UNIVERSITY OF EDUCATION, WINNEBA

MANAGEMENT PRACTICE OF WORK-STUDY CONFLICT AMONG PERSONNEL OF THE GHANA IMMIGRATION SERVICE

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**JUNE, 2021**

DECLARATION

Student's declaration

I, Emelia Sarpomaa Antwi Adjepong, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

Signature: ………………………………

Date: ……………………………………

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 Education, Winneba.
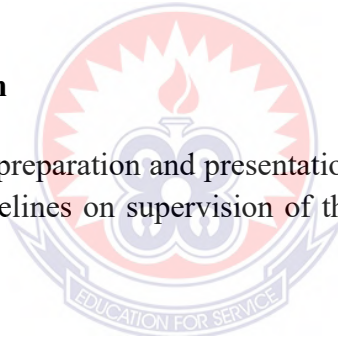
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Date: ……………………………………

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DEDICATION

I appreciate the Almighty God for His Wisdom, resources and guidance given me to successfully complete this work. I also dedicate it to Mr. & Mrs. Asante Sarpong.

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ABSTRACT

The study sought to investigate work-study management practices in the Ghana Immigration Service. The mixed method research design adopted was the exploratory sequential design. The population of the study comprised officers who were attending school in various institutions of learning without study leave and directors of the Ghana Immigration Service. The sample size of the study was 210 participants. The sample included 10 officers drawn from 10 areas and 200 student-officers made up of inspectors and assistant superintendents selected from the 10 areas. Structured questionnaire and semi structured interview schedules were the instruments adopted for data collection. Purposive sampling was used to select participants for the study. Data were analysed by means of both descriptive statistics (Mean, standard deviation and percentages) and inferential statistics and also thematic analysis that involves verbatim quotation from participants. It was revealed that the main factors which accounted for work study conflict were differences in values, inability to cope with job demands, needs for work conflict guidelines. The study further revealed that work study conflict situations occurred very frequently because candidates pursuing further studies often failed to formalized permission to study. Again, the study indicated that students' officers handled work-study conflicts through complying with work place conflict guidelines, handling delays in promotion issues and settling disputes. The study concluded that in every establishment there bound to be disagreements that leads to conflicts and that the GIS should ensure that officers who would wish to up-grade themselves professionally, should do so within the context of respect and loyalty to organizational objectives. The study recommended time management seminars for junior officers and workshops on organizational culture in which individual objectives and organizational objectives and loyalty would be highlighted in the Ghana Immigration Service. The study further recommended that the Ghana Immigration Service should deploy officers at specific departments of study so that the officers render their optimal efforts to the development of the Service. The deployed position should be commiserated with relevant remunerations and specialties of students' officers returning from further study. It is further recommended that the professional development committee should identify vacancies in individual departments and urge personnel of the service to pursue specific programmes that are aligned to the interest and mandate of the GIS.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

There has been a growing trend in many countries for university students to combine their studies with paid employment. Rosenzweig (1995 p.8) states that more education is required to perform more complex jobs. Globally, there are increases in work-study relationship, with more than half of the student population working while studying in universities (Creed, French & Flood 2015). Thus, workers all over the world have become more aware of the opportunities available for competitive atmosphere in the job market. Research studies internationally have shown that large majority of college students both males and females are employed with about 74 % in 2004 in the U.S. (U.S. Department of Education, 2006 p.14), 72 % in 2007 in Australia (Creed, French & Flood 2015) and 67 % in the Netherlands in 2012 (Van der Doef & Moaes, 1999) as cited in Meeuwisse, Lonneke, de Meijer, Born, & Severiens, 2016). This means that many students both males and females combine their role as university students with a second role, as paid employees. This scenario is similar to Ghana Immigration Service work environment as reported in the Ghana Immigration Service Performance Report (Price, 2001; GIS, 2016). Thus, many of the GIS personnel females and males on study leave were at various levels of their academic career in universities across the country.

This trend of dual participation among males and females has made working students face a stressor such as work-study conflict. Work-study conflict causes student's poor health, whereas work study facilitation leads to positive and negative academic outcomes. The Ghana Immigration Service (GIS) is one of the service organizations of the Republic of Ghana that is responsible for assessing the documents and

processing of migration of foreign nationals in the country. It is also responsible for patrolling the land and sea borders of the country as well as the ports of entry. GIS has performed this function since 1930 and like all service organizations, it requires well-trained and educated personnel. It has over the years, like many organizations granted Study Leave to some of its employees to upgrade themselves (Ghana Immigration Service Performance Report, 2016). For instance, the Ghana Immigration Service granted 1.47% of its personnel Study Leave to study relevant courses of their choices to help improve their performance on the job (Ghana Immigration Service Performance Report, 2016). However, some staff who do not get the opportunity for this Study Leave have to combine their regular works with their studies. This dual-career syndrome makes employees to be increasingly occupied with their study simultaneously. As a result, employees have to deal with job-related demands that place limits on the performance of study.

Whenever two or more people with different values, philosophies and interests are brought together, conflict is inevitable (Rahim, 2010). In service organizations such as the Immigration Service of Ghana, conflict is inevitable since the nature of the work leaves workers with different aspirations, inclinations and values on a daily basis. Price (2001) defines conflict as any situation in which there are incompatible goals, thoughts or emotions within and among individuals or groups and it leads to opposition. Conflict in this sense also means when two or more people compete for the same job, opportunity, and limited resources. Another source of conflict is role ambiguity which is a situation that arises when role demands are not clearly defined or stated. This latter definition of conflicts can apply to work activities in organizations such as the GIS.

Role conflict occurs where there are incompatible demands placed upon a person relating to their job or position. A person experiences role conflict when he or she finds himself or herself pulled in various positions he holds (Moore, 2000). Moore further argues that role conflict in a workplace occurs when personal values conflict with job responsibilities. In the context of this, work-study conflict in the GIS may occur when service personnel on duties are also undertaking studies in different organizations. In this vein, study time may displace time needed on the job. Rationally, there is an economic argument relating to work study conflict. This relates to economics-based approach to student's time allocation which suggests that students consider the trade-offs involved with work versus study time in terms of current income and future earning capacity.

Work-study related conflict is a mounting concern for employees and employers especially in Ghana. The role expectations of these two domains (work and study) are not always compatible, creating conflicts between work and study life (Ajala, 2017 cited in Frone, Rusell, & Cooper, 1992; Gutek et al, 1991). Greenhaus, Allen and Spector, 2006 cited Zedeck (1992) explain that the important issues relating to work study conflict among employee emerged with changes in the demographic patterns and societal attitudes about work and study. According to Meeuwisse, Lonneke, Born, and Severiens (2016), studies carried out over some years have shown the combination of different roles by employees who combine work and studies and the challenges they face.

Markel and Frone (1998) stated that in earlier studies the underlying assumption has been that one role is made more difficult by another role and vice versa. Studies from Butler (2007) and Creed et al. (2015) argue that combining multiple roles may have a positive impact (work-study facilitation). Butler's (2007) study on work study conflict

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showed that job characteristics (job control) are related to work-school conflict (WSC) as well as work-study facilitation (WSF). In other words, work demands often pose challenges for studies. For example, if the work is too demanding, the student may not have enough time for school work.

Employees who are under stress in work-study conflict may pose financial problem, and loss of time and time for the organization, and this may apply to the GIS. Excessive work-study related stress can harm the physical and emotional well-being of the employee (Allie, 1996). These conflicts are related to negative work outcomes such as job dissatisfaction, job boredom, and low turnover rates, as well as outcomes related to psychological distress (depression), with resultant negative impact on job performance in the workplace.

The demands of a role one performs are incompatible with the demands of another, which results to tension such as inter-role conflict (Kahn & Khan, 2014). According to Butler (2007) many student employment research is based on this assumption of resource scarcity in which potential resources (time, energy) are viewed as finite. As a consequence of using finite resources to fulfill the demands of one role resource, availability for other roles will be reduced, thus constraining performance in those roles.

Markel and Frone (1998) suggest that conflict between work and school (work–study conflict) occurs when work time is spent in school-related activities or when work creates strain that impedes school performance. Thus, Creed et al. (2015); Meeuwisse et al. (2010); Butler (2007); Greenhaus, Allen and Spector (2006); Barnett and Hyde

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(2001) proposed that in contrast to the assumption of conflicting life domains, one role domain may offer resources that can be utilized in another role domain, which may lead to inter-role facilitation. Creed et al (2015) study demonstrated that enabling resources, such as skills learned at work can aid performance at school, which are positively related to work–study facilitation and may ultimately lead to increased engagement. Another study from Derous and Ryan (2008) also established similar results on students" attitude. They reported that job autonomy and relevance had a positive influence on study attitude. Thus, working may be beneficial for students.

Stress at work is also thought to be a main cost to companies and countries in a wider sense, as it affects output, notably through absenteeism and pre-absenteeism (that is, the practice of attending work even when employees feel too ill to be able to work effectively). This nature of conflicts shows that employees often try to strike role balance which is tagged in organizational studies as work-study conflict (WSC) and study-work conflict (SWC). This occurs when demands from one role affects one's ability to meet the demands associated with another role in another domain (Ajala, 2017).

The conceptual link or logic of work–study interface as the extent to which students" jobs affect their ability to meet study-related demands and responsibilities in both positive and negative ways. (work–study facilitation (WSF) and (work–study conflict (WSC). Hence, the antecedents and outcomes of the work–study interface logic draw on models of the work–school interface according to researchers (Creed et al. 2015; Butler, 2007; Markel & Frone, 1998). Work-study related stress has been associated with a number of other ill-health outcomes, such as cardiovascular disease (Rigert et al., 2006), musculoskeletal disorders, particularly back pain problems (Hoogendoorn, 2000).

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According to Meeuwisse, Lonneke, de Meijer, Born, and Severiens (2016) "work–study interface revealed that congruence between students" job and their course programme is positively associated with work–study facilitation (WSF) Experienced job control showed a positive association with WSF. In another vein Creed et al. (2015) demonstrated that job involvement was positively related to WSF. This means that the more students are involved at work the more WSF they experienced.

Researchers have found work–study congruence, job control, job involvement and job support to positively affect WSF. In a meta-analysis by Frone (2003) he for example, demonstrated that social support reduces conflict between roles. Thus, job control and job support negatively affect WSC, and job demands and job hours also positively affect WSC. Butler's (2007) research of work–study interface revealed "positive relationship between WSF and academic performance (study effort), and negative relationship between WSC and academic performance (study effort)". Studies have demonstrated that study effort is a positive predictor of academic performance (Hofman & Van den Berg, 2003, Markel & Frone 1998).

Again, studies on multiple roles and quality-of-life outcomes have suggested that there are benefits. Work (job role quality) can potentially enhance school well-being and positive aspects of school life (school role quality) which can spill over into the workplace (Barnett & Hyde, 2001). Literature has further found job and study role qualities to be important predictors of decreased psychological distress (Barnett & Gareis, 2006 cited Barnett, Marshall, Raudenbush, & Brennan, 1993), with further investigation on the importance outcomes.

Conflict between the two life situations occurs and the consequences are reflected in both organizations and study role conflict. With the employers, such role conflict means disillusionment, dissatisfaction and strained relations, lower standard of work

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performance and disregard of organizational goals (Allen et al., 2000). Thus, with the society not separate from organisations, the negative impact of work-study conflict has effects on the society in general in the form of lower standards of performance, lower quality of goods and services, and growing feeling of interpersonal conflict as the obvious results. Therefore, there is a growing recognition by policymakers of the importance of supporting employees involved in work-study situations such as in the GIS which has the mandate of generating resource and service generation for the economy of the country.

1.2 Statement of the Problem

In many nations, university students are increasingly combining their education with paid jobs. Work and continuing education tend to be the most important spheres of life according to Markel and Frone (2006). Increasing number of students in higher education now are combining education and employment concurrently (Hofman & Steijn, 2003), which seems to create conflict between the two. Work environment and work demands such as job burnout, job tension, role conflict, and role ambiguity are contributors of WSC (Netemeyeret et al., 1996). Research on conflict related to higher levels of absenteeism has been reported in many parts of the world. This appears to be negatively associated with low turnover affecting organizational effectiveness (Netemeyeret et al., 1996; Goff, Mount & Jamison, 1990).

In the GIS, because there are Study-Leave opportunities given to some of its personnel, there is work-study conflict. However, there are high proportion of GIS personnel are studying at various levels in the universities in Ghana without study leave with pay. Participation in paid employment while studying appears to be the practice among personnel of the GIS. There are indications in the literature that personnel in the GIS encounter detrimental outcomes such as low engagement, poor

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grades, high turnover and intention from leave and poor psychological health (Ghana Immigration Service Performance Report, 2016; Koranteng, 2013). The issue of concern relates to how these work-study conflicts are managed. In other words, there may be different strategies in coping with and managing these conflicts in terms of hours put in both at work and in school and the commitment level in both school, and workplace. In such situations, the student misses lectures or hours at work if he or she is not on Study Leave.

When such situations are not managed well, the student's academic output may decrease significantly. The GIS Performance Report (2016) suggests that a lot of its personnel who combine school and work appear not to manage well their tasks to the extent that it creates an unacceptable balance between study and work.

Research on work-study interface in organisations such as GIS indicates the extent to which work affects the ability of students to meet study-related demands and responsibilities in both positive way (facilitation) and a negative way (conflict) (Frone, 2003; Butler, 2007). The importance of comfort in the workplace in order to maintain quality personnel, increase productivity and sustain a competitive edge, and this is critical to the interface posture to organisations delivery. Students believe that work helps to develop a number of personal and social skills such as communication, client services and self-confidence in an office environment and in dealing with different people. However, work and study tend to conflict and thereby impact on organizational outcomes. The effect of this is that employees experience decreased job satisfaction, increased staff turnover and absenteeism, lower performance and increased job stress levels. This brings about the intention to leave the organization (Rose, Hunt, & Ayers, 2007). The pressure to be productive, which comes with

associated stress for staff, is proving to be a major source of risk for members at the (GIS, 2016)

Research indicates that working while studying can lead to detrimental outcomes such as low academic engagement, poor grades, and high turnover intentions from study (Baron & Corbin, 2012; Jackling & Natoli, 2011; Webber, Krylow, & Zhang, 2013), and poor psychological health (Mounsey, Vandehey, & Diekhoff, 2013). Most of the research have been focused on different kinds of role conflicts such as Gender Role Conflict and Work Family Conflict. Very little focus has given to an important issue such as Work-Study Conflict.

Again, the literature (Price, 2001, Frone, 2003; Biron, Brun, Ivers & Cooper, 2006) seem to suggest that work-study conflicts have been a perennial occurrence in many organizations and how these conflicts are managed is a source of many research interests for many service organizations. For example, researchers such as Price (2001) and Frone (003) have posed important questions relating to work-study conflicts: How are work-study conflicts managed? Regarding males and females, do different factors account for work-study conflict management practices? How frequent are work-study conflicts in organizations? To what extent are personnel in organizations aware of work-study conflicts? Unless these conflicts are managed properly, work productivity and academic outcomes may suffer. The question then posed is: how should work-study be managed among GIS personnel? Work-study conflict among security officer and GIS in particular was a very dynamic issue to investigate, in order to find out whether the precursor and outcomes are similar to other professions. Indeed, many researchers did not consider GIS officers as a rich target to investigate the level of their work-study conflict and there is a harmonious relationship between work and study security services. But in the real sense, other

researchers have confirmed that GIS personnel do experience work-study conflict which the related empirical research would provide us with vital facts to the matter under study. This study therefore attempts to investigate how work-study conflict is managed by officers of the GIS.

1.3 Purpose of the Study

The purpose of this study was to investigate the management practices relating to factors, occurrence and awareness of work-study conflict adopted by officers of the Ghana Immigration Services and to inform decision-makers to design appropriate policies for the organisation.

1.4 Objectives of the Study

The main objective of this study is to investigate how work-study conflict is management strategies by officers of the GIS. Specifically, the study sought to:

1. Ascertain the level of awareness among officers of the GIS on work-study conflict.

2. Analyse the rate of occurrence of work-study conflict management practices among personnel of the GIS.

3. Determine the differential factors accounting for WSC management practices between males and females officers in the GIS

4. Investigate how officers of the GIS manage work-study role/conflict.

1.5 Research Questions

The following research questions were formulated to guide the study.

1. What is the level of awareness among the officers of the GIS regarding work-study conflict management practices?

2. How frequently do work-study conflict occur among the officers of the Ghana Immigration service?

3. What are factors that account for work-study conflict management practices between male and female officers on Study Leave at the GIS?

4. How do the officers of the GIS manage work-study conflict?

1.6 Hypothesis

The following one hypothesis will be tested in this study:

H0. There following is no statistically significant difference between the male and female officers of GIS in terms of the factors that account for work–study conflict management practices.

H1. There is a statistically significant difference between the male and female officers of GIS in terms of the factors that account for work–study conflict management practices.

1.7 Significance of the Study

Becoming aware of employees and the coping behaviours they utilize would be significant for many reasons. This study would aid both the management and employees of the GIS understand work-study related conflict, stress and strategies of managing them properly. The study will provide an insight into reducing employee problems in terms of dual-role play. In addition, this study would provide GIS policy makers and civil society with the strategies employees use to manage with their work

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study conflicts. The findings of the study will assist in understanding of employees"
attitude and behaviour in terms of combining work responsibilities and study duties.

The findings will also help officers of the GIS to understand the carry over effects of
work-study conflict and help minimized it through counselling and education so that
the employees become well-informed persons that can function appropriately under
tension without jeopardizing the expected out-come. It will guide both employers and
employees of the Ghana Immigration Service to successfully resolve workplace
conflict harmoniously without creating additional problems.

1.8 Delimitation of the Study

This study centered on the management of work-study conflict among only officers,
of GIS, who are not on Study Leave. As a result, the study primarily was conducted
with the GIS offices including those at the Kotoka International Airport section in
Accra, and other stations within the country. These stations are Winneba, Tema, Ho,
Accra Airport, Kofi Town, Aflao, Elubo, Takoradi, Accra Enforcements and Head
Quarters who provided data for the study.

1.9 Operational Definition of Terms

For the purpose of this study, the following phrases will assume the following
operational meanings.

Interpersonal demands: The most stressful factor for many employees remains the
interpersonal demands required to maintain effective customer and collegial
relationships.

Role Conflict: Role conflict occurs when two conflicting demands compete with one
another and the employee is unable to fulfil both sets of expectations.

Role Ambiguity: Role ambiguity refers to unclear or confusing expectations about job duties, demands put upon an employee by different people colleagues, and customers, level of authority, social expectations and related job factors (Whitehouse, 2005).

Work–study interface: the extent to which work affects the ability of students to meet study-related demands and responsibilities in both a positive (that is facilitation) and a negative (that is conflict) way (Vintor, 2001).

Work-Study Conflict: simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make difficult or impossible compliance with the other (Toch, 2002).

Work-study Facilitation: This is when experiences from the workplace by students aid the students to understand some of the things he/she is learning in school.

1.10 Organization of the study

Organizationally, the research is divided into five chapters one dwells on the introduction which encompasses the background to the study, statement of the problem, the purpose of the research, research Questions and objectives the significance of the study as well as the limitation and delimitation. Chapter two is the review of related literature. Chapter three is the research methodology. This focuses on the research design and approach, the population of the study and the sampling techniques. Chapter three also contains the issues of validity and reliability, data analysis and ethical consideration. Chapter four dwells on the results and discussions while chapter five is the summary, conclusions and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the related literature on work-study management practices. The literature review centred on the four research Questions. Accordingly, the review looked at work-study conflict, factors that influences work-study conflict management strategies, different factors accounting for work-study conflict management practices, the rate of occurrence of work-study conflict management practices and level of awareness among officer of the Ghana Immigration Service on work-study conflict management practices.

2.2 Meaning of Work-study

Work study is a generic term for those techniques, particularly methods of combining study and work. The term is used to describe activities both in the workplace, and in school in which employee pursue a course (Zhang et al., 2002). Work-study in this context investigates factors which affect the efficiency and economy of situations at the worksite and in learning institutions in which employees are not on study leave.

Baron and Corbin (2012) conceptualizes work study as the experience an employee faces when demands and responsibilities in work place interferes with his ability to meet the demands and responsibilities in learning institutions.

Essentially, the rise in number of working university students is a global phenomenon with more than half of the student population working while at the same time studying at University. Within this trend of dual participation, working students face unique stressors such as work-study conflict and facilitation (Jackling & Natoil, 2011). The assertions by Baron and Corbin (2012) and Jackling and Natoli (2011) gives credence

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to the fact that there are many students in Ghana, including those in the Ghana Immigration Service who are in paid employment and at the same time pursuing their studies (Adebayo, 2006, Ghana Immigration Service Performance Report, 2016).

The United States Department of Education, (2010) observes that an economic interpretation of work-study can be seen from the point of view that students consider the trade-offs involved with work versus study time in terms of their income and future earnings capacity as well as their health consequences. Indeed, the rise of working university students is a global phenomenon with more than half the student population working while studying at university.

Within this trend of dual trend participation, working student face stress and wok study conflict that need to be managed (Orodho, 2009). Zhang (2002) noted that participation in paid employment while studying appears to be common practice for many parts of the world, especially among university students. Zhang emphasized the point that this phenomenon needs to be managed because it can lead to detrimental outcomes such as how productivity at the workplace, how academic engagement, poor grades and high turnover both in schools and in areas of employment.

Work-study is also conceived by Khan, Khan and Khan (2014) as the response by students to rising cost of educational expenses and unforeseen nature of employment requirements in terms of competencies and qualifications. Rationally, fulfillment of such dual roles has created tension between both roles, that is student and employee as low academic engagement, poor grades, high turnover intentions from study (Webber, Krylow, & Zhang, 2013; Baron & Corbin, 2012; Jackling & Natoli, 2011), and poor psychological health (Mounsey, Vandehey & Diekhoff, 2013).

While employment can lead to several benefits (increased income, increased esteem, improved communication and social, technical and generic skills (Smith & Patton, 2013; Broadbridge & Swanson, 2006); In developing countries such as Ghana where incomes are comparatively low, and where income levels are aligned with higher qualifications, employees are often compelled to further their education while still actively working at their work place.

The success and development during study drives the future success and development of the economy as the graduates from study later enter the labour market after acquiring their qualifications. Therefore, it is important to understand the factors that drive negative and positive outcomes from combining work with study. Given the high proportion of students working while studying and the potential negative implications for academic outcomes, it is important to understand what, why and how conditions in students" external working environment influence their academic outcomes. Given these costs and benefits, research needs to focus on the conditions that such individuals face in the workplace so that policies and strategies are developed to protect academic performance.

The Conservation Resource Theory focuses on two main constructs; work-study conflict and work-study facilitation. Work-study conflict is defined as the experiences one encounters when demands and responsibilities in a workplace interfere with an ability to meet the demands and responsibilities in the study domain (Markel & Frone, 1998). Work-study facilitation on the other hand is defined as the improvement in students" ability to engage in study due to participation in work (Butler, 2007). Regarding the Conservation Resource Theory, two main propositions emanate: feelings of work-study conflict and work-study facilitation (mediating the association

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between students" job demands and resources, and benefits the student and the organization will gain as a result of the student gaining additional knowledge.

The two variables (work study conflict and work study facilitation) can be linked to the context of this study. In other words, both work-study conflict and work facilitation should be managed by such management practices and strategies that will enable employees (working students) to be productive. Essentially, personnel of the GIS involved in academic work will obviously have to cope with the demands of school and responsibilities at the work site. On the other hand, the work facilitation dimension will help improve the work output of a student who has acquired knowledge in school and this will accrue benefits for the GIS. Moore (2000) notes that university students are the future workforce, hence, any activity that will hinder their progress while studying should be critically assessed and management.

Lingard (2007) defines work-study conflict as the experience when demands and responsibility in a work place interfere with students" ability to meet the demands and responsibilities in the study area/ school. The exact opposite of work-study conflict is work-study facilitation which is the improvement of students" ability to engage in study due to participation in the workplace.

According to Adebayo (2006), global estimates in the 2000s suggested that the total female schooling had doubled since 1950 with women constituting one quarter of the world's students and around two-fifths of its workforce. These in turn are generating a larger demand for and supply of women's labour. In addition, decreasing fertility in some regions, reduced mortality and increasing rural-urban migration are both pushing and pulling more women into economic activities outside the household sphere, and many of these women also aspire higher education.

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2.3 Women and Work-Study Conflict

In the literature, work-study conflicts appear to affect women more than men (Frone, 198, Butler, 2007). Hence this section focuses on women and work-study conflict. Ajala (2017) emphasizes that studies of women in society have shifted in the past forty years. Early writings revolved around women's traditional roles and centered on their position in the family in "primitive" societies. Men and women's roles were considered essentially complementary. Narrow in focus as they were, such works were not intended to investigate the broader social and economic milieu nor even to consider the economic aspects of different types of social organizations.

During the 1970"s the academic literature moved away from studying women in the family towards examining their activities outside the domestic setting and investigating their place in social and economic relations as well as in academic life. Women's domestic role in rearing children and managing household resources is considered to be of central value to society. Women are systematically disadvantaged in economic and social terms hence, this qualifies them for special consideration in all projects and programmes, not just in a separate category of women only projects.

Analytically, and within the context of Ghana as a developing country, the allusion to women in work-study conflicts cannot be over emphasized. Since the 1990s with the advent of many international conferences on the rights of females, more women have had the desire of higher education even though they are serving wither as teachers, nurses and security personnel (Ghana Immigration Service Report, 2016). Particularly for the Ghana Immigration service who recruit most of their personnel from high school and university, student-officers are permitted to study while still participating in the work place when their supervisors take an interest in the student"s discipline or

area of studies and when the supervisor is of the opinion that knowledge from the student's study experiences will benefit the GIS.

The contribution of women's labour and enterprise in the informal sector is also acknowledged, despite these activities often falling into a gray middle ground between the extremes of formal fully recorded production on the one hand and the household sphere on the other. Prospects for both men and women have also improved with regard to literacy and education, which also contribute in a major way to greater realization of human potential. (Butler, 2007)

Education is moreover, a vital precondition for a fully productive life in the modern world for a woman According to Bakker (2003), the picture of development since 1950 in this area (educating females), in fact, has some very positive features. But in this case, women are firmly disadvantaged. There is considered disparity in educational provision for men and women. Though, improvement has been made much remains to be done to bring about equality, between the sexes.

Barrettle (2009) asserts that in America, women comprise an increasing proportion of the paid labour force and student force, primarily, owing to the growing involvement of married women. In one-half of all married couples, both partners are employed (Allie, 1996) and in 12% of families, married women are the primary wage earners. They contended that parenthood can no longer be viewed as a culturally sanctioned deterrent to working outside the home. In 1984, two of every three married women with children between 6 and 17, and over one-half of all married women with children under 6 were employed. Unmarried women with children are even more likely to be employed and going to school at the same time (Butler, 2007).

The picture painted in the West regarding the rising number of women working is not very much different from the one in Ghana, especially since the Jomtien Conferences in Thailand. This conference, along with other conferences in Beigen, China and Lusaka, and Zambia has provided very useful platforms very useful platforms for the advancement of female education and the right to work. Collectively these achievements of women since the early 1990s have constituted the victory over the glass ceiling. (Butler, 2007)

According to Buttler (2007), women's general work involves both monetised and non-monetised tasks both of which are crucial in household survival and rural development. Through the performance of such monetized tasks, women contribute more to the household economy than their male counterparts, especially if they acquire higher education. Women's real contribution to the economic and social life of the country deserves more attention than hitherto acknowledged. Bland (2001) maintains that women in development movement, whether in its scientific, political or popular form, has definitely drawn the world's attention to the fact that women represent powerful tool in development that has over the years gone on unnoticed. They perform the major part of the world's labour and that they do so under very underprivileged conditions.

Bland (2001) further went on to say that women's activities are spread over various sectors of society, productive as well as reproductive. Women's role in biological reproduction and the bearing and nursing of babies is self-evident. It is a false stereotype, however, that because it is the "biological nature of women to bear children, it is a natural biological outcome", that for their lifetimes women should be obliged to do the entire housekeeping and domestic activities. This argument in the past relegated women to the sideline of education, especially higher education.

In all homes, the gender division of labour, encompasses both reproductive and productive activities. But the workload connected with the domestic activities, which maintain or reproduce daily life, are mainly allocated to women, while the more extroverted and distant income-generating activities are allocated to men. This distribution of labour, and of the rights to dispose of the income in cash or kind, which results from that labour is clearly of a social and not of a biological nature.

Women are not new in the workforce such as the immigration service. They have always worked in one way or the other in or out of the home. Also, the number of women in organizations has grown significantly over the past decade and their representation is increasing. The modern women whose right and respect depend on education rather than birth rights are superseding the traditional elite among women. Some women are now doctors, lawyers, teachers, bankers and politicians (Asiedu Akrofi, 1978). In many societies in the world, women have been ascribed traditional roles. These roles are dictated by the societies in which they find themselves. Ajala (2017) made an inquiry into the Ghanaian traditional society and states that, it is based on a subsistence economy in which division of labour exists between men and women. "The main functions of women were to look after the home, raise children and give regular assistance with farm work such as the planting and harvesting of crops" (p. 117).

The majority of women around the world works long hours and contribute significantly to production and family income. Barret (2009) conducted an inquiry into the changing roles of men and women and observed that women"s most important role is widely considered to be that of caring for the home and children. Hence, working outside the home is secondary, something that could only be undertaken when the children have become older. Most women are educated, more

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employed and are employed at higher levels today than ever before, but they are still largely in "Pink-Collar jobs. According to the American Association of University Women (2003) Educational Foundation Report, "Women at work", "women have achieved parity with men in obtaining degrees and are more likely to work in managerial and professional careers today".

While women are increasingly likely to enter the paid labour force, they will probably continue to be presented with lower status service occupations, and that is just not good enough. Today, the structure of global human resource has changed, a large number of educated women join the labour market and they play multiple roles. But they often achieve this status by combining work and study.

On women"s commitment to employment Buttler (2007) asserts that the real and perceived family burdens of married women are often cited by employers as reasons for their perception of female labour as more unstable and less committed than male labour. Women workers are thought to take more time off for domestic duties and to leave the labour force at particular points of time such as at marriage or child birth. Employers are therefore less motivated to employ, train or promote women.

However, there is little evidence to support these views.

A study conducted by Allie (1996) demonstrated that the stability of Indian female labour has shown that women are less prone to leave their employment for better jobs. Studies on absenteeism in the organized sector show that the rates for males and females are fairly similar. One study found that female absenteeism was usually related to family responsibilities and male absenteeism to alcoholism which is arguable a more serious problem for employers. The study also showed that a lot of

Indian women could not combine school and work because of domestic pressure. Another study on the age profile of the female labour force shows that in India (unlike in most developed countries) women's participation rates in the labour force rose up to the age of 30 and then more gradually peaking at the age of 45. In other words, women's greatest involvement in the labour force coincides with their years of child bearing and rearing. This reinforces the need to improve social infrastructure such as child care. And as it relates to education some of these social factors need to be available for women in school settings.

2.4 Concept of Gender

A key issue in the research Questions raised for this study was to determine the differential factors for work-study conflict management practices between males and females. This implies gender issue. This section of the literature reviews the concept of gender.

Gender refers to the social role of being a female or male. It also places the individual in the social structure, establishing where and what we are in social terms. It also lays the framework within which we gain our identities, formulate our goals and carry out our training. In many spheres of life such as work-study conflicts, there are differences in how males and females are considered.

Gender, is social relationship between man and woman in which women have been systematically subordinated. Men and women play different roles in society, with their gender differences shaped by ideological, historical, religious, ethnic, economic and cultural determinants. According to Ajala (2017), gender refers to social, psychological and cultural attributes of masculinity and femininity. Gender pertains to the social learned patterns of behaviour and the psychological and cultural attributes of masculinity and femininity. Gender pertains to the social learned

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patterns of behaviour and the psychological or emotional expressions of attributes that distinguish males from females.

Bakker (2003) argues that, "gender refers to psychological attributes, characteristics and behaviour that are acquired within a social context and that are related to the social meanings of sexual categories in a given society" (p. 72). She further states that males and females are distinguished not only by their biological sex, but also by behaviour, as for example the kinds of clothes they wear and the kinds of work they do. She continues to project that such differences where they exist, are social constructions that can vary greatly from one culture to another. In Ghana, gender most often than not defines who has opportunity to attend school or not.

Barnett (2009) refers to gender as the qualitative and interdependent character of women's and men's position in society. Gender relations are constituted in terms of the relations of power and dominance that structure the life chances of women and men. Thus, gender divisions are not fixed biology, but constitute an aspect of the wider social division of labour and this in turn is rooted in the conditions of production and reproduction reinforced by cultural, religious and ideological systems prevailing in a society.

In short, and implicitly the concept of gender makes it possible to distinguish the biological founded sexual differences between women and men from the culturally determined differences between the roles given to or undertaken by women and men respectively in a given society. The first are unchangeable, like a destiny. The latter are workable and may be changed by political and opinion shaping influences. Most of the early researches under the content of gender stereotypes concentrated on personality traits associated with women and men. Yet, it is obvious that many other domains are also linked to gender in most people's mind. Indeed, a person in the

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street would likely invoke sports hobbies, occupations and a range of other domains in which sexes were believed to differ. Stereotypes of gender could be differentiated on the basis of the role behaviour, physical characteristics and occupational status. However, the dimensions are interrelated to the extent that information about one dimension can influence inferences about other dimensions suggesting that the network of beliefs are interwoven.

Bakkar (2003) postulates that stereotypes have emerged and have been sustained because the social roles that women and men play are different. Analytically, women have been more likely than men to be homemakers and child raisers, while men have been more likely than women to be breadwinners, and to improve upon their educational status. This makes them seek further education. Implicitly, differences can be recognized in the way both men and women are treated in conflict situations. According to stereotypes based on gender have historically placed women in a nurturing submissive role, while men are seen as the dominant, more aggressive gender. Stereotypes of men and women are derived at least in part from observing individual in their societal positions that is men are more likely to assume the occupational role and women are likely to assume the domestic role.

Coates (2015) identifies three roles of women, which are reproductive, productive and managerial roles. Reproductive role comprises the child bearing or rearing responsibilities and the domestic tasks undertaken by female representatives to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the care and maintenance of the work force. School attendance is not traditionally assigned role for women especially in higher education. Productive role comprises work done by females and males for payment in cash and kind. It includes both market production and exchange value, and subsistence home

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production with an actual use value but also a potential exchange value. For females in agricultural production this includes work as independent farmers, peasant wives and wage workers.

The community-managing role comprises activities undertaking wholly by females at the community level as an extension of their reproductive role. This is to ensure the provision and maintenance of their scare resources of collective consumption such as water, healthcare and education. It is voluntary and unpaid work undertaken in free time. Attempt by women to enter educational institutions as students have been met with obstacles ranging from sex roles, stereotyping, prejudice and discrimination in the past. Thus, an unfair opinion had already been formed about the performance of women in school, that they cannot perform as their male counterparts. The stereotypical women was perceived to be lacking traits such as studying ability, competitiveness, self-confidence, aggression and ambition, all of which are considered desirable for managers.

Research also indicates that female college students are often stereotyped as irrational, delicate and irresolute in challenging work situations (Curtis & Lucas, 2001). Women clearly face a number of stereotypes and biases and many of these negative ideas are most likely to affect the degree to which they are accepted as leaders in organizations and society. Some of the preconceptions about women unfortunately affect how they are accepted and appraised and many scholars believe that such stereotypes are the bases of the glass ceiling perception hence, their low performance.

Skepticism over women's role in schooling may also negatively affect their learning ability. Women are likely to have more difficulty than men in obtaining the same role legitimacy as scholars and the many negative stereotypes and biases directed at women managers may make it difficult to overcome such skepticism. The placement

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of women in leadership position over men generates status reversal conflict, particularly for men with traditional attitudes towards the role of women with the consequential negative impact of the men's performance.

On the contrary, Batler (2007) asserts that the fact that biological sex did not always correspond to ideological gender meant that women could play roles usually monopolized by men or be classified as „males" in terms of power and authority over others. As such roles were not rigidly masculine or feminized; no stigma was attached to breaking gender rules. Furthermore, the presence of an all-embracing goddess focused religion favoured the acceptance of women in statuses and roles of authority and power.

In contrast, western culture and the Christian religion brought by colonialism carried rigid gender ideologies which aided and supported the exclusion of women from the power hierarchy, whether in government or the church in the modern society. This rigid gender system meant that roles are strictly masculinized or feminized and breaking gender rules therefore carries a stigma. Butler (2007) contended that in the west, as a result of the rigid gender system women wielding power tend to be seen as reclassified or present themselves as "manly" or "man like."

Cotton et al (2002) contends that past experiences in almost all cultures show that women's biological and social roles confined them to the home. Women everywhere were seen as home makers". Similarly, despite the growing awareness among women of their rights, they are still held back by social, economic and cultural constraints. In virtually all cases women continue to bear the double burden of family responsibilities and work in addition to the difficulties of daily life which many face. This places them in a position of inferiors and they experience marginalization in their occupational life and in a continuous state of over work (Adebayo, 1994).

2.5 Theoretical Framework

The concept of work-study is borne out of many theories. One of these theories is the Conservation of Resource Theory. This theory was put forth by Barret (2009). This theory states that when a person experiences ambiguity and conflict while performing a role (intra-role) then he/she encounters some unwarranted results such as lack of focus. Thus, role theory suggests that performance of multiple roles at the same time leads towards inter-role conflict and hence, successful performance of each role becomes difficult for a person due to simultaneous clashing requirements, exhaustion, or contradictory behaviours amongst roles (Hakanen, Bakker, Demerouti, & Xanthopoulou, 2007; Greenhaus & Beutell, 1985). The conflict of role (COR) means that people try to obtain and sustain resources. Stress/anxiety leads to a situation which includes a danger of losing resources, or absence of desirable increase in resources (Barrett, 2009).

Resources may consist of objects, situations, individual characteristics and drives (Lewig et al., 2007). The conditions of being a student and an employee at the same time are examples of work and study resources that are desired and valued. Individual characteristics are also known as buffering resources against stress. Time, knowledge and money are a part of one"s energies and together they add up to collect other resources. Individuals encounter stress if they lose they resources or face any threat of losing them.

Conservation Resource (CDR) Theory clarifies stress results for intra-role as well as inter-role stress (Barrett, 2009). For example, workers undergoing role conflict at work may start believing that they are unable to perform their job effectively. Consequently, they may be compelled to put a greater amount of their resources into their occupational role because of a paranoid fear of losing their status at work. COR

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suggests that stress is caused by inter-role conflict due to the process of manipulating roles between work and study. These dangers of losing resources and/or actual loss of resources lead towards a negative psychological state, where an individual encounters psychological tension, depression, anxiety and dissatisfaction. Some kind of behaviour, like intention to quit from the work role is required to switch or protect the vulnerable resources (Hobfoll & Shirom, 2001; de Jonge, Le Blanc, Peeters, & Noordam, 2008; Wright & Cropanzano, 1998).

Studies by (Hobfoll, 2012; Hobfoll, Mancini, Hall, Canetti, & Bonanno, 2011) have applied the conservation of resources theory to find out the reasons for occurrence of conflicts on two specific aspects: work demands and individual resources. Work demands contain role conflict, role ambiguity, events" pressure, work pressure and work overload. Individual resources comprise resumption contingencies, social support and opportunities of job enhancement such as autonomy, policymaking and automation. Thus, COR theory suggests that humans want to obtain, retain and care for those things which they deem as valuable and that stress can be comprehended in view of potential or actual loss of resources. Hobfoll (2002) contended that individuals who are less vulnerable to resource depletion also possess greater sums of resources.

Analytically, Conservation of Resource Theory can be applied to this study. Personnel of the GIS who are combining study with work do so in anticipation of two different kinds of resources namely, income they obtain from the work place and the qualification they would acquire when they embark on a study. Again, students who are employing and also working also undergo stress based on losing either their jobs or dropping out of school.

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A key point that relates to the Conservation of Resource Theory is that a person employed and attending school at the same time experiences ambiguity and conflict in the discharge of his dual responsibilities as a student and as a worker. This kind of conflict experienced in this context is called role conflict.

2.6 Nature of Role Conflict

Role" is conceptualized to denote a group of inter-related meanings and beliefs that direct and controls an individual's behaviour in a social setting. Bakker and Demerouti (2003) explained that as a person is likely to play many roles in the course of a day conflict will obviously occur in playing those roles. The term "Conflict" is borrowed from psychoanalytic school of thought which describes, it's an agonizing emotional state caused by strain because of opposite and clashing desires and expectations. According to Bakker and Demerouti (2003), conflict is an agonizing or unhappy condition of mind which is caused by a clash of mismatched plans, aims and energies.

Role conflict is defined as an event of two or more sets of forces at the same time, such that fulfillment of one would make the other more intricate (Kahn et al., 1964). According to Kahn *et al*., (2004) role conflict is described as the consequence of desires of others concerning precise behaviour in a specific position. Role conflict is adequately depicted as a mental strain that is achieved by clashing forces applied by the role. It is further noted that role theory of such a conflict occurs when people take part in various roles that are incompatible (Katz & Kahn, 1978) or have varying demands. Individuals encounter conflict between different roles when they are dragged towards all the roles they hold. Coates (2015) suggests that work-study requires agreement and mutual consent from key players in the process. Role conflict may occur between the individual (student), and the employer or the institution.

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Otherwise together work and study can affect both roles of employees and students. Some studies assume the fruitful outcomes of student employment, there is a convincing study which claims the opposite (Ajala, 2017; Huhman, 2013).

Researchers have always been interested in studying the effect of multiple roles and inter-role conflicts. Working full time while getting higher education can be source of greater stress for a person as an employee and student at the same time. Previous research has shown that excess work of 10-15 hours per week is not favourable to student learning (Curtis & Lucas, 2001). One logical explanation may be that, work affects spare time; students are likely to decrease relaxation and socializing time instead of study time. According to Humphrey et al., (1998) university students find it difficult to balance between work and study; as a result, they experience somewhat high level of pressure. This pressure can affect performance at work and university programme adversely.

There is truism in the fact that university students find it difficult to create a balance between work and study time. For example, an immigration officer who is employed and at the same time involved in an academic programme may at times report late either for work or for school. Such a student often presents assignments late, sleep in class or on the job and performs their works sluggishly.

Academic activities get affected by working long hours (Hansen & Jarvis, 2000). Alternatively, workload can cause high level of psychological and physical exhaustion which can badly affect an individual's capability or drive to perform other roles effectively (Hakanen et al., 2008). Research suggests that a large number of university students get employed in paid work which creates conflict and stress between both roles (Vickers et al., 2003). Thus, role conflict is a type of role demand, that takes place when two or more centers of role pressures exist in the workspace of

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an individual, and fulfillment of one of these role pressures affects the completion of another (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 2004).

Role conflict presents instability in light of the fact that the employee is not sure whether every last bit of his or her role demands are effectively adjusted. Encountering contrary or beyond reconciliation expectations connected with numerous roles or with one role, is believed to be mentally uncomfortable for people and creates pessimistic emotional reactions (Schaubroeck, Cotton, & Jennings, 1989). Lenaghan and Sengupta (2007) report that role conflict between university study and work can be a cause of absenteeism, anxiety and low turnover. Both work and schooling are two important roles that students who are employed engage in. These two variables to all intents and purpose present conflicting role on the student who is also an employee.

But what factors account for these conflicting demands? Essentially, what factors account for work-study conflict? The next section of the review addresses factors accounting for work study conflict.

2.7 Factors Accounting for Work-Study Conflict among Male and Female Students GIS Officers

According to Allen et al (2000) Women's lives are affected by the roles they assume as well as when and in what sequence and combination they assume these roles. They contended that while past generations of women organized their lives primarily to meet family-related objectives, many women today are interested in meeting both personal and career objectives.

According Allis et al. (2007) roles are the result of expectations of others about appropriate behaviour in a particular position. Role conflict is described as the psychological tension that is aroused by conflicting role pressures. Role theory suggests that conflict occurs when individuals engage in multiple roles that are incompatible (Butler, 2007).

Work-school conflict can be time-based, strain-based or behaviour-based (Butler, 2006). Time-based conflict occurs when the role pressures stemming from the two different domains compete for the individual's time. For example, requiring employees to work late with little notice might make it difficult for the employees to meet family obligations, like picking up a child at day care.

Strain-based conflict occurs when the strain experienced in one role domain interferes with effective performance of role behaviours in the other domain. For example, a father who is anxious about his child's illness might not be able to fully concentrate on his job as copy editor, causing him to make mistakes in his work (Ballet, 2009).

Behaviour-based conflict is described as conflict stemming from incompatible behaviours demanded by competing roles. For example, a manager in financial service firm might be expected to be aggressive, unemotional and hard driving, but these same behaviours in the family domain would most likely lead to conflict with family members. Regarding time-based conflict, the most common type of workhome conflict, is based on the scarcity hypothesis. This hypothesis suggests that the sum of human energy is fixed and that multiple roles inevitably reduce the time and energy available to meet all role demands, thus creating strain and work-home conflict (Barret, 2009).

Female leaders are frequently praised for their ability to work more effectively with subordinates, and increase their prestige with family. It also increases their workload, intensifies their mental stress and aggravates the problems related to child rearing and household management. In American families, where both the husband and wife are working, they are engulfed in a new set of stresses, especially, since they are ill-prepared to cope with them (Barnett & Gareis, 2006). They further realized in a research that unless a proper balance is maintained between work and all other aspects of their lives, married couples were likely to face conflict and distress.

According to (Bakker, 2003 long period spent in school or at work may make women tired and reduce the time available for other activities added that mothers might have to reduce the amount of time they spends on household duties because of their outside employment. Analytically, work has been seen to have powerful constraints on family and school life and identifies five aspect of work, which have important effects on family life and well-being. The first is the relative absorption on an occupation. The school work leaves less time, emotion and commitment for employment activities. The second one is the timing of work and its effect on the free time for family activities. The third is the resources, the income and reward which are provided by the work and which may be used for the benefit of the family. The influence of work activity and work culture on the value system of the individual is another important domain where work influences family lives and behaviour.

Finally, the emotional aspects of work are strongly linked with the emotional tone one brings home, these may be frustration or satisfaction, burnout or feeling of self-realization. According to Ajala (2017) work conflict negatively influences the individual's physical and psychological aspects because work-study conflict and school stress are increasing among female professionals. This stems from the fact that

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the condition of stress would burn the individual out and this would lead to withdrawal from the job.

Barret (2009) defines stress as the degree of tension, anxiety and pressure experienced by people. It is observed that male teachers are absent less frequently than their female colleagues, from work place and that the frequent nature of female teacher's absenteeism from school might in fact be the consequence of their dual role as career teachers and students. The combination of the two roles has series of repercussions on their health, efficiency, productivity and performance (Barret, 2009). The combination of work and school roles is thought to be more stressful for women than for men.

Applegate and Daly (2006), comparing female and male managers and professionals, found that women reported higher levels of stress and stressors, but these were for students, not job related. Even as they assume more job-related responsibility schooling demands continue for women. In a study conducted by Butler (2007) he found out that an employed wife contributed about 41 hours per week to school tasks compared to hours in the paid labour force; the husband contributed 13 hours to the home and school on the average.

According to Bakker (2003) while multiple roles generally are advantageous, the demands of work and school life do pose role conflict in lesbians and heterosexual women of all occupations and races; they are more likely to be dealt with by women than by men in heterosexual couples because although employed life and school life can conflict, often positive as well as negative effects of paid work spill over to school life apart from work, and vice versa.

A study conducted by Baron and Corbin (2012) indicated that among the three components of work-school conflict, work interfering with school life was in high degree. And among the stressors school involvement and kids" pressure were in high degree. A study conducted by Bland (2001) on the hazards of multiple roles revealed that women who had more children reported more symptoms of poor mental health. It was also found out that a lack of personal time was the major stressor of women under age 35 and the second major stressor for women over 35.

Baruch and Barnett (1987) assert that multiple roles may be life enhancing in that they provide additional sources of social support, increased skills and heightened self-esteem and well-being. They found out that women who had multiple life roles as mothers, students and employees, were less depressed and had higher self-esteem than women and men who had fewer life roles. However, it is the quality of roles that is important. That is, the greater the quality of a person's multiple roles, for example, for those having an interesting, challenging job and a happy home life, the greater their self-esteem. According to Coasts (2015), work study conflict has been examined from a systems perspective and it demonstrates that one member of a couple's experience of work-study conflict significantly impact their partner's experience of work-family conflict.

Combining school responsibilities with employment duties tends to bring inter-role conflict among women. This creates a barrier to women's career development. Analytically, learning activities demand nearly total immersion, long hours, many evening meetings and high personal visibility. And for women, the norm conflicts with their employment role. The role relevance of the spill over effect of work and study roles to this study is distinctly obvious since the study seeks to find the influence of work-study conflict.

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2.8 Support system in work-study conflict

Most factors currently identified as leading causes to work-study conflict derive from students" places of work. Specifically, the causal factors of work-study conflict are those that lead to feelings of exhaustion and feelings of engagement amongst student-workers; job demands and job resources, respectively (Schaufeli & Bakker, 2004). Students employed in poorly designed workplaces with high demands and low resources experience high levels of work-study conflict (Adebayo, Sunmola, & Udegbe, 2008). High demanding work environments drain vital finite resources that students need for their study, such as time and energy (Butler, 2007), which in turn lead to feelings of work-study conflict.

Specifically, high levels of job demands, such as workload and working hours are associated with high levels of work-study conflict (Adebayo et al., 2008; Adebayo, 2006). Studies show that students who report high levels of job resources, such as control and rewards in the workplace report lower levels of work-study conflict (Creed, French, & Hood, 2015; Butler, 2007). Social support, family support, university support, and work support, are additional resources that influence work-study conflict. Adebayo et al., (2008) report that high levels of supervisor social support and co-worker social support are positively associated with work-study conflict.

They stated further that, when students" co-workers and/or supervisors take an interest in the students' study domain (interpersonal support), students experience lower levels of work-study conflict (Wyland, Lester, Ehrardt, & Standifer, 2016). One may concur with the literature that support from either work supervisors or school authorities can minimize work study conflicts. For example, in some universities, thesis supervisors can be kind to students to the extent that students have

enough time for their work place. This is done when the supervisor gives the students flexible study schedule.

Another area of support is the family which does not appear to have an influence on work-study conflict once students" supervisor and co-worker support are accounted for (Adebayo, 2006). Therefore, it seems that the support students receive from their workplace are more important in reducing work-study conflict than family support. Implicitly, without these support, high work-study conflict will contribute to students" poor health and wellbeing (Cinamon, 2016; Park & Sprung, 2013; Brunel & Grima, 2010; Adebayo et al., 2008).

According to Park and Sprung (2014) students with high levels of work-study conflict report have poor sleep quality and fatigue, and a higher number of physical injuries (contusions/bruises) in the workplace compared to students with low work-study conflict (Ou & Thygerson, 2012). Additionally, high work-study without support system conflict is linked with depression as well as poor psychological health (Cinamon, 2016; Park & Sprung, 2013). While having high work-study conflict can lead to minor physical injuries in the workplace, there seems to be little evidence to support an association between work-study conflict and general physical health (Park & Sprung, 2013). However, it can be summarised that students with poor work-study conflict experience poor health and wellbeing.

The two main thematic areas of this study are work-study conflict and work-study facilitation. To a very large extent, there two themes are mutually exclusive in that which work study conflicts paints a negative picture of the conflicting roles the student employee would have to face, work study facilitation outlines the benefits for the student and his employer are to again as a result of his dual engagement in his studies and at his work place. Having dealt with the   factors that account for

workstudy conflict, the next section below outlines the nature of work-study facilitation.

2.9 Work-Study Facilitation

In relation and similar to meaning work-study conflict, the work environment plays a role in the development of individual (students'') work-study facilitation. Situation like job resources in the workplace environment can provide students with resources that can be utilized in their studies. If an individual has control at their workplace, they can develop skills on how to manage their time and prioritize tasks. Job resources lead to positive feelings about combining work with study, and as such feelings of work-study facilitation. For instance, students in a university experiencing high levels of resources, such as social support and job education congruence, report experiencing high levels of work-study facilitation (Cinamon, 2016; Wyland et al., 2016; Butler, 2007). Whereas, students who have control over how and when they perform their work tasks (job control) and who need to use the specific knowledge and skills acquired from their studies in their workplace (job-education congruence) have high levels of work-study facilitation (Wyland et al., 2016; Butler, 2007).

Similarly, Curtis and Lucas (2001) report that students in workplaces that provide rewards in the form of enhancing status or providing privileges accessible for use in another domain have high levels of work-study facilitation. It can be deduced from the articulations above that workplace facilitation enhances the experiences of students. For example, an immigration officer studying in a university can improve upon his skills in communication, computation and digital literacy, and apply these skills at the worksite. In social psychology Toch (2002) describes such phenomenon as transfer of knowledge. The reverse can also take place wherein a student can

transfer skills and knowledge from the workplace to his studies and improve his academic output.

Research exploring the link between job demands and work-study facilitation is scanty. Thus, currently, only work hours and psychological demands are linked with work-study facilitation, especially with students who spend more hours in the workplace and experiencing low levels of work-study facilitation according to Cinamon (2016), high psychological demands lead to high levels of work-study facilitation. Hence, students with high levels of work-study facilitation have high dedication levels, academic performance, satisfaction, and engage in high levels of academic planning (Cinamon, 2016; Creed et al., 2015; McNall & Michel, 2011; Butler, 2007).

Another study reports that there is no significant associations between work-study facilitation and turnover intentions/dropout intentions or attendance (Taylor, Lekes, Gagnon, Kwan, & Koestner, 2012; McNall & Michel, 2011). Therefore, it appears that work-study facilitation has an impact on students" academic outcomes, but due to limited research, the extent of influence is unclear. As such work-study facilitation has received less attention in the work-study interface literature, with fewer outcomes identified result in a limited understanding of the outcomes of work study facilitation and majority of identified outcomes in the academic domain.

2.10 Work-Study Interface Model

Lingard (2007) proposed the work-study interface model. This model proposes a pathway from time spent working to study and work satisfaction, via work-study conflict. The work-study interface model also includes the pathway beginning with study, in that time spent (studying time) interferes with students" study satisfaction via, study-work conflict. The work-study interface model is based on propositions

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from the scarcity perspective/approach to role theory (Marks, 1977), and work-family interface model (Frone, Russel & Cooper, 1992; Frone, Yardley, & Markel, 1997).

Within the scarcity perspective, individuals have a prescribed finite amount of resources, time, and energy. Therefore, resources used in one role, such as work, are consequently unavailable for another role, such as study. When individuals are invested in both roles, they will experience a degree of role conflict, as committing to one role invariably reduces the ability to succeed in another role. Lingard (2007) applied the scarcity perspective in terms of time commitments to the development of work-study conflict. Time students spend at work reduces the time they have available for their studies, making it more difficult to successfully fulfill their study tasks, resulting in feelings of work-study conflict.

The work-family interface model (Frone et al., 2002; 2007), from which the work study interface model was developed, draws from work stress and family stress research, and integrates the two to form one comprehensive model. The work-family interface model explores associations between psychosocial factors in the workplace and outcomes in the family environment, via work-family conflict, and the relation between psychosocial factors within the family environment and workplace outcomes, via family-work conflict. Consistent with the work-family interface, the constructs of work-family conflict and family-work conflict are mediating variables that explain how stressors in one domain, work, spillover and affect an individual in another domain family (Frone et al., 1997). For example, individuals who have poor working environments, such as high workloads and little support, will experience a high level of work-family conflict, which promotes high levels of domain specific distress in this case, family distress. In turn, individuals who have poor family environments will have high family-work conflict and as such experience distress in their workplace.

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This work-study interface model provided the framework for the work-study interface model proposed by Lingard, (2007), in that work-study conflict acts as a mediator between the workplace conditions, time spent working, and the academic environment, (study burnout). However, the rest of the model has the predictors and outcomes in the same domain, from time spent studying to study satisfaction via study-work conflict, and from time spent working to work satisfaction via work-study conflict.

An analytical interpretation of both the work interface model and work study interface is that time as a factor of production is scarce when a lot of activities are applied to it. For instance, an immigration officer who is also a student must have time for his school work, family work as well as time at his employment/workplace. He must also have time for leisure. Time utilization along these four domains is rather limited. This can render either of the domains (school work, family duties, and occupation work and leisure time) stressful.

Against expectations, Lingard (2007) found that time spent studying is not significantly associated with students" study-work conflict, nor is time spent working with work-study conflict. Consistent with the scarcity perspective, time spent studying and time spent working are negatively associated (Lingard, 2007), in that time spent in one role inevitable limits the time available for another role (Marks, 1977). It is possible that the lack of association found between time spent working/studying and inter-role conflict is because time is not a predictor of students" inter-role conflicts (work-study and study-work conflict); however, there is support in the literature for the pathway between time commitments and inter-role conflict.

Markel and Frone (1998) found that university and high school students that spent a high number of hours in paid employment had high levels of work-study conflict. Similarly, students working full-time in Nigeria have higher levels of work-study conflict due to greater time commitments, compared to students only working parttime (Adebayo et al., 2008). Overall, research on work-study conflict indicates that time commitments are only important while considering the role of other workplace/study demands and resources in the development of inter-role conflict.

Inconsistent with previous research identifying links between students" work-study conflict, and their health and wellbeing (i.e., Adebayo, 2006; Park & Sprung, 2013), Lingard (2007) did not find significant associations between work-study conflict and work satisfaction, emotional exhaustion, or cynicism when testing the work-study interface model. However, these inconsistent findings may be due to methodological issues with Lingard"s (2007) sample recruited during an in-person psychology lecture using pen and paper surveys – students who experience high levels of work-study conflict are less likely to attend their university lectures and/or tutorials (McNall & Michel, 2011). Therefore, students experiencing dangerous levels of work-study conflict were likely excluded from the study.

2.11 Work- Study Conflict and its Effect on work Output.

Facing mismatched or incompatible expectations linked with multiple roles or with a solo role is supposed to be psychologically difficult for persons and it produces adverse emotional responses (Evandroil et al., 2002 cited Schaubroeck, Cotton, & Jennings, 1989). Existence of two or more role pressures in a person's workspace leads towards role conflict which is a type of role demand, fulfilling one these pressures hinders the fulfillment of another (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). Uncertainly also comes into existence because of role conflict

because the worker is vague that whether all of his/her role demands are balance successfully or not.

According to Kirehmeyer (1985) if an employee perceives the presence of support for tackling work-related issues it neutralizes the adverse aftereffects of work stress i.e. role ambiguity, role conflict, underutilization of skills and quantitative work-overload on employee‟s well-being. According to the role conflict literature, social support has been identified as a significant resource or managing tool by different models of stress, which can decrease the adverse effects generated by stressors (Thomas & Ganster, 1995).

Social support is also known as relational exchange which consists of emotional concern, contributory aid, knowledge, or assessment (Coates, 2015). Researchers have contended that the level of supervisor's support an Immigration officer receives in a particular situation may change the entire process of stress. For instance, if a person is facing conflict at his/her work but on the other hand he/she receives the right amount of supervisory support it will stop conflict from occurrence. Similarly, in case of work-study conflict although a working student may face conflict from role demands however, adequate amount of supervisor may lessen this conflict. For better understanding of impact of work-study conflict, it is important to consider the supervisory support both at organizational and university levels.

Supervisory support received by an employee at work may help create a more positive environment at work. For instance, an immigration a supervisor with supportive attitude may transform difficult working circumstances into less stressful ones by discussing problems faced by an employee and being flexible when difficulties arise (Roskies & Lazarus, 1980). This kind of supervisor support has been found to decrease the degree of role conflict an employee faces while fulfilling the multiple

role demands. For instance, in some kind of work situations, lower role conflict was reported for workers who had supportive supervisors (Goff, Mount, & Jamison, 1990).

On contrary, high degree of role conflict was reported where supervisor support did not exist or (Burke & Greenelass, 2001; Greenhaus et al., 2006). Supervisory support has also been found to upset the effect of conflict on outcomes. For example, level of job satisfaction of employees has been facilitated by supportive supervisors (Parasuraman et al., 1992). Derous and Rvan (2008) cited Stephens and Sommer (1993) found in their research of role conflict that supervisory support moderates the influence of perceived role conflict on organizational commitment and job satisfaction. Thus, the supervisor"s support in the work setting is a significant aspect in the overall assessment of the role conflict phenomenon.

Work at home is work and needs to be understood as that. Full time homemakers have a job that is not valued. Employed women face the challenge of juggling two kinds of work, a challenge accentuated, for women with children and no partner who helps in the home. House work is necessary and valuable, but it is not valued as "real" work Daniels (as cited by Donelson, 1999).

Hochschild (1989) and Weingarten (1978) agree to the fact that most employed women do not give up the job of homemaker; they work at a paid job all day and then come home to a second shift, the work at home. While multiple roles generally are advantageous, the demands of work and home life do pose role conflicts in women of all occupations and this must be managed. Scott (as cited in Carter, 1988) states that there should be sharing of child rearing and house work between wives and husbands. She further stated that there should be changes in patterns of work which will enable both men and women to work parttime, work from home, or to move in and out of

jobs. She pointed out the need for twenty-four-hour free nurseries so that women would have full-time careers, and not interrupt them for their children. Scott was of the view that the state recognises the father's responsibilities and allows paternity leave when a baby is born, for both parents to be granted time off by employers to look after sick children. She also asserts that a more flexible career structure that would enable people take several years off work without risking permanent loss of a similar job and damaging the possibility of future promotion should be encouraged. In a study conducted by Greenstreet (1971) on employment of women in Ghana, she pointed out

The delegation of work, a process of dividing up the total work and giving part to subordinates, is a way of managing work-study conflict. Butler (2007) explains that unless the student- worker undertakes this deliberate and planned distribution of time and he discovers soon that his own tasks are becoming unmanageable and that he is losing effectiveness. The most important benefit of delegation is that workload is reduced and tasks are performed quickly and efficiently. The most important benefit of delegation is that workload is reduced and tasks are performed quickly and efficiently.

2.12 Managing Work-Study Conflict

In the current literature, the impact of combining work and study primarily focuses on students" working hours. Students who work over 22 hours per week have lower grades and are more likely to dropout compared to students who work 22 hours or less per week (Applegate & Daly, 2006). Students who do not work at all have lower grades and report greater intentions to dropout as compared to students who engage in a moderate amount (10-19 hours) of paid employment (Dundes & Marx, 2007).

According to Humphrey et al (2008), students who work and attend school at the same try to manage the situation wither by negotiating with the management team through their unit heads or cut down their study period in school in other to cope with the situation. For other student-employees, they go strictly according to the guidelines set by the employer regarding employees who are studying while at the same time working. Some of these guidelines relate to abiding strictly by the timetable the student-worker give to his employer. These sorts of activities are referred to as employer-student worker compromise.

Butler (2007) also notes that in some organizations such as business entities in which employees on the job also attend school, the work-conflict management strategy adopted is the reduction in the salary of the student-worker until he completes his course at school. Essentially, this work-study conflict management strategies is only for a time the student is in school. Butler (2007) pointed out that some organizations in managing the situation makes a 10% reduction in the student- worker's salary or wages.

Creed et al (2015) in contributing to the literature pointed out that some agencies in which work-study conflict exists between the student-worker and his employer, the situation is often managed the employer not recognizing the certificate of the student-employer makes the ultimate sacrifice of his/her certificate not being recognized.

Another angle relating to managing work-study conflicts according to Huhman (2013) is denial of promotion for the student who is employed but goes to school at the same time. Huhman noted that some organizations have stipulated periods a fulltime employer must work in order to be Qualified for promotion. These stipulated periods is measured in years, any worker who falls short of meeting the stipulated period

required for promotion is denied promotion. Implicitly, if a student-worker attend classes in an in situation of learning, it means that he/she is unable to meet the full work period required for his promotion, thereby forfeiting the promotion.

Therefore, some paid employment appears beneficial for students in addition to the financial benefits such as being able to afford textbooks. The threshold for experiencing benefits from paid work appears to be approximately 10 hours of work per week with a Goldilocks zone (i.e., just the right amount) ranging between 10 to 22 hours.

Research on work-study conflict and work-study facilitation has started to explore the impact of working conditions (i.e., job demands and job resources) on students" health and academic outcomes, beyond just working hours. Poor working conditions, high demands, and low levels of resources can lead to high levels of work-study conflict and low levels of work study facilitation (Adebayo, 2006; Butler, 2007; Markel & Frone, 1998).

As it relates to working hours and study hours in Ghana it should be noted that the security service in Ghana work 8 hours a day for 7 days, totalling 56 hours a week. This leaves the University student who is also employed with limited time for study. Accordingly, the university student who is also employed must manage his time at work and his time at school. Some student-employees at times arrange with their immediate supervisors for one of their colleagues to substitute for them. In this case, the void that would have otherwise been left by the student-worker is filled by the substitute (Creed et al, 2015).

In other words, work-study facilitation assists organizations especially so when a employee who is a student's places at the disposal of the organization his experiences learned in school. For example, if an Immigration officer acquires some counseling skill while in school and the counselling skills become useful to the positive benefits for both the student worker and the Ghana Immigration service. According to the model, there must be harmony (congruence) between working time and study time by a student worker. This is possible by job control mechanisms (work-study guidelines). These guidelines constitute basic agreement between the employer and the student- worker so that there is a balance between what the job demands and what is demanded of the student worker in his school. Ideally, in order for the student to be involved on his job while schooling at the same time, he will need the support of his employer.

Jocob and Roodt (2007) note that work-study conflict is more stressful for security services such as the Immigration Service of Ghana and this can probably affect their academic outcomes if it is not managed well.

2.13 Gender and Work-Study Conflict Management Practices

The gender difference in the impact of gender concept on work–family conflict is not only the focus of western scholars but also the focus of African studies. The gender concept varies based on the cultural background of the country, and the difference of traditional gender concepts will have the opposite impact on the conflict between individual work and family.

Studies in Sweden and Israel, for example, have reported that gender equality makes individuals feel more intensely about work-family conflict (Grnlund, 2007; Somech & Drach-Zahavy, 2007). However, in the United States, the conclusion of this is the

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opposite (Davis, 2011). Under African and in particular Ghanaian cultural background, the Ghanaian traditional gender concept is deeply ingrained, although the Ghanaian government and civil society advocates and promotes the idea of gender equality, and the female social status has been improved (Ren et al., 2019). But there are a lot of people who still have a transitional idea about recognizing the freedom of work to women and yet still require them to be responsible for families (Pajibo, 2011). This has led some women to play the role of "householder" and "breadwinner" at the same time.

In terms of undertaking housework, although the concept of gender equality prompts men to participate in more housework, women still spend far more time on housework than men under the same subjective and objective conditions (Yang et al., 2015). This is so and in particular about the traditional Ghanaian values. Therefore, the concept of gender equality may not only ease women's troubles but also makes them bear the burden of work and family at the same time, which aggravates the contradiction between work and study for career women (Wang et al., 2009).

Work stress and flexibility are the most important aspects that cause a contradiction between work and study. Studies from Belgium, United States, Netherlands, South Korea, and other countries have a consistent conclusion that the great work pressure and less work flexibility will lead to greater work–study conflict (Allen et al., 2013; Han et al., 2015; Kelly & Tranby, 2011; Nomaguchi, 2012; Schooreel & Verbruggen, 2016; Tummers & Bronkhorst, 2014; Winslow, 2005). In Ghana, work pressure and work flexibility not only affect the health and well-being of individuals but also affect the family's decision-making. For example, young people are discouraged from having a second child due to work pressure and inflexibility (Zhang & Shi, 2019).

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This phenomenon is fast catching up with young couples in Ghana. Eemployment pressure and structural employment conflict continue to escalate, the increasing work pressure of the younger generation has broken the balance between working families. At the same time, work inflexibility also gives some resistance to ease work-study conflicts (Jiang, 2015).

2.14 Empirical Literature

A study by Butler's (2007) revealed that congruence between students" job and course programme is positively associated with work–study facilitation (WSF). This also showed that experienced job control has positive association with WSF (Butler 2007).

In other words, work-study facilitation assists organizations especially so when an employee who is a student places at the disposal of the organization his experiences learned in school. For example, if an Immigration officer acquires some counselling skills while in school and the counselling skills become useful to the Ghana Immigration service, it results into positive benefits for both the student worker and the Ghana Immigration service. According the model, there must be harmony (congruence) between working time and study time by a student worker. This is made possible by job control mechanisms (work-study guidelines). These guidelines constitute basic agreement between the employer and the student worker so that there is a balance between what the job demands and what is demanded of the student worker in his school. Ideally, in order for the student to be involved on his job while schooling at the same time, he will need the support of his employer.

Such support comes in the form of compromises or agreements the student-worker reaches with his employer. When these arrangements are properly done, it results into work-study facilitation or benefits for both the employer and the student worker.

Again, proper execution of these arrangements will assist in limiting work study conflict. Another area of benefits that are derived from these experiences are good performance by the in school because to all intent and purposes, applies some of his experiences gained from his area of work in his studies. His performance in school will not only be based on the application of his experiences from the job, but also on his efforts he applies in his studies.

According to Creed et al. (2015) it is demonstrated that job involvement was positively related to WSF. This means that the more students were involved at work the more WSF they experienced.
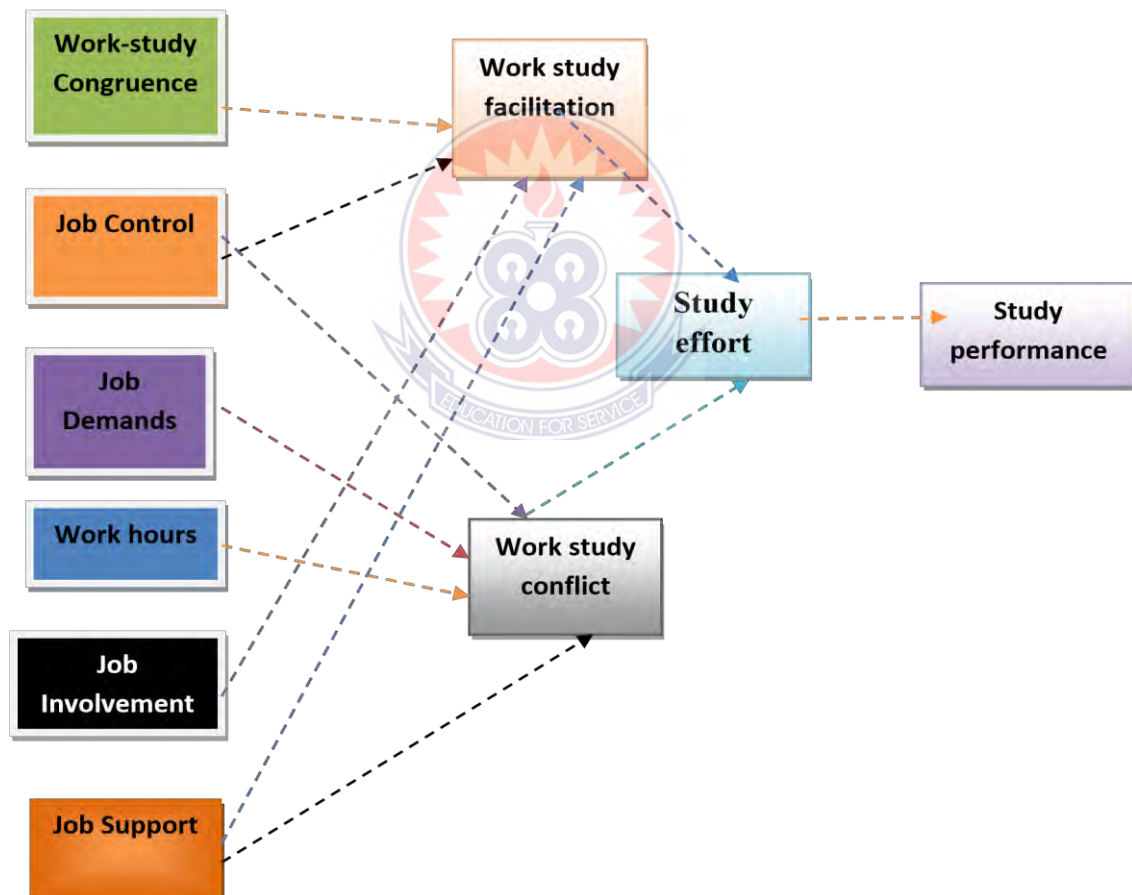
Figure 1: Conceptual path model of Work-Study Conflict (WSC); Work-Study
Facilitation (WSF)

Source: Adapted from: Meeuwisse, Lonneke, de Meijer, Born & Severiens, 2016).

The antecedents of work–study conflict (WSC) in this study model is derived from earlier studies on (antecedents of) WSC. According to Butler (2007) it is known that job control decreases WSC. Hence, job demands according to Butler (2007) and work hours (Creed et al. 2015; Butler 2007; Markel & Frone 1998) showed positively association with WSC. The meta-analysis of Ford et al. (2007) study demonstrated that social support reduces conflict between roles. More specifically, job support is negatively associated with work–study conflict, and employer is needed to avoid support is negatively associated with work study conflict. In line with these results, it is assumed that job control and job support are needed to avoid work-study conflict. Further, the model outlined hypothesized relations between two study-related outcomes, namely, study effort and a student's performance. Thus, in line with prior research on the work–study interface, it is expected that a positive relationship between WSF and academic performance (study effort) will come about if various agreements or compromises, and job support are given.

The present study adopts the conceptual path model of work- study as the conceptual framework. The framework dilates on role-conflict and role-facilitation in organizations. Antecedents considered are on work-study facilitation (congruence, job control, involvement and support) and work study conflict (hours worked, demands, support, control). Thus, facilitation and conflict in the study are considered as mediating variables as related to the literature (Allis & O"Driscoll, 2008; Butler, 2007).

2.15 Practices to curb work-study conflicts

Huhman (2013, p. 10) outlined practices aimed at mitigating work-study conflicts. In a study on Work Options in the United States of America, these practices include

training managers as mediators in effectively handling conflicts, setting workplace conflict guidelines, eliminating gender bias and clarifying priorities.

The conflict between one's work role and other life roles is an important aspect of the relationship between work and non-work life. Much research and theory building has focused on the conflict between work and family. For example, Greenhaus and Beutell (1985, p.77) define work-study conflict as "a form of inter-role conflict in which the role pressures from the work and school domains are mutually incompatible in some respect".

In adult life, work and study are primary life domains and researchers have developed and tested various models of the antecedents (e.g. work hours, number of school hours etc.) and consequences (absenteeism, low job satisfaction) of work-family conflict. Very little theory development is related to the forms of inter-role conflict affecting adolescents or young adults in full-time education.

However, the work-study literature provides a useful basis for this development. Markel and Frone (1998) suggest that, in adolescent life, work and education are likely to be primary life domains. Empirical evidence indicates that the number of hours spent in paid employment each week is positively associated with a sense of conflict between work and education among adolescents and young adults (Hammer *et al.,* 1998; Markel and Frone, 1998). Empirical research demonstrates that inter-role conflict is a stressor which is consistently associated with negative consequences for individuals" well-being and performance. British research suggests that university students experience difficulty in balancing work and study and experience above average levels of stress as a result (Humphrey *et al.,* 2008) and other studies reveal high levels of stress in university students (Cotton et al., 2002; Abouserie, 1994;

Felsten & Wilcox, 1992). Markel and Frone (1998) also report that work-school conflict is inversely related to school readiness and academic performance.

2.15.1 Training Mediators

Huhman (2013) observes that most managers are not well versed in effectively handling conflicts, and that many managers ignore conflict and rather tell their managers to ignore conflict and rather tell their employees to just deal with it. She suggested that instead of ignoring work-study conflicts, managers help should employees regain focus. Implicitly, for mangers need to be able to resolve workstudy conflicts, they need to be provided with negotiation skills that will help them to better listened and more emphatic toward employees. This type of management practice in conflict resolution will assist the employer and the student worker to benefit.

2.15.2 Setting workplace conflict guidelines

In a survey Huhman (2013) conducted and which was titled Workplace Options, she noted that 84% of 427 Americans polled said they talk with their co-workers about job related problems. In that study, it was revealed that employers were doing very little to resolve workplace conflicts. Thirty-five percent of poll respondents said their employers did not have formal complaint process and a third set of respondents said they go to their supervisors if a conflict arises. She iterated that although it seems employees feel empowered to address work-study conflict on their own, however, they need to be able to bring such issues to managers who in turn must establish guidelines for resolving such conflicts. Analytically, such guidelines would include steps to follow when reporting the conflicts, the actions on how to report conflicts from reoccurring (p.11).

2.15.3 Eliminating gender bias

Huhman (2013) notes that some manager and employees reinforce stereotypes about gender when dealing with work-study conflicts. To overcome this challenge, she recommended managers should be educated about workplace bias such as stereotypes relating to males and females.

2.15.4 Clarifying Priorities

A fourth and final practice outlined by Huhman (2013) in resolving work-study conflict is the classify of priorities. She argued that miscommunication often causes the most workplace conflict. Therefore, by using project management approaches or confusion can be eliminated about what part of the conflict to address first especially as it relates to deadlines. She further recommended that employees should clearly define roles of employees and managers to be sure everyone is given equal attention.

2.15.5 Context of the Study: Ghana Immigration Service

Corporate established under the PNDC law 226 1989. The Ghana immigration service remains the sole institution with the statutory mandate. This was after year of reliance on sister security agencies that is Ghana Arm Forces and Ghana Police Service.

The Ghana immigration Service was established in 1989 under the PNDC law 226. the service was a statutory mandate to regulate and monitor the entry, residence employment and exit of foreigners in the coutry.

Headquarters: Independent Avenue, Accra Greater Accra Ghana.

Parent Department: ministry of interior (Ghana) Department executive. Kwame Asuah Takyi Comptroller – General of immigration Jurisdiction. The Ghana Immigration Service Stated as the Founder: Immigration and passport Unit of the Gold Cost Colonial Police Force under the command of (Mr. Nevile C. Hill)

Role: The role of the Ghana Immigration Service is mandated to regulate and monitor the entry residence, employment and exit of all Foreigners and exit of all Foreigners Movement of Ghanaians into and out of the country is equally monitored. Administering the right of visitor of Ghana.

What Immigration Do: The Immigration Service officers are agents of the (USCIS) top duties include researching and analysing applications petitions and supporting documentation, interviewing petitioners and applications to assess credulities and denying or granting petitions and application

Interior: He/She is also responsible for the day to day administration of the service, the Ghana Immigration Service is mandated to regulate and monitor foreign machineries. In 2010 the Ghana Immigration Service (GIS) developed a strategic plan to guide the activities of the service for a five-year period 2011 – 2015 in 29th April 2016 – Ghana Immigration Service (GIS) have opened an information technology laboratory at the GIS. Training school and 28th May 2020 the Ghana Immigration Service (GIS) is the key agency responsible for Immigration in Ghana. However, Ghana Immigration land scope.

Problem found by Immigration: the social problems of Immigration and migrants include (1) poverty (2) acculturation (3) education (4) housing (5) employment (6) social foundation.

Type of Migration: Moving within a state, country or continent external migration moving to a different state, country or continent immigrants living one country to another.

2.16 A model of the Work and Study Interface

The purposes of this study model of the work-study interface was developed based upon a model of the work-study interface, proposed and tested by (Frone, Yardley & Markel 1997). This model uses work-study conflict as a key mediating variable in the relationship between the time demands of both paid work and university, studies. Note that university life is broader than just study, so in using it be careful. Be consistent with terminologies you use Thus it is suggested that time demands impact upon students" work-study conflict. Work-university conflict represents the extent to which involvement in one's role (e.g. work) interferes with students" ability to participate in the other role (e.g. university). However, consistent with the research on the work-family interface, work-study conflict is conceptualized as a bi-directional phenomenon.

Therefore, a distinction is made between the extent to which participation in paid work interferes with students" ability to meet university responsibilities (work-to-university conflict) and the extent to which participation in university life interferes with students" ability to fulfill the requirements of their paid work (university-to-work conflict). In the model (Fig. 3), role-related time commitments are regarded as predictors of work-university conflict. Time is a limited resource and university students" time commitments to paid work reduces the time available to fulfill duties required of another role.

It may therefore be expected that excessive time involvement in paid work would make the fulfillment of university requirements more difficult for students, giving rise to a sense of work-to-university conflict. Conversely, the time requirements of university might negatively interfere with students" work responsibilities, for example, when a lecture clashes with a scheduled project meeting. Thus, it is expected

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that there would be a positive relationship between the number of hours spent at study and study-to-work conflict.
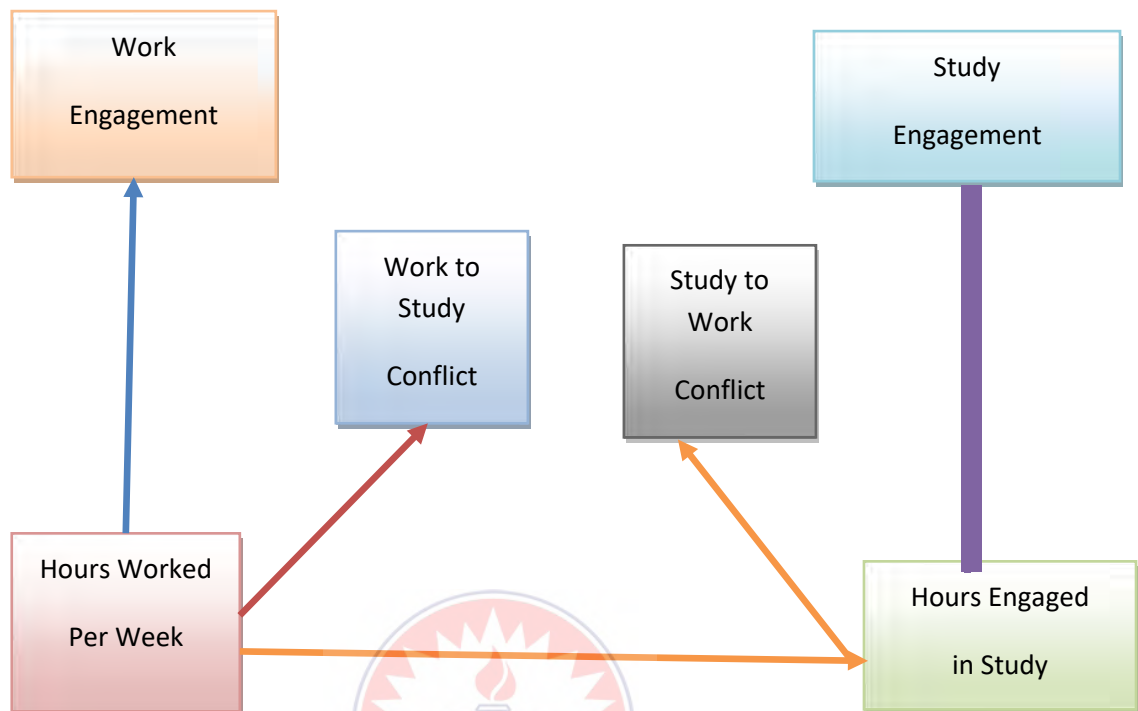
Figure 2: Hypothesized Model of Work – Study Interface

Source: Adapted from: Mills, McLaughlin, and Lingard, (2007)

The model outlined above depicts two distinct types of conflicts. These are work to study conflict which is conceptualized as the extent to which a students work at his place of employment influences his university studies, and study to work conflict which connotes the extent to which a student's activities in his studies influences his work at the job site. Essentially these two types of conflicts are measured by the degree of engagement at the work site. (Hours worked per week) the degree of engagement in school (hours engaged in academic work/study.)

Linked to immigration officers, one can infer that if the officer spent more hours at his work place, it will negatively influence his study. On the contrary, if the immigration officer spends more hours in school, it will affect his work at his work station.

2.17 Summary of Literature and Gap

The literature review encompasses thematic areas related to the study and the research questions in particular. For example, the literature was reviewed in terms of the conservation of Resource Theory, the nature and role of conflict, Work-study conflict and various models underpinning it. The literature also highlighted other thematic areas such as managing work-study conflict, factors accounting for work-study conflict and effect of work-study conflict. These topical areas enabled the researcher to define the problem adequately. Bit is anticipated that the literature will assist in enriching the methodology.

In terms of the gap, one area of concern that appears missing in the literature is how male and females manage work-study conflict differently; and how their (male and female) respective approaches to managing Work-study conflict affect both sexes similarly or differently. Another gap in the literature is the relationship between work-study conflict and job satisfaction. A third gap in the literature is the impact of work study conflict on turnover in organizations.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The rise of working university students is a global phenomenon with more students working whiles they at studying in universities. Within this trend of dual participation, working students face challenges such as work-study conflict and how it should be managed. When work-study conflict is not managed well, it apparently leads to poor health. This chapter focuses on the methodology employed for the study.

Accordingly, details are given regarding the research design, the population, sample and sampling techniques research instruments, validity and reliability, and ethical considerations. This chapter describes the procedures of data collection and plans for data analysis.

3.2 Research Philosophy and Approach

The philosophical foundation of the study is anchored on pragmatism. Pragmatism is a set of ideas articulated by many people. Pragmatists draw on many ideas such as, what works using diverse approaches and valuing others objective and subjective knowledge. Pragmatists argue that methods from both positivists (quantitative) and interpretive (qualitative) paradigms should be used jointly to better understand a phenomenon (Howe, 1988; Wan, 2011). Pragmatism states that both subjective and objective points of view exist, and research should be conducted using whatever methods are necessary to achieve the desired result (Onwuegbuzie, 2002). For ontological assumptions from a pragmatic perspective, it is believed that there are multiple realities 'forming an interconnected whole' (Creswell, 2009; Guba & Lincoln, 1994; Wan, 2011).

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Knowledge claims arise out of actions, situations, and consequences rather than antecedent conditions as in post positivism. The pragmatists look to the 'what' and 'how' to research based on its intended consequences where they want to go with it (Creswell, 2009; Creswell & Plano Clark, 2007; Newman & Benz, 1998). Pragmatism is not committed to one system of philosophy and reality. This applies to cross-sectional surveys, in that inquiries draw liberally from both quantitative and qualitative assumptions when they engage in their research. Individual researchers have a freedom of choice. In this way, researchers are free to choose the methods, techniques, and procedures of research that best meet their needs and purposes (Creswell & Plano Clack, 2007).

The broad intent of this study was to provide information from the perspective of participants to establish the objective view for generalisation. Obviously, different methodologies require different methods, which are methods that fit the context in which they operate. The emphasis here is not on the name of the method itself but rather in its procedure and especially on the way it is employed. Although, there are methods constructed for and used in one model only, other methods, such as interviews and text analysis, can be used in both models as prescribe by their methodology (Sarandakos, 2013).

As the conventional patterns of research improves so has been varying philosophical views that inform research studies. This has led to varying philosophical approaches in organizing and interpreting knowledge. Tashakkori, and Teddlie (2003) note that research philosophy embodies the assumption about human knowledge (Ontology) which is reality the research encountered in a research activity and axiology, which deals with the extent and means through which the values of a researcher shape

understanding of the methods and approaches of research and how these are interpreted.

Creswell and Clark (2011) argue that the research philosophy of researcher can either be positivist (Quantitative) or interpretivist (Qualitative). This study examines the management practices of work-study conflict among personnel of the GIS. The nature of the study requires the researcher to be very objective, hence, the need to work with numbers in data collection and at the same time take into consideration the value judgement of respondents which entail obtaining indepth inquiry and follow-up probes. Accordingly, the researcher sought to adopt both positivist and interpretivist approaches which combine both qualitative and quantitative modes of data collection Essentially, the researcher documents and examines the experiences of immigration authorities and students of the Immigration Service who are not on study leave in various institutions.

Creswell (2014) notes that the qualitative approach with the study of social phenomenon describes the "why" and how of events and what those events mean to particular individuals. Also, quantitative research strategy focuses on quantifying and analysing variables in order to get results. This also involves using and analysing data numerically-using statistical tools to provide answers to questions such as "what" to "what extent", "where and when (Bland, 2001). It is in line with these propositions that the mixed method triangulation approach was adopted by the researcher. The method approach has the capacity to the ameliorate the weaknesses and maintain the strengths of both the quantitative and qualitative paradigms.

The purpose of the study was to investigate the management practices employed during work-study conflict in the GIS Work-study conflict is a social phenomenon and practices employed to managed it are multiple. Some of these practices hinge on

human emotions and values and would require interpretivist approach to data collection, while other work-study conflict management practices are clearly defined, objectives and therefore require the positivist approach to data collection. For example, compromises or agreements negotiated by the student-worker and his employer is a complex process that is underpinned by human value, hence, the philosophical approach needed in data collection regarding this will be interpretivist, while issues relating to non-recognition of certificates or reduction in working students" salary are straightforward and objectively approached, hence, the need to adopt the positivist philosophical approach to data collection.

As stated earlier, managing work-study conflict is a social reality, which is characterized by socio-psychological construction. In order to understand such social reality, the value judgment of the actors (working students and their employers) would have to be explored and this requires in depth probe of what their feelings are and how they value their relationship. This has interpretivist orientation. At the same time the researcher remained very objective in posing questions that require numerical answers. For example, frequency of work-study conflicts that require certain management practices are addressed by the positivist approach to data collection

3.3 Research Design

Creswell (2003) defines a research design as a detailed plan or blueprint a researcher follows in operationalizing variables or conducting a research in order to ensure the researchable variables are measurable. For example, there are research designs such as exploratory, descriptive, action, and experimental design. The researcher in this study adopted the exploratory mixed-method design-using both qualitative and quantitative approaches. This design typically involves collecting data within a limited time for the purpose of providing a description (Quantitative) interpretation

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(Qualitative) of characteristics associated with people within a given time (Bland, 2001). The exploratory mixed method design was used because the nature of the research work was both exploratory and require numerical data. The rationale for the study requires a description of the causes and effect of work–study conflict among students and involving immigration authorities in the GIS.

The research design involved collecting large volume of quantitative and qualitative data in a short period of time with less cost. It also allows a sample to be extracted from a given population whiles making provision for assessment of outcomes without recourse to any failure (Cohen et al 2011). Another significant advantage of the explanatory mixed-method is that it enabled the researcher to gather data regarding a particular selected population (Immigration personnel) who were working while attending school. This design is flexible in its method of data collection. For example, it supports collection of numerical and verbal data by means of hand delivered questionnaire and face to face interview (Fowler, 1995). Hence, the explanatory mixed method design fits the purpose and rationale of the research which aimed at collecting primary data from immigration personnel on the issue of work-study conflicts management practices. The choice of a mixed method design is consistent with both qualitative and quantitative approaches as argued by Creswell (2003) who noted that mixed method research uses research instruments such as well-structured questionnaire and interview schedule in gathering data that can be both quantified and expressed verbally. In addition, descriptive and inferential statistics as well as generated themes.

Another justification for adopting the mixed method approach was to use the qualitative data to verify the quantitative data of some of the variables. The quantitative data emphasize measurement whereas qualitative approach emphasizes

words or textual materials or images. These two research approaches differ in terms of their epistemological and ontological orientations. According to Creswell qualitative study is any kind of research that produces findings not arrived at the means of statistical procedures or other means of quantification. This research method or paradigm is multi-method in focus and involves an interpretivist and naturalistic approach to the subject matter. For researchers, it means studying phenomena (in this case the working students in the immigration services) in the natural settings (areas of schooling and work settings).

The researcher was of the conviction that complementing qualitative and quantitative data will strengthen the results of the study. Essentially, integrating the two approaches in this research enabled the researcher to triangulate the data and engage in holistic analysis of the phenomenon being investigated. The researcher perceived management of work-study conflict in the GIS as a social construction which is premised on certain social values that are affected by multiplicity of factors in the Immigration Service. Thus, the researcher sought to work on the premise that reality in terms of the phenomenon (managing work study conflict) is multiple and is perceived and interpreted differently by working students and immigration officers authorities. With regards to the quantitative approach adopted in this study it was used where the data were numerically measured. This approach normally addresses the question "how many" and or "how often"-where the information can be processed and converted into numbers. Again, because hypotheses were used in this study and they were tested, the quantitative approach to data collection was justified.

3.4 Population

The population of the study comprised all immigration officers of the GIS. This includes males and females. The population of a study is the totality of cases that the researcher uses to derive a sample. Creswell (2014) sees population of a given research as the elements or units the researcher is interested in.

In this study, the population is the aggregate of immigration officers (students-officers) and their employers in the GIS. A population is defined by characteristics such as age, sex, etc. Specifically, the population constituted immigration officers who are not on Study Leave in various institutions from town and areas in Accra, Volta Region and Central Region. The estimated population of the study was 2000 including those who were working while schooling (students-officers) and their employers (GIS). This group of personnel were in various tertiary institutions across five regions in Ghana: Central, Western, Volta, Eastern and Greater Accra. There the study population was estimated to be 2000 non study leave officers of the GIS

3.5 Sample size

Sampling in research constitutes the method that enables the researcher to select units from the total population, so that the entire population is not utilized. This helps in cutting down on the amount of data that is collected. Creswell conceptualizes a sample as the total set of respondents from whom data is collected. The total sample size of the research was 210 participants comprising 105 males and 105 females. The sample was selected as follows.

Table 3.1: Table Sample Distribution of the Study

	Name of Area	Number of Participants
1.	Winneba	5
2.	Head Quarters	30
3.	Tema	30
4.	Ho	20
5.	Accra Enforcement	10
6.	Accra Airport	45
7.	Koforidua Town	10
8.	Aflao	25
9.	Elubo Senior Offices	15
10.	Takoradi	10
Total		**200**

The justification for the sample size was based on the Table of Random Numbers (Bland, 2001) According to Bland (2001), for a population in the range of 2000 people, the designated sample size was between 200 to 210. Also, Creswell (2014) notes that for mixed method research, the sample should be about 10% of the population.

The total sample size was 210 drawn from the 10 areas. One senior officer (CO) was selected from each of the 10 areas while 200 student-officers made up of Inspector INSP, Assistant superintendent (SUP) were selected from the areas on a proportional basis. It is advisable that a sample size be large enough at least not less than 10% for a mixed method research (Mugenda & Mugenda, 2003).

3.6 Sampling Procedures

Purposive Sampling techniques was used to select all of the participants. Purposive sampling technique according to Creswell and Clark (2011) is the sampling technique

which is adopted for respondent who are more familiar with the subject matter under investigation. For example, the Director of the GIS has rich information and is familiar with the issues of managing work-study conflicts. Regarding the senior officers that were interviewed, because they were the only directors in each of the chosen areas and because they possess knowledge on the subject matter, purposive sampling technique was used to select them. Also, since the study targeted the student officers that were working and at the same time schooling, purposive sampling technique was used to select them. Sekaran (2000) observes that a sample is carefully selected from a given population of a study when a population is too large to be used. Again, a sample must fairly represent the population such that the results or findings can be generalized to cover the given population.

Regarding the use of the purposive sampling technique in this study, the justification was that the researcher required respondents (Immigration directors and student immigration officers who were working) with specific characteristics. And because the director and student-officers were located at different locations which were considered as groups, stratified sampling was used to select them from each group/location. Because the locations or group had varying population a different quota was allocated to each stratum.

3.7 Instrumentation

The research instruments adopted for the study were structured questionnaire and a semi-structured interview schedules. The questionnaire was developed by the researcher based on review of the literature. Questionnaires were checked first by the supervisor and also other professionals in the field of research for completeness, clarity, exhaustiveness and consequently necessary corrections were made on the basis of their comments before the actual data collection. The instrument was

structure into six sections. Section one covers issues relating respondents background data, section two captures issues relating factors that influence work study conflict in the GIS, section three focuses on the managing practices of work study conflict while, section four looks at the level different factors accounting for work study conflict between males and females in the GIS, the fifth section sought information frequency rate of work study conflict and the last section talks about level of awareness among student officers. The structure questionnaire was used to gather data for the quantitative phase of the study while semi-structured interview guide was used to gather qualitative data for the study. Cohen et al (2002) believe instruments reduce the workload of respondents. Essentially, structured questionnaire provides options for the respondents to either tick or cycle, and the questionnaires are the same for everyone. Primary information was collected and this constituted information gathered from respondents during fieldwork. The Likert –type scale questionnaire responses were adopted for section two, three, and four in the categories such as strongly agree, agree, disagree and strong disagree. The section five has the following responses, very frequently, frequent, uncertain, seldom frequently and not frequently. The categories in section six include very aware, aware, uncertain, quite aware and not aware.

Again, questionnaire was used because all of the respondents were literate and could express their opinions based on the options available. Questionnaire is also quicker and faster in collecting data from a large sample size. The questionnaire was administered to all the participants, student-officers and directors.

The interview schedule on the other hand was administered only to the immigration directors/senior officers who were 10 because it was believed that they had in-depth knowledge of work-study conflict in the Ghana Immigration Service.

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In the view of Creswell (2014). Questionnaires offer respondents the advantage of answering the questions with the assurance of anonymity for the responses. They are very convenient way of collecting data. There are no interruption when respondents are answering the questions.

Regarding the nature of the questionnaire, it was divided into two main sections. The first section dealt with the bio-data of the respondents while the second section dealt with the research questions.

The interview schedule on the other hand dealt with themes in the research Questions. These themes included factors that influence workstudy conflict in the GIS, Management of work-study conflict, the frequency of occurrence of work-study conflicts and awareness of immigration personnel on work study conflicts. The questionnaire was self-administered.

3.8 Semi structured interview

The researcher employed the assistance of National service person who were trained for the purpose of conducting the interview. Also tape recorder and field notebooks were used to collect the interview data from participants.

Reference to enlisting the help of a National Service person to collect data, the service person was first and foremost given explanation regarding the purpose and objectives of the research. Then as part of his training by the researcher, the National Service person was taken through the entire interview schedule so that he gets familiar with it. He was also taught field ethics especially as it relates to handling respondents and their respective concerns. He was also taught the essence of being very objective in administering the questions. This related to overcoming or dealing with any biases

that arises in dealing with the respondents and the data collection procedures. The interview items were structured in tune with the research questions.

3.9 Validity of Instruments

Taherdoost (2016) defines validity of instrument as the propensity of the instrument to measured what it intends to measure and obtaining results related to variables in line with a particular study. Both content and face validity were employed in this research.

Face validity involves the expert looking at the items in the questionnaire and agreeing that the test is a valid measure of the concept which is being measured just on the face of it. This means that they are evaluating whether each of the measuring items matches any given conceptual domain of the concept. In this study face validity was measured by ensuring (i) clarity of wording (ii) layout and style (iii) likelihood the target audience (student officer) would be able to answer the questions. Equally, face validation was conducted by giving the instruments for proofreading confirmation by some colleagues Master of Philosophy students in Educational Administration and Management. Their views were useful in improving the items. Suffice to say that based on the above measures, the validity of the instruments was fully ascertained.

In order to achieve content validity, the instrument were subjected to expert judgment. Accordingly, the instruments were given to an expert who scrutinized the questions and offered suggestions. Based on the supervisor's advice, irrelevant items were removed and some were revised. The supervisor also ensured that the instruments were in line with the research questions and objectives.

3.10 Pre-testing and reliability of Instruments

Pre-testing of instruments was performed Kumasi Technical University which did not form part of the actual study. The numbers of participants were 10, one (1) immigration director and nine (9) student-officers. According to Babbie and Mouton (2001) reliability test assesses the degree to which research instruments yield consistent results repeatedly over time and place.

In this study the reliability test approach adopted was the Cronbach‟s Alpha reliability coefficient based on its effectiveness which is widely acclaimed by most researchers. It is one of the most popular methods used by most researchers to assist the in-house regularity checks (Sekaran, 2003). In this study, the Cronback‟s Alpha consistency score was 0.7 for factors accounting for work study conflict among males and female 0.8 for management of conflict. These internal consistency tests were within conflict. These internal consistency tests were within acceptability limits and closer to the maximum acceptable limit which is 1. According to Sekaran (2003) a thumb up figure; 0.7 to 1 is considered good and acceptable.

3.11 Data collection procedures

The data collection procedures began with the request for an introductory letter by the researcher from the Department of Educational Administration and Management, University of Education, Winneba to seek access to the field for the investigation to be carried and also to introduce the research to students-officers who were studying. in various institutions. After securing the introduction letter, the researcher moved to the selected institutions to explain the rationale for the data being sought.

Upon the consent of the schools and the respondents, the researcher carried on with the administration of the questionnaire personally. The administered questionnaires were filled in the presence of the researcher and returned instantly. The presence of

the researcher or during data collection was to clarified issues that arose. The completed questionnaires were placed in envelops and sealed. The response rate of the instrument was 100% however the researcher made several appearances to retrieve the instrument from the respondents.

3.12 Description of How the Interview was conducted

Regarding the interview, there was only one interview session for each of the senior officers/director respectively in the various towns and locations. The interview session lasted for between one to one and half hour for each senior officer. The interview focused primarily on the four research questions.

Ten directors of the GIS were interviewed. The interview was conducted using the English Language. This encounter was directed towards understanding the participants" perspectives regarding managing work-study conflicts. Prior to the interview sessions the researcher introduced herself and explained the purpose of the research. Before the beginning of the interview session, an informal conversation was brought up as a means of establishing rapport between the researcher and the respondents. The researcher did not ask for the names and locations of the interviewees for the sake of confidentiality.

In the course of the interviews, the researcher remained neutral in tone and body language and made sure not to probe too much or give her opinions during the discussions. The interviewees were allowed to freely express themselves without interruptions and without the researcher showing bias-like interest that would raise the suspicions of the interviewees. After interviewing each of the participants, the researcher played back the tape recorder to the hearing of the participants to clarify and confirm what was said by the participant during the interview. It was also to ensure that the researcher captured the right information without any ambiguity.

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The interview themes were drawn from the research questions. A voice recorder and a field notebook were used. First and foremost, the raw data from the interview was transcribed from the voice recorder. Field notes from the notebook aided in the transcription in terms of filling in the gaps during the recording. This was done for the purpose of getting the researcher familiar with the data.

3.13 Data Analysis Procedures

Data analysis was another important aspect of this study. According to Creswell (2003) data analysis is a process that involves organizing the raw data in order to bring out the meaning through interpretation. Accordingly, the questionnaire for this research was sorted and the responses were arranged sequentially according to the coding to form a pattern. The SPSS software version 22 was used to analyse the data by coding the responses numerically.

The researcher employed descriptive and inferential statistic, respectively to analyse the bio-data and data obtained from the research questions. In terms of the descriptive statistics, means and standard deviation were used. Frequency tables and percentages were also employed. Independents sample test was the inferential statistics used and this was used to analyse the data relating to the hypothesis. Basically, the use of the independent sample test was to assist in establishing the presence of any statistically significant differences among the group data relating to male and field male officers' experiences with work-study conflict management and work study facilitation with regards to the rights of respondents or other persons who may also be affected.

Ideally, before engaging any prospective respondent the purpose of the study should be made clear to them. There were no issue with anonymity of the respondents and data or information obtained from the respondents must be kept confidentially.

Regarding the procedures relating to the interview sessions, the coding process began after determining the themes. The first director interview was coded Director number one up to the last Director who was coded Director Number ten. In the analysis of the interview, thematic analysis was used. By this the researcher recorded vibration quotations from the various themes as contained in each director"s response. This is referred to as the axial coding and thematic analysis system (Creswell, 2003). Some of the themes that emerged from the qualitative data were factors that account for work study conflicts, and work study conflict management strategies.

3.14 Ethical considerations

Regarding this study, all the known ethical considerations were followed. For example, the purpose of the research was explained to the student-officers before they were given the questionnaire and subjected to the interview. Their responses were kept confidential. They were assured that the data was solely for academic purpose. There were no indications of any names on the questionnaire. Moreover, all journal articles, authors and individuals whose literary works were sourced, were all duly acknowledged and cited properly. Based on the above ethical measures adopted for this study, the researcher can conclude that research ethics were held in high esteem.

Relative to social science research, participants involved in a study should be given as much information they need. Moreover, the right to privacy of the participants should be ensured. This is why it was useful to inform the personnel of the GIS regarding the intent of the research.

Informed consent was also sought regarding the researchers access to the participants in terms of their views and contribution to the study. The participant were assured of confidentiality and anonymity. Accordingly, their told not to write their names on the question or disclose any element of their identity. Equally they were assured that

whatever information they give would be help in confidence and used for only research purposes.

3.15 Positionality of the Researcher

In research involving qualitative data, that involves interaction with the participants in an interview, the researcher's identity which includes his background experiences in relations to the research topic is very crucial. This is because it can enhance or inhibit the quality and validity of data gathered, and subsequently the results (Creswell, 2014). For example, in this study, the researcher is an immigration officer. For this research, the researcher considered herself as an "outsider" she also included some quantity data to make the study as objective as much as possible.

3.16 Return Rate

The research targeted a particular group of people (Students-officers and Immigration commanders) and the sampling procedures were purposive and stratified random. The return rate of the questionnaire was 100%, meaning that all of the 210 respondents returned the questionnaire. This comprised 105 males and 105 females.

In sum, chapter three constitute the research philosophy and approach which was interpretivist and positivist (pragmatism). The research design was the mixed method explanatory sequential. The chapter also dealt with the population, sample and sampling procedure, instrumentation, validity of instrument and reliability and ethical consideration. The next chapter is the analysis and discussion of results

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The pervious chapter focused on the methodology of research. This is the blueprint of how data was collected, analysed and discussed. This chapter deals with the analyses of data and discussion of results. The chapter is organized into two main sections which include analyses of research questions and analyses of hypothesis. The analysis and discussion of finding was done in due reference to literature and the theory exposed in chapter two. The chapter is divided into two sections. The first section dealt with the analyse of research questions while the second section dwelt on the analysis of the hypothesis. The purpose of the study was to investigate work-study related conflict management strategies. The objectives of the research were.

1. To investigate how work-study conflicts are managed in the Ghana immigration Service.
2. To account for the differential factors that account work-study conflict management practices.
3. To analyse the rate occurrence work-study conflict in terms of their management
4. To ascertain the level of awareness of among officers of the Ghana Immigration Service on work-study conflicts.

Frequency tables were used to illustrate the findings. The findings reflected the opinions of student officers of the Ghana Immigration Service and senior officers employed in the Service.

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4.2 Demographic Characteristics of Respondents

This section provides the demographic characteristics of respondents since the background information is important in understanding the perspectives of GIS personnel regarding work-study conflicts. Background information on sex, age, academic qualification and ranks in the GIS were analysed in the following tables.

4.3 Sex of Respondents

Relative to work study conflict, age is a very important determinant. Essentially, some communities more males than females who embark on further studies while working. The data are in Table 4.1.

Table 4.1: Sex Distribution of Respondents

Sex	Frequency	Percentage
Male	90	45
Female	110	55
Total	**200**	**100**

The data in Table 4.1 reveal that majority females 110 (55%) GIS personnel were involved in the study as compared to 90 (45%) male GIS personnel. This implies that more females than males (GIS personnel) were combining work and study in various institutions. Comparing that more women are combining work and study in the GIS and the fact that women are also home keepers and responsible for their children and husband makes work-study conflict real among employees combining studies with work in many institutions.

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4.4 Age of Respondents

In this study age distribution of respondents are examined to know categories of age groups among the GIS personnel that mostly embark on study while combining with work. Table 4.2 has the data

Table 4.2: Age Distribution of Respondents

Age	Frequency	Percentage
30-35	70	35
36-40	60	30
41-45	40	20
46-50	20	10
51- and above	10	5
Total	**200**	**100150**

The data in 4.2 indicate that majority 150 (85%) of respondents were within the ages of 30 to 45. Understandably, this group of personnel are those who may have more appetite to aspire to higher positions in the GIS. Furthermore thsese are ages who after spending sometin on the have come to realise the limitation of the knowledge and capacity tto cope with the job. Hence, the dire for further studies.

4.5 Research Question 1: What differential factors account for work-study conflict among males   and females officers at the Ghana Immigration Service?

Research question number One sought to establish the different factors that account for work study conflicts in terms of sex dimension in the Ghana Immigration Service. The results which this research question presented dwelled on factors such as favouritism in the Immigration Service, knowledge of officers on female

performance. The results are presented in percentages and contain the opinions of male and female officers regarding their level of agreement regarding the differential factors accounting for work-study conflicts. Respondents were asked to tick (SA) for Strongly Agree, (A) for Agree, (U) for Undecided, (D) for Disagree and (SD) for strongly Disagree.

In life, most often than not, people in organizations for variety of reasons tend to empathize with individuals (females, disable) or situations. When it come to the sexes, society often tends to empathize with females more than males. This study sought to find out whether differential factors were experienced relating to males in work-study conflict management practice. The data is presented in Table 4.3

Table 4.3: Differential Factors Accounting for Work-Study Conflict.

| ITEM | MALE (N=105) | | | | | | FEMALE (N=105) | | | | | |
	SA	A	U	D	SD	M/SD	SA	A	U	D	SD	M/SD
Male Favouritism	5	19	5	39	37	2.20/1.23	15	14	5	36	35	2.41/1.43
Female Favouritism	9	16	5	45	30	2.23/1.27	6	14	14	44	27	2.31/1.16
Lack of knowledge in gender equity	0	20	25	27	33	2.30/1.11	3	30	25	23	24	2.67/1.20
Sexual favours	5	14	19	41	26	2.34/1.13	5	19	27	22	32	2.46/1.23
Empathy for females	19	44	11	25	6	3.43/1.12	9	45	7	30	14	3.05/1.27
Perception of female's less performance	3	8	17	53	24	2.17/0.97	9	13	12	34	37	2.27/1.30
Perception of males" financial strength	0	6	15	58	26	2.01/0.79	35	39	8	18	5	2.23/1.22
Perception of male absorption of stress	11	32	21	33	8	3.05/1.16	13	26	15	34	17	2.85/1.31
Opinion of male PD benefit than female	6	25	8	52	14	2.59/1.16	16	8	14	38	29	2.47/1.37
Opinion of female PD benefit male	7	7	17	43	31	2.20/1.14	1	7	15	46	36	1.96/0.92

The data in Table 4.3 indicate that both male and female respondents largely disagreed that neither male favouritism nor female favouritism constituted significantly regarding work-study conflict. The data in the table revealed that majority males 39 (37%) out of a total of 105 disagreed on the same variable, 37 (35%) (M=2.20; SD=1.23) males strongly disagreed. Regarding female responses as to whether males favouritism influence work-study conflict, 36 (34%) and 35 (33.3%) (M=2.41; SD=1.43) disagreed and strongly disagreed respectively. Analytically, the aggregate responses from males and females showed disagreement with the items. Again, Table 4.1 revealed that both males and females generally disagreed that female favouritism was a factor that accounted for work-study conflict. The table shows 45 (42%) and 30 (28%) (M=2.23; SD=1.27) males indicating disagreement and strong disagreement, respectively, as compared to 14(13%) 44(41.9%) (M=2.31; SD=1.16 who showed disagreement and strong disagreement respectively.

During the interview on the issue of differential factors relating female or male favouritism a director noted:

> *Actually, in the GIS there are no real difference regarding favouritism among the male and female personnel in terms of who get approved for further studies. Consideration for further studies has always been an issue of merit (# Director 4)*

Another Director pointed out that:

> *The GIS is a highly regimented institution which abhor favouritism especially when it comes to the sexes. As a security agency equal treatment of personnel in the fabric guided by the service code of conducts (# Director 7)*

The demonstration of disagreement by both males and female on sex-related or gender-related favouritism supports the views of Schoufied and Bakker (2004) who argued that conflict being what it is at the workplace, is not much sensitive to gender issues and that conflict do occur in work settings irrespective of the sex or gender

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involved. They argued that the substantive factors, which account for work-study conflict, are based largely on job demands and job resources. Hence, with the aggregate score skewing to the right coloumn (largely indicating disagreement to the items) it can be concluded that no differential factors really influenced conflicts according to males and females.

Analysing the rest of the items in Table 4.1 it is observed that most of the high scores are skewing to the right column an indication that most respondents (males and females) in the Immigration Service disagreed that differential factors accounted for work-study conflicts. For example, variables relating, to lack of knowledge in gender equity, perception of females performing less, perception of females financial strength, perception on males absorption of stress and opinion of male, Male and female benefits, respectively recorded high scores in the disagreement column suggesting that both males and female respondents did not think that there were any perceived differences regarding occurrence of conflicts in the Ghana Immigration service.

The only item or variable that both sexes agreed on that accounted for differences in the occurrence of conflict was empathy for females. To this items, 19 (18%) and 44 (41.9%) (M=3.43; SD=1.12) males strongly agreed and agreed, respectively that empathy for females was a differential factor accounting for work-study conflict in the Ghana Immigration Service.

Regarding this same item 45 (42.8%) and 9 (8.5%) (M=3.05; SD=1.27)of females strongly agreed and agreed respectively that empathy for females was a differential factor accounting for work-study conflicts among males and females in the Ghana Immigration Service.

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Rationally, one tends agree with the outlook of the data from the standpoint that in human societies, there is a natural tendency for the public to empathize with females, and this moves the public to empathize with females, and this demonstration of empathy with female at times breed conflict. For example, in war and in the distribution of food items or the provision of items, there is demonstrated empathy which some aggrieved persons often disagree with there by resulting into conflict.

For instance, in the United States of America, Price (2001) argued that the inception of Women‟s Right Movement since the 1960s has generated a general sense of sympathy and empathy regarding privileges for females. Again. in Ghana, the famous Quote from Kwegyir-Aggrey concerning the advantages a society accrues in educating females has generated proportionately more empathy for females; for example, females are given special privileges regarding access to higher education and there are many affirmative action regulations in the country that provide comparatively greater privileges for females.

In a larger context as it relates to the Conservation of Resource Theory, the findings in Table 4.1 tends to conform to the theory. The theory by Barrett (2009) states that resources consists of people objects, situations, characteristics, and that individuals or society tend to conserve these by allocating special privileges to its most cherished resources. A classic illustration of this theory is in times of wars when females are not killed arbitrarily but are empathized with and conserved as favoured resources for the conservation of society. Even in Ghana, there is often empathy expressed in the award of scholarships and other privileges. Obviously, the demonstration of these empathies generates conflicts, be it in any workplace.

4.6 Research Question 2: How do officers of the GIS manage work-study conflict?

Research Question Number 2 was about determining how officers of the Ghana Immigration Service manage work conflict relating to work-study conflicts. Table 4.4 present data on the findings.

In every organization, Management often adopts practices to solve problems or initiate programmes. This study sought to investigate management practices instituted in the Ghana Immigration Service to find solution to work-study conflicts. The data is seen Table 4.4.

Table 4.4: Management Practices of Work-Conflicts

ITEM	SA (%)	A (%)	U (%)	D (%)	SD (5)	M/SD
Employers and students compromise	59 (28.1)	81 (38.6)	19 (9.0)	29 (13.8)	22 (10.5)	3.60/1.31
Resolved in favour of employer	22 (10.5)	70 (33.3)	41 (19.5)	61 (29.0)	16 (7.6)	3.10/1.16
Reduction in studentofficers salary	26 (12.4)	22 (10.5)	40 (19.0)	48 (22.9)	34 (16.2)	2.42/1.38
Delay in promotion of student-officer	42 (20.0)	86 (41.0)	16 (7.6)	33 (15.7)	32 (15.7)	3.34/1.37
Non recognition of certificate	60 (28.6)	66 (31.4)	31 (14.8)	21 (10.0)	32 (9.5)	3.48/1.39
Commanders handling conflicts	34 (16.2)	83 (39.5)	50 (23.8)	23 (11.0)	20 (9.5)	3.42/1.17
Eliminating gender bias	42 (20.0)	60 (28.6)	46 (21.9)	38 (18.1)	24 (11.4)	3.28/2.29
Setting work-place conflict guideline	42 (20)	87 (41.4)	31 (14.8)	26 (12.4)	24 (11.4)	3.56/1.26
Reducing workload in school	30 (14.3)	69 (32.9)	35 (16.7)	46 (21.9)	30 (14.3)	3.11/1.30

Key: M=Mean; SD=Standard Deviation

The data in Table 4.4 recorded highest score in terms of levels of agreement for the variable setting work place conflicts guidelines. To this item, 42 (20%) and 87 (41.4%) (M=3.56; SD=1.26) strongly agreed and agreed respectively. Regarding this

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variable, 26 (12.4%) and 24 (11.4%) disagreed and strongly disagreed, respectively. Those who disagreed were far outnumbered compared to those who agreed. Analytically, these results are in consonance with the institutional practices of mankind or organizations whereby rules or guidelines are often used to either avert or deal with conflicts. For instance, For instance, the establishment of nation-states began with the formulation constitutions which essentially are official rules used to guide the conduct and behaviours of people (Zhang, 2013).

Analytically, first and foremost, the guidelines are made to prevent the occurrence of such conflicts. This strategy is called conflict prevention strategy and everyone in the organization is to be cognizant about these rules. In many organizations such as the Ghana Immigration Service these rules are referred to as code of conduct and are placed in the organization‟s brochures for everyone to be aware. Second, the guidelines are enforced when the conflict occurs.

According to MKarkel and Frone (1998), this is referred to as the application of the guidelines.   In many organizations, Huhman (2013, p.4) puts it, disciplinary committees are set up to look at the instances of conflict violation and put forth recommendations in dealing with the conflict. Ideally, the importance of such guidelines is to serve as a deterrent so that people are guided not to think of even violating the   rules or guidelines and this in line with the old adage "Prevention is better than cure".

The second item with higher scores relating to managing conflicts in the Ghana Immigration Service as it pertains to work-study conflict was "delay in promotion of student-officers". To this item 42 (20%) strongly agreed and 86 (41%) (M=3.34; SD=1.37) agreed, meaning that majority of the respondents generally agreed as compared to the 33 (15.7%) and 33 (15.7%) who disagreed and strongly disagreed,

respectively. This conflict management strategy is more punitive than curative. It is a strategy used after an officer is held accountable for breaking or violating the work-place conflict guidelines.

In the interview with one of the Directors express that:

> *As a general directives personnel must obtained permission before going on further studies and so if the institution is not aware of you going on further studies it becomes difficult to give promotion to such individuals. As a result these categories of personnel would be delayed by the authorities in promotion masters (#Director 5)*

Another Director shared a similar sentiment:

> *The service cannot offer promotion to personnel who failed to obtain approval for the further studies. Institution like ours is governed by rules and regulation that must be observe by all personnel without favour. It is important and in the interest of personnel to follow due process in the quest to further their education (#Director 10)*

Butler (2007) opines that because many organizations spend so much money and resources in training their employees, outright dismissal is not the solution or for approach in dealing with work-study conflicts and many other forms of conflict. Rather, the officer who is culpable is made to account for the lost time at work by delay in their promotion privileges or rights. The duration in the delay for promotion may differ from one organization to another, and for security forces, it may depend on the offending officer's rank or length of service as per the guidelines promulgated in the Service.

A third item which received high score regarding managing work-study conflict was the item relating to compromise between employers and students-officers. For the agreement side, this item had scores of 59 (28%) (strongly agreed) and 81 (38.6%) (M=60; SD=1.31) (agreed), respectively. In the conflict resolution or management literature Humphrey (2013 notes that this is the most frequently used conflict management practice. It underscores the element of win-win situation in which case

neither the employer or the student-officer lost out completely in terms of the professional development aspirations of the student-officer or the attainment of organizational objective of the employer.

Rather there is a compromise in which both parties w in something   and lost something, though the benefits and losses for either parties will not be in equal proportion. In many cases, the employer gains more from the compromise than the worker. Such compromises are agreed upon when more often than not, what the student-worker is learning in school will benefit his employer.

Other items that the respondents generally agreed to were "resolution of the conflict in favour of employer" which is very obvious and non-recognition of certificates which is a punishment. Although the respondents agreed to majority of the items, however, they strongly disagreed (74, 35.2%) (M=2.42; SD= 1.38) and disagreed (48, 22.9%) to the item "reduction in student officer's salary". The outlook of the score on this item could be on humanistic grounds based on the difficult economic conditions in developing countries such as Ghana. Humanly speaking, reduction in the salary of a student who is also paying school fees and catering for his or her family is equivalent to placing the student-officer below the poverty line which most employees are struggling against.

4.7 Research Question 3: How frequently do work-study conflict occur among officers of the Ghana Immigration service in Ghana?

Research Question Number 3 sought to find out the rate of occurrence of work-study conflicts in the Ghana Immigration Service

Usually, the occurrence of a conflict situation becomes detrimental to individauls especially if the rate of occurrence is very frequent. For organizations such as the

Ghana Immigration Service, constant or frequent occurrence of conflict is unwholesome. Table 4.5 provides data regarding the rate of occurrence of conflicts in the GIS.

Table 4.5: Rate of occurrence of work-study conflict among officers

Item	VF (%)	F (%)	U (%)	SF (%)	NF (%)	M/SD
Inability to formalize permission to go to school	61(29.0)	57 (27.1)	24 (11.4)	31 (14.8)	37 (17.6)	2.65/1.47
Job demands	29 (13.8)	66 (31.4)	30 (14.3)	25 (11.9)	60 (28.6)	3.10/1.46
Study demands	27 (12.9)	78 (39.1)	51 (24.3)	22 910.5)	32 (15.2)	2.78/1.45
Refusal to provide sexual favours	2 (1.0)	15 (11.9)	54 (25.7)	56 (26.7)	73 (34.8)	3.82/1.07
Lack of support at work place	18 (8.6)	53 (25.2)	46 (21.9)	41 (19.5)	52 (24.8)	3.27/1.31
Prioritizing studies to the detriment of organizational duties	15 (7.1)	57 (27.1)	50 (23.8)	50 (23.8)	38 (18.1)	3.19/1.22
Heavy workload on student officer studying	44 (21.0)	61 (29.0)	37 (17.6)	28 (13.3)	40 (19.0)	2.80/1.41
Inability for student-officer to balance time	37 (17.6)	58 (27.6)	44 (21.0)	16 (7.6)	55 (26.2)	2.97/1.45
Lack of support by employer	23 (11.0)	56 (26.7)	36 (17.1)	47 (22.4)	48 (22.9)	3.20/1.35
Lack of adequate manpower in the workplace	28 (13.3	55 (26.2)	32 (15.2)	39 (18.6)	56 (26.7)	3.19/1.42
Differences in values	27 (12.9)	40 (19.0)	66 (31.4)	51 (24.3)	26 (12.4)	3.04/1.20

Keys: VF-Very Frequency F- Frequency U- Uncertain M Mean   SD- Standard Deviation

In the left column in Table 4.5, the data revealed that nearly all the conflict situations occurred either very frequently or frequently. However, the item with the highest recorded score was the "the in ability to formalize permission to go to school. This had a score of 61 (29%) (M=2.65; SD=1.47) and 57 (27.1%) for respondents who said very frequently and frequently, respectively. This result is not unrespecting because many people (student workers) who attend school without study leave often refuse to ask permission from their bosses.

This breeds conflict. Or the outlook of the results could be that after many negotiations of permission seeking fail meaning bosses of student workers refused to grant permission to their subordinates. The embittered subordinate may then resort to either insubordination or defiance. This breeds conflict very frequently. This is typified as role conflict since such conflict is due to the confusion that arises as the student-worker tries to satisfy two roles, school and work (Barret, 2009).

Psychologically, the student experiences both inner and outer conflict Refusal of his boss to grant him permission puts him in an agonizing emotional state and unhappiness due to this state of affairs (Bakker, 2004). Conversely, for the boss, the engagement of any of his staff in additional role such as schooling places heavy and additional workload on either him or any of his staff who is not in school but at work. This leads to frustration for him and eventually leads to conflict.

The second highest recorded mark relating to occurrence of work-study conflict according to the data in Table 4.4 was "study demand". This item was in equal proportion to the item relating to heavy workload to which on the aggregate 105 (50%) (M=2.80; SD=1.41) ticked very frequent and frequent combined. Analytically, these two items relate, especially for the student-worker. Indeed, for the student-officer, learning demands in terms of assignments, thesis writing and examination combined with duties at work places heavy workload on him. These two can result to inner role conflict, and for the immigration commander additional and unattended to work left back by the student officer also imposes heavy workload for the staff who are not in school. These two scenarios by inference will result in role conflict and work-study conflict in the Immigration Service. The truism of such conflict comes into play when in the words Humphrey et al (2008) the student fails to create a balance between work and study time. Academic activities may get affected and

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working long hours, and work productivity may suffer low output when student-officers concentrates more time in the school.

Adebayo et al (2008) opines that stressful job demands such as workload and working hours do characterize work-study conflict. Data in this section run contrary to the conservation of Resource Theory. In either situations, whether job demand or heavy teaching load, time as an important human resource is not conserved.

4.8 Research Question Five 4: What is the Level of awareness of Work-study conflict among the officers of the GIS?

Research Question Five sought to investigate depth of awareness on work-study conflict among officer of the Ghana Immigration Service.

There are instance when there is some degree of awareness of conflicts situations in organizations. The level of awareness will create the necessary platform in dealing with such conflict. Table 4.4 contains data on the level of awareness of conflicts among officers of the GIS.
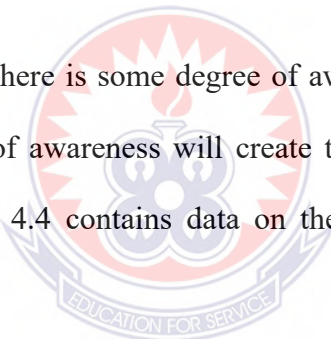
Table 4.6: Level of awareness of work-study conflict among officers

ITEM	VA (%)	A (5)	U (%)	QA (%)	NA (%)	M/SD
Working-study conflict based on differences in values between student-officers and employers	78 (37.1)	62 (29.5)	29 (13.8)	13 (6.2)	28 (13.3)	2.29/1.37
Work-study conflict based on gender bias	23 (11.0)	61 (29.0)	40 (19.0)	19 (9.0)	67 (31.9)	3.22/1.43
Work-study conflict based on sexual bias	15 (7.1)	44 (21.0)	50 (23.8)	26 (12.4)	75 (35.7)	3.49/1.35
Impact, of work-study conflict in the GIS	32 (15.2)	86 (41.0)	36 (17.1)	13 (6.2)	43 (20.5)	2.76/1.36
Strategies in resolving work-study conflict	26 (12.4)	67 (31.9)	41 (19.5)	41 (19.5)	35 (16.7)	2.96/1.30
Work-study conflict based on students not completing their study	30 (14.3)	36 (17.1)	30 (14.3)	30 (14.8)	83 (39.5)	3.48/1.50
Work-study conflict based on student officer not obtaining permission from employers.	77 (36.7.)	67 (31.9)	17 (8.1)	10 (4.8)	39 (18.6)	2.37/1.48
Work-study conflict based on students						
Inability to balance the time between work duties and learning	37 (17.6)	63 (30.0)	37 (17.6)	33 (15.7)	40 (19.0)	2.89/1.39
Work-study conflicts based on students prioritizing learning to the detriment of organizational duties	29 (13.8)	58 (27.6)	38 (18.1)	32 (15.2)	53 (25.2)	3.11/1.41

Keys: VA – Very Much Aware   A – Aware   U – Uncertain   QA – Quite Aware   NA – Not Aware   M – Mean   SD – Standard Deviation

The data in Table 4.6 show that respondents were very much aware (78, 37.1%) (M=2.29; SD=1.37) of work-study conflict based on differences in values between student-officers and employers, followed by work-study conflict based on student-officer not obtaining permission from employers (77, 36.7%) (M=2.37; SD=1.48) These items had the highest scores. Other items were strategies to resolving work-study conflict and impact of work-study conflict to which 86 (41%) (M=2.76; SD=1.36) and 32 (15%) were aware and very aware respectively. The outlay of the data reveals low scores, meaning that significant numbers were either very aware, aware and somehow aware.   Only two variables/items relating to "work-study conflict on student not completing their studies (83, 39%) (M=3.48; SD=1.50) and

work-study based on sexual harassment (75, 35.7%) (M=349; SD=1.35) registered high scores in terms of respondents who were not aware.

Analytically, regarding issues/items based on differences in values the results are expected because both employers and student officers have varying aspirations for continuing professional development and employers" aspirations hinging on work productivity regularity, punctuality and efficiency service as the scores in Table 4.6 show, what is needed is value alignment, a kind of compromise mechanism that allows employees and employers to interact on the differences and resolve any ensuing conflict.

Barret (2009) observes that when values are out of alignment, people work towards different goals, with different intentions and with different anticipated outcomes. This can damage work relationship, productivity, job satisfaction and creative potential. Some of the steps needed in overcoming value differences according to

Hobtoll (2002, p.6) is by suppressing personal biases, inviting inputs from people with different background and aspirations, getting to know and understand others who are different from you and accommodating others" viewpoints.

These are issues the Ghana Immigration Service should imbibe. And like many other organizations, in order to practice these alignment principles, the Immigration Service should take cognizance of virtues such as integrity boldness, honesty trust, passion for people and work output, and accountability. The student-officer should also be imbued with a sense of respect, integrity, responsibility and servant leadership. A good approach to attaining all these from the point of view of Good (2003) especially as it relates to the student- officer, is to cultivate character value which makes every

person a good human being, Work and values that help one finds what he wants in a job, and gives job satisfaction and personal values of self-worth.

Regarding the item regarding work-study conflict on student-officer not obtaining permission from employers, the high awareness response is very obvious because student-officers themselves are aware that they are doing that and employers at the GIS will know about this through the frequent unexcused absence of the students from work. This according to Cuitis and Lucas (2001) violates the principle of cooperation, faith, honesty, positive, attitude, fairness, caring, loyalty, dependability, reliability, commitment, open-mindedness, duty and self-lessens.

4.9 Analysis of Interview Data

***Theme: Work-Study Conflict Management Strategies**.*

When asked how worked study conflicts are managed in the Ghana Immigration service, the Directors answered in the following words:

> *Some of the commanders are so kind, hence, allow students, but this workload on the few officers left* (Director 10).

> *Commanders have disciplinary procedures in relation to work-study conflict* (Director 7)

> *Sone commanders cover up for student officers who are denied study leave, but yet bent on going to school* (Director 8)

> *Commanders provide extra hand on board to occupy space left within* (Director 2)

> *Commanders transfer student-officers to stations in which their schools are located*

Judging from the interview data, many are in line with the quantitative data. In fact a majority of the interview data conform with the quantitative data that relates to reaching compromises. For example, commander covering up for students, transferring students and providing extra hand are all implicit indications of

compromises made as a result of negotiation between the student-officer and his employer. Other interview data such as commanders applying disciplinary procedures are in line with the quantitative data relating to delay in promotion, setting work-study conflict guidelines and reduction in student-officers "salaries. Deductively, reaching a compromise and adhering to rules and regulations are the two issues that dominate management of work-study conflicts. This is not surprising because in settling disputes or conflicts, either the employer is empathetic towards the student's cause and inters into some form of compromise strictly applies the established rules and regulations.

Analytically, both sets of data (quantitative and qualitative) conform to the Conservation of Resources Theory put forth as the theoretical framework for this research. This theory opines people, especially employers try to obtain and sustain resources by implicitly reaching compromise rather than outright dismissal of employees for offences.
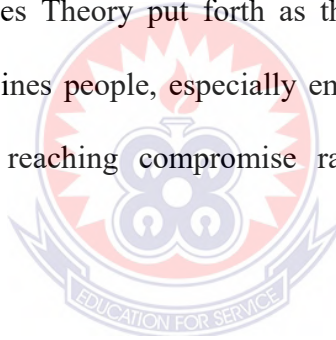
4.10 Test of Hypotheses

The following are the analysis of hypotheses that were tested: The results for hypothesis one tested is found in Tables 4.7 and 4.8.

Two hypotheses were tested in this study:

H_1 (1): There is no statistically significant difference between female officers in terms of work school management practices conflict in the Ghana Immigration Service in southern Ghana.

H_o (1): There is statistically significant difference between female officers in terms of work school conflict in the Ghana Immigration Service.

In an attempt to establish whether significant difference exists between female officers and male officers experience in work-study conflict, data were analysed using Independent Samples Test. The result of the analysis is shown in Tables 4.7 and 4.8.

Table 4.7: Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Agg Exp	Male	105	3.272	7073	0690
	Female	105	3.202	7678	0749

Leven's Test for t-test for Equality of Means Equality of Variances

F Sig T df Sig. (2-tailed)

Table 4.8: Independent samples test

Agg.	EqI Variances.	474	492	688	208	492
Exp	Assumed EqI Variances not assume			688	206.214	492

Table 4.7 and 4.8 reveal, that, the P-value of (.05) is less than level of significance (.492), therefore the null hypothesis (H_0 1) is accepted. Thus, there is no significant difference between female officers and male officers in terms of their experience in work study conflict in the Ghana Immigration Service in southern Ghana. Further, on the average, male officer experiences recorded (M=3.272, SD=7678. This difference was not significant t (206.214) = .688, p>.05.

The data clearly revealed that there was no significant relationship between male and females in terms of their experiences in work-study conflicts, meaning that both males and females had virtually similar experiences, though the mean score for male officers were slightly greater than that   of the females (m= 3.202). The nature of the results shouldn't be surprising because sociologically and psychologically, males and female have different profiles.

For example, women place their greatest workplace values on relationships, respect communication, fairness, equity, collaboration at work family balance, and for many females these are the issues that bring about conflicts when they are not appropriately addressed. Men on the other hand value organizational structure that work and rules that should be completed independently without the assistance of others (Humphrey et al, 2008) Regarding work-study conflicts, men are more in involved than women because most women in addition to their spousal and childcare responsibilities find it difficult to add schooling.

H_1 (2): There is significant difference between female officers in terms of workstudy facilitation in the Ghana Immigration Service in southern Ghana.

H_0 (2): There is no significant difference between female officers in terms of work-study facilitation in the Ghana Immigration Service in southern Ghana.

In an attempt to establish   whether significant difference exists between female officers and male officers in terms of work-study facilitation, data were analysed using independent Samples Test.   The result of the analysis is shown in Table 4.9 and 4.10.

Table 4.9: Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Agg Exp	Male	105	3.100	5461	0533
	Female	105	3.291	5073	0495

Leven's Test for t-test for Equality of Means Equality of Variances

 F Sig T df Sig. (2-tailed)

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Table 20: Independent samples test

Agg.	EqI Variances.	338	562	-2.632	208	.009
Exp	Assumed EqI Variances not assume			-2.632	206.877	.009

Table 4.9 and 4.10 reveal that, p-value of (.05) is greater than level of significance (.009) therefore the null hypothesis (H$_0$ 2) is rejected. Thus, there is significant difference between female officers and male officers in terms of work-study facilitation in Ghana Immigration Service in southern Ghana. Further, on the average, female officer awareness of work-study facilitation (M=3.291, SD=5073) was greater than the male officers (M=3.100, SD=5461). This difference was significant t(206.877)=2.632,p>.05.

By implications the data in Table 4.9 and 4.10 reveal that there is a difference in the way both males and females' student-workers benefit in terms of their roles as students and workers at the same time. In other words the data deduce that there is a significant difference in the way both males and females benefit both from school or work resources to either improve their school work or their work output. This could be true because females who are very busy about their family responsibilities may more often fall on resources at their school to improve their work output and conversely depend very much on experiences from their workplace to improve upon learning in their school.

Cinamon (2008) for example, explain that job resources at the work place will assist student-worker to have positive feelings about what he is learning in school. At the same time, students feel comfortable, when they get social support from their

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workplace and utilize specific knowledge and skills from their institution of learning to improve upon their workplace performance.

The results in Table 4.9 specifically reveal that on the average, female workplace awareness of work-study facilitation was greater than that of the males. It seems reasonable to argue that this is true because it is the female who experiences work study facilitation than the males as revealed in the significance level. However, whatever the level of difference regarding the awareness level between males and females, the positive aspect is that both male and females experience some benefits from either work or schooling when they are embarking on both of them at the same time. This is what work-study facilitation is all about.

4.11 Chapter Summary

The outcomes of the study's research questions were presented in this chapter, along with a discussion of them. It was revealed that the main factors which accounted for work study conflict were differences in values, inability to cope with job demands, needs for work conflict guidelines. The study further revealed that work study conflict situations occurred very frequently because candidates pursuing further studies often failed to formalized permission to study. Again, the study indicated that students' officers handled work-study conflicts through complying with work place conflict guidelines, handling delays in promotion issues and settling disputes. The next chapter present the summary, conclusions and recommendations

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary, conclusions and recommendations of the study. The chapter also contains the suggestions for future research. The study essentially sought to investigate how work study conflicts are managed among officers of the Ghana Immigration Service. The research questions that informed the research were:

1. What are factors that account for work-study conflict management practices between male and female officers on Study Leave at the GIS?

2. How do the officers of the GIS manage work-study conflict?

3. How frequently do work-study conflicts occur among the officers of the Ghana Immigration service?

4. What is the level of awareness among the officers of the GIS regarding work-study conflict management practices?

In order to provide a clear direction to the research and understand with greater clarity

H0.   There following is no statistically significant difference between the male and female officers of GIS in terms of the factors that account for work–study conflict management practices.

H1.   There is a statistically significant difference between the male and female officers of GIS in terms of the factors that account for work–study conflict management practices.

The key concept explore in this study are work-study conflict and work, role conflict and work-study facilitation. Theoretically, the conservation of resource theory was employed in the study.

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Philosophically the study adopted the pragmatic philosophy of research. This was underpinned by the mixed-method approach in which qualitative and quantitative paradigms were combined. The descriptive survey design was adopted as the blueprint or framework for data collection. The population of the study comprised Immigration officers of the Ghana Immigration Service who were working and study in school at the same time, and commanders of the Service all drawn from Accra, the Volta Region, Central and Western Regions of Ghana. A total sample size of 210 was selected and purposive sampling technique was used to select the participants.

Questionnaire and interview schedules were the instruments used for data collection. Data was analysed by means of descriptive and inferential statistics.

5.2 Summary of Findings

The following are the key findings that emanate from the five research questions and one hypothesis put forth in the study. The findings are presented as themes to reflect the research questions and hypothesis.

1. **Level of awareness on work-study conflict**

Generally, the results revealed that respondents were very much aware regarding all the items. This is very important especially for items relating to obtaining permission by student officers and differences in values between student officers and employers. Analytically, these are very contentious issues that can derail progress in every institution. Employers would require that students respect the values of organizational loyalty and respect them as employers by seeking permission in all they do while still in the employ of the institution.

2. **Frequency of Occurrence of work-study conflict**

The results revealed that nearly all the conflicts situations either occurred very frequently or frequently, respectively. However, inability to formalize permission to go to school was the most frequently occurred variable. It could be that regarding this item, the permission to go to school while working at the same time   is not granted most often hence, student-officers refuse to ask for such permission. Regarding study demand as an item which occurred very frequently, most of these responses might be among the lower rank junior officers, i.e. The superintendents and assistant superintendents who often incur the weight of studying and schooling at the same time.

3. **Differential factors that account for Work-study conflict among males and female immigration officers**

Relative to differential factors that account for work-study conflicts among males and females in the Ghana Immigration Service, respondents generally disagreed that there were actually no differential factors that accounted for work-study conflicts. This was seen in the responses of both males and females. Other variables that both males and female respondent generally disagreed to in terms of causal differential factors were favouritism favour of females, lack of knowledge regarding gender equity, perception of comparative female performance to male and female financial strength. These results are generally indicative of the absence of gender bias in the Ghana Immigration Service. This is very important for the Service because gender bias is a very destructive vice that will always limit the progress of any meaningful institution.

The only item regarding this theme that both sexes generally agreed to was empathy for females; that in terms of the causal factors, females received more empathy than

their male counterparts. This finding has its historical and institutional groundings. Essentially, since the dawn of time, women being considered as the weaker vessels, have received more sympathies and empathies either in work places or during conflict situations. And in line with the Conservation of Resource Theory, they are considered as man's prized resource needed for the propagation and perpetuation of society.

4. Work-study conflict management practices

In terms of the management practices which most respondents agreed to, generally handling work-study conflicts, setting work place conflict guidelines, handling delays in promotion issues and settling dispute were variables the respondents were very passionate about. Obviously, setting rules to guide human institutional behaviours is very important and suitable. And it could be that either these rules are non-existent in the Immigration Service or are not applied to the letter.

Moreover, delays in promotion would be something officers especially, those in the lower ranks of the Service would not agree to. Hence, in a bid to arrive at amicable agreement on some of these differences and to adhere to the tenets of the Conservation of Resource Theory for the benefits of both student -officers and employers, compromises are needed.

5.3 Conclusions

Results from the study revealed largely there were no differential factors, accounting for work-study conflict as it regards males and females in the GIS. This is very important as it will alley the fear of gender stereotyping among the two sexes. It was also revealed that the factors that influenced work-study conflicts most were job

demands, inability to combine work and study, lack of support from colleagues at work place, inability to combine work and study among others.

Recognition of these factors is very important for both students-officers and employers (the GIS) as it will open up dialogue between the two. Another revelation in the results was management practices in resolving work-study conflicts. Regarding this, setting work-study rules and delay in promotion had high scores meaning that both employers and student-officers were much concerned about these two variables. Other revelations from the results were that many of these conflicts occurred very frequently, and both student-officers and employers were very much aware of their existence. The level of awareness of the existence of these conflicts was a necessary first step in finding a common ground in resolving them especially as it relates to setting rules to guide working relationship.

In view of these findings, it can be concluded that in every institution, there is bound to be points of disagreement which can be termed as conflicts. This is because in all organizations such as the GIS, there may be different levels of intelligence and different kinds of aspirations. Regarding the GIS, recognition should be made regarding those who would up-grade themselves professionally, but this should be done within the context of respect and loyalty to organizational objectives.

5.4 Limitation of the Study

Problems are bound to happen in any research work, especially related to data collection. Even though the researcher explained to respondents that the study was merely for academic purpose, some of the respondents were hesitant to fill in the questionnaires. The respondents in this study were therefore given adequate education and persuasion to fill the questionnaire correctly. The researcher is an insider (an

employee of the Ghana Immigration Service) hence, the issue of personal bias could pertain. In view of this, the researcher formulated questions objectively and worked with the supervisor in an honest and open manner so as to remove all biases. Again, the study adopted quantitative techniques and a relatively large sample size was selected in order to reduce subjective and emotional orientation. Another limitation of the study is the data collection method. This study used a questionnaire as the primary data source, which makes it subjected to the method variance problem to some extent. Although the reliability and validity of the instrument used in this study have been shown as high by many previous studies, and though questionnaires are considered reasonable reflections of actual behaviour, the validity of self-reported data is always questionable. Utilization of multiple methods and sources such as interviews, could help researchers collect and analyse more valid data on the management practice of work study conflict among personnel of the GIS.

5.5 Recommendations

Based on the findings, the following recommendations are made for policy directions.

1. It emerged from the study that there were no difference between male and female officers with regard to factors accounting for work-study conflicts. Therefore the Ghana Immigration Service should deploy officers at specific departments of study so that the officers render their optimal efforts to the development of the Service. The deployed position should be commiserated with relevant remunerations.

2. The study revealed that students' officers often failed to secure permission before embarking on further study. The professional development committee of the GIS should identify vacancies in individual departments and urge

personnel of the Service to pursue specific courses in the interest of the GIS so that the GIS can make a systematic plan for them.

3. The results showed that many of the work-study conflict occurred very frequently. It is recommended that interview should be conducted by the Professional Development Committee to interview all personnel who have been inducted so that the GIS can make a systematic plan for them.

4. It emerged that student's inability to manage time, the counselling department of the GIS should organize Time Management seminars for all non-commissioned officers of the GIS.

5. The Immigration Director at the Head Quarters should, upon hearing that a student is studying in a particular institution reassign that student to an immigration station that is closer to the institution the student is attending.

6. Regarding differences in values between employers (Immigration Service) and student-officers, the Professional Development Committee should organize workshops on organizational objectives and individual objectives. The overall theme of the workshop should be on Organizational Culture.

7. The study further revealed that management practices of work-study conflicts were setting work place conflict guidelines, handling delays in promotion issues and settling disputes. It therefore recommended that stricter work-place professional development rules and work-conflict regulations that will spell out the implications of professional development privileges on salaries, promotion and recognition of certificates should be formulated.

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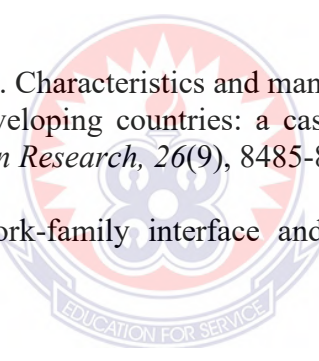
APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

QUESTIONNAIRE

Dear Respondent,

I am a graduate student at the University of Education, Winneba undertaking a study to explore. "Working officers' MANAGEMENT PRACTICES OF WORK-STUDY CONFLICTS AMONG PERSONNEL OF THE GHANA IMMIGRATION SERVICE.

Your contribution towards the completion of this Questionnaire will be highly appreciated and the information provided will be solely be used for academic purposes. The information will be treated with the utmost confidentiality it deserves. Some of the questions may be answered by ticking whilst others required a more extensive answer. Please try as much as possible to answer all questions.

Thank you.

SECTION I. BIODATA OF RESPONDENTS

Please tick in the box the option in line with your response

1. Sex: **Male**   ☐

   Female   ☐

2. **Age:** Below 30 years ☐
   30 - 35 years ☐
   36 – 40 years ☐
   41 – 45 years ☐
   46 -50 years ☐
   51 and above ☐

3. Academic Qualification

High school certificate and below ☐

Bachelor Degree ☐
High National Diploma ☐
Master''s Degree ☐
PhD █

4. Please state your current rank in the Ghana Immigration
Service………………………

SECTION II: FACTORS THAT INFLUENCE WORK-STUDY CONFLICT IN THE IMMIGRATION SERVICE (FOR IMMIGRATION OFFICERS AND DISTRICT HEADS).

Please respond to all the items in this section by putting a tick (√) in the appropriate space provided using the following scale:

1.– Strongly Agree (SA)

2. – Agree (A)

3 – Undecided (U)

4. - Disagree (D)

5.– Strongly Disagree (SD)
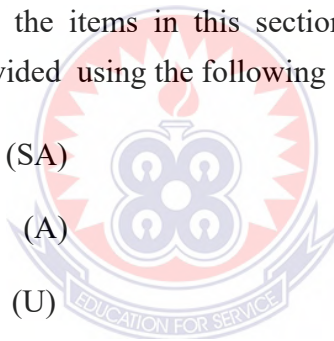
This section seeks your responses regarding your opinion of the factors that account for work-study conflict.

SN	ITEM/STATEMENT	SA	A	U	SD	D
1.	Students" inability to cope with study					
2.	Students refusal to formalize request for permission to go to school.					
3.	Job demands on the student					
4.	Learning/study demands on the student					
5.	Prioritizing school work to the disadvantage of workplace duties					
6.	Lack of support from the work place					
7.	Lack of support from school/study area					
8.	Lack of family support for students					
9.	Depression and poor psychological health					
10.	Differences in values between students and employers regarding further study					
11.	Inability to balance time for work and studies					

SECTION III: MANAGING PRACTICES OF WORK-STUDY CONFLICTS BY OFFICERS OF GHANA IMMIGRATION SERVICE (FOR OFFICERS IN SCHOOL)

This section seeks to solicit information/data on how work-study conflict is being managed by the officers in the GIS who are in school and the employers (GIS authorities jointly)

S/N	MANAGEMENT PRACTICES	SA	A	U	SD	D
1.	Employers and students on study leave are brought to a compromise					

2.	Conflict is resolved in favour of the employer					
3.	Conflict is resolved in favour of the student					
4.	Reduction in student-officers salary and other work-related benefits					
5.	Delay in promotion of student-officer					
6.	Non recognition of students" certificate after graduation by the GIS					
7.	Training immigration commanders to handle workplace conflict					
8.	Eliminating gender bias regarding opportunities for study leave					
9.	Setting work-place conflict guidelines					
10.	Reducing student –officer"s workload in school					

SECTION IV: DIFFERENT FACTORS ACCOUNTING FOR WORK-STUDY

CONFLICT BETWEEN MALES AND FEMALES IN THE GIS

S/N	ITEM	SA	A	U	SD	D
1.	Favouritism by Immigration commanders for male professional development					
2.	Favouristim by Immigration commanders for female professional development					
3.	Lack of knowledge by Immigration commanders on concepts of gender equity					
4.	Provision of sexual favours					
5.	Empathy by GIS authorities for females because of their work and family roles					
6.	Perception by GIS commanders that females work and perform less in school.					

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7.	Perception by GIS commanders that males are more financially endowed than females and so females should be favoured for furthers studies					
8.	The perception by organizations that males absorb and manage work related stress than females.					
9.	Perception by employers that professional development of males than females will benefit the organization					
10.	Perceptions by employers that professional development of female than males will benefit the organization.					

SECTION V: FREQUENCY/RATE OF WORK-STUDY CONFLICT.

SN	STATEMENT OF….	VF	F	U	SF	NF
1.	Student officer inability to formalize permission to go to school					
2.	Job demands on the student-officer					
3.	Study demands on the student-officer					
4.	Refusal of student-officer to provide sexual favours for study opportunities					
5.	Lack of support at work place					
6.	Proritizing school work to the detriment of organizational duties					
7.	Heavy workload on the immigration officers who are left behind when student-officer leaves for further studies.					
8.	Inability for student-officer to balance the time between work duties and studies					
9.	Lack of support by employer for the studentofficer					
10.	Lack of adequate manpower in the workplace when student-officer leaves for study					
11.	Differences in values between student-officer and employer.					

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SECTION VI: LEVEL OF AWARENESS AMONG STUDENT OFFICERS ON WORK-STUDY CONFLICT. EVERY AWARE (VA) AWARE (A) UNDECIDED (U) QUITE AWARE (QA) NOT AWARE (NA)

SN	ITEM	LEVEL OF AWARENESS				
		VA	A	U	QA	NA
1.	Work-study conflict based on differences in values between student-officers and employers					
2.	Work-study conflict based on gender bias					
3.	Work-study conflict based on sexual harassment					
4.	Impact, of work-study conflict in the GIS					
5.	Strategies in resolving work-study conflict					
6.	Work-study conflict based on students not completing their studies					
7.	Work-study conflict based on student's officer not obtaining permission from employers.					
8.	Work-study conflict based on student's inability to balance the time between work-duties and learning.					
9.	Work-study conflicts based on students prioritizing learning to the detriment of organizational duties.					

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SECTION VII: INTERVIEW GUIDE (FOR DISTRICT COMMANDERS OF IMMIGRATION)

Name/Code of Interviewee:……………………………………………………

Date/Time of Interview:…………………………………………………….

Venue:……………………………………………………………………

1. I would be grateful if you will list and explain factors that influence work-study conflicts in the GIS

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2. Explain how commanders of the GIS manage work-study conflicts? Explain the challenges they face and how they cope with the challenges

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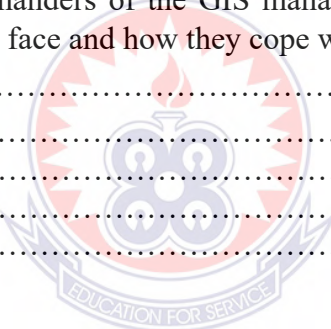
3. How frequently do work-study conflict occur in the GIS

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4. How are officers who are working and studying at the same time are aware of work-study conflict?

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