

UNIVERSITY OF GHANA BUSINESS SCHOOL

DEPARTMENT OF ORGANISATION AND HUMAN RESOURCE MANAGEMENT

MA MANAGEMENT AND ADMINISTRATION

**THE EFFECTS OF WORK- FAMILY CONFLICT ON THE ACADEMIC
PERFORMANCE OF CHILDREN; USING SMART KIDS SCHOOL AS A CASE.**

BY

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DECLARATION

I, SETSOAFIA SENA A. P., declare that every content of this research work as appropriately cited is a result of my own original work and have not been presented either in part or in whole for any degree in this school or elsewhere.

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ABSTRACT

People cannot fully enjoy their personal lives whiles achieving all their job related goals. In many situations, people are forced to make compromises; conflict between their work and family are no exception. Work-family conflict is a determinant in maximizing productivity in every industry and in fulfilling the duties in respective homes. Parents are saddled with a lot of work and they are again demanded to care for their children. The inter-role conflict that occurs when engaging in one role makes it more difficult to engage in the other role; this brings about an imbalance that has rippling effects on the performance of their children.

This research seeks to determine the effects of work-family conflict on the performance of children who attend Smart Kids School. Both quantitative and qualitative methods were conducted to achieve the objectives of this research. Samples of 250 respondents were systematically selected for the quantitative study from the parents whose children attend Smart Kids School. 12 respondents participated in the qualitative study, who were selected from pupils in primary 5 and 6 in Smart Kids School. Data from the quantitative studies were entered into a Statistical Package for the Social Sciences (SPSS) software while the qualitative data was transcribed and analysed thematically. Analyzed data were presented in tables.

Findings from the study showed (82%) of the respondents believed they had a good Work- family balance (WFB), (18%) admitted they had Work- family conflict (WFC). Further statistical analysis showed that, work family conflict significantly impacts on their children, with an R^2 value of .402. pupils who were interviewed verified that their academic performance had decreased due to the WFC of their parents.

SECTION ONE

1.0 INTRODUCTION

Time, as is said, is never enough for anything. Everyone has to make time for something that he or she feels is worthwhile and it may leave other aspects of that person's life, wanting. Maertz, & Boyar (2011, p.69) noted that, "Choosing one role over the other is known as compromise". In many situations, people are forced to make compromises and conflicts flanked by their job and family are no exception. Work- family conflict (WFC) is a form of inter-role conflict that occurs when engaging in one role makes it more challenging to engage in another role (Kossek, Pichler, Bodner & Hammer, 2011). In some work-family conflict episodes, a person can pick one duty over another or choose to partly meet both duties. In either case, one responsibility becomes somewhat unfulfilled. For instance, when it comes to coping with the dual life of working and schooling or taking care of a family whilst working; an imbalance is observed. This may result in poor academic performance or neglected family duties, hence the conflict.

The effect of work- family conflict on the wellbeing of parents differs with varying age groups of parents, their individual personalities, behaviors, gender, marital status, financial status and the nature of the occupation in question. It also depends on the flexibility of their job schedule, demands of the job and related stress, the duration spent on childcare, and the age of the youngest child (Maertz & Boyar, 2011). A single mother of three kids who works in the bank may not have enough time for her children as compared to one who is self –employed, has a shop and has the liberty of choosing what time to close or go to work. Also people who are well to do, may not need to work at two or more places to make ends meet and hence may have more time for their families and consequently, a fairly balanced life.

Michel et al (2011) held in their research that, the number of children people have, influence their ability to accommodate family roles with work demands. Younger children typically, need more care, and thereafter more resources, time and money, from their caregivers. By dint of this notion, parents with younger children at home report more conflict between work and family roles (Michel et al, 2011). Many researches are fixated on women because they are believed to play multi-roles in the family and at the work place. So the gender of the parent was said to be a factor of the intensities of conflict between job and life obligations. Contrary to this, Byron (2005) indicated that, currently, there is a surge in the number of dual-career couples, where husbands and wives have busy work schedules, taking on multiple jobs; therefore, making gender as a factor of WFC, questionable. Duties of work, family, and childcare are no longer delegated to customary gender roles. In Ghana, men are gradually getting actively involved with catering for their kids and some are even agreeing to switch roles by staying at home, while their wives work. In effect, they too could experience work-family conflicts. Presently, divorce and single-parenting cases keep escalating. Concomitantly, extended family support is decreasing: leaving every nuclear family to survive on their own.

Work and family systems though different, are interconnected. Clark (2000) asserted that the disappointment people experience in one of the systems may cause them to pursue more fulfilling roles in the other. “Work- family conflict is usually documented as consisting of two distinct, concepts: work interference with family (WIF) and family interference with work (FIW)” (Byron, 2005, p.15). A study by Greenhaus & Beutell (2013) on conflict between work and family roles, suggests that work- family conflict happens when time allocated to the necessities of one role makes it problematic to satisfy necessities of another. Again, the anxiety from participating in one role reduces their efficiency in the other role. Furthermore, they added that, particular actions

required by one role make it almost impossible to carry out another role. For example, if a Doctor is always on duty on weekends, he or she cannot attend family outings or church services with their family.

A research by Shih, Chiang & Hsu (2010) concluded that, an intensive work schedule may yield multiple effects on several magnitudes of employee work life and these effects, may be negative. This means, the more involving a work system is, the higher the job satisfaction and the lower the perception of work-family conflict. Work- family conflict unfortunately, affects job satisfaction and performance. Clearly, a person's coping capacity or ability to withstand stress, plays a critical role in affecting work-family outcomes (Maertz & Boyar, 2011). People are not mere robots responding helplessly to the pressures round about them. The need for reclamation and resting in the process of achieving health and well-being determines a person's interpretation of job stress and his or her assessment of the level of conflict. Unlike all other existing research that talk about the undesirable consequences of work-family conflicts, Greenhaus & Powell (2006) refused to see it as a disadvantage. They presented a notion of work- family enhancement that stipulates the conditions under which work and family roles are "allies" rather than "enemies" by spotting the positive effects of merging work and family roles together. Their research explained that if a person is able to combine his or her roles at work and at home and is satisfied, at both work and in the family, it can improve his or her well-being.

It is believed that an understanding of the effects of work family conflicts on the performance of children can help to improve the balance of work roles and family roles of the parents and consequently, improve the performance of their wards. This study seeks to determine the factors that cause work interference on family or vice versa, of the parents of children; including its negative effects on the performance of their wards.

1.1 Problem Statement

It is believed that as long as a parent decides to educate his children, provide their basic needs of life and maintain a good standard of living; then that parent must work harder. Hard work might generally mean no leisure hours or leave periods or even less sleep time; in order to make more money. As already mentioned: work-family conflict occurs when time allotted to the requirements of one role makes it difficult to fulfill requirements of another. This imbalance on the part of parents has negative effects on their children. A challenge that must be addressed is understanding how work-family conflict affects child outcomes. Many parents assume that once they spend much money on enrolling their kids into the best schools, their children should automatically be excellent. This is not always the case.

Insufficient attention has been focused on the effect of Work-family conflict on child development and value of parenting. The closest literature found was by Lau (2010) in Hong Kong who examined the “Impact of fathers’ work- family conflicts on children’s self-esteem”. A research by Waldfogel, Craigie and Brooks-Gunn (2011, p.14) suggested that: “single parenthood or cohabiting relationships differ from those of men and women in married-couple families. Those pre-existing characteristics in broken homes may result in poorer results for kids notwithstanding the structure of the family”. Single parents usually may be younger, poorer and inexperienced as compared to those in married couple relationships. They also may not have the necessary support from the family as compared to a married couple family. The same applies to divorcees and widowed couples: they may have to work harder to play the role of father and mother so may not be able to provide adequately for their wards. An African proverb says: when two elephants fight, the ground suffers. In other words, when parents experience work- family conflicts, it mostly has

negative rippling effects on their children. This study seeks to determine the effect of work- family conflict on the children.

1.2 Objectives

1. To determine the factors that bring about work-family conflict in the lives Smart Kids School parents in Weija.
2. To know the effect of these conflicts on the performance of pupils in Smart Kids School.
3. To determine how the teenage pupil perceives work- family conflict affects their concentration in school and their overall performance.

1.3 Research Questions

1. What are the factors that bring about work- family conflict in the lives Smart Kids School parents in Weija?
2. How do these conflicts affect the academic performance of pupils in Smart Kids School?
3. Do their children think work- family conflict has affected their academic performance?

1.4 Significance of The Study

Examining the effects of work-family conflict on children will increase awareness of the perceived problems in child performance and help to curb them; since children are the future leaders. This research will provide an assessment of the factors and conditions that cause work-family conflict among parents of various financial backgrounds to promote balance in work and family lives. Using a school as a case will provide a better appreciative of how work- family conflict relates to child academic performance. This would in turn, help teachers to know the best approach to use to help children whose parents are going through such imbalances. The research will bring into the

limelight, the dynamics of the current trends in parenting in order to enhance the development of their wards holistically.

Furthermore, the outcome of this research will provide a benchmark data and add to existing literature on Work-Family conflicts especially in Ghana, where there is dearth of data on the subject. The study will be a foundation upon which future researches on the impact of work-family conflict on children's performance can be built. Finally, it provides additional information for organizations in the society to make amends to existing policies and regulations, regarding employee stress reduction and to promote job flexibility at work places.

1.5 Structure of work

The study will be made up of five main sections. Section one focuses on the introduction of the study. It gives a brief background to the concepts under study, the problem statement, research objectives and questions, the significance of the study. Section two presents a detailed review of literature on concepts under study. It further provides the theories and other empirical research on these constructs. Section three covers the research methodology, research design, population, sample size, data collection instrument and data analysis method. Section four contains the presentation of the results and discusses the analysis of data. Section five, which is the final section, presents the summary, conclusions and recommendations of the study.

SECTION TWO

LITERATURE REVIEW

2.1 Work Defined

Runco & Jaeger (2012) referred to work as Creativity. They noted that Work is a method for finding creative ideas to bring a transformation of what already exists in the world. Again, Runco & Jaeger (2012) explained that work has to be accepted as reasonable, useful, satisfying or effective by a group of people at a point in time. Make-up and cosmetology, for example, was in the past, not considered as a profession but in modern times, it has become one of the lucrative jobs. People who perceive that their work is meaningful, have greater mental and social well-being (Arnold, Turner, Barling, Kelloway & McKee, 2007) and say that they are satisfied with their jobs (Kamdrón, 2005). Some of the synonyms of work are: labor, toil, exertion, effort, slog or drudgery (Oxford dictionary, 2013).

2.2 Family

Gary (2011) defined "family" based on legal status thus, relation by blood, marriage, or adoption. Durant in Havigerová, Haviger, & Truhlářová (2013, p.1) said: "family is the nucleus of civilization". This means that a family is the basic unit of society. Individuals learn to socialize with others by first learning how to relate with their family members. The Merriam-Webster dictionary (2013) defines family as a group of persons of common ancestry. Synonyms for the word 'family' are: clan, folk, kin, kindred, line, lineage, people, stock or tribe (Havigerová et al, 2013).

2.3 Work- family Balance (WFB)

According to Grzywacz and Carlson (2007), Work- Family Balance is the “accomplishment of role-related expectations that are negotiated and shared between an individual and his or her role-related partners in the work and family domains” (p. 458). So ‘negotiation’ in the sense that, a mother may be given reduced work hours in order to nurse her baby. Also, a member of the family may agree to babysit, in order for her to attend to work duties. Work- family balance is posited to comprise of two aspects: A Cognitive component, which has to do with a person’s ability to handle multiple work and family demands without stress or disappointments. The second aspect is an Affective component, that involves positive feelings as a result of the perceived accomplishments of these tasks (Valcour, 2007). Beham, Präg, & Drobnič, (2012) in a revision to determine the level of satisfaction in Work- family balance noted that, the absence of balance, is connected with higher turnover plans and truancy, and lower employee performance. Again, Work- Family balance is inversely proportional to working hours, commuting time, job demands, career demands and job insecurity (Beham, et al, 2012). So the more demanding your job is, the less balance you can achieve.

2.1.4 Work- family conflict (WFC)

After the industrial revolution, work and family have been abstracted as two separate ‘worlds’ (Lau, 2010). The theory of Conflict suggests that work and family aspects are incompatible, they cannot be merged due to their different norms, settings, rules and responsibilities (Greenhaus & Beutell, in Byron, 2005). The different norms and responsibilities of work and family cause an intrusion, negative interference of one aspect on the other (Byron, 2005). Greenhaus & Beutell (1985, p. 77), defined the work-family conflict as follows: “It is a form of inter-role conflict in which the role pressures from the work and family domains are mutually noncompliant in some

respect; participation in the family role is made difficult by virtue of participation in the work role or vice versa”.

Furthermore, Kossek et al (2011) defined Work-family conflict as a form of inter-role conflict that occurs when pleasing one role makes it more difficult to please the other role. Work-family conflict ensues when people bring problems and tension from work to their families which adversely influence the quality of their family life (Dartey-Baah, 2015). Frimpomaa posited that, conflicts between work and family occur when an individual has several roles to play at work and in the house which requires time and commitment. She added that, when family and work responsibilities interfere, there is ineffectiveness at the work place and family roles hinder work performance (Frimpomaa, 2013). Work- family conflict is based on the premise that restricts individuals' time and energy such that, opposing roles of family and employment produce an inevitable strain and hence; conflict (Cooklin, Westrupp, Strazdins, Giallo, Martin & Nicholson, 2015). Strains occur from competing demands on parents' time (time-based strains) and attention (attention-based strains). (Dinh, Cooklin, Leach, Westrupp, Nicholson & Strazdins, 2017). WFC occurs when participation in the work role is made more difficult due to time demands, strain, and behavioral expectations (Annor & Burchell, 2018).

2.2 Factors that cause Work- Family Conflict

In the twenty first century, raising children occurs in a situation where both parents are employed, but their employment is usually insecure; their job schedule demands longer hours and work is always likely to encroach onto family life (Skinner & Pocock, 2010). Williams (2010) suggested that, highly educated individuals, who belong to the elite class; have more financial, social, and cognitive resources that could help to reduce work- family conflict. At the same time, he argued that, these “rich people” experience more pressure and stress. “They may be the ‘income-rich’ but

are ‘time-poor’” (Notten, Grunow & Verbakel, 2017, p.3). So their job schedule and level of education and income can be said to be factors that give rise to WFC.

The number of children one has, is known to be one of the factors that cause work-family conflicts. “Since caring for children requires time and attention, it is assumed that having more children at home implies: less time can be devoted to work” (Annor & Burchell, 2018, p.6). Furthermore, the age of the youngest child and duration of childcare are factors that bring about WFC (Maertz & Boyar, 2011). A research by Waldfogel et al (2011) suggested that, an individual’s marital status is a factor of WFC. It is obvious that, in broken homes, one partner plays dual roles of father and mother and may have to engage multiple jobs to take care of the family; leading to non-performance and its concomitant strain or tension. “Role conflict may arise from time-based conflict, strain-based conflict, and behavior-based conflict” (Peters, Dulk, & Van der Lippe, 2009, p. 5). Time-based conflict indicates that time spent on one role cannot be shared with another role. For example, the time needed for working in a bank cannot be used for child care. Strain based conflict refers to tension or weariness felt when one role hinders a person’s performance in another role. For instance, having a sick child may reduce your productivity at work. Behavior-based conflict occurs when behavioral patterns that are needed in one role, do not match with the behavior patterns projected in another role. Doubling as the strict and coercing manager at work, and the emotional and caring mother at home, yields some level of strain on a person (Notten et al, 2017).

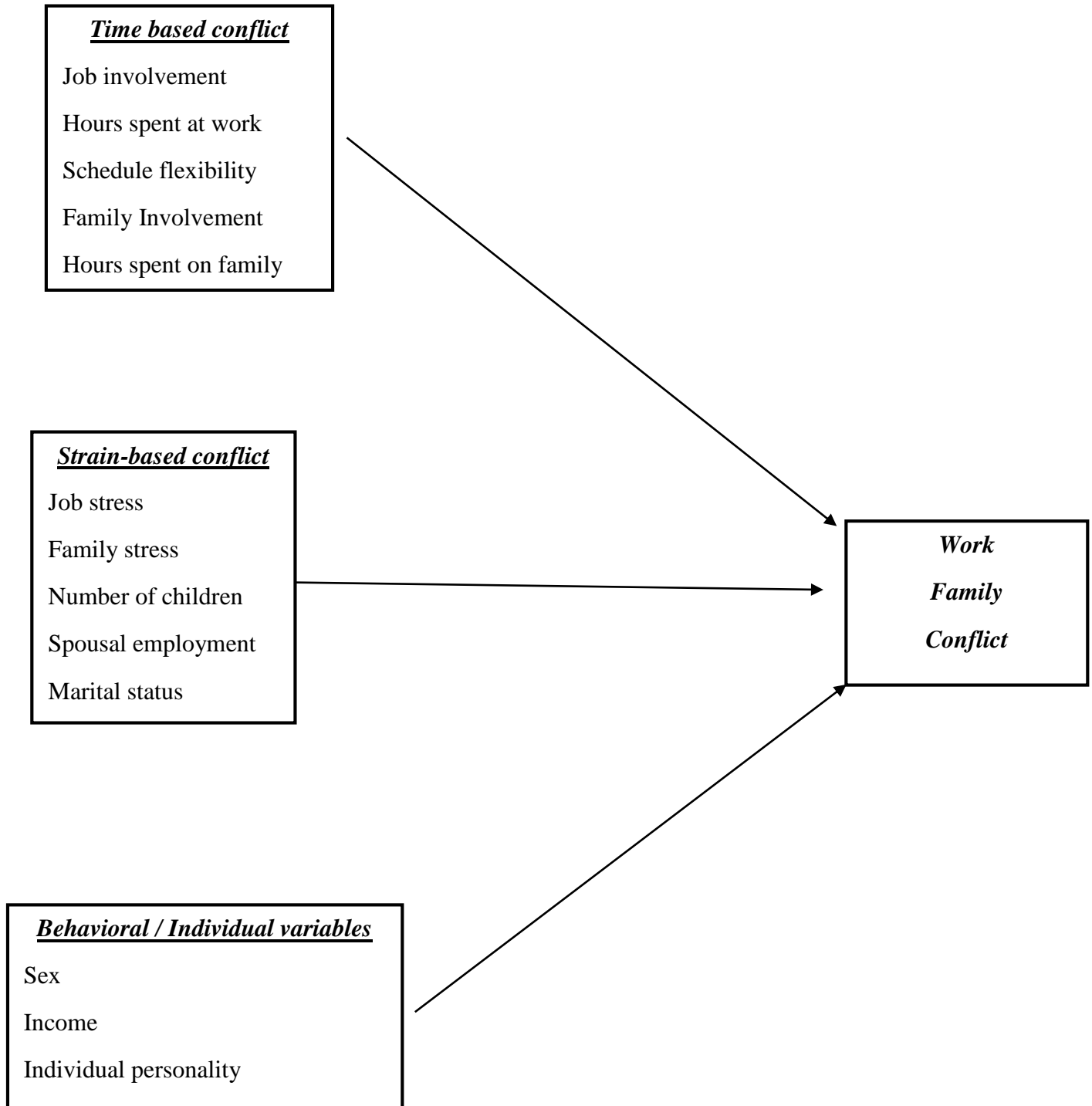


Figure 1.0: Forms of work-family conflict adopted from Carlson, Kacmar, & Williams (2000).

2.3 Consequences of Work Family Conflict

International and local studies constantly prove that work-family conflict leads to negative performance on the job and negative personal experiences (Lau, 2010). At an individual level, it is associated with psychological depression, poor physical health, and reduced life goal achievements (Grant-Vallone and Donaldson, 2001). Amstad, Meier, Fasel, Elfering & Semmer, (2011) found the evidence of significant impairments in parents' mental health. "The established consequences of work-to-family conflict include poorer physical and mental health, poorer quality of life, lower job satisfaction and higher turnover" (Nomaguchi, Milkie & Binachi, 2005, p.15). By dint of all these rippling effects of WFC, how parents interact with their children is affected (Amstad et al, 2011), having an impact on the development of the children.

2.4 Impact of WFC On Children

Strazdins, O'Brien, Lucas & Rodgers (2013) established that, parents' physical absence from family roles and activities, induces bad adaptive responses in children. The oldest child suddenly becomes the 'second' mother or father; tasked with the responsibility of taking care of his or her younger siblings. Reduced emotional availability (Johnson, Li, Kendall, Strazdins & Jacoby, 2013) and less time spent together as a family, leads to poorer quality of parent-child relationship (Cooklin et al, 2015). It is known to decrease child development by affecting them psychologically and physiologically (Notten et al, 2017). In Lau's study, "children's self-esteem was used as an indicator of their development. Children's perceptions of the quality of parenting and the parent-child relationship were used as the indicators of the quality of father-child interactions" (Lau,2010, p.1). The findings of the survey indicated that fathers' WFC negatively affected the quality of father-child interactions, which in turn caused harm to children's self-esteem (Lau, 2010, p.16). This is because, fathers are mostly seen as role models to their children (Wood & Brownhill, 2018).

Dinh et al (2017, p.7) investigated what happens to children's mental health when WFC persists. They concluded that, “children's mental health deteriorated when their mother or father experienced an increase in work-family conflict, but improved when parents' work- family conflict is reduced”.

2.5 STRATEGIES FOR MANAGING WFC

2.5.1 Flexible work arrangements (FWA)

Dinh et al (2017) conceptualize WFC as a dynamic process that can improve over time or persist. On February 1, 2011 the Society for Human Resource Management and the Families and Work Institute announced a partnership intended to “transform the way organizations view and adopt workplace flexibility” (Miller, 2011). This suggests that flexible employment policies are the way to improve work-family balance. Beham, Präg & Drobnič (2012) steered a research on Job Satisfaction and Work- family Balance in Europe. They established that reduced working hours is an approach for combining work and family responsibilities, usually for nursing mothers.

FWA is defined as work alternatives that permit flexibility in terms of “where” work is completed, called flexplace and “when” work is completed, denoted as flextime (Allen et al, 2013). Working from home and submitting report or attending meetings only when your presence is needed is one of such flexplace arrangements. On the other hand, running 8-hour shifts on working days would fall under flextime schedules. In summation, flexibility is perceived to be a valued resource that enables employees have the autonomy required to adapt to coinciding work and family demands (Allen et al, 2013). Alternative work arrangements can also be called: “non-traditional employment relations, flexible staffing arrangements, flexible working practices, atypical

employment, peripheral employment and contingent work” (Aryeetey, Yeboah, & Sanda, 2012, p.3).

Curenton, Crowley & Mouzon (2018) said, in their study of Child rearing practices of African American mothers, that many mothers take work- leaves to spend more time with their children. Self- employed individuals hardly take work leaves because of the fear of losing their customers. Occasional brief leaves off work are beneficial not only to the parents, in order for them to get rest, but also to attend to child rearing. Curenton et al (2018) also found out in their study that these African American mothers, divide child-rearing duties with their husbands or partners, hereby reducing work- family conflict.

SECTION THREE

3.0 METHODOLOGY

In this section is the detail of the research design, sample size and data collection instrument used in the study. This section also describes the analysis of data. Results were presented with regard to the proportion of parents whose children attend Smart Kids School, work factors that disrupt family balance, the family factors that disrupt work balance and finally the impact of WFC on the performance of their wards.

3.1 Research Design

A research design is a systematic approach that a researcher uses to conduct a study (Merriam-Webster Dictionary, 2013). The mixed method was employed. Quantitative study was used to determine the factors that cause work-family conflicts. This method was chosen because of the large population size. This research also included a qualitative study to confirm the opinions of the pupils in the upper primary (P.5 & P.6). This method is preferred to quantitative method when dealing with children because a detailed narration of their experience at home can help to make better conclusions about the effect of work- family conflicts on their academic performance (Juneja, 2015).

3.2 Population

The Oxford Dictionary (2013) defined population in statistics as the entire pool from which a sample is drawn. Study participants were parents whose children attend Smart Kids School in Accra in Ghana. Also, pupils in primary 5 and 6 were interviewed.

3.3 Sampling and Sample size

Convenience sampling was used to select the study participants. Sajadi et al. (2013) noted, that the use of convenience sampling in selecting study participants is a better method, than statistically-based probability sampling, since it allows for the theoretical generalization of the findings. 250 parents, out of a target number of about 300, participated in the study thus, a response rate of (83.33%). 12 children in primary 5 and 6 were interviewed during recreation hours of school. These pupils, who were between the ages of 11 and 13 were the oldest age group found in Smart Kids School at the time the study was conducted. They were preferred because they were thought to have a better understanding of issues at home so, they would be able to express their experiences better.

3.4 Data Collection Instrument

A questionnaire with both open and close ended questions was used to collect data from respondents. Eight Research Assistants were trained for data collection and data entry for four consecutive Mondays. They were also monitored weekly to ensure compliance and uniformity. The questionnaire was pre-tested at the Christ Embassy Church Weija branch. This was done with 30 respondents. The essence of this was to help improve on the questionnaire before the final questionnaire was developed and distributed. The researcher, together with the research assistants, distributed the questionnaires to the respondents.

Family- work conflict and work-family conflict were estimated using two different scales: family-work conflict scale and the work-family conflict scale respectively. These scales were developed and validated by Netemeyer, Boles & McMurrian (1996). Then the impact of Work- family

Conflict scale was developed, followed by an open question for the respondents to give other ways they felt WFC had impacted their ward's performance.

3.5 Analysis of Data

All completed questionnaires were validated and entered in a Statistical Package for the Social Sciences (SPSS) software. The dependent variable for the study is work-family balance. It was obtained by the answer respondents gave to the question, "Do you believe you have a good work-family balance?" A positive response was coded 'zero (0)' and a negative response was coded as "one (1)" and categorised as having work family conflict. Then a regression analysis was done on the impact of work- family conflict on the academic performance of their children. Again, the data from the qualitative analysis was transcribed and analysed systematically.

SECTION FOUR

This section holds all findings, interpretations and discussions of the study, in line with each objective stated, in relation to scholarly findings. In this section, areas where the results conformed to or deviated from other research findings, are unveiled and expatiated upon.

4.1 Factors that bring about work-family conflict in the lives of Smart Kids School parents in Weija.

The first objective of the study was to determine the factors that bring about work-family conflict in the lives of Smart Kids School parents in Weija. To determine this, antecedents of work- family conflict, as found in other studies of researches were ranked to know which ones had the greatest frequency of occurrence; in the lives of parents who believed that they have a good work family balance and those who did not.

TABLE 4.1 FREQUENCY TABLES

FACTOR	FREQUENCY	PERCENTAGE
AGE (YEARS)		
18-30	25	9.8
31-40	146	57.3
41-50	82	24.3
Above 50	17	6.7
Total	250	100
MARITAL STATUS		
Single	27	10.6
Married	184	72.2
Cohabiting	19	7.5
Separated/ Divorced	11	4.3
Widowed	9	3.5
Total	250	100
NUMBER OF CHILDREN		
1	31	12.2
2	66	25.9
3	73	28.6
4	51	20.0

5	14	5.5
6	11	4.3
7	2	0.8
8	1	0.4
9	1	0.4
Total	250	100
LEVEL OF EDUCATION		
Basic	90	35.3
Secondary/ vocational	93	36.5
Tertiary	62	24.3
Others	5	2.0
Total	250	100
HOURS SPENT AT WORK		
6-8	73	28.6
8-12	136	53.3
Above 12	41	16.1
Total	250	100
WORK STRESS		
Yes	188	73.7
No	62	24.3
Total	250	100
WORK- FAMILY BALANCE		
Yes	209	83.6
No	40	16.0
Not really	1	0.4
Total	250	100

Source: Field work, 2019.

According to the results, (82%) of the respondents believe they have a good work-family balance though (73.7%) of them think their work is stressful. While a greater percentage of the respondents (53.3%) spend 8 to 12 hours at work, only (24.3%) of the respondents attained tertiary level qualification and (57.3%) of them are in the middle age class. Most of the respondents were married thus, (72.2%) with the distribution of the number of children being almost evenly distributed with the modal number being 3 children.

4.2 Impact of WFC on the performance their children.

To understand how work- family conflict affects children of Smart Kids School and their performance: a simple linear regression was used. Performance of children was ascertained using the impact of work family conflict scale.

Table 4.2 REGRESSION ANALYSIS

Model	Unstandardized Coefficient		Standardized	<i>T</i>	<i>P</i>
	B	Standard Error			
Constant	12.84	.937		13.71	.000
Work Family Conflict	.668	.096	.402	6.923	.000

$R^2=.402$

Source: Field work, 2019.

The results from the Table 4.2 above revealed that there is a significant positive relationship between work family conflict and impact on work family conflict ($\beta = .402$, $p = .000$). Further statistical analysis shows that work family conflict significantly influences their children, with an R^2 value of .402. In effect, the results show that work family conflict has an effect on child performance and development.

4.3 Effects of work- family conflicts on the academic performance of the teenage pupils.

This objective was investigated with the help of a qualitative study using an interview. Twelve students in primary 5 and 6 were interviewed and their responses were recorded and transcribed. The table 4.3. below shows the demographic characteristics of the pupils.

Table 4.3 DEMOGRAPHIC CHARACTERISTICS OF THE PUPILS

Pupils	Class	Age	Fathers occupation	Time he returns	Mothers occupation	Time she returns	Marital status (parents)	Number of siblings	Academic performance
1	5	11	Security	1am/ 5pm	Trader	12pm	married	5	Average
2	5	11	Chef	Travels	Teacher	4pm	married	3	Excellent
3	5	11	Driver	Alternating days	Nurse	-----	divorced	1	Excellent
4	5	11	Crewman	Alternating days	Unemployed	Always home	married	4	Above average
5	5	11	Mason	-----	Secretary	11pm	divorced	1	Average
6	6	13	Trader	10pm	Trader	Always home	married	2	Above average
7	6	13	Trader	Travels	Trader	4pm	married	4	Above average
8	6	12	Driver	Bi-monthly	Trader	8pm	married	3	Above average
9	6	12	Carpenter	6pm	-----	-----	divorced	1	Average
10	6	12	deceased	-----	Caterer	8pm	widowed	4	Average
11	6	12	Driver	11pm	hairdresser	9pm	married	4	Average
12		12	Unemployed	-----	Trader	travels	divorced	1	Average

Source: Field data, 2019.

Five of the pupils were 11 years old, 5 pupils aged 12 and the rest, 13 years. 5 pupils came from broken homes with one pupil, who lost her father making, 5 of them are being taken care of by a single parent. This leaves 7 of the pupils from married homes but even in this case, 4 of the fathers of these pupils either travelled to different location because of the nature of their work and hence, they were seldom at home. Again, it was observed that, apart from 4 of the parents (the secretary, security, crewman and the chef) all the other parents were self-employed traders or craftsmen. The findings showed that many of the fathers were hardly at home with 3 of them travelling to work elsewhere and 2 of them going back home every other day. Their mothers on the other hand,

returned from work within the times ranging from 4pm – 11pm. This means that these interviewees hardly ever spent quality time with their parents except for Sundays, maybe. Only two of the parents are currently unemployed.

Academic performance (self-rating)

With regards to the question of how they rated themselves academically, a small cohort of 2 pupils, said they were excellent academically, then 4 said they were above average, a majority of 6, said they were average students. The interviewees stated their responses in a way to suggest that their performance had declined.

Pupil 6: *I'm not excellent, because I didn't do well, again, in last term's exams.*

4.4 Why they felt they were not excellent

A majority of 7 pupils admitted that their performance had declined because they lacked encouragement from their parents to learn at home. For instance, Pupil 12, uniquely and specifically, attributed his non-performance in school, to the separation of his parents. This was how he expressed his sentiment:

Pupil 12: *"I feel if my mum were still around, I would have been a better student because she would be there to encourage me".*

His countenance was stern and at the same time, sad showing a form of disappointment in a way; he narrated that his parents were divorced and he lives with his father who is unemployed. He added that, he could not go and live with his mother because she travels frequently outside the country to buy her goods.

Another pupil, whose parents were also divorced said that he was almost always left alone at home with his younger sister and they lacked supervision. He continued that he would have been a better

student if he was supervised by an adult at home. He also expressed concern for his ailing mother, who he said was diagnosed with hypertension obviously, due to the stress of being a single mother and working and studying at the same time.

Pupil 5 mentioned that, in the past he used to steal from his mother due to the separation of his parents. Below is how he expressed his feeling:

Pupil 5: *'I learn oh, but there is no one there to supervise me. When I told my mother that I want a studies teacher, she told me she doesn't have money and my father, I can't even talk to him. They are separated, and my mother is sick now. We are not happy oh, my mother keeps getting angry with me because I used to steal. But I've stopped, I promise.'*

Similarly, another Pupil, who lived alone with his father, iterated that his performance decreased because there was no one (either his dad or teacher) to make sure he studies. Financial constraint is also a factor, however. He concisely explained:

Pupil 9: *No one supervises me. I know I have to learn but I need an extra classes teacher but I know my father cannot afford one.*

Five of the interviewees had totally different reasons from those stated above. These five said they hardly had any time to study because they were over burdened with house chores. According to them, they spent the evenings after school, washing dishes or cleaning cars or doing the laundry. In fact, these pupils were highly emotional, here are some of their accounts:

Pupil 1: *'My mother makes me do so many chores at home, even when I sit to learn, she will call me'.*

Pupil 1 looked irritated while she was talking, almost as if she was fed up of being interrupted while she was learning at home. She blamed her mother for giving her chores. Probably because there was no house-help to do these chores.

Pupil 10: *Chores! I am always working at home, cooking and doing the dishes till its bedtime.*

Pupil 10 raised her voice while she answered, she also added that she could not focus on her studies since she was occupied with the task of also catering for her younger siblings while her mother, a caterer prepared her orders at home. This is a quote of her experience:

Pupil 10: *Since my father passed, my mother didn't remarry. She works very hard to take care of her children. I don't have time to learn. I prepare my younger siblings for school and cook for them after school every day.*

The interview guide which was employed did not give the study the chance to know whether the mother of Pupil 10 had a house-help to aid with the chores or other older relatives, that care for the younger siblings as well. Her mother's hard work could not suffice for the gap that her late father left. This pupil expressed sadness during her narration. May be if her father was alive, he would have supported her mother so she would not have to work longer hours in order for her to spend more time with her kids to ensure that they study often.

Lastly, another reason which was contrary to the ones afore mentioned, was the fact that their decrease in performance was due to their own cheer playful nature as children. Pupil 7 gave this account:

Pupil 7: *I play lot and I don't learn much. So when I get home, I play with my neighbour's children.*

In light of the above statement, it can be said that some of the pupils admit that they are lazy and playful and did not shift the blame of their non- performance on their parents. Nonetheless, it could also be that their parents are too busy and rarely at home to discipline them.

4.5 Factors that cause Work- Family Conflict

The first purpose of this study was to determine the factors that bring about work-family conflict in the lives of Smart Kids School parents in Weija; by iterating all the factors found in literature and ranking their frequencies in relation to the number of parents, that believed they were experiencing conflict in work and family roles. Factors that bring about work-family conflict include: Job schedule demands, longer working hours (Skinner & Pocock, 2010), higher educational qualification (Williams 2010), the number of children one has (Annor & Burchell, 2018), and again, an individual's marital status (Waldfoegel et al, 2011). Based on the outcome of the study, 82% of the respondents believe they have a good work-family balance, leaving 18% who admitted they had WFC. This could be due to the reason that 72.2% of the respondents were married. A research by Waldfoegel et al (2011) suggested that, an individual's marital status is an antecedent of WFC. Waldfoegel et al (2011) added that, in broken homes, one partner plays dual roles of father and mother and may have to engage multiple jobs to take care of the family; leading to non-performance and its concomitant strain or tension. In effect the greater frequency reported a balance between their work and family lives because they were married, and shared responsibilities of the family with their spouse hence, reducing the occurrence of work-family conflicts.

Secondly, the results showed the distribution of the number of children each of the respondents have, being almost evenly distributed; the modal and average number was 3 children. The number of children one has, is known to be one of the factors that cause work-family conflicts. "Since caring for children requires time and attention, it is assumed that having more children at home implies: less time can be devoted to work" (Annor & Burchell, 2018, p.6). Again, the results observed in this study, thus 82% of the respondents believed that they have a good work-family

balance, and 18% who admitted they had WFC could be explained by the fewer number of children that the parents have.

Williams (2010) posited that, highly educated individuals, who belong to the elite class; have more financial, social, and cognitive resources that could help to reduce work- family conflict. At the same time, he argued that, these “rich people” experience more pressure and stress. So their job schedule and level of education and income can be said to be factors that give rise to WFC. The level of education of the respondents showed only (24.3%) had attained tertiary level qualification and (71.8%) of them were basic and senior high school graduates, while a greater percentage of the respondents (53.3%) spend 8 to 12 hours at work, commuting time inclusive. This finding confirms the results of Williams (2010) that, the lower the educational level and wealth of the parent, the lower the work- family conflict that parent experiences.

About (65%) of the respondents were traders and (25%) of them do artistic jobs like carpentry, beauticians and the like. Although (73.7%) of them think their work is stressful, (82%) still said they had work-family balance. This can be explained by the fact that since they were self-employed, they could afford the luxury of attending to family duties when the need arose; unlike in a traditional work setting with the usual strict 8 hour working periods with the time spent to travel to work adding its own tensions. It was observed that only (16.1%) of the respondents spent over 12 hours at work. These respondents may have been the ones who accounted for the (18%) who admitted that they were experiencing WFC.

4.6 Impact of WFC On Children

Strazdins et al (2013) established that, parents' physical absence from family roles and activities, induces bad adaptive responses in children. The oldest child suddenly becomes the 'second' mother or father; tasked with the responsibility of taking care of his or her younger siblings. Reduced emotional availability (Johnson, Li, Kendall, Strazdins & Jacoby, 2013) and less time spent together as a family, leads to poorer quality of parent-child relationship (Cooklin et al, 2015). Lau (2010) confirmed, that children's self-esteem can be affected by the parents' experience of WFC. The results from Table 4.2 revealed that there is a significant positive relationship between work family conflict and impact on work family conflict ($\beta = .402$, $p = .000$). Further statistical analysis showed that, work family conflict significantly influences or impacts on their children, with an R^2 value of .402. In effect, these results confirm that work family conflict has effects on child performance and development as seen in literature. Unfortunately, the analysis was unclear on which consequence is seen more in the children of these parents.

4.7 Effects of WFC on the academic performance of the teenage pupils.

Dinh et al (2017) investigated what happens to children's mental health when WFC persists. They concluded that, children's mental health deteriorated when their mother or father experienced an increase in work-family conflict, but improved when parents' work-family conflict is reduced. Based on the findings of the qualitative study aspect of this research, it was found that the work-family conflict of parents, affected the academic performance of their children. Out of the twelve that participated in the study, 10 of the pupils, both those raised by single parents and married couples shared that, their academic performance had decreased. One of the reasons given for why they were not excellent students was that, they lacked encouragement from their parents. Ratelle & Duchesne (2017) posited that parents are supposed to motivate their children to attain higher

educational levels. They added that, when children excel in school, they hardly adopt criminal lifestyles and are less likely to abuse drugs. In this study, although most of the parents of the sample, were self- employed; they spent at least 8 hours and at most 12 hours at work. Hence, reducing the number of hours they spend with their children to be able to build a rapport with them, know their weaknesses and then get the chance to motivate, encourage or correct them.

Other interviewees said their academic performance had reduced because they had no one to supervise them to study or make sure that they studied the right materials. The supervisory role at home is the duty of a parent or a guardian. How can one double this role with making up for daily sales, beating the hectic traffic situation in Accra to get home on time to check on his or her children before they retire to bed? This puts a lot of strain on a person with rippling effects on the people around them.

The third reason highlighted by the interviewees was the load of chores at home. It was observed that it was only the female pupils that had this complaint. The study fell short of throwing more light on whether those homes in question had house helps or elderly relatives to help with the chores. In Africa and Ghana in particular, one of the duties of a child is to run errands and do house chores so it is normal in every home to see children cleaning or doing the dishes. This contextual situation was also expressed by Murovhi, Matshidze, Netshandama & Klu (2018), confirming what pertains here. One can assert that these pupils were facing the extreme situations that was why they complained about it. The decline in their academic performance in this case, may be due to the fact that the pupils lack the ability to be time conscious to be able to do all their chores and still make time to study and excel; and not the effect of work-family conflict that their parents may be facing. The same conclusion goes for those that said that their grades in school had decreased because they were always playing after school hours.

Finally, another reason given by the interviewees on why their performance had decreased was that, they were occupied with the responsibility of tendering for their younger siblings. In the second section of this study, Work- family conflict was defined as a form of inter-role conflict which occurs when engaging in one role makes it more difficult to engage in another role (Kossek et al, 2011). This was confirmed as seen that the eldest child becomes the “second mum” and has to cover for his or her parents while they are at work. In the long run, these pupils miss out on time and concentration needed to score their desired grades.

SECTION FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

This final section contains the summary of the entire study, it also holds conclusions based on the findings of the study and recommendations for future researches in line with this topic.

5.1 SUMMARY

Work-family conflict is the inter-role conflict that occurs when engaging in one role makes it more difficult to engage in the other role; it is a determining factor in productivity in every aspect of life. It brings about an imbalance in people's life, that has rippling effects on the performance of their children. This research sought to determine the effects of work-family conflict on the performance of children who attend Smart Kids School. Quantitative and qualitative methods were conducted to achieve the objectives of this research.

Findings from the study showed (82%) of the respondents believed they had a good WFB, (18%) admitted they had WFC. The level of education of the respondents showed only (24.3%) had attained tertiary level qualification and (71.8%) of them were basic and senior high school graduates, while a greater percentage of the respondents (53.3%) spend 8 to 12 hours at work, commuting time inclusive. Further statistical analysis showed that, work family conflict significantly impacts on their children academically, with an R^2 value of .402. Pupils who were interviewed verified that their academic performance had decreased due to the WFC of their parents.

5.2 CONCLUSION

The study concludes that, in the lives of parents whose children attend Smart kids school, work-family conflict is caused mostly by longer working hours and broken homes. Again, the study concludes that, work-family conflict affects their children's performance and development. Finally, the academic performance of the children of these parents is affected by work-family conflict experienced due mostly to broken homes.

5.3 RECOMMENDATION

The sample of this study was made up of mostly individuals who worked outside the formal setting, hence suggesting flexible work arrangements may just be putting square pegs in round holes. Many self-employed individuals hardly take work leaves because of the fear of losing their customers. Occasional brief leaves off work are beneficial not only to the parents, in order for them to get rest, but also to attend to child rearing. This may involve some sacrifices but the benefits outweigh the losses. The parents could also employ the services of a private tutor at home to help ensure that their wards study while they are away. Also, the services of a professional care-taker or nanny can come in handy to help with the household chores and relief both the parent and their kids. Further future researches may consider what makes people think their work is stressful, to throw more light on WFC or rule it out as a reason for their stress.

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APPENDIX

1.0 QUESTIONNAIRE

The Effects of Work- Family conflicts on the Performance of children; using Smart Kids School as a case.

Please be assured that by completing this questionnaire, every information given to me will remain confidential.

Demographic Characteristics

1. Age: a. 18-30 years b. 31-40 years c. 41-50 years d. Above 50 years

2. Marital Status

a. Single b. Married c. Cohabiting d. Separated/Divorced e. Widowed

3. How many children do you have? _____

4. Highest level of education.

a. Basic b. Secondary/Vocational c. Tertiary d. Others _____

5. Occupation: _____

6. Approximate number of hours PER DAY spent at work. a. 6-8hrs b. 8-12hrs

c. above 12hrs

7. Do you consider your work to be stressful? _____

8. Do you believe you have a good Work-family balance?

a. Yes

b. No

c. Not really

9. If YES, how are you able to cope with working and taking care of your family at the same time?

- a. help of spouse b. help of family member c. help of house-help
 d. flexible work-schedule e. others please specify

Family-Work Conflict Scale			
	Always	Sometimes	Never
1. The demands of my family or spouse/ partner interfere with work-related activities			
2. I have to put off doing things at work because of demands on my time at home			
3. I don't get to work on time, can't accomplish daily tasks, and I have to work overtime because of the stress from my family.			
4. Family-related stress interferes with my ability to perform job-related duties			

Work-Family Conflict Scale			
	Always	Sometimes	Never
1. The demands of my work interfere with my home and family life			
2. The amount of time my job takes up makes it difficult to fulfil my family responsibilities			
3. Things I want to do at home do not get done because of the demands my job puts on me			
4. At the end of the day I am too tired to enjoy spending time with my children			

Impact Of Work-Family Conflict Scale					
	STRONGLY AGREE	AGREE	MAYBE	DISAGREE	STRONGLY DISAGREE
1. My job absence from home has made my kids timid/ shy, not very outspoken. (low self-esteem)					
2. My children have become wayward and uncontrollable. (bad adaptive responses)					
3. Their academic performance has reduced.					
4. The oldest child always has to attend to the younger siblings.					
5. My kids are reluctant to share ideas with me OR build a rapport with me.					

Kindly specify **other** ways you feel your job schedule has impacted your children.

1. _____

2. _____

Interview Guide

1. How old are you?
2. What work do your parents do?
3. What time do they get back from work?
4. What is the marital status of your parents?
5. How many siblings do you have?
6. How would you rate your performance at school?
7. Why are you not an excellent student?
8. What do you do after school?
9. Who makes sure that you learn?
10. Are your parents happy together?