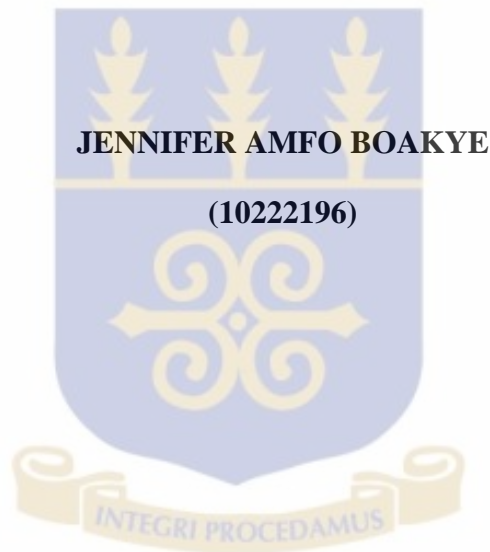


**UNIVERSITY OF GHANA**

**DEPARTMENT OF PSYCHOLOGY**

**INFLUENCE OF WORK-FAMILY CONFLICT, STRESS AND FAMILY  
SUPPORTIVE SUPERVISOR BEHAVIOUR ON EMPLOYEE CREATIVITY**

**BY**



**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN  
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF  
MPHIL INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY DEGREE**

**JUNE 2013**

## DECLARATION

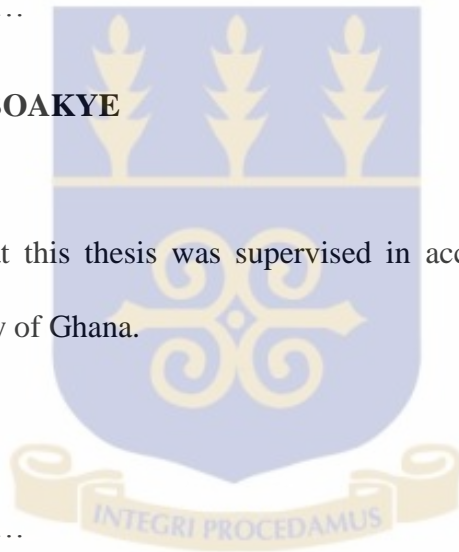
I **JENNIFER AMFO-BOAKYE** hereby declares that this thesis is the result of my own research and supervision of Dr. Maxwell Asumeng and Dr. Benjamin Amponsah and has not been presented by anyone for any academic award in this university or any other university. All references used in this work have been duly acknowledged. I bear sole and full responsibility for any shortcomings of this research work.

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We hereby certify that this thesis was supervised in accordance with procedures laid down by the University of Ghana.



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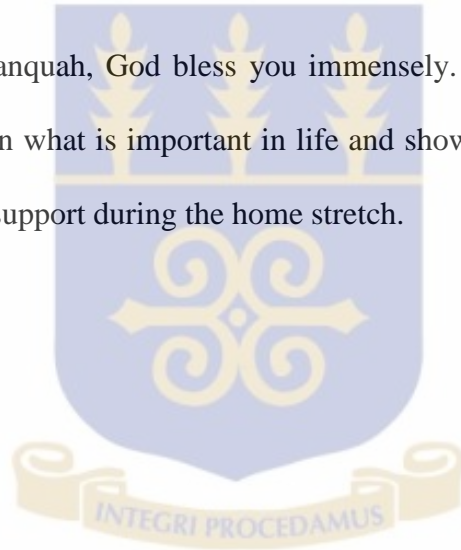
(CO-SUPERVISOR)

## DEDICATION

I dedicate my dissertation work to my family and many friends. A special feeling of gratitude to my loving mother Millicent Aku Akpai and Sister Priscilla Amfo-Boakye, we've been there for each other through thick and thin, laughter and tears. Thanks for hanging in there with me through those challenging times and also believing in me.

Also, to my Godfather who gave financial, psychological, social support and also took personal interest in my educational development. Thank you very much for believing in me. God bless you and reward you in thousand folds.

To Charles Appiah Danquah, God bless you immensely. You have consistently helped me keep perspective on what is important in life and shown me how to deal with reality and for the emotional support during the home stretch.



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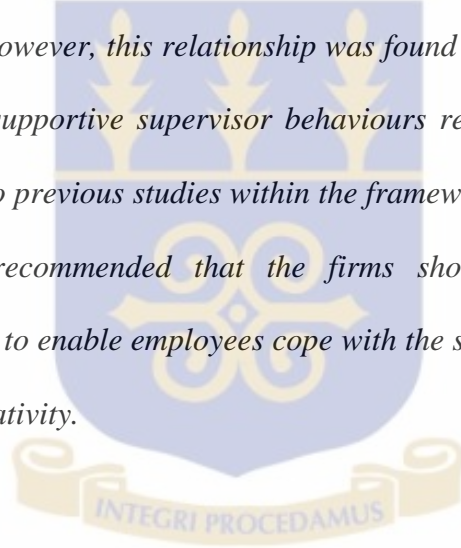
To the staff and lectures of the Psychology department that I met during my pursuit of this study, Thank you and God bless you.

My endless thanks go to the Almighty God who gave me life, strength and wisdom to go through those difficult moments and for these sustaining words.....

*“Trust in the Lord with all your heart, and lean not on your own understanding. In all your ways acknowledge him and he shall direct your path” Proverbs 3:5-6*

## ABSTRACT

*The study involved a multivariate correlational design which investigated the influence of work-family conflict, stress and family supportive supervisor behavior on employee creativity. Data were collected from fourteen (14) branches of a public sector bank in the Accra metropolis using adapted versions of Scales for Work Family Conflict , Family Supportive Supervisor Behaviours (Hammer et al., 2009), Creativity (Zhou & George, 2001) and Stress (Cohen et al., 1983). Findings showed that work-family conflict (strain-based, time-based and behavioural-based conflicts) have negative relationship with employee creativity. However, this relationship was found to be mediated and moderated by stress and family supportive supervisor behaviours respectively. These findings are discussed in relation to previous studies within the framework of the componential theory of creativity. It is recommended that the firms should adopt family supportive management practices to enable employees cope with the stress of work-family conflict to enhance employee creativity.*



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**LIST OF ABBREVIATIONS**

DV	Dependent Variable
HR	Human Resource
IV	Independent Variable
MV	Mediating Variable
FSSB	Family Supportive Supervisor Behaviour

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND TO THE STUDY

The dynamic changes expected of firms in the current hyper-intensive competitive markets compel managers to demand widespread innovations from all employees in most global enterprises today. Creativity, the production (and novel implementation) of new and useful ideas by an individual or a small group of individuals working together is the sole recipe to accrue competitive advantage and survival of modern enterprises in the ever challenging and complex business environment. Thus, to say that the continuity of firms depends to a large extent on the creative performance of individual employees (Gehani, 2011) will not be an overestimation. Therefore, it is suggestive that any form of conflict like Work-Family Conflict (WFC) that dislodges the concentration and meaningful urgency of employees has a potential to hamper the creativity of employees.

Balancing work and family demands requires people to divide their time and energy between these two vital and demanding spheres (Greenhaus & Powell, 2003). The assertion that the rewards of combining personal and professional lives may outweigh the costs (Barnett, 1998) is debatable. Ostberg (2008) assert that our minds and bodies thrive when utilized but die when not utilized. Thus employees derive varied and many benefits from juggling between multiple demands of work and family including a sense of security and enhanced self-esteem, social support which buffers against role failures and enhancing employees' mental and physical health (Barnett & Hyde, 2001). However, the studs and snag plunged in the way of modern employees by the

enormous work and family demands on the limited time and energy resources inevitably leads to conflict (Wayne, Musisca & Fleeson, 2004). This Work-Family conflict (WFC) is experienced as “a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect” (Greenhaus & Beutell, 1985, p. 77).

It is important to acknowledge that WFC operates in a bidirectional transaction with work interfering with family life and vice versa (Frone, Yardley, & Markel, 1997). Although these two types of conflict are strongly correlated, researches show that they are conceptually and empirically distinct constructs with specific determinants and effects (Duxbury, Higgins, & Lee 1994; Frone, Russell, & Cooper, 1992; St-Onge, Renaud, Guérin & Caussignac, 2002). The specific antecedents of the family-work conflict lie in the family domain and include stressors such as low levels of spousal support, the number of weekly hours devoted to family activities (Grzywacz & Marks, 2000). The domain-specific antecedents of the work-family conflict lie in the work domain and include stressors such as the number of weekly hours devoted to work, flexibility of working hours, and supervisor support (Bernas & Major, 2000; Carlson & Kacmar, 2000). Research indicates that work usually has a more deleterious impact on family life than vice versa because people experience more work-family conflict than family-work conflict (Cinamon, 2006; St-Onge et al., 2002). However, the impact of the family-work conflict on the performance of employees cannot be considered as benign. This has serious consequences for employers and organizations seeking to increase productivity in the workplace as they may fail to benefit from talented employees and incur additional costs in lost productivity (Korabik, Lero, & Ayman, 2003).

Most often than not, employees experience WFC as an aversive and self-focused emotional state in the form of anxiety, depression and extreme worry which is not only injurious to their health but their social relations and the quality of their work (Westman, 2001). In fact, the potential mutual incompatibility of the work and family domains in certain respects could lead to stress and distress (Frone, 2000). As a result, the interaction between an employee's work and family roles can generate stress that can potentially dislodge the concentration and meaningful urgency of employees to hamper the creativity of employees. WFC is reflected in three forms involving time conflicts, conflict due to tension between roles and behavioural conflicts (Greenhaus & Beutell, 1985; St-Amour, Laverdure, Devault & Manseau, 2007).

Work responsibilities and family obligations compete for time and attention in most working adults (Ramasundaram & Ramasundaram, 2011). Time conflict ensues when the demands of the work and family roles and obligation creates time pressure in fulfilling these demands. Obviously, time conflict makes time management difficult. For instance, the time spent performing work roles makes an employee either unwilling or indisposed to perform family roles. In other words, an individual's preoccupation with work roles can affect his availability to perform tasks related to another role, even if the person is physically present. The more time individuals allocate to work, the less time they have to allocate to family obligations (Moen, Waismel-Manoir, & Sweet, 2002). Time pressure hampers creativity because it reduces the extent of engagement with a problem. Creativity requires an incubation period; people need time to soak in a problem and let the ideas bubble up (St-Amour, 2007).

Conflict due to strain/tension between roles results when stress generated while performing one role affects the way a person fulfills the demands of other roles. Thus, strain-based conflict arises when the strain that is experienced in one role interferes with effective performance of the other role. The conflict due to tension is the domino effect of the imbalance between the workplace obligations and familial needs in the face of inadequate time and energy resources to function to the extent that the individual desires, and to the extent that the employers and family members prefer and require (Lawton & Tulkin, 2010). Familial obligations require nurturing and leisure to develop emotional and social bonds with partners and children. For instance, it is highly probable that a mother with a sick child may have problems concentrating on her job at work. Stress at home, can produce emotional strain symptoms such as anxiety, depression, irritability and apathy, which can lead to conflict at work.

In the light of this excessive work demands leaves very limited time for household management causing strain (Gambles, Lewis & Rapoport, 2006). The effects of fatigue and stress experienced at work can adversely affect family life at home which in turn may cause additional strain at work. Thus, the incessant spill over and crossover between work-roles and family roles make employees feel overworked and this is likely to constrain their creativity.

Again, behavioural conflicts are likely to result when behaviour specific to one role is incompatible with behaviour required by another role. Certain characteristics that are valued in the work world, such as objectivity and aggressiveness, can be incompatible with the needs and expectations of family members. Behaviour-based conflict stems from the different roles demanding incompatible behaviours. For instance, a manager

might not have to be aggressive, unemotional and hard-driving at home, but these characteristics are vital and essential in the work setting without which one might not succeed at work. Certain work roles often demand self-reliance, emotional stability, objectivity and aggressiveness. Family members, on the other hand, may expect a warm, nurturing, vulnerable and emotional interaction with the same person. Some people struggle to adjust their behaviour to comply with the expectations of different roles. The difficulty people have adapting to these divergent demands can generate behavioural conflicts (Greenhauss and Beutell, 1985).

Prior research indicate that work family conflict has negative relationship with job satisfaction (Carr, Boyar & Gregory, 2008; Haar, 2008; Grandey, Cordeiro & Crouter, 2005; Kopelman, Prottas, Thompson, & Jahn, 2006; Mansoor, Fida, Nasir & Ahmad, 2011), organizational commitment (Carr, Boyar & Gregory, 2008; Haar, 2008; Rothbard, Philips, & Dumas, 2005). Work-family conflict has also been found to negatively influence the employee performance (Ashfaq, Mahmood & Ahmad, 2013; Butler & Skattebo, 2004; Imtiaz and Ahmad, 2009; Khan, Khan, Khan & Shakeel, 2011; Shahid, Latif, Sohail & Ashraf, 2011). Work family has also been found to have a significant positive relationship with turnover intentions conflict and it is a significant predictor of actual turnover (Noor & Maad, 2008; Yavas, Babakus & Karatepe, 2008).

According to Anderson, Coffey and Byerly (2002), work-family conflict is also an antecedent of stress in employees of an organization and it is positively related to emotional exhaustion and cynicism (Wang, Chang, Fu & Wang, 2012). As a consequence employees go through an emotional experience associated with nervousness, tension and strain, brought about by factors related to work like work-

family conflict. Stress can either have a positive or negative impact on employee performance depending on the extent that to which the stress arouse strain in the individual (Addae & Wang, 2006; Kazmi, Amjad, and Khan, 2008). Employees' experience of low to moderate stress level is more likely to increase the enabling arousal of employees to perform efficiently. Conversely, employees' experience of high stress is more likely to lead to over-stimulation and excessive arousal that may hamper employee performance. Hence, it is suggestive that the extent to which employees will be involved in their work to produce high quality work will be contingent on their level of stress (Diefendorff, Brown, Kamin & Lord, 2002).

Predictably, employees are able to identify early symptoms of stress at the workplace than employers to recognise when their employees are experiencing stress. However, from an employer's perspective, stress among their employees manifest through visible tension, short temper, nervous habits which leads to decreases in the quality of work (Medibank Private, 2008). Employers consider job stress as a significant work-related factor and researchers have demonstrated strong association between job stress and employee attitudes and behaviours in the workplace. Research has established a relationship between stress and employee performance (Ali, et al., 2011; Bashir & Ramay, 2010; Butler & Skattebo, 2004; Dar, Akmal, Akram, Kashif & Khan, 2011; Netemeyer, Maxham & Pullig, 2005). Stress also has been found to have a negative relationship with job satisfaction and organizational commitment (Karthik, 2013; Usman, Ahmed, Ahmed & Akbar, 2011).

Nonetheless, balancing work obligations with obligations outside of work is increasingly seen as a core factor in reducing unhealthy situations for individuals and their families, and for employers seeking to increase favourable work outcomes in the

workplace. Hence, the negative impact of stress on employees and its consequent effect on organizational performance compels many organizations to explore and implement certain organizational policies to ameliorate employee wellbeing and to alleviate work-family conflict to its barest minimum. Research has found that supervisor support and flexible work schedules are viable schemes to relieve employees of enormous work-family conflict (Bernas & Major, 2000; Carlson & Kacmar, 2000; Thomas & Ganster, 1995). Previous research has also established that employees' perception of their organization's family supportive behaviours was negatively related to their experience of work-family conflict (Allen, 2001).

However, the increasing organizational adoption of formal family supportive policies at workplace has proven to be inadequate in alleviating the WFC (Kossek & Distelberg, 2009). Meanwhile, research has identified supervisor support as an important resource that can reduce the strain of WFC and its adverse impact on work outcomes among employees (Lapierre & Allen, 2006; O'Driscoll et al., 2003; Secret & Swanberg 2008). Comparatively, support from supervisor has shown to be more viable in buffering such conflict and enhancing more favourable work outcomes than formal workplace family support policies (Behson, 2005).

In fact, Family Supportive Supervisor Behaviour (FSSB) has emerged as an important prerequisite for effective work-family integration (Straub, 2012). Beyond supervisor support, which involves interpersonal transaction that may include emotional expression of concern, instrumental assistance, or information, Hammer, Kossek, Yragui, Bodner and Hanson (2009) are of the view that supervisors must exhibit family supportive supervisor behaviours which entail behaviours exhibited by supervisors that are supportive of families. These comprise emotional support,

instrumental support, role modelling behaviours, and creative work-family management (i.e., managerial-initiated actions to restructure work to facilitate employee effectiveness on and off the job). A family supportive supervisor would typically empathize and identifies with an employee's need to ensure balance between work and family obligations (Thomas & Ganster, 1995). According to Kossek, Pichler, Hammer and Bodner (2007), supervisor support for the family role tend to have stronger relationships with work-family conflict outcomes than measures that are not specific to the family role (i.e., general measures of supervisor support).

Emotional support from supervisor mirrors the sensitivity of the supervisor to the concerns and feelings of the employee which engenders a comfy atmosphere for communication between the employee and supervisor. Consequently, supervisor emotional support involves the extent to which supervisors make employees feel comfortable discussing family-related issues and personal life commitments, express concern for the way that work responsibilities affect family, and demonstrate respect, understanding, sympathy, and sensitivity in regard to family responsibilities (Hammer et al., 2009). Role modelling behaviours refers to the extent to which supervisors enact strategies and behaviours that could lead to desirable work-life outcomes like sharing ideas and offering advice on management of work and family demands. Supervisors who aim mentoring their subordinates incorporates behaviours such as frequent discussion on different career paths, protecting the protégé from negative career consequences, or role modelling tolerance and decision making (Greenhaus & Singh, 2007).

Moreover, instrumental support concerns the extent to which supervisors provide tangible support to address the work and family needs of the employee through the day-to-day interaction with the employee. This support is expressed in offering assistance to the employee in task execution, scheduling tasks to allow flexibility to enable the employees to meet both their work and their family commitments and responsibilities. Generally Instrumental support is an index of the supervisor's reaction to manage day-to-day employee scheduling conflicts (Hammer et al., 2009). Finally, supervisors can express FSSB through creative work-family management. According to Hammer et al. (2009), unlike instrumental support, which is more individually oriented, reactive, and typically initiated in response to an employee's request, creative work-family management is proactive, more strategic, and innovative. This involves "managerial-initiated actions to restructure work to facilitate employee effectiveness on and off the job" (Hammer et al., 2009, p. 842). Family supportive supervisors challenge the status quo and redesigns employees' work in a way that is sensitive to both employee and company needs to ensure employee effectiveness both at work (in achieving organizational outcomes) and at home.

Certainly, different organizations may resort to different approaches, policies and initiatives in enabling employees to deal effectively with both work and family responsibilities (Kelly, Moen & Tranby, 2011). Consequently, the prevalence of work-family conflict in organizations and its deleterious impact on employees is largely related to the extent to which organizational initiatives are family supportive. Evidence suggests that employees' experience of WFC may lead to anxiety, depression, irritation, uncertainty, and frustration (Brough & O'Driscoll, 2005) which may impact their ability to produce novel ideas. However, having a supportive supervisor has been found to be associated with low WIF and FIW which in turn, are

related to high balance (Greenhaus, Ziegert & Allen, 2012). Therefore, the purpose of this study is to address this deficit and to find out the extent to which family supportive supervisor behaviours moderate the impact of WFC on employee creativity.

## **1.2 AIMS AND OBJECTIVE OF THE STUDY**

### ***1.2.1 General Objective***

The main aim of the study was to find out the impact of WFC on employee creativity and how such impact is mediated by stress and moderated by family supportive supervisor behaviour.

### ***1.2.2 Specific Objectives***

1. To find out the impact of behavioural-based conflict on employee creativity.
2. To determine the impact of time-based conflict on employee creativity.
3. To investigate the impact of strain-based conflict on employee creativity.
4. To compare the differential impact of behavioural-based conflict, time-based conflict and strain-based conflict on employee creativity.
5. To find out the extent to which stress mediates the relationship between WFC and employee creativity.
6. To ascertain the extent to which family supportive supervisor behaviour moderates the impact of time-based conflict, strain-based conflict and behavioural conflicts on employee creativity.

### 1.3 RATIONALE FOR THE STUDY

Work-family conflict is prevalent among the 21<sup>st</sup> century employees and has substantial effect on employees, families and organizations. This can be attributed to the changing dynamics of the workforce with significant number of dual earner couples and the high demand for employee productivity. Employees resort to a variety of adaptive mechanisms to lessen and alleviate work-family conflicts and its negative impacts. In some instances, individuals in dual earner relationships may have to either have to reduce the number of working hours or exit the labour force entirely. Research evidence suggest that these approaches most often than not reinforce gender inequality as women are more likely to turnover or reduce working hours in favour of family schedules (Ammons & Edgell, 2007; Stone, 2007). The socio-cultural milieu of the country has the potential to exacerbate this canker as much pressure is brought to bear on dual earner families to accomplish both work and familial roles to be responsible individuals.

In this regard, changes in the work environment through workplace initiatives and policies would certainly enable employees deal effectively with both work and family responsibilities (Kelly, Moen & Tranby, 2011). Therefore, effective family-responsive initiatives that have the potential to reduce work-family conflict and the inequality linked with the gendered responses to work-family conflicts would be desirable (Moen & Roehling, 2005). Nonetheless, enormous demands have been brought to bear on organizations to adopt family-responsive strategies and be more family friendly (Cohen & Single, 2001) to enhance employee performance while maintaining a balance between their work and family roles. Hence, a research into work-family

conflict and employee creativity and how these relationships are mediated by stress and moderated by family supportive supervisor behaviour is timely.

#### **1.4 SIGNIFICANCE OF THE STUDY**

It has been established that employee creativity is vital to the survival of modern enterprises in the current competitive markets. Thus a study on factors that could promote or constrain creativity is important. As such findings of the study will inform employers, human resource practitioners and employees on the impact of WFC on employee creativity to enhance policy formulation and implementation.

Secondly, in an effort to reduce and eliminate the negative impact of WFC on employees and the organization as a whole, it is vital to identify strategies that potentially can offset their negative impact on employees. The study will therefore inform supervisors and managers on the practical approach of using family supportive supervisor behaviours to address the issue of WFC to facilitate employee effectiveness at work and home.

Many contemporary researchers have concentrated on employee creativity as a critical resource for organizational survival. Hence, the findings of the study will add to the paucity of literature in the area and serve as a source of reference and direction to future researchers in the area.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

Hart (1998) considers literature review as an objective, systematic and detailed summary and critical examination of the relevant and related available research and non-research literature on a phenomenon. Thus, the literature review outlines the theoretical basis of a study with an evaluative description and summaries of studies found in the literature related to the topic of investigation (Boote & Beile, 2005).

#### **2.1 THEORETICAL FRAMEWORK**

Leedy and Ormrod (2005) point out that a theory is an organized body of concepts and principles intended to explain a particular phenomenon. Thus, a theory explains “How” and “Why” phenomena occur as it does. Hence, Anfara and Mertz (2006) define theoretical frameworks as empirical or quasi-empirical theories of social or psychological processes which exist at a variety of different levels and apply to the understanding of phenomena. Therefore, Componential Theory of creativity by Amabile (1996) which has become a popular theory that presents systematic view of the influences on employee creativity was adopted as theoretical bases for the study.

##### ***2.1.1 The Componential Theory of Creativity (Amabile, 1996)***

Current research highlights the vital role of contextual factors in enhancing employee creativity. One prominent theory in this direction is the componential theory of Amabile (1983). The componential model (Amabile, 1983) focuses on the interaction

of environmental and social variables with individual cognitive abilities and personality characteristics. This theory postulates that a supportive work environment can potentially enhance the creativity of employee. The componential theory of creativity (Amabile, 1983) provides the theoretical basis for the study.

The theory assumes that, there is a continuum from low, ordinary levels of creativity found in everyday life to the highest levels of creativity found in historically significant inventions, performances, scientific discoveries, and works of art. The second, related underlying assumption is that there are degrees of creativity in the work of any organization, even within one domain (Shalley & Gilson, 2004). The level of creativity that a person produces at any given point in time is a function of the creativity components operating, at that time, within and around that person.

The componential theory of creativity (Amabile, 1983) is a comprehensive model of the social and psychological components necessary for an individual to produce creative work. The theory is grounded in a definition of creativity as the production of ideas or outcomes that are both novel and appropriate to some goal. In this theory, four components are necessary for any creative response. Thus, according to the componential theory of creativity, these influences on creativity include three within-individual components: domain-relevant skills (expertise in the relevant domain or domains), creativity-relevant processes (cognitive and personality processes conducive to novel thinking), and task motivation (specifically, the intrinsic motivation to engage in the activity out of interest, enjoyment, or a personal sense of challenge). The fourth component identified by the model which is external to the individual is the surrounding environment – in particular, the social environment in which the individual is working (Amabile, 1983). This includes all of the extrinsic

motivators that have been shown to undermine intrinsic motivation, as well as a number of other factors in the environment that can serve as obstacles or as stimulants to intrinsic motivation and creativity.

Of the three intra-individual components, intrinsic motivation has been identified as the factor most directly influenced by the work environment. However, it is also important to note that the work environment undoubtedly has effects on domain-relevant skills and creativity-relevant processes, in addition to its effects on intrinsic motivation. Thus, the componential theory proposes specific conceptualizations of probable and credible means for management and supervisors to influence creativity and innovation (Elenkov, Judge & Wright, 2005). The model suggests that positive leadership behaviours influence employees' perceptions of management and supervisor support, which in turn stimulates creativity (Amabile, 1997). As a result, researchers acknowledge personal and organizational factors to influence individual creativity as well as the role of leadership in promoting employee creativity (Zhang & Bartol, 2010). Research indicates that accessibility to resources in the organization promotes the generation of creative ideas (Amabile, Conti, Coon, Lazenby & Herron, 1996). Leaders in organizations mostly wield much power in the allocation of resources and studies corroborates the assertion that the provision of resources like time, information, expertise and support enhances creativity among employees (Mumford, Scott, Gaddis & Strange, 2002).

Researchers are of the view that there are a myriad of techniques that are employed by organizations and individuals for the generation of novel ideas. Smith (1998) asserts that this innumerable range of techniques emanates from small collection of "active

ingredients” that guides and determines the most viable technique to adopt to meet the needs of different tasks. Smith (1998) affirms that the identification of the active ingredients and their links to cognitive processes is paramount to understand the mechanism and how a technique idea generation works. These active ingredients involve strategies and “enablers” where the strategies are the active and dynamic processes for idea generation while the enablers encourage, promote and enhance conditions that facilitate the generation of novel ideas. Thus, while the strategies for the generation of ideas are adopted to consciously aid information storage in memory and retrieval of information from memory, the enablers operates in a passive manner to rather facilitate this process of creativity. Examples of the strategies include habit breaking strategies which seek to challenge existing assumptions and ideas, imagination-based strategies that seek to generate alternatives, search strategies which seek to evaluate present and past experience and draws analogies, analytical strategies which focuses on breaking down options and into their constituent elements, and development strategies which involves synthesis and integration of information by comparing and contrasting. On the other hand, the “enablers” include intrinsic motivation, incubation and deferred evaluation.

Consequently, studies in organizational settings has revealed a number of work environment factors that can block creativity, such as norms of harshly criticizing new ideas; political problems within the organization; an emphasis on the status quo; a conservative, low-risk attitude among top management; and excessive time pressure (Amabile, 2012). Other factors can stimulate creativity, such as a sense of positive challenge in the work; work teams that are collaborative, diversely skilled, and idea-focused; freedom in carrying out the work; supervisors who encourage the development of new ideas; top management that supports innovation through a clearly

articulated creativity-encouraging vision and through appropriate recognition for creative work; mechanisms for developing new ideas; and norms of actively sharing ideas across the organization. The theory specifies that creativity requires a confluence of all components; creativity should be highest when an intrinsically motivated person with high domain expertise and high skill in creative thinking works in an environment high in supports for creativity.

Recognized as one of the major theories of creativity in individuals and in organizations, the componential theory has been used as a partial foundation for several other theories and for many empirical investigations. Of all of the theory's tenets, the most heavily disputed has been the intrinsic motivation principle. However, the majority of studies testing that principle have supported it – particularly when the notion of motivational synergy is taken into account. Although certain aspects of the theory remain unexplored empirically, research generally supports the inclusion of all three intra-individual components as well as the social environmental component.

The componential theory is distinctive in several respects. Firstly, the model is relatively comprehensive in scope, covering skills and motivation within the individual as well as the external social environment. Also, the model stresses the impact of the components at each stage of the creative process. And finally, it emphasizes the social environment, and the impact of that environment on the individual engaged in the creative process – particularly the individual's intrinsic motivation.

### ***2.1.2 Application in Organizational Settings***

Perhaps most importantly for practitioners, many managers have relied on tools and techniques developed from the theory to stimulate creativity and innovation within their organizations. The theory applies to any realm of human activity, with the basic components and processes, and their mechanisms of influence, remaining the same. However, certain elements of the model are likely to be particularly distinctive in organizations. The work environment component in organizations contains features, such as team dynamics and top management behaviours, which are unlikely to be as important, or even present, in non-organizational settings. And it is likely that the creative process differs across realms of activity. In organizations, for example, the ways in which people identify problems or validate possible solutions are likely to be quite different from the ways in which those activities are carried out in the arts or in basic science laboratories.

### ***2.1.3 Critique of the Componential Theory***

One shortcoming of the componential theory, as applied to organizations, is its focus on factors *within* an organization. Its failure to include outside forces, such as consumer preferences and economic fluctuations, limits the comprehensiveness of the theory in its current form. Moreover, the theory does not include the influence of the *physical* environment on creativity. Although recent research suggests that the physical environment has a weaker influence on creativity than the social-organizational environment, the effect is still measureable. This notwithstanding, the componential theory has demonstrated a predictive power in explaining employee creativity.

## **2.2 REVIEW OF RELATED STUDIES**

A number of surveys and studies that is related to the topic under study has been reviewed. This review of related studies is comprehensive (drawing information from many sources), critical and contextualized (Cronin, Ryan & Coughlan, 2008).

### ***2.2.1 Work Family Conflict, Stress and Employee Creativity***

Aftab and Jayeed (2012) conducted a study to determine the association between job stress and counter-productive work behaviour (CWB). This cross-sectional study was conducted among middle-level management employees of banks from different banks of Lahore in Pakistan. The data was collected through questionnaires. A sample size of three hundred and fifty-two (352) middle level management having a designation of AVP, OG-I, OG-II and OG-III of different banks was selected for the study. The obtained data was analysed Pearson Moment Correlation Coefficient. The analysis showed that there was a positive correlation between job stress and CWB. CWB is a broader concept. Hence, the current investigates whether the positive influence of stress on CWB will translate into low creativity.

In a study, Ahlam and Hassan (2012) aimed to determine the factors associated with occupational stress and their relationship with organizational performance at one of the private universities in Sudan. A total of one hundred and fifty (150) employees from different departments and with various educational levels in the main building of the university were randomly selected. The study employed a cross-sectional, descriptive facility-based study design. Data was collected using questionnaires based on three- and four-point scale. Descriptive statistics was carried out using the SPSS. Specifically, the Spearman  $r$  correlation coefficient was used to analyse the results.

Results indicated that job stressors affected the general physical health of employees, their job satisfaction and performance as well as their commitment negatively. The present study extends this study by examining the influence of employee stress on employee creativity.

Al-khasawneh and Futa (2013) assessed the relationship between five stressors (the family factors, the economic factors, job difficulty, Peers' competition and organizational climate) and nurses' performance (Creativity and innovation, the ability in problem solving and decision making). The study involved the nurses working at King Abdullah Hospital at Irbid city in Jordan. One hundred and twenty (120) nurses were selected to participate in the study. The data for the study were collected using questionnaires. The Pearson Correlation Coefficient was applied to the data. It was found that there was no relationship between the family factor and nurses' performance, while there was a significant positive relationship between the other 4 stressors and performance with organizational climate having the most influence on performance followed by the economic factors, then job difficulty and finally peers' competition. This creates the impression that family factors are of less importance to employee performance. However, the present study contends this finding to suggest that WFC will potentially influence employee creativity.

Amabile, Mueller, Simpson, Hadley, Kramer and Fleming (2002) investigated the relationship between time pressure and creativity. Daily electronic questionnaires were obtained over periods of up to 30 weeks from one hundred and seventy-seven (177) individuals in seven companies as they worked on projects requiring creativity. Narrative reports of events occurring in those projects were used to extract measures of participants' creative cognitive processing, and daily scale-rated items yielded

measures of time pressure. Analyses incorporating several controls, including the number of hours worked, indicated that time pressure on a given day negatively predicted creative cognitive processing that day, one day later, two days later, and over longer time periods as well.

Avey, Luthans, Hannah, Sweetman and Peterson (2012) also designed a study to investigate the impact of employees' character strengths of wisdom on stress and creative performance, and the potential mediating effects of stress on creative task performance. A large heterogeneous sample of nine hundred and seventy-four (974) of working adults was selected for the study. Data for the study was collected through the administration of questionnaires. The Pearson Moment Correlation Coefficient Analysis was applied to the data collected. The study found that participants' levels of the character strengths of wisdom were positively related to their performance on a creative task and negatively related to their reported level of stress. In addition, stress was found to be negatively related to creative task performance, with reported stress partly mediating the relationship between participants' wisdom and their performance on the creative task. The present study there examines the mediating role of stress in the relationship between WFC and employee creativity.

Baas, De Dreu and Nijstad (2008) conducted a meta-analysis on the relationship between specific moods and creativity involving sixty-six (66) reports with one hundred and two (102) independent samples. These reports were obtained from a literature search conducted with the online databases, authors who had investigated the mood–creativity relationship, call for unpublished empirical studies on the Websites of the European Association of Experimental Social Psychology and the Society of Personality and Social Psychology and the conference proceedings of the

Academy of Management, the European Association of Experimental Social Psychology, the International Society for Research on Emotions, the Society for Industrial and Organizational Psychology, and the Society for Personality and Social Psychology for meetings held in the period from 2004 to 2006. The results revealed that while positive activating moods (e.g., happiness) enhance employee creativity than positive deactivating moods (e.g., relaxed), negative activating moods (e.g., sadness) were not associated with employee creativity. However, negative activating moods (e.g., fear, anxiety) were associated with lower creativity.

Chaudhry, Malik and Ahmad (2011) investigated the relationship between employees' work-life conflict and their performance. The study involved all employees at some responsible positions at National Database and Registration Authority (NADRA), Pakistan. A convenient sample of one hundred and thirty (130) respondents was selected for the study. These participants were administered with questionnaires and one hundred and three (103) respondents responded to the questionnaire resulting in 79.2% response rate. The results of Pearson's correlation showed that there is no relationship ( $r = -0.111$ ,  $p = 0.263$ ) between work-life conflict and performance of employee. However, the correlation coefficient analysis indicated that there is a weak and inverse relationship of work-life conflict with employee performance. The study conceptualized work life conflict as a global construct and employee performance can be expressed in different work attitudes. Therefore, the present assesses the influence of the individual dimensions of work life conflict on employee creativity.

Coelho, Augusto and Lages (2011) investigated the antecedents of service employee creativity. Data were collected in three Portuguese public hospitals from a total of two thousand, two hundred and seventy-nine (2,279) frontline employees, including

nurses, doctors, health technicians, and administrative staff. Of the two thousand, two hundred and seventy-nine (2,279) frontline employees who were sent surveys, five hundred and twenty-five (525) responded. Due to missing data, sixty-five (65) surveys were eliminated, yielding four hundred and sixty (460) usable questionnaires, representing a 20.2 percent net response rate. The sample comprised of 64 percent female respondents, with 58 percent between 31 and 50 years old from varied occupations. The study found that role conflict contributes positively to creativity and that the relationship with the supervisor does not directly relate with employee creativity. The study focused on personal characteristics such as personality and cognitive style and also had gender imbalance. However, demographic variables impact upon creativity. The current study involves relatively equal number of males and females to eliminate the gender influences.

Gandi, Beben and Gyarazama (2011) examined the nurse's roles and the mediating effects of stress on job performance in low and developing economies. This exploratory survey was conducted in Bauchi State, under the State Chapter of the National Association of Nigerian Nurses and Midwives (NANNM). A total of three hundred and seventy-three (373) participants were selected from the three thousand, six hundred and ninety-eight (3698) nurses using the stratified random sampling. Of this sample, one hundred and thirteen (113) were randomly sampled from Bauchi North senatorial zone, one hundred (100) from Bauchi central senatorial zone and one hundred and sixty (160) from Bauchi South senatorial zone. The linear hierarchical regression analyses of results indicated that high workload and home roles contributed to high levels of exhaustion which impacted performance negatively. Specifically, the present study investigates the influence of WFC on employee creativity and the extent to which stress mediates this relationship.

Halkos (2008) assessed the influence of stress and satisfaction on employee productivity. The study involved a sample of four hundred and twenty-five (425) participants drawn from a population of employees working in private enterprises and public organisations (excluding non-profit organizations) operating in Greece. The participants were randomly selected through a two stage cluster sampling techniques. Factor analysis was used to identify the responsible factors for the correlation among a large number of qualitative and quantitative variables and their influence on productivity. The results of the extracted factors showed that productivity is an element affected stress and satisfaction and that increased stress leads to reduced productivity and increased satisfaction leads to increased productivity. There may be organizational differences in employee productivity index which might not necessarily involve creativity. Therefore, the current study looks specifically at how stress will affect employee creativity and how family supportive supervisor behaviour will moderate this relationship.

Kazmi, Amjad and Khan (2008) investigated the effect of job stress on job performance among employees. The study was conducted in the District of Abbottabad. The study involved all the house officers in the District during the time of the study. In all fifty-five (55) questionnaires were administered. All the respondents returned their questionnaires representing a 100% response rate. The data obtained analysed using the Spearman's correlation and the multiple regression. The findings showed that job stress is negatively related to job performance indicating that there is high job stress in the house officers, resulting in low job performance. The current study seeks to find out whether negative influence of job stress on employee performance will translate into low creativity.

Kim, Hon and Lee (2010) examined the relationships between proactive personality and employee creativity and the moderating roles of job creativity requirement and supervisor support for creativity in activating proactive personality associated with employee creativity. The study involved a survey of a sample of one hundred and fifty-seven (157) employees in South Korea. Supervisors of these employees were made to evaluate the respective employees' level of creativity. The results revealed that a proactive personality was positively associated with employee creativity. In addition, job creativity requirement and supervisor support for creativity jointly influenced the relationship between proactive personality and employee creativity. Thus, proactive employees exhibited the highest employee creativity when job creativity requirement and supervisor support for creativity were both high. The study examined the role of personality in employee creativity but the current study will examine the influence of organizational and family factors on employee creativity and how family supportive supervisor behaviour will moderate such relationship.

Lee, Jo and Lee (2011) conducted a controlled experiment to examine creativity through a physiological approach. The researchers measured the Galvanic Skin Response (GSR) and electrocardiogram (ECR) during a creativity task among two groups of subjects, while two stress manipulations were inserted into one group. In addition, a questionnaire survey was given to subjects as a supplementary measurement. Physiological signals and the **Perceived Stress Scale (PSS)** indicated whether or not the stress group had mental stress in the experiment. The results of the study showed no relationship between creativity and stress. In fact, 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. The study is limited because of the experimental approach which creates an environment that

differs from a natural work and family setting. A further study is required using a different approach as the differences in the subjects' and experts' assessment of the stress level of the subjects could be attributed to the experimental inducement of stress in the laboratory. The current study investigates other factors that can impact on employee creativity hence, looks at how WFC and stress occurring in a natural work and family interface influence creativity and how this relationship is moderated by family supportive supervisor behaviour in a survey.

Moustaka, Antoniadou, Malliarou, Zantzou, Kiriaki and Constantinidis (2010) conducted a study on occupational stress among the nursing staff to identify any difference in factors related with stress in nurses and nursing assistants. The sample was selected from nurses and nursing assistants working in a General University Hospital of Athens and a regional General University Hospital. The sample consisted of one hundred and forty (140) randomly selected nurses and nursing assistants. The data for the research was conducted using questionnaires. The findings of the study showed that nurses suffer from occupational stress without any significant differences between the two samples. And increased work overload and conflict between professional and family roles contribute to the development of stress. The present study extends this study to determine the extent to which stress mediates the relationship between WFC and employee creativity.

Moustaka and Constantinidis (2010) conducted a systematic review to examine the sources and consequences of occupational stress on nurses' adequacy, productivity and efficiency. The researchers conducted systematic reviews in "European Agency for Safety and Health at Work", "National Institute for Occupational Safety and Health (NIOSH)", "Job Stress Network" web sites for various publications and on

abstracts around the exact theme and the “Occupational and Environmental Medicine Journal”. The results showed that workload and role conflict are significantly linked to stress. Moreover, stress was found to be associated with reduced efficiency, decreased capacity to perform, a lack of concern for the organisation and colleagues. The current study finds out whether the reduced efficiency and decreased capacity to perform as a result of stress will translate into low creativity.

Singh and Mishra (2011) examined the impact of organizational climate in experiencing occupational stress among executives of Indian Information Technology Organisations in Gurgaon, Haryana. Eight (8) organizations were conveniently selected to participate in the study. A total of four hundred and fifty (450) questionnaires were distributed to participants and four hundred and twelve (412) questionnaires were returned out of which four hundred and two (402) questionnaires were complete for analyses. The correlation analysis found a statistically significant correlation between the quality of work life and occupational stress and between leadership and occupational stress. The current study seeks to find out the extent to which stress mediates the relationship of WFC and employee creativity.

Sun and Chiou (2011) also investigated the relationship between occupational stress and work performance. The study was conducted among the aviation ground crews working in Taoyuan International Airport, Taiwan. A total of six hundred and four (604) questionnaires were administered to the aviation ground crews. In all, three hundred and forty-two (342) completely filled out the self-administered questionnaires, accounting for an effective response rate of 56.62%. The data was analyzed using the Structural Equation Modelling. The result of the analysis revealed that occupational stress had a negative impact on work performance, and the coping strategies were the

mediator between occupational stress and work performance. The present study investigates employee stress as a mediator in the relationship between WFC and employee performance, specifically, employee creativity.

Tang and Chang (2010) investigated how role ambiguity and role conflict (via self-efficacy and job satisfaction) affect employee creativity directly and indirectly. Survey data were collected from two hundred and two (202) employees from twenty-five (25) Taiwanese manufacturers or service sector providers in central Taiwan. The sample respondents included ninety-nine (99) females (49%) and one hundred and three (103) males (51%). The analysis of results indicated that role conflict have a positive and direct impact on employee creativity. The survey results further demonstrated that both self-efficacy and job satisfaction serve as partial mediators between role conflict and creativity. However, only job satisfaction (and not self-efficacy) is a partial mediator between role ambiguity and creativity.

Van Dyne, Jehn and Cummings (2002) sought to study the differential effects of strain on individual employee sales and creativity. A sample of one hundred and ninety-five (195) stylists and ten supervisors who worked for hair care salons owned and managed under one master franchise were selected to participate in the study. These Salons were located in six states in the Midwestern section of the United States and represented 95% of the units in the organization (41 out of 43). Supervisors evaluated employee creativity six months after both employees and supervisors completed initial survey questionnaires. The study recorded a response rate of 92%. The results of the study showed a positive relationship between work strain and individual employee sales performance and a negative relation between home strain and employee creativity at work. Also, the leader-member exchange moderated the

effects of work strain and home strain on creativity. Apart from the fact that the nature of the sample limited the generalizability of the findings, the study did not explicitly assess interrole conflict. Hence, the current study assesses the impact of interrole conflict in the form of WFC on employee creativity.

### ***2.2.2 Influence of Supervisor Support on Employee Creativity***

Binnewies and Gromer (2012) conducted a two-week longitudinal study to examine the role of work characteristics (creative requirement, job control, co-worker and supervisor support) and personal initiative for teachers' idea generation, idea promotion, and idea implementation. Eighty-nine (89) teachers responded to two surveys with an interval of two weeks. Most teachers were female (55.1%) and they were on average 42 years old ( $SD= 12.34$ ). Hierarchical regression analyses showed that creative requirement and job control predicted idea generation, whereas support from co-workers and the supervisor predicted idea promotion. Co-worker and supervisor support, as well as teachers' personal initiative, predicted idea implementation. The study relied solely on self-reports which is problematic in terms of self-report bias and common method variance. Also, the measure of creative requirement is a single-item measure and therefore the reliability of this measure could not be tested.

In another study, Chen, Yien and Huang (2011) examined the relationships between leader support behaviour and subordinate creativity and the moderating effect of trust on subordinates' creativity under the leader support behaviour. Data for this study were collected from the employees highly interactive with their direct supervisor, group cooperation and non-routine job character in the enterprise. All 400 full-time employees were surveyed, yielding 320 completed surveys (80% respond rate). Using

Pearson correlation to test the whole concept of the framework, the study found that leaders' supportive behaviour was positively related with creativity.

Cheung and Wong (2011) examined the moderating role played by leaders' task and relations support in the relationship between transformational leadership and followers' level of creativity. A sample of one hundred and eighty-two (182) supervisor-subordinate dyads was randomly collected and returned from a restaurant, hotel, retail store, bank, and travel agent of Hong Kong. The results indicated that the positive relationship between transformational leadership and followers' creativity is stronger when there is a high degree of leaders' task and relations support. The small sample size of the study limits statistical power.

Gumusluoglu and Ilsev (2009) conducted a study on the impact of transformational leadership on creativity of employees at the individual level and on innovation at the organizational level. A total of one hundred and sixty-three (163) employees and their leaders in forty-three (43) micro and small-sized Turkish entrepreneurial software development companies participated in this research. Employees were made to evaluate their leadership style and support while leaders evaluated their employees. The results of the hierarchical linear modelling showed that transformational leadership has an effect on creativity at both the individual and organizational levels. The study found a positive relationship between transformational leadership and employees' creativity at the individual level. Also, the results of regression analysis reveal that transformational leadership has a positive relationship with organizational innovation at the organizational level. The study does not explicitly test whether such an impact can avert the negative influences of certain factors that might hamper

creativity. Hence, the current study finds out the moderating role of family supportive supervisor behaviour in the relationship between WFC and employee creativity.

Kossek, Pichler, Bodner and Hammer (2011) conducted a meta-analysis to develop a model integrating research on relationships between employee perceptions of general and work–family-specific supervisor and organizational support and work–family conflict. Using one hundred and fifteen (115) samples from eighty-five (85) studies comprising seventy-two thousand, five hundred and seven employees, the researchers compared the relative influence of four types of workplace social support (perceived organizational support (POS); supervisor support; perceived organizational work–family support, also known as family-supportive organizational perceptions (FSOP); and supervisor work–family support) to work-family conflict. The mediation analysis showed that work–family-specific support plays a central role in individuals’ work–family conflict experiences.

Leblebici (2012) investigated the relationship between the physical the behavioural workplace conditions and employee performance. The study involved fifty (50) call center employees from a private foreign bank in Turkey with three hundred (300) employees. The behavioural work environment selected from previous literature involved relationship with supervisors, fair treatment and communication. The data for the study were collected through the use of questionnaires. The analysis of data showed that the behavioural component of employees work environment is more important than physical factors for the employees and that supervisor support positively influenced productivity. Supervisor support might take various forms. But specifically, the current study therefore investigates the influence of family supportive

behaviour and employee's creativity and the extent to which family supportive behaviour will moderate the relationship between WFC and employee creativity.

Lee and Tan (2012) investigated the conditions enhancing the creative performance of employees in the workplace. The study integrated the results of fifty-seven (57) related studies that have examined conditions enhancing the creative performance in cross-level organizations from the year 1990-2011 by using the meta-analytic technique. This meta-analysis searched the acquired empirical studies in different scientific database in order to identify the studies relevant to the research. The analysis of the results showed that organizational support and supervisor support had a positive influence on employee creativity and performance.

Pevney (2007) investigated the relationships 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 findings indicated no relationship between work/family conflict and employee creativity while both managerial support for work-life balance and family-supportive organizational perceptions were significantly positively correlated with employee creativity. Moreover, managerial support for work-life balance and family-supportive organizational perceptions were not found to be moderators of the relationship between work/family conflict and employee creativity.

Shahryari and Nabavi (2012) conducted a study to examine the intensity of work-family conflict experienced between married female personnel in the office of Ahwaz. The study also analyzed the social support that the secretaries received at the workplace from supervisors and co-workers and friends and relatives. Data were gathered through self administered questionnaires from three hundred and sixty-eight (368) personnel office. First, the survey was provided to all (4,768) married female office employees. In the second stage, seven (7) organizations were randomly selected. A total of three hundred and sixty-eight (368) participants were chosen for the data analysis in this study. The correlation analyses revealed that worksite support was related to work-family conflict. However, this construct did not suggest statistical significance.

Tierney and Farmer (2004) also conducted a study to assess the Pygmalion process and employee creativity. The study was conducted in a chemical company in the Midwest. The study involved a total sample of the one hundred and ninety-one (191) comprising of section leaders, project leaders, research managers, research scientists, work group professionals, and work group technicians from both the Basic (59%) and Applied (41%) divisions. Survey instruments were completed at the work-site during operating hours with the first author present. However, after list-wise deletions for missing data, responses from one hundred and forty (140) were analyzed. In all, thirty-four supervisors provided employee creativity ratings. The study found that that there were significant position relationships between supervisor expectations and supervisor creativity enhancing behaviours, supervisor behaviours and employee view of creativity expectations, view of expectations and creative self-efficacy, and creative self-efficacy and creative performance. The study did not test a direct relationship between supervisor behaviour and employee creativity. Hence, the current study will

examine the influence of specific supervisor behaviour, family supportive supervisor behaviour on employee creativity.

Wang, Xue and Su (2010) examined the mediating roles of intrinsic motivation and positive mood in the effect of support from both supervisors and co-workers on employee creativity among employees in the People's Republic of China. Out of three hundred (300) questionnaires distributed, two hundred and thirty-three (233) usable questionnaires were returned, for an overall response rate of approximately 63%. Respondents included one hundred and twelve (112) females (48%) and one hundred and twenty-one (121) males (52%). The results showed that work support from both supervisors and co-workers was positively related to employee creativity.

### ***2.2.3 Influence of Work Family Conflict on Stress***

Jawahar, Stone, and Kisamore (2007) also examined the influence of role conflict, political skill and perceptions of organizational support on employee. Participants were selected from employees employed in a software development organization located on the West Coast of the United States. Questionnaires were administered to all one hundred and seventy-one (171) employees in the organization. These employees were professionals involving programmers, software and hardware engineers, marketing specialists, and managers. A total of one hundred and twenty (120) employees completed the survey indicating a response rate of 70%. A hierarchical regression analyses was conducted to analyse the data. The study found that role conflict leads to high emotional exhaustion and reduced personal accomplishment relationship. The current study tests the influence of role conflict on a specific personal accomplishment, employee creativity.

Ramasundaram and Ramasundaram (2011) conducted a study in an Indian IT-BPO Industry to determine the role of work family conflict as a mediator between work-thought interference and job stress. The study employed a descriptive study design. The random sampling technique is adopted for selecting the various IT firms while the judgment sampling technique was applied in selecting the respondents. A total of one thousand (1000) questionnaires were distributed to respondents, but only seven hundred and fifty-five (755) were received with five hundred and ninety-eight (598) usable questionnaires. The structural equation modelling was applied to the data. The results of the analysis showed that time-based work family conflict and strain-based work family conflict had significant relationship with job stress. However, work-thought interference and work behaviour-based family conflict had no significant relationship with job stress. A major weakness of this study is that the sample unit involved only women while evidence suggests that there is gender difference in the impact of work family conflict (Stone, 2007). Hence, the current study extends this study by involving males who are dual couples to test job stress as a mediator in the relationship between work family conflict and employee creativity.

Spooner-Lane and Patton (2007) investigated the impact of work support on the relationship between stress and burnout among nurses working in public hospitals. This cross-sectional, survey was conducted in three public hospitals in south east Queensland, Australia. A convenience sample of two hundred and seventy-three (273) nursing staff (235 females, 38 males) participated in the study. Data were collected from participants through questionnaires. The data was analysed using Hierarchical regression statistical test. The analysis revealed that role overload, job conflicts and role boundary contributed to higher levels of emotional exhaustion while only supervisor support had a significant main effect on depersonalisation and personal

accomplishment. No evidence was found to indicate that work support had a buffering effect on the stress-burnout relationship. This study highlights the negative impact of job conflict on emotional exhaustion and the positive impact of supervisor support on personal achievement. The current study therefore looks the impact of WFC on employee creativity and how this relationship is mediated by stress and moderated by a specific type of supervisor support, family supportive supervisor behaviour.

Suchitra and Oystein (2008) conducted a cross-cultural study to investigate the relationship between work-family conflict (WFC), family-work conflict (FWC), job demands, job control, social support, flexibility in working hours, and job stress. The sample consisted of twenty-seven (27) doctors and three hundred and twenty-eight (328) nurses from Norway, as well as one hundred and eleven (111) doctors and one hundred and thirty-six (136) nurses from India. The results showed cross-cultural differences in predictors of job stress. Low flexibility in working hours were predictors of job stress among Norwegian nurses while low social support were predictors of job stress among Indian nurses. However, none of the study variables were predictors of job stress among Norwegian doctors.

Voydanoff (2005) examined relationships between boundary-spanning demands and resources and work-to-family conflict and perceived stress. The study utilized data from two thousand, one hundred and nine (2,109) respondents from the 2002 National Study of the Changing Workforce. The results showed that supportive work-family culture showed negative associations with conflict and stress. The current study extends this study by testing the moderating role of family supportive supervisor behaviour in the relationship between work-family conflict and employee creativity.

## 2.3 STATEMENT OF HYPOTHESES

**Hypothesis one:** Behaviour-based conflict will significantly have a negative influence on employee creativity.

**Hypothesis two:** Time-based conflict will significantly have a negative influence on employee creativity.

**Hypothesis three:** Strain-based conflict will significantly have a negative influence on employee creativity.

**Hypothesis four:** Strain-based conflict will significantly have the greatest negative influence on employee creativity compared to time-based and behaviour-based conflicts.

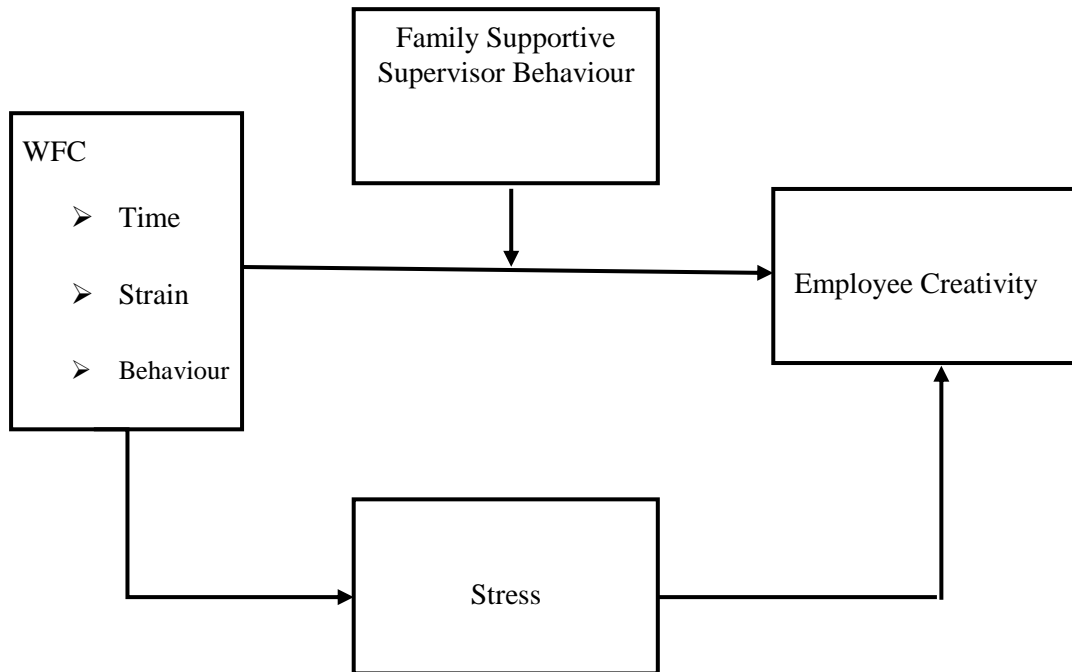
**Hypothesis five:** Stress will moderate the relationships between behavioural-based conflict, time-based conflict and strain-based conflict and employee creativity.

**Hypothesis six:** Family supportive supervisor behaviour will moderate the relationship between work-family conflict and employee creativity.

## 2.4 CONCEPTUAL FRAMEWORK

A concept is an image or symbolic representation of an abstract idea. Chinn and Kramer (1999) define a concept as a complex mental formulation of experience. Therefore, the conceptual framework provides a concise description together with visual depiction of the major variables operating within the arena of the problem under study and how the variables interact to produce a more comprehensive "model"

of relevant relationships than has heretofore been available for shedding light on the problem under study.



**Figure 1: Conceptual Framework for the study showing the connections between variables**

## 2.5 OPERATIONAL DEFINITIONS

For the purpose of this study key variables and terms are defined to provide unambiguous meaning to terms that otherwise might be interpreted in different ways in this study.

**Work-family conflict:** The strain, time pressure and inter-role conflict experienced by employees occurring as a result of either the general demands and strain created by the job interfering with one's ability to perform family related responsibilities or demands and strain created by the family roles interfering with one's ability to perform

job-related responsibilities as measured by the Work Family Conflict Scale (Carlson, Kacmar & Williams, 2000).

**Time-based Conflict:** Work-family conflict experienced when time pressures of one role prevents an employee from being able to allot time to meet the demands of another role.

**Strain-based Conflict:** Work-family conflict experienced when pressure or strain from either family or work role affects how a person performs in another role.

**Behaviour-based Conflict:** Work-family conflict experienced when behavioural patterns required and exhibited in one role are incompatible with those required for another role.

**Stress:** The extent of distress an employee experiences because of uncontrollable and over demanding work and family roles as measured by the perceived stress scale by Cohen (1994).

**Family Supportive Supervisor Behaviour:** The extent to which employee experience supervisor's emotional support, instrumental support, role modelling, and creative work-family management as rated by employees on the Family Supportive Supervisor Behaviours Scale (2009) by Hammer, Kossek, Yragui, Bodner and Hanson (2009).

**Employee creativity:** Employee's ability to generate novel ideas in the workplace as rated by his supervisor on the Creativity Scale adapted from Zhou and George (2001).

## 2.6 JUSTIFICATION FOR THE STUDY

Research on creativity has focused primarily on microscopic levels of employees' personality traits and biographical or historical characteristics (Puccio, Talbot & Joniak, 2000). This person-centered approach to creativity which virtually ignores the role of the social environment in creativity and innovation offers little to practitioners in enhancing employee creativity is both limited and limiting as it only yields findings about the backgrounds, personality traits, and work styles of outstandingly creative people (Amabile, 1996). Amabile (1996) therefore assert that the contemporary approach to creativity research assumes that every individual possess some amount of creativity and that it is the social environment that is salient in influencing both the level and the frequency of creative behaviour (Hennessey & Amabile, 2010).

In this direction, extensive studies have been conducted on the antecedents of employee creativity and the direct effect of WFC and supervisor support on employee performance, efficiency and productivity in reasonably uncomplicated job tasks rather than tasks requiring creativity. Consequently, research assessing the impact of WFC on employee creativity is scanty. Even the few that assesses the impact of work-family on employee outcomes consistently ignore the incidence of behaviour-based conflict presupposing that behaviour-based conflict unlike time conflicts and conflict due to tension between roles seldom occurs, hence, existing measures of work-family conflict scarcely include the behaviour-based conflict dimension of work-family conflict (Geurts & Demerouti, 2003). There is therefore the need for empirical investigation that captures all the facets of work-family conflict among employees.

Moreover, Voydanoff (2002) asserts that it is vital to include moderators in accounting for how the extent of strain or ease experienced affects individual and family coping strategies, and ultimately work, family and individual outcomes. Clearly, the social environment of the organization encompasses interactions at the organizational level (organization's culture, HRM policies), team (group composition) and the job levels like complex and demanding jobs, autonomy and supervisory support (Dul & Ceylan, 2011). There is an indication that proximal factors to the employee's work have greater impact on employee outcomes than distal factors. Lukersmith and Burgess-Limerick (2013) contend that many aspects of the physical work environment might be less salient to employee creativity but job level factors including design and leadership ranks among the salient factors at work to that stimulate and enhance employee creativity. In this light, the current study focuses on proximal job-level factor (supervisory support) which probably may have a direct significant impact on employee creativity (Shalley & Gilson, 2004). Meanwhile, studies conducted on supervisor support are clearly deficient, as most focused only on the emotional and instrumental support of the supervisor. The current study therefore fills the research gap by examining the moderating role of supervisor's support, specifically, Family Supportive Supervisor Behaviour that focuses on helping employees manage WFC, in the relationship between work-family conflict and employee creativity.

Moreover, in literature generally, there are many studies which examine the relationship between work-family conflict and employee work outcomes in the individualistic societies while there are relatively less studies in the collectivist societies (Anafarta, 2011). Again, most studies on work-family conflict and employee work outcomes have been done in industrialized, western countries. These countries

might differ from Ghana, a country that places much priority on the family and perceives the individual's ability to accomplish familial roles as a sign of responsibility. Therefore, a study on work-family conflict and employee creativity in Ghana with a different socio-cultural milieu where the family factor seems to keep its importance and maintain its impacts on individuals is justified.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 RESEARCH SETTING**

The research setting for the current study was the Accra Metropolis where a number of public owned and private-owned banks operate. The Accra Metropolis offered large sample space for the study as the selected bank had a number of branches. The selected is one of the commercial banks in Ghana licensed by the Bank of Ghana which is the national banking regulator. The bank is the largest indigenous financial institution in the country.

#### **3.2 POPULATION**

The study involved employees in the Accra metropolis who work in the bank. The selected bank has a staff strength of two thousand, three hundred (2,300) one hundred and fifty-eight (158) branches distributed in all ten (10) regions of the Republic of Ghana. The Accra Metropolis houses thirty-two (32) of the total one hundred and fifty-eight (158) branches in the country. These branches have a total of seven hundred (700) employees. This population was targeted because the work setting of the banking sector presents a lot of challenge to employees who have to work for longer hours and yet have to meet familial needs. The current competitive market for the banking sector as numerous banks, micro-credit, savings and loans and other financial institution are springing up much is brought to bear on the banking staff and management to be creative and innovative in their products and services.

### 3.3 SAMPLE

The participants involved a total of one hundred and twenty (120) who are married and staying with the partner with at least a child who is not beyond basic school. The sample involved seventy males (70) males and fifty (females). These employees were full-time workers in white-collar occupations with none of the partners being self-employed. The sample was limited to this group so as not to introduce too much heterogeneity with regards to the degree of work and family demands experienced by these participants. In this type of sample the work roles of the men and women were more equivalent to one another than would be the case if a wider range of those in dual-earner couples were involved. In fact, research on work-family conflict has emphasizes the importance of evaluating standardized populations (Bielby, 1992). These participants were rated by one supervisor each from their respective branches. The frequencies and percentages of the sample distribution are presented in the Table 1 below.

**Table 1**  
**Summary of Frequency and Percentage Distribution of Sample**

<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	70	58.33
Female	50	41.67
<b>Position</b>		
Managerial	22	18.33
Non-managerial	98	81.67
<b>Age</b>		
20-25	11	9.17
26-30	53	44.17
31-35	30	25
36+	26	21.67
<b>Tenure</b>		
<1year	5	4.17
1-4years	62	51.67
5years+	53	44.17
<b>Educational Level</b>		
SHS/RSA/DBS	29	14.8
HND	35	17.8
University Degree	132	67.4

### ***3.3.1 Justification of the Sample Size***

According to the table of required samples for identified populations by Bartlett et al. (2001), at the alpha level of .05 with an acceptable margin of error at 3%, for a population of ten thousand (10, 000) the required sample size (for continuous data) using Cochran's (1977) formulas is one hundred and nineteen (119). Therefore, the sample of one hundred and twenty (120) participants is justified.

### ***3.3.2 Sampling Technique***

The bank was chosen through a snowball technique where the management of a number of banks was consulted. The researcher chose the bank that offered their eager consent and the space to have a large participant base. The simple randomized sampling technique was used to select the participating branches. However, the participants were selected using the non-probability sampling technique involving purposive and convenience sampling techniques. Even though the probability samples are preferable because they are more likely to produce representative samples and also enable estimates of the sample's accuracy to be made, the probability sampling technique is impractical given the context of the current study. This is because the sampling frame could not be determined as employees have varying number of days off to rest. The purposive sampling was therefore used to identify participants from the population according to an underlying interest in particular groups (that is dual earner couples staying together with a child who is not beyond basic school). Moreover, the convenience sampling method was used in selecting participants by obtaining data from qualified participants based on convenience and availability. According to Brewerton and Milward (2001), even though this sampling method is

not based on probabilistic sampling theory, it often shows to be extremely effective in predicting outcomes.

### **3.4 MEASURES**

A number of standardized scales were adapted and piloted to establish their reliabilities to measure the variables involved in the study. These scales are described below.

#### ***3.4.1 Work Family Conflict Scale (Carlson, Kacmar & Williams, 2000).***

This contains 18 items designed to assess the work-to-family (work interference with family) and family-to-work conflict (family interference with work). Each of the two conflict scales is further divided into three subscales (yielding a total of six subscales), which assess three specific forms of work/family conflict (time based, strain based and behavior based). The scale has a reliability of Cronbach's alpha value of 0.89

#### ***3.4.2 The Perceived Stress Scale (PSS) (Cohen, 1994)***

This scale was used as the psychological instrument for measuring the perception of stress. It is a measure of the degree to which situations in one's life are appraised as stressful. Items have been designed to tap how unpredictable, uncontrollable, and overloaded participants find their lives. The scale also included a number of direct queries about current levels of experienced stress. The PSS was designed for use in community samples with at least a junior high school education. The items are easy to understand, and the response alternatives are simple to grasp. Moreover, the questions are of a general nature and hence are relatively free of content specific to any subpopulation group. The scale involved ten questions that ask about feelings and

thoughts during the last month. In each case, respondents are asked how often they felt a certain way. PSS scores were obtained by reversing responses (e.g., 0 = 4, 1 = 3, 2 = 2, 3 = 1 & 4 = 0) to the four positively stated items (items 4, 5, 7, & 8) and then summing across all scale items. A sample item is “In the last month, how often have you felt that you were unable to control the important things in your life?” The Scale reported a Cronbach alpha reliability coefficient of 0.86.

### **3.4.3 Family Supportive Supervisor Behaviours Scale (Hammer, Kossek, Yragui, Bodner & Hanson, 2009)**

This is a 14-item multidimensional scale representing each of four dimensions of Family Supportive Supervisor Behaviours involving emotional support, instrumental support, role modelling behaviors, and creative work-family management. Items are rated on a scale from 1 (*strongly disagree*) to 5 (*strongly agree*). A sample item was “I can depend on my supervisor to help me with scheduling conflicts if I need it”. The scale has a reliability of Cronbach’s alpha value of 0.93.

### **3.4.4 Creativity Scale (Zhou & George, 2001).**

Creativity was measured with a 13-item scale adapted from Zhou and George (2001). The 13 item scale was averaged for an overall score. Direct supervisors familiar with the employees’ work behaviour were instructed to rate each of their 13 work behaviours of creativity. Zhou and George (2001) report a reliability of Cronbach’s alpha value of 0.94 but the current study reports a reliability coefficient of 0.82. A sample item included “employee suggests new ways to achieve goals or objectives”.

### **3.5 RESEARCH DESIGN**

The study employed the quantitative multivariate correlational design using the survey methodology. The study employed the correlational design because the study focused on analyzing the direction, degree, magnitude, and strength of the relationships or associations between the independent variables (time-based conflict, strain-based conflict and behaviour-based conflict) and the dependent variable (employee creativity). With the survey methodology, questionnaires were used to solicit for information from participants which made it possible for a large number of participants to be covered within a short period of time. The focus of this design was not to establish a cause-effect relationship but to examine the relationships between the predictor variables and the criterion variables. Moreover, this design was chosen as the most appropriate owing to the fact that the study was concerned with finding out the relative accuracy with which the dependent variable could be predicted using a number of predictor variables (Brewerton & Milward, 2001).

### **3.6 PROCEDURE**

The conduct of the study involved two main stages. The first stage involved a pilot study which was a preliminary study mainly to standardize the questionnaires used in the study. The second stage involved the collection of data for the main study. These stages are discussed below.

#### ***3.6.1 Pilot Study***

The instruments for the study were piloted to standardize and establish the reliabilities for the study. Twenty (20) volunteers from different banks were selected to participate in the piloting of the questionnaires. Questionnaires were administered with clear

instructions. The reliabilities for the various measures were established for the present study. The reliability of a particular measure determined whether the various items of that measure assesses comparable things and can be taken together, and whether they are correlated and the scale is homogeneous (Hoff, 2009). Establishing the reliabilities of the scales was essential to ensure that conclusions drawn from the study would be useful. Therefore the Cronbach's Alpha Coefficients which are measures of the reliability of the constructs and which express the extent to which different items on a scale correlate were determined for the various measures. The summary of results of the reliability coefficients for the various composite and subscales are reported in the Tables 2 to Table 6 in chapter four.. Further interactions with participants after questionnaire administration revealed that the wordings of the sentences were clear and that participants easily understood and hence were appropriate to use the questionnaires.

### ***3.6.2 Data Collection***

Letters of introduction were taken from the Department of Psychology of the University of Ghana, Legon to the headquarters of the bank to seek their consent to participate in the study. Fourteen (14) branches of the bank were selected through a simple randomized sampling technique. Participants in the various branches were sampled using both the purposive and convenience sampling techniques. Nonetheless, as stipulated by the American Psychological Society (1973) that ethical practice requires that the investigator informs the participants of all features of the research that reasonably might be expected to influence willingness to participate, and to explain all other aspects of the research about which the participant enquires, participants who responded to the questionnaire personally consented to respond to

the questionnaire without coercion. Questionnaires were administered by both the researcher and research assistants who were employees in the individual branches where the data were collected. The face-to-face method and the drop-and-collect methods were utilized in the administration of questionnaires and the collection of data. The questionnaires were administered with precise and succinct instructions to guide participants in responding to the questionnaires. Participating employees were given the Work-Family Conflict Scale, the Perceived Stress Scale and the Family Supportive Supervisor Behaviour scale to fill. These questionnaires bore specific codes that were used to identify employees. Immediate supervisors of employees were asked to rate respective subordinate employees' level of creativity. This was a valid measurement of employee creativity because, ultimately, a response or product is creative to the extent that it is seen as creative by people familiar with the domain in which it was produced (Amabile, 2012). Therefore, the supervisor rating was matched with the questionnaires of the individual employee. Questionnaires were collected for screening. In all, one hundred and fifty-three (153) questionnaires were administered with one hundred and twenty (120) returned. This represented a return rate of 78.43%. None of the returned questionnaire was incomplete or had double responses. Thus, all the questionnaires returned passed the inclusion criteria and so were coded and analyzed using the Statistical Package for Social Sciences (SPSS) software using the multiple regression statistical test.

## **CHAPTER FOUR**

### **RESULTS**

#### **4.0 INTRODUCTION**

The study examined the relationship between Work-Family Conflict and employee creativity. Specifically, the study investigated the influence of Behavioural-based conflict, Strain-based conflict and Time-based conflict on Employee creativity. The mediating role of stress in these relationships was also investigated. In all, five hypotheses were stated and tested using the statistical package for social science (SPSS) version 21.00.

#### **4.2 DESCRIPTIVE STATISTICS**

The study examined the influence of work-family conflict on employee creativity. The mediating roles of stress and the moderating role of family supportive supervisor behaviour in the relationship between work-family conflict were also investigated. Six hypotheses were stated and tested using the statistical package for social science (SPSS) version 21.00 The Cronbach's Alpha reliabilities obtained from the pilot study are reported with the descriptive statistics of the variables of the main study in Table 2 below.

**Table 2****Descriptive Statistics of the Study Variables**

<b>VARIABLES</b>	<i>Mean</i>	<i>SD</i>	<i>Alpha</i>
Work-Family Conflict	58.58	12.48	.89
Behavioural-based Conflict	18.48	5.51	.75
Strain-based conflict	14.54	4.62	.88
Time-based Conflict	25.56	5.31	.89
Stress	39.48	15.38	.86
Family supportive supervisor behaviour (FSSB)	22.52	5.21	.93
Employee creativity	29.96	4.65	.82

### 4.3 TEST OF HYPOTHESES

The main statistical test used to analyse the hypotheses was the Multiple Regression. The Standard Multiple Regression was used to test hypotheses one, two, three, four and five. Both the Standard Multiple Regression and the Hierarchical Multiple regression were used to test hypothesis five of the study. Specifically, the procedures for mediation analysis proposed by Baron and Kenny (1986) were used to test for the mediation effects.

#### **HYPOTHESIS 1-3**

The **Hypothesis 1** stated that behavioural-based conflict will have significant negative influence on employee creativity. **Hypothesis 2** stated that strain-based conflict will have significant negative influence on employee creativity. The **Hypothesis 3** stated that time-based conflict will have significant negative relationships with employee creativity.

Thus **Hypothesis 1-3** sought to propose that behavioural-based conflict, strain-based conflict and time-based conflict will have significant negative influence on employee creativity. The standard multiple regression was used to test these hypotheses. Summary of results from the standard multiple regression analysis is presented in the Table 3 below.

**Table 3**

**Results of Standard Multiple Regression Analysis for the dimensions of Work-family conflict as predictors of Employee Creativity**

Model		B	Std. Error	$\beta$
1	(Constant)	30.193	1.806	
	Behavioural-based	-.123	.059	-.140***
	Strain-based	-.345	.068	-.343***
	Time-based	-.255	.054	-.306*

$R^2 = .619$ , \*\* $p < .01$ , \*\*\* $p < .00$

The summary of results from the standard multiple regression analysis indicated that behavioural-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, behavioural-based conflict ( $\beta = -.140, p < .05$ ), strain-based conflict ( $\beta = -.343, p < .05$ ) and time-based conflict ( $\beta = -.306, p < .05$ ) all significantly predicted employee creativity. Thus, **Hypothesis 1-3** were supported.

#### **HYPOTHESIS 4**

Hypothesis 4 stated that strain-based work-family conflict will have the strongest impact on employee creativity compared to behavioural and time-based work-family conflicts. The standard multiple regression result is presented in the Table 4 below.

**Table 4**

**Results of Standard Multiple Regression Analysis for the dimensions of Work-family conflict as predictors of Employee Creativity.**

Model		B	Std. Error	$\beta$
1	(Constant)	30.193	1.806	
	Behavioural-based	-.123	.059	-.140***
	Strain-based	-.345	.068	-.343***
	Time-based	-.255	.054	-.306*

$R^2 = .619$ , \*\* $p < .01$ , \*\*\* $p < .00$

A look at the standardized betas of the variables reveals that strain-based conflict ( $\beta = -.343$ ,  $p < .05$ ) had the most influence on employee creativity followed by time-based conflict ( $\beta = -.306$ ,  $p < .05$ ) with behavioural-based conflict ( $\beta = -.140$ ,  $p < .05$ ) having a lesser impact. Thus, **Hypothesis 4** which stated that strain-based conflict will have the strongest influence on employee creativity was supported.

#### **MEDIATION ANALYSIS**

To test for mediation, a series of three regression analyses specified by Baron and Kenny (1986) were performed. The first equation regressed the mediator (MV) on the independent variable (IV). The second equation regressed the dependent variable (DV) on the independent variable. The third equation regressed the dependent variable on both the independent variable and the mediator variable. According to Baron and Kenny (1986), to establish mediation, the following conditions must hold: The independent variable must affect the mediator variable in the predicted direction

in the first equation, the independent variable must affect the dependent variable in the predicted direction in the second equation, and the mediator must affect the dependent variable in the predicted direction in the third equation. If these conditions are met, the effect of the independent variable on the dependent variable must be less in the third than in the second equation.

## **HYPOTHESIS FIVE**

### **Hypothesis 5<sub>a</sub>**

This hypothesis stated that stress will mediate the relationships between strain-based conflict and employee creativity.

To test stress as a mediator of the strain-based conflict and the employee creativity relationship, three regression equations were run. The first equation regressed the mediator (MV) which is stress on the independent variable (IV), strain-based conflict. Table 5 contains a summary of the regression analysis results.

**Table 5**

### **Results of Standard Multiple Regression Analysis for Strain-Based Conflict (IV) as a Predictor of Stress (M)**

Model		<i>B</i>	<i>Std. Error</i>	<i>B</i>	<i>R</i> <sup>2</sup>
1	(Constant)	9.545	5.748		.126
	STRAIN-BASED	.522	.099	.354***	

\*\*\* $p < .001$

From Table 5, the results of the standard multiple regression shows that strain-based conflict positively influenced employees experience of stress, [ $F(1, 195) = 28.027, p < .001$ ], explaining 12.6% of the variance in employees experience of stress.

The second equation regressed the dependent variable (DV), employee creativity on the independent variable, strain-based conflict. Table 6 contains a summary of the regression analysis results.

**Table 6**

**Results of Standard Multiple Regression Analysis for strain-based conflict (IV) as a predictor of Employee Creativity (DV)**

Model		<i>B</i>	<i>Std. Error</i>	<i>B</i>	<i>R</i> <sup>2</sup>
1	(Constant)	25.879	1.442		.386
	STRAIN-BASED	-.279	.025	-.621***	

\*\*\* $p < .001$

The results from Table 6 above indicate that strain-based conflict negatively influenced employee creativity, [ $F(1, 119) = -126.922, p < .001$ ], explaining 38.6% of the variance in employee creativity. The third equation regressed the dependent variable, employee creativity on the independent variable, strain-based and the mediator variable, stress. The summary of results is presented in table 7 below.

**Table 7**

**Results of Hierarchical Multiple Regression Analysis for Stress as a Mediator of the relationship between Strain-Based Conflict and Employee Creativity**

Model		<i>B</i>	<i>Std. Error</i>	$\beta$	$R^2$	$\Delta R^2$
1	(Constant)	15.926	.793		.250	
	Stress	-.151	.019	-.500***		.250
2	(Constant)	27.130	1.335		.493	
	Stress	-.095	.017	-.314***		
	Strain-based	-.234	.024	-.527***		.242

\*\*\* $p < .001$

Results for testing the mediational model indicated that in the third regression equation, stress negatively influenced employee creativity ( $\beta = -.500$ ,  $p < .001$ ), explaining 25.0% of the variance in employee creativity. In this third equation, which included both Strain-based conflict and Stress, Strain-based conflict added 24.2% to the explained variance in employee creativity beyond the 25.0% contributed by Stress. With Stress present, the proportion of variance in employee creativity accounted for by strain-based conflict was reduced from 38.6% to 24.2% and the standardized regression coefficient (Beta) was decreased from  $-.621$  to  $-.527$ , as derived from the second to the third equation. The loss of 14.4% of explained variance in employee creativity by Strain-based conflict could be attributed to the mediation of Stress. These results indicate that stress is a mediator in the relationship between Strain-based conflict and employee creativity.

**Hypothesis 5<sub>b</sub>**

To test for Stress as a mediator of the Time-based conflict and employee creativity relationship, three regression equations were run. The first equation regressed the mediator (M) which is Stress on the independent variable (IV), Time-based conflict. Table 8 contains a summary of the regression analysis results.

**Table 8**

**Results of Standard Multiple Regression Analysis for Time-based conflict (IV) as a predictor of Stress (M)**

Model		<i>B</i>	<i>Std. Error</i>	$\beta$	$R^2$
1	(Constant)	7.522	4.738		.196
	Time-based	.546	.079	-.443***	

\*\*\* $p < .001$

The results from the Table 8 above show that Time-based conflict positively influenced Stress, [ $F(1, 119) = 47.556, p < .001$ ], explaining 19.6% of the variance in Stress.

The second equation regressed the dependent variable (DV), employee creativity on the independent variable, Time-based conflict. Table 9 below contains a summary of the regression analysis results.

**Table 9**

**Results of Standard Multiple Regression Analysis for Time-based conflict (IV) as a predictor of Employee Creativity (DV)**

Model		<i>B</i>	<i>Std. Error</i>	<i>B</i>	<i>R</i> <sup>2</sup>
1	(Constant)	19.929	1.401		.210
	TIME-BASED	-.172	.023	-.458***	

\*\*\* $p < .001$

From Table 9 above, the second regression equation, Time-based conflict negatively influenced employee creativity, [ $F(1, 119) = -53.555, p < .001$ ], explaining 21.0% of the variance in employee creativity.

The third equation regressed the dependent variable, employee creativity on both the independent variable, Time-based conflict and the mediator variable, Stress. Summary of the regression analysis results is presented in Table 10 below.

**Table 10**

**Results of Hierarchical Multiple Regression Analysis for Time-based conflict (IV) and Stress (MV) as predictors of Employee creativity.**

Model		<i>B</i>	<i>Std. Error</i>	<i>B</i>	<i>R</i> <sup>2</sup>	$\Delta R^2$
1	(Constant)	15.926	.793		.250	
	Stress	-.151	.019	-.500***		.250
2	(Constant)	20.872	1.326		.322	
	Stress	-.111	.020	-.368***		
	Time-based	-.111	.025	-.299***		.072

\* $p < .05$ , \*\*\* $p < .001$

From the Table 10 above, in the third equation, Stress negatively influenced employee creativity ( $\beta = -.500$ ,  $p < .001$ ), explaining 25.0% of the variance in Turnover Intentions. In the third equation, Time-based conflict added 7.2% to the explained variance in employee creativity beyond the 25.0% contributed by Stress. With stress present, the proportion of variance in employee creativity accounted for by Time-based conflict was reduced from 21.0% to 7.2% and the standardized regression coefficient (Beta) was decreased from  $-.458$  to  $-.299$ , as derived from the second to the third equation. The loss of 13.8% of explained variance in Employee Creativity by Time-based conflict could be attributed to the mediation of Stress. It can therefore be concluded that stress is one mediator in the relationship between Time-based conflict and Employee creativity.

**Hypothesis 5<sub>c</sub>**

Finally, to test Stress as a mediator of the Behavioural-based conflict and employee creativity relationship, three regression equations were run. The first equation regressed the mediator (M) which is employee stress on the independent variable (IV), Behavioural-based conflict. Table 11 contains a summary of the regression analysis results.

**Table 11**

**Results of Standard Multiple Regression Analysis for Behavioural-based conflict (IV) as a predictor of Stress (M)**

Model		<i>B</i>	<i>Std. Error</i>	<i>B</i>	<i>R</i> <sup>2</sup>
1	(Constant)	15.856	7.316		.052
	BEHAVIOURAL- BASED	.407	.125	.228**	

\*\* $p < .01$

The results from Table 11 indicate that, in the first regression equation, Behavioural-based conflict positively influenced Stress, [ $F(1, 119) = 10.657, p < .001$ ], explaining 5.2% of the variance in stress.

The second equation regressed the dependent variable (DV), employee creativity on the independent variable, Behavioural-based conflict. The summary of results is presented in Table 12 below.

**Table 12**

**Results of Standard Multiple Regression Analysis for Trust (IV) as a predictor of Employee Creativity (DV)**

Model		<i>B</i>	<i>Std. Error</i>	<i>B</i>	<i>R</i> <sup>2</sup>
1	(Constant)	18.658	2.104		.081
	BEHAVIOURAL	-.150	.036	-.284***	

\*\*\* $p < .001$

From Table 12 above, trust in management negatively influence employee creativity, [ $F(1, 119) = -17.738, p < .001$ ], accounting for 8.1% of the variance in employee creativity.

Finally, the third equation regressed the dependent variable, employee creativity on the independent variable, Behavioural-based conflict and the mediator variable, stress.

Table 13 contains the summary of results.

**Table 13****Results of Hierarchical Multiple Regression Analysis for Behavioural-based conflict (IV) and Stress (MV) as predictors of Employee creativity**

Model		<i>B</i>	<i>Std. Error</i>	<i>B</i>	<i>R</i> <sup>2</sup>	$\Delta R^2$
1	(Constant)	15.926	.793		.250	
	Stress	-.151	.019	-.500***		.250
2	(Constant)	20.555	1.960		.275	
	Stress	-.140	.019	-.464***		
	Behavioural	-.087	.034	-.162*		.025

\* $p < .05$ , \*\*\* $p < .001$

In the third equation from Table 13 above, Stress negatively influenced Employee Creativity ( $\beta = -.500$ ,  $p < .001$ ), explaining 25.0% of the variance in Employee creativity. In the third equation, Behavioural-based conflict only added 2.5% to the explained variance in Employee Creativity beyond the 25.0% contributed by Stress. With Stress present, the proportion of variance in Employee creativity accounted for by Behavioural-based conflict was reduced from 5.2% to 2.5% and the standardized regression coefficient (Beta) was decreased from  $-.284$  to  $-.162$ , as derived from the second to the third equation. The loss of 2.7% of explained variance in Employee creativity by Behavioural-based conflict could be attributed to the mediation of Stress. As such, Stress is one mediator in the relationship between Behavioural-based conflict and Employee creativity. In view of the above, it can be concluded that, hypothesis four which was stated as Stress will mediate the relationship between behavioural-based conflict and employee creativity was supported by the results.

### **Hypothesis Six**

To examine the direct effects of WFC on employee creativity and the probable moderating effect of Family supportive supervisor behaviour on the relationship between WFC and employee creativity, a moderated hierarchical regression analysis was conducted. In conducting the analysis, the independent variables to be controlled (gender, marital status, number of children and total hours worked) were entered in Step 1. The predictor variable (WFC) was entered at Step 2 while the potential moderator variable (Family Supportive Supervisor Behaviour) was entered separately in Step 3. So the interaction variables (predictor multiplied by moderators) were entered separately in Step 4. The analysis adopted the Aiken and West's (1991) centering procedure, where interaction variables were z-scored. Moreover, consistent with Cohen and Cohen (1983), regression coefficients for the control effects were obtained from Step 1, predictor effects from Step 2, moderator effects from Step 3, and interaction effects from Step 4. Consequently, evidence of a significant interaction term between the predictor and the mediating variable signifies a moderating effect of Family Supportive Supervisor Behaviour on the Work-family conflict-employee creativity relationship.

**Table 14**

**Hierarchical Regression Analysis for Moderator Effects of Family Supportive Supervisor Behaviour on WFC towards Employee Creativity**

<b>Variables</b>	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>
<b>Controls</b>				
Gender	-.27*	-.29*	-.30*	-.30*
Tenure	.07	.08	.07	.07
Family Size	-.05	-.07	-.08	-.09
Working Hours	.01	.10	.09	.08
<b>Predictor</b>				
WFC		-.33**	-.32**	-.28**
<b>Moderator</b>				
FSSB			-.09	-.08
<b>Interaction</b>				
WFC x FSSB				-.23**
$\Delta R^2$	.39***	.08**	.01	.05*
Total $R^2$	.39	.47	.48	.53
Adjusted $R^2$	.34	.42	.41	.46
F Statistic	7.398***	8.383***	7.270***	7.696***

**P<.1, \*p<.05, \*\*p<.01, \*\*\*p<.001**

From Table 14 above, WFC was significantly related to employee creativity ( $\beta = -.33$ ,  $p < .01$ ). From Step 2 it can be seen that WFC accounted for 8% ( $p < .01$ ) of variance for job satisfaction. Employee experience of Family Supportive Supervisor Behaviour had a significant interaction effect on WFC and employee creativity ( $\beta = -.23$ ,  $p < .01$ ), accounting for an additional 5% ( $p < .05$ ) of the variance. Results of the moderating regression are shown in Table 13. As expected, the interaction terms between Work-family conflict and Family supportive supervisor behaviour on employee creativity is statistically significant.

To provide greater understanding of the moderating effects of family supportive supervisor behaviour, and to facilitate interpretation of the significant effects on employee creativity, Cohen and Cohen's (1983) graphical method was employed to examine the nature of the interaction. According to this procedure, the sample was divided into two subgroups – those with WFC score one standard deviation above the mean WFC score and those with WFC scores one standard deviation below the mean WFC score. Thus, referring to the Figure, high and low WFC represent points above and below the mean. A regression analysis was then performed to examine the nature of the interaction between Work-family conflict and Family supportive supervisor behaviour in influencing employee creativity. The result of the interaction is plotted in the graph below.

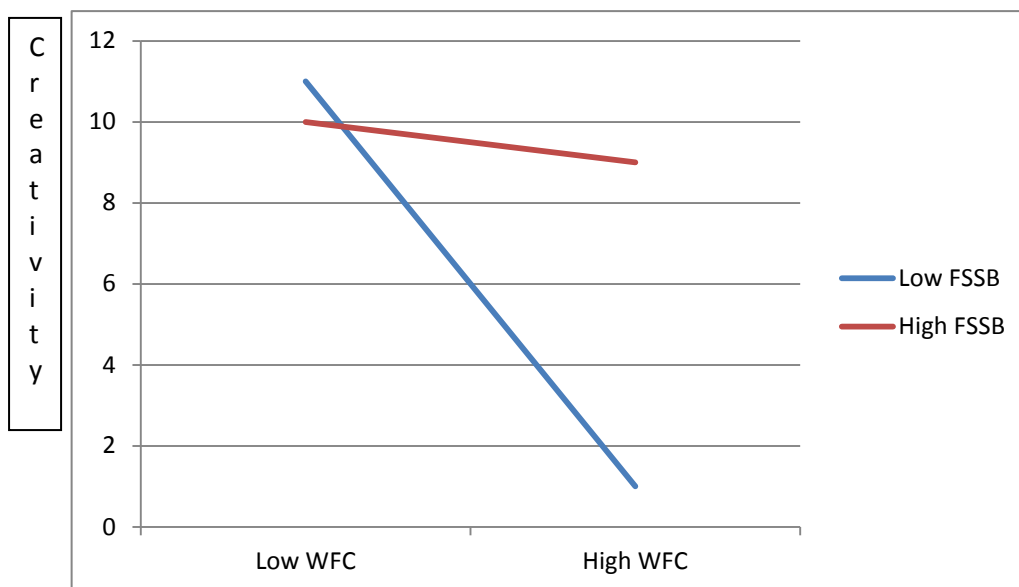


Figure 2: A graph showing the interaction effect of FSSB and WFC towards employee creativity

Using the Cohen and Cohen's (1983) method, it was found that the form of interaction was as hypothesized. That is, the plots of regression lines confirmed the forms of interactions as shown in Figure above. The beta coefficients for the high and low Family supportive supervisor behaviour groups were .08 and -.37, respectively.

From the plotting of the interaction terms (Figure 2) it can be realized that when WFC is low, there is little difference in employee creativity between employees who experience higher Family Supportive Supervisor Behaviours and those who experience less Family Supportive Supervisor Behaviours. However, at high levels of WFC, employees who experience less Family Supportive Supervisor Behaviours report greater reductions in creativity than employees who experience high Family Supportive Supervisor Behaviours. Overall, the regression model for predicting employee creativity was significant and accounted for large amounts of variance in the WFC-family supportive supervisor behaviour-employee creativity relationship ( $R^2 = .53$ ,  $F = 7.696$ ,  $p < .001$ )

#### **4.4 SUMMARY OF FINDINGS**

1. Behavioural-based conflict has a significant negative relationship with Employee creativity.
2. Strain-based conflict has a significant negative relationship with Employee creativity.
3. Time-based conflict has a significant negative relationship with Employee creativity.
4. Strain-based conflict has the strongest influence on employee creativity compared to behavioural-based conflict and time-based conflict.
5. Stress is a mediator in the relationships between Behavioural-based conflict, Strain-based conflict and Time-based conflict and employee creativity.
6. Work-family conflict has a significantly negative effect on employee creativity but this relationship can be moderated by employees' experience of Family supportive supervisor behaviour.

## **CHAPTER FIVE**

### **DISCUSSION**

#### **5.0 INTRODUCTION**

The current study was conducted to investigate the impact of work-family conflict, stress and family supportive supervisor behaviours on employee creativity. Specifically, the study assessed the impact of work-family conflict on employee creativity and the extent to which that relationship is mediated by the level of stress experienced by employees. Also, the study determined the degree to which the relationship between work-family conflict and employee creativity is moderated by the family supportive supervisor behaviours that employees experience at the workplace. The study tested the influence of the three components of work-family conflict (strain-based work-family conflict, time-based work-family conflict and behavioural-based work-family conflict) on employee creativity. All the hypotheses were supported and are discussed in the paragraphs below.

#### **5.1 DISCUSSION OF KEY FINDINGS**

The findings of the current study showed that there work-family conflict had a negative influence on employee creativity. This lends support to previous studies (Halkos, 2008; Kazmi, Amjad & Khan, 2008). It is also consistent with the findings by Chaudhry, Malik and Ahmad (2011) which found a negative relationship between employees' work-life conflict and their performance. However, it is at variance with the findings of Coelho, Augusto and Lages (2011) who found that role conflict contributes positively to creativity. The finding also rejects the findings of the study

by Tang and Chang (2010) who found that role conflict have a positive direct impact on employee creativity. In fact, work and family are central to the lives of most people and the fact that work and family roles are the two most important life roles for most people (Mortimer, Lorence, & Kumka, 1986), an incompatibility between them is likely to create tension and negative feelings. The extent to which people will experience positive emotions in their job roles may therefore be informed by the degree to which their commitment to their family roles threatens their ability to function efficiently in their job roles (Grandey, Cordeiro & Crouter, 2005)

In a collectivist culture like Ghana where much importance is attached to the family and the need to satisfy the demands of the family even beyond the nuclear family, people's dissociation from their family roles could be labelled as irresponsibility. Even though, people's identity and status in society in contemporary times are also defined in part by the work they do, the family takes precedence over most life roles. For instance, society will frown upon couples being so much engrossed with their work to the detriment 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. In this regard, WFC is 'intensified when the work and family roles are salient or central to the person's self-concept and when there are strong negative sanctions for noncompliance with role demands' (Greenhaus & Beutell, 1985, p. 77). Meanwhile, research shows that when the roles that define the identity of people are threatened, such people appraise the source of the threat in a negative way (Carlson & Kacmar, 2000; Greenhaus & Beutell, 1985; Lazarus, 1991). To the extent that the cultural orientation highlights the family role as part of an individual's identity and is valued, when employees observe that their work is exhausting and depletes the time and energy needed to meet family

demands, such employees may experience a sense of diminished responsibility which may be perceived as a threat to one's identity and status. Consequently, employees are likely to have a negative attitude towards their job if the job demands threatens their ability to function well in their familial roles which could be reflected in low morale and interest in their job resulting in less creative performance.

Meanwhile, the componential model of creativity identifies the employees' intrinsic motivation as the most important of the three components of creativity. It is therefore plausible that the potential of work-family conflict to reduce employee motivation will make it likely to reduce employee creativity. This is because Amabile (1996) assert that no amount of skill or expertise in the domain or techniques of creative thinking can make up for a lack of intrinsic motivation to perform an activity. This implies that without intrinsic motivation, employees will either not perform the job task at all, or will do it in a way that simply satisfies the extrinsic goals. However, to some extent, a high degree of intrinsic motivation can make up for a deficiency of domain-relevant skills or creativity-relevant skills so that highly intrinsic motivated employees will be likely to draw skills from other domains, or apply great effort to acquiring necessary skills in the target domain to achieve results. Work-family conflict adversely affects employee creativity because its potential to reduce task motivation which makes the difference between what an employee can do and what that employee will actually do. It therefore stands to reason that what employees can do depends on the levels of domain-relevant skills and creativity-relevant skills. But it is the task motivation that determines the extent to which he will fully engage his domain-relevant skills and creativity-relevant skills in the service of creative performance.

Also, the study revealed that strain-based conflict has a negative influence on employee creativity. This is inconsistent with the study by Lee, Jo and Lee (2011) 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 Lee et al. (2011) who utilised an experimental inducement of stress. In fact, 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 psychological strain which has the potential to get in the way of effectively performing work responsibilities. The work and family domains independently presents the individual with 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 high strain which is associated with high levels of stress (Karasek & Theorell, 1990). In fact, both family and work stressors can result in distress, fatigue and negative affective that consequently impact an employee's creative ability negatively. Greenhaus and Beutell (1985) assert that "strain-based conflict . . . exists when strain in one role affects one's performance in another role" (p. 80). Thus, the strain caused by an employee's engagement in meeting the family demands will affect the individual's performance and for that matter the creativity of the individual. In consequence, the strain-based conflict experienced by employees have a toll on them such that they are not capable to function at an optimal level and are therefore unlikely to perform work-related tasks as efficiently as they might 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 is likely to go beyond the person's ability and drain the person's available resources is often times depleting. The situation is exacerbated when the tearing demands on the individual is associated with significant cost for not being able to meet on one hand and immense benefits on the other if the individual is able to meet the demands. Excessive stress in the work life of employees is devastating and overwhelming that most employees who choose to stay on the job try to avoid or manage such experiences by withdrawing either psychologically through disinterest or lack of involvement in the job or physically through frequent late coming, absenteeism, laziness and presenteeism among others which can affect the degree to which employees can produce novel ideas in the workplace and work efficiently.

Contemporary researchers of creativity conceptualize creativity as an activity that the brain naturally performs. That is to say that creativity is an adaptive characteristic and attribute of a normal cognitive functioning that evolve to aid and facilitate problem solving especially under volatile, uncertain, complex and ambiguous conditions. It is therefore plausible to realize that strain-based conflict experienced by employees adversely impacts their creative ability as it has the potential to distort the normal cognitive functioning. 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 (Guilford, 1967).

Research shows that under nervous tension the individual's ability to engage in convergent thinking which has to do with critically assessing ideas and translating

such ideas into viable outcomes on one hand and the ability to engage in lateral thinking which is the source of new ideas and insights are adversely hampered. Meanwhile, employees' ability to engage in these thinking processes without distortion from strain and fatigue is critical to determine the extent to which such individual can be creative in the accomplishment of their tasks. It is worth noting that the divergent thinking processes which is characteristic of innovative problem-solving style is much more susceptible to the detrimental impact of strain compared to the individual's ability to effectively engage in convergent thinking which is much more associated with an adaptive problem-solving style (Cummings & Oldham, 1997). This is because neurological studies establishes that there is a differential functioning of the brain when it is engaged in either convergent or divergent thinking (Dacey & Lennon 1998). According to Dacey and Lennon (1998) when the brain is engaged in divergent thinking there is a higher degree of neural complexity with an intricately greater degree of neural connections which results from the involvement of the brain in accessing a broad spectrum of memories and imaginations which are the building blocks of creative ideations. However, convergent thinking only involves a lesser degree of neural connections which immunizes it against the detrimental impact of strain.

The findings of the study supported the hypothesis that behavioural-based conflict has a negative influence on employee creativity. This rejects findings of the study by Tang and Chang (2010) who found that role conflict have a positive direct impact on employee creativity. Traditional perspectives also look at creativity as something that can be manipulated once the factors that promote or inhibit creativity are known. These models presume that creativity at lower levels (individual, group) aggregate to produce organizational level creativity. In contrast, Drazin et al. (1999) argue that

creativity at the organizational level emerges from the process of negotiating multiple meanings and potentially competing interests between different groups within an organization. In order to understand one another, people engage in the development of joint meanings, which, in turn, motivate engagement and this generates creativity. Creativity is associated with crisis resolution that leads to renewed sense-making and a shift in belief structures.

Again, behavioural conflicts are likely to result when behaviour specific to one role is incompatible with behaviour required by another role. Certain characteristics that are valued in the world of work can be incompatible with the needs and expectations of family members. For instance, during a typical working period, employees are expected to attend to work-related issues and that the engagement of employees in activities outside the confines of work activities is likely to attract an unpleasant consequence like query. To some extent for example, mobile phones are not expected to be used in the banking halls during banking hours. This is suggestive that an efficient banking staff may have to attend to official work issues at the expense of his family roles. Therefore, the inability of employees to attend to familial concerns from the workplace is likely to lead to high levels of frustration and anxiety. Meanwhile, the work of the banking staff involves a great deal of emotional labour where employees are required to exhibit physical signs, such as smiling, that reflect emotions customers want to experience. Therefore, the feeling of frustration resulting from employees inability to attend to family needs because of his 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.

Generally, organizations make demands on their employees to display “appropriate” emotions during interpersonal transactions (Grizzle, Zablah, Brown, Mowen & Lee, 2009; Hartline & Ferrell, 1996). So the banking staffs like employees of other firms are expected to control their emotional expression to improve productivity, customer satisfaction, efficiency, and even profitability (Guttek, Groth & Cherry, 2002; Mayer, Ehrhart & Schneider, 2009; Pugh, Dietz, Wiley & Brooks, 2002; Tsai, 2001).

However, research shows that managing emotions can take a toll on employees when there is a discrepancy between the overt behaviour the employee is required to display as part of his or her job and the inward feelings that the person is experiencing (Groth, Hennig-Thurau & Walsh, 2009). Therefore, while emotional labour can have positive implications within the workplace, it can also have negative personal consequences when a person consistently hides real emotions behind a work mask. Consequently, emotional labour creates a great deal of dilemmas for employees when their jobs require them to exhibit emotions that are inconsistent with their actual feelings. Not surprisingly, this is a frequent phenomenon in the banking sector. Researchers have identified some individual effects of emotional labour, such as disaffection, exhaustion, and phoniness, and the organizational effects, such as suppressed disagreements, reduced upward information flow, and loss of voice (Pugh, 2001). These effects are more likely to hinder the creativity of employees in the workplace.

The findings of the study showed that time-based work-family conflict have a negative relationship with employee creativity. This supports previous studies that found that time pressure on a given day negatively predicted creative cognitive processing (Amabile, Mueller, Simpson, Hadley, Kramer & Fleming, 2002). It also supports the study by Suchitra and Oystein (2008) who found that low flexibility in

working hours were predictors of job stress among employees. Without doubt employee creativity involves the production of ideas, alternatives, and possibilities (Smith 1998). According to Drazin, Glynn and Kazanjian (1999), 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 demands employee creativity are mostly complex, fluid, ambiguous and volatile and may persist over a period of time, considerable sense-making is essential to guarantee employee creativity (Drazin et al., 1999). 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.

The degree to which employees are immersed in their job is an important factor to determine the quality of work that employees produce. Some researchers argue that when employees experience high levels of time pressure from meeting the demands of the job, such individuals may resort to increased job involvement in a bid to better control their time pressure and anxiety. On the contrary, Diefendorff, Brown, Kamin and Lord (2002) claim that when employees experience prolonged stress they will be less likely to be preoccupied with and immersed in their jobs. Heightened levels of time pressure and anxiety would have a toll on the employees’ ability to deal with the demands of the work environment. In resolving the contention over the influence of time pressure on employee job involvement, Addae and Wang (2006) argue that there is an optimum level beyond which time pressure and anxiety would lead to decreased job involvement. Therefore, moderate levels of time would rather lead to job

involvement while low or high levels of time pressure would result in decreased job involvement.

Meanwhile, the nature of the banking job presents employees with very high time pressure which is likely to lead to high levels of stress. For instance, the normal working hours span from 8am to 4pm which presupposes that the banking staff should be at work before 8am 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 a complete closure of the day. Nonetheless, a commitment to this 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. This time pressure leaves the employees who perceive the family as an important component of their lives to worry as they juggle in their minds how to meet their familial needs while seriously engaged in work tasks. It has been established that since the family is central to the lives of individuals, Frone (2003) argues that there can be a direct negative spillover and resource drain effects of employees' dissatisfaction with their inability to meet their family role expectations to the workplace. The uncomfortable feeling that emanates from one's inability to meet family role obligations due to the time and energy required in the work role is also a source of job stress resulting from the anxiety and frustration the employee experiences when cognitively searching for solutions to the conflict while at work (Hammer et al., 2004). The result is lack of concentration which creates lack of creativity in the performance of the employee.

The presence of time deadlines or production goals has typically been described as a negative influence on creativity because it discourages exploration and increases reliance on status quo ways of thinking and doing (Amabile, 1996). Researchers have

argued that good creativity takes time (Gruber & Davis, 1988) and that creators need ample time and space to think creatively, suspend judgment, and play with ideas (Amabile & Grysiewicz, 1987; Isaksen et al., 2000). Amabile, Hadley, and Kramer (2002) found some support for this premise in a longitudinal study of creative professionals, concluding that although creators may feel like they are more creative under time pressure from impending goals or deadlines, time constraints often “kill creativity” by inhibit intrinsic motivation.

Again, the existence of time deadlines in relation to production goals that are time-bound has been found to impact employee creativity negatively. Time-based work-family conflict is likely to inhibit creativity because it put a damper on an individual’s ability to do in-depth exploration and in so doing increases employees’ tendency to resort to the conventional way of thinking and doing things (Amabile, 1996). Research indicates that the generation of novel ideas that are useful to the organization requires time to enable people to engage in both linear and non-linear as well as effective analysis and synthesis of information. Thus, the time constraints imposed by time-based work-family conflict does not afford employees the luxury of time to think creatively, challenge assumption and to juggle with a broad spectrum of ideas (Amabile, 1996). Previous studies have revealed that even though creative people may consider time pressure as a stimulant that activates and propels their creativity ability, time-based conflict with its attendant time constraints “kill creativity” through its potential to dampen and inhibits intrinsic motivation (Amabile, Hadley & Kramer, 2002).

Typically, employees have high predisposition towards elevated levels of stress in relation to time such that working for longer hours reduces employees urge for to

perform better (Rose, 2003). Hence, Levin-Epstein (2002) is of the view that employees' experience of intolerable levels of stress on the job takes a toll on lost time from work, low morale and deflated productivity. Of course, employees' experience of time-based work-family conflict especially among the banking staff is likely to create a psychological strain process associated with high workloads requiring much of the employees' time during the day that prevents employees from fulfilling their family roles. In line with this course of argument, in a study to examine both work hours and time pressure on employees' recovery from work, Sonnentag and Bayer (2005) confirmed that only the length of work hours predicted employees' psychological detachment from work across days. It is then likely that the nature of the banking job characterised by high workload and time pressure can cause diminished performance and low creativity not because the strain associated with these demands only leads to detachment, but through a more direct effect on fatigue (Ilies, Schwind, Wagner, Johnson, DeRue & Ilgen, 2007).

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 (Dacey & Lennon 1998). This highlights Smith's (1998) identification of "enablers" including incubation and deferred evaluation which he claims are active ingredients in generating creative ideas. This is consistent with the traditional perspective that a relaxed incubation period is essential during problem-solving to allow the brain to engage in a non-conscious processing of information that is the illumination (or "aha!" phase of creativity) that precedes or supplements the conscious processing and generation of creative ideas and insights.

The analysis of the results indicated that strain-based work-family conflict have 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 significant relationship with job stress while behavioural-based work family conflict had no significant relationship with job stress. It also affirms the study by Spooner-Lane and Patton (2007) that found that role overload, job conflicts and role boundary contributed to higher levels of emotional exhaustion. Employee reaction to work-family conflict could be psychological, emotional or behavioural. However, the psychological and emotional reactions to work-family conflict is much more pronounced suggesting that the predominant reaction to work-family conflict involve emotions and thought processes rather than overt behaviour although such emotions and reactive thought processes are exposed in the individual's speech and actions (Johns, 1996). The emotional disturbance in the face of conflict and uncertainty will have a direct immediate disruptive effect on employee performance. Even when employees have ample time to meet the demands of the work, the psychological and emotional strain will potentially disrupt their creativity as he would require great effort to resolve the strain placed on him by the possible role overload. This is because strain-based conflict is associated with much grief, anger and depression and lack of confidence.

Most importantly, both time-based conflict and behavioural-based conflicts are both possible antecedents of psychological, emotional and physiological strain and their detrimental effect on employee creativity to some extent will depend on the amount of strain they bring to bear on the individual. It is worthy to note that researches have linked workplace stressors to a number of mental health outcomes such as psychological distress, emotional exhaustion and burnout among employees

(Bourbonnais, Comeau, & Vezina, 1999; Steinhardt, Dolbier, Gottlieb, & McCalister, 2003). Therefore, it is plausible that comparatively strain-based conflict is more likely to have the greatest impact on employee creativity and performance compared to time-based and behavioural-based conflicts.

In addition, the fundamental experience of work-family conflict and its resultant stress is mostly felt in the form of mental strain that inhibits an individual's ability to respond normally to the demands in the environment (Imtiaz & Ahmad, 2009). Strain-based work-family conflict puts pressure on the individual's resources and therefore reduces the energy available for the individual to engage in productive work and other work commitments. This means that the strain resulting from heavy incompatible workload contributes to negative work outcomes over and above the behavioural and time conflict caused by that workload (Ilies, Schwind, Wagner, Johnson, DeRue & Ilgen, 2007). Byron's (2005) meta-analysis affirm that the different components of work-family conflict are different work demands that have potentially differential impact on employee behavioural outcomes. In essence, when employees have heavy workloads and are not even required to work for longer hours, the strain or psychological distress caused by heavy workloads may still lead to higher resource drain that will potentially impact the work outcomes of employees (Ilies et al., 2007). Thus, the strain-based work-family conflict have profound influence on employee creativity because research attests to the fact that the influence of strain-based conflict on general work-to-family conflict and its consequences is independent of the influence of work hours (Ilies et al., 2007). Accordingly, the psychological distress or strain that employees experience due to high workload have account for a larger variance in employee creativity over and above the variance accounted for by the amount of time employees spend at work.

The study indicated that stress mediates the negative relationship between work-family conflict and employee creativity. This is consistent with previous studies (Aftab & Jayeed 2012; Ahlam & Hassan, 2012; Al-khasawneh & Futa, 2013; Jawahar, Stone & Kisamore, 2007; Moustaka et al., 2010; Moustaka & Constantinidis, 2010; Sun & Chiou, 2011). The study also corroborates the findings by Avey, Luthans, Hannah, Sweetman and Peterson (2012) which found that stress was found to be negatively related to creative task performance, with reported stress partly mediating the relationship between participants' wisdom and their performance on the creative task. Again, the findings supports the findings of the study by Baas, De Dreu and Nijstad (2008) which also revealed that while positive activating moods (e.g., happiness) enhance employee creativity than positive deactivating moods (e.g., relaxed), negative activating moods (e.g., sadness) were not associated with employee creativity but found that negative activating moods (e.g., fear, anxiety) were associated with lower creativity. Again, the study lends support to the study by that found that high workload and home roles contributed to high levels of exhaustion which impacted performance negatively (Gandi, Beben & Gyarazama, 2011). The role of the affective contexts of the employee cannot be underestimated in influencing the creativity of employees. Creative individuals have been found to be open to experience and display high positive energy to a greater extent. Research indicate that the production of novel ideas are likely to occur when people experience positive moods compared to when they are experiencing neutral or negative moods (Isen, 1999). Consistently, it has proven that positive moods have positive effect on the cognitive and social functioning of employees and facilitates efficient and enhanced decision-making process in relation to complex tasks and more innovative approaches o creative thinking. The creativity of employees will be minimized in instances when

employees are stressed and depressed. In line with this, Gazzaniga (1988) establishes that negative moods and for that matter stress tends to restrict concentration which leads to conventional and stereotypical reaction to problem solving. The link between the affective moods or emotional functioning and employee creativity highlights the salience of relationships at work and other factors inherent in the work environment influence positive and negative emotional states of employees and the consequent impact on the creative abilities of employees (Ford, 1996).

According to the Department of Labour (2003) factors outside the workplace including family demands can cause enormous stress and their detrimental impact on employees' ability to adapt to the demands of the job can be more significant when such factors operate in combination with workplace demands. For example, for Ghana Commercial Bank and most banks in the country, the working hours span from 8am to 4pm. However, the 4pm time limit does not imply that employees cease to work at this time. Rather, employees serve all customers in their banking hall after which they stay a bit longer to balance their books and streamline their activities before they close from work. Therefore, it is typical to find bankers closing from work very late which makes the job of a banker very stressful especially when employees have competing family demands. In actual sense the work of the banker can be inherently difficult and tiring given the fact that it requires long periods of intense concentration and involves high consequences for errors. So the excessive demands of the job and family of the banker with its attendant limited time, energy and vitality to meet such needs inevitably leads to stress. Dar, Akmal, Naseem and Khan (2011) corroborates the fact that this results in poor concentration, mental block, being more prone to error with poor decision making skills and hence reflecting in lack of creativity in employee task performance. Thus, the consequent stress from the work-family interface reduces the

intention of employees to perform better in jobs and with the increasing level of stress the employee's thinking and confidence is undermined and the employee's tendency to work well also decreases.

Moreover, the dichotomy between work life and family life of employees of the banking sector are increasingly being blurred as the behavioural and attitudinal norms of the workplace interrupt non-work life and relationships, contributing to conflicts between the demands of work and family roles (Voydanoff, 2002). According to Anderson (2002) when employees are confronted with the demands work and family conflict so that the fulfilment of one set of the demands prevents the individual from meeting the demands of the other, the result is psychological tension which is a breeding ground for stress (Katz & Kahn, 1978). The banking work life has implicit norms that emphasize performance, attendance and organizational commitment which latently imply that employees are required place the demands of their work roles ahead of non-work roles. This is essentially critical as almost all banks have value for customer-focused services. The increasing awareness of the employees of the bank that their work demands will hamper their efficient accomplishment of their family roles is likely to cause unbearable levels of strain. As a result, the ability of employees to generate novel ideas is hampered by the effect of the strain and stress on the cognitive functioning of the employee in the workplace.

It is worth to note that the psychological stress encountered by employees is experienced in the form of pressure, dissatisfaction, threat, clash and deficiency. When individuals are exposed to stress, it results in an imbalance between the sympathetic nervous system (SNS) which prepares the individual for the fight or flight response and the parasympathetic nervous system (PNS) that causes relaxation.

According to Faulkner and Patiar (1997) some of the hormones activated in the brain injure and even damages the area of the brain responsible for learning and memory. Moreover, the psychological effects of stress include loss of power of discrimination, depression, loss of interest in daily activities, anxiety and neurosis. In fact, stress influences the verbal and perceptual motor performance and other components of behaviour (Terry, Neilsen & Perchard, 1993). Hence, stressful work-family conflict adversely impacts employee creativity as a result of the amount stress it generates for the individual.

The study also revealed that family supportive supervisor behaviour moderates the negative relationship between work-family conflict and employee creativity. This finding also supports the findings of previous studies (Binnewies & Gromer, 2012; Chen, Yien & Huang, 2011; Cheung & Wong, 2011; Gumusluoglu & Ilsev, 2009; Kossek, Pichler, Bodner & Hammer, 2011; Kim, Hon & Lee, 2010; Leblebici, 2012; Singh & Mishra, 2011; Tierney and Farmer, 2004; Wang, Xue & Su, 2010; Voydanoff, 2005). Also it confirms the study by Van Dyne, Jehn and Cummings (2002) who found that the leader-member exchange moderated the effects of work strain and home strain on creativity. However, the finding is inconsistent with some previous studies (Shahryari & Nabavi, 2012) and the study by Coelho, Augusto and Lages (2011) who found that role conflict contributes positively to creativity and that the relationship with the supervisor does not directly relate with employee creativity. The study is also at variance with the study by Pevney (2007) who found that managerial support for work-life balance and family-supportive organizational perceptions were not found to be moderators of the relationship between work/family conflict and employee creativity. Traditional research and discussion on creativity has been guided by psychology with emphasis on individual differences in personality,

cognitive abilities and problem-solving styles of individuals. However, contemporary conceptualization of creativity as an adaptive feature of a normal functioning brain gives an added impetus to the conception of creativity. Thus, this line of thinking presumes that creativity can be enacted in all organizations and that all individual employees have the potential capacity to be creative because all humans have common neural processes. However, beyond the personality and the knowledge and skill base of people, the extent to which an employee's creative ability is unearthed or hindered is largely dependent on the socio-cultural setting of the individual. Accordingly, it is obvious that the policies held by organizations and their consequent practices in the workplace as well as supervisory behaviours have a role to play in influencing the creativity of employees. It is therefore suggestive that the degree to which a supervisor adopts family supportive behaviours to buffer employees' ability to manage and cope with their work-family conflicts will influence their creativity in the workplace.

Moreover, whether employee creativity is conceived as a process or as an outcome, the ability of an employee to be creative is intricately related to social processes and contexts. Within the systems perspective, new and novel ideas are generated by individual employee for others to sift, utilise and retain such ideas for at the operational and strategic levels of the organization. The domino effect of the embellishment and utilisation of these ideas are presented to the individual in the form of feedback and the process continues. To enhance the smooth flow of the process, a vital concern to the leader is to avert what hinders and obstructs the creative ability of subordinates. In this regard, work-family conflict becomes a social cultural process that hampers an employee's ability to engage in effective social interaction which is a

key social process for the generation and assessment of novel ideas, hence, the negative impact of work-family conflict on employee creativity.

Individuals' experience of stress is dependent on the amount of resources at the disposal of the individual. Research by DeLongis, Folkman and Lazarus (1988) indicate that employees with low psychosocial resources are susceptible to illness and emotional imbalance even in the face of a marginal increase in the level of stress. More to the point, research by Karimi, Karimi and Nouri (2011) has also established that even though employees may experience a great deal of tension in their effort to meet the divergent demands of both work and family simultaneously, the extent of support offered by the partner and the supervisor at work as well as the employee's level of control at the workplace may act a buffer to improve the work attitudes and psychological well-being of employees. In line with this argument, research indicates that some amount of stress is beneficial to offer some level of stimulation to enhance employee performance. Evidence suggests that lack of challenge at work can be as stressful as physically and mentally demanding tasks. However, the extent to which stress would be functional or dysfunctional depends to a large extent on the resilience of individual employees. In effect, persistent exposure to intense stress can have a harmful impact on the health and performance of the individual and the organization as a whole. As a consequence, employees who are supported by their partners, colleagues and supervisors are more likely to appraise their enormous workload as challenging rather than stressful. Specifically, when supervisors display family supportive behaviours, employees are more likely to appraise their work-family conflict as a challenge to put in more effort to enhance employee creativity.

Mathis and Jackson (2000) are of the view that an individual employee's performance is dependent on three salient factors involving individual's ability to do work, level of effort and the extent of support given to that individual. The researchers suggest that the absence of any of these factors leads would lead to reduction in performance. Among these factors, the extent of support given to the individual will invariably enhance the individual's ability to do work and the level of effort expended in the performance of the task. As a result, when supervisors engage in family supportive behaviours employees are more likely to have enhanced ability and vigour to work and will be more likely to put in enough effort in their work to improve the quality of their performance. Thus, family supportive supervisor behaviours is likely to reduce the detrimental effect of work-family conflict on employee creativity.

Furthermore, the literature suggests that the negative effect of work-family role conflict on job outcomes may be moderated by several variables (Martins, Samuel, Collins & Miller, 2002). According to Karasek and Theorell (1990) organizations have either implicit or explicit work performance norms that dictate the nature of the exchange relationship between the employer and employees in the form of prescriptions for, and expectations of, behaviours that relate to the employee's contribution to overall organizational performance. To them these norms governing the nature of social relations can include expectations about how organizational members should respond to requests for help and support regarding the job. Importantly, the norms will also spell out how employees and managers should react to, and interact and work with, others throughout the organization. Hammer, Saksvik, Nytro, Torvatn, and Bayazit (2004) note that organizational norms governing social relations that emphasize cooperation with, sensitivity to, and support for others, and mutual trust and respect create a workplace with low interpersonal tensions and

therefore be negatively related to job stress and health problems. On the other hand, the heightened expectations and perceived obligations employees experience through strong work performance norms while the employee is also saddled with enormous family roles is likely to create psychological pressure or tension that will contribute to job stress.

According to the Department of Labour (2003), the bucket model of stress propose that the negative impact of stress and its resultant fatigue is much more felt when an individual's reservoir of personal resilience is drained faster than it is replenished. While strenuous work and family demands drains the bucket supportive supervisor behaviours fills the bucket to enhance an individual's resilience in the face of stress to enhance and sustain employee creative performance. Research reveal that high job demands, in the form of workloads and time pressures, coupled with lack of control are likely to lead to mental strain and cardiovascular disease, particularly when social support is low (Hammer et al., 2004). Therefore, when employees are confronted with excessive work and family demands such norms as family supportive supervisor behaviours might act as a psychological buffer against excessive performance pressures by making the organizational demands appear more tolerable in a less oppressive social environment (Hammer et al., 2004). This can enhance the psychological wellbeing of the employee and improve the level of concentration and decision-making to enhance employee creativity.

## **5.2 LIMITATIONS /RECOMMENDATIONS FOR FUTURE STUDIES**

As with all research, there are limitations that encourage caution when interpreting these results. The current study is based on a single organization, the Ghana Commercial Bank Limited from a single sector, the banking industry, so the results may be conditioned by the characteristics of its specific environment. This implies that the results could be attributed to unique factors inherent in the organization and hence, the extent to which the findings can be generalized to other organizations may be limited. Further research should incorporate other sectors like the manufacturing industries.

Secondly, the study used only a single work-family practice, family supportive supervisor behaviours as a moderator of the relationship between work-family conflict and employee creativity. This narrows the scope of the study. Future studies should therefore explore the role multiple family supportive organizational behaviours in the relationship between work-family conflict and employee creativity.

In addition, the use of supervisor rating of employee creativity is a problem. It is probable that individual employees would be much more able to describe their own work behaviours than a supervisor who observes from the periphery. Even though the supervisor rating is important in preventing the phenomenon of social desirability among the participating employees in assessing their own level of creativity, the result is not immune to supervisor bias in their assessment of employee creativity. Hence, future studies should involve both employee and supervisor ratings to give a much more representative rating of employee creativity.

Finally, even though the sample size for the study (N=120) was justified which makes results appropriate for inferring generalization to the population, caution should be taken when generalizing to specific organizations. Future, studies should therefore involve a larger sample size to ensure higher representativeness to enhance the generalizability of the findings.

### **5.3 CONTRIBUTIONS OF THE PRESENT STUDY**

The study in spite of its limitations has a number of theoretical contributions. The research study lends support to the componential theory of creativity. As espoused by the theory, the elements of the organizational work environment have significant influence on the creativity of individuals. The study affirms that management practices as an element of the organizational work environment identified by the theory influences employee creativity.

A number of researchers and theorists have suggested a number of management practices that at both the level of organization as a whole and the level of the individual departments and projects. Much of these factors identified are elements that seem to have a direct impact on employee creativity. However, the study has revealed that there are some management practices that may indirectly influence employee creativity by reducing the negative impact of other factors in the work environment that might influence employee creativity by impacting the person factors. Specifically, the study has established the relevance of family supportive supervisor behaviours as a management practice that influences employee creativity by indirectly reducing the negative of work-family conflict and stress which are common factors in contemporary work environment that confront the modern day employee.

The study contributes to the field by assessing the relative strength of the impact of the three components of work-family conflict involving strain-based work-family conflict, time-based work-family conflict and behavioural-based work-family conflict on employee creativity. The study revealed that these dimensions negatively influence employees' creativity differentially and to varying degrees with strain-based work-family conflict having the strongest influence on employee creativity followed by time-based work-family conflict with behavioural-based work-family conflict having a comparatively lesser impact on employee creativity. This could be attributed to the fact that strain-based conflict accounts for higher proportion of the variance in stress over and above time-based and behavioural-based conflict.

Finally, the study makes a remarkable contribution to knowledge establishing a robust evidence for the mediating role of stress in the relationship between work-family conflict and employee creativity. The study assessed the mediating role of stress in the relationship between work-family conflict and employee creativity with a further analysis of the mediating role of stress in the relationships between the individual components of work-family conflict and employee creativity. The confirmation of the mediating role of stress in both the relationship between the composite measure of work-family conflict and employee creativity and the relationships between the individual components of work-family conflict and employee creativity establishes stress as a viable mediator.

#### **5.4 IMPLICATIONS FOR PRACTICE**

The study has numerous practical implications for organizations and management practice. The results of the study indicates that work-family conflict have a negative impact on employee creativity through the generation of stress among employees which has the potential to suppresses employees' intrinsic motivation to perform. As such a more practical solution would be to try to control the consequences of work-family conflict. And since the cost of work-family conflict occurs in a complex framework that entails both work, non-work and stress related outcomes, a viable approach to eradicate or lessen the negative impact of work-family conflict would require a concerted effort.

Therefore, organizations should adopt management strategies that will enable employees balance the demands of the job and family to alleviate the stress to boost the stimulation of intrinsic motivation among employees to perform. It is recommended that management and supervisors should adopt family supportive behaviours. If the practices of management and supervisor allow employees to attend to their family roles while meeting job demands, it will alleviate employee work-family conflict and its attendant stress to enhance employee creativity.

Again, dual-earner couples could employ the services of house-helps to reduce the burden of domestic responsibilities. In this, since the house-helps can take care of a significant proportion of the domestic responsibilities, employees would be relieved of the burden domestic responsibilities while being confronted with the demands of the job. Reduction in the domestic responsibilities would afford the employee enough time and concentration to engage in creative work. Also, the impact of partner support cannot be underestimated in its potential to help their partners to cope with the

stressful demands of both job and family. It is therefore, recommended that couples should lend their partners a helping, encourage and tolerate the deficiencies of their partners. If Ghanaian couples would redefine their orientation regarding their expectation from their partners where traditional Ghanaian cultural expectation requires a woman to takes care of the domestic responsibilities while the man fends for the family, to make adjustment to complement each other in all family demands with consideration, respect and dignity, dual earner couples would make headway in alleviating their work-family conflict to function better in the workplace

It is important to admit that while the ideal solution would be to prevent work-family conflict from occurring altogether, the sphere of the family and work are both so demanding that successfully achieving equilibrium between the two may be difficult. Thus, early intervention could be the key dealing with the consequences of work-family conflict. Instead of allowing the consequences to develop to the stage that they become overwhelming early invention may assist sufferers of work-family conflict to function more effectively. Therefore, employees should be provided with meaningful programs that assist in recognizing stress and identifying effective stress management strategies. It is recommended that seminars on stress management should be organized to help employees learn stress management skills to enable them cope with stress from work-family conflict which has become part of the working life of modern employees.

Finally, equipping employees with the skill of how to manage time will be important to reduce the negative impact of work-family conflict on employee work outcomes. In this regard, employee must be encouraged to inculcate the attitude of time management o as to reduce the time pressure which leads to increased stress.

Therefore, it is recommended that time management training should form an integral part of the employee training and development programs to equip management with effective time management skill.

## **5.5 CONCLUSION**

The study focused on the influence of work-family conflict on employee creativity and this relationship is mediated by stress and moderated by family supportive supervisor behaviours. It is obvious that some jobs like banking are inherently stressful due to its potential to generate excessive work-family conflict. The study reveals a negative impact of work family conflict and stress on employee creativity. This implies that work-family conflict and stress is a threat to productivity with a potential to reduce overall business productivity. This burden of work-family conflict and stress on the competitive advantage and survival of organizations is significant represent area in which preventive measures has 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 and stress in the banking sector. Thus, the enactments of family supportive supervisor behaviours have the potential to alleviate the detrimental effect 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 have a work-life balance between their work and family roles.

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## APPENDICES

### QUESTIONNAIRE

Dear Participant,

I am a final year student at the University of Ghana conducting a study on the influence of work-family conflict, stress and Family supportive supervisor behaviour on employee creativity as part of the requirement for a Master of Philosophy (MPhil) degree in Industrial and Organizational Psychology. This work is under the supervision of Dr. Maxwell Assumeng and Dr. Benjamin Amponsah of the Department of Psychology, University of Ghana.

The questionnaire is administered solely for the academic purpose. Information provided herein shall therefore be held confidential and will not be used for any other purpose other than the academic research. In the light of this the name of participant's company, or any name, tag or code that is identifiable with the individual is not important and must not be provided.

This study will go a long way to inform human resource practitioners and consultants on the management of stress and work-family conflict. Therefore you are entreated to answer the questionnaire honestly.

All comments and questions regarding the research can be directed to the researcher, Miss Jennifer Boakye (0244225938).

Email: [jenniferboakye@yahoo.com](mailto:jenniferboakye@yahoo.com)

Thank you for your willingness to respond to the questionnaire and your co-operation.

Sincerely,

Jennifer Boakye

(Student)

**SECTION A: DEMOGRAPHIC INFORMATION**

Please tick as it applies to you.

- Gender:** Male ( ) Female ( )
- Status:** Managerial ( ) Non-managerial ( )
- Marital Status:** Married ( ) Single ( ) Divorced ( ) Separated ( )

**SECTION B: The following statement concern how your family and work interfere with each other. Please circle the extent to which you agree or disagree with the statements.**

**INSTRUCTIONS: Use the following key to respond to the following questions**

- |   | <b>Strongly Agree</b> | <b>Agree</b> | <b>Uncertain</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|---|-----------------------|--------------|------------------|-----------------|--------------------------|
|   | <b>1</b>              | <b>2</b>     | <b>3</b>         | <b>4</b>        | <b>5</b>                 |
| 1. The time I must devote to my job keeps me from participating equally in household responsibilities and activities.         | 1                     | 2            | 3                | 4               | 5                        |
| 2. My work keeps me away from my family events too much   | 1                     | 2            | 3                | 4               | 5                        |
| 3. I have to miss family activities due to the amount of time I must spend on work responsibilities                           | 1                     | 2            | 3                | 4               | 5                        |
| 4. The time I spend on family responsibilities often interfere with my work responsibilities                                  | 1                     | 2            | 3                | 4               | 5                        |
| 5. I have to miss work activities due to the amount of time I must spend on family responsibilities                           | 1                     | 2            | 3                | 4               | 5                        |
| 6. The time I spend with my family often causes me not to spend time in activities at work that could be helpful to my career | 1                     | 2            | 3                | 4               | 5                        |
| 7. I am often stressed from family responsibilities so I cannot concentrate on my work.                                       | 1                     | 2            | 3                | 4               | 5                        |
| 8. Due to stress at home I am preoccupied with family matters at work.  | 1                     | 2            | 3                | 4               | 5                        |

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 9.  | Tension and anxiety from my family life often weakens my ability to do my job.                     | 1 | 2 | 3 | 4 | 5 |
| 10. | I am often so emotionally drained due to work that it prevents me from contributing to my family.  | 1 | 2 | 3 | 4 | 5 |
| 11. | Due to pressure at work, at home I am too stressed to do the things I enjoy.                       | 1 | 2 | 3 | 4 | 5 |
| 12. | The behaviours that work for me at home do not seem to be effective at work.                       | 1 | 2 | 3 | 4 | 5 |
| 13. | The problem solving behaviour that works for me at home does not seem to be as useful at work.     | 1 | 2 | 3 | 4 | 5 |
| 14. | Behaviours that are effective and necessary for me at home would be counter-productive at work     | 1 | 2 | 3 | 4 | 5 |
| 15. | The behaviours that work for me effective at work do not help me to be a better parent and spouse. | 1 | 2 | 3 | 4 | 5 |
| 16. | The problem solving behaviour I use in my job is not effective in resolving problems at home       | 1 | 2 | 3 | 4 | 5 |

**SECTION C: The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling *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**

- |    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 1. | In the last month, how often have you been upset because of something that happened unexpectedly              | 0 | 1 | 2 | 3 | 4 |
| 2. | In the last month, how often have you felt that you were unable to control the important things in your life? | 0 | 1 | 2 | 3 | 4 |
| 3. | In the last month, how often have you felt nervous and “stressed”?  | 0 | 1 | 2 | 3 | 4 |
| 4. | In the last month, how often have you felt confident about your ability to handle your personal problems?     | 0 | 1 | 2 | 3 | 4 |
| 5. | In the last month, how often have you felt that things were going your way?                                   | 0 | 1 | 2 | 3 | 4 |
| 6. | In the last month, how often have you found that you could not cope with all the things that you had to do?   | 0 | 1 | 2 | 3 | 4 |

- |     |  |           |
|-----|--|-----------|
| 7.  | In the last month, how often have you been able to control irritations in your life?                             | 0 1 2 3 4 |
| 8.  | In the last month, how often have you felt that you were on top of things?                                       | 0 1 2 3 4 |
| 9.  | In the last month, how often have you been angered because of things that were outside of your control?          | 0 1 2 3 4 |
| 10. | In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? | 0 1 2 3 4 |

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

- |     |   |           |
|-----|---|-----------|
| 1.  | I can depend on my supervisor to help me with scheduling conflicts if I need it.  | 1 2 3 4 5 |
| 2.  | I can rely on my supervisor to make sure my work responsibilities are handled when I have an unanticipated non-work demand. | 1 2 3 4 5 |
| 3.  | My supervisor works effectively with associates to creatively solve conflicts between work and non-work.                    | 1 2 3 4 5 |
| 4.  | My supervisor is willing to listen to my problems in juggling work and non-work life.                                       | 1 2 3 4 5 |
| 5.  | My supervisor takes the time to learn about my personal needs.  | 1 2 3 4 5 |
| 6.  | My supervisor makes me feel comfortable talking to him/her about my conflicts between work and non-work.                    | 1 2 3 4 5 |
| 7.  | My supervisor and I can talk effectively to solve conflicts between work and non-work issues.                               | 1 2 3 4 5 |
| 8.  | My supervisor is a good role model for work and non-work balance.   | 1 2 3 4 5 |
| 9.  | My supervisor demonstrates effective behaviours in how to juggle work and non-work balance.                                 | 1 2 3 4 5 |
| 10. | My supervisor demonstrates how a person can jointly be successful on and off the job.                                       | 1 2 3 4 5 |

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 11. My supervisor thinks about how the work in my department can be organized to jointly benefit associates and the company. | 1 | 2 | 3 | 4 | 5 |
| 12. My supervisor asks for suggestions to make it easier for associates to balance work and non-work demands.                | 1 | 2 | 3 | 4 | 5 |
| 13. My supervisor is creative in re-allocating job duties to help my department work better as a team.                       | 1 | 2 | 3 | 4 | 5 |
| 14. My supervisor is able to manage the department as a whole team to enable everyone's needs to be met.                     | 1 | 2 | 3 | 4 | 5 |

### QUESTIONNAIRE FOR SUPERVISORS

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

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Suggests new ways to achieve goals or objectives.                           | 1 | 2 | 3 | 4 | 5 |
| 2. Comes up with new and practical ideas to improve performance.               | 1 | 2 | 3 | 4 | 5 |
| 3. Searches out new technologies, processes, techniques, and/or product ideas. | 1 | 2 | 3 | 4 | 5 |
| 4. Suggests new ways to increase quality.                                      | 1 | 2 | 3 | 4 | 5 |
| 5. Is a good source of creative ideas.   | 1 | 2 | 3 | 4 | 5 |
| 6. Is not afraid to take risks.  | 1 | 2 | 3 | 4 | 5 |
| 7. Promotes and champions ideas to others.                                     | 1 | 2 | 3 | 4 | 5 |
| 8. Exhibits creativity on the job when given the opportunity to.               | 1 | 2 | 3 | 4 | 5 |
| 9. Develops adequate plans and schedules for the implementation of new ideas.  | 1 | 2 | 3 | 4 | 5 |
| 10. Often have new and innovative ideas.                                       | 1 | 2 | 3 | 4 | 5 |
| 11. Comes up with creative solutions to problems.                              | 1 | 2 | 3 | 4 | 5 |
| 12. Often has a fresh approach to problems.                                    | 1 | 2 | 3 | 4 | 5 |
| 13. Suggests new ways of performing work tasks.                                | 1 | 2 | 3 | 4 | 5 |