

UNIVERSITY OF EDUCATION, WINNEBA

**EFFECT OF WORK-FAMILY CONFLICT ON EMPLOYEE CREATIVITY.
EVIDENCE FROM UNIVERSITY OF EDUCATION, WINNEBA**



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School of Business, submitted to the school of
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JANUARY, 2023

DECLARATION

Student's Declaration

I, Henrietta Pobie, hereby declare that except for references to others people's work which have been dully acknowledged, this Dissertation is the result of my own work and that it has neither in whole nor in part been presented elsewhere.

Signature:

Date:

Supervisor's Declaration

I hereby declare that the preparation and presentation of this Dissertation was supervised in accordance with the guidelines laid down by the University of Education, Winneba, for the supervision of project work.

DR. B. B. B. BINGAB

Signature:

Date:

DEDICATION

This study is solemnly dedicated to God, and my two children, Jerome and Lordina.

This work is again dedicated to my family and friends who in diverse ways made it a success through their prayers and financial support.



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Firstly, let me acknowledge my supervisor, Dr. B. B. B. Bingab for his keen supervision. I am indebted to my mother Mrs. Mary Weittey for her encouragement.

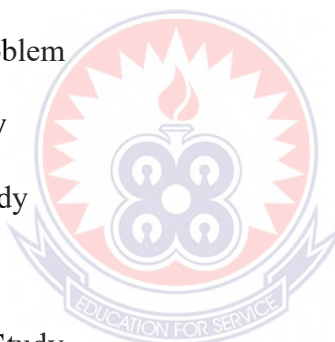
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ABSTRACT

Creativity is an essential part of organizational innovation, which drives economic wealth. However, the emergence of the dual-career couple means that family support has been limited and the employee has to deal with the effect of time constraint, the strain associated with it, and the psychological effect of behaving differently at work and home. The research was undertaken to show the effect of “work-family conflict” on workers’ creativity with three specific objectives. To achieve this, the study used quantitative methods to collect data from respondents. The study identified a significant negative connection between work-family conflict and employee creativity. It was also found that the support of family members plays a positive role in employees' ability to balance work and family life demands and career progression. The responses received from respondents in the study revealed that indeed employees face a lot of challenges in the area of being creative at work because of work-family conflict issues. It is therefore recommended that the University should consider implementing more work-life balance friendly policies such as setting up daycare centers close to university buildings to enable employees to focus on the work at all times. The University community should also be restructured to accommodate flexible working hours that will assist employees to balance their work and family life. These policies will go a long way to facilitate the balance between work and life and consequently, help employees to bring their creative skills to bear.



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Grzywacz and Carlson (2007) highlighted the strategic importance of work-family issues and their increasing importance for managers. The balancing of work and family issues is becoming increasingly important for employees and employers to consider. Mesmer-Magnus and Viswesvaran (2005) noted that workers face challenges of managing their work and family roles, and importantly, these challenges have become more numerous and complex. The focus towards work-family issues and work-family practices in particular, has been driven by a number of major demographic changes. These include the increased participation rates of working women and mothers (Milliken, Martins & Morgan, 1998), the rising number of dual-career couples and single parent families (Goodstein, 1994), and the enlargement in the elderly population (Goodstein, 1995; Hendrickson, 2000). At the heart of work-family policies is the necessity for these programs to help employees balance their work and family roles (Haar & Roche, 2008; Goodstein, 1994; Judge, Boudreau & Bretz Jr., 1994).

Given the increase in workforce demographics, these changes have made balancing work and family considerably more challenging. For example, Kelliher and Anderson (2008) noted that UK firms have increasingly offered flexible work practices to respond to these challenges. Goodstein (1994) noted that these changes “have increased the interdependence of work and family spheres and intensified the conflicting demands of work and family” (p. 354). Due to these factors, managing the conflict between work and family responsibilities has been recognized as a critical challenge for organizations (Kossek & Ozeki, 1998).

Despite the profusion of research on work-family conflict, we actually know little about how employees may manage this conflict. Byron (2005) stated that “more employers should offer training to their employees on managing family conflict, although the benefits of this type of training to employers are not well established. Clearly, employees are not checking their family concerns at the workplace door, suggesting that employers may have an interest in helping employees with these concerns.”

A conflict management scholar Lulofs (1994) states that “the way one thinks about conflict has important implications for the way one acts in situations where conflict exists.” The constituents of conflict management basically, are seen around humans. Conflicts are seen, felt and interacted with people in order to effect the needed change and real behaviour shaping. In learning conflict management, one will acquire knowledge about conflict resolution skills, personal interactions, sources of work-family conflict, types of work-family conflict as well as good manners among others. By learning this subject, the totality of the individual is fully developed.

The past years has seen major changes in the family life of employees globally (International Labour Office 2009). Work-family conflict is a universal issue irrespective of the countries and cultures all over the world. Work family conflict is becoming a burning issue both in the developed and developing countries Jim Melamed (2004). Work-family conflict is a common phenomenon of modern life in many countries and cultural contexts (Allen et al.; 2012). But the nature and extent are likely to be different in different continent and countries especially Africa and in Ghana with different cultural characteristics (Bagger & Love, (2010). Among these are growth in technological development, an aging population, increased labour force participation of women, and changes in gender roles and family structure. Most workers are parents

of children, married employees have worked spouses and most workers had provided special assistance to someone sixty-five years or older. Employees in these households encounter great difficulty in balancing work and family life (Voydanoff, 2009).

In a period of constant change, employees are also confronted with a number of problems that stem from low pay, excessive workloads and unsocial work hours. These ongoing and seemingly endless efforts put a lot of stress not only on organizations but also on individuals. Stress at work is a well-known factor for low motivation and morale, low job satisfaction, poor internal communication and conflicts (Schabracq & Cooper, 2000; Murphy, 2005; McHugh, 2003). As a result, it is anticipated that organizations and employees will need holistic interventions to adjust well.

The report from the Work Foundation (2007), United Kingdom commissioned by United Nations International Superheroes Oversight Network (UNISON) concludes that, Employers in the public Sector “talk the talk” about work-life balance, but have low levels of commitment to changing standard working patterns. The paper will attempt to examine this gap in work life policies in the University of Education Winneba by identifying what policy intervention exist for managing work-life conflict.

Managing and Resolving Conflict in a Positive Way Conflict is a normal, and even healthy, part of relationships. After all, two people can't be expected to agree on everything at all times. Since relationship conflicts are inevitable, learning to deal with them in a healthy way is crucial. When work-family conflict is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. By learning the skills, you need for successful conflict resolution, you can keep your personal and professional relationships strong and growing (Roger, 2007).

The cultural value of creativity at every level of an organization is colossal (French, Dumani, Allen, & Shockley, 2018). History has always praised people who are creative in the things they do. However, work-family conflict is seen as affecting employee creativity (Berlato, Fernandes, & Mantovani., 2019). This is due to the increase of women in the labor front which has changed the traditional role of people within the two-parent (nuclear) family system (Hirschi, Shockley, & Zacher, 2019). Recently employees have to deal with the problem of not being able to balance time and resources between the various life domains. There is therefore the need to study the managing work-family conflict to explore individual and institutional objectives in public institutions, with evidence from University of Education, Winneba.

This chapter presents the context of the project, the problem statement, purpose of the research, objectives of the study and research questions. The chapter also discusses significance of the study, limitations, and delimitation, and finally how the research will be organized.

1.2 Statement of the Problem

Work-family conflict is among the most commonly studied outcomes in the work-family literature (Byron, 2005; Kossek, Colquitt, & Noe, 2001). While there can be both a positive and negative spillover between work and family domains (Westman, 2001), the work-family conflict research focuses on the difficulties employees have in balancing their work and family commitments. Work-family conflict is of particular importance to those interested in work-family practices, as these are often depicted as allowing greater balance between work and family responsibilities (Mesmer-Magnus & Viswesvaran, 2005), which suggests that there should be some interaction between work-family practices and work-family conflict. The relationship between employee work lives and non-work pursuits has been previously scrutinized (Kanter, 1977).

According to Frone, Barnes and Farrell (1994), work-family conflict reflects the overall goodness-of-fit between work and family life, and has been conceptualized as an important source of stress that can influence an individual's wellbeing. The relationships between work-family conflict and employee attitudes and health have been well examined and established (Lallukka et al., 2009; Greenhaus, Allen & Spector, 2006; Frone, Russell & Barnes, 1996; MacEwan & Barling, 1994). According to Frone et al. (1994), little research has been devoted to the issue of managing work-family conflict. These researchers suggested that while the work-family conflict literature has explored many sources of conflict, for example hours worked (Major, Klein & Ehrhart, 2002), what has been missing is an attempt to explore how employees might seek to manage these sources of conflict. For example, employees might seek the aid of professional services such as housecleaning, or the help of family to effectively manage their work and family responsibilities.

Much of the research on work-family conflict has examined people working in the paid labor force while simultaneously juggling the roles of paid worker, partner, parent, and homemaker. There is limited research that examines female employees and their experiences of work-family conflict. Little is known about the relationship between work-family conflict and global life satisfaction, the relationship between work-family conflict and domain-specific satisfactions, and the mediators and moderators of these relationships in the unique population of female employees. It is important to examine the various factors that contribute to family, work, and global life satisfaction in order to help female workers to manage their work-family conflict and the negative impact that work-family conflict can have on their family, work.

“Balancing work and family demands require people to divide their time and energy between these two vital and demanding spheres.” (Ruspini, & Crespi, 2016). Rick Gibson (2017) believed that “a striking balance between family and work roles is an enormous challenge for working adults who aspire to excel in their employment and take care of their families at the same time.”

Gibson (2017) observed that striking balance between family and work obligations is an enormous challenge for working adults who aspire to achieve excellence in their job and simultaneously take care of their families. With a limited time to share among work and family life, employees have limited or no time to exercise their creative abilities.

Therefore, the goal of the study is to look into the effect of conflicts at the work place and family setting on the creativity of the employee. The final gap identified in the literature has to do with the effect of work-life balance on employee’s creativity. Most research in work-life balance has been on the effect on job satisfaction, employee turnover, and related areas, with almost nothing on the impact of work-life balance on employee creativity (Bloemberg & Beek, 2011). On the other hand, most studies on creativity have mostly been focused on teaching and learning (Muñoz-Pascual, & Galende, 2020).

1.3 Purpose of the Study

The purpose of this study is to identify the effect of work-family conflict on the creativity of employees in University of Education, Winneba in the Central Region.

1.4 Objective of the Study

This Study Seeks to;

1. Examine the effect of behavioral-based conflict on employee creativity.
2. Examine the effect of strain-based conflict employee creativity.

3. Examine the effect of time-based conflict on employee creativity.

1.5 Research Questions

1. What is the effect of behavioural-based conflict on employee creativity?
2. What is the effect of strain-based conflict on employee creativity?
3. What is the effect of time-based conflict on employee creativity?

1.6 Significance of the Study

Development cannot be realized without the very significant component of workers contribution to organisational development and issues (Muleya, 2012). Almost all progressive societies have well-documented stories of the contributions workers make towards development as they aspire to decision-making in offices (Mahamadu, 2010). The outcome of this study will assist to identify the various factors that affect in the developing strategies for managing work-family conflict. The study will also seek to contribute to existing literature on work-life conflict in public institution especially University of Education, Winneba, it is also hoped that the present study will serve to encourage other workers and families to pay attention to good policies that will support individual worker to work to achieve his/her goal as well as the organisational goal for the betterment of the country. This study will also encourage policy makers to make policies that will help empower women to be represented and participate fully in local government politics to encourage them to contribute their quota to national development.

It is expected that the findings of this study may assist workers and management of UEW to be familiar with occurrence of conflict due to work and family life and how it can be resolve or managed. The study would also provide feedback information to the managers and employees of University of Education, Winneba and workers in public

institutions, heads of department in public institutions, and the general public on the impact of conflict on family and career. Besides, it is hoped that in resolving conflict on work and family will assist workers to improve upon their performances and productivity. It is hoped that the study would contribute to the body of knowledge in the area of conflict management in Ghana. It is also the hope of the researcher that if the objectives of the study are achieved, the findings will help managers in UEW and as stated earlier, employee creativity is undoubtedly important to the survival of modern enterprises in the face of rapid global competition and advancement in technology. Thus, a study of the elements that could enhance or constrain creativity is in the right direction. It is therefore the hope of the researcher that the outcomes of the study will help to inform employers, human resource practitioners, and employees on the effect of work-life balance on employees' creativity. It will also help in the contriving of work-life balance policies which will help employees to maximize their creative skills. Secondly, "to reduce and eliminate the negative impact of work-family conflict on employees and the organization as a whole, it is vital to identify strategies that potentially can offset their negative impact on employees. The findings of this study will also serve as additional knowledge to literature in the bid to understand work-family conflict issues better and enhance creativity. Public institutions in general to pay attention to the issue of conflict on work and family.

1.7 Scope of the Study

The University of Education, Winneba was chosen for the study as a result of proximity, accessibility and convenience for the research so that the problems outlined could be embarked upon. The researcher finds it necessary to investigate the effect of conflict on work and family life in the performance of duty in UEW. This however will not affect the validity of the work but ensure effective work output and address employee's

grievances. The research finds it necessary to investigate the effect of conflict on work and family life in the performance of duty in UEW. The study gained data from 4 campuses of UEW. The Campuses were Central, South, North and Ajumako. In this study, each sampled region was located in either north, south, or Central of UEW. From within these Campuses, the selection of the study was aimed to provide a fair representation of cases from both heads, Senior and Junior Staff. Also, while some of these campuses have more parents, there were fewer women in some campuses of UEW. For example, in the Central campus there was few working mothers the researcher spoke to.

1.8 Limitations of the Study

University of Education, Winneba is the focus of this research. In an area of a different characteristic, the findings are likely to change. Secondly, the data collected was through the use of questionnaires because of the quantitative nature of the research. The questionnaire was limited to the responses of the respondents in the case where a respondent could neither read nor write. Besides, the use of correlation for the analysis makes it difficult to prove cause and effect relationship. It also reduces complex behaviour into simple components. The questionnaire is however designed to limit the weaknesses of using correlation for the analysis.

1.9 Definition of Terms

Work-Family conflict is a form of inter-role struggle in which the pressures that arise as a result of the incompatible different roles perform employees at home and at work

Behaviour-based conflict is said to be the conflict that arises when an individual is not able to cope with the changing requirements of different roles played at home and at work.

Time-based conflict is associated with excessive work time that conflicts with the individual's schedule and the overload of roles assigned to a person.

Strain based conflict happens when the stress from one role affects the performance of another role.

Family support monitoring is an informal way by which organizations can ensure that their employees can manage their work and non-work roles.

Creativity is a novel and appropriate idea generated from science, arts, education, business and daily life in any field of human activity.

1.10 Rest of the Study Organization

The study is organized into five chapters. Chapter one consists of the background of the study, statement of the problem, the purpose of the study, objectives of the study, and organization of the study. Chapter two outlines the previous studies conducted by other researchers (literature review) on the subject matter. Chapter three addresses the research methodology. Chapter four is on discussing the findings analysis, interpretations, and presentations while Chapter five gives the findings based on the research objectives, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study aims to investigate the relationship among socio-cultural values, work-family conflict and work attitudes. The focus of this chapter is on two distinct areas. The first part is the researcher assessment of the theoretical frameworks that underpin the current study. The objective was to elaborate on theories which explain the various variables being investigated in this study and to have a well-defined structure for the study. The second part focuses on empirical evidence that shows the relationship among sociocultural values, work-family conflict and work attitudes of employees. Three major work-related attitudes (job satisfaction, organizational commitment and job involvement) of employees were discussed. Socio-cultural values and social support as moderating variables were also explored as well as work-family conflict and gender.

2.1 Theoretical Framework

The study was drawn predominantly from the role conflict theory and the associated concepts of social identity theory and socio-cultural subsystem view. These theories have been critically reviewed showing the bearings they have with this current study.

2.2.1 Role Conflict Theory

According to Allard, Haas and Hwang (2011), the role conflict theory has been the main theoretical model to study work and family issues. Roles can be described as a set of expectations characterized by what type of behaviour is required to be adopted in a particular position (Mauno, Kinnunen & Ruokolainen, 2006). They indicated that human behaviour is guided by expectations held both by the individual and by other people. The expectations correspond to different roles individuals perform or enact in

their daily lives. The role conflict theory predicts that the expectation surrounding each of these different roles a person performs can generate inter-role conflict when they involve pressure to dominate the time of the focal person to satisfy all expectations of his or her work and family roles since each role requires time, energy and commitment (Himali, 2017).

According to Durkheim (2014), role conflict theory is the sociological study of role development, concerned with explaining what forces cause people to develop the expectations of their own and others' behaviours. Also, according to Bruening and Dixon (2007) role conflict is brought about by a situation where two roles are competing such that it becomes difficult to participate in one role to the neglect of the other. However, role conflict is based on the notion that participating roles that are incompatible leads to conflict between the roles.

Bianchi, Casper and King (2005) stipulated that when two roles are such that participation within one role will take the time of another conflict is likely to occur. This theory is based on the idea that time dedicated to family activities such as taking care of children and elderly dependents cannot be devoted to work activities. The demands of different roles may bring about competition for the time that a person has and this makes it impossible to perform the competing roles at the same time. Essentially, time and energy required to be spent on work-related activities cannot be spent on family-related activities, and this creates family-work conflict for the individual.

The role conflict theory predicts that the expectation surrounding each of these different roles a person performs can generate inter-role conflict when they involve pressure to dominate the time of the focal person to satisfy all expectations of his or her work and

family roles since each role requires time, energy and commitment. The concept of work-family conflict has been explained by Donovan, Foti & Hauenstein (2004) using the role conflict theory framework. With this context, they explained work-family conflict as a form of inter-role conflict in which the role pressures from work and family fields are mutually incompatible. The adoption of the role conflict theory in this research highlights the conflict exercised by staffs of University of Education, Winneba working as they seek to balance their family role ideals with their work demands. Consequently, there is a strong indication of role conflicts in balancing the work and family responsibilities of the University staff. While Ghanaian traditions and culture demand that parents put in most of their time and energy into their roles as wives, husbands, mothers and fathers, professionalism also demands them to put time, energy and commitment into their roles as workers. Therefore, pressures from their family roles make it extremely difficult for them to realize their roles at the workplace.

2.2.2 Social support theory

Social support theory is an interpersonal transaction that involves emotional concern, instrumental assistance, information, or appraisal (House 1981). Within the work and family, social support is typically studied as either a moderator, buffering the effects of work and/or family demands on work-family conflict. Bakker, Demerouti and Burke (2009) discussed the social support theory under work-family conflict. Social support in any way is good as it provides social interaction that is important to the quality of life. Social support can be viewed as the physical and emotional comfort one gets from immediate or extended family, friends, or community members. The feeling that one is a valued part of the lives of others is important to his or her sense of well-being. Social support plays an important role in how one reacts to and recovers from stressful life events. Kossek, Noe and DeMarr (2009) indicated that alongside working conditions

that are likely to contribute to a person's experience of work-family conflict, social support is considered a major resource that helps individuals blend roles in a personally satisfying manner. Comparing the two (role conflict and social support) theories reviewed under the study, role theory predicts that different roles a person perform can generate inter-role conflict when they involve pressure to dominate the time of the focal person to satisfy all expectations of his or her work and family roles since each role requires time, energy and commitment. In addition, individuals have a finite amount of physiological and psychological resources to expend on multiple role obligations (Goode 1960). Eventually, involvement in work and family roles will inevitably results in role conflict. However, social support theory propose that social support is considered a major resource that helps individuals blend roles in a personally satisfying manner as indicated by Kossek, Noe and DeMarr (2009) in their research.

2.3 Overview of Work-Family Conflict

Dierdorff and Ellington (2008) defined work-family conflict "as a form of inter-role conflict in which the pressures that arise as a result of the roles employees perform are mutually incompatible." Studies have revealed that work-family conflict has substantial consequences on employees such as creativity, career satisfaction, psychological well-being, low job performance, depression, and marital satisfaction. (Malik, Björkqvist, & Österman, 2017). However, according to Man, Zhu, and Sun (2020), "work- family conflict is related to more severe psychiatric disorders that prevents an employee from performing his or duties adequately whether at home or at work." Massoudi, & Hamdi, 2017; Mwangi, Boinett, Tumwet, & Bowen, (2016) states that "work family conflict comes about as employees show high level of commitment to the organization as compared to their commitment with family and as a result, they cannot perform their family activities due to tight work schedule."

Work-family conflict determines the level of stress that employees experience when they spend more time working which leads to less time being spent with the family. The conflict associated with the roles at home and the roles at work is inevitable because they are both demanding in different oppositions. Work family conflict is a stress variable that emerges when an individual gives more time to work which results in conflict as a result of not meeting family demands. Naderi, Hesarzadeh and Nasirzadeh (1992) stated that work and family roles are inversely proportional thus, giving time to one result in conflict with the other role. Employees find it sometimes difficult to balance these roles and may affect their performance at work (Newman, Herman, Schwarz, & Nielsen, 2018). Recent studies have established that work and family tend to be bi-directional rather than unidirectional as past studies posited (Soomro, Breitenecker & Shah, 2018). When home issues spillover to affect work, it can be termed as family-based conflict and when work issues affect an individual's ability to perform his or her duties well at home, it can be termed as work family conflict.

Work family conflict can be divided into three major areas of time – based conflict, strain-based conflict and behavior –based conflict (Tang, Miao & Jiang, 2020). The time-based conflict “occurs when the time to be spent at work interferes with the time an individual needs to spend with the family. Behaviour–based conflict occurs as a result of the incompatibility between an individual's work roles and family roles. At work individuals are expected to ensure that rules are complied with but the home requires more of nurturing. When an individual is unable to adjust to these issues, it results in conflicts at home and work. The strain-based conflict occurs when the tensions and demands that a person experienced at the work place follows him or her to the home. This causes strain and brings about conflict (Abakah, 2018; Bowen, & Zhang, 2020).

2.3.1 Behavioural-Based Conflict

The behaviour exhibited by the role performed at work may differ from the behaviour to be exhibited by the roles to be performed at home. For example, studies have revealed that the role of a male manager demands emotional stability, aggressiveness and objectivity (Anand, & Vohra, 2019). Behaviour –based conflict can therefore be said to be the conflict that arises when an individual is unable to adjust to the changing requirements of different roles they play at home and at work. Chen et. al., (2018) proposed that the behaviours that males are expected to exhibit at work (impersonality, power, authority, logic) may not be compatible with the behaviours their children want to see at home. Choi, Cundiff, Kim & Akhatib (2018) found that, most young managers are unable to adjust to the two incompatible behaviours; the restrictedness associated with emotions at work and the openness that the family expects to see.

2.3.2 Strain-Based conflict

“Strain –based conflict occurs when the tension, anxiety fatigue, irritability” (Karimi, Karimi, & Nouri, 2011) encountered at work is extended home. “Strain conflict occurs when the stress one encounters in performing his or her role affects the performance of another role.” (Liang., 2020). The roles are not compatible in the sense that the stress that one goes through in meeting the demands of one role affects or makes it difficult to meet the demands of the other role. “Ambiguity of work roles has been found to be a major contributor of work-family conflict” (Pattusamy, & Jayanth, 2016; Poulouse, & Sudarsan. 2018). Physical and psychological demands at the workplace also causes work-family conflict (Rossland, & Alveid, 2020). “Strain–based conflict can be described as the negative emotional spill over from work to non-work areas.” (Bartolome & Evans, 1980).

Sarafis et al., (2016) define Strain based conflict “as the exhaustion that people experience as they execute a role and that affects their ability to participate properly in other roles.” Studies have revealed that time based and strain –based have similar sources at the work domain. Employees who perform non challenging and routine tasks at the workplace experience strain which leads to work family conflict (Shukri, Jones, & Conner, 2016). Excessive time involvement with a particular task can also cause strain which leads to work family conflict (Sirgy & Lee, 2018).

2.3.3 Time– based conflict

The many roles assigned to individuals that compete for their time. Time spent on engaging in a particular role cannot be used to achieve another role as well. Time-based conflict is associated with excessive work time that conflicts with the individual’s schedule (Van der Vegt, Zucco, Koopman, & Deacon, 2020) and the overload of roles assigned to a person can also lead to time-based conflict (Kahn et al., 1964). Literature has revealed that time-based conflict can take two forms. They are; the time pressures associated with a person meeting one role that makes it physically impossible to achieve the expectations of other roles.

The second form of time–based conflict is when the pressures produce a preoccupation with a particular role even when the individual is trying to meet the demands of the other roles (Veda, & Roy, 2020). Workfamily conflict that arises as a result of time-based conflict is associated with the number of hours an individual works per week (Wang, Lee, & Wu 2017; Wijk, Bergsten, & Hallman, 2020). The frequency with which workers work overtime and the irregularity associated with their shift system as well (Wolor, Kurnianti, Zahra, & Martono., 2020). A study conducted by Xu, and Cao (2018) revealed that the time-based conflict associated with the role of

staff members was higher than faculty members even though the faculty members worked for more hours than the staff members however, the staff members had more control over their schedules and this resulted in a less time-based conflict.

However, conclusion cannot be drawn that a flexible schedule automatically reduce work-family conflict. Allen, French, Dumani, & Shockley, (2018). Perceived time conflict has the possibility of influencing the creative value of an organization directly or indirectly (Aleksić et al., 2017). When employees face time conflict, there is the likelihood of them facing time pressure. Van der Vegt, et. al., (2020) defined time pressure “as the obligation of a deadline.” (Van der Vegt et al., 2020) state that “time is regarded as one of the most creativity-impacting tools because time is needed at every point of the creative process, from problem analysis through incubation and inspiration to verification of ideas.”

“Empirical research has resulted in mixed and inconsistent results as to whether time pressure undermines or encourages creativity (Anderson, Potočnik & Zhou 2014; Aleksić et. al., 2017).” Three observational studies showed that time pressure had a detrimental impact on creativity. The results of a questionnaire study also provided evidence of a positive correlation between time pressure and idea generation/implementation. Aleksić et. al., (2017) concludes “a positive correlation between daily time pressure and daily innovation was demonstrated.” Schepers, Nijssen and Van der Heijden (2016) also says “a high level of time pressure may ignite frequent role conflict, which may in turn cause stress, physical and psychological disorders.” Besides, stress can result in patterns of routine behaviour and thus reduce creativity (He, Zhou, Zhao, Jiang & Wu, 2020).

2.3.4 Family supportive supervisor behavior

Family supportive supervisor behavior can be defined as the behaviours that are exhibited by supervisors that are supportive of the wellbeing of the families of their employees (Tang et al., 2020). Crain and Stevens (2018) define “a family supportive supervisor as someone who supports his or her employees desire to ensure balance between work and family roles.” Family supportive supervising is an informal means by which an organization ensures that its employees are able to manage their work and nonwork roles. Organisations engage in providing emotional supports. Such as conveying respect, sympathy and understanding for employees non work roles. Also, the provision of instrumental support such as responding to employee’s non work needs such as providing relevant resources and services. Supervisors can also act as role models by demonstrating effective management of their own work-nonwork roles and also by providing innovative solutions to the work-nonwork issues of employees. Thereby promoting employee effectiveness in performing both their work and nonwork responsibilities (Qing, & Zhou, 2017). Rofcanin, de Jong, Las Heras, and Kim (2018) defined family supportive supervisor behavior as the workers perception of the supportiveness of their supervisor. Various studies have conceptualized FSSB into four dimensions. They are; FSSB being described as a perception. Thus, the perception the followers have about the extent to which their supervisors are being supportive towards their non-work roles. The role modelling dimension refers to how supervisors are able to demonstrate to their subordinate how to integrate their work and non-work roles.

The third dimension is the instrumental support. This is a reactive form of the supervisor’s support as the supervisor meets the work and family needs through day-to-day management activities, (Hammer et al., 2009). The final dimension is the

creative work-family management. This is the management- initiated activities to ensure the restructuring of work to enhance employee efficiency and effectiveness on the job and off the job (Hammer et al., 2009). This form of supervisor's behavior is proactive and innovative as well. For instance, a supervisor may change the location, the time and the place where work should be done. Studies have revealed that each of the four dimensions of FSSB has a negative relationship on work family conflict. A study conducted by Breugh and Frye (2008) revealed that working for a family supportive supervisor had a negative correlation with work family conflict.

2.3.5 Employee Creativity

Creativity has been defined differently by researchers and there is no generally accepted definition for creativity (Usman & Xiao, 2017). According to Yang, Gu, and Liu (2019), creativity is the production of novel, appropriate ideas in any realm of human activity, from science, to the arts, to education, to business, to everyday life. Thus, creative ideas must be new and attempt to address the problems or the situations at hand. Abu-Bakar, Liew, and Tan (2016) defined creativity as “the generation of new and essential ideas.” Akgunduz, Alkan, & Gök (2019) also defined creativity as “the production of important ideas, processes or products by a person or a group of persons.” However, creativity is commonly defined by researchers as the production of new and important ideas or solutions to problems (Akinola, Kapadia, Lu, & Mason, 2019). Creativity includes two main dimensions. The first dimension is the novelty of notion and the second dimension relates to the usefulness of these novel ideas (Bhatti, Vorobyev, Zakariya, & Christofi, 2020).

Employee creativity is the engendering of new and essential ideas by employees to solve organizational problems (Çekmecelioğlu, & Özbağ, 2016; Corfman, & Beck

2019; Coelho, Augusto, & Lages, 2011). Studies have revealed that innovation with organizations on several occasions is highly dependent on the creativity level of the employees (Dul, & Ceylan, 2011; Jaiswal, & Dhar, 2016). Employee creativity is very essential in every business organization. And that has resulted in several researchers conducting studies to examine the antecedents of employee creativity. As employees belong to families and therefore have roles to perform and also as they belong to organizations and also have roles to perform, these roles may conflict, affect them psychologically and have an adverse effect on the creativity level of employees (Kalyar & Kalyar 2018).

2.4 Empirical Review

“Work-family conflict adversely affects employee creativity because of its potential to reduce task motivation which makes the difference between what some employees can do and what that employee will do.” Anand and Vohra (2019) “explored the links between work/family conflict, managerial support for work-life balance, family-supportive organizational perceptions, and employee creativity.” “The sample involved a diverse group of one hundred and four (104) clerical staff and front-line employees from a large social services organization.” “The participants completed self-report measures for work/family conflict, managerial support for work-life balance, and family-supportive organizational perceptions while their supervisors’ completed ratings of employee creativity for their respective direct reports.” The results showed “no correlation between work/family conflict and employee creativity, while both work-life balance management support and family-supportive organizational perceptions were significantly associated with employee creativity.”

Duan, Li, Xu, and Wu (2017) also conducted a study to assess what employee creativity

entails. The study involved “a total sample of one hundred and ninety-one (191) comprising of section leaders, project leaders, research managers, research scientists, workgroup professionals, and workgroup technicians from both the Basic (59%) and Applied (41%) divisions.” The study revealed that employees who were experiencing workfamily conflict couldn’t give creative suggestions at their workplace.

Contrarily, Ebbers and Wijnberg, (2017) findings suggest that role conflict could improve creativity, regardless of the potentially negative impacts of role conflict. The study found that there were important relationships of role between expectations of supervisor and creativity of supervisors reinforcing behaviors, behaviors of supervisor and employee view of expectations of creativity.

A meta-analysis was conducted by French et al., (2018) using one hundred and fifteen (115) samples from eighty-five (85) studies comprising seventy-two thousand, five hundred and seven workers, the researchers compared the relative influence of four forms of social support in the workplace (perceived organizational support (POS); supervisor support; perceived organizational work-family support, also referred to as family- supportive organizational perceptions (FS). The mediation analysis “showed that work–family-specific support plays a central role in individuals’ work- family conflict experiences.”

A two-week longitudinal study was conducted by Binnewies and Gromer (2012) “to analyze the role of work characteristics (creative necessity, job management, support for co-workers and supervisors) and personal initiative for the production of ideas, promotion of ideas, and implementation of ideas (creativity) by teachers.” Hierarchical regression analyses showed that idea generation was predicted by creative tasks and job control, while support from co-workers and the supervisor envisaged idea promotion.

A study was conducted by Boakye (2013) to “assess the influence of work-family conflict on employee creativity.” The research included bankers in Accra. The participants of the study who were married and staying with their partners were one hundred and twenty (120) in number. The results of the study showed that “behavioural-based conflict had a significant negative effect on employee creativity, time-based conflict had a significant negative effect on employee creativity and strain-based conflict made a significant negative prediction of employee creativity.”

2.4.1 Work life Balance

The New Zealand Department of Labour (2004) defines work-life balance in terms of creating a productive work culture where the potential for tensions between work and other parts of people’s lives is minimized. The term work life balance suggests a time for work and a time for one’s personal pursuits while achieving a desirable balance between the two. Work-life balance could make more of an impact in organizations oriented towards people as asset strategy to be developed than organizations that view employees as consumable resources (Guthrie, Spell & Nyamori 2002). The work life balance agenda promoted by government, advocacy and employers’ groups moved family –friendly forward by focusing on the benefit of introducing policies and making changes in work patterns which improve the quality of working life for all employees. Three types of policies that affect work-family conflict are those that govern hours worked workplace equity, those that provide income support when workers cannot be at work / those that affect the ability of workers to take time off from work because their families need care and those that govern the outsourcing of family care when necessary. The study will look at programmes that are currently on the policy agenda of the University of Education, Winneba.

2.4.2 Job burnout

According to Maslach, Schaufeli and Leiter (2001) people cannot always establish a healthy bond to their professional working lives. It is not an uncommon consequence that employees feel distressed, tired and not willing to go to their work. Moreover, more serious consequences may arise as a result of this unfavourable relationship, for instance the impairment of mental and physical health or the deteriorated relationship with family members. The use of burnout term has been present since the 1970s (Peeters, Montgomery, Bakker & Schaufeli, 2005). According to them, after its introduction to the literature, burnout has received the attention of the researchers and emerged as the “bad” end of employee attachment. Therefore, burnout can also be regarded as disattachment. Burnout consists of three interdependent dimensions. These three dimensions are as follows: emotional exhaustion dimension, depersonalization (cynicism) dimension and perceived reduction in personal accomplishment dimension (Blanch & Aluja, 2012). Among these dimensions, exhaustion is the most widely examined and mentioned one. Budak and Suvergil (2005) reported that exhaustion is correlated to values and workload. In fact, we can argue that exhaustion refers to burnout in social representation. Öztürk, Uzuner, Akman and Tüzün (2015) found significant relationship between burnout and reduced work and life satisfaction among doctors. Ardic and Polatci (2008) reported that chances for personal development and enhancing job characteristics are effective in reducing job burnout. Job burnout does not only have negative influence on employee wellbeing, but also shows negatively effects on work outcomes. There are undesired outcomes of job burnout such as reduced performance or absenteeism (Maslach et al., 2001).

2.4.3 Problems workers face in synchronizing their career with family life.

Many workers have families and so besides the issues they face in their career, issues arise from the family that presents significant challenge (Walsh, 2015). This leads to the performance of multiple roles. In most organizations, you are most likely either married to or partnered with someone who is also working, or you are the single head of your household. In either case, there is no one in your household who stays home full time to take care of family, household and other non-work demands. The daily struggle to manage all of the demands on your time and energy is familiar to you. You also worry about the security of your job, the stability of your career and/or your financial future, even as demands from work seem unrelenting.

Taking on many roles may create role overload, a tension caused by doing too much at once. Even worse, the roles may usually be in conflict. Role conflict occurs when someone occupies two roles with contradictory expectations. For example, a worker may be expected both to be at work on time and to be caring for her sick infant. Job related travel, changing work shifts, child care, and unexpected emergencies either at home or on the job are important sources of role conflict.

For women, some role conflict arises from *structural ambiguities*, in which institutionalized and agreed upon arrangement for integrating work and family are not available (Gerson, 1985). Many workers also bring home bulging briefcases of work for evenings and weekends (Schor, 1991).

Additionally, financial stress is one of the top work life issues. Due to the perceived low-income levels of most employees in the public service of developing countries, employees increasingly spend part of their on-the-job time addressing financial

concerns. This tension can be eased by increasing employee assistance programmes and offering financial counselling programmes (Work Family Conflict Resources, 2008).

2.5 Theoretical Framework

The paper used the Leader-Member Exchange (LMX) as a lens for exploring the impact of the supervisor-subordinate relationship on work-family conflict in organizations. The central tenet of LMX theory is its focus on the working relationship between a leader and the various members of a work unit or organization. Adopting the leader-member-Exchange view, good relationship between employees and supervisors in workplaces is the essential condition to develop a mutual adjustment and that has positive influence on both workers and the organization (Cole, Schaninger & Harris, 2002; Wayne, Shore & Linden 1997). The LMX-based model of work-family coping, accounts for the development of family-friendly work roles, use of organizational family-friendly policies, and the negotiation of flextime accommodations.

Leader-Member Exchange theory (Liden and Maslyn, 1998; Schriesheim et al., 1999) has argued that supervisors do not use the same style in dealing with all their subordinates, but instead develop different types of relationships or exchanges, including low LMX (based strictly on formalized employment contracts and job descriptions) to high LMX (characterized by mutual trust, emotional support, respect and reciprocal influences. Prior research has found many positive outcomes for higher LMX subordinates, including higher level of job satisfaction, organizational commitment, stronger performance appraisal ratings, lower stress and lower intent to leave (Gerstner & Day, 1997; Schyns et al., 2005; Van Bruekelen et al., 2002).

More recently, LMX has been positively linked to Organizational Citizenship Behaviour (Ilies et al.2007). Organizational Citizenship Behaviour can generally be

defined as “behaviours beyond employees’ prescribed roles, i.e., discretionary individual behavior that is less likely to be recognized by job descriptions or formal reward system” (Ilies et. al., 2007, p 269).

The implication of the above theory for work family conflict is that when work and home priorities conflict, high-quality supervisor-subordinate relationship would be expected to support employees to find win-win solutions for the work-family conflict which may arise. Therefore investment in promoting effective-supervisor relationship is essential to ensure the effective use of organizational resources and to impact positively upon attraction and retention issues (Buchanan & Consideine 2002). A mechanism used to develop relationships within the organizations is the quality of communication process between supervisors and employees (Mueller and Lee 2002). The University of Education, Winneba should promote both formal and informal communications to reduce the tension between work and family issues.

2.6 The Role of Employers/Government in Helping Workers Accommodate Family and Career?

Organizations today understand employees want and expect to have a life outside of work and as such work life issues have become a leading business concern. A number of changes in the timing of work have been suggested to help improve the fit between work and family (Hodson & Sullivan (2002). When firms adopt these policies, signals are sent to employees that their organizations support them and their family.

2.6.1 Repackaging Jobs

A coping strategy that can be used to help employees balance the demands of work and family is flextime. Flextime is a family responsive policy which allows workers to vary the starting and finishing time to allow workers greater flexibility to balance work and

non-work aspect of their lives provided they complete the eight-hour work day. Flextime allows parents of small children to help get them to school in the morning or to meet them in the afternoon. If both parents have flextime, it is much easier to programme childcare. It also allows workers who are fresher in the morning or perhaps late in the evening to work during the most productive hours. When workers in a city use flextime, traffic congestion during rush hours may be reduced.

2.6.2 Work sharing

This refers to voluntary work arrangement in which two persons share responsibility for one full-time job position in an organization so that both work part-time with some hours in common. These jobs can be shared by a husband or wife or by two unrelated workers. Especially if it involves a husband and a wife, work sharing may allow parents to care for their children themselves. For unrelated workers who, for whatever reason, cannot work full time, work sharing makes a new part-time job available.

2.6.3 Family related fringe benefits

Family-related work benefits can be important mechanisms for helping workers coordinate their families and their jobs (Ferber & O'Farrell, 1991). Maternity, paternity, and family leaves may help ease the transition into parenthood. Employers can consider a *cafeteria approach* where workers are given the ability to choose among different benefits that best serve their family need. In this, the worker is given a dollar amount of benefits and asked to choose among the alternatives (child-care subsidies, and elder-care assistant/services, after school creativity camps, concierge services, dry cleaning delivery, grocery shopping, emergency and buck up transportation services).

2.6.4 Work-Family Conflict

Work-to-family conflict and family-to-work conflict were assessed by two scales developed by Netemeyer et al. (1996). Due to a lack of sound measures of work-to-family conflict and family-to-work conflict, Netemeyer et al. (1996) developed and validated scales of work-to-family conflict (WFC) and family-to-work conflict (FWC). Netemeyer et al. (1996) defined work-to-family conflict as “a form of inter-role conflict in which the general demands of time devoted to and strain created by the job interfere with performing family-related responsibilities.” The study also further explains that FWC as “a form of interrole conflict in which the general demands of, time devoted to, and strain created by the family interfere with performing work-related responsibilities.” Netemeyer et al. (1996) generated a large pool of items that were used in various published sources including Bedeian et al. (1988), Kopelman et al. (1983), and Wiley (1987). From the initial pool of 4 departments, 4 sections and 3 units were generated to assess general demand WFC and FWC, time-based WFC and FWC, and strain-based WFC and FWC. The interrater reliability was only 0.52 when all four judges at a time were considered, and increased. Netemeyer et al. used the items that all four judges rated as the same and rated either as somewhat representative or very representative of the construct definitions. The pool of items was further reduced to a total of 43 items. Netemeyer et al. (1996) used three samples in order to develop and validate their scales. Sample 1 consisted of 182 elementary and high school teachers and administrators, Sample 2 consisted of 162 small business owners, and Sample 3 consisted of 186 real estate salespeople. Netemeyer et al. (1996) examined the factor structure of the 43 conflict items. A two-factor confirmatory model was derived, and the two factors consisted of the 22-item WFC factor and the 21-item FWC factor. Items from the original two factors were deleted based on a number of criteria including those

that had completely standardized factor loadings and those that were highly redundant in regard to wording with other items. The final forms of the WFC and FWC scales were five items each. Reliability coefficients ranged from 0.82 to 0.90 for the WFC and FWC scales among the three samples. In order to test the construct validity of the WFC and FWC scales, Netemeyer et al. (1996) made predictions in regard to the relationships between WFC and FWC and 16 various on-job and off-job constructs. For instance, the negative correlations between WFC and life satisfaction and FWC and life satisfaction provided evidence for the construct validity of the WFC and FWC scales. Furthermore, findings suggested that WFC and FWC were distinct constructs through evidence of discriminant validity. The intercorrelation between WFC and FWC was .33 in a sample of small business owners. The work-to-family conflict scale and the family-to-work conflict scale each consist of 5 items. Using a 7-point Likert scale, participants are asked to indicate to what extent they agree with each conflict item. Responses range from 1 (strongly disagree) to 7 (strongly agree). A sample item from the work-to-family conflict scale is: "The demands of my work interfere with my home and family life." A sample item from the family-to-work conflict scale is: "The demands of my family or spouse/partner interfere with work-related activities." Since participants in the present study were female graduate students, the instructions clearly stated that words "work" and "job" refer to all work-related activities that they do as part of their graduate school work as well as to paid work both on and off campus. Furthermore, in the instructions, when asked about family, participants were instructed to define family as the following domains of family life that pertain to them: being a parent, being a spouse/partner, overall homelife. In the present study, the internal reliability coefficient for the work-to-family conflict scale was 0.94, and 0.88 for the family-to-work conflict scale. The

intercorrelation between the work-to-family conflict scale and the family-to-work conflict scale was 0.41 Work-family conflict self-efficacy.

2.6.5 Work-family conflict self-efficacy

Work-to-family conflict self-efficacy and family-to-work conflict self-efficacy were assessed by two scales developed by Cinamon (2003). The questionnaire measures perceptions of self-efficacy beliefs regarding ability to manage the two directions of work-family conflict. 70 Using a sample of 362 university students (age range 18-31), Cinamon (2003) found a reliability coefficient of .83 for the work-to-family conflict self-efficacy scale and a reliability coefficient of .84 for the family-to-work conflict self-efficacy scale. The work-to-family conflict self-efficacy scale was negatively correlated with work-to-family conflict expectations. Supplemental factor analyses to determine the factor structure of the work-family conflict self-efficacy scales were conducted and will be described in the Results section.

2.7 Organizational Support

Policies and practices in the University of Education, Winneba

This section we evaluate what work life supportive services exist in the University of Education, Winneba.

Article 20 of the Unified conditions of service for unionized staff of the Public Universities of Ghana provides the following:

Annual Leave

2.7.1 Casual Leave

An employee may apply in writing, for casual leave to enable him/her to attend to his/her urgent personal affairs. Casual leave will not count against annual leave

2.7.2 Special Leave

In special circumstances, e.g., cases of tragedy involving an employee, a head of department may, on application grant the employee special leave. Such leave shall not exceed five (5) days in the leave year and shall not be deducted from earned leave and shall be notified to the Registrar.

2.7.3 Leave of Absence for Union Activities

An employee selected as an officer of the Union or who is selected as a delegate or nominated as a candidate for any approved Union training course/activity necessitating leave of absence may be granted such leave with pay.

2.7.4 Sick Leave

It is the duty of Heads of Departments, and the University Medical Officer to ensure that no employee is retained on duty when his/her state of health renders it desirable for him/her to be granted sick leave or receive medical care.

2.7.5 Maternity Leave

On becoming pregnant, a female employee may be granted the vacation leave already earned by her and in addition, three months maternity leave on full pay. At least six weeks of the maternity leave, if possible, are to be taken before confinement, on production of certificate signed the University Medical Officer or registered Medical Practitioner stating that her confinement may be expected to take place six weeks after the date of the certificate. The discussion focused on the following work-life issues: employees' ability to have some control over their hours of work, their ability to take time off from work to tend to their family care. Accordingly, the following policies can help shape the interaction between work and family life: those that govern hours worked and those that provide income support when workers cannot be at work because their

families need care. It was observed that most policies in the University of Education relate to those of fringe benefit. The area of repackaging of work is sorely absent. There is no policy direction on how employees may seek alternative to attend to family related issues. Work-life is an issue that practitioners can help to manage and organizations have a variety of options to increase work-life balance of staff in the University.

2.8 Managing Work-Life Conflict in University of Education, Winneba

The effective ways for dealing with work-life conflict is to establish family and life friendly policies. These practices include offering dependent care, implementing work flexibility policies and providing strong supervisory support. Consideration should be given to the following:

1. Working families need access to safe, affordable and enriching care for children especially when Ghana is experimenting with kindergarten programmes. Dependent child care is one of the most common ways organizations attempt to mitigate work life conflict. Providing on-site child care offers great convenience to employees/students as they are able to bring their young children to work/school with them and pick them up at the end of the day without ever having to leave the office. The University should consider this option especially when deductions are made for the practice schools.
2. There is the need for the University to hire Counsellors to provide counselling services for the stress related problems emanating from conflict between work and the family interface to staff and students. The Division of Human Resource should develop Employee Assistance Programmes for staff of the University.

3. A number of male employees have family obligations and therefore the crafters of conditions of service must recognize this new reality by adopting a gender-neutral approach by providing a period of leave for all new parents.
4. The University of Education, Winneba's Gender Policy acknowledges that, one gender gap is inadequate support for women to combine their personal and professional life. The Gender Mainstreaming Unit should advocate for changes in the work patterns and culture by promoting policies for paternity leave and flexible work hours for male/female staff. This would help reduce the structural ambiguities in work roles.
5. Secretaries to committees should be empowered to negotiate for time for the start and closing of meeting so that attention could be given to personal responsibilities. It is suggested that, meeting should not run too long into the evenings.
6. Management can ease the financial stress by increasing employee assistance programme, offering financial counselling programme. The University of Education, Winneba may offer assistance with budgeting, home buying and renting, savings and investment, retirement planning, insurance and taxes, low loan interest for housing, college and personal emergencies.
7. Training of managers and supervisors is essential. This would help to understand that setting measurable goals and focusing on results will allow them to create a flexible workplace and making them more effective managers. Workshops organized for Deans, Directors and Heads of Department should include this reality.
8. To better balance the demands for work and family pressures, training in skilled time management is required. Such training will assist in setting

goals/priorities, scheduling and planning of activities. It will also help lesson TASW's influence on work-family conflict.

9. As work load grow and as an enticement to recruiting new talents, UEW may consider the provision of concierge services, onsite shopping, buying, leasing and maintenance of vehicles, house cleaning and other services that help employees save time. In relation to car maintenance, the capacity of transport section of the University should be enhanced to provide maintenance.
10. The University's strategy to improve ICT infrastructure and use as enshrined in its strategic plan should include the provision of facilities for virtual work. This would enable staff work at home where necessary.

2.9 Empirical Studies on the Effect of Work-Family Conflict on Job Burnout

Work interference with family leads to the condition of emotional fatigue, such feelings have decreasing impact both efficient reactions to affective commitment to the job and towards the association (Chu, Baker, & Murrmann, 2012; Karatepe & Kilic, 2007). According to Ali, (2006) work family conflict is the strongest interpreter of Job Burnout and indicated that there is a significant relationship between work-family conflicts towards Job Burnout. Also, according to Bashir, Rana and Ali (2015), it can be argued that exhausted and stressed workers are too drained to endow assets like time and best effort in their work. Lambert (2010) also concludes that organisational citizenship behaviour is negatively related to job burnout can help to reduce the Job Burnout. Statistically significant, strain-based conflict has the largest sized consequences on Job Burnout. Interestingly, time-based Conflict has a non-significant association with burnout among the surveyed correctional staff (Lambert, Hogan, & Altheimer, 2010). Researchers have examined the antecedents of burnout and have found that work-family conflict directly predict burnout (e.g., Netemeyer at al., 1996; Russell, Altmaier

& Velzen, 1997; Taris, Peeters, Le Blanc, Schreurs & Schaufeli, 2001). In a study examining direct and indirect relationships between work-family conflict and its consequences, Bacharach, Bamberger and Conley (1991), argued that employees who experienced work-family conflict would also indicate high levels of job burnout. After administering scales of work family conflict and job burnout to a sample of engineers and nurses, they found significant positive correlations between work-family conflict and job burnout. A significant correlation of 0.57 was found for nurses while a significant correlation of 0.49 was found for engineers. Similar results were also found by Netemeyer et al. (1996). Empirical findings do support this assertion by Maslach et al. in a study examining the effects of work-family conflict and social support on burnout in teachers, researchers found that work-family conflict significantly predicted burnout (Cropanzano, Rupp, & Byrne, 2003). In an eight-year longitudinal study examining the antecedents of job burnout in both white and blue-collar workers, ToppinenTanner, Kalimo, and Mutanen's (2002) results indicated that conflict from work and family roles was positively related to job burnout. These results suggest that persons who experience high levels of work-family conflict are more likely to experience symptoms of burnout than those persons experiencing low levels of work-family conflict. The review of the literature to this point has suggested that direct relationships exist between work-family conflict and job burnout.

2.10 Support by Supervisors/Co-workers and Family

Although one might think that the world of work and home were separate, studies revealed countless empirical studies and several review articles examining the work-home interface and finally documented that the two domains influence, and are influenced by each other. Supportive work family cultures that had helpful organisational environment for balancing work and family has significant effects on

family satisfaction, job satisfaction, and organisational commitment. Organisational support for work-family issues is an important factor in reducing work-family conflict (Ardayfio-Schandorf, 2001). Support from a spouse is found to buffer the impact of work-family conflict on intention to leave (Aryee, 2005). Annor (2014) assessed participants that were engaged in various forms of household chores such as cooking, cleaning, shopping for groceries, fetching water, and washing. Consistent with previous research, child-caring also emerged as another form of demand in the household particularly for parents with young children. In line with traditional gender roles, women showed greater involvement in household chores and childcare relative to men. All the women interviewed mentioned household chores as their sole responsibilities. On the other hand, less than half of the men indicated sharing household work with their spouses. Men's contribution to household work was mostly limited to transporting children to and from school. In instances where men were actively involved in household work, they did so in the absence of their spouses. Even so, that was considered an "extra job."

Ford, Heinen and Langkamer (2007) indicated that workers who perceived more organisational support for work-life balance were more likely to remain employed in the organisation. Employees who perceive more supportive organisational work-family cultures will be more likely to utilize work-family benefits than employees who perceive less supportive organisational work-family cultures. In other words, the culture in the organisation is crucial for determining not only whether people will use benefits, but also their general attitudes toward the organisation. Bedu-Addo (2010) indicated that supervisor support reduces work family conflict and it is particularly beneficial for those who spend a great deal of time on work and work-related activities. Employees in organisations who provide more work-family benefits will report greater

organisational attachment and less work-family conflict than employees in organisations with fewer work-family benefits. Annor's (2014) study revealed that in addition to supervisors, co-workers emerged as another important source of social support for a number of participants. Some participants from his study cited instances in which advice they received from colleagues at work proved useful in dealing with important issues at home. However, a few participants were not comfortable about discussing personal problems with co-workers perhaps due to mistrust. With respect to formal support at work, most participants were unfamiliar with any policies aimed at helping employees manage work and family demands beyond annual leave and statutory maternity leave. Some participants considered annual leaves as 'mere window dressing' because they needed to work through the period of leave to avoid piling up work.

Research has also shown the salient role social support plays in reducing work-family conflict. Krouse and Afifi (2007) affirmed that family support is found to be a main factor influencing the intensity of work-family conflict. In a study of work-family conflict Greenhaus and Powell (2006) concluded that social support is especially vital in reducing work-family conflict. Again, social support is found to reduce stress (Berman et al., 2002). Furthermore, Krouse and Afifi (2007) reported that work-family conflict leads to stress and that, individuals with strong social support were likely to deal better with work-family conflict than their counterparts without social support. While the conflict between work and family may be unavoidable, Jacobs and Gerson (2004) suggest methods for reducing the stress. For example, more autonomy in the workplace and networking with peers can increase the quality of work life. Their studies showed that individuals who work for organisations that allow individuals to spend more time at home, work in virtual employment, and make flexible time arrangements,

tend to perform better as a parent than those who do not have these opportunities. Maintaining satisfaction on both fronts is significant for reducing the feelings of conflict. There is strong evidence in the research that indicates that a supportive work environment (e.g., provision of company-sponsored family-friendly policies and/or having a family-friendly supervisor) is effective in diminishing feelings of work-to-family conflict, stress and burnout, and in decreasing the incidence of worker withdrawal behaviors such as absence, tardiness, and interruptions at work (Kossek & Ozeki 1998; Mesmer-Magnus & Viswesvaran 2008; Huang, 2010).

According to Raeda (2004) married nurses with high social support from co-workers have low perceived job stress and as such have high job performance than will nurses with less support. By understanding the effect of stress on job performance and the effect of social support on both job stress and job performance, better stress management approaches incorporating social support systems can be established. As a result, the quality of care might be improved when provided to staff strong social support. Providing environments with enhanced levels of social support and reduced levels of stress might help to alleviate strains staff of the University of Education, Winneba as the study area in order to improve their performance at the work place.

2.11 The moderating role of Family –Support supervisor behaviours on the relationship between work family conflict and employee creativity

“Family supportive supervisor behavior is an important requirement for effective work family integration” (Straub, 2012). Family supportive leaders empathize with their employees and ensure that employees are able to balance their work and family roles (Almutairi, 2017). Ang, Hwa, and Teh (2018) posited that the supervisor’s support for the employees’ family roles impacts work family conflict outcomes. Studies have revealed that employees who experience WFC become anxious, depressed, easily

irritated, uncertain about their roles, and frustrated (Antonova, 2016) which may consequentially result in a negative impact on their abilities to develop creative ideas. Albeit, other studies have also found that supportive supervisor behavior is associated with low work family conflict which in turn relates to proper balance of an employees' work and family roles. This results in employees' ability to develop creative ideas at their workplace. Therefore, this study seeks "to assess the extent to which family supportive behaviours moderate the effect of WFC on employee creativity."

2.12 Conceptual Framework

"The conceptual framework of this study reflects the objectives set for the study." The framework shows that work family conflict influence employee creativity. The framework also shows "the moderating effect of family supportive supervisor behavior on the relationship between work family conflict and employee creativity."

The conceptual framework is shown in Figure 1.

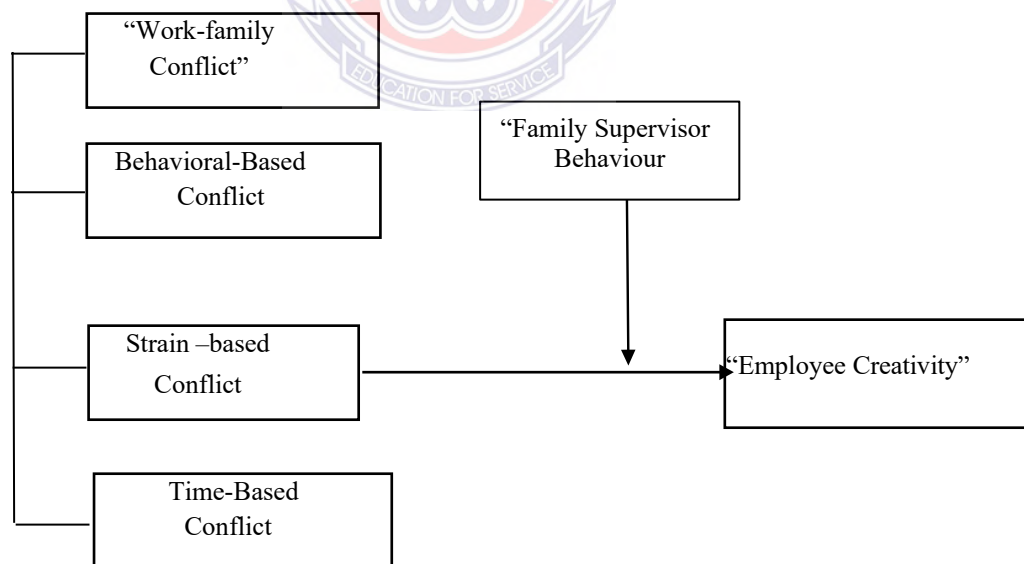


Figure 1: Conceptual Framework for the Study Showing the connections between Variables
Source: Researcher's design, (2022)

Based on the framework above, "there is a relationship between behavioural based

conflict and employee creativity, strain-based conflict and employee creativity and time-based conflict and employee creativity, as well as family supportive supervisor behavior, work family conflict and employee creativity.” This study will employ these aspects in determining the effect of work family conflict on employee creativity at University of Education, Winneba. The conceptualization based on the model, therefore, hypothesizes that “employee creativity is influenced by the provision of the family supportive supervisor behavior to reduce employees’ work family conflict.” The framework provides a conceptualization of the relationship between aspects of Work family conflict, family supportive supervisor behavior and Employee creativity. The framework of this study notes that work family conflict can be the reason for which employees’ creativity at University of Education, Winneba

2.13 Chapter summary

In sum, the above review showed that there are different dimensions of Work life family conflict that must be addressed to enhance employee creativity. The chapter reviewed the componential theory and the Work life balance theory since most employees prefer and are motivated to work in organizations where opportunities to balance their work and family responsibilities and also provide creative solutions to problems at their workplace. Even though the review shows that behavioural-based conflict and employee creativity are negatively correlated, time-based conflict and employee creativity are positively correlated, Strain-based conflict and employee creativity are negatively correlated, this study sought to find out if some of these claims are valid for this study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Chapter three reports the research methodology which includes the research design, the rationale for selecting the design, the study population, and the sample and sampling procedure. This chapter also presents the determination of sample size, research instrument for data collection, reliability and validity of the research instrument and data. It further discusses the data analysis procedure.

3.1 Research Approach

The approach of the research states how the research objectives are outlined and the approach depends on the purpose of the study. The research approach also deals with the framework for the data collection and analysis, the structure that guides the execution of the technique for collection and analysis of data which provides the connection between the empirical data to its conclusion, in a logical sequence to the initial research questions of the study (Brayman, 2004). According to Creswell, (2003), there are three main types of research approach namely; qualitative, quantitative and mixed methods. However, the researcher adopted the quantitative approach for the study. Research adopting quantitative approach is said to be mostly numerical and is designed to ensure objectivity, generalizability and reliability. According to Cohen (1994) quantitative research is defined as social research that employed empirical method and empirical statements. The study further stated that an empirical statement is defined as descriptive statement about what “is” the case in the real world rather than what “ought” to be the case. On the other hand, Creswell (2003) state that quantitative research employs strategies of inquiry such as experimental and surveys and collect data on predetermined instruments that yield statistical data. The findings of

quantitative research can be predictive, explanatory, and confirming. It involves the collection of data so that information can be quantified, and can be subjected to statistical treatment in order to support or refute alternative knowledge claims (Creswell, 2003, p.18)

The benefits associated with quantitative approach includes numerical data obtained through those approach, facilitates the comparison between organization on groups as well as allowing the determination of the extent of agreement or disagreement between respondents (Yacht et al. 2003). Moreover, the advantage of legitimate quantitative data, that is data is collected rigorously, using the appropriate methods and analyzed critically in its reality (ACAPS, 2012). Although, it has the above benefits, it has some short comings which includes employing a larger sample size. As Dudwick, Kuehast, Jones and Woolook (2006) rightly opined, that effective quantitative research usually requires a larger sample size sometimes several thousand households. Lastly, practitioners of quantitative approach require high knowledge in the field of mathematics and statistics to be able to interpret numerical values and offer meaningful conclusions.

3.2 Research Design

A research design is an overall plan or blueprint which specifies how data relating to a given problem should be collected and analyzed. According to Sovacool et al. (2018). Research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions. The design describes the procedure for conducting the study, including when from whom and under what condition the data is to be obtained. In other words, design indicates how the research is set up, what happens to the participants, and what methods of data collection are use. The study falls within

the quantitative research paradigm and used primary data to assess the challenges working mothers face in managing work and family in the University of Education, Winneba.

A descriptive survey research design was adopted in the study to address the research problems as it focuses on finding facts to describe the social phenomenon (Sauders et al., 2018). The descriptive survey design was chosen for the study because it focuses primarily on providing an accurate description of the characteristics of a situation or phenomenon, and that the focus of descriptive research design is not to only look out for cause-and-effect relationships, but also to describes the existing variables (Pandey & Pandey, 2021) the quantitative approach adopted for this study is in line with the positivist paradigm. Sauders et al. (2018), argue that social reality exist out there and is independent of the observer. The study adopted a positivist paradigm because a positivist approaches the seek facts or cause of social phenomena. Also, the descriptive approach is cost-effective, easy and quick, time and money-saving (Kusi, 2017) as all respondents were available on various social media platforms and lecture hall. A data se was constructed from the date collected with the questionnaire. The descriptive survey offers the opportunity to use questionnaires for data acquisition, hence creating the benefit of a highly structured approach for controlling large data samples. in a given research design

3.3 Population

Population refers to the universe of units from which the sample is to be relocated (Sharma, 2017). Pandey and Pandey (2021) define the population as the complete collection of items or persons who are the target of the research. The population is a statistical term that refers to the collection of persons, groups, events or things that the research will focus on. The target population was 130 working mothers in UEW.

The According to Agyedu, Odonkor and Obeng (1999), the term ‘population’ is the complete set of individuals (subject), objects or events having common observable characteristics in which the researcher is interested.

Population, therefore, constitutes the target group of the study and must be clearly defined and identified. Again, according to Alhassan (2006), by population one means a sum aggregate or totality of phenomenon to the researcher. The study population will involve all working mothers in departments, sections and units in University of Education, Winneba and some public institutions in Ghana. The estimated population of workers both senior and junior staff is one hundred and thirty (130). The focus of the study was the heads and administrators of some divisions, departments, sections and units in UEW.

Table 3.1: Number of Respondents in each Departments, Sections and Units

Division, Department, Section and Units	Number of Respondents
Division of Academic Affairs	12
Division of Human Resource	10
Registrar’s Office	12
Internal Audit Section	10
Publication Unit	6
Planning Unit	12
Procurement Unit	8
Department of Science	14
Department of Early Childhood	11
Department of Basic Education	15
Finance Section	20
Total	130

Source: Field work (2022)

3.4 Sampling Technique and Sample Size

Sampling is the procedure of selecting a portion or subset of the entire population of interest to the study. This subset of the population is used to represent the population of the study (Hair, 2022). Therefore, this present study employed a purposive sampling approach to select the participants for the study. The purposive sampling procedure is non-probability sampling used for both quantitative and qualitative research studies (Campbell et al., 2020). In purposive sampling, the participants are selected based on the characteristics the researchers need for their study. Thus, the units of the study are selected based on "purpose" or "purposive". Therefore, ten (10) participants at the top management level were purposively selected for the first part of the study.

3.5 Instrument for Collecting Data

The present study employed survey questionnaires to collect data from the participants of the study.

3.5.1 Development of survey questionnaires

The survey questions were adopted from previous studies. The question items were two. The first part requested a general opinion on the effect of work-family conflict on employee creativity. The second as expected was to find out from the top management personnel on their view on the effect of work-family conflict on employee creativity.

Basically, two types of questionnaires would be used in this research work. These are closed-ended and open-ended. An open-ended question enables participants to respond in any way that they please. Open-ended question takes the researcher into the natural language and world of researcher's participants. These type of questions calls for a free response in the respondents' own words (Johnson & Christensen, 2000).

On the other hand, closed-ended question requires the participants to choose from a limited number of responses that are predetermined by the researcher. The closed-ended question type usually provides answers to the questions and respondents would be expected to select the answers that apply in their case (Johnson and Christensen, 2000). In all, one set of questionnaire scheme for the staff and the heads of department would be used. This can be found at the appendix section of this work. Most of these questionnaire items were in the form of scales, ratings, multiple choice, and ranking.

3.6 Measurement Instrument

The researcher adopted a measuring instrument developed by (Likert, 1932). The questionnaire was deemed to be relevant for the research objectives and adapted to the specific context of this research study. The 5-point Likert-type scale ranges from numerals 1 (strongly agree) to 5 (strongly disagree). The Likert-scale method was used because of its accuracy and reliability (Ling et al., 2010).

3.7 Pre-Testing of the Study

The study was pre-tested at UEW in the central region of Ghana. Pre-testing was to remove any ambiguous items on the instruments. Blank spaces, inaccurate responses or inconsistencies that indicated weaknesses were reviewed after pre-testing the instruments. The pre-testing helped in the inclusion of many more items that were omitted and necessary. The purpose of the pre-testing was to ensure that the research instruments measure what is supposed to measure (validity) and errors detected were corrected before the actual research is carried out. The justification for choosing UEW was based on proximity.

3.8 Validity

According to Saunders, et. al., (2016), research instruments with a validity and reliability coefficient of 0.05 is acceptable for business research, as was used by Sekaran and Bougie (2016). Validity is the degree to which a research result for the whole population may be generalized. Zikmund (2000) defines the validity of analysis as the degree to which analysis tools assess what they are meant to test. “To ensure validity of questionnaires, the researcher reviewed other relevant literature and those literature supported the construct of the instrument.” “Some of the items in the scales were scientifically validated items.” “Further, the designed questionnaire was submitted to the project supervisor for vetting, correction, and approval before distributing it to the respondents.”

3.9 Reliability

Reliability applies to the reproduction and continuity of a sample to an earlier study. (Saunders, et. al., 2016). Some of the reliability threats that may be encountered in this study include participant error and participant bias. Saunders, et. al., (2016), describe participants’ error as any element which unfavorably modifies how a participant responds to an item on the instrument. On the other hand, participant bias can be any element which influences a respondent to produce a dishonest response (Saunders, et al., 2016). To avoid these problems, the researcher plans to distribute the questionnaires to respondents, for them to answer privately and at their sober moments. The reliability of the constructs that made up the scale was measured with the internal consistency approach (Cronbach’s Alpha). A Cronbach’s Alpha shows internal consistency. (Pallant, 2005) states “since all the Cronbach’s Alpha values are beyond 0.7, the scale can be considered as being reliable given the selected sample size.” Table 2

summarizes the reliability score for the individual constructs of the study.

Table 3.2: Reliability Results

No	Scale/constructs	Cronbach's Alpha
1	“Work-Family Conflict”	.89
2	“Behavioral-Based Conflict”	.75
3	“Strain-Based Conflict”	.88
4	“Time-Based Conflict”	.89
5	Family Supportive Supervisor Behavior (FSSB)	.93
6	Employee Creativity	.82

Source: Field Survey, (2022)

It was concluded that the construct is highly reliable since Alpha value obtained was more than the 0.7 cut off point proposed by Pallant (2005). Saunders et al., (2009) explained that “internal consistency involves correlating the responses to each question in the questionnaire with those to other questions in the questionnaire.”

3.10 Ethical Consideration

Ethical consideration is extremely significant in research methodology. It is general guide or set of rules and practices that guide research design. This set of rules involves informed consent, anonymity and confidentiality to enhance the integrity and validity of the research. Therefore, this study, the aim and objective of the study were explained to each of the participants. The participants were asked to participate free or could opt out or choose not to participate in the study. Moreover, to ensure anonymity in the research, the collection of data from the participants was free from identifying information of the individual participants such as (name, email address, postal address,

etc.). The participants were given assurance of confidentiality of data collected from them.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents the results and discussion of how the research participants responded to each item in the questionnaire for workers in UEW. The analysis covered among others, the academic and professional qualifications of the workers, work background, nature and source of conflict and the importance and impact of conflict on workers performance. The responses were presented in percentages and frequency form in order to provide the basis for the findings, conclusions and recommendations for this research.

4.1 Background characteristics of the respondents

This section discusses the findings on the background characteristics of the respondents involved in the study. The background characteristics investigated were sex, age, highest educational level, marital status of respondents and number of children of respondents. Five items were used to collect data on the background characteristics of the respondents. Descriptive analysis such as percentages were used to analyse the responses of respondents on their background characteristics. The results are presented as follow:

Table 4.1: Age of Respondent

Variables	Sub-scale	N	%
Gender	Male	77	59.2
	Female	53	40.8
Age range	18 - 24 years	28	21.5
	25 – 35 years	57	43.8
	36 -45 years	31	23.8
	Above 46 years	14	10.8
Highest level of education	Postgraduate	23	17.7
	1 st Degree	68	52.3
	Diploma	38	29.2
	Others	1	0.8
Number of children	None	54	41.5
	One	13	10
	Two	25	19.2
	Three	32	24.6
	Four	5	03.8
	Five or more	1	0.8

Source: Field Work, (2022)

It is generally believed that age has a significant influence on how people view things around them; the value people attach to things, items, goods and resources have been found to vary with age (Frempong, 2008). As reported in Table 4.1, out of 130 participants selected, 77 respondents were males representing 59.2% of the sample size whereas 53 respondents were females representing 40.8%. It is evident from this analysis that most of the respondents were males. “This result highlights the notion that men are directly involved in the labour force at a much higher pace than women, which suggest that women are more involved in non-labour market behaviour” (ILO, 2005). “This also points to the fact that the employment-to-population ratio in the country is comparatively higher for men than for women in the Ghanaian occupational system” (GSS, 2014).

Table 4.1 indicated that the preponderance of the respondent (n = 57) out of 130 sample size representing (43.8%) of the respondents were between the ages of 25-35 years, followed by respondents between the ages of 35-45 years (n = 31) representing 23.8%, to ages between 18-25 years (n = 28) representing 21.5%, and lastly ages between 46 years and above (n = 14) representing 10.8%. This means that most of the staff working in the University were relatively young and are within the youthful age group (45 years or less) in Ghana.

Table 4.1 shows that majority of the respondents' highest level of education was at the university level. The combined percentage shows that 99 percent of the respondents' level of education was up to the tertiary level. The results suggest that employees working in the University of Education, Winneba in Effutu Municipality had relatively high education credentials. It is expected that, the higher the level of education of an employee, the more competent and knowledgeable he or she is likely to be (Hatton & Emerson, 1998). An employee with a higher education and skills has a higher affinity to find more demanding jobs with higher salaries (Berg, 1991). It is important to know the number of children a staff has as it will give a better understanding of the impact it has on performance. The more the number of children the more time is needed to care for them. Presented on table 1, 41.5% of the respondents had no child with 10% of them having one child. It was also revealed that 19.2% had two children while 24.6% had three children. 3.8% had four children and 0.8% had five or more children. The presented responses therefore showed that 58.4% respondents had at least one child.

Table 4.2: Respondents Work Experience

Work Experience	Figure	Percentage (%)
0-9 Years	30	23.1
10-19 Years	33	25.4
20-29 Years	42	32.3
30-39 Years	17	13.1
40 Years and Above	8	6.1
Total	130	100

Source: Field survey, (2022)

As part of the demographic characteristics of respondents, the length of service helped the researcher to determine how long employees had spent working as a staff of local government. Also, probably, determine the level of knowledge and understanding employees have on their job and their ability to be creative about the work they do. In Table 7, the study found out that 27 respondents signifying 27.55 percent have worked between 0-9 years. Thirty- three respondents signifying 33.67 percent have 10-19 years of working experience with the local government. 19 respondents representing 19.39 percent, 12 respondents representing 12.25 percent and 8 years have worked with the local government for 20-29, 30-39, and 40 years and above respectively. This finding indicated that the majority of respondents have worked for ten years and above and are likely to know creative ways to get their job done.

4.2 Descriptive Statistics of the Variables in the Study

This part of the chapter presents a summary of the analysis of responses from data collected based on the research objectives. To achieve the overall objective of the study, mean, standard deviation, and regression analysis were used in analyzing the data.

Before answering the research question, items measuring the various variables in the study were explored to get an overview of results with regards to each variable.

4.2.1 Work-Family Conflict

Seventeen (17) items used to quantify Work-Family Conflict were measured on a five-point scale of agreement (1- strongly disagree, 2- disagree, 3- neither agree nor disagree, 4- agree, 5- strongly agree). To know the course of answers by the respondents, mean and standard deviation were computed. Mean scores above 3 also suggest that a greater percentage of respondents agree with the assertion, mean score of 3 indicates a neutral stand. whereas mean score below 3 indicates that the argument is not agreed by a higher percentage of respondents. Details of the analysis are given in Table 4.3.

Table 4.3: Descriptive Statistics of Behavior-Based, Strain-Based and Time-Based Conflict

No.	Statement	Mean	SD
1	“My career takes me more from my family traditions than I intend to do.”	2.75	1.28
2	“The time I have to commit to my work stops me from engaging in domestic duties and tasks fairly.”	2.78	1.20
3	“My career takes me too far away from family gatherings.”	2.99	1.26
4	“Owing to the amount of time I continue to spend on work assignments, I have to skip family events.”	2.95	1.23
5	“The time I spent on family duties also interferes with my duties at work.”	2.81	1.20
6	“Because of the amount of time, I have to spend on family commitments, I have to skip work activities.”	3.01	1.21

Source: Field survey, (2022)

Table 4.3 presents a summary of responses on Work-Family conflict. Among the responses, a number of the respondents had neutral stands on the assertion that their career takes them more from my family traditions than I intend to do. (M=2.75, SD=1.28) item 1. A greater proportion of the respondents disagreed with the following responses: “The time I have to commit to my work stops me from engaging in domestic duties and tasks fairly.” (M=2.78, SD=1.20) item 2, “My career takes me too far away from family gatherings.” (M=2.99, SD=1.26) item 3, “Owing to the amount of time I continue to spend on work assignments, I have to skip family events” (M=2.95, SD=1.23) item 4, “The time I spent on family duties also interferes with my duties at work” (M=2.81, SD=1.20) item 5. However, respondents indicated that because of the amount of time they have to spend on family commitments, they have to skip work activities (M=3.01, SD=1.21) item 6.

4.2.2 Family Supportive Supervisor Behaviours

The six (6) items constructed to measure family-supportive supervisor behaviors were measured on a five-point scale of agreement (1 - strongly disagree, 2 - disagree, 3- neutral, 4- agree, 5- strongly agree). To know the course of answers by the respondents, mean and standard deviation were computed. Mean scores above 3 also suggest that a greater percentage of respondents agree with the assertion, whereas a mean score below 3 indicates that the argument is not agreed by a higher percentage of respondents. Details of the analysis are given in Table 4.4.

Table 4.4: Descriptive Statistics for Family Supportive Supervisor Behaviours

No.	Statement	Mean	SD
1	“If I need to, I will count on my boss to assist me with scheduling conflicts.”	3.45	1.25
2	“I will depend on my boss to make sure that anytime I have an unanticipated non-work demand, my work duties are managed.”	3.27	1.20
3	“To dynamically overcome disputes between work and non-work, my boss deals effectively with associates.”	2.99	1.26
4	“My boss can listen to my job and non-work life balancing questions.”	2.35	1.23
5	“My supervisor has my personal needs in mind”	2.81	1.20
6	“My boss helps me feel relaxed talking to him about my work-to-non-work issues.”	2.01	1.21

Source: Field Work (2022)

Table 4.4 presents a summary of responses to Family Supportive Supervisor Behaviours. A study of the responses shows that minority of the respondents agreed that If I need to, I will count on my boss to assist me with scheduling conflicts (M=3.45, SD=1.25) item 1. A significant proportion of the respondents agreed with the following response: “I will depend on my boss to make sure that anytime I have an unanticipated non-work demand, my work duties are managed” with a score value of (M=3.27, SD=1.20) item 2, however, a greater proportion of the respondents disagreed with the following response: “To dynamically overcome dispute between work and non-work, my boss deals effectively with associates.” (M=2.99, SD=1.26) item 3, “My boss can listen to my job and non-work life balancing questions” (M=2.35, SD=1.23) item 4, “My supervisor has my personal needs in mind” (M=2.81, SD=1.20) item 5. However, respondents indicated “my boss helps me feel relaxed talking to him about my work-to-non-work issues” (M=2.01, SD=1.21) item 6.

4.2.3 Employee Creativity

The five (5) questions constructed by Zhou and George (2001) were used to assess employee ingenuity. The goods are calculated on a five-point agreement scale (1- strongly disagree, 2- disagree, 3- neither agree nor disagree, 4- agree, 5- strongly agree). To know the course of answers by the respondents, mean and standard deviation were computed. Mean scores above 3 also suggest that a greater percentage of respondents agree with the assertion, whereas a mean score below 3 indicates that the argument is not agreed by a higher percentage of respondents. The study is detailed in Table 4.5.

Table 4.5: Descriptive Statistics on Employee Creativity

No.	Statement	Mean	SD
1.	“Suggests new methods of reaching targets or goals.”	2.79	1.38
2.	“Comes up with new and realistic ideas for efficiency enhancement.”	2.78	1.20
3.	“Look for emerging technology, systems, approaches, and/or innovations for goods.”	2.99	1.26
4.	“Suggests new methods of improving efficiency.”	2.95	1.23
5.	“Is it a strong imaginative generator of ideas?”	2.81	1.20

Source: Field work (2022)

Table 4.5 presents a summary of responses to the employee’s ability to be creative in their respective duties. “Suggests new methods of reaching targets or goals” (M=2.79, SD=1.38) item 1. “Comes up with new and realistic ideas for efficiency” with a score value of (M=2.78, SD=1.20) item 2, “look for emerging technology, systems, approaches, and/or innovation for goods” (M=2.99, SD=1.26) item 3, “suggest new methods of improving efficiency” (M=2.95, SD=1.23) item 4, “is it a strong imaginative generator of ideas” (M=2.81, SD=1.20) item 5.

4.3 Discussion of Findings

The main statistical tool used in the analyses of the research questions were Multiple Regression. “The Standard Multiple Regression was used to answer the research question one, two, and three. Both the Standard Multiple Regression and the Hierarchical Multiple regression were used to answer the fourth research question.”

4.3.1. Research Question 1-3

The first research question finds the effect of behavioral-based conflict on employee creativity, second research question finds the effect of strain- based conflict on employee creativity and the third research question finds the effect of time-based conflict on employee creativity. Thus, “**research questions 1-3** sought to propose that behavioral-based conflict, strain-based conflict, and time-based conflict will have influence on employee creativity.”

The regression equation is written as;

$$\text{Eqn 1: } EC = a + BBx + SBy + TBz + e$$

Where BB= Behavioral-Based conflict (Independent variable)

SB= Strain-Based conflict (Independent variable)

TB= Time-Based conflict (Independent variable)

EC = Employee’s Creativity (Dependent variable)

e= Error term.

Table 4.6: “Results of Standard Multiple Regression Analysis for The Dimensions of Work-Family Conflict as Predictors of Employee Creativity”

Model	B	Std. Error	β
1	(Constant)	30.183	1.816
Behavioral-based	-.123	.059	-.140***
Strain-based	-.345	.068	-.343***
Time-based	-.255	.054	-.316*

$R^2 = .537$, ** $p < .01$, *** $p < .00$

Source: Field survey, (2022)

“The summary of findings from the standard multiple regression analysis indicated that behavioral-based conflict, strain-based conflict, and time-based conflict all made significant contributions to the model [$F(3, 119) = 39.556, p < .05$].” “Looking at the variables individually, behavioral-based conflict ($\beta = -.140, p$ -value less than 0.05), strain-based conflict ($\beta = -.343, p$ -value less than 0.05) and time-based conflict ($\beta = -.316, p$ -value less than 0.05) all significantly predicted employee creativity.” R Square, the coefficient of determination, “it is the proportion of variation in the dependent (Employee’s Creativity) variable explained by the regression model.” An R Square value of 0.537 indicates that about 53.7% of the variation in the Employees’ Creativity is explained by behavioral-based conflict, strain-based conflict and time-based conflict while the other 46.3% variation in Employee’s creativity may be due to other factors not captured in this study. Table 4.6 indicate a statistically significant figure of $p = .000$, as held up by Tabachnick and Fidell (2013), a significant level of less than or equal to .05 is necessary for social science research. If such a condition is met, then the independent variables does a good job explaining the variation in the dependent variable.

$$\text{Eqn 2: } EC = 1.816 - 0.140x - 0.343y - 0.316z + e$$

4.4 Discussion of Key Findings

4.4.1 The behavioral-based conflict has a negative significant relationship with Employee creativity

The findings of the study supported the hypothesis that behavioral-based conflict has a negative influence on employee creativity.” This rejects the findings of the study by Zhang et al, (2020) who posited that role behavioral-based conflict has a positive direct impact on employee creativity. Again, where behavior unique to one function is

incompatible with the behavior expected by another role, behavioral differences are likely to occur.

Any features that are respected in the world of work can be incompatible with the wishes and desires of members of the family. Therefore, the inability of employees to attend to familial concerns from the workplace is likely to lead to high levels of frustration and anxiety. Therefore, the feeling of frustration resulting from employees' inability to attend to family needs because of their work role coupled with their compulsion to engage in surface acting to reflect the emotions that customers want to experience leads to stressful experiences at the workplace. For instance, society will frown upon couples being so much engrossed with their work to the disadvantage of their families. Especially, given the patriarchal cultural orientation of the Ghanaian culture, women who are successful in their job roles but unable to meet their family demands are not worth celebrating. Wang, et. al., (2017) allude that "work-family conflict is intensified in this sense where the work and family responsibilities are important or fundamental to the self-concept of the individual and when there are clear negative consequences for non-compliance with role demands.

Meanwhile, evidence indicates that when the positions that determine the personality of individuals are challenged, those individuals negatively judge the cause of the threat (Tang, et al., 2020; Liang, 2020; Ismail, & Gali, 2017). To the extent that cultural orientation highlights the role of the family as part of the identity of an individual and is valued when employees observe that their job is exhausting and depletes the time and energy required to meet family requirements, such employees may experience a sense of diminished responsibility that can be perceived as a threat to their identity and status.

4.4.2 The strain-based conflict has a negative significant relationship with employee creativity.

The strain-based conflict has the strongest influence on employee creativity compared to behavioral-based conflict and time-based conflict. Also, the study revealed that strain-based conflict negatively influences employee creativity. This is inconsistent with the study by Yang et al, (2019) who found that stress has no relationship with employee creativity. The observed difference between these studies can be due in part to the methodological weakness of the study by Yang et al, (2019) who utilized an experimental inducement of stress. There was a discrepancy in the level of stress experienced by the subjects as evaluated by the subjects and the level of stress of subjects as assessed by the experts using the physiological signals in their study.

The allocation of effort and energy to family activities by employees is likely to result in a psychological strain that has the potential to get in the way of effectively performing work responsibilities. The work and family domains independently present the individual with an enormous workload. The engagement of the individual in this dual role is likely to lead to role overload while the intensity of efforts required by individuals to grapple with the demands of the family and work is likely to have a toll on the functioning of the individual. The result of this high demand on the limited energy of the individual is a high strain which is associated with high levels of stress (Zhang, et. al., 2020). Both family and work stressors can result in distress, fatigue, and negative affective that consequently impact an employee's creative ability negatively. French, et. al., (2018) assert that there is a stress-based conflict when stress in one role influences one's performance in another role.

As a result, “the strain-based conflict experienced by staff has a toll on them so that they are unable to function at an optimal level and are therefore unlikely to perform work-related tasks as effectively as they could under conditions devoid of such conflict.” “The discomfort and strain that employees are exposed to in situations where they are to accomplish strenuous work and family demands that are likely to go beyond the person’s ability and drain the person’s available resources are often depleting.”

“Empirical studies reveal that the normal thinking process of individuals with the required knowledge base to creatively solve problems and generate creative ideas boils down to two different thinking processes involving convergent or analytical thinking and lateral or associative thinking.” (Allen, et. al., 2020). “The analysis of the results indicated that strain-based work-family conflict has the strongest influence on employee creativity.” This lends support to the study by Ramasundaram and Ramasundaram (2011) who found that “strain-based work-family conflict and time-based work-family conflict had a significant relationship with job stress while behavioral-based work-family conflict had no significant relationship with job stress.”

4.4.3 The time-based conflict has a negative significant relationship with employee creativity.

The findings of the study showed that time-based work-family conflict has a negative relationship with employee creativity. This supports previous studies that found that time pressure on a given day negatively predicted creative cognitive processing Aboobaker et al, (2020).

“It also supports the study by Ismail, and Gali, (2016) who found that low flexibility in working hours were predictors of job stress among employees. Without a doubt employee creativity involves the production of ideas, alternatives, and possibilities

Hashim et. al., (2019)”. According to Anand and Vohra, (2019) “the generation of these novel ideas is a product of a process of sense-making, problem-solving, and analysis of events and situations that ebb and flows over time in response to challenges that come up intermittently.” “Consequently, the fact that organizational challenges that demand employee creativity are mostly complex, fluid, ambiguous, and volatile and may persist over some time, considerable sense-making is essential to guarantee employee creativity Man et al, (2020) This highlights the salience of time in enhancing employee creativity.”

However, time-based work-family conflict deprives employees the luxury of time to engage in extensive sense-making to generate novel ideas. Addae et al, (2006) suggest that there is an acceptable level above which time pressure and anxiety will contribute to reduced work engagement in resolving the conflict over the impact of time pressure on employee job involvement. For instance, the normal working hours span from 8 am to 4 pm which presupposes that the district assembly staff should be at work before 8 am to prepare for the commencement of work at the start time and virtually leaves the workplace hours after normal closure to balance their books and streamline other activities to ensure complete closure of the day. Nonetheless, a commitment to these routine demands of the job means that employees will be left with virtually no or limited amount of time to meet the needs of the family.

In line with this course of an argument, in a study to examine both work hours and time pressure on employees’ recovery from work, Ramasundaram and Ramasundaram, (2011) confirmed that only the length of work hours predicted employees’ psychological detachment from work across days. Research reveals that individuals need ample time to relax to enhance their creative abilities. It is noteworthy that the

activity of the brain during divergent thinking, the foundation of creativity is comparable to the activity of the brain during mental relaxation (Lee et. al., 2019).

4.4 Chapter Summary

With 130 respondents, the study utilized standard deviation and regression analyses to achieve the objectives for this study. The study identified a significant negative relationship between work-family conflict and employee creativity. It also identified family-supportive supervisor behavior as a moderator of work-family conflict and employee creativity. Whilst the findings of this research are in line with many researchers, they are contrary to a few others.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of major findings of the study and the conclusions drawn from the study. The first part focuses on the summary of findings. The key findings are reported based on the objectives of the study. These are followed by the conclusions and recommendations of the study. The chapter also presents the suggestions for future research.

5.1 Summary

The purpose of the study was to examine the effect of Work-Family Conflict on employee creativity, with two main research questions; “what is the extent to which family-supportive supervisor behaviors moderate the relationship between work-family conflict and employee creativity?” The research questions that guided the study are; “what is the effect of behavioral-based conflict on employee creativity?” “What is the effect of strain-based conflict on employee creativity?” “What is the effect of time-based conflict on employee creativity?” “What is the extent to which family-supportive supervisor behaviors moderate the relationship between work-life balance and employee creativity?”

The study utilized a quantitative research method. This study engaged a stratified sampling technique to select 98 respondents, to be included in the study. A structured questionnaire was also employed to solicit information from the respondents. All ethical considerations were adhered to before, during, and after the data collection procedure. Inference statistics were used to analyze the responses from the collected data based on the objectives. This was to help evaluate the path, degree, magnitude,

and intensity of the independent variables (time-based conflict, strain-based conflict, and behavior-based conflict) and dependent variable (employee creativity) relationships or associations.

With regards to the effect of work-family conflict; behavior-based conflict, time-based conflict, and strain-based conflict on employee creativity (Research question 1-3), the findings revealed a significant negative relationship between behavior-based conflict and employee creativity ($R^2 = 0.537$). The R-square value indicates that 53.7% of the variance in employee creativity can be attributed to work-family conflict. A beta coefficient of (0.140) also indicates that a unit increase in the behavior-based conflict of an employee will lead to a decrease of 0.140 in that employee's creativity.

With the same R Square of .537 and a beta coefficient of (-0.343), a percentage change in strain-based conflict will lead to a reduction of 0.343 in the creative abilities of the employees. This projects that strain-based conflict has a significant consequence on the creativity of employees. Similarly, time-based conflict was identified as having a significant negative effect on creativity, indicated by an R square of 0.537 and a beta coefficient of -0.306. This negative relationship means that a unit increase in time-based conflict will lead to a decrease in creativity.

The study also identified that Work-family conflict has a significant negative effect on employee creativity, which can be moderated by employees' experience of Family supportive supervisor behavior.

5.2 Conclusion

The study focused on the influence of work-family conflict on employee creativity and this relationship is moderated by family-supportive supervisor behaviors. The study reveals a negative influence of work-family conflict on employee creativity. This implies that work-family conflict is a peril to productivity with the potential to reduce overall business productivity. This burden of work-family conflict on the competitive advantage and survival of organizations is a significant to represent area in which preventive measures have the potential to yield economic and productivity gains through enhanced creativity. “The good news is that some organizational factors can either aggravate or alleviate this inherent exposure to work-family conflict in the public sector. Thus, the enactments of family-supportive supervisor behaviors have the potential to alleviate the detrimental consequence of work-family conflict on employee performance and for that matter employee creativity. Organizations whose job demands are likely to affect the accomplishment of family roles should adopt family supportive practices to enable employees to have a work-life balance between their work and family roles.”

5.3 Recommendations

With the identified negative effect of work-family conflict on employee creativity, the study makes the following recommendations for consideration.

1. The University should consider setting up daycare centers close to institution’s buildings. This will assist mothers in taking care of their newborn babies, and reduce the eventual work-family conflict.
2. The University and employers alike should consider assisting employees to hire the service of a caretaker at home. This can be in the form of allowances paid to employees or as part of their condition of service to be enjoyed by employees.

3. The University community should be restructured to accommodate flexible working hours. For example, technology like the internet can be used to allow some employees to work from home. This will help employees to undertake their duties, and at the same time attend to their family needs. However, this should be done with care as it can also lead to a situation where employees have no time for their families.
4. The University should ensure that counseling desks are well utilized by the employees or staff. This will help in addressing some of the stresses that arise from home and work.

5.4 Suggestion for Future Studies

As the study progressed, the researcher discovered that due to time and other limitations, some critical fields that the study should have embarked on could not be completed. Further studies may also be conducted on a broad scale, in the local government sector of the Country to find out other challenges to creativity at work and better ways to improve it. There is also the need to look at the situation in other sectors (farming, civil servants, etc.) of the economy to enhance proper decision making. Student researchers can also explore ways of improving job flexibility at the local government, to reduce the issue of work-family conflict.

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APPENDIX A

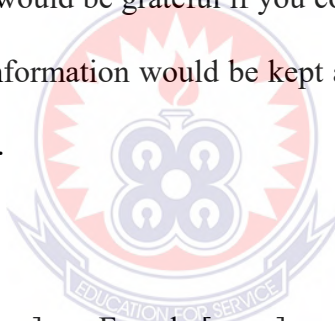
UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT SCIENCES

Questionnaire for Both Senior and Junior Staff in UEW

This researcher is a final year student of the School of Business of the University of Education, Winneba. The researcher is conducting a study on “Managing work-family conflicts in public institutions and its effects on the performance of workers”: a case study of University of Education, Winneba in partial fulfillment of the requirements for the award of degree in Masters of Business Administration in Management Sciences. The researcher would be grateful if you could spend your time in filling out this questionnaire. This information would be kept as confidential as possible. Thank you for your co-operation.



PERSONAL DATA:

1. Sex: Male [] Female []
2. Age group 20 – 25 [] 26-30 [] 31-35 [] 36-40 []
46-50 [] 51-55 [] 56-60 []

EDUCATIONAL BACKGROUND

3. What is your level of education?
 1. Diploma/ HND []
 2. Degree []
 3. Master’s degree []
 4. PHD []
 5. Others Specify

WORK BACKGROUND

4. Permanent Staff [] National Service Personnel []
On contract [] Others

Specify.....

5. Length of Work Experience

0-5 [] 6-10 [] 11-15 [] 16-20 []
21—25 [] 26-30 [] 31 and above []

6. Name the department/unit/section you are working:

7. How long have you been working there?

0-5 [] 6-10 [] 11-15 [] 16-20 []

8. State whether you are permanent/temporary/national service personnel

Permanent [] Temporary [] National Service Personnel []

9. What is your level of satisfaction of working in that office?

Very Excellent [] Fair [] Excellent [] Poor []
Satisfactory []

10. Give reason(s) for your answer.....
.....

INSTRUCTIONS: Use the following key to respond to the following statement

1= Strongly Disagree 2= Disagree 3= Uncertain 4= Agree 5=Strongly Agree

No.	Statement	1	2	3	4	5
1	“My work keeps me from my family activities more					
2	“The time I must devote to my job keeps me from participating equally in household responsibilities and					
3	“My work keeps me away from my family events too					
4	“I have to miss family activities due to the amount of					
5	“The time I spend on family responsibilities often					
6	“I have to miss work activities due to the amount of					

SECTION C:

These questions in this section seek to find out about your feelings and thoughts during the last month. In each case, you will be asked to indicate by ticking *how often* you felt or thought a certain way using the key below.

0 = Never 1= Almost Never 2= Sometimes 3= Fairly Often 4= Very Often

No.	Question	0	1	2	3	4
1	“In the last month, how often have you been upset because of something that happened unexpectedly?”					
2	“In the last month, how often have you felt that you were unable to control the important things in your life?”					
3	“In the last month, how often have you felt nervous and “stressed?”					
4	“In the last month, how often have you felt confident about your ability to handle your personal problems?”					
5	“In the last month, how often have you felt that things were going your way?”					
6	“In the last month, how often have you found that you could not cope with all the things that you had to do?”					

SECTION D:

The following statements concern the extent of family supportive supervisor behavior exhibited by your supervisor at work. Please circle the extent to which you agree or disagree with the statements.

Instructions: Use the Following Key to Respond to The Following Statement

1= Strongly Disagree 2= Disagree 3= Uncertain 4= Agree 5= Strongly Agree

No.	Statement	1	2	3	4	5
1	"I can depend on my supervisor to help me with scheduling conflicts if I need it."					
2	"I can rely on my supervisor to make sure my work responsibilities are handled when I have an unanticipated non-work demand."					
3	"My supervisor works effectively with associates to creatively solve conflicts between work and non-work."					
4	"My supervisor is willing to listen to my problems in juggling work and non-work life."					
5	"My supervisor takes the time to learn about my personal needs."					
6	"My supervisor makes me feel comfortable talking to him/her about my conflicts between work and non-work."					

APPENDIX B

QUESTIONNAIRE FOR SUPERVISORS

Please rate your subordinates on the extent to which he or she:

Instructions: Use the Following Key to Respond to the Following Statement

1= Strongly Disagree 2= Disagree 3= Uncertain 4= Agree 5=Strongly Agree

No.	Statement	1	2	3	4	5
1.	“Suggests new ways to achieve goals or objectives.”					
2.	“Comes up with new and practical ideas to improve performance.”					
3.	“Searches out new technologies, processes, techniques, and/or product ideas.”					
4.	“Suggests new ways to increase quality.”					
5.	“Is a good source of creative ideas.”					
6.	“Is not afraid to take risks.”					
7.	“Promotes and champions ideas to others.”					
8.	“Exhibits creativity on the job when given the opportunity to.”					
9.	“Develops adequate plans and schedules for the implementation of new ideas.”					
10.	“Often have new and innovative ideas.”					
11.	“Comes up with creative solutions to problems.”					
12.	“Often has a fresh approach to problems.”					
13.	“Suggests new ways of performing work tasks.”					