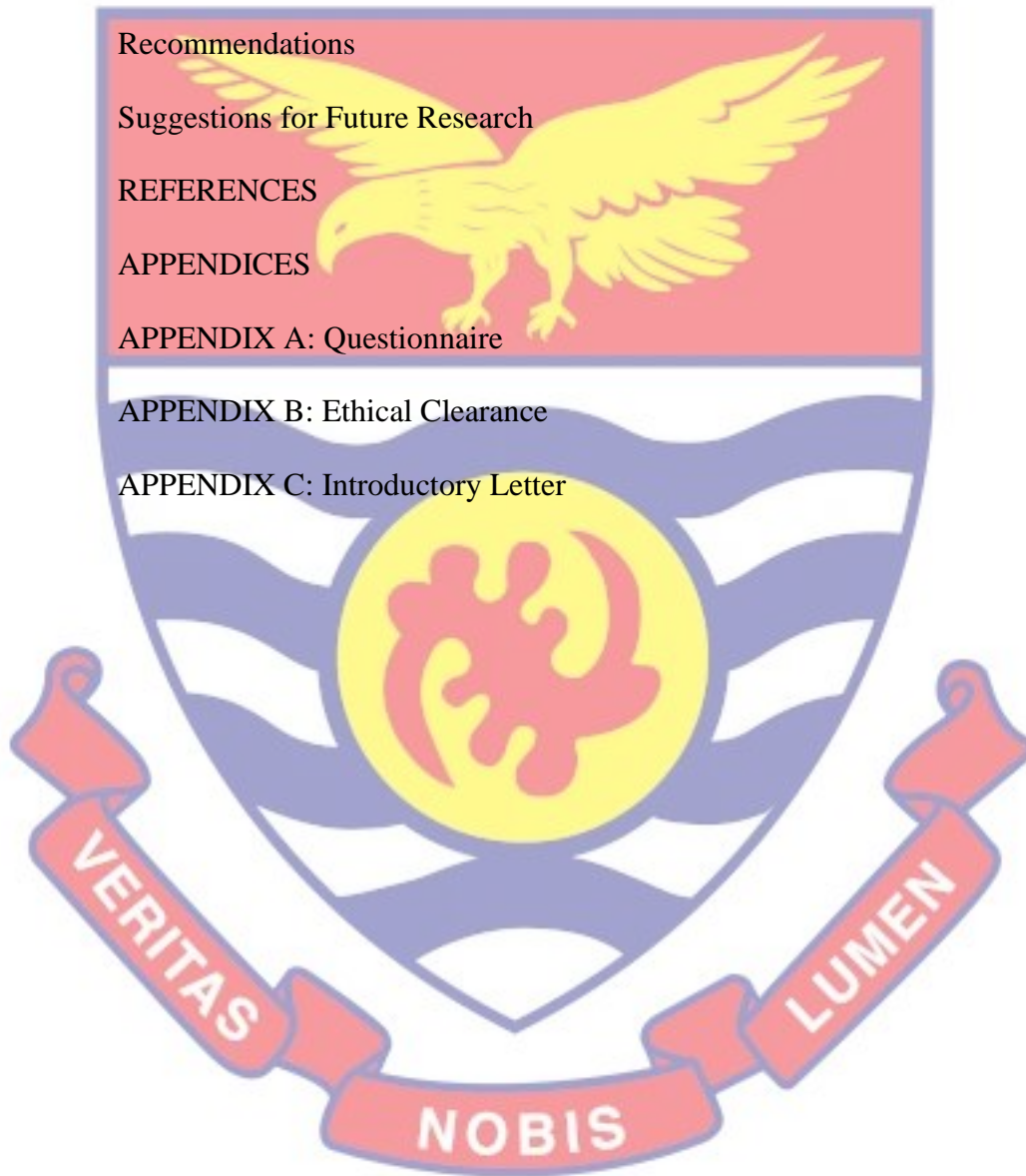DEDICATION

To my husband and children, Esinam, Dzifa and Kofi.

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CHAPTER ONE

INTRODUCTION

Work–family conflict (WFC) has received much attention from researchers and practitioners in recent years. With changing socioeconomic conditions, workplace demands often conflict with one's family responsibilities. Research has revealed that work–family conflict is a source of stress experienced by many individuals (Poelmans, 2001). It has been defined as a form of inter-role conflict where roles from work and family domains are mutually incompatible in some respects (Greenhaus & Beutell, 1985). Theories on WFC argue that WFC arises when the demands of participation in one domain interfere with the demands of participation in the other domain. The negative impact of work-family conflict on employees' well-being and job satisfaction has reported by many researchers (Yucel, 2017; Susena & Harsona, 2018; Muasya, 2020). This study investigated work-family conflict among tutors in colleges of education in the south-western part of Ghana, and its relationship with job satisfaction, family satisfaction, and social support. The results of this study will be relevant in formulating workable policies that will help tutors to adopt efficient approaches to resolve the role conflicts they experience.

Background to the Study

Adult life is characterized by several components, key amo ng them being family and work-life (Neerpal & Barath, 2013; Nordenmark, 2017; Simunic & Gregov, 2012). About (60-70%) and (30-60%) of adult males and females respectively constitute the officially registered working population of

the world (World Health Organisation, 2017). Glavin and Schieman (2012) acknowledged that conflicts in the work environment and family are a prominent challenge in our society today because a greater percentage of people revealed that their work affects their family life. Over the last six years, managing work and family has become more difficult for one-third of full-time workers in the world (Ernst & Young, 2015). According to Greenhaus and Powell (2006), confirmed events and occurrences at the work environment significantly impact the life of a person and that of their family.

Pressures from the workplace and family responsibilities affect the motivation and job performance of workers (Owolabi, 2015). In general, the experiences of work and family conflict often predispose many employees to a significant level of psychological distress. Teaching is one of the most prestigious professions in the world, and tutors are always faced with a lot of stress in their career. One of the consequences of this stress is burnout, because tutors spend a lot of time teaching as well as fulfilling family social roles. These responsibilities inevitably lead to work-family conflict (WFC) due to losses of productive work hours, as well as the lack of total family commitment.

Conflicting roles in the homes and work environment are considered to have both shortest and indirect impact on all individuals around the globe. According to Casper, Weltman and Kwesiga (2007), work-family conflict affects the married and the single, those with children and those without, males and females and all other individuals. Interestingly, work and family conflict may indirectly affect co-workers and family (O'Neill, Harrison, Cleveland, Almeida, Stawski, & Crouter, 2009; Westman, 2001).

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For instance, the conflict between spouses can affect the husband/wife and consequently disrupt their relationship with co-workers and superiors. A bilateral bond exists between commitment of employees to their jobs and family life. In other words, roles in the family and work directly affect each other. Lee, Kim, Park, and Yun (2013) argued that work can affect household obligations, and family life can also impede one's performances at work. The conflict between family and work roles has psychological effect on workers.

Therefore, WFC as a phenomenon, is seen to be of great importance in recent times (Burke & El-Kot, 2010). Striking an equilibrium between family and work roles is a huge task for employed adults who endeavour to achieve success in their jobs and take care of their families simultaneously (Almutairi, 2017). Individuals, as well as organizations, are also affected by the serious consequences of work-family conflict (Ghayyur & Jamal, 2012; Howard, Donofrio, & Boles, 2004).

The idea of work-family conflict was introduced by Greenhaus and Beutell (1985). Findings from their study indicated that a change in the work settings, such as promotion and further education, take away time meant for family interaction, while marriage and births of children impact productivity at work. Various countries have slightly varying opinions about the phenomenon (Neerpal & Barath, 2013). Asians and Africans are typically noted to be more particular about fulfilling family and social roles since they are in collectivist societies. This is contrary to the case of Americans, Europeans and Russians who live in individualistic societies and as such place more emphasis on work (Hofstede, 2001; Nurnazirah, Samsiah, Zurwina, & Fauziah, 2015).

Until recently, women remained in the house to take care of the family while men toiled to provide for the daily needs of their family. However, changes around the world have pushed many women to be engaged in jobs outside their homes, which have caused a remarkable impact on family life (Abbott, White, & Charles, 2005). Most of the time, women have a combined paid job with motherhood as well as household chores, making dual-earner households more prevalent. With an increase of female workforce and dual-earners, work-family has received particular attention lately. According to Kossek et al., (2012), the employees' welfare is massively impacted by the conflict experience in their responsibilities in the organization and family, and is regarded as the "*dark side of family work interface*."

The disagreements in work and domestic life are closely linked with psychological disorders, depersonalization of others, pursuit of personal achievement and general burnout. Elloy and Smith (2004) reported that burnout associated with work and family conflict is linked with factors such as the unsuitable selection of career, inadequate skills related to meet job demands, inappropriate relationships with colleagues and individuals, and social stressors. Broadly speaking, burnout describes the physiological and psychological ailment experienced due to the excessive stress and undue pressure from the environment. The sources of the stress include individual, organizational, and socio-economic factors, and they play a significant role in burnout (Elloy & Smith, 2004).

A study by Spector et al., (2004) across three regions that are culturally distinct, Anglo, China and Latin America, confirmed that WFC is viewed differently across many nations. It was indicated that Anglos, rather than Latin

Americans and Chinese, exhibit a strong positive connection between hours of working and work-family stressors. Work-family conflict (WFC) is due to discordancy or disparities between the demands of work and family obligations (Greenhaus & Parasuraman, 1999; Nadeem & Metcalf, 2007; Simunic & Gregov, 2012). Thus, WFC functions in two ways: work-to-family (WIF) and family-to-work conflict (FIW) (Frone, 2003). When roles that relate to a person's job interfere with the roles of the family, it is termed as WIF. On the contrary, FIW arises when family activities interfere with job roles. A clash between family and work roles has an undesirable effect on the well-being and health of individuals (Almutairi, 2017; Ádám, Györffy, & Susánszky, 2008). A person's job, family and life satisfaction hinges on how the balance is struck in fulfilment of their responsibilities at the workplace and home (Robbins, 2005). Satisfaction can be measured from three angles, that is, job, family and life (Aryee, Fields & Luk, 1999). These variables have gained the attention of many researchers (Howard et al, 2004; Karatepe & Uludag, 2007).

An important element that helps people to cope efficiently with clashes in responsibilities at work and home is the support they receive. According to Ford, et al., (2007), social support for employees stems from several sources, such as immediate family, significant other, work associates, superiors, and spouse. According to Ford, Heinen, and Langkame (2007), support at the work environment and home significantly decreases conflict of work roles and that of the family and increases employees' general well-being, including their contentment derived from their work and family relationship. Similarly, Rathi and Barath (2013) found that social support plays an essential role in the

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relationship between WFC and family satisfaction. Lee, Sudom, and Zamorski, (2013) revealed that reliable support system is useful for psychological and physiological wellbeing as well as in reducing insomnia. In the African and Asian cultures, individuals are seen as a collective that forms a formidable society. On the other hand, individualism is common with Western cultures where social support is conceptualized as a transaction in which people seek help from one another. People are motivated to solicit others' assistance in relatively interdependent eastern cultures. For instance, during stressful moments, Asian Americans, or Asians, easily seek support from the social networks, as compared to European Americans.

The degree to which the experiences of a person's life satisfy that individual's wants and needs both physically and psychologically is also known as life satisfaction (Adriel, 2013). Work-family conflict contributed to reduced satisfaction (Aryee, 1992). A reliable support system for tutors is a significant resource in work-family conflict, hence it has been researched widely. By being given social support, which is a resource, the recipient is expected to benefit. It could be instrumental support, emotional support, appraisal support or informational support (Cinamon, 2009). The adverse impact of WFC on satisfaction may be reduced when social support is offered to individuals (Neerpal & Barath, 2013). The discussion so far has highlighted the importance of career and family in the life of family members. Similarly, the impact of disparities in work and family obligations on employees has been found by some studies. Obviously, WFC has an enormous impact on all spheres of life. Looking at the important role of tutors of colleges of education

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in Ghana, it would be expedient to understand the experiences of WFC and how it influences their happiness and career satisfaction as family members.

Statement of the Problem

The society operates on a system of multiple roles, where employees also double as family members, which comes with responsibilities and rights. In light of this, it is expected that individuals perform their required duties in every role that they have been assigned to in every social structure they find themselves. Stemming from this, there is sometimes some form of conflict in the quest to meet the demands of one domain. According to Ištoňová and Fedáková (2015), family and work are very essential areas of the life of every individual. It is, therefore, unfortunate that these crucial spheres of life often do collide, causing debilitating struggle between responsibilities at home and work duties among employees. Work-family conflicts, according to Akkas, Hossain, and Rhaman (2015), can impose a devastating effect on all spheres of employees' life.

In essence, the quality of life in general could be affected by the conflicting demands in the home and workplace. Individuals facing such conflicts might feel dissatisfied with the job, develop health related problems, be depressed and might be a cause of divorce, especially in cases where there is no social support to resolve these conflicts (Akram, 2020). Scholars, such as Afzal and Farooqi (2014), as well as Yucel (2017), discovered that there is an adverse effect of conflicting roles in work and family responsibilities on employees' satisfaction in life. Rahman, Ali, Mansor, Fantan, and Samuel (2018) also found that work-family conflicts, if not properly managed, leads to a significant decline in work satisfaction. As noted by these findings, it could

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be deduced that conflict between responsibilities in the family and that of the work environment will result in harmful effect on tutors.

Tutors within colleges of education, especially in Ghana, are noted for their tremendous contribution to nation building. Their role to teach and help in research activities to impart knowledge unto the future generations has, over the years, contributed significantly to the success of many young graduates. One may wonder, due to their obligations in the family and in the work place, about the problems they go through in their quest to help others achieve their goals in life. Several empirical studies have been conducted to determine the consequence of WFC on entrepreneurs, managers, teachers, doctors, and lawyers, and how to overcome the challenges (Ádám, Györffy, & Susánszky 2008; Ametorwo, 2016; Bedu-Addo, 2010; Neerpal & Barath, 2013, Simunic & Gregov, 2012). However, very little empirical enquiry is committed to address WFC among college tutors in Ghana. Notwithstanding the dearth of empirical studies among work-family conflict and associated factors among tutors of college of education, some studies have found that teachers, tutors, and lecturers of higher institutions undergo severe physiological and psychological problems, such as stress, burn-out, marital complications, substance abuse, as well as heart disease (Ofori, Kyere, & Berko, 2020; Teles, Velle, & Rodriguez, 2020; Schroeder, Akoti, & Apekey, 2001). A study by Addison, & Yankyera, (2015), for instances, noted that tutors expressed significant stress which was associated with the work.

Similarly, Azila-Gbettor, Atatsi, Dodor, Adade, Tsorhe, and Neequaye, (2017) found that lecturers in Technical Universities in Ghana reported that they experience significant occupational stress related with teaching and

examination load. These findings suggest the idea that significant research studies have been conducted to examine the extent to which responsibilities at the workplace impact of the psychological wellbeing of teachers in higher education. The gap that needs urgent attention is the effects of conflict at home and the work (work-family conflict) and associated factors among professionals of the teaching fraternity.

For the past nineteen years of being a college tutor I have observed that many college tutors have a large work-load which often affect their family life. Aside classroom teaching, college tutors have the responsibility of supervising students on teaching practice, supervising and assessing students' project work and providing academic counselling to students. These additional responsibilities demand more time from tutors thereby affecting the time to be with family and performing other family responsibilities. In the discharge of my duties diligently as a wife, a mother and a college tutor, I have had a first-hand experience of Work-Family Conflict. I have observed from discussion with colleagues that they have their fair share of WFC as well.

It is against this background that this study seeks to explore work-family conflict among tutors of colleges of education in the south western part of Ghana.

Purpose of the Study

The study investigated work-family conflict among tutors in colleges of education in the south-western of Ghana, and its relationship with job satisfaction, family satisfaction, and social support.

Research Objectives

The study sought to:

1. Identify the level of work-family conflict among tutors in the south western part of Ghana

2. Examine the association between work-family conflict and job satisfaction among tutors in the south western part of Ghana

3. Examine the relationship between work-family conflict and family satisfaction among tutors in the south western part of Ghana

4. Investigate the influence of social support on work-family conflict among tutors in the south western part of Ghana

Research Question

This research question guided the study:

1. What is the level of work-family conflict among tutors in the south-western parts of Ghana?

Research Hypotheses

The following research Hypotheses guided the study:

1. Ho: There is no statistically significant negative relationship between work-family conflict and job satisfaction extents among tutors in the south-western parts of Ghana

   H_1: There is a statistically significant negative relationship between work-family conflict and job satisfaction extents among tutors in the south-western parts of Ghana

2. Ho: There is no statistically significant negative relationship between work-family conflict and family satisfaction extents among tutors in the south-western of Ghana

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H_1: There is a statistically significant negative relationship between work-family conflict and family satisfaction extents among tutors in the south-western of Ghana

3. Ho: Social Support will not positively impact work-family conflict among college tutors in the south-western of Ghana

H_1: Social Support will positively impact work-family conflict among college tutors in the south-western of Ghana

Significance of the Study

It is believed that the results of this study will help the Ministry of Education to formulate workable policies that will help tutors to adopt efficient approaches to resolve the role conflicts they experience. A balanced life of work and domestic responsibilities will ensure effective participation of tutors in both roles. This will lead to an increase in the output of the tutors' work and improve academic performance in the colleges of education.

Furthermore, the results of the study highlighted the extent of adverse impact of WFC on tutors in south-western Ghana. These results will educate tutors as to the impact of WFC and enable them find ways of dealing with work-family conflict to improve their satisfaction and well-being. Thus, proper management of work-family conflict can lead to job satisfaction, which is very essential for tutors for higher output of work.

Finally, the study will contribute immensely to literature related to work-family conflict among tutors of Colleges of Education in Ghana. It will serve as bedrock for future studies on this important phenomenon.

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Delimitations

The study was delimited to Work-Family Conflict, job satisfaction, family satisfaction and social support. Participants were college of education tutors from the Central Region and the two Western Regions of Ghana. Tutors from other regions were excluded from the study.

Limitations

The use of questionnaires to obtain information on the variables is subjected to many flaws that may have affected the results of the study. For instance, some tutors may not be very realistic in terms of their responses to the statements, due to social desirability and a rush to respond to the questionnaire. Similarly, the cross-sectional survey as the study may design delimits future generalizations of the results to other population. With this survey method, causes and effects among the variables were not estimated; only the extent of relationship and association were determined.

Operational Definition of Key Terms

1. **Work-family conflict:** A situation where experiences and roles in the workplace affect family life and its related responsibilities.

2. **Job satisfaction:** The extent to which employees are contented, comfortable, and enjoy their position and responsibilities of their job.

3. **Family satisfaction:** The degree of fulfilment and happiness that members of a family derive from their interaction with each other and their roles in the family.

4. **Social Support:** The psychosocial resources that an individual receives from people during difficulties and adverse events.

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5. **College of Education:** A school devoted to training people in specialized education and teaching skills.

6. **Tutors:** Teachers or Lecturers who are involved in educating students in colleges of education.

Organization of the Study

This research is organized into five chapters. Chapter one discussed the background of the study, the problem statement, the objectives of the study and its significance as well as the delimitation and limitation.

Chapter two reviews relevant literature related to the study. It covers the theoretical, empirical and conceptual review and framework.

Chapter three discusses the research methodology that guided the conduct of the research. It considers the study design, the study population, study area, sampling selection approach, data collection instrument, procedure, and analysis.

Chapter four presents the analysis of the data, findings, interpretation and discussions. Chapter five deals with the summary of the key findings, conclusions drawn and recommendations of the study.

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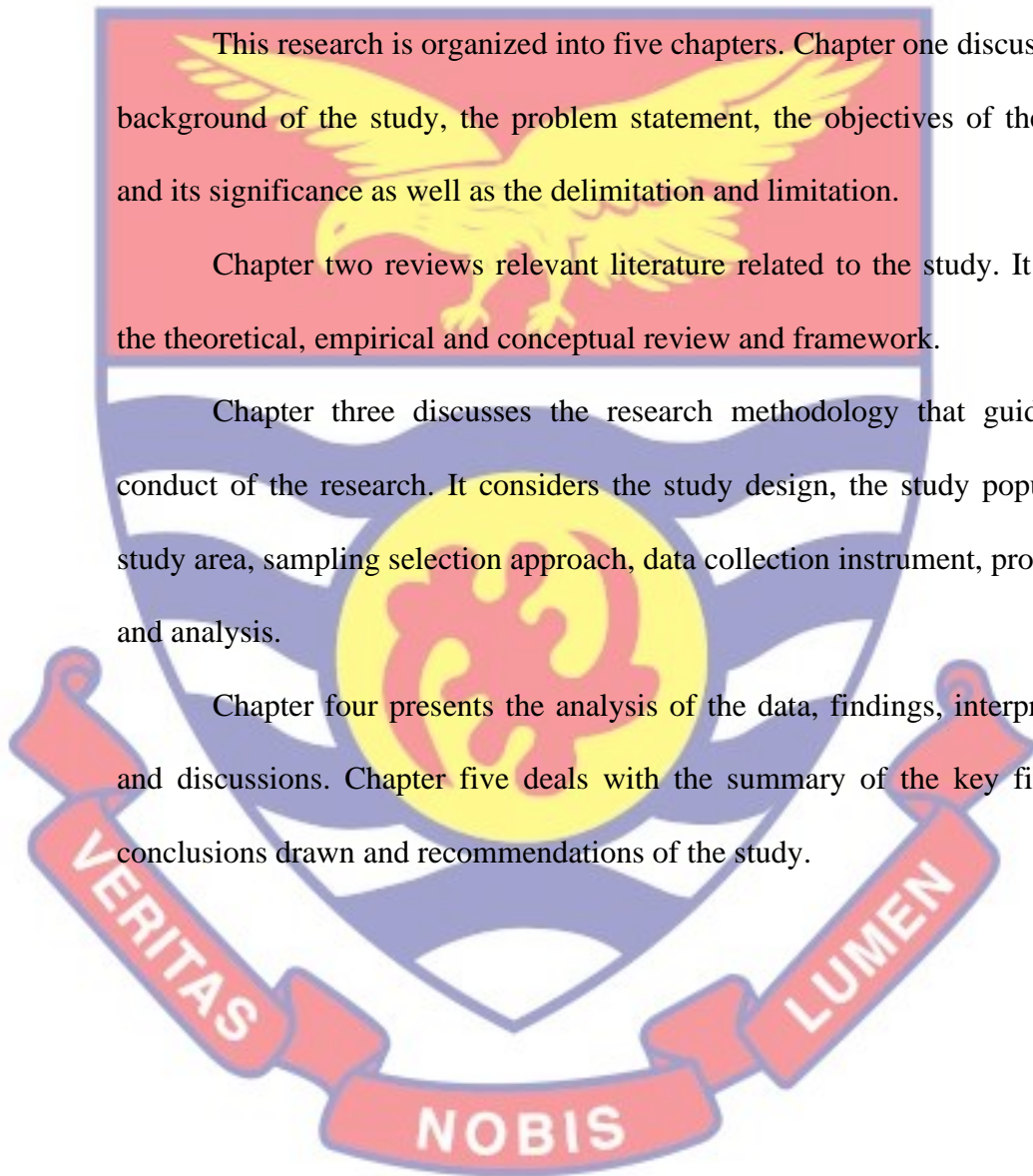
CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses related literature on work-family conflict, job and family satisfaction and social support. It covers discussions on theoretical framework, conceptual framework and empirical literature review, as well as the summary of the literature review.

Conceptual Review

The Concept of Work-Family Conflict (WFC)

Work and family can be said to be two of the most important spheres in the social life of an adult (Isenhour, Stone, Lien, Zhang, Griffeth, & Fried, 2012). As opined by Allen, French, Dumani, and Shockley (2015), the concept of WFC has over the years received tremendous attention among practitioners and researchers all over the world. According to Rhnima and Pousa (2017), work-family conflicts generally describe the occurrences of incongruity in the responsibilities created by societies in efforts to efficient function of human life. Byron (2005) opines that mostly, research on WFC is centred on the role theory which postulates that roles are the results of the expectations of other individuals on what is deemed as appropriate behaviour in a particular position (Isenhour et al., 2012).

The authors of this model theory proposed the concept of WFC and referred to it as "the pressure coming from the roles in family and work, and being unable to fulfil the demands of both roles" (Kahn, Wolfe, Quinn, Snoek,

& Rosenthal, 1964). According to Kossek, Pichler, Bodner and Hammer (2011), the term work-family conflict defines a situation of dissonance between domestic and job duties, leading to conflict. Devi and Rani (2016) also defined the Work-Family concept as when it's vital to meet the demands of a particular role but time and energy make it very daunting to perform another role. Work and family in our world today are very crucial to the life of individuals. They demand equal attention from an individual. Though there are important social structures that demand attention, focusing on one means foregoing the other. It is from this background that Aboobaker, Edward & Pramatha (2017, p.2) opine that "Work and family have become more and more antagonist poles, demanding equal amounts of energy, time and responsibility." As a two-way directional concept, work and family can simultaneously interfere with each other due to their internal conflict.

Tsionou and Konstantopoulos (2015) asserted that previously, researchers concentrated all efforts and resources in the study of only one particular direction of the conflict, between these two social structures; however, these scholars recognized that this phenomenon is bidirectional. Traditionally, work-family conflict debate centred on women in the workforce working for the family and doubling as spouses. Stemming from this, early scholarly works on work-family conflict was gender-biased. Nonetheless, over the years, several factors, such as the rise in single-parent households, the rise in the number of marriage couples both working at the same time, among others, have made it possible for the term work-family conflict to be looked at from different and diverse perspectives (Ahmad, Muazzam, Anjum, Visvizi & Nawaz, 2020). Generally, WFC has a huge impact on all employees,

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irrespective of gender. WFC usually sparks discordance in job and domestic duties through the way in which work roles sometimes interfere with family life and impede job satisfaction, vis-à-vis the obligation of workers to an institution (Oladejo & Awolusi, 2018).

According to Frone, Russell and Cooper (1992), WFC is a bi-directional concept. It could either be work-to-family (WIF) or family-to-work (FIW). WIF occurs when work interferes with family life while FIW means family life interfering with work. Similar studies (Geurts, Kompier, Roxburgh, & Houtman, 2003; French et al., 2018) suggest that employees often perceive work-to-family conflict than family-to-work conflict. Frone et al. (1992) found that WIF was more recurrent than FIW for both men and women with either partner and/or with children. According to Gutek, Searle, and Klepa (1991), this may be due to the fact that employees can easily quantify their job roles or possibly because their evaluation is affected by what they perceive as expected of them at the work place. For instance, thinking about family issues and allowing them to disrupt work may be regarded by employees as unacceptable behaviour a good employee must put up. However, to them, allowing work-related issues to interfere with family activities is tolerable. Frone et al. (1992) indicated that the borders of family and work are asymmetrically permeable. This means that uncompleted duties at the workplace will interfere with family responsibilities when the latter interferes with job tasks. Similarly, when family responsibilities interfere with the execution of job tasks, job demands will, in return, interfere with family life (Azzam, AbuAlRub, & Nazzal, 2017). Mesmer-Magnus and Viswesvaran (2005) posited that WIF and FIW are distinct but mutually interrelated.

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Work-Family and Work-Life Conflict

Work-family conflict is a form of inter-role conflict that occurs when the energy, time, or behavioural demands of the work role conflicts with those of the family role (Greenhaus & Beutell, 1985). A key assumption of work-family conflict is that the demands and expectations of work (e.g. working late and travel) often conflict with those of the family (e.g. picking up a child after school, to be able to attend their soccer practice or music lesson) or taking a parent to the doctor when they are sick and cannot drive themselves. When an individual's multiple roles such as work and family become incompatible with each other, role conflict occurs (Kahn et al., 1964).

Work-life conflict is an extension of work-family conflict reflecting the reality that the work role may interfere with individuals' other personal life roles and interests. Besides the family role, these can range from time for friends, exercise, military service, education, having time for self and recovery (Kossek, 2016), volunteering, or being active in religious organizations. While work-family conflict remains a key factor for many employees, a challenge with current research is that scholars often methodologically and theoretically confound all forms of non-work conflict in the work-family measure (Wilson & Baumann, 2015). Consequently, some researchers such as Siegel, Post, Brockner, Fishman, and Garden (2005) use the term "work-life conflict" to reflect the many additional non-work demands in individuals' lives that are not restricted to those involving the family. In essence, the term work-family conflict and work-life conflict, interchangeably, unless otherwise noted.

Dimensions of Work-Family Conflict

The discrepancies in job and family duties, according to scholars (Ghislieri, Gatti, Molino & Cortese, 2017; Turliuc & Buliga, 2014; Amankwah, 2018), can take three dimensions, and they are "time-based conflict, strain-based conflict and behaviour-based conflict."

Time-Based Conflict

Conflict is likely to occur when the needed time for a particular role (either family or work role) hampers an individual from dedicating time to other duties the individual undertakes within the family or at the workplace (Greenhaus & Beutell, 1985, Kalliath, Kalliath & Chan, 2017; Aboobaker, Edward & Pramatha, 2017). Though individuals facing such conflicts will, more often than not, try to apportion their time, there will still be a reduction in the time for other roles. According to Aboobaker et al., (2017), time-based conflict can occur in two situations, namely, Work-related time conflict and Family-related time conflict. Work-related time conflict is based on the period an individual spends in commuting to work, spends at work, and undertakes overtimes and shift work, whiles family-related conflict is based on the period involved with attending to family needs or running errands for the family, and which detracts an individual from spending time meant to work. Here, the fulfilment of a particular duty prevents one from attending to the other role. This delay generally affects the other social structure.

Strain-Based Conflict

This type of conflict generally arises due to the transfer of stress form one area of life to the other, thereby decreasing the overall effectiveness of the second duty (Panatik, Badri, Rajab, Rahman and Shah (2011). As espoused by

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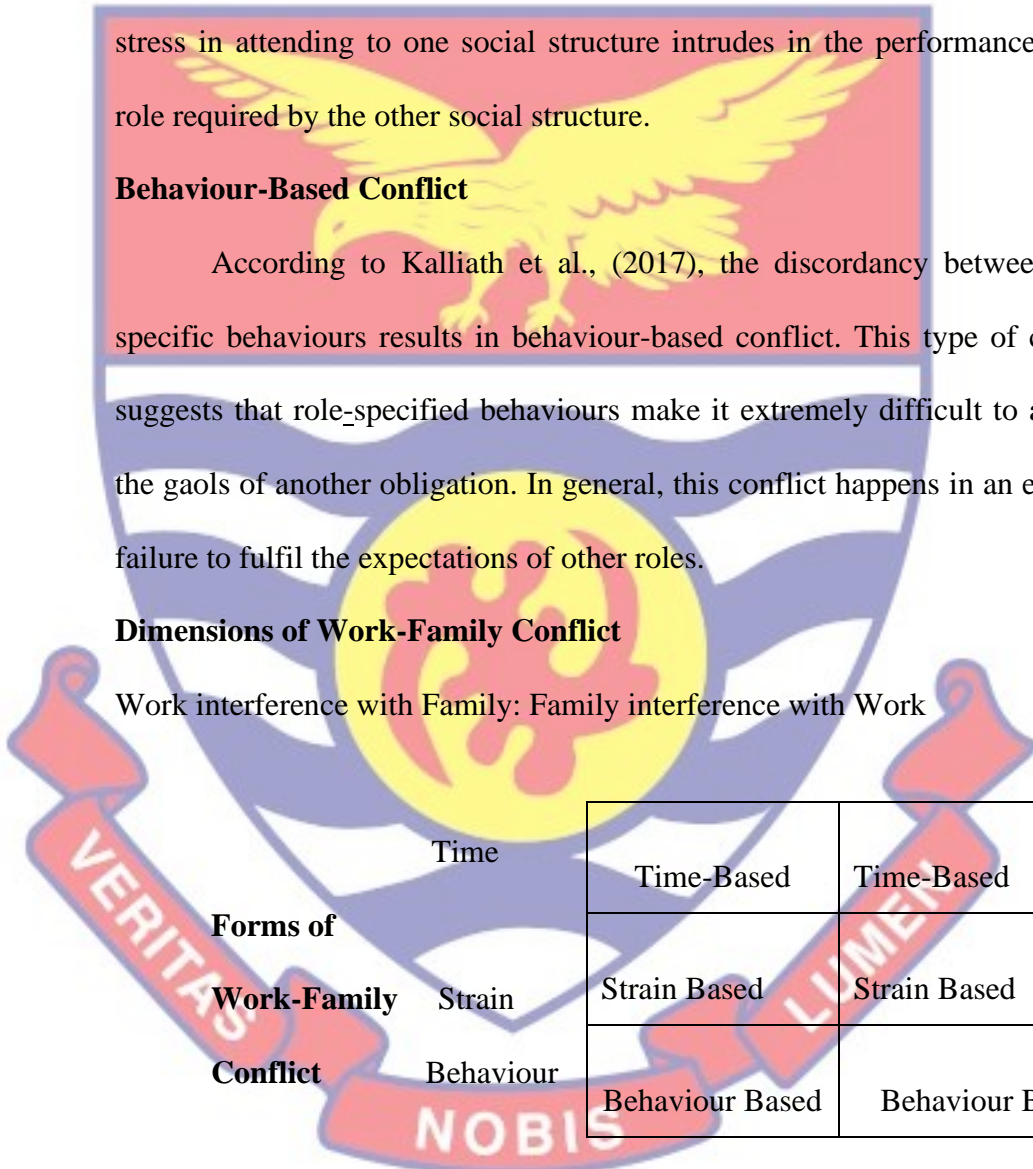
some scholars, strain-based conflict normally occurs as a result of usual demands from the work environment, which are unfulfilled by workers (Brinton (2014). For instance, the strain of attending to a sick child throughout the night will make one weak at the workplace. In such a situation, an individual cannot fully attend to their line of work at the workplace. Here, the stress in attending to one social structure intrudes in the performance of the role required by the other social structure.

Behaviour-Based Conflict

According to Kalliath et al., (2017), the discordancy between role-specific behaviours results in behaviour-based conflict. This type of conflict suggests that role-specified behaviours make it extremely difficult to achieve the gaols of another obligation. In general, this conflict happens in an event of failure to fulfil the expectations of other roles.

Dimensions of Work-Family Conflict

Work interference with Family: Family interference with Work

Forms of Work-Family Conflict	Time	Time-Based	Time-Based
	Strain	Strain Based	Strain Based
	Behaviour	Behaviour Based	Behaviour Based

Figure 1: Dimensions of Work-Family Conflict (Aboobaker et al., 2017)

Causes of Work-Family Conflict

In our world today, the success of every business rests hugely on the abilities of employees. However, in recent times, Work-family conflicts are becoming more common, and this can be attributed mainly to work pressure and family responsibilities (Seema & Maheshwari, 2015). Various works, personal and family traits, contribute to WFC. Akkas, Hossain, and Rhaman (2015) pointed out some factors responsible for work-family conflict and they have been listed below:

Longer working hours: WFC is frequently caused by longer working hours. Our modern world has a lot of technologies that are supposed to make work easier and faster. However, the more these technologies are introduced at the workplace, the longer individuals spend time at the office getting things done. Longer working hours have a tendency to break homes. Staying long at the workplace means less time is spent to attend to family responsibilities. Some decades past, as shown earlier in this project, work-family conflict was an issue of gender-bias since women seeking to dedicate themselves to their careers ended up facing work-family conflicts. Here, parents do not report home, and the children are left under the care of a caretaker, or are left to care for themselves. Individuals tended to abandon their roles in the family all in the name of career or working.

Work schedule: Schedules are routines created for employees. By this schedule, employees are mandated to follow the various periods allotted them to work. In certain businesses that demand a night shift, some employees are mandated to work at night time and this sometimes creates work-family conflicts. For instance, married individuals will sometimes find it difficult to

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leave their homes and stay overnights during these night schedules. With profit as the main motive of almost every business, management of the firm also puts measures in place to ensure that all schedules are met, and this, in turn, leads to work-family conflicts.

High Work Demand: According to Akkas et al., (2015), disparities in demands of work and family obligations are due to high job demand. Job pressure, overtime, shift work, unexpected overtime, are all some of the high job demands that sometimes strain employees, sending them to their homes exhausted and unable to perform their roles within the family. The lack of, or inadequate, time for an individual to fully dedicate themselves to the roles of a particular social structure (family and work) creates work-family conflict.

Family Demand: The demands from families have the tendency to create work-family conflict. Especially, married women with children, who have been pursuing careers, encounter such demands. Our society has assigned a special role to the woman to take care of the home. In most African homes, the duty to cook, bath children, clean the house, among some other house chores, is part of the role of women. If such women are with careers and are pursuing them, they will, in one way or the other encounter these conflicts. There will be times individuals will attend to family problems more to the neglect of work duties, sometimes vice versa.

Individual perception: The perceptions of individuals' account heavily for causes of conflict in domestic and job duties. As opined by Akkas et al., (2015), goal difference conveyed through prioritizing duties in life roles creates different experiences of work-family conflict. Persons who prioritize family over work will surely spend huge time and energy undertaking family

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roles rather than those of the workplace, leading to family interference in work duties.

Traditional gender role experience: Individuals who believe more in the traditional gender role system are likely to have themselves or their partners encounter work-family conflict. In such situations, individuals will see the need to follow all gender roles assigned to them by society and this will intrude in the performance of other duties.

Unsupportive Family Members: The absence of supportive family members, especially the spouse, will mean that an individual will have to take certain roles at home which might interfere with the time spent at the workplace.

Demand for leisure time: Some individuals demand leisure. Some want to spend long hours in leisure at home without paying enough attention to the demands of work. The more an individual demands leisure time, the less time and energy he/she spends on work. Demand for leisure time, even during productive hours, has the tendency to create WFC.

Both family and career lives are essential to individuals. The role of the family to a wage earner cannot be overstated and an occupation provides income for people. In this regard, any individual that does not have any support system cannot balance the two risks facing work-family conflict. The absence of a resolution between work-family relationships according to Mihelic and Tekavcic (2014), can have a devastating consequence on the well-being of people, their behaviour and its associated outcomes.

Family Satisfaction and Work-family Conflict

Family life is vital to the survival of human life. It is from this background that Ayon, Marsiglia, and Bermudez-Parsai (2010) assert that the presence of a family makes it possible for individuals to seek for material, emotional and other support. Poff, Zabriskie, and Townsend (2010) also opined that an increase in levels of family satisfaction directly impact family wellness factors namely variables such as communication, functioning, adaptableness and higher cohesion of the family (Zabriskie & Ward, 2013). It should be noted that the term "family" used for the purpose of this study does not restrict to only the nuclear family but includes the extended relation. According to Soliz and Kellas (2014), family satisfaction connotes some quality that builds the wellbeing of each member in a family, including happiness, solidarity and overall relational wellbeing. Hill (2005) also postulates that satisfaction derived from one's family has a vital impact on life satisfaction, and this in turn influences an individual's job performance. As a result, conflicts in family and occupational life are extremely central features of the life of an individual.

According to Csikszentmihalyi (2003), (as cited by Obrenovic, Du, & Khan, 2020), WFC is a psychological occurrence of discordancy between work and home life. As vital social structures for every individual, it is important that these conflicts that arise between work and family are quickly resolved, since there is enough literature evidence to support that imbalance between these social structures affects the individual's life, which in turn negatively influences the satisfaction that ought to be obtained from one's career and family. Some of the adverse effects of WFC include emotional

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disorders and low quality of life (Ajala, 2017). Akkas et al., (2015) also postulate that WFC creates psychological distresses in the life of an individual. The dysfunctional consequences that occur simultaneously at home and workplace lead to family and career-related psychological burden. Lastly, Amankwah (2018), citing Kinnunen, Geurts, and Mauno and Rathi and Barath, asserted that most scholarly works on WFC and family satisfaction have found that an increased level of WFC was negatively associated with increased levels of family dissatisfaction.

Job Satisfaction and Work-family conflict

The relevance of work in the life of the human is undeniable. According to Hajdukova, Klementova & Klementova Jr, (2015), job satisfaction among the working-age class plays a crucial role. Job satisfaction helps in motivating individuals to exceed performance expectations and also become efficient. As the saying goes, a "happy" worker is an industrious employee. In light of this, knowing how happy employees are is crucial for every business. Obrenovic, Jianguo, Khudaykulov, and kahn (2020) contend that it is vital for firms to consider factors creating psychological contentment to help incite an increased level of production. Similarly, knowledge of the factors that diminish satisfaction, bring about insecurities, conflict and uncertainty can be helpful for both personal and organizational growth.

Job satisfaction is an emotional state that reflects the construction professionals' internal satisfaction with their work environment, processes, and achievements. Satisfaction relates to the extent to which individuals believe that they are successful in achieving their career goals (Erdogan et al., 2020). According to Cao, Liu, Wu, & Zhao, (2020), an individual has limited time

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and energy. Work-family conflicts reduce the time construction professionals have to spend with their spouses and children or care for elderly family members, leading to low levels of family well-being and job satisfaction. Doing so will consume their limited time and energy, even leading to their inability to complete tasks on time. Being late in completing tasks can make them anxious, irritated, and even angry. These negative emotions will cause them to feel dissatisfied with work and family, negatively affecting their attitudes and behavior.

Abugre (2014) also defined job satisfaction as one's personal assessment of life happiness obtained from their job. This is in line with the definition of satisfaction given by Zhao, Qu, and Ghiselli (2011). According to Zhao et al, the degree to which workers of an organization have a positive attitude towards their job is termed as job satisfaction. They indicated that the level of satisfaction, which is determined, by the level of job complexity and job importance differs from one individual to another. They noticed that job satisfaction is directly linked to working conditions. Again, happiness from work is mostly determined by the behaviour and personality of employees. Abugre (2014) stated that dissatisfied employees usually desire to pull out from their organization unless their needs are met and satisfaction is restored. Lee et al., (2013) asserted that job satisfaction is directly connected to employee's performance and the overall organisational performance.

The fast pace of life and the various goals of life in today's society make it difficult for people to balance their work and family roles. Meta-analytic studies consistently find that good work-family conflicts are associated with a variety of adverse outcomes (for example, decreased job

satisfaction and reduced life satisfaction) (Zhang et al., 2019). Because when people experience work-family conflicts, they psychologically attribute the error to the domain that is the source of the conflict, and thus, have negative attitudes towards work, which can lead to, decreased job satisfaction. According to AlAzzam, AbuAlRub, & Nazzal, (2017) the disruption between work life and personal life has been classified as one of the top 10 triggers in the workplace. In addition, the constant pressure from work and family can cause undesirable effects in different domains. Regarding the family domain, work-family conflict can result in decreased satisfaction in family and married life, transferring tension to other family members and feelings of stress and fatigue which correlate with family roles and ineffective parenting. At the health level, some of the detrimental consequences of work-family conflict are emotional exhaustion, fatigue, sleep disturbances, and depression. Whereas in the job domain, there can be a decrease in job satisfaction which is associated with many negative structural results (Rahman et al., 2018), which include high labor turnover rates, decreased performance and low levels of assurance to corporate entities

Social Support and Work-Family Conflict

Social support is a multidimensional concept that was proposed by Cobb (1976). Several researchers have used the term in referring to a wide variety of phenomena that characterize the social environment or the people in an individual's network (Feeney & Collins, 2015; Helgeson, 2003; Trepte, Dienlin & Reinecke, 2015). Literature shows that social support does not have a single accepted definition (Van Daalen, Sanders, & Willemsen, 2005; Zang, Guida, Sun, & Liu, 2014). A statement made by Gottlieb (1983, p. 50) was

that "with each new study, a new definition of support surfaces," indicating the proliferation of its definitions. Social support is a perception of people that they are valued and appreciated by significant others and will receive overwhelming support in times of crises (Cobb, 1976). Thus, be it from partner, family, friends, co-workers or organisations, this support, which is a form of resource, offers emotional upliftment to the individual. The concept is studied across many disciplines, such as public health, psychology, sociology, medicine, nursing and social work.

Social support in society is crucial in the lives of people. Busy employees with manifold duties try to meet numerous expectations by seeking support from their work colleagues and significant others. Considering the increasing number of dual-career families, it is not surprising that the level of conflict of domains has also intensified. However, in collectivistic societies, soliciting assistance from family and friends is the expected approach for dealing with these conflicting roles (Ayman & Antani, 2008). Bolger and Amarel (2007) are of the conviction that even though enormous positive effects on mental and physical health have been attributed to social support, it is not constantly advantageous.

It is essential to note that each individual has a unique preference for a particular type, or a combination of, support system. In providing support, the matching hypotheses indicate that the support given must be in accordance with the individual's unique preference. Undoubtedly, offering the wrong type of support to an individual at any point in a situation can be detrimental (Brock & Lawrence, 2009).

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Categories of Social Support

There are several ways by which social support can be categorised. One of such is by taking into consideration the functions of the support provided. The following are the four common social supports in terms of functions (Trepte, Dienlin, & Reinecke, 2015):

Emotional Support

This has to do with showing empathy, affection, encouragement, concern, love, trust, acceptance, and intimacy to people (Hobfoll, 2009). It depicts the nurturance and warmth offered by people in one's social network. This is also called 'companionship support'. Behaviours that depict sympathy and care for others are part of emotional support (Ayman & Antani, 2008).

Appraisal Support

This is also called esteem support. The expression of confidence and encouragement fall under this type of support. Here, the beneficiary of the support is reminded of, and also made to believe in, his capabilities and strengths that can be used to handle any given situation (Feeney & Collins, 2015). Providing this type of support is essential, because it can assure the individual of how valuable he or she is.

Instrumental Support

McInnis, McQuaid, Matheson and Anisman (2017) opined that offering a person material goods and services, or financial assistance, is all included in instrumental support. This form of support can also be referred to as 'tangible support'. It incorporates concrete and direct ways people assist other individuals.

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Informational Support

This comes in the form of counsel, guidance or valuable information to other people. Recipients can solve a certain problem given access to this type of information (Siedlecki, Salthouse, Shigehiro, & Jeswani, 2014).

The above forms of social support provide invaluable assistance to individuals in times of WFC. The imbalance between work demands and domestic roles have been known to create depression, create stress, which in turn affects both the family and the place of work. This social support system can be provided to an individual through family members, a religious body or head, the workplace, or a counselling unit which professionally handles such matters. A balanced work-family relationship brings happiness and job satisfaction and, therefore, the presence of these supporting institutions is vital to resolve work-family conflict.

Solutions to Work-Family Conflict

So far, WFC has been seen as a phenomenon that can lead to adverse physiological and psychological tensions. In light of this, this section provides remedies or solutions highlighted through the works of Akkas et al., (2015). They are:

Social Support: Social support, as explained above, is a vital remedy for work-family conflicts. These social supports can be from trusted family members, colleagues at the workplace, or other trusted individuals. Opening up to them on the conflicts one encounters between one's work and the family will help an individual in getting answers. Here, in cases where a spouse is facing such problems, the other spouse must be patient to speak on the matter and listen to the side of the other spouse. In situations where each other can

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help, solutions will be gained or the consensus will be achieved; this will help strengthen the family and prevent a possible divorce.

Flexible Time Schedule: "Happy employee is a productive worker" isn't just a mantra that should be overlooked. Any firm that caters to the welfare of its employees will likely grow due to efficiency from employees. Burdening workers with long time schedules and overnights put stress on employees. In such situations, members are always sleepy and will feel bored. Low turnover rate, absenteeism and lateness will become the order of the day, which all slows the growth of a business.

Formulation of family-friendly policies: Organisations must formulate policies geared towards helping and meeting the demands of their employees. Communicating with employees will reveal what employees want. In some scenarios, workplace policies that are formulated must be in tune with family policies so that individuals do not get divided attention whiles at the workplace. Family-friendly policies will help solve work-family conflicts.

Shared parenting: Shared parenting is one of the remedies to work-family conflict. Surprisingly, many developed nations, in their quest to solve work-family conflict, have adopted shared parenting by introducing a paternity leave scheme.

Redefining Structured Role: Work-Family conflict can be managed by redefining the societal roles conferred on genders in particular. Husband and all children must be supportive of homes. Taking care of the home must not be the full responsibility of one spouse only. Assisting each other in house chores will help solve the work-family conflict.

The aforementioned are some of the ways that can help solve the work-family conflict. Every individual needs a family to feel that they belong, and the workplace provides income to meet the daily necessities of life. In this regard, it is important that any conflict that arises from either the work or home be resolved. The above lists are not exhaustive, and as such, the findings from this study will reveal some other measures that can help remedy the problem of work-family conflict.

Conceptual Framework

The figure below is the conceptual framework of the topic under study. The relationships among the variables of the study are shown below. The first assumption is that work family conflict will impact job satisfaction and family life satisfaction. It is expected that social support among tutors will impact the level of work-family conflict.
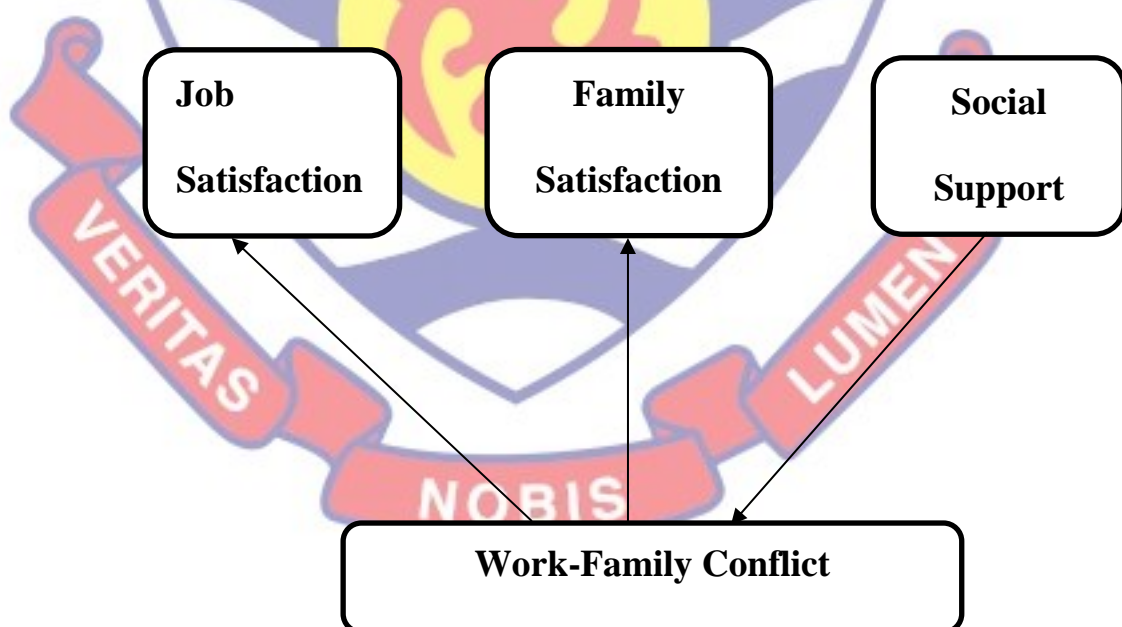
Figure 2 – Conceptual Framework showing the relationship Variables
Source: Researchers' Construct

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Theoretical Review

The study employs The Role Theory, The Spill-Over effect Theory and the Social Identity Theory as its main theoretical underpinnings.

The Role Theory

Role theory is an often-used explanatory framework for the benefits of volunteering and helping others for health and wellbeing. It arose when social scientists took seriously the insight that social life could be compared with the theater, in which actors played predictable "rôles." Three major contributors pursued this insight independently in the early 1930s with somewhat different agendas. They include George Herbert Mead, Talcott Parsons, and Ralph Linton (Ritzer, 2007). Additionally, one of the forerunners is an American sociologist Robert Merton (Merton, 1957). It has also been suggested that the theory became more prominent in sociological discourse through the theoretical works of Jacob L. Moreno, and Georg Simmel (Ritzer, 2007). The role theory was birthed through the works of a study conducted by Seminal Michigan on stress (Poelmans, 2001).

The role theory posits that opposing expectations related to different roles have an adverse effect on the general well-being of an individual. Poelmans (2001) defined roles as a set of behaviours linked with a particular status or a position. Nevertheless, the study seeks to study roles in workplace and family. These two social structures or positions can be seen as the two most key institutions in the lives of many individuals. The role theory generally predicts that engagement in multiple duties leads to role stress. It can be argued that the expectations from work and from the family can spark psychological and physical stress. For instance, the opposing demands from

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one's role or sometimes the expectations, can lead to conflict between the two, especially when the demand in a particular role intrudes into the pressure of the other role. Lastly, the accumulation of expectations from varied roles can lead to the burden of overload in one of the two main roles.

The role theory concerns a vital social life and its roles. Roles are constantly changed in order to achieve effectiveness. The role theory according to Turner (2001), means that "Individual behaviour within social contexts is organized and acquires meaning in terms of roles. Work responsibilities in organizations are organized into roles, as is participation in groups and society." According to Kahn, Wolfe, Snoek, and Rosenthal (1964) role conflict from work and family are as a result of simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult compliance with the other. It is now generally recognized that work-family conflict is bidirectional, such that work can interfere with family and family can interfere with work (Frone, 2003). Much of the work-family research continues to call attention to the negative outcomes associated with conflicting roles between work and the family.

Mullen, Kelley, and Kellowy (2008) argued that most of the research conducted on the work-family was guided by the role theory. Within role theory, researchers have described the work-family relationship in terms of the number of roles occupied by an individual. Some researchers suggest that individuals have a limited amount of time and energy, thus engaging in multiple roles tends to be overly demanding. This perspective is know as scarcity hypothesis (Goode, 1960), and assumes that conflict and strain are

probable outcomes of performing multiple roles. The more roles an individual occupies, the greater the likelihood that an individual will experience stress.

The Scarcity hypothesis also states that the amount of time and energy available for individuals is constant. So, a small amount of increase in time and energy expended in work (family) leads to conflict with family (work), thus making participation in family (work) more difficult by virtue of participation in the other role (Chapman, Ingersoll-Dayton and Neal, 1994) proposed within the role theory. Categorically, the conflict arises between the role of the focal person as worker in the workplace and his role as husband/father in the family. Moreover, empirical studies available give evidence that multiple roles lead to perception of conflict (e.g., Alpert and Culbertson, 1987; Burke, 1988; Googins, 1991).

The role theory offers the theoretical foundation for the current work by providing the perspective to which conflict in roles at work and family responsibilities can be understood. From the theory, it is clear that due to the constant nature of time for all individuals, spending much time on responsibilities at work, leads to abundance of role in the home whiles spending much time on family roles significantly affect ones duties at work. It is therefore assumed that, the lack of balance of time for tutors responsibilities at work and in their family will result in work family conflict. In summary, roles are a set of behaviours and attitudes associated with a particular position. The role theory, therefore, claims that multiple duties create role stress which has the tendency to cause depression and the expectation towards family and work duties results in both emotional and physical strain. Critiques of the role theory suggest that multiple roles are not detrimental, rather salutary.

However, this study selected the role theory as part of its theoretical underpinnings since it helps highlight the impacts of role conflicts such as work-family conflicts.

The Spill-over Effect Theory (Mennino, Rubin, & Brayfield, 1984)

The Spill-over theory is known to be relevant to explain the link between work and family roles and attitudes. Conceptualizations of spillover theory hold that there are no boundaries between work and family life. Rather, people often bring their attitudes, behaviors, and emotions from one domain into the other (Zedeck & Mosier, 1990). AlHazemi and Ali (2016) contend that several scholarly writers explain the spill over effects to mean situations where an employee carries the attitudes, behaviours, skills and emotions developed at the workplace, into their family lives, and sometimes carries the learnt attitudes, behaviours and actions developed at home, to the workplace. Akinyele, Peters and Akinyele (2016) asserted that Spill-over effect can either be positive or negative.

A positive spill-over effect refers to situations where achievement, fulfilment and satisfaction in one domain bring along happiness and accomplishment in the other domain. Alternatively, negative spill-over effects refer to the situations where stress, strain and difficulties in one domain bring the same negative emotions to the other area (AlHazemi & Ali, 2016). For the spill-over effect to take place, there should be the presence of strong connections between work and family, and these strong connections must be observable (Radó, Nagy, & Király, 2015). Negative emotions and moods, such as anger and fatigue, carried by an individual from one social structure (e.g. family) to the other (e.g. work) create work-family conflict signalling

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incompatibility (Radó et al., 2015). Past research indicates that negative work-family spillover is associated with poorer mental and physical health (e.g., Grzywacz, 2000).

Judging from the perspective this study, the spill-over effect model addresses the assumption that the multiple roles of tutors would often disposed them to experiences of stress due to a lack of time and energy to fulfill the obligations in all of the roles. It is therefore hypothesized based on the theory that, due to negative spill-over effects, tutors in colleges of education would experience dissatisfaction at work and family due to the conflicting emanating from both spheres of life. In other words, work-family conflict among tutors could adversely impact their satisfaction from both work environment and family life. In summary, the spill-over effect theory helps to understand how an individual can carry a mood, behaviour or attitude from one domain to the other. Basically, the strong connections between family with the role of an individual as a family member and an employee mean any occurrence in one domain of the life of individuals may create a spill-over effect on the other area. Here, an imbalance between work and family, when not resolved, has the tendency to create work-family conflict. This theory was selected as one of the main theoretical underpinnings of the topic under study because it sheds lights on the association between work and family and how each one impacts the other.

The Social Identity Theory (Tajfel, Turner, Austin, & Worchel, 1979)

Social identity theory developed from a series of studies, frequently called minimal-group studies, conducted by the British social psychologist Henri Tajfel and his colleagues in the early 1970s. The t studies using the

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"minimal group paradigm" in the early 1970s demonstrated that people's apparently inherent desire to distinguish themselves from others based on group memberships, and their willingness to sacrifice absolute levels of rewards to maintain relative superiority over members of other groups (Tajfel, Billig, Bundy, & Flament, 1971). From these studies, Tajfel and Turner (1979) developed a sophisticated model of how individual identity-related motivations predict individual-level motivations to discriminate between groups, and both individual and collective responses to societal-level group status, subsequently dubbed SIT (Tajfel & Turner, 1986).

The theory is linked with conflicts of roles that are faced by people. This is because, depending on a role assigned to an individual, conflict may arise if the individual is given another task or role to perform from another responsibility. Basically, this model offers an understanding of how social structures confer an identity on individuals, with these identities having distinct roles. Due to this, a person acts in consonance with the group he/she has been associated with. It is a social representation that can become a basic part of how individuals view themselves in that group. In that process, the attitude and behaviour of the individuals in a group are more affected by the social identification, given that a particular identity is seen in different ranges of circumstances. This is termed as identity salience and is the core concept of this theory. Increasing identity salience leads to an increase in the investment of time and efforts demanded by the group (Lobel, 1991). Discernibly, Ashforth and Mael (1989) reviewed that the identity of each group would give rise to certain role requirements. Consequently, individuals remain loyal to the group, conform to group norms, maintain and enhance the prestige, value and

the practice of the group, and fulfil those aspects of the self by investing time and effort in the group. Therefore, when individuals identify themselves with multiple groups and multiple contributions, a conflict would arise when the requirements and values associated with each group identity are dissimilar and the identities could be endorsed via circumstances defined by a period and locations.

In summary, the social identity theory reveals how social structures confer roles on individuals. In light of this, when an individual is given a role that he or she believes is outside of his/her real role, the individual is likely to reject undertaking that role. For instance, in Africa, when a mother spends long hours at the workplace, neglecting core duties conferred by society on women, such as washing, cooking etc., there will arise a conflict within the family, and the father might perceive that the work of the woman is interfering with her duties as mother. The social identity theory was selected to help understand how society has conferred roles on individuals and how sometimes these roles conflict.

Empirical Review

Level of Work-Family Conflict (WFC)

Muasya (2020) studied the experiences of stress and work-family conflict among female teachers in Kenya. The study engaged 375 participants who completed both closed and opened ended questions. Analysis includes both hierarchical regression and content analysis. Findings showed that participants experienced significant levels of stress and work-family conflict. According to findings, the greatest stressor cited was being a domestic worker. Others include disruption in normal flow of work and having a sick child.

Ajala (2017) observed that inter-role conflict has adverse effects such as poor job performance, and, therefore, explored the correlation between WFC and job performance among mothers who were working. The study adopted a descriptive survey research design. Ajala (2017) employed all working mothers in Local Government (clerical staff) and public hospital (nurses) residing in the Ekiti State of Nigeria. In selecting three hundred sample sizes for the study, the researcher employed both Purposive and random sampling techniques. A well-structured questionnaire named with the tag "Work-Family Conflict, Family-Work Conflict and Job Performance Questionnaire -WFCFWCAJPQ" was used for the study. Data received were analysed with Pearson Product Moment Correlation, mean and standard deviation. Results revealed that WFC was high among career mothers. Though the study was undertaking in Nigeria, the findings from the study are valuable to the project under study.

Similarly, Oladejo, and Awolusi (2018) studied the impact of disparities in responsibilities in the family and job demands on the level of workers' output and dedication to the organization in Nigeria. From a total population of 1,047, 155 employees were recruited for the study. The hypothesis of the study was tested with suitable inferential statistics. The findings showed that work-family role conflict was considerably high among employees and had a significant relationship with gender, marital status, and job commitment.

Likewise, Mukanzi, and Senaji (2017) explored the correlation between WFC and the dedication among employees within banking institutions in Kenya. The study adopted a cross-sectional survey of three

hundred and thirty-four (334) employees working in banking institutions in Kenya. The findings from the study suggested that gender explained differences in the association between Work and Family Conflict. Findings from this study are in tune with the objectives of the topic under study and this explains why the works of Mukanzi and Senaji (2017) was empirically reviewed. The study explored these relationships among employees within banking institutions; this project, on the other hand, examined the level of work-family conflicts among tutors in Colleges of Education.

Furthermore, Hidayati, Zarlis, and Absah (2019) examined the effect of work-family conflict on organizational commitment via work stress. The researchers adopted religiosity as the moderating variable. Sixty-Six (66) health workers, including pharmacists, nurses and midwives, specialist doctors, general practitioners and other health workers who were married, formed the sample size for the study. In analysing the data, the researchers employed a path analysis method and the residual method. The findings from the study proved that discrepancies in role at work and family were high, and that religiosity has a moderating effect on work-family conflict on job stress. Moreover, work stress and organizational commitment were also not moderated by religiosity. With religion as a demographic variable, the finding from the work is beneficial for the study. However, the study involved health practitioners, whereas this project under study will involve tutors.

In a more detailed study, Dartey-Baah (2015) explored the association among conflicting duties of work and family and their relatedness to job satisfaction among Ghanaian corporate leaders. The researchers adopted a comprehensive cross-sectional survey. A total of 100 participants were

recruited for the study. Findings point out that managers reported experiences of WFC and had an adverse effect on the job satisfaction of managers. The study paid attention to mangers within the Accra metropolis; the topic under study, however, examined the impact of work-family conflict among tutors in south western Ghana.

Work-Family Conflict and Family Satisfaction

Afzal and Farooqi (2014) explored the adverse impact of work-family conflicts on both life and work satisfaction of employees of a university in Pakistan. The case study used a set of scales to solicit for data from one hundred and eighty (180) respondents. Findings from the research discovered that any discordancy between work and family has a devastating effect on one's life satisfaction. Likewise, Yucel (2017) also studied how work-family conflict affects life satisfaction. They also assessed how the form of one's employment moderates the relationship. A total of three thousand two hundred and four (3,204) secondary data was assessed. The findings from the study put forward that WFC is negatively correlated to an individual's life satisfaction. It was also found that the negative correlation established was even stronger among individuals who were self-employed.

In another study, Rathi and Barath (2013) examined how work-family conflict is associated with job and family satisfaction among police personnel. It was also the intention of the researchers to examine the moderating effects of the support received from coworkers on the relatedness of WFC on jib and family satisfaction. The study engaged 148 participants completed a series of questionnaires. Analysis showed that work-to-family and family-to-work conflicts are negatively correlated with job satisfaction. Moreover, social

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support from co-workers was observed to significantly moderate the relationship of work-to-family and family-to-work conflict with family satisfaction. Likewise, Kiunga (2017) researched the association between WFC and job and life satisfaction, and how gender influenced the associations. A well-structured questionnaire helped in soliciting for data from different employee levels in the ministry. The findings from the study proved that there exists a considerable connection between WFC and life satisfaction.

Turliuc and Buliga (2014) investigated the moderating effects of WFC on the relationship between work and family conflict and job and family satisfaction. Using a sample of 192, ANOVA, MANOVA, regression analyses and structural equation modelling were performed in order to test the hypotheses about the direct and indirect relationships between the variables. Findings also showed that work-family conflict is perceived as being more problematic than family-work conflict. The data suggest that cognitions mediate the relationship between the direction of the conflict and family satisfaction, but they do not mediate the relationship between conflict and job satisfaction. Based on the results, the researchers recommended the adoption of a transactional perspective in elaborating management strategies for the stress that is generated by the conflicting demands of professional and family life. Additionally, they suggested that cognitive-behavioural interventions can be useful when employees perceive high levels of work-family conflict and, at the same time, they hold dysfunctional cognitions about the relationship between the two roles, negatively influencing their family satisfaction.

Similarly, Panatik et al., (2011) explored the levels of WFC among respondents and their impact on life satisfaction, psychological wellbeing, and

intentions to leave work. Panatik et al., (2011) employed a survey designed for the study. Questionnaires were employed by the researchers to collect data. With a total of one hundred respondents, all the data were analysed through the use of PASW 18. The researcher employed percentages, means and frequencies to explain the data. The study concluded that WFC has a negative bearing on the wellbeing of employees.

In summary, the WFC has considerably affected the levels of family and job satisfaction and, as revealed from the foregoing, any work-family conflict can lead to an adverse effect on the life of an individual. Moreover, it was evident that most of the researches were conducted from outside the country. However, few studies have delved into the Ghanaian society and this is what this study seeks to achieve.

Family Work Conflict and Job Satisfaction

Rahman, Ali, Mansor, Fantan, and Samuel (2018) studied the impact of support from an institution on work-family conflict and job satisfaction. The researcher employed a convenience sampling technique in choosing the sample size for the study. Rahman et al., (2018) collected data from three hundred and three (303) participants who were all academicians from private universities within Bangladesh. The data analysed revealed that work-family conflict had significant negative effects on job satisfaction. The work by Rahman et al., (2018) is crucial for the project under study since the major goal of the study is in line with one of the objectives of the topics under study: to study the influence of Family work conflict on one's job satisfaction. In a related study, Linh, Jin, Kiong & Fah (2016) assessed the effects of work-family conflict on job satisfaction. In all, thirty-five (35) employees from

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Foreign-invested enterprises (FIEs) and forty-nine (49) employees from State-owned enterprises (SOEs) in Vietnam were sampled for the study. Findings from the study showed that work-to-family conflict had no significant bearing on employee job satisfaction.

Namasivayam & Mount (2004), on their part, applied emerging work-family conflict theory on the hospitality industry. The researchers used seven hotels with a Hispanic (91%) workforce as the sample for the study. The findings revealed that work-to-family conflict issues were linked to job dissatisfaction. The findings from this research showed that respondents saw work as a release from family conflict issues. It is clear that the research by Namasivayam and Mount (2004) applied the emerging work-family conflict theory to ascertain the impact of work-family conflicts on job satisfaction. However, the project under study seeks to investigate work-family conflict among tutors of a college of education.

Rahman, Ali, Mansor, Jantan, Samuel, Alam, and Hosen (2018), on the other hand, employed the multi-group analysis based on the Structural Equation Modelling (SEM) to test the effect of Work-Family Conflict on job satisfaction, with gender as the moderating effect. The researchers used a convenience sampling technique and solicited for data from two hundred and seventy-three (273) respondents from Bangladesh universities. The data studied showed that work-family conflicts are negatively associated with family satisfaction.

In a related study, Kalliath, Kalliath, and Chan (2017) investigated work–family conflict experiences of social workers in Australia and India. More specifically, it explores the impact of work-to-family conflict and

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family-to-work conflict on wellbeing and the mediating role of family satisfaction in this relationship. The study results showed a direct negative effect of work-to-family conflict on well-being and family satisfaction in both groups and of family-to-work conflict on wellbeing of Indian social workers. There was also evidence that family satisfaction mediates work–family conflict and well-being relationships in both samples. Likewise, Gao, Shi, Niu, and Wang (2013) studied the moderating role of emotional intelligence on the relationship between work-family conflict and job satisfaction. The study recruited 212 Chinese high school teachers. According to the findings, work-family conflict was negatively associated with job satisfaction. Emotional intelligences was also found to weaken the effects of work-family conflict on job satisfaction.

Results suggested that WFC (work-to-family interference and family-to-work interference) was negatively related to job satisfaction and that emotional intelligence weakened the effect of WFC on job satisfaction.

Evidence from the above information indicates that work-family conflict or family-work conflicts, in one way or the other, have a bearing on individuals' job satisfaction. All the data above reviewed failed to assess work-family conflicts among tutors in college educations, however, and this is the gap this research seeks to fill.

Social Support and Work-Family Conflict

Ištoňová and Fedáková (2015) assessed impact of social support on work-family conflict. From October 2013 to November 2013, the researchers solicited for data online through a well-structured questionnaire. In all, one hundred respondents filled the questionnaires. Females constituted 64 of the

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total respondents and males were 36. The findings from the study revealed that social support and its sub-dimensions influence work-family conflict. The findings from this study are unique since all the types of social support given to employees had their pros and cons, and this is vital for the project under study.

Kossek, Pichler, Bodner, and Hammer (2011), on their part, researched the perceptions of general and work–family-specific supervisory and organizational support, as well as work-family conflict. In general, the findings from the study proved that work–family-specific support plays a huge role in work-family conflict. The research concentrated only on the types of support provided at the workplace, to the neglect of the role other support systems play in work-family conflict, and this gap is what this literature seeks to fill.

Akram (2020) also investigated the relationship among WFC, job role, and social support and their psychological impact. The population of the study encompassed all female teachers from the public sector universities of Punjab. Akram (2020), through a stratified random sampling technique selected 410 female teachers for the study. The researcher used four questionnaires in soliciting for data. In analysing the data, Structural Equation Modelling and t-test were used. Findings indicate that job demands and social support are significantly linked with work-family conflict.

On the other hand, Ismail, Suhaimi, Abu Bakar, and Alam (2013) assessed the role of supervisor's social support on the relationship between work stress and work interference on family conflict. The findings from the

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study revealed that social support from the supervisors influenced the relation between job satisfaction and workloads.

In sum, the above pieces of literature reviewed have proven that social support system is crucial in resolving work-family conflicts. Work family Conflicts or Family-Work Conflict has been seen to have a direct impact on the well-being of individuals, which invariably can affect life satisfaction, family satisfaction, as well as job satisfaction. In order to curtail these problems associated with the conflict between these two roles, it is prudent for any individual to have an active support system. Primarily, family members such as spouses can provide an immense support in one's quest to balance these two roles. The absence of these social supports might create problems.

It was observed from the empirical study that specific supporting systems available at the workplaces were the only forms of social support that were reviewed extensively, to the neglect of other supporting systems such as the family and professional counsellors. It is from this background that the topic under study seeks to examine the other supporting systems, apart from the workplace support, that can help individuals facing work- family conflicts, or Family-work conflicts, and how easy it is for one to seek the assistance of these social supports.

Chapter Summary

Chapter Two of this study took a worm-view through related existing literature to help explain the variables under study. This Chapter reviewed the theoretical underpinnings of the study, provided the conceptual review, highlighted the conceptual framework of the study, and then provided empirical pieces of evidence for the study.

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CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter describes the techniques and procedures used in conducting this study. Specific areas of consideration are research design used to conduct the study, study area, population, sampling procedure, research instrument, validation of research instrument, ethics in research, pre-test, data collection, data analysis, and institutional review board.

Research Design

A research design refers to an outlined strategy that guides the conduct of a research to produce accurate and reliable results. It is the element of research that embraces all the parts of the study and aids a researcher to plan and implement the study to obtain the intended results. This increases the likelihood of obtaining facts related to real situation (Burns & Grove, 2001). The design of a study determines the nature and kind of information to be reviewed, the type of participants, the kind of information to be gathered from participants, the procedure to ensure accurate data collection, and the analytical procedure (Avella, 2016).

The descriptive cross sectional survey was used for the study because it is useful for investigating the extent to which different conditions pertains a specific population. Relatedly, this study focused on describing the nature and experiences of work-family conflict (WFC) and its association and impact on tutors job and family satisfaction. In other words the study by using the

descriptive research design, sought to obtain information concerning the current status of the conflicting roles at home and work, and to find the relationship and effects on the satisfaction derived from work and family life by tutors. Judging from the goal of this study, the descriptive research design, particularly, the cross-sectional survey method is deemed appropriate for the study.

Descriptive research design was used to conduct the study. This scientific technique of research entails the observation and descriptions of an actual behaviour of a participant or subject without imposing one's views or beliefs to influence the outcome of the study. It involves collection of data which primarily focus on numbers and values to suggest association to, or depict in terms of a quantity (Avella, 2016). The descriptive research design was used because it gives a holistic understanding of the study. Data collected using the descriptive survey design is robust and easy to understand for accurate decision-making.

Specifically, the descriptive cross-sectional study approach was adopted for the study. The study gathered data from a predetermined population or its subset at a specified period of time. Omair (2016) posits that a descriptive cross-survey method compares the association between the independent and outcome variables in a study. Notable to cross-sectionals survey is the selection of a sample to represent the targeted population to generalize the results to the entire population (Levine, 2006). In a cross-sectional survey, a researcher is able to determine the prevalence of both the dependent and independent variables.

The research approach was adopted because of its inherent advantages such as allowing the use of questionnaires to gather the data from a larger sample (222 participants) in a relatively quick and short period (approximately 3 months). This achievement would not have been possible with the use of semi-structure interview guide, which required that each participant be seen individually for an interview, which must be recorded orally and manually. In essence the quantitative cross-sectional approach saves a lot of time and is economically sufficient. This advantages is supported by Setia (2016), who argued that it is relatively easy and faster to conduct a study using this method.

The quantitative approach adopted for this study also allowed for a clear testing of hypotheses in relation to the research questions so as to describe the findings in better depth. Again it allows for better levels of objectivity, reliability, replications, and generalization of results due to rigorous statistical analysis. The mathematical data obtained through the use of this approach also makes statistical analyses and interpretation very effective as argued (Castellan (2010).

Study Area

The study engaged tutors from colleges of education in the Central, Western, and the Western North in Ghana. Holy Child College of Education, Our Lady of Apostle (OLA) College of Education, Komenda College of Education, Foso College of Education, Enchi College of Education, Wiawso College of Education and Lamp Lighter College of Education were selected. Holy Child College is located in the Western Region, while Our Lady of Apostle (OLA) College, Komenda College and Foso College are located in the

Central Region. Also, Enchi College, Wiwaso College and Lamp Lighter College are located in Western North Region.

Colleges in Central, Western and Western North Regions were selected because of proximity and convenience. Also, the colleges offer similar academic programmes and have similar facilities and characteristics. The students also have similar characteristics.

Western and Western North Regions have high rainfall and tropical rainforest vegetation. Rainfall pattern is double maxima, which is ideal for crop production. The regions are noted for the production of cash crops, such as rubber, cocoa, coffee and oil palm, as well as arable crops, such as cassava, cocoyam, plantain and maize. The major occupation of the inhabitants is farming, but others engage in trading. Central Region on the other hand, has low rainfall and coastal thicket vegetation. The region is noted for the cultivation of arable crops, such as maize, and pineapple. The major occupations of the people of Central Region are farming and fishing. However, some inhabitants engage in trading. Animal production is not carried out in the three regions on large scale because of the high incidence of pests and diseases due to the high rainfall.

Population

A population of a study describes total number of elements or subjects in whom occur a phenomenon that a researcher intends to examine. The population possesses distinctive characteristics that meet the sampling criteria established by the researcher (Amoah, 2018). It connotes groups of persons with peculiar features that fit the criterion for a study, from which a researcher selects a sample for further studies.

The population was tutors in Central, Western and Western North Regions. The population was 271. They were selected because they teach in the colleges and have experience work-family conflict, so they could provide the needed information for the conduct of the study. The total number of participants from each college is presented in Table 1.

Table 1: Distribution of Selected Colleges and Sample

College	Male	Female	Total	Percentage
Holy Child	17	17	34	12.5
Komenda	24	13	37	13.7
Foso	10	25	35	12.9
OLA	34	26	60	22.1
Enchi	37	2	39	14.4
Wiawso	34	8	42	15.5
Lamp Lighter	18	6	24	8.9
Total	**174**	**97**	**271**	**100.0**

Sample and Sampling Technique

The census sampling technique was used to select the colleges of education, namely Holy Child College, Wiawso College, Enchi College, Komenda College, OLA College, Foso College, and Lamp Lighter College, in the three selected regions. The census sampling method was used because all the colleges of education in the selected regions were engaged in the study.

By the census method, all the 271 tutors in the colleges of education in the selected colleges were targeted for the study. By the sampling technique, participants were chosen because they were tutors in the selected colleges.

Research Instrument

Questionnaire were used for data collection. The instrument of the study was made up of five (5) sections. They include demographic

Characteristics section, Work and Family Conflict Scale, Job Satisfaction Scale, Family Satisfaction Scale, and Social Support Scale. All questionnaires except the demographic characteristics were adopted.

Section A gathered data on respondents' demographic features, namely Gender, Age, Academic Qualifications, Rank, Number of Years in Service, and Marital Status. The items are close-ended and the participants were required to tick the most appropriate options to indicate their demographic characteristics (refer to Appendix A).

Section B was used to solicit information on WFC. The Work-Family Conflict Scale developed by Haslam, Filus, Morawska, Sanders, and Flecher, (2015) was used to assess the experiences of conflict related to work and family life of tutors of colleges of education in the selected regions of Ghana. The scale consists of 10 statements and is rated on a 7-point Likert Scale type where 1 represents *Very Strongly Disagree* and 7 connotes *Very Strongly Agree*. Some statements found in the scale include but are not limited to: "*My work prevents me from spending sufficient quality time with my family. My family misses out because of my work commitments,* and *Working often makes me irritable or short tempered at home."* Cronbach's alpha reliability of the original instrument was 0.839. The Cronbach's Alpha for this study was 0.73.

The satisfaction of tutors towards their work was measured by the Brief Job Satisfaction scale by Judge, Locke, Durham, and Kluger, (1998). Judge and colleagues adapted the 5-item scale from the 19-item Job Satisfaction Scale developed by Brayfeild and Rothe (1951). The adapted scale was pilot tested among 222 workers in a university. This was to measure its validity and the extent of reliability. The 5-item scale showed a strong

reliability coefficient among the sample (Cronbach's alpha = 0.88). In this study, the scale was measured on a 6-Likert scale type instead of the original 6-Likert scale, from 1 (Strongly Disagree) to 6 (Strongly Agree). In this study, Cronbach's Alpha (Reliability Coefficient) for this scale was 0.71.

The fourth section examined respondents' family satisfaction. The Satisfaction with Family Life Scale was utilized to achieve these objectives. Zabriskie and Ward (2013) developed the scale to *"measure the extent to which individuals are satisfied with their family life."* It consists of 5 items, and responses are measured on a 7-Likert scale type, ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). The summation of scores of each item amounts to a total satisfaction for family satisfaction score. The scale showed a strong internal consistency among many groups in the developed nations (Cronbach's alpha = 0.79 – 0.94). The scale showed a good reliability coefficient, as was the case in this study (Cronbach's Alpha = 0.79)

Lastly, information regarding social support was measured using Multidimensional Scale of Perceived Social Support (MSPSS). The scale was designed by Zimet, Dahlem, Zimet, and Farley (1998) to *"measure perceptions of support from three sources: Family, Friends, and Significant other."* Each subscale contains a maximum of 4 items. The MSPSS includes a 12-item self-report which demands respondents to complete the items on a 7 Likert style from 1 to 7. Respondents were asked to show their disagreement or agreement to issues concerning their social support. Example of statements include the following, "*There is a special person who is around when I am in need*" and "*I have a special person who is a real source of comfort to me*". Zimet and colleagues reported a reliability (Cronbach's alpha) of 0.88 for the

total. Test-retest yielded a reliability of 0.85. Cronbach's alpha for the subscales are as follows: family (0.87), friends (0.85) and significant other (0.91). The overall internal consistency of the items in the scale for this scale was 0.85.

Pilot Test

Pilot test was conducted after the research instrument had been vetted by my supervisors. This was to estimate the reliability and validity of the research instrument. The instrument was pilot-tested at the Aburi Presbyterian Women's College of Education in the Eastern Region. After seeking permission from the Principal to carry out the pre-test, convenience sampling method was used to select forty (40) tutors to participate in the pilot test.

The reliability of the research instrument was determined estimating the Cronbach's alpha reliability of the data collected during the pre-test. This was to determine the extent to which the research instruments are reliable and could be used for the data collection. The reliability coefficient for the scales are as follows: Work and Family Life Conflict: 0.73, Brief Job Satisfaction Scale: 0.71, Satisfaction with Family Life Scale: 0.79, and Multidimensional Scale of Perceived Social Support: 0.85.

Data Collection Procedure

An introductory letter from the Department of Guidance and Counselling, in addition to an Ethical clearance from the University of Cape Coast, were used to seek permission to collect data from tutors in the selected colleges. In each college, I presented the permission letter to the Principals, asking permission to collect data from the tutors in their colleges.

After permission had been granted, I explained the purpose of the study to the tutors in each college. The questionnaires were then administered to the tutors in their offices and staff common rooms. Enough time was given to the tutors to enable them respond carefully to the items in the questionnaires. After the tutors had responded to the questionnaire, I collected the questionnaires and edited each questionnaire to ensure that the questionnaires were well completed. Data collection began on 3rd August 2020, and ended on 10th October 2020. It started from Holy Child College in the Western Region and ended at Bia Lamp Lighter College in the Western North Region. However, due to lockdown as a result of the COVID-19, tutors in colleges were hard to reach to respond to the questionnaire. Although all 271 participants were targeted for the study, a total of 222 tutors responded to the data collection instrument. This represents a response rate of approximately 82%.

Ethical Consideration in the Research

The researcher considered the ethical aspect of research because ethics provides guidelines for responsible conduct of research (Lavrakas, 2008). Ethical issues in research guides researchers to uphold the prescribed standards for conducting a study. First, the research proposal was submitted to Institutional Review Board (IRB) of University of Cape Coast for reviewing and protection of the welfare, rights, and privacy of human subjects. IRB consists of experts in the conduct of research and is responsible for ensuring that all studies conducted by students of the university meet the international research standards. The IRB approved the study before the data collection was done.

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Confidentiality of participants' information was ensured by protecting the data from leaking to third parties. To ensure anonymity of respondents, neither names nor identifiable information of participants was requested on the instrument. After data collection, serial numbers were given to each questionnaire for easy identification during data collection communications from the participants. Furthermore, bias in data collection, data analysis, data interpretation, personnel decisions and other aspects of the study was avoided to ensure objectivity of the study. Also, careless errors and negligence were avoided. The researcher carefully and critically examined the research works of other researchers and kept good records of the research activities.

Data Analysis

Information from respondents was quantitatively analysed with the aid of SPSS version 21. Items in the questionnaires were scored, coded and imputed into the computer. Frequencies and percentages were used to present the demographic characteristics of tutors in the study. Research question one was analysed using means and standard deviation. Hypotheses one and two were tested using Bivariate Pearson Moment Correlation Coefficients to determine the relationship among the variables, and a linear regression analysis to examine the extent of impact of the variables in comparison to each other. Lastly, Linear and multiple regression analyses were used to test the influence of social support and its sub-dimensions on work-family conflict.

Chapter Summary

The chapter described the techniques and procedure used in the study. Specifically, the chapter explains the research design used in the study, study area, population, sample and sampling techniques, research instruments, and

pilot testing of the instrument. Data collection procedure and how data will be analysed have also been well described in this chapter. The ethical issues which guided the study including participants' confidentiality and anonymity as well as data management are all highlighted in this chapter.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The chapter presents the analysis of data and discussion of findings. The first section covers the demographic characteristics of respondents whiles the second section presents answers of the research questions, which guided the study.

Demographic Information of the Tutors

The demographic information covers the tutors' age, academic qualifications, ranks, number of years they have served in the education sector and their marital status. Although this section of the main questionnaire does not relate to any research objectives, they have been included to provide a details information about the sample chosen for the study. For instances, whiles work-family conflict, job satisfaction and family satisfaction are being assessed, the aforementioned demographic information of participants, describes the characteristics of participants in terms of the number of males and females recruited, age categories, their level of academic qualifications, the period spent on teaching at the colleges and their marital status.

Table 2: Demographic Characteristics of Respondents

	Frequency	Percentage
Age of the tutors		
25-34 years	16	7.2
35-44 years	88	39.6
45-54 years	96	43.2
55+	22	9.9
Total	**222**	**100.0**
Academic qualification		
M. Ed	95	42.8
M A	30	13.5
M. Phil	92	41.4
PhD	5	2.3
Total	**222**	**100.0**
Ranks of the tutors		
Tutor	177	79.7
Senior Tutor	39	17.5
Principal Tutor	5	2.5
Chief Tutor	1	0.4
Total	**222**	**100.0**
Duration of Service		
1-5	29	13.1
6-10	66	29.7
11-15	65	29.3
16-20	25	11.3
21-25	25	11.3
26-30	12	5.4
Total	**222**	**100.0**
Marital Status		
Single	20	9.0
Married	202	91.0
Total	**222**	**100.0**

Source: Field Survey, (2020)

Results from table 2 has been discussed under the following sub-headings; Age, Academic Qualification, Rank, Duration of Service and Marital Status.

Distribution of Age of Tutors

It can be observed from Table 2 that majority of the tutors, who represent 43.2%, were between 45 and 54 years. Also, 9.9% of the tutors were above 54 years. Approximately, 47% fall in between age category 25 – 44 years. This result showed that majority of participants in the study is below middle adulthood.

Distribution of Academic Qualification of Tutors

As shown in Table 2, majority of the tutors, representing 42.8% of the tutors, hold M. Ed degree, and 41.4% of the remaining respondents hold M. Phil degree in their areas of specialisation. Currently, the minimum academic qualification of the tutors in the Colleges of Education is MPhil. Therefore, tutors who do not possess MPhil degrees are forced to pursue further studies to upgrade themselves.

Distribution of Ranks of Tutors

From Table 2, it can be observed that majority of the tutors, representing 79.7% (n=177), were of the rank of Tutors, and 17.5% of the remaining tutors were Senior Tutors. Only one of the tutors was a Chief Tutor. In terms of ranking in the college of education, Tutor is the starting point. This shows that majority of the tutors had low ranks.

Distribution of Duration of Service

According to Table 2, 66 respondents, (29.7%), have served for more than 10 years in the education sector. this figure represents the majority of participants in terms of duration of services.

Distribution of Marital Status of Tutors

Results in Table 2 show that 91% of the tutors were married but the remaining 9% were single. This means majority of the tutors were married. The results imply that apart from the roles the tutors perform at the workplace, they perform additional family roles, including caring for their children, washing their clothing, taking parents to the doctor when they are sick, picking up children after school, etc.

RESULTS OF ANALYSIS OF MAIN DATA

Research Question 1: What is the level of work-family conflict among tutors in south western part of Ghana?

The research question sought to understand the extent of conflict among the role of tutors in the family and the workplace. To attain this objective, respondents were asked to answer a 10-item instrument measure on a 6-Likert-scale type ranging from 1 (Very Strongly Disagree) to 6 (Very Strongly Agree). An item criterion mean (3.5) was determined to serve as standard to determine the direction (high or low conflict) of each item. Also, an overall criterion mean (M = 35.0) was determined by multiplying the item mean (M = 3.5) to the number items (10). The 35.0 was compared to the actual mean of participants to ascertain the extent of conflict, whether high or low. A mean score lower than the overall criterion mean (35.0) implies that participants have a significantly lower work-family conflict, whiles a score above 35.0 is an indication that work-family conflict is significantly higher among tutors. The Results of the analysis of means and standard deviation is presented in Table 3.

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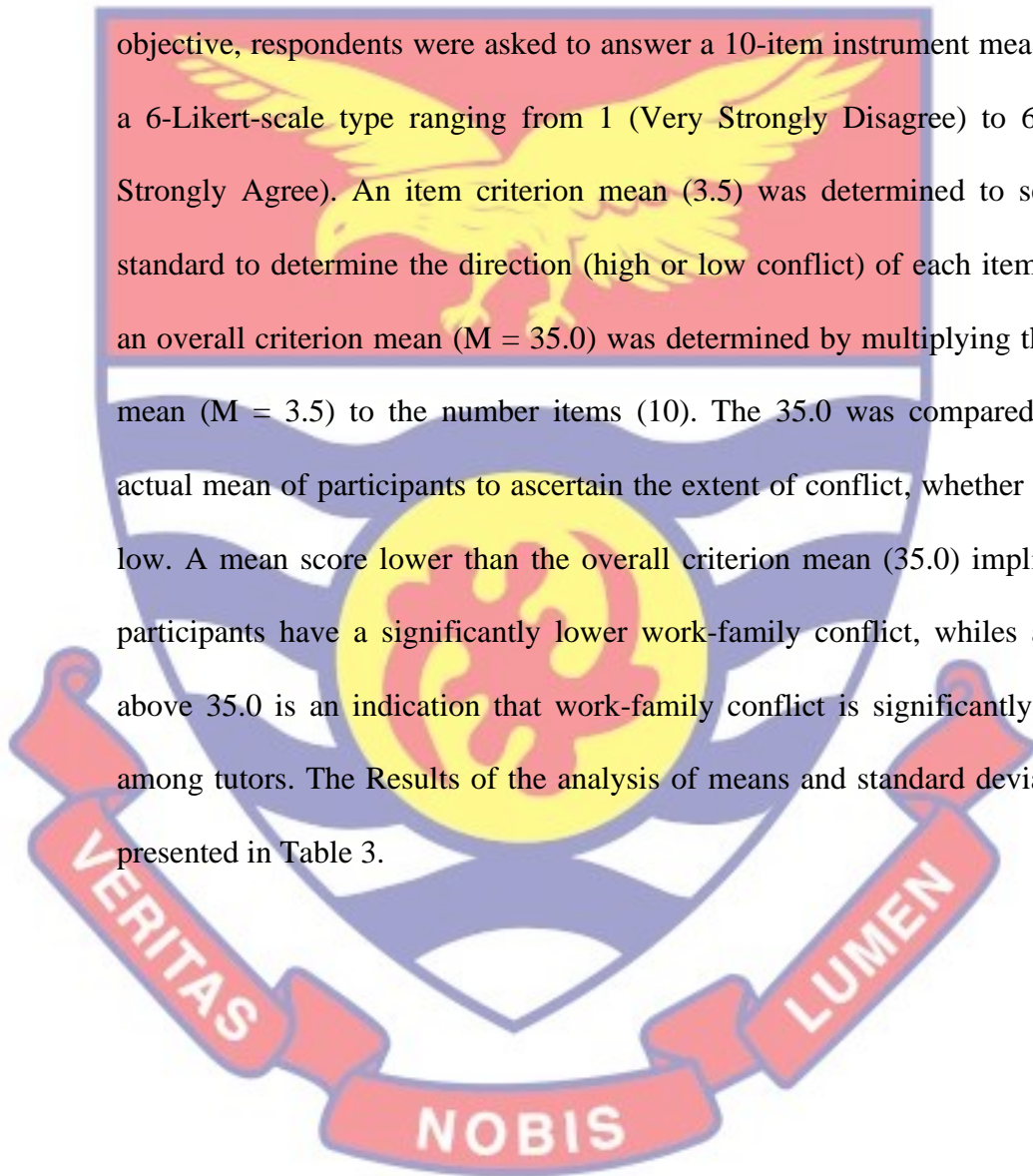
Table 3: One Sample t Test of Level of Work and Family Conflict among Tutors

Variable	Mean	SD
1. My work prevents me from spending sufficient quality time with my family	3.40	1.124
2. There is no time left at the end of the day to do the things I do like at home (e.g., chores and leisure activities)	3.28	.914
3. My family misses out because of my work commitments	2.84	.967
4. My work has negative impact on my family life	2.97	.941
5. Working often makes me irritable or short tempered at home	2.71	.861
6. My work performance suffers because of my personal commitments	2.81	.835
7. Family related concerns or responsibilities often distract me at work	2.79	.799
8. If I did not have a family, I would be a better employee	2.79	.976
9. My family has a negative impact on my day-to-day work duties	2.67	.875
10. It is difficult to concentrate at work because I am so exhausted by family responsibilities	2.65	.819
Overall Mean of Work-Family Conflict	**29.33**	**6.591**

Source: Field Survey, (2020)   Significant at $p < 0.05$

The results from Table 3 revealed that work-family conflict among participants is significantly lower. This is because the overall obtained mean of participants (M = 29.33, SD = 6.591, t (221) =66.315), is lower than the criterion mean (M = 35.0). Additionally, the mean score of all the 10 items as displayed in Table 3 are all below the criterion mean (3.5). This showed that participants disagree with all the 10 statements conveying the existence of

work-family conflict. Overall, the result implies that tutors of Colleges of Education in the south western part of Ghana do not experience a significant conflict between the role in their families and the demands of work.

Research Hypothesis 1:

Ho: There is no statistically significant negative relationship between work-family conflict and job satisfaction extents among tutors in the south-western parts of Ghana

H_1: There is a statistically significant negative relationship between work-family conflict and job satisfaction extents among tutors in the south-western parts of Ghana

The aim of the first Hypothesis of the study was to examine the relationship between work-family conflict and job satisfaction among college of education tutors. The hypothesis was tested using a Bivariate Pearson Moment Correlation Coefficient. This statistical analytical method was appropriate because it stipulates the direction and degree of the relation among the variables under consideration. The variables to be tested were continuous in nature satisfying an assumption of the use of Bivariate Pearson Moment Correlation Coefficient. Another assumption, was computed using a scatter plot. This was to find the linearity among the Work-Family conflict and job satisfaction of participants. Figure 1 presents the scatter plot normality test of the study variables.

Figure 3 – Scatter plot of Linearity
Source: Field Survey, (2020)

As shown in Fig. 3, the result points out a significant negative linear relationship between Work-family conflict and Job Satisfaction of tutors of Colleges of Education. This is observed from how the plot is slanted from left to right. The use of Bivariate Pearson Moment Correlation is supported. Table 4 presents the analysis.

Table 4: Bivariate Pearson Moment Correlation of Work-Family Conflict and Job Satisfaction

VARIABLES		Work-Family Conflict	Job Satisfaction
Work-Family Conflict	Pearson Correlation	1	-.289**
	Sig. (2-tailed)		.000
	N		222

Source: Field Survey, (2020). ** Correlation is significant at 0.01 level (2-tailed)

As presented in Table 4, the results show a weak negative relationship between work-family conflict and job satisfaction (r= - 0.287) at a 1% level of

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significance. The result conveys the notion that an increase in the level of work-family conflict results in a decrease in job satisfaction among tutors in Colleges of Education in the south western Ghana. In this regard, the alternative hypothesis which state that there is a significant negative relationship between work-family conflict and job satisfaction prevalent among tutors in the south western part of Ghana.

Further analysis was computed to estimate the extent of effect of work family conflict on the job satisfaction among tutors. A linear regression analysis was conducted to estimate this effect. The result is presented in Table 5.

Table 5: Regression analysis of the relationship between Work-Family Conflict and Job Satisfaction

	Unstandardized Coefficients		Standardized Coefficients				
Model	B	Std. Error	Beta	T	Sig.	R	R^2
1 (Constant)	43.174	3.125		13.816	.000		
Job Satisfaction	-.707	.158	-.289	-4.427	.000	.289	.083

a. Dependent Variable: Physical distress $F(1, 219) = 19.597$. $p = .000$

The results show that work-family conflict has significant effects on the job satisfaction level of tutors ($\beta = -.289$, $p = .000$). ($R^2 = .083$, $F(1, 219) = 19.597$, $p < .005$). The results also reveal that work-family conflict explained 8.2% of variances in job satisfaction. The result implies that work-family conflict among tutors adversely impacts their satisfaction to work.

Research Hypothesis 2:

Ho: There is no statistically significant negative relationship between work-family conflict and family satisfaction extents among tutors in the south-western of Ghana

H_1: There is a statistically significant negative relationship between work-family conflict and family satisfaction extents among tutors in the south-western of Ghana

Hypothesis two was aimed at determining the connection between work-family conflict and family satisfaction. The hypothesis, which was tested using a Bivariate Pearson Moment Correlation analysis of the relationship between the variables, is presented in Table 6. Linearity test indicated significant negative relationships. The variables were also continuous in nature.

Table 6: Bivariate Pearson Moment Correlation of Work-Family Conflict and Family Satisfaction

VARIABLE		Work-Family Conflict	Family Satisfaction
Work-Family Conflict	Pearson Correlation	1	-.280**
	Sig. (2-tailed)		.000
	N		222

Source: Field Survey, (2020) ** Correlation is significant at 0.01 level (2-tailed)

From the results, there is a significant negative relationship between work-family conflict and family satisfaction (r = - .280) at a 1% level of significance. The results mean that as the level of work-family conflict

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increases (decreases), family satisfaction level also decreases (increases). The magnitude of r=-.280 shows that there is a weak or low correlation among the variables. The findings of the study support the alternative hypothesis that work-family conflict will have a significant negative relationship with family satisfaction among tutors. The alternative hypothesis is accepted against the null hypothesis.

A linear regression analysis was computed to determine the extent of impact of work-family conflict on family satisfaction among tutors. Table 7 presents the analysis.

Table 7: Regression Analysis of the relationship between Work-Family Conflict and Job Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients					
		B	Std. Error	Beta	T	Sig.	R	R^2
1	(Constant)	41.081	2.745		14.966	.000		
	Family Satisfaction	-.534	.123	-.280	-4.332	.000	.280	.079

a**. Dependent Variable: Physical distress   F (1, 219) = 18.767. p = .000**

The results of the Linear Regression analysis show that work-family conflict has significant effects on the job satisfaction level of tutors (β = -.280, p =.000). (R^2= .079, F (1, 219) = 18.767, p< .005). The results show that work-family conflict explained 7.9% of variances in job satisfaction. The results imply that work-family conflict has an adverse effect on the level of family satisfaction among tutors in the south western Ghana.

Research Hypothesis 3:

Ho: Social Support will not positively impact work-family conflict among college tutors in the south-western of Ghana

H_1: Social Support will positively impact work-family conflict among college tutors in the south-western of Ghana

The intent of hypothesis three is to examine the extent of impact of social support on work-family conflict among tutors. A simple linear regression analysis was used to test the hypothesis. This statistical tool is useful for assessing the extent to which an independent variable predicts or impacts a dependent variable. In this analysis, the independent variable is social support and the dependent variable is the work-family conflict. The results of the analysis are presented in Table 8.

Table 8: Linear Regression Analysis of the relationship between Social Support and Work-Family Conflict

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.	R	R^2
1 (Constant)	32.602	3.101		12.447	.000		
Social Support	-.228	.076	-.199	-3.018	.000	.199	.040

a**. Dependent Variable: Physical distress   F (1, 219) = 9.111. p = .003**

The results from Table 8 revealed that social support has a significant effect on the work-family conflict among tutors (β = -.199, p =.003). As shown in Table 10, social support predicted 4% of variances in work-family

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conflict among tutors (R^2 = .040, F (1, 219) = 9.111, p = .003). The impact is significant since the *p-value* is equal to less than 0.05. The result implies that social support has a significant role to play in reducing work-family conflict among tutors in Colleges of Education. Hence, the null hypothesis: *Social Support will not positively impact work-family conflict among college tutors in south western part of Ghana*, is rejected in favour of the alternative hypothesis.

Further analysis was performed to estimate the influence of the three sub-scales of social support, namely family, friends, and significant others. A multiple regression analysis was used to perform this procedure. Findings are presented in Table 9.

Table 9: Multiple Regression Analysis of the relationship between Social Support and Work-Family Conflict

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	38.186	3.130		12.199	.000		
Family	-.146	.229	-054	-.639	.524	.614	1.628
Friends	.113	.252	.000	-.001	.999	.620	1.612
Significant Other	-.509	.284	.078	-.1794	.074	.463	2.159

a. **Dependent Variable: Physical distress   R= .212, R^2 =.045, F (3, 218) = 3.427, p< .018**

The outcomes of the analysis in Table 9 showed that none of the dimensions, namely family (β = -.146, p =.524), friends (β = .113, p =.999), and significant others (β = -.509, p =.074), significantly predicated work-family conflict among tutors in the colleges of education in south western

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Ghana. This is observed in the results of the sig. value (p-value) is above 0.05. However, a combination of the three significantly predicted work-family conflict among tutors ($R^2 = .045$, $F (3, 218) = 3.427$, $p = .018$). The results imply that independently, each subscale has no significant effect on the work-family conflict; on the other hand, the overall social support received from these three dimensions significantly impact the conflicting roles in the work environment and the family.

Discussions of Findings

Research question one determined the level of work-family conflict among tutors of Colleges of Education in south western Ghana. In other words, the research question sought to understand the extent of conflict among the role of tutors in the family and the workplace. Findings revealed that work-family conflict among participants is significantly lower. The result implies that tutors of Colleges of Education in the south western part of Ghana do not experience a significant level of conflict between their family responsibilities and the demands at work. The lower level of work family conflict does not imply an absence of conflict between work and family responsibilities however connote the fact that tutors of colleges of education experience a minimum level of this conflict. According to Rhnima and Pousa (2017), work-family conflict is the extent of mismatch in the roles that exist in human structures. In essence, work family conflict occurs when the responsibilities of the family and those of work clash, thereby affecting the individual.

Hossain, and Rhaman (2015) discovered that contributing factors of WFC include long working hours, work schedule, high demands of work, individual perceptions, family demands and responsibilities, traditional gender

role and responsibilities, unsupportive family members, and demand for leisure time. It should be noted that when these factors that warrant the occurrence of WFC are not controlled proper severe form of work-family conflict are experienced. For instances, Mihelic and Tekavcic (2014) argued that the absence of a resolution between work-family relationships can have a devastating consequence on the well-being of people, their behaviour and its associated outcomes. Deducing from this assertion, it could be averred that tutors of colleges of education in the South Western Ghana are not significantly affected by the lower work-family conflict they encounter.

The finding of the current study that work-family conflict is significantly low is inconsistent with that of Alaja (2017). The study of Alaja found that work-family conflict among mothers working as clerics and nurses had significantly higher scores of work-family conflicts. In the study work-family conflict affected job performance. The differences in the findings could be due to the distinction in the population used for the study, and the research location. This is because, whereas the current study assessed work-family conflict among tutors of colleges of education in Ghana, that of Ajala examined work-family conflict among women working as nurses and clerics in Nigeria.

Consistent with the results Ajala (2020), Allen, Herst, Bruck, and Sutton (2000) examined the factors related to the conflict between the workplace responsibilities and that of the family. Findings from the study demonstrated that work-family conflict was significantly higher and was associated with serious consequences, which impact the life of people. Likewise, Muasya (2020) studied the experiences of stress and work-family

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conflict among female teachers in Kenya. Findings showed that participants experienced significant levels of stress and work-family conflict. According to findings, the greatest stressor cited was being a domestic worker. Others include disruption in normal flow of work and having a sick child. Similarly, Oladejo, and Awolusi (2018) noted that work-family conflict was considerably high among employees and had a significant relationship with gender, marital status, and job commitment. Dartey-Baah (2015) observed that corporate leaders in Ghana reported experiences of WFC.

It must be noted that work-family conflict has tremendous impact on the life of every employee. To a greater extent, the conflict among the roles of work and responsibilities in the family will significantly impact the quality of life, job satisfaction, and family satisfaction. As noted by Afzal and Farooqi (2014), work-family conflict impacts one's satisfaction in life. This is true because family and work form an essential part of the basic human needs and survival. Without these two, one's happiness in life will be incomplete. It could thus be inferred that conflict between these two facets of life will severely affect other areas and needs of life. With reference to the findings of this study, it could be asserted that due to experience of lower levels of work-family conflict, tutors in colleges of education in the south western part of Ghana will experience higher levels of job and family satisfaction. However, this assertion is subject to further empirical studies.

Hypothesis one and two of the study examined the association and effect of work-family conflict (WFC) on job and family satisfaction respectively among tutors of colleges of education. Findings showed the WFC has a negative association and adversely influences the levels of satisfaction

derived from work and family life among tutors. The results imply that work-family conflict has an adverse effect on the level of family and career satisfaction among tutors in South Western Ghana. Consistent with the findings, Afzal and Farooqi (2014) discovered that any discordancy between work and family has a devastating effect on one's life satisfaction. Likewise, Yucel (2017) also studied how work-family conflict affects life satisfaction. The results revealed that WFC is negatively correlated to an individual's life satisfaction. It was also found that the negative correlation established was even stronger among individuals who were self-employed.

Similarly, Rathi and Barath (2013) examined how work-family conflict is associated with job and family satisfaction among police personnel and observed that work-to-family and family-to-work conflicts are negatively correlated with job satisfaction. Moreover, social support from co-workers was observed to significantly moderate the relationship of work-to-family and family-to-work conflict with family satisfaction. According to Turliuc and Buliga (2014) WFC influence the levels of family satisfaction. Kalliath, Kalliath, and Chan (2017) found a direct negative effect of work-to-family conflict on well-being and family satisfaction among social workers. Results suggested that WFC (work-to-family interference and family-to-work interference) was negatively related to job satisfaction and that emotional intelligence weakened the effect of WFC on job satisfaction.

Likewise, study by Aryee et al. (1999) examined the relationship between role stressors, interrole conflict, and well-being and the moderating influences of spousal support and coping behaviors among 243 Hong Kong Chinese employed parents in dual-earner families. The

results revealed that both work-family conflict and family-work conflict were negatively related to family satisfaction. In contrast, study by Karatepe and Baddar (2006) was inconsistent with the finding of others and revealed that work-family conflict was not related to family satisfaction among frontline employees in international five-star chain hotels in Jordan. While, Karatepe and Baddar found that employees who are unable to resolve a number of problems associated with the conflict between family and work domains report lower satisfaction with their family life.
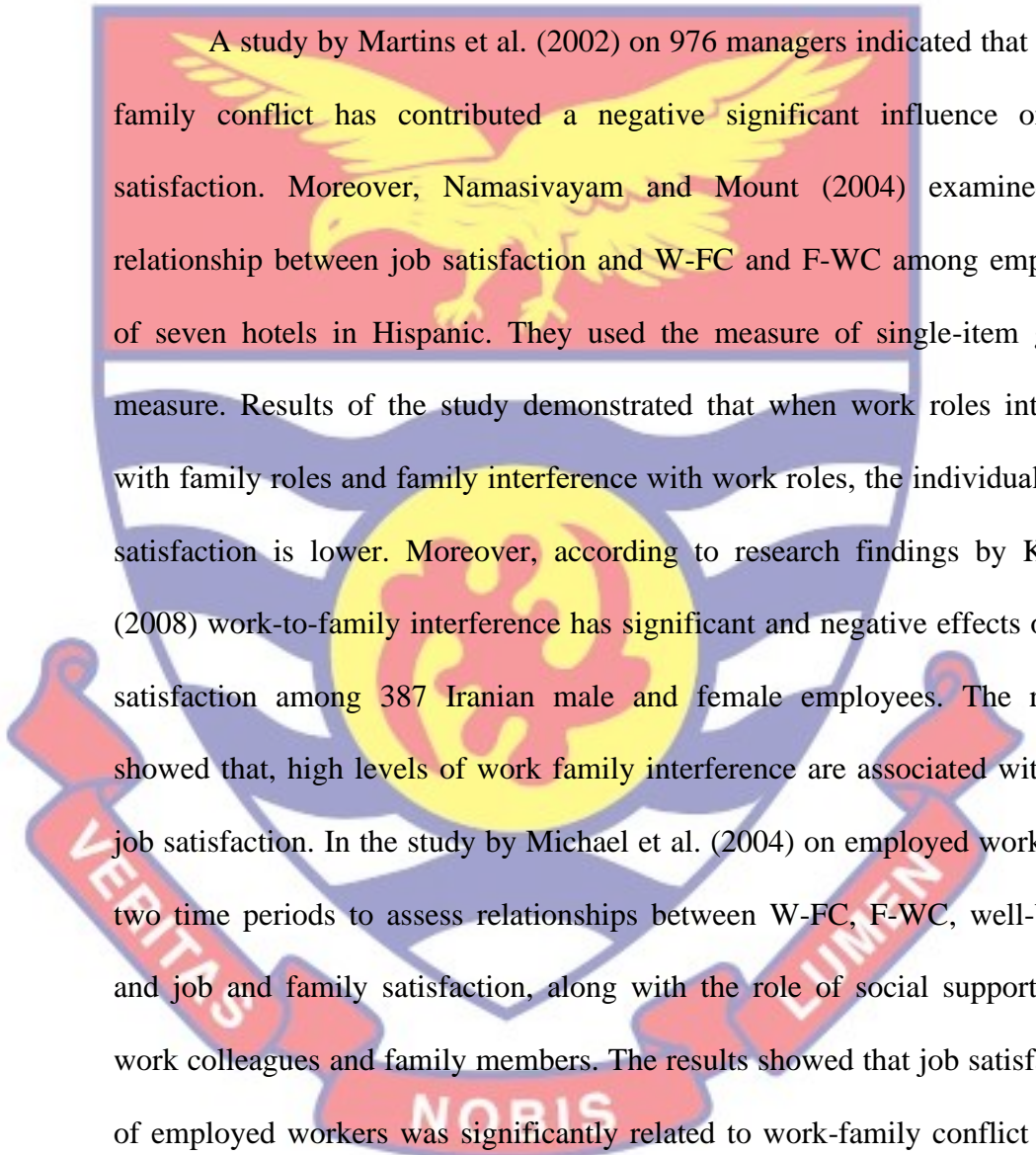
According to the role theory, contrasting anticipations connected with to diverse roles have an adverse effect on the overall wellbeing of an individual. As noted in the current study, tutors experienced significantly lower levels of work-family conflict, which support the negative relationship with job-satisfaction and family satisfaction. In essence, when domestic responsibilities and work roles do not affect each other, tutors would ultimately impact the levels of their satisfaction with work and family life. This reveals the important role of work and family in the life of humans. A study by Yang, Qi, Zeng, Han, and Pan (2020) examined the relationship between work-family conflict among primary and secondary school principals. Other objectives were to assess the mediation and moderation role of job and family satisfaction. The results revealed that there is a significant negative correlation between work-family conflict and primary and secondary school principals' work engagement, and this relationship was partially mediated by job and family satisfaction. Moreover, affective commitment played a moderating role in the relationship among, family satisfaction, job satisfaction

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and work engagement. Specifically, the relationship between job satisfaction and work engagement was significant for primary and secondary school principals with high and low affective commitment.

Regarding the relationship and impact of work family conflict on job satisfaction, Dartey-Baah (2015) found that conflict among work and family roles adversely affect job satisfaction. This result by Dartey-Baah is consistent with the results of hypothesis one, despite differences in the choice of population of the studies. Dartey-Baah investigated the occurrences of this phenomenon among public corporate leaders in Ghana. Similar to this finding, Kiunga (2017) also found a reasonable association between family-work conflict and life satisfaction. This imply that WFC adversely impact satisfaction with family life. Likewise, Panatik et al., (2011) also discovered that work-family conflict has a negative bearing on mental health and life satisfaction. Gao, Shi, Niu, and Wang (2013) also found that work-family conflict was negatively associated with job satisfaction. Emotional intelligence was also found to weaken the effects of work-family conflict on job satisfaction. In a related study, Rahman, Ali, Mansor, Fantan, and Samuel (2018) reported that work-family conflict has significant negative relationships with job satisfaction.

Another study, which inconsistently matches with the findings of this study, was conducted by Linh, Jin, Kiong, and Fah (2016) on the influence of WFC on job satisfaction. The study findings indicated that work-to-family conflicts have no significant bearing on the satisfaction of employees. The findings from most of the reviewed studies suggest that conflict incompatibilities in the roles of family and work significantly affect the

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satisfaction derived from the workplace. Regarding the relationship between work-family conflict and family satisfaction, Kalliath, Kalliath, and Chan (2017) found that work-family conflict has a direct effect on the family satisfaction among employees. In the study, family satisfaction mediated the relationship between work-family conflict and wellbeing.

A study by Martins et al. (2002) on 976 managers indicated that work-family conflict has contributed a negative significant influence on job satisfaction. Moreover, Namasivayam and Mount (2004) examined the relationship between job satisfaction and W-FC and F-WC among employee of seven hotels in Hispanic. They used the measure of single-item global measure. Results of the study demonstrated that when work roles interfere with family roles and family interference with work roles, the individual's job satisfaction is lower. Moreover, according to research findings by Karimi (2008) work-to-family interference has significant and negative effects on job satisfaction among 387 Iranian male and female employees. The results showed that, high levels of work family interference are associated with low job satisfaction. In the study by Michael et al. (2004) on employed workers at two time periods to assess relationships between W-FC, F-WC, well-being, and job and family satisfaction, along with the role of social support from work colleagues and family members. The results showed that job satisfaction of employed workers was significantly related to work-family conflict at the two time periods. But, the research did not find significant relationship between job satisfaction and family-work conflict at two time periods.

Ngah et al. (2009) conducted a study on the mediating effect of work-family conflict on the relationship between locus of control and job

satisfaction among 159 single mother employees. The results revealed that work-family conflict is significantly related to job satisfaction. Single mothers with lower work-family conflict experienced higher job satisfaction. This finding suggests that when single mother employees believe that they can control the events that happen in their lives, they tend to be more satisfied with their jobs and experience less conflict between work and family responsibilities.

Another research by Boles et al. (2001) reported that both work interference with family and family interference with work were significantly related to job satisfaction in general. Results showed that increased levels of work-family conflict and family-work conflict were negatively related to employee job satisfaction. The results also suggested that work interference with family is a possible predictor of job satisfaction. Moreover, the research study by Aryee et al. (1999) demonstrated that family-work conflict was negatively related to job satisfaction among Chinese employed parents in dual-earner families. Another study by Howard et al. (2004) investigates the relationship between W-FC with employee job satisfaction among police officers in a large south-eastern state in the USA. Results indicate that, when an employee is experiencing conflict between work and family, satisfaction with the job in general and the actual work itself suffer the greatest declines. This results show the extent of impact of work family conflict on family and job satifaction.

In the same vein, Brady, Vodanovich, and Rotunda (2008) investigated the impact of workaholism on work-family conflict, job satisfaction, and perception of leisure activities. The results showed that Work Enjoyment

scores were associated with less work-family conflict, as well as greater scores indicative of satisfaction with the job and the work itself. Susena and Harsono (2018) observed that work-family adversely impacted job and family satisfaction. Despite the difference in population used by the various studies, it could be observed that the levels of WFC, whether positive or negative, determine the satisfaction of employees in terms of their family and career life. It is noted from the discussion that, the significant number of the reviewed studies found that WFC have a negative impact the satisfaction of most employees in terms of family and the workplace.

Objective four explored the impact of social support on work-family conflict among tutors. The results obtained from the analysis indicated that social support has a significant effect on disparities in roles of tutors in the home and on the job. The result implies that social support is vital in curbing the conflict faced by employees due to their responsibilities as family members and their duties at work. Similar to this study, Ištoňová and Fedáková (2015) also discovered that social support from significant others, such as superiors and co-workers, extremely diminishes the impact of pressure from the home and work demands. In the same way, Kossek, Pichler, Bodner, and Hammer (2011) learned that support for employees, both at work and the home environment, plays a huge positive role in lowering WFC.

Likewise, Akram's (2020) explored the association of work-family conflict with job demands, social support, and psychological wellbeing. The findings the study support the assertion that social support has relevant impact on work-family conflict. The results also showed that social support during experiences of WFC have positive influence on the psychological wellbeing of

teachers. Considering this association, it means that tutors of college of education will enjoy a positive psychological wellbeing due to the lower experiences of work-family conflict. The negative impact of work-family conflict on employees' well being and job satisfaction has reported by many researchers (Yucel, 2017; Susena & Harsona, 2018; Muasya, 2020).

Ismail, Suhaimi, Abu Bakar, and Alam (2013) also assessed the role of supervisors' social support on the relationship between work stress and work interference on family conflict. The findings from the study revealed that social support from the supervisors influenced the relation between job satisfaction and workloads. Rathi and Barath (2013) discovered that social support from co-workers was observed to significantly moderate the relationship of work-to-family and family-to-work conflict with family satisfaction.

The totality of the findings points to the idea that social support has an impact on work-family conflict. Just as in these current study findings, the above pieces of literature reviewed have proved that social support system is crucial in resolving work-family conflicts. Although work-family conflict significantly affects employees' job and family life satisfaction, this study has proved that support for employees in the workplace influences their responsibilities in the family.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study

The study investigated the extent of impact of work-family conflict (WFC) among tutors in Colleges of Education in Ghana. The study was conducted in south-western (namely Central, Western and Western North Regions) of Ghana. It was guided by four objectives, which included examine the relationship and effects among WFC, job and family satisfaction and social support. The study adopted the descriptive cross-sectional survey approach. Census sampling method was used to include all tutors in the selected Colleges of Education. Questionnaires were used to solicit information from participants' demographic characteristics. WFC, job satisfaction, family satisfaction, and social support. The instrument was pretested in Aburi Presbyterian College of Education in the Eastern Region of Ghana to determine its reliability.

Analysis of the data was conducted quantitatively. Frequencies and percentages were used to present the demographic characteristics of tutors in the study. Research question one was analysed using a one sample t-test. Hypotheses one and two were tested using Bivariate Pearson Moment Correlation Coefficients to determine the relationship among the variables, and a linear regression analysis to examine the extent of impact of the variables in comparison to each other. Lastly, Linear and multiple regression

analyses were used to test the influence of social support and its sub-dimensions on work-family conflict.

Summary of Key Findings

First, the study found a significantly low level of work-family conflict among tutors of colleges of education in south western Ghana. The result implies that tutors do not experience a significant higher level of conflict between their family responsibilities and the demands at work.

Also, the WFC had a negative association and effect on job satisfaction of tutors. Likewise, results revealed that WFC had a negative relationship with, and adversely impacted, family satisfaction among tutors.

In all, the magnitude of the relationship among WFC and Job satisfaction, as well as WFC and family satisfaction, was weak on correlation among the variables.

Lastly, generally, social support predicted or influenced the work-family conflict among tutors. Social support sub-dimensions (family, friends, and significant other) had no impact on work-family conflict.

Conclusions

Tutors of Colleges of Education in the south western part of Ghana do not experience a significant level of conflict between their family responsibilities and the demands at work. It could be concluded that an adequate plan and a balance between responsibilities in the home and work demands would have greatly minimised WFC among tutors in the south western part of Ghana.

Again, the result conveys the notion that an increase (decrease) in the level of work-family conflict results in a decrease (increase) in job satisfaction

among tutors in Colleges of Education in south western Ghana. It is asserted that proper management of family life and work roles will positively increase the satisfaction derived at work since there would not be any pressure from the home when tutors are at work. This assertion is supported by the results of the study that WFC among tutors adversely impact their satisfaction to work among tutors in the central, western, and western north of Ghana.

Likewise, the results disclosed that WFC had a negative relationship with and influence on family satisfaction. The results, with regards to the relationship, portray the idea that as the level of work-family conflict increases (decreases), family satisfaction level also decreases (increases). In terms of the influence, it is concluded that the efficient management of work and family roles greatly impact family happiness and satisfaction. The result implies that work-family conflict among tutors has an adverse effect on the level of family satisfaction among tutors in south western Ghana.

The study shows that social support has a significant role to play in reducing work-family conflict among tutors in Colleges of Education. It is resolved that, although tutors experienced work-family conflict, the support they received was very helpful, because it limited the influence of WFC, as well as the job and family life satisfaction, among tutors in the south western Ghana.

Recommendations

The following recommendations were made to mitigate the impacts of WFC among tutors in the colleges of education in the South-western sector of Ghana, as well as other colleges of education:

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Tutors should plan and manage their time very well. This would ensure that sufficient quality time is spent with family in fulfilment of their roles. Proper management of the tutors' time would enable them to attend promptly and adequately to the performance of duties at work and in the family to reduce work-family conflict and its attendant burnout.

Tutors should strengthen and capitalize on the social relationships to enable them cope with adverse impact of the conflicting roles of work demands and family life. A seminar or workshop on the important role of social relationships and support in the life of tutors must be regularly conducted for tutors. The presence of a quality social support would enable the tutors to pay equal attention to their work and family roles to avoid WFC and burnout. Consequently, the family should be educated on their impact of their support on the life of employees, and should be encouraged to assist tutors to perform their obligations in the home.

The government, through the National Council for Tertiary Education, should review the tutor/student teacher ratio for the colleges of education so that adequate tutors can be posted to the colleges of education to reduce the workload for tutors and avoid work-family conflict.

The colleges should be exposed to the community so that Non-Governmental Organizations and cooperate bodies would come and support with funds to promote teaching and learning.

Implications for Counselling

The findings of the study have the following implications for counselling of college tutors:

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Since tutors in colleges of education go through a lot of stress in discharging their duties, it is necessary for counsellors to educate tutors on the need to have a periodic medical health check-up. Tutors need to be counselled to have adequate rest after the day's work so that they can have sound mind in a healthy body.

Also, on periodic basis, college counselling unit should help organise guidance programmes and invite health professionals to give talks on health-related issues for tutors to gain information on how to care for themselves.

Moreover, tutors who have health related challenges like diabetes, hypertension among others should be counselled to seek proper medical attention and also take their medication seriously in order to prevent hospitalization and sudden death.

Again, counsellors should assist college tutors to strike good balance between their work and family roles. This could help tutors to manage conflicting work and family roles.

Suggestions for Future Research

The study failed to measure the cause/sources of work-family conflict among tutors. Future studies should consider this and find their relationship with job and family satisfaction.

Also, scales as measures of their importance phenomenon and the use of cross-sectional survey method would not be sufficient to provide a comprehensive understanding of the nature of the cause and effect relationship among the variables. Other research designs and data collection approaches should be used to augment the total understanding of this important study.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE

Dear Respondent,

This questionnaire is designed to collect data on Work-Family Conflict among tutors of Colleges of Education in the south western part of Ghana. Be assured that data gathered with this questionnaire will strictly and exclusively be used for academic purposes. Hence, your name is not required. Even though participation is voluntary, your involvement in this survey is very much appreciated. Kindly respond to the questions and statements with all sincerity.

Section A

Demographic Information of Respondent

1. Age: a) 25-34 ☐   b) 35-44 ☐   c) 44-54 ☐   d) 55 and above ☐

2. Academic Qualification: a) M. Ed.☐   b) MA ☐ c) M. Phil ☐

        d) PhD ☐

3. Rank: a) Tutor ☐   b) Senior Tutor ☐   c) Principal Tutor ☐

        d) Chief Tutor ☐

 4. Number of Years in Service:

a) 1-5 ☐   b) 6-10 ☐ c) 11-15 ☐ d) 16-20 ☐   e) 21-25 ☐   f) 26-30 ☐

5. Marital Status: a) Single ☐   b) Married ☐

Section B

Work and Family on Conflict Scale WAFCS

Indicate the extent to which each statement describes you. Very Strongly Disagree (VSD), Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA), Very Strongly Agree (VSA)

S/N	Statement	Response					
		VSD	SD	D	A	SA	VSA
1.	My work prevents me from spending sufficient quality time with my family	1	2	3	4	5	6
2.	There is no time left at the end of the day to do the things I do like at home (e.g., chores and leisure activities)	1	2	3	4	5	6
3.	My family misses out because of my work commitments	1	2	3	4	5	6
4.	My work has negative impact on my family life	1	2	3	4	5	6
5.	Working often makes me irritable or short tempered at home	1	2	3	4	5	6
6.	My work performance suffers because of my personal commitments	1	2	3	4	5	6
7.	Family related concerns or responsibilities often distract me at work	1	2	3	4	5	6
8.	If I did not have a family, I would be a better employee	1	2	3	4	5	6
9.	My family has a negative impact on my day-to-day work duties	1	2	3	4	5	6
10.	It is difficult to concentrate at work because I am so exhausted by family responsibilities	1	2	3	4	5	6

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SECTION C: JOB SATISFACTION

Indicate as best as possible your feelings as related to your satisfaction to your work.

Very Strongly Disagree (VSD), Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA), Very Strongly Agree (VSA)

No.	Statement	Responses					
S/N	Statement	VSD	SD	D	A	SA	VSA
1.	I feel fairly well satisfied with my present job	1	2	3	4	5	6
2.	Most days I am enthusiastic about my job	1	2	3	4	5	6
3.	I consider my job is rather unpleasant	1	2	3	4	5	6
4	I find real enjoyment with my job	1	2	3	4	5	6
5.	I consider my job pleasant	1	2	3	4	5	6

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SECTION D: FAMILY SATISFACTION

Please indicate by circling the digit that corresponds with the extent to which you agree or disagree with each of the following statements.

Very Strongly Disagree (VSD),   Strongly Disagree (SD),   Disagree (D),   Agree (A), Strongly Agree (SA), Very Strongly Agree (VSA)

No.	Statement	Responses					
S/N	Statement	VSD	SD	D	A	SA	VSA
1.	In most ways my family life is close to ideal	1	2	3	4	5	6
2.	The conditions of my life are excellent	1	2	3	4	5	6
3.	I am satisfied with my family life	1	2	3	4	5	6
4.	So far, I have gotten the important things I want in my family	1	2	3	4	5	6
5.	If I could live my family life over, I will change almost nothing	1	2	3	4	5	6

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SECTION E: SOCIAL SUPPORT

Please indicate by ticking the digit that corresponds with the extent to which you agree or disagree with each of the following statements.

Very Strongly Disagree (VSD), Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA), Very Strongly Agree (VSA)

S/N	Statement	Responses					
		VSD	SD	D	A	SA	VSA
1	There is a special person who is around when I am in need of help.						
2	There is a special person with whom I can share my joys and sorrows.						
3	My family really tries to help me to perform my family roles.						
4	I get the emotional help and support I need from my family						
5	I have a special person who is a real source of comfort to me at the work place and home.						
6	My friends really try to help me						
7	I can count on my friends when things go wrong.						
8	I can talk about my problems with my family						
9	I have friends with whom I can share my joys and sorrows						
10	There is a special person in my life who cares about my feelings						
11	My family is willing to help me make decisions						
12	I can talk about my problem with friends						

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APPENDIX B

Ethical Clearance

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309/ 0244207814   C/O Directorate of Research, Innovation and Consultancy
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OMB NO: 0990-0279
IORG #: IORG0009096   22ND SEPTEMBER, 2020

Ms. Maria-Goretti Dunyo Adibi
Department of Guidance and Counselling
University of Cape Coast

Dear Ms. Adibi,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2020/65)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research protocol **Work-Family Conflict among Tutors in the Colleges of Education in the Central and Western Regions of Ghana.** This approval is valid from 22nd September, 2020 to 21st September, 2021. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

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APPENDIX C

Introductory Letter

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854
Email: dgc@ucc.edu.gh

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

15 / 05 / 2020

The Chairman
Institutional Review Board
U. C. C.
Cape Coast

LETTER OF INTRODUCTION

We introduce to you, Maria Goretti Dunyo Adibi a student from the Department of Guidance and Counselling, University of Cape Coast. She is pursuing M.Phil in Guidance and Counselling.

As part of her requirement, she is expected to work on a thesis titled:

Work- family Conflict Among Tutors of Colleges of Education in Central and Western Regions, Ghana

She has successfully defended her proposal and is seeking for ethical clearance to collect data for the study.

We would be most grateful if you could provide her the necessary assistance for ethical clearance for her study.

Thank you.

DR. STEPHEN DOH FIA
HEAD OF DEPARTMENT

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