

WORK-FAMILY CONFLICT AND ITS RELATIONSHIP WITH JOB SATISFACTION, FAMILY SATISFACTION, AND SOCIAL SUPPORT AMONG TUTORS IN COLLEGES OF EDUCATION, GHANA

Maria -Goretti Dunyo ADIBI

*Holy Child College of Education.
Takoradi. Ghana.*

Email: mdunyoadibi@yahoo.com

and

Anthony K. NKYI.

*Department of Guidance and Counselling
University of Cape Coast. Cape Coast. Ghana*

Email: ankyi@ucc.edu.gh

Corresponding Author: Anthony K. Nkyi

ABSTRACT

The study explored work-family conflict (WFC) among tutors in colleges of education in the Central and Western Regions 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 analysed using mean and standard deviation, Bivariate Pearson Moment Correlation Coefficient, and linear regression analysis. Findings revealed that tutors in colleges of education in the Central and Western Region 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 Central and Western Regions of Ghana.

Keywords: *Work-family conflict, job satisfaction, family satisfaction, social support*

INTRODUCTION

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 French, Dumani, Allen and Shockley (2015), the concept of Work-Family Conflict (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 obtain efficient function of human life.

Conflict is likely to occur when the time for a particular role arises and the needed time for a particular role (either family or work role) hampers an individual from dedicating time to other duties. This type of conflict generally arises due to the transfer of stress from one area of life to the other, thereby entirely decreasing the overall effectiveness in the second duty (Panatik, Badri, Rajab, Rahman & Shah, 2011).

According to Kalliath et al. (2017), the discordancy between role-specific behaviours results in behaviour-based conflict. This type of conflict postulates that role specified behaviours make it extremely difficult to achieve the goals of another obligation. In general, this conflict happens in an event of failure to fulfil the expectations of other roles. 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 population of 1047, 155 employees were recruited. 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.



Dartey-Baah (2015) explored the association among conflicting duties of work and family and their relatedness to job satisfaction among Ghanaian cooperate leaders. Findings point out that WFC has an adverse effect on the job satisfaction of managers. The referenced study was conducted in organisations among selected managers. However, whether the same results would be recorded when the concept is tested among employees of other organisations such as tutors of colleges of education, to make their findings, generalizable, still have to be carried out.

Tutors within colleges of education in Ghana are noted for their tremendous contribution to nation-building. Their role to teach and help in research activities and impart knowledge unto the future generations have over the years contributed significantly to the success of many young graduates. In their quest to help others achieve they face a lot of challenging obligations in the family and in the workplace. 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 has been committed to addressing WFC among tutors (especially in Colleges of Education) in Ghana. This confirms the assertions of anecdotal reports that severe physiological and psychological problems such as stress, burn-out, marital complications, substance abuse as well as heart disease affect tutors' experiences in Ghana. It is against this background that this study seeks to explore work-family conflict among tutors of colleges of education in Ghana.

Purpose of the Study

The study explored work-family conflict and its relationship with job satisfaction, family satisfaction, and social support among tutors in colleges of education in Central and Western Regions of Ghana.

Research Objectives

The study sought to

1. identify the level of work-family conflict among tutors of colleges of Education in the Central and Western Regions of Ghana.
2. examine the association between work-family conflict and job satisfaction extents among tutors of colleges of Education in the Central and Western Regions of Ghana.
3. examine the relationship between work-family conflict and family satisfaction extents among tutors of colleges of Education in the Central and Western Regions of Ghana.
4. investigate the impact of social support on work-family conflict among tutors of colleges of Education in the Central and Western Regions of Ghana.

Research Question

This study sought to ask: What is the level of work-family conflict among tutors in the Central and Western Regions of Ghana?

The following research Hypotheses guided the study:

Ho: There is no statistically significant relationship between work-family conflict and job satisfaction extents among tutors of colleges of Education in the Central and Western Regions of Ghana.

H₁: There is a statistically significant relationship between work-family conflict and job satisfaction extents among tutors of colleges of Education in the Central and Western Regions of Ghana.

Ho: There is no statistically significant relationship between work-family conflict and family satisfaction extents among tutors of colleges of Education in the Central and Western Regions of Ghana

H₁: There is a statistically significant relationship between work-family conflict and family satisfaction extents among tutors of colleges of Education in the Central and Western Regions of Ghana.

H₀: Social Support will not positively impact work-family conflict among tutors of colleges of Education in the Central and Western Regions of Ghana

H₁: Social Support will positively impact work-family conflict among tutors of colleges of Education in the Central and Western Regions of Ghana.

METHODS

Design

Descriptive research design was used to conduct the study. Specifically, the analytical cross-sectional study approach was adopted.

Study area

The study engaged tutors from colleges of education in the Central and Western Regions in Ghana.

Population

The target population was tutors in Central and Western Regions. The targeted population was 271. They were selected because they teach in the colleges and experience work-family conflict so they could provide the needed information for the conduct of the study. The census sampling technique was used to select the colleges of education. By the census method, all the 271 tutors in the colleges of education in the selected Regions were targeted for the study. A total of 222 tutors responded to the data collection instrument due to school's lockdown as results of the COVID-19, This represents a response rate of approximately 81%.

In terms of age 43.2% of the tutors were between 45 and 54 years. The remaining 62.7% of the tutors were above 44 years and their mean age was 48 years of age .42.8% of the tutors hold M. Ed degree and the remaining 41.4% of the participants hold M. Phil degree. Majority of the tutors, representing 75.2% (n=167) of the tutors were in the rank of Tutors and 15.8% of the remaining tutors were Senior Tutors. 91% of the tutors were married.

Instruments

The instrument for the study had five sections as follows: Section A: demographic Characteristics Section B: Work and Family Conflict Scale, Section C: Job Satisfaction Scale, section D: Family Satisfaction Scale, and Section E: Social Support Scale.

Section A: Demographic Characteristics: This section was used to gather data on participants' demographic features, namely: Gender, Age, Academic Qualifications, Rank, Number of Years in Service, and Marital Status.

Section B: Work-Family Conflict Scale: The Work-Family Conflict Scale was developed by Haslam, Filus, Morawska, Sanders, and Flecher, (2015). It was used to assess the experiences of conflict related to work and family life of tutors of colleges of education Ghana. The scale consists of 10 statements and is rated on a 6-point Likert Scale type where 1 represent *Very Strongly Disagree* and 6 connotes *Very Strongly Agree*. Some statements found in the scale include but not limited "My work prevents me 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*". An item criterion mean (3.5) was determined to serve a standard to

determine the direction (high or low conflict) of each item. Also, an overall criterion mean ($M = 3.5$) was determined by multiplying the item mean ($M = 3.5$) by 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 all criterion mean (35.0) implies that Participants have a significantly lower work-family conflict while a score above 35.0 is an indication that work-family conflict is significantly higher among tutors. Cronbach's alpha reliability of the original instrument was .839. The Cronbach's alpha for this study was .73.

Section C: Brief Job Satisfaction Scale was developed by Judge, Locke, Durham, and Kluger, (1998). Judge and colleagues adapted the 5-item scale from the 19-item Job Satisfaction Scale developed by Brayfield and Rothe (1951). The 5-item scale showed a strong reliability coefficient (Cronbach's alpha = .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 .71.

Section D: Satisfaction with Family Life Scale examined participants' family satisfaction. 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 amount to a total satisfaction for family satisfaction score. The scale showed a strong internal consistency among many groups in advanced nations with Cronbach's alpha ranging from .79 to .94. Its reliability coefficient in this study was adjudged high at Cronbach's alpha = .79.

Section E: Multidimensional Scale of Perceived Social Support (MSPSS) 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 participants to complete the items on a 7 Likert style from 1 to 7. Participants were demanded 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 .88 for the total. Test-retest yielded a reliability of .85. Cronbach's alpha for the subscales in the current study were as follows: family (.87), friends (.85) and significant other (.91). The overall internal consistency of the items in the scale for this scale was .85.

Pilot Test: The instrument was pilot tested at the Aburi Presbyterian Women's College of Education in the Eastern Region with forty (40) tutors. The reliability coefficient for the scales are as follows Work and Family Life Conflict: .73, Brief Job Satisfaction Scale: .71, Satisfaction with Family Life Scale: .79, and Multidimensional Scale of Perceived Social Support: .85.

Data Collection Procedure

We sought ethical clearance from the Institutional Review Board (IRB) of University of Cape Coast to seek permission to collect data from tutors in the selected colleges. In each college, we presented the permission letter to the principals, asking permission to collect data from the tutors in their colleges. After permission had been granted, we 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 respond carefully to the items in the questionnaire. 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 Lamp Lighter College in the Western North Region. The rate of return of the questionnaire was 81%.

Data Analysis

Information from participants 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.

RESULTS

The first section covers the demographic characteristics of participants while the second section presents answers to the research question and hypotheses 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.

In terms of age 43.2% of the tutors were between 45 and 54 years. The remaining 62.7% of the tutors were above 44 years and their mean age was 48 years of age. 42.8% of the tutors hold M. Ed degree and the remaining 41.4% of the participants hold M. Phil degree. Majority of the tutors, representing 75.2% (n=167) of the tutors were in the rank of Tutors and 15.8% of the remaining tutors were Senior Tutors. 91% 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.

Research Question 1: What is the level of work-family conflict among tutors in southern Region of Ghana?

This research question sought to understand the extent of work-family conflict among the tutors. To attain this objective, participants 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). The Results of the analysis of means and standard deviation is presented in Table 1.

Table 1: Levels of Work Family Conflict (N=222)

Variable	Mean	SD
1. My work prevents me from spending sufficient quality time with my family	3.40	1.12
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	.91
3. My family misses out because of my work commitments	2.84	.97
4. My work has negative impact on my family life	2.97	.94
5. Working often makes me irritable or short tempered at home	2.71	.86
6. My work performance suffers because of my personal commitments	2.81	.84
7. Family related concerns or responsibilities often distract me at work	2.79	.80
8. If I did not have a family, I would be a better employee	2.79	.98

9. My family has a negative impact on my day-to-day work duties	2.67	.88
10. It is difficult to concentrate at work because I am so exhausted by family responsibilities	2.65	.82
Overall Mean of Work-Family Conflict	29.33	6.59

Source: Field Survey (2020)

Significant at $p < 0.05$

The results in Table 1 revealed that work-family conflict among participants is significantly low. This is because the overall obtained mean of participants ($M = 29.33$, $SD = 6.59$, $t(221) = 66.315$), is lower than the criterion mean ($M = 3, 5$) 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 central and western Region of Ghana do not experience a significant conflict between the role in their families and the demands of work.

Hypothesis 1: The aim of Hypothesis 1 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 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 thereby satisfying an assumption of the use of Bivariate Pearson Moment Correlation Coefficient. Another assumption, test of linearity, was computed using a scatter plot. Figure 1 below presents the scatter plot normality test of the study variables. The result points out that a significant negative linear relationship between Work-family conflict and Job Satisfaction of tutors of Colleges of Education.



plot

Figure 1 – Scatter plot of Linearity Source: Field Survey, (2020)

This is observed from how the plot is slanted from left to right. The use of Bivariate Moment Correlation is supported. Table 1 presents the analysis. The results show negative relationship between work-family conflict and job satisfaction ($r = -.287$) at a 1% significance. The result conveys the notion that an increase in the level of work-family results in a decrease in job satisfaction among tutors in colleges of education in the Western Region 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 these effects. The results (Table 2) indicate that work-family conflict significantly affects the job satisfaction level of tutors ($\beta = -.289$, $p = .000$). ($R^2 = .083$, $F(1, 219) = 19.597$, $p < .005$). The results also revealed that work-family conflict explained 8.3% of variance in job satisfaction. This implies that work-family conflict among tutors adversely impacts their satisfaction to work.

Table 2: Regression analysis of the relationship between Work-Family Conflict and Job Satisfaction

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

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

Hypothesis 2: Hypothesis 2 aimed at determining the connection between work-family conflict and family satisfaction. The hypothesis was tested using a Bivariate Pearson Moment Correlation analysis of the relationship between the variables is presented in Table 2. Linearity test indicated a significant negative relationship. The variables were also continuous in nature.

Table 3: Bivariate Pearson Moment Correlation of Work-Family Conflict and Family Satisfaction

VARIABLE	Work-Family Conflict	Family Satisfaction
Pearson Correlation	1	-.280**
Work-Family Conflict	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 increases (decreases), family satisfaction level also decreases (increases). The magnitude of $r = -.280$ shows that there is a negative and low correlation among the variables.

The findings of the study support the hypothesis that work-family conflict will have a significant negative relationship with family satisfaction among tutors.

A linear regression analysis was used to determine the extent of impact of work-family conflict on family satisfaction among tutors. Table 4 presents the results.

Table 4: Regression Analysis of the relationship between Work-Family Conflict and Job Satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.	R	R ²
	B	Std. Error	Beta					
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 shows that work-family conflict significantly has effects on the job satisfaction level of tutors ($\beta = -.280, p = .000$). ($R^2 = .079, F(1, 219) = 18.767, p < .005$). The results show that work-family conflict explained 7.9% of variances in job satisfaction. The results imply that work-family conflict among tutors has an adverse effect on the level of family satisfaction among tutors in the Central and Western Regions in Ghana.

Hypothesis 3: Social Support positively impacts work-family conflict among college tutors in Central and Western Regions in Ghana.

The intent of hypothesis three is to examine the extent of the 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 impact 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 5.

Table 5: Linear Regression Analysis of the relationship between Social Support and Work-Family Conflict.

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.	R	R ²
	B	Std. Error	Beta					
(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 in Table 5 revealed that social support has a significant effect on the work-family conflict among tutors ($\beta = -.199, p = .003$). As shown in Table 10, social support predicted 4% of variances in work-family conflict among tutors ($R^2 = .040, F(1, 219) = 9.111, p = .003$). The impact is significant since the p-value is 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, hypothesis 3 which states that Social Support positively impacts work-family conflict among college tutors in Central and Western Regions in Region of Ghana is accepted. 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 5.

Table 6: 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, R²=.045, F (3, 218) = 3.427, p< .018

The outcomes of the analysis in Table 6 showed that none of the dimensions namely family ($\beta = -.146, p = .524$), friends ($\beta = .113, p = .999$), and significant others ($\beta = -.509, p = .074$) significantly predicated work-family conflict among tutors in the colleges of education in Central and Western Regions in 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 implies that independently, each subscale has no significant effects on the work-family conflict, on the other hand, the overall social support received from these three dimensions significantly impact the conflicting role in the work environment and the family.

DISCUSSIONS OF FINDINGS

Research question one was used to determine the level of work-family conflict among tutors of colleges of education in Central and Western Regions of Ghana. Findings revealed that work-family conflict among Participants is significantly low. The result implies that tutors of colleges of education in Central and Western Regions of Ghana do not experience a significant level of conflict between their family responsibilities and the demands at work. 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 that of work clash and that the individual is adequately affected.

The findings 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 a significantly higher scores of work-family conflicts. In Alaja’s study, work family conflict affected job performance. The differences in the findings could be 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. Also, findings from the study of Allen, Herst, Bruck and Sutton (2000) demonstrated that work-family conflict was significantly higher and was associated with serious consequences which impact the life of people.

Hypothesis 1 of the study examined the association and effect of work-family conflict (WFC) on job satisfaction among college of education tutors respectively.



There is a statistically significant negative relationship between work-family conflict and family satisfaction extents among tutors in the Central and Western Regions of Ghana.

Findings showed the WFC has a negative association with family satisfaction. In Ghana, Dartey-Baah (2015) investigated the relations among work-family conflict, job satisfaction, and life satisfaction. It was found that conflict among work and family roles adversely affect job satisfaction. This results by Dartey-Baah are 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 cooperate leaders in Ghana. Similar to this findings, Kiunga (2017) also found that a reasonable association between family-work conflict and life satisfaction. Likewise, Panatik et al (2011) also discovered that Work-family conflict has a negative bearing on mental health and life satisfaction.

There is a statistically significant negative relationship between work-family conflict and family satisfaction extents among tutors in the Central and Western Regions of Ghana.

Hypothesis 2 of the study examined the association and effect of work-family conflict (WFC) on and family satisfaction among college of education tutors.

The results indicate that work family conflict adversely influence the levels of satisfaction derived from work and family life among tutors. The result implies that work-family conflict among tutors has an adverse effect on the level of family and career satisfaction among tutors in the Central and Western Regions in Ghana. In a related study, Rahman, Ali, Mansor, Fantan & Samuel (2018) studied the impact of support from an organization on the link between Work-Family Conflict and Job Satisfaction. Analyses revealed that work-family conflict had significant negative relationships with job satisfaction. Namasivayam & Mount (2004) found that findings revealed that work-to-family conflict issues were linked to lower job satisfaction.

Another study which matches with the findings of this study was conducted by Linh, Jin, Kiong & 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 employee. The findings from most of the reviewed studies suggest that conflict incompatibilities in the roles of family and work significantly affect the satisfaction derived from the workplace. In relation to 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 well-being. In the same vein, Susena and Harsono (2018) observed that work-family adversely impacted job and family satisfaction. Despite the difference population used by the various studies, it could be observed that the levels of WFC whether positive or negative would determines the satisfaction of employees in terms of their family and career life.

Hypothesis 4 explored the impact social support on work-family conflict among tutors. The results obtained from the analysis indicated 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, & 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) findings support the assertion that social support has relevant impact on work-family conflict. The study considered the association among WFC, job demands, social support women tutor in universities. Ismail, Suhaimi, Abu Bakar & Alam (2013) also assessed the role of supervisor's 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.



The totality of the findings supports the idea that social support has an impact on work-family conflict. Just like this current study findings, the above pieces of literature reviewed have proven that social support system is crucial in resolving work-family conflicts. Although work-family conflict significantly affects employees' job and family life satisfaction it has been proven in this study that support for employees in the workplace and especially their responsibilities in the family.

Conclusions

Tutors of colleges of education in the Central and Western Regions in 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 balance for responsibilities in the home and work demands would massively minimise WFC among tutors in Western and Central Region of Ghana.

Also, 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 Central and Western Regions in 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 and Western Regions 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, family satisfaction level also decrease. In terms of the influence, it is concluded that the efficient management of work and family roles greatly impact family happiness and satisfaction. The results imply that work-family conflict among tutors have adverse effects on the level of family satisfaction among tutors in the Central and Western Region in part of Ghana. The result of the study that social support has a significant role to play in reducing work-family conflict among tutors in colleges of education. It is resolved although tutors experienced work-family conflict, the support they received was very helpful because it limited the influence of WFC as well as their job and family life satisfaction among tutors in the Central and Western Regions in Ghana.

REFERENCES

- Aboobaker, N., Edward, M., & Pramatha, K. P. (2017). Work–family conflict, family–work conflict and intention to leave the organization: Evidence across five industry sectors in India. *Global Business Review, 18*(2), 524-536.
- Ádám, S., Györfy, Z., & Susánszky, É. (2008). Physician burnout in Hungary: a potential role for work—family conflict. *Journal of Health Psychology, 13*(7), 847-856.
- Ahmad, A. (2008). Job, family, and individual factors as predictors of work-family conflict. *The Journal of Human Resource and Adult Learning, 4*(1), 57-65.
- Ajala, E. M. (2017). Work-family-conflict and family-work-conflict as correlates of job performance among working mothers: implications for industrial social workers. *African Journal of Social Work, 7*(1), 52-62.
- Akram, M. F. (2020). Relationship of work-family conflict with job demands social support and psychological well-being of university female teachers in Punjab. *Bulletin of Education and Research, 42*(1), 45-66.
- Allen, T. D., Herst, D. E., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: a review and agenda for future research. *Journal of Occupational Health Psychology, 5*(2), 278.
- Ametorwo, A. M. (2016). Managing work family conflict among female entrepreneurs in Ghana for development. *International Journal of Economics, Business and Management Studies, 3*(1), 21-35.
- Bedu-Addo, P. K. A. (2010). *Work-family interference among Ghanaian women in higher status occupations* [Unpublished doctoral dissertation, University of Nottingham].
- Brayfield, A. H., & Rothe, H. F. (1951). An index of job satisfaction. *Journal of Applied Psychology, 35*(5), 307.
- Byron, K. (2005). A meta-analytic review of work–family conflict and its antecedents. *Journal of Vocational Behavior, 67*(2), 169-198.
- Dartey-Baah, K. (2015). Work-family conflict, demographic characteristics, and job satisfaction among Ghanaian corporate leaders. *International Journal of Business*
- French, K. A., Dumani, S., Allen, T. D., & Shockley, K. M. (2018). A meta-analysis of work–family conflict and social support. *Psychological Bulletin, 144*(3), 284.
- Greenhaus, J., & Beutell, N. (1985). Sources of conflict between work and family roles. *Academy of Management Review, 10*(1), 76-88.
- Haslam, D., Filus, A., Morawska, A., Sanders, M. R., & Fletcher, R. (2015). The Work–Family Conflict Scale (WAFCS): Development and initial validation of a self-report measure of work–family conflict for use with parents. *Child Psychiatry & Human Development, 46*, 346-357.
- Isehour, L. C., Stone, D. L., Lien, D., Zhang, M., Griffeth, R. W., & Fried, D. D. (2012). Work-family conflict and individual consequences. *Journal of Managerial Psychology.*
- Ismail, A., Suhaimi, F. F., Abu Bakar, R., & Alam, S. S. (2013). Job stress with supervisor's social support as a determinant of work intrusion on family conflict. *Journal of Industrial Engineering and Management (JIEM), 6*(4), 1188-1209.
- Ištoňová, L., & Fedáková, D. (2015). Work-family conflict: Does type of social support matter? *Internationals Journal of Current Research, 7*(1), 12120-12127.
- Judge, T. A., Locke, E. A., Durham, C. C., & Kluger, A. N. (1998). Dispositional effects on job and life satisfaction: the role of core evaluations. *Journal of Applied Psychology, 83*(1), 17.



- Kalliath, P., Kalliath, T. & Chan, C. (2017). Work–family conflict, family satisfaction and employee well-being: a comparative study of Australian and Indian social workers. *Human Resource Management Journal*, 27(3), 366–381.
- Kiunga, M. R. (2017). *Effects of work-family conflict on job and life satisfaction among staff of the state deRegionment of coordination, ministry of interior and coordination of national government* [unpublished doctoral dissertation, University of Nairobi].
- Kossek, E. E., Pichler, S., Bodner, T., & Hammer, L. B. (2011). Workplace social support and work–family conflict: A meta-analysis clarifying the influence of general and work–family-specific supervisor and organizational support. *Personnel Psychology*, 64(2), 289-313.
- Linh, N. T. T., Jin, T. C., Kiong, T. P., & Fah, B. C. Y. (2016). Work-family conflict and employee job satisfaction: A comparison of state-owned and foreign-invested enterprises in Vietnam. *Journal of Asian Business Strategy*, 6(4), 63.
- Namasivayam, K., & Mount, D. J. (2004). The relationship of work-family conflicts and family-work conflict to job satisfaction. *Journal of Hospitality & Tourism Research*, 28(2), 242-250.
- Neerpal, R. & Barath, M. (2013). Work-family conflict and job and family satisfaction: Moderating effect of social support among police personnel. Equality, Diversity, and Inclusion. *An International Journal*, 32 (4) 438-454.
- Oladejo, M. J., & Awolusi, O. D. (2018). Effect of work-family role conflicts on employees' commitment and organizational performance: a study of Aklad interlink concept, Nigeria. *Global Journal of Commerce and Management Perspective*, 7(2), 81-96.
- Panatik, S. A. B., Badri, S. K. Z., Rajab, A., Rahman, H. A., & Shah, I. M. (2011). The impact of work family conflict on psychological well-being among schoolteachers in Malaysia. *Procedia-Social and Behavioral Sciences*, 29, 1500-1507.
- Rahman, M. M., Ali, N. A., Mansor, Z. D., Jantan, A. H., Samuel, A. B., Alam, M. K., & Hosen, S. (2018). Work-family conflict and job satisfaction: The moderating effects of gender. *Academy of Strategic Management Journal*, 17(5), 1-6.
- Rhnima, A., & Pousa, C. E. (2017). The effect of work-family conflicts on withdrawal behaviours in the healthcare sector. *Revista Prisma Social*, (18), 434-453.
- Šimunić, A., & Gregov, L. (2012). Conflict between work and family roles and satisfaction among nurses in different shift systems in Croatia: A questionnaire survey. *Arhiv za Higijenu Rada I Toksikologiju*, 63(2), 189-196.
- Susena, A., & Harsono, M. (2018). the effect of work-family conflict on job satisfaction and family satisfaction: A study on wood processing industry employees in CV. Decorus. *The International Journal of Business & Management*, 6(7), 165 - 170
- Zabriskie, R. B., & Ward, P. J. (2013). Satisfaction with family life scale. *Marriage & Family Review*, 49(5), 446-463.
- Zimet, G. D., Powell, S. S., Farley, G. K., Werkman, S., & Berkoff, K. A. (1990). Psychometric characteristics of the multidimensional scale of perceived social support. *Journal of Personality Assessment*, 55(3-4), 610-617.