



Global Scientific JOURNALS

GSJ: Volume 10, Issue 1, January 2022, Online: ISSN 2320-9186

www.globalscientificjournal.com

**ROLE CONFLICTS AMONG SENIOR HIGH SCHOOL TEACHERS: A MIXED
METHODS STUDY**

A Dissertation
Presented to the
Faculty of the Professional Schools
University of Mindanao
Davao City

© GSJ

In Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education
Major in Educational Management

VENER D. LUMANTAS

March 2019

APPROVAL SHEET

This dissertation entitled “**ROLE CONFLICTS AMONG SENIOR HIGH SCHOOL TEACHERS: A MIXED METHODS STUDY**” prepared and submitted by **Vener D. Lumantas** in partial fulfillment of the requirements for the degree **Doctor of Education major in Educational Management**, has been examined and is hereby recommended for approval and acceptance.

GLORIA P. GEMPES, EdD, DM, PhD
Adviser

PANEL OF EXAMINERS

APPROVED by the Panel of Examiners on Oral Examination with a grade of **PASSED**.

EUGENIO S. GUHAO, JR., DM
Chairperson

JOEL B. TAN, CPA, DBA
Member

RINANTE L. GENUBA, EdD
Member

JOCELYN B. BACASMOT, PhD
Member

MARY ANN E. TARUSAN, PhD, EdD
Member

ACCEPTED in partial fulfillment of the requirements for the degree **Doctor of Education major in Educational Management**.

Comprehensive Examination: **PASSED**

MARIA LINDA B. ARQUIZA, EdD
VP - RPC

March 2019

ABSTRACT

The realities on role conflict among public teachers formed part of the teacher's career and their personal life as well. The principal aim of this research undertaking was to determine the status of role conflict among senior high school teachers in Region XIII and to document the lived experiences of these teachers. This study illuminated the significant experiences of senior high school teachers where 400 of them participated in the quantitative portion of this research and another 17 participated on the qualitative part using focus group discussion and in-depth interview. A convergent mixed methods research design was used under the pragmatic worldview. Quantitative data showed that the level of role conflict among teacher is moderate. Furthermore, there is no significant difference on role conflict among teachers in terms of sex, position, and place of assignment. Themes such as work-family conflict, family-work conflict, time-based interference, and strain based-interference were generated on the qualitative part of the study. Results on the data corroboration show that merging-confirmation was noted on the status of role conflicts among teachers and significant difference of role conflicts in terms of sex, position, and place of assignment, merging-discordance was noted when sex was used as grouping variable, merging-expansion when grouped by position, and merging confirmation when grouped according to place of assignment.

Keywords: *role conflicts, work-family, family-work, senior high school teachers, mixed methods, convergent design, Philippines*

ACKNOWLEDGMENT

I would like to express my heartfelt thanks and appreciation to the individuals who have shared great knowledge and skills; who have wholly shared their time, assistance and inspirations for the accomplishment of my study.

To my adviser, **Gloria P. Gempes, DM, Ed.D., Ph. D.** for her patience and untiring support; and for sharing her expertise which guided me to the development of this study.

To the validators **and to the Panel of Examiners thanks for** constructive valuable comments and suggestions which helped and contributed much for the improvement of this study;

To the **Schools Division Superintendents, School Heads and Senior High School Coordinators of Caraga Region**, for giving me the chance to conduct this investigation;

To my classmates, **Anna Marie Andales, Nimfa P. Balasabas, Jocelyn Cadiente and Francisca D. Plaza**, batchmates and friends.

To the teachers of **Pulanglupa and Sampaguita** for the consideration and cooperation in pursuing my doctoral studies.

To my family, specially to my beloved **parents, brothers and sisters, nephew, niece, love ones and relatives**, for the inspiration which always lifts my spirit up to continue this goal;

Above all, to our **Almighty Father**.

VDL

DEDICATION

I dedicate this humble work to my **Pulanglupa National High School** (PLNHS) and **Sampaguita National High School** (SNHS) family. May this give us, the teachers, the inspiration in dealing with our unique students and learners and as well as the enthusiasm to teach and guide them in achieving and reaching their dreams and goals in life.

I dedicate this work also to **Dr. Leopoldo M. Pulido** Principal IV and **Dr. Teodoro N. Plaza**, now currently SB member of San Francisco, Agusan del Sur, for believing and unleashing my potentials to do my best always as an educator.

It is also dedicated to my late parents **Francisco Omapas Lumantas, Loreta Diez Lumantas** and sister **Gemma Lumantas Daquipil**, who taught me to be humble and to persevere in all the things that I am doing for my professional growth and for the welfare of my teachers and students in the field.

And of course, my dedication goes to our **Almighty Father** for being with me always in this amazing journey.

-Vener Diez Lumantas-

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ABSTRACT	iii
ACKNOWLEDGMENT	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
Chapter	
1 INTRODUCTION	
Rationale	1
Purpose Statement	3
Research Questions	4
Worldview and Theoretical Lens	5
Conceptual Framework	8
Audience	10
Definition of Terms	10
2 LITERATURE REVIEW	
Work-Family Conflict	14
Family-Work Conflict	18
Issues on Role Conflict	26

3 METHODS

Research Design	42
Place of Study	47
Participants	49
Instruments	50
Data Collection	51
Data Analysis	53
Sequence, Emphasis, and Mixing Procedures	54
Methodological Issues	56
Trustworthiness of the Study	59
Ethical Considerations	61

4 RESULTS

Quantitative Results

Status of Role Conflicts among Senior High School Teachers	69
--	----

Significant Difference on Role Conflicts of Teachers	71
--	----

Qualitative Results

Lived Experiences of Senior High School Teachers on Role Conflicts	74
--	----

Mixed Methods Results

Data Integration of Salient Qualitative and Quantitative Results	81
--	----

5 DISCUSSION

Status of Role Conflicts among Senior High School Teachers	87
Significant Difference on Role Conflicts of Senior High School Teachers	90
Lived Experiences of Senior High School Teachers on Role Conflicts	91
Data Integration of Quantitative and Qualitative Results	94
Implications for Educational Practice	97
Implication for Future Research	99
Conclusion	100
Recommendation	102

REFERENCES

103

APPENDICES

A	Informed Consent Form	118
B	Survey Questionnaire	119
C	Interview Guide	120
D	Statistical Tables	121
E	Member's Check Certificate	122
F	Archival Log	123
G	Letter Request to Validators	124
H	Endorsement Letter	125
I	Permit to Conduct Study	126

J	Validation Sheets (Qualitative)	127
K	Validation Sheets (Quantitative)	128
L	UMERC Certificate	129
M	Letter of Permission	130
N	Certificate of Public Forum	131
O	Certificate of Appearance	132
P	Peer Debriefing Certificate	133
Q	Editor's Certificate	134
R	Turnitin (Plagiarism Checker) Result	135
S	Summary of Ratings	136

CURRICULUM VITAE

LIST OF TABLES

Table		Page
1	Distribution of Respondents for Quantitative Strand	70
2	Status of Role Conflicts among Senior High School Teachers	72
3	Significant Difference on Role Conflicts when analyzed by sex	73
4	Significant Difference on Role Conflicts when analyzed by position	73
5	Significant Difference on Role Conflicts when analyzed by place of assignment	74
6	Profile of Participants for Qualitative Phase	77
7	Experiences of Senior High School teaches on Role conflicts	82
8	Joint Display of Quantitative and Qualitative Results	86

LIST OF FIGURES

Figure		Page
1	The Conceptual Framework of the Study	9
2	The Convergent Design	44
3	Place of Study	48
4	Figure of Procedure	58
5	Thematic Map on Role Conflict of teachers	81

Chapter 1

INTRODUCTION

Rationale

Government employees especially those who are working in Department of Education (DepEd) have an infinite number of experiences, primarily teachers who testified about their day-to-day school experience and even experiences outside the school. The factors involved in their stories and experiences are family life and work life. The factors involved in their stories are family life and working life. The family and working life are elements that influence one another according to Demirel and Erdamar (2009). The position of the person in the family and his job will contribute to various conflicts in the majority of cases. Most of these disputes will contribute to exhaustion, poor performance, underdeveloped skills, stress, and the feeling of being demotivated. In a modern society, conflicts between work and family became an increasing challenge among teachers, as a vast majority of men and women say that work interferes with their familial responsibilities (Glavin & Schieman, 2012). Work and family are not always aligned, and tensions between these two spheres are emerging (Ajala, 2017; Bakker et al., 2008; Drach-Zahavy & Somech, 2006). Conflicts between the two areas of life will definitely have negative repercussions (Ajala, 2017).

It should be remembered the tension between work and family is an important issue to consider. Ayo et al. (2009) said they could give important insights in teacher's behavior through discussing family and work life together. It is because harmony between work and family life affects teachers' professional lives.

It is also important to take into account that this phenomenon had not only occurred in the field of teaching. Nonetheless, this kind of problem also occurred in the USA, especially in large service rendering institutions, as technology and connectivity progresses in a more competitive environment (Mete et al., 2014). The work-family conflicts between working couples were reported by Ortega and Hechanova (2010) in the Philippines. The survey was conducted with 162 parents who worked in several Metro companies in Manila found that work-related stress, working time and age were the three most significant factors leading to work-family conflict.

In this paper, the definition of home-work conflict, as the problem between the position in the labor force and the family sphere gave the researchers the idea of giving utmost importance to the positions of the workplace and the family. Ajala (2017) stated that the inter-role tensions faced by workers as they try to balance work demands and family responsibilities has become increasingly troubling because these conflicts could have negative effects, such as low job performance. Indeed, Ayers et al. (2007) reported problems in work-life conflict as the consequence of declining employee satisfaction, rising staff attrition and absenteeism, reduced efficiency and higher levels of job stress and a desire to leave the business.

Lastly, one thing that gave the researcher and opted to conduct this specific kind of research is that, there is a very few study concerning teacher's role conflicts. In fact, Zheng and Wu (2018) indicated that there are fewer research conducted about the topic relating to work-family conflict and teacher's

commitment to their profession. Also, in the very own place of the researcher in CARAGA Region, it was observed that employees experience work-family conflict. Where, employees attend to family members needs due to problems in health, schooling concerns of children and others. The result of this research can be a basis of designing suitable teacher's empowerment and enhancement programs and policies among schools in the said region. Thus, making this undertaking was a matter too of social relevance. Additionally, the researcher intends to disseminate the findings of this research in an International conference where fellow workers in the academe will participate and will be informed on the outcomes of this research.

Purpose Statement

This mixed method study addressed the experiences of Senior High School teachers towards dealing with WFC and FWC. A convergent mixed method design was used, and it is a type of design in which quantitative and qualitative data were collected in parallel, analyzed separately, and then merged. In this study, research survey questionnaire was utilized to test the Role Theory of Robert Merton (1957) that explains the nature and importance of WFC and FWC among SHS teachers in CARAGA Region. Concurrent with this data collection, qualitative approach specifically phenomenological research design was utilized and performed in-depth interview and focus group discussion to elicit data from the respondents which explored the status and lived experiences of Senior High School teachers who were engaged with work-family conflicts and family-work conflicts. The reason

for collecting both quantitative and qualitative data is to bring together the strengths of both forms of research to investigate how these experiences shift teachers' attitude, commitment, and aspirations in resolving WFC and FWC. As these two phases of results generated, the study also intends to compare the results and somehow provide interventions based on the findings.

Research Questions

The study sought to answer the following questions:

1. What is the status of role conflicts between work and family among Senior High School teachers?
2. Is there a significant difference in their conflicts when grouped and analyzed by sex, teaching position and place of assignment?
3. What are lived experiences of senior high school teachers with regard to the role conflicts between their work and family?
4. How do the grouping analysis define their experiences?
5. What results emerged from comparing the qualitative data with the quantitative data relative to the role conflicts of senior high school teachers?
6. What intervention scheme can be crafted from the results of the study?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance.

There is no significant difference in the extent of conflict when participants are grouped by sex, position and place of assignment.

Worldview and Theoretical Lens

The researcher conducted a study to explore the experiences of teachers on Work-Family Conflict (WFC) and Family-Work Conflict (FWC). This study was viewed in a pragmatic worldview as this kind of approach employed a practical, effective and important paradigm in deriving and proving theories used in the conduct of this study. As a pragmatist, the researcher does not regard the world as ready for contemplation, perfect, and beautiful. There are things that everybody must consider before the fruits of their difficulties can be appreciated. The mixed-method research literatures also described pragmatism as the model of mixed-method analysis (Creswell & Plano-Clark, 2011; Johnson & Gray, 2010; Scott & Briggs, 2009). In this mixed method analysis, the researcher looked at the various methods and strategies to conduct the research. Various theories and observations have been discussed in this article. The researcher has also looked at various methods in data collection and analysis. In order to better understand the research issues, the researcher used both quantitative and qualitative data making this research a mixed methods study. Further, as a pragmatist, this approach allows the researcher to examine and consider what and how a particular study takes account of its social impact and significance.

As a pragmatist, the researcher understood that truth was not ready; the truth was created by investigating the information received. A series of important initiatives were carried out as a pragmatist in order to provide factual information. The researcher used tools to collect information composed of research survey questionnaire and the interview guide. This is why a pragmatist is also named

instrumentalist by Cline (2017). Dewey (1994) also described philosophical instrumentalism. Cline (2017) was therefore convinced of the view that the statement whatever happens is possibly to illustrate the concept of pragmatism.

The researcher also found concrete results or specific outcomes to be essential sections of all sense and truth; embraces the job, with the justification that it is easier to strive with anything than none as pragmatist negotiated between his or her potentially optimal result and useful, realistic behavior that he or she can actually take, acknowledges a circumstance as it is, and tries to profit from it the best they can, when something will not work, pragmatist create alternatives dependent on observations (Shockley & Allen, 2007).

In addition, pragmatists believed that the goal of education is to teach kids how to live their lives comfortably in their learning environment. This kind of environment that does not consider preparing life, but life itself was believed by John Dewey, a pragmatist. He thought that the teachers should know what ideas and materials motivate and interest children (Agarwal et al., 2010). The capacity of successful interactions and social productivity to habituate the person to social control is stated by Dewey (1994) to cultivate the ability to delegate the natural drives to social wishes and certain educational objectives. These educational goals can be accomplished if teachers are engaged and devoted to their teaching professions in different fields. However, because of their roles in the family, these teachers may be disrupted. Home life has two elements that have corresponding effects on each other and the role of the individual in the family and working lives can lead to conflict according to Demirel and Erdamar (2009). They have identified

the most common problems/conflicts: family and labor differences such as depression, production inefficiency, the feeling of being less competent, and not well at work, loss of happiness in work, and leaving work.

The work-to-family conflict is primarily anchored with the Role Theory of Robert Merton (1957). Role theory is not composed of one theory. Actually, it is the cornerstone of the social sciences and the analysis of the family in particular, a compilation of principles and hypotheses. Role theory becomes one of the standpoints in sociology and social psychology in which the majority of everyday activities are conducted in roles identified by culture, the mother, boss or instructor. Every role is composed of rights, obligations, wishes, standards and acts to be faced and performed by an individual. Colombo and Ghislieri (2008) stressed that work-to-family conflict can a two-dimensional issue, conflict might be disproportionate or mutual or common.

This study is also hinged from the Conservation of Resources Theory (Hobfoll, 1989), which seeks to obtain and preserve resources in a setting that prevents the depletion of resources, or exceeds the anticipated increase of resources, in order to reduce tension. Losing these tools or disrupting them may cause stress, such as friction between work and family. Grandey and Cropanzola (1999) applied the principle of resource management in the field of tensions and disputes between family and work. They expect to have relationships with each other such as role conflicts and work-family conflicts. Those with a conflict of interest will also have a higher risk of having problems with their respective families. Based on the theory of resource conservation, people with high conflicts

at work can use available resources and leave less resources available to meet family and work demand.

Moreover, boundary and border theory is another philosophy in which the analysis of tension between individual roles at work and their roles as a family member is rooted. Boundary theory says they are often involved in position change as people have different positions in their job and family life (Chen et al., 2005). Ashforth et al. (2000) accepted and emphasized that it means that people have a role to play and that they have another special role to play. In this theory, every person could not have multiple roles at the same time in the context of working and family relationships. Authors argued that border theory is relatively new in contrast with boundary theory, enhancing individual's perception on working and family relations in every society. Border theory, she said, treats work and family as two different fields, analogous to boundary theory. The goal of this theory is to define the causes causing work and family conflict according to Clark (2000) and Desrochers and Sargent (2002) and try to find ways to cope within the two fields and their boundary, in order to balance the job-related roles and familial associated roles.

Conceptual Framework

As shown in figure 1, the main variable of this study is the role conflicts among senior high school teachers. The main variable dealt with the experiences of Senior High School teachers, their coping mechanism towards the challenge of this experience and the extent of these conflicts among teachers.

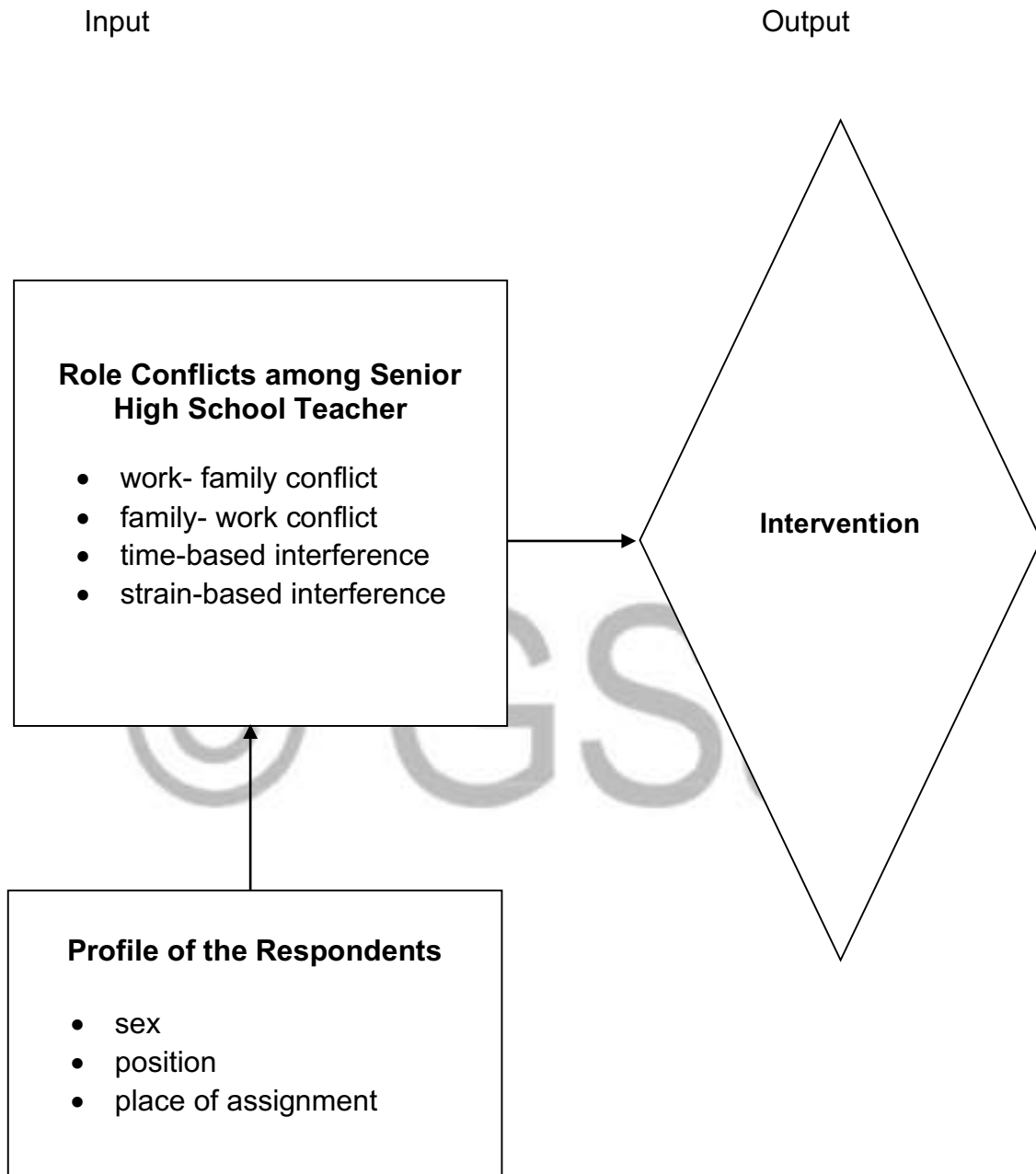


Figure 1. Conceptual Framework of the Study

The moderator variables were the sex (male or female), position, and place of assignment of the key participants.

Audience

This mixed method research is intended for the following audience: DepEd Officials, Senior High School Teachers, and publishers. The researcher planned to disseminate the results of this research in the annual regional development planning of DepEd where these officials are present and some data can be utilized in designing programs and activities intended to lessen conflicts between work and family roles of teachers. Also, the researcher planned to publish the results in a scholarly journal in order for senior high school (SHS) teachers be guided more particularly those who are engaged to inter role conditions and help them to cope with difficulties in meeting their roles and responsibilities at home and at school.

Definition of Terms

The terms below were operationally and conceptually defined to facilitate better understanding on the findings of this study:

Work-Family Conflict. In this study, it is operationally referred to as the encounter of the Senior High School Teachers towards family-roles responsibilities interfered with work roles as teachers. According to Greenhaus and Beutell (1985), work conflict (or work-family interloping) is described as a system of inter-role incompatibility in many respect.

Family-Work Conflict. It is operationally used in the study as the encounter

of the Senior High School Teachers towards work-role responsibilities interfered with family roles as teachers. As a special form of interrelationship, the tension between family and work (also called career-related interaction with communities) takes place, according to Greenhaus and Beutell (1985) when there are mutually incompatible demands from the households and the employers and as a result involvement in the job roles is made more difficult by engagement in family roles.

Senior High School Teachers. In this study, these referred to as the educators deployed in the field and are assigned to teach Senior High School students in the Senior High School level. In the Philippines, Senior High School teachers have been hired since 2016, the year, the Senior High School level started. In fact, the Department of Education issued guidelines on hiring for senior high school teachers for School Year 2016-2017 to address the comprehensive implementation of the K to 12 Basic Education Program.

Chapter 2

LITERATURE REVIEW

This section provides the literatures and studies that are related to role conflicts and could also support to the investigation on Work-Family and Family-Work conflicts as experienced by employees where, these employees possess different status in life, different work status and position, and different work location and environment. The following indicators were discussed thoroughly in this section: *Work- Family Conflict*, *Family- Work Conflict*, *Time-Based Interference*, and *Strain-Based Interference*.

Significantly, Dartey-Baah (2015) mentioned the concept of Parasuraman and Greenhaus (2002) in which in the recent years there has been a rise to changes in the working environment and demography among employees. Research on the conflict between work and family became an important area of organization's study lately. It might be because work and family commitments when combined may create chaos or another problem/challenge may arise (Moreno-Jiménez et al., 2009). Kinnunen et al. (2006) and Kinnunen and Mauno, (2007) and Noor (2002) found that there are problems associated that went beyond the limits of one environment and typically detrimental for the physical and emotional well-being of workers.

Similarly, Lavassani and Movahedi (2014) cited the idea that the study of the family-work relationship was an issue of particular importance to the four main stakeholders involved namely: researchers, employers and the workers' respective

families. In MacDermid's (2005) research about commitment to this topic is demonstrated by studies into job-family relationships over the past two decades. Statistically, it is growing enormously. From the bosses' point of view, the elimination of the conflict between the work and their familial responsibility was an important issue to deal with. They have quoted the theories of Watkins (1995), Beauregard and Henry (2009) the assumption for many industries and governmental bodies behind these theories is that employees that face a less conflict between work and family will be more successful.

As shown by MacDermid (2005), since the end of the 19th century, the study on the connection between work and family has recorded a major changes in work and family composition started to influence the conceptions of jobs and family. Lavassani and Movahedi (2014) pointed out that the impact of industrial development on the connection of work and family from various perspectives among the working families in Pittsburg from 1870-1970 was noted. The research explains how revenue sources changed during the time of industrialization from inside the home to the outside. Greenhaus and Powell (2012) also claimed that different types of impact have been identified throughout the world in the 21st century on the interrelationship between work and family life. The substantial increase of single parents and couples with dual careers were also noted. Social and economic forces have in this way been significantly affected in regards to individual roles, expectations and therefore connections between jobs and the family.

Work-Family Conflict

In a recently conducted study by Ajala (2017), work and family are not always compatible, which implies that there are conflicts among the two roles. When conflicts occur between the two life domains, both the organizational and the domestic life conflict have their own consequences. Cooklin et al. (2015). said that conflict on the role of employers involves disillusionment, unhappiness and tense relations with employees, low levels of employment satisfaction and disregard for organizational objectives.

Notably, Klassen and Chiu (2010) showed that teaching is an exhausting occupation, and the possible effects of stress on the teacher are lowering the self-efficacy of the teacher, poor job performance, poor engagement and higher fatigue levels. Scientific evidence also shows that conflict between family and work is often a serious stress factor that leads to several negative results, including impaired well-being (Richter et al., 2015). Studies have described a dispute between work and family as one of the most serious stressors at work (Versey, 2015; Whiston & Cinamon, 2015). In addition to that, Che et al. (2017) research demonstrated that a type of inter-role conflict in which the burden in the work and family realms becomes mutually incompatible, and because of technological developments, electronic mails and messaging systems can still bind the worker to all the demands and stressors (Ryan et al., 2015).

In this respect, Evandrou et al. (2002) claimed that culture is not isolated from organizations; in the form of reduced levels of efficiency, lower goods / services quality and a growing sense of interpersonal conflict, the negative impact

of position rivalry will have a general effect on society. Based on Kubicek et al. (2010) research on the interaction between work and family has taken on greater significance, particularly in light of the shifting structure of the workplace and the evolving working environment worldwide, however, there were no available yet relevant questionnaires that discuss negative and positive work-family interaction.

Moreover, Hammer et al. (2016) cited that there are currently two very important and extensively studied topics in organizational literature: the work-family relationship and the human behavior. Hammer et al. (2016) acknowledged Somech's words (2016), which include ideas about these areas of study, as they have an influence upon organizational progress and workers' personal life in modern organizations. They also pointed out that while extensive research has examined both the background and consequences of conflict and stress in the workplace family and the citizenship conduct of organizations, little or no research has investigated their relationship with each other and that some investigators have found that less conflicts between the family of work are linked to greater work satisfaction. However, Hammer et al. (2016) said the time-limit, burnout, and fatigue sometimes resulting from work-family conflict may reduce the likelihood of employees becoming engaged in organizational citizenship actions, especially school teachers who are involved in a range of activities outside their workplace.

Secondly, based on the most recent study of De Sousa (2013), the gap between employment and the family is extensively researched and it has also shown that various studies have allowed us to consider how the job impacts of family and workplace conflict. Powell and Greenhaus (2010) focused on the

subject of work and family interactions, which is largely due to women being more engaged with the workforce and their work had received a considerable amount of attention among scholars. Just recently, Vyas and Shrivastava (2019) felt that the evolving workforce combined with the growing number of people in the non-traditional family systems further raised awareness about contradictions between work and family roles. McNall et al. (2010) knew about the improvements were coming. Through the difficulty of balancing and handling the function of work and the position in the family, Orkibi and Brandt (2015) eventually relates the conflict between the two sectors. Olszewski-Kubilius (2018) also argued that a family becomes healthy if time is being prioritized. He affirmed that family time is essential to establish strong ties, love, links and relations between the members of the family. It also helps to face the challenges, instill a sense of health, instill family values and trust them. In the same way, Avila (2018) propounded that the administrator's bad management skills and lack of proper supervision could lead to a low teacher performance because of the inadequate factors of motivation.

Another key point stated by De Sousa (2013) is the adverse effects of the conflict that have impacted households, employers, and employees and has contributed to the identification of a social phenomenon as the question of the convergence of work and family. De Sousa (2013) has confirmed the complex and multidimensional existence of the work and family conflict. Since the conflicts with work and family includes the interaction of work and family sectors, both institutions and people can be impacted. As an illustration in the workforce, people can choose career options that take time away from the pursuit of professional objectives. In

the realm of family or familial responsibility, according to Richter et al. (2015), people decide how long and how much time they want to give in their family roles. Not only these choices, but also human and interpersonal behaviors may be related to an amount of tension between work and family interactions by individuals.

The research on the conflict between family and work was also studied by Matthews et al. (2010). In the context of the analysis they quoted the ideas of Bakar and Salleh (2015) that the tension between work and families is a sort of dispute between the two fields in which the demands for interpretation of roles in the field of family and work are in some way incompatible. In this respect, they have quoted the definition of Whiston and Cinamon (2015) which applies to a two-way work-family conflict concept, job can compete with family or work and work may intervene; and most of the interventions utilized by family scholars consider the two-way nature of disputes.

Conversely, the three forms of pressure that are identified by Matthews et al. (2010) lead to the work-family dispute experience are: time dependent pressure, burden related pressure and interpersonal pressure. In a simple illustration, time-based pressure is the function of time devoting to a task and makes it difficult for a sick child to spend time on a different role. Pressure dependent on strains is a feature of stress that has a negative effect on one position. This eventually leads to a shortened period with your family due to a tough day at work. Behavioral control is based on certain actions that in one position are inconsistent with other behavioral standards. Just like having authority on the job,

it can promote jobs, but it can contribute to disputes with one's kin. In connection with this, Kossek and Lee's measure (2017) is perhaps the best example of a measure designed to take account of the three two-way kinds of pressures.

Family-Work Conflict

The main assets of a company are human resources. In today's competitive business environments, workers are facing issues such as a rapid growth rate in mergers and procurements, difficulty in global teamwork, relentless creativity demand, the handle of modern organizational structures, the evolving management role, shifting psychological relationship dynamics and employee perceptions, and the lack of a balance between work and personal life. This has already culminated in a number of dystrophic consequences (Beutell, 2010; Rajadhyaksha & Ramadoss, 2010; Rathi & Barath, 2013). Work-Family-Conflict takes place when expectations of one role impair the willingness of an individual to meet the requirements of another function in another area. If work interferes with home and personal relationships, the structure and purpose of Work-Family Conflict interferes with work which leads to increased tension between workers. Work-family balance is, thus, a crucial technique to enhance the well-being of the workers and thus the positive results for the company.

There are many contributing factors can be found in terms of the association between family and work conflict. Marital stress, minimal marital support, and childcare are the typical contributors (Ajala, 2017). Conflict on family and jobs can be costly for a business. For example, as people believe their jobs compete with

the positions of their families, they are less prepared to be trustworthy. This may contribute to more absenteeism and lack of interest because issues over family affairs may lead to increased mistakes, accidents and/or expensive errors.

Therefore, administrators have to build an environment where workers do not fear family conflict, this situation is particularly important (Lambert, Hogan, & Altheimer, 2010; Gordon et al., 2007). Building a supportive work-family climate should promote the use of work-family benefits (Ismail & Gali 2017) and the recommendation of Shimazu et al. (2013) states that for family-oriented teachers worked at their best.

Work and family have become steadily opposed roles that require equal amounts of energy, resources, and responsibility. The Work-Family Conflict has been described as 'a type of cross-role conflict that is mutually contradictory in some respects in relation to the role stresses from work and family areas (Liu et al., 2015). WFC is described as a form of inter-role conflict by Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964), when the pressure of the workplace and family areas are mutually incompatible in some respects when demand for work contradicts the time or the family. Different factors such as overall workload, overtime demands, inflexible work schedules, unfriendly workers, and unfriendly organizational atmosphere contribute to work-family conflict (Baral, 2010; Bardoel, Cieri, & Santos, 2008; Chandra, 2010; Rathi & Barath, 2013). Long working hours, tighter timelines, greater pressure, limited breaks and vacations, regular visits and changes to jobs define the everyday workforce. In the same vein, family-work

disputes (FWCs) emerge out of multi-role family-work conflicts which resulted to reduced life satisfaction and increased internal struggle inside the family.

Philosophically, work-family conflicts are bi-directional. Research distinguish Work-Family Conflict (WFC) and Family-Work-Conflict (FWC) (Boyar et al., 2007). WFC happens as work experience impacts family life, for example, asymmetrical or restrictive working hours, task exhaustion and other types of workplace tension, work disputes between individuals, extensive travel, transfers from profession to non-compatible supervisor/organization (Greenhaus & Beutell, 1985). FWC is observed where family experience hinders working lives such as young children, elderly care, family emotional disparities, uncooperative family members (Kinnunen & Mauno, 2007; Luk & Shaffer, 2005; Valk & Srinivasan, 2011; Hsu, 2011).

Researchers are exploring various ways of classifying WFCs: (a) time-based conflict, (b) conflict dependent on strain and (c) behavioral dispute (Kinnunen & Mauno, 2007; Rajadhyaksha & Velgach, 2015; Zhang, Griffeth, & Fried, 2012). Time-based conflict happens when the time is spent on one job removes the time spent in the other. Job-related time disagreement normally depends on the number of hours a person spends on his / her career, including time spent working, sleep and transitions. Conflicts of family time include time spent with the children or coping with family members who hinder time spent at work.

It is also imperative that administrators necessitate more coaching and other measures as positive family supportive behavior is anticipated (Yu, 2016). It

can also involve time pressure from one field (in combination with fulfilling one role), which prevents it physically from fulfilling the requirements of the other field or even when it attempts to physically satisfy the needs of a different role (Montgomery et al., 2009). Straub (2012) has therefore pointed out that administrators can be appropriate agents to improve the familiarity of the school.

Next, strain-based interference happens if one task becomes difficult to meet certain requirements (Cicei, 2015). The hypothesis of stress mechanisms indicates that the level of exposure to stressors is greater among disadvantaged groups, particularly ethnic minorities (Okafor et al., 2016). These factors could be anything. Stressors can put undue pressure on a person that usually leads to poor performance and to interference on the basis of time (Chiappo & DiDona, 2014). Hirschi et al. (2019) further demonstrated that a distinction between family and work conflicts is necessary. They found that better positions in working would reduce tensions between family and employment. The stress felt by teachers can be resolved if their career and family life can be aligned. Conversano et al. (2010) asserted that positivity has a significant influence on physical and mental health and on the way to working and social life. This concept also coincides with the idea of enthusiasm.

The burden of conflict arises when stressors in one position are not easy to perform efficiently and effectively (Alsam et al., 2013; Boyar et al., 2008; Trachtenberg et al., 2009). Work related pressure is due to tough work events that lead to tiredness or fatigue, confusion in tasks, etc. Family-based dispute primarily exists if there is no concordance between marital career and family aspirations.

Every one of these three types of WFC includes two guidelines: (a) dispute due to family employment and (b) family job-related disputes.

Work-family conflict has been linked to multiple negative results by several prominent scientists, these ranges from domestic violence, physical abuse, inadequate eating habits, poor emotional health, drinking excessively, abuse of women, decreased marital satisfaction, reduced emotional well-beings and neuroticism (Grzywacz et al., 2007; Kinnunen & Mauno, 2007; Rajadhyaksha & Ramadoss, 2010; Rajadhyaksha & Velgach, 2015; Zhang et al., 2012). Work-family conflict is related to rising work stress and burnout, the urge to leave the company, reduced health and economic outcomes, low job quality and productivity, high unemployment rates, declining workplace engagement, growing mental distress, increased parental dispute and marriage dysfunction, increasing child behavior issues and weak parenting types (Aboobaker et al., 2015).

In a study done by Mansour and Tremblay (2018), studying certain histories and consequences of family-labor conflict, it was found out that the majority of workers had two main roles: home and office roles. For starters, a woman must work very well as a wife and a mother, to become a good employee. A man always performs well as a good employee in his position as father and head of the household. It is not easy to burden growing task. Sometimes the pressures of a job allow an individual to put his / her position as a father / mother or as husband / wife into work. The issue from home is sometimes transferred to the office and eventually interferes with the workforce. Seeing that each position needs high performance, there are some job disputes that are considered family-related

conflicts, and that both positions cannot be isolated, conflicts are referred to as family or even work conflicts. Family-work conflict is a pressure tension at home that has an impact on the performance of staff in the workplace. If an individual's obligations are too great at home, that adds to a dispute called a family work conflict.

The conflict between the family and work, according to Warokka and Febrilia (2015) as quoted above by the researchers, has two elements: employment interferes with family conflict, and home interferes with work. Work disturbing family conflict takes place when an employee takes home their work and disrupts the position of a father or mother at home. Job disruption happens if a hard job interferes with an employee's emotions and the negative emotions that conflict with his / her position as a father / wife / mother at home. Job dispute interferes with family if family obligations negatively affect job performance. It occurs if an individual cannot separate his / her home and office relations. The worker may bring negative feelings from home and affect his / her office efficiency. Also, because so much matters are unfinished in the home, an employee cannot focus on work. Equally undesirable were both family labor disputes, since they clashed with an individual's position in his or her home or business.

Three elements have been established from the findings in the Mansour and Tremblay (2018) study on family-work conflict: the complexity of family roles, the tension between families and the time demands of families; the two implications have been explored: emotional weariness and efficiency. A more comprehensive understanding of the context and implications of family-work

disputes will therefore allow administrators to handle these issues more effectively. If they are able to manage them well, each worker of the organization will benefit from better performance.

Furthermore, in the context of the perfective conflict of Parasuraman and Greenhaus (2002), Mansour and Tremblay (2018) made a survey on family work conflict. This view shows that at home and in the workplace roles and expectations are not compatible. With that, higher demands will interfere with different roles in one role. So too big domestic demands will impede the position of an employee in office. However, this perspective is rooted in the Parasuraman and Greenhaus (2002) scarcity theory which claims that everybody has finite time and energy. People who have experienced double tasks would definitely have a conflict in their positions. This would contribute to family work problems if an individual is unable to distinguish his position at work and at home. It will foster family labor strife if workplace relations are brought home. In theory, the conflict of roles of employees is bi-directional. Studies on family and labor conflicts and family work conflicts (Boyar et al., 2008; Rehman & Waheed, 2012; Tamunomiebi, 2018) have been conducted. Conflict between work and family arise when involvement of employment interferes with family life, such as asymmetric or rigid work hours, overburden of work, certain forms of stress at work, emotional work disputes, frequent travel, role shifts, stressful occupational bosses (Houlfort et al., 2018).

It can also be gleaned from the literature that cultural differences and gender equality, or beliefs and attitudes regarding gender equality within society are particularly important in terms of sex differences in work family conflicts (Kim &

Gong, 2017). Also, Montgomery et al. (2009) findings showed that situations such as roles conflicts range from executives to rank and file employees.

Authors also argued that women and men play different roles at home according to the recent studies conducted by Ollier-Malaterre and Foucreault (2017). Further research has shown that women spend far more hours than men in household and childcare roles (Kulik et al., 2016), whereas men spend much more hours working in the field than women (Stier & Yaish, 2014). As a result, women showed a more inclined position in the perception of family roles than men, while men tended to perceive the main responsibility for the job (Christiansen & Palkovitz, 2001). The problem work-family conflict is observed empirically throughout one's life, usually called a role conflict (Derks et al., 2015; Nnada, 2015).

Issues on Role Conflict

There is a research done by Colombo and Ghieslieri (2008) which suggested that the tension between family and work is a topic of enhanced consideration for psychological research and many are conceptual and calculating speculations. They quoted the declaration of MacDermid (2005) that such interest has continued to grow by changing its translation into research in accordance with the transformation era (technological advances have, instead, enhanced the ability to respond rapidly to work obligations, which are also a source of education in private life).

Although there was a trend towards separation (disintegration, comparison, and specialization) during the industrial revolution, and the digital age ratifies the

success of approaching different circumstances of life if not converging. They also mentioned Rubab's (2017) additional information about the increased interest in this subject is in the 1970s. Colombo and Ghieslieri (2008) added that the original transition in perceptions of family role, as well as the fragmented permeability of boundaries between family and work realms, goes back to this time in addition to the shifts on workplace and working conditions. They confirmed what Rothbard and Dumas (2006) stated that in the 1980's there was a large increase in the number of articles relating to labor-family conflict.

In fact, Tement and Korunka (2015) have noted in their research that a number of studies in the past two decades have examined the existence and development of family-labor disputes. Theoretically sound measures of both concepts have been developed by scientists as well. He cited Smith Hughes, DeJoy, and Dyal (2018) and Allen, French, Dumani and Shockley (2015), ideas which could limit family activity due to job obligations (WFC) or vice versa home-work conflict. The old criterion of the conflict between work and family did not encompass this bidirectional nature of conflict between work and family. Conflict between work and family can take three elements. The first type is a time-based work-family dispute for an individual. The second element is energy competition, which is work-family conflict based on pressure. The third type can establish conflicting habits and tensions between actions and family.

The definitions of time-oriented work-family conflict arise as time demands in one area inhibit action in the other domain are used as propounded by Tement and Korunka (2015) as well as Smith et al. (2018); Nohe et al. (2015); Annor and

Amponsah-Tawiah (2017) who also confirmed. Conflict between work and families reflects the exhaustion of one field and affects the other. The third conflict type, behavior-based work-conflict stems from contradictory behavior standards in the work and family realms. Such variations are widely accepted, but little attention has been given to them.

Additionally, Tement and Korunka (2015) have suggested that work-family dispute scale has been the only metric that takes full account of the above theoretical view. This scale, developed in the context of 5 different samples, was extensively developed and validated. Six separate measurements were obtained in the tests. These include working-family conflict-time, working-family conflict-strain, work-familial conflict-strain (WFC-strain) and family-work conflict-compliance (FWC-behavior) that includes both the directions of labor-family conflict-conflict (WFC and FWC), family-work conflict-strain (family-work conflict-strain), and family work-conflict-behavior (FWC-behavior), both directions of work-family disputes. Tement and Korunka (2015) quoted that this scale has eighteen items with three items for each element and that, because of labor duties, each item from the direction of work to family reflects harder involvement (lack of time, pressure, or incongruous behavior). On the other side, all components from family to work reflect bad employment in the field of work due to family practices and obligations.

For instance, Parker (2015) highlighted that women experienced major career breaks more than men in order to meet the needs of their families and Saleem and Ajmal (2018) posited that the conflict between work and family is

linked to work discontentment and poor job performance, meaning that the school's initiative to promote work-family balance needs to be identified and evaluated. They further said that the balance of work and family can be improved by improving the facilitation of work. Zarbakhsh et al. (2015) argued that self-effectiveness as the interpersonal component is closely linked to time management and includes behavior preparation. The disciplined and planned life that is a personality characteristic of individuals is another output of time management.

More to that, Tement and Korunka (2015) have found a duplicated association between the size of conflict between the workplace and home. The demands of work or family, like increased participation in roles or ambiguity on roles, increased the conflict between work and family. Work and family resources, such as employment or family support, on the other hand prevented conflicts between the work and the family that also led to different work and family outcomes. Growing tensions between the workplace, families and personal satisfaction have in turn been negatively affected. Gender differences have also been supported (Goh et al., 2015). Furthermore, four out of the six dimensions women have also had considerably higher conflicts between working families. These are conflict-strain work-family, conflict-time work-family, conflict-strain work-family and family-work conduct.

Another main point, Tement and Korunka (2015) said that the development between job and the family as a psychological parallel to the conflict between work and family. This enrichment could be in two ways, for enrichment of the society or and for enriching the business. Personal interactions in the field of work can

enhance or vice versa the quality of life. This double differentiation, the work-family facilitation of Bakar and Salleh (2015) and the constructive spillover of Zilioli et al. (2016) were noted by many enrichment acts such as the build. Some interventions were however designed for the context of the specific study alone and the committee said the quality of life and improved performance in one area was not fully addressed because of the other.

The steps for family-work improvement must therefore also represent the skills that have been acquired and professional experience may improve the quality of life in the family sector by stability, confidence or self-fulfillment, positive emotional status and ability development. The positive experiences and skills acquired can also be special in the context of communities. The domain of the family can put someone more in a mood or offer new skills, but can also provide focus and improve work focus. Enrichment was only described in one form in the new interpretation. So, Smith et al. (2018) developed and validated an enrichment of the work-family through five different professions. The size includes 18 items of six parameters, enrichment for work-family activities, advancement for family work, capital for family work and enrichment for family work.

Both items from job to families have a better quality of life in the family sector as employment gives new insight or has a positive impact or increases the sense of safety. The contribution of the family to the profession is expressed as a consequence of the wealth in the family area, in higher quality of life in the workforce. A similar link between family-work enhancement and recently reported findings and results in family-work studies. In a research done by Ahmad (2008),

she assessed work-family disputes using the Pleck et al. (1990) inter-role dispute scale. The scale was composed of three main aspects of conflict between work and family, namely excessive working time, conflict over times and tiredness and irritability. Throughout their analysis, Colombo and Ghieslieri (2008) used the various models. It is known as the spillover model. This model is built on the idea that different realms are highly permeable at their limits and do not necessarily have negative results. A work-family research finds that emotions, beliefs, skills and actions are perplexing, and vary from one background to the other. The second model concerns the remuneration model that refers to the connection between the two contexts and considers the effort, through increased investment, to fix problems or shortcomings in one context. Finally, the instrumentality model is less relevant in scientific terms. This model suggests that a background is central to the other context's achievement. This can be seen in both directions; education is important to the survival of life by the business and relatives.

The function of identification and navigation identities among various roles are used by Colombo and Ghieslieri (2008) to conceptualize the work-family relationship. Rothbard's ideas (2001) were considered in which it pointed out to the fact that association with a specific role of an individual requires a greater participation in that position. And that is the role of recognition in describing the results in terms of positive or negative sensitivities to contact with the working family. A model based on Hobfoll's (1989) theory of conservation of resources was developed in the related study carried out by Ahmad (2008). The philosophy of resource management suggests that people aim to obtain and retain tools that

reduce stress; a response to an atmosphere in which the risk of loss of resources, real loss of resources or lack of planned resource benefits is present. These include items, situations, personalized features and resources. When these resources are destroyed, stress such as family conflicts will be caused. Sirgy and Lee (2018), who believe that every occupation faces the challenges of balancing lives, reducing potential conflicts from efforts to achieve a balanced lifestyle and improving living standards.

Considerably, Ahmad (2008) therefore suggested that Grandey and Cropanzano (1999) used conservation theory of capital to examine the effect of stressors on tensions between family and work. They deduced that stressors of the role (profession conflict) and family conflicts should be interrelated. For starters, disputes in the workforce are more likely to report disagreements between the worker and families. Under the resource conservation model, people with high conflicts at work may draw on the resources available and have fewer resources at their disposal for meeting demands for work and the family. This would lead to conflict between the employer and the family. The position indicates that tensions between roles contribute to conflict as resources have been lacking to juggle work and family responsibilities. The potential or additional loss of these assets leads to dissatisfaction with employment. When workers face high conflicts in work-family interruption, they will be unhappy with their employment as well.

Likewise, Kelly et al. (2014) posited that conflict between work and the family is becoming more prevalent among US employees, with around 60 percent citing interruption between work and no work (Schieman et al., 2009). Matthews et

al. (2014) also backed this story. Nomaguchi (2009) notes that the conflict between work and family has intensified due to increased involvement in women's jobs and the demands resulting from father's engagement in child care.

In addition, the institutionalized expectations of U.S. workplaces (Correll et al., 2014) have stated that severe, committed promotable staff will work full time and long full year on an employer-determined schedule, without significant employment disruptions have not greatly changed. Schieman et al. (2009) reported that strivings for this goal created a family-work conflict for workers with great concern, as well as the that number of single employees and dual-time spouses who had no one at home to look after all the small things that were required.

An important emphasis was stressed by Correll et al. (2014) that the importance of changing the social structure of working places which is considered largely as a natural and mutually strengthening practice, interaction, expectations, policies and award systems reflecting and strengthening id-related systems. Williams (2000) and Albiston (2010) said that scholars and advocates are concerned about changing family work conflicts.

A study conducted by Correll et al. (2014) further tells about the aspects at life that are most applicable to work-family conflict by a middle-range theory. They were driven by Bakker and Demerouti's work (2007) which has something to do with model of job requirements. As shown by Schieman et al. (2009) and Voydanoff (2004) scholarship or timetable control is considered to be a key resource for reducing family conflict at work.

Concurrently, Bakker and Demerouti (2007) has said that physical, financial, social or institutional facets of employment are job-related resources to help employees succeed or that the physical or behavioral burden of demands on jobs. Plan control and support are therefore working resources that improve working families because they make working easier and compensate for the strain of feeling drawn in two directions. Correll et al. (2014) has, therefore, several studies which connect control of the schedule and help the boss to determine conflict with the family of employees and associated effects, although there are restricted casual statements. Their experiments are assisted by a randomized group study in which certain workplaces are involved, for example a new workplace intervention which reflects the experimental treatment, while other workplaces proceed as always. The study assessed the effects of this intervention on scheduling of employees, family and personal assistance for supervisors as reported by employees and the interface between work and family.

In addition, Boyar et al. (2005) said that the individual would be unsatisfied and stressed because the working role requirements cause the inability to fulfill family responsibilities. The employees argued that the demand for jobs, discontent and stress can be reduced, and that these effects are expected to have an impact on the demands of the family's family role by spending time free. They said that this was manifested when employees come late, leave work early or do not come to work.

The non-attendance behaviors can thus be chosen by the employee as a reaction to and a way to reduce conflict at least temporarily. Conflict between work

and family will, however, occur. If a person routinely decides to cut this down by neglect, pause or early departure, there would be a good relationship with work-family disputes and indifference. Warokka and Febrilia (2015) indicated that absenteeism and delay should be attributed to the tension between family work and not to the dispute between family and work. Other authors conclude that both must be synonymous with non-participation, but that in family-labor disputes the nature of the relationship is distinct from in home-work disagreement. Families may be perceived some direct causes for non-attendance at work. Job intrusion through increasing demands, such as personal telephone calls that require an employee's work leave, family members' requests for the employee's residence from job, or other unforeseen family obligations that occur, may serve as the local cause of early leave and of absence or pause. In this regard, authors suggested particular non-attendance conduct hypotheses due to a positive correlation between conflicts between family work and non-attendance conduct.

Furthermore, Matthews et al. (2014) also noted that shifts in the work environment may be more important for home-work conflicts. But a disagreement between family and work may decrease as perceptions shift inside the workplace. Bear in mind that conflict measures relate to personal and family life and are also outstanding for people with limited family responsibilities. Galinsky et al. (2011) quoted details from Matthews et al. (2014), which has taken several experiments into consideration as regards the interaction between the work and family interfaces. Employees having greater control of their lives have less tension with jobs and families.

The work of Abakah (2018) in Bangladesh, which focuses on the reasons and consequences of the family-work conflict between female employees is another study which has carried out relative family-working conflicts. In this situation, they view employment-life imbalanced work as detrimental to workers as well as to employers. The respondents described factors that cause tensions between work and the family in their report. It involves long working hours, when most women have experienced problems with their families because of longer working hours. The intensity of conflict between family and work is caused by the time an individual spends on his or her work. For families and struggling workers, long hours could have negative consequences.

For employees, especially employed females, longer working hours lead to work stress. It is because the work and family demand cannot be managed, especially as Bangladesh's family life is traditionally worthwhile. In her study, Abakah (2018) cited the notion that longer working hours directly affect the balance of the family's work and the worst victims of the conflict between the family and work are children. The next cause of work-family conflict mentioned in the study is work scheduling, where women's scheduling often conflicts with their family lives and a large number of married women do not like working in the night-shift. A further reason is high demand for work, which may be the most coherent determinant of a conflict between family and work. Other work requirements associated with family-work conflict are compulsory or unforeseen working hours, shift work, work stress, excess work, job hassles and working quickly or interrupted in numerous ways.

In their research, Rajadhyaksha and Ramadoss (2010) also stated that employees may experience work-family conflict if they cannot cope with the conflict in terms of work and family demands. Higher family-work conflict, such as higher depression symptoms and deteriorated fitness, lowered life satisfaction rates recorded and marital output, impaired work performance, such as lower happiness at a positioning point and less loyalty to the workplace, have been shown to be correlated with poor health outcomes. In this respect, over-conflicts between work and family become challenging for employees in the family, employers and society in general.

In America, males now face more conflicts over work-life than females, according to Ludden (2011). The difficulty that women experience as they join a vast number of places of employment is different from men who feel the pressure to do all this so that they can do everything. Ludden (2011) mentioned 1298 men in a national 2008 survey, with 60 percent of men who report conflicts between two workers in the Family and Work Institute reporting a growth of 35 percent in 1977, with the percentage of women rising much lower to 47 percent, compared to 41percent.

In the state of Washington, Shockley et al. (2017) published their work in the Journal of Applied Psychology stating that men worldwide struggle as women, regardless of the gender equality in their state to achieve a work-family balance. The analysts have analyzed over a period of several years the results of over 350 trials, which included about 250 thousand people from around the globe, spanning three decades. There is little evidence of differences between men and women in

the level of work-family conflict as presented by this study. Moreover, if data were split into different subsets, some minor differences between men and women were noticed in relation to work-family conflicts, yet none were important. Mothers reported slightly more family involvement in work than fathers, like women in double-earning couples. The interference in the working environment of men in double-earning couples was somewhat greater, as did women who were limited to men and women in the same occupations.

The studies in Nigeria have explored the impact of conflicts in the family-work situation on employee performance, particularly in the work organization of higher ranking officials, and most studies have found that significant relationships exist between work-life conflict and management (Ajala, 2017). She also added that inclusion of conflict between the work and the family together with other variables, such as leadership styles is based on Poole (2003) study which jointly affects the effectiveness of managers of the workplace in managing organization resources.

Managers are focused at the middle and younger level in most of these studies without any serious consideration for the major staff working at the organizations and who are likely to determine the extent of performance. This study examines the relationship between family-employment conflict, family-labor conflict and the performance of middle and junior employees of selected organizations. Therefore, it was decided to concentrate on women provided that women's work hours fell considerably longer than men's hour while families, in particular of babies are concerned. Throughout this case, Shockley et al. (2017)

indicated that both of these gender roles changed in the United States when there are more women entering the job and more men in childcare. In turn, business and public policy offers greater funding for initiatives on the role of families that favor men and women, such as inclusive working structures, help for education and both paid maternity and paternity leave. This gives a paid paternity leave to only 9 percent of the workforce in the USA, compared to 21 percent with maternity leave.

In connection to that, Rajadhyaksha and Velgach (2015) have conducted a further study in India, which focuses on differences in gender from the conflict between work and family. In their studies, they stated that husbands and wives belong to the double family members, who hold different roles, such as parents, spouses and workers. The study has shown that men are more committed to work than women with regard to their commitment to the different roles of working men and women. Women have reported a greater conflict in the Indian population between working and partners than women, women have recorded a greater conflict between working and childcare, a conflict between work and home-work, and a conflict between working and leisure. Men and women therefore only differed significantly from each other with regard to the recorded dispute between job and parenting.

Comparative analysis of the labor dispute between men and women in Malaysia has been shown to be a compelling evidence as shown by Nasurdin et al. (2013). The theories of Higgins et al. (1994) stated in their report that traditional division of work was based on sex, where the wife is merely a housewife of a household and the husband is the pillar and provider of needs. Gutek et al. (1991)

also quoted the statement that housework was a large part of the female domain, in which women are expected to offer their families a stable home. Women tend to introduce family demands into their workplace with this demand. Females tend to spend more than men on jobs for families and households (Nasurdin et al., 2013). Also, Gutek et. al (1991) claimed that women should report more hours of work-to-work interference than men if the number of hours spent in an activity directly translates into perceived conflict.

Furthermore, Nasurdin et al. (2013) pointed out that while women are now more educated compared to men, they are also more involved in workforce and have more equal opportunities, there is still evidence that women remain primarily responsible for their work in the family. Therefore, the responsibility of working and family adaptation among dual-earning couples appears to be imposed on women. It has shown that the burden of homes and child care for married women is still higher than that of their males. Therefore, in these situations women would be more concerned with their families than men.

In this respect, the working time covers all hours during which an individual is to be on duty and/or at a specified place of work under Article 82 of the Philippine Labor Code, all the duration for which an employee is allowed to work, as well as short rest periods between working days. Notwithstanding conflict between employment and the home, certain policies are being enforced to somehow help workers. It is also a case of greater support in US business and public policies for work-family policies, which benefit men and women alike, including flexible arrangements for work and child care, as well as paid maternity and paternity leave

(Shockley & Shen, 2016). This is to provide social protection among these workers who have encountered a conflict between family and work.

In view of this phenomenon, Zheng and Wu (2018) stated that there is less research on the inner processes of conflicts between work families and the involvement of professionals and others, only few studies also examined the negative relationship between family and employment and the apparent conditions. It was little known whether and how conflicts between the work and family and professional dedication are linked together.

However, De Sousa (2013) has reported that researchers are trying to present the positive side of work and family involvement more holistically. Unsurprisingly, these experiments have been carried out without clear direction and further studies on important concepts and steps related to the positive results from the work and family interface are required. Demirel and Erdamar (2009) also emphasized that the number of studies pertaining to WFC was limited. This paved the way for such a study because of the lack of study for teachers.

Based on the literatures reviewed and presented, various authors asserted that work-family conflict (WFC) is bidirectional, with family-work conflict (FWC) the reverse concept. Work-family conflict is a type of inter-role conflict in which the roles pressures associated with work and family role incompatible in some way. Many theories could have explained the occurrence of the problems. In a developing state such as the Philippines, the empowerment, growth and the equality of work among public school teachers are not being contextualized. There is a need to revive the system and it will surely take more time to build and develop

this. There are causes and consequences found to exist based on the different studies conducted. There are studies which could relate to the purpose of this investigation, the level of WFC experience of men and women. With so, results of this study will somehow prove and support other related studies.

© GSJ

Chapter 3

METHODS

This chapter contains the research design, the research participants, the instruments used, data collection procedures and data analysis, considerations for trustworthiness credibility and ethical considerations.

Research Design

This research used mixed methods approach, whereby the researcher combines qualitative and quantitative research techniques to make the research findings more meaningful (Creswell & Plano-Clark, 2011). Their findings were mixed together. This investigative procedure was ideal for the purposes of this analysis. The primary goal of mixed method design was to gain a more comprehensive knowledge of human behavior and experiences with the use of more than one method within the study. Johnson et al. (2007) underlined that while researches employed in mixed methods design in a number of disciplines, it remains conceptually evolving as a research method. Authors also indicated that as the philosophical bases for this method emerge, the definition of mixed methods study will continue to evolve.

Convergent design takes place when researchers have used simultaneous schedules to conduct quantitative and qualitative research during the same research phase. Both methods have equal priorities in this design, so that they are both equally important for addressing the problem of this research. During data

collection and analysis this design maintains the studies independently, then mixes or merges findings during the general interpretation (Petrosyan, 2018). Subedi (2016) also emphasized that the quantitative and qualitative dimensions of the sample can differ in a convergent design. The researcher must be cautious not to underestimate the value due to its size of a sample.

The two different data forms have been weighted similarly for comparison in this mixed approach framework. In order to interpret the best results and discussions, the results of the quantitative and qualitative data were then converged. The goal of this study was to extrapolate observations from every relevant and justifiable data source concerning the topic proposed. The quantitative data and qualitative data are supplementary to the results of the two methods (Greene et al., 1989) and have been synthesized for a better understanding of the current subject being dealt with (Creswell & Plano Clark, 2011). The use of mixed methods has several advantages. Firstly, quantitative and qualitative data are contrasted. Where mixed approaches are helpful in understanding inconsistencies between quantitative and qualitative results. Furthermore, it reflects the views of the researchers. Where, mixed methods provide an opportunity to study the experiences of participants. Third, it encourages academic interaction. Where these studies relate to the multidisciplinary team work by encouraging the engagement between academics with quantitative, qualitative and mixed approaches.

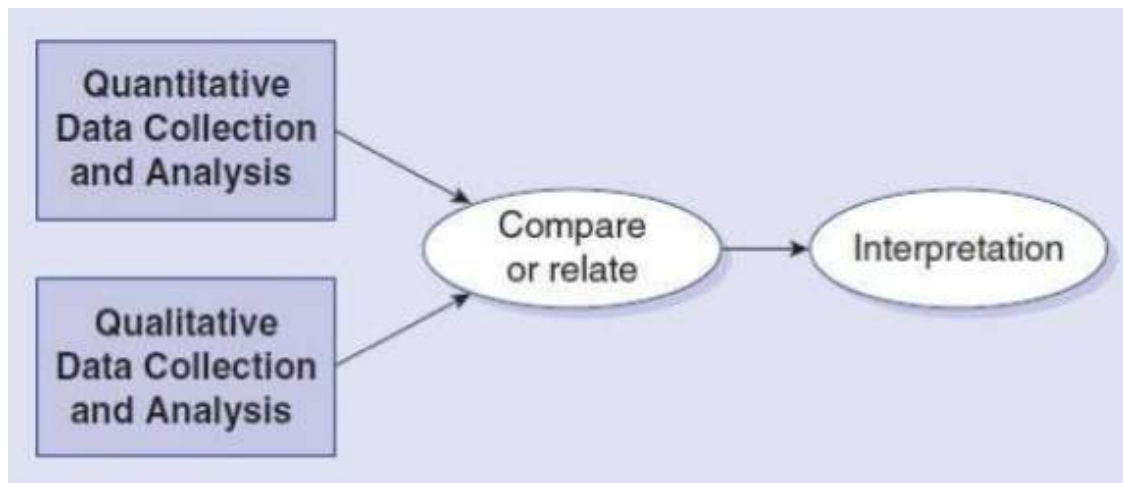


Figure 2. Convergent Design

Mixed approaches are versatile to elucidate more knowledge than can be obtained by quantitative research, and are ideal for many formats, such as investigator experiments and randomized trials. Finally, it collects rich and extensive information. Mixed methods also reflect the way people collect information naturally through the integration of quantitative and qualitative data (Wisdom & Creswell, 2013). In this study, the researcher aims to triangulate the methods by comparing the quantitative statistical results and qualitative findings from the interview. The figure below depicts the research process of the study.

In a quantitative strand, the researcher employed the descriptive survey supplemented with questionnaire as the main data gathering tool to assess the Senior High School Teachers' journey toward work-family and family work-conflicts. Descriptive studies are a concise form of study that involves a questionnaire, personal interviews, mobile surveys and regulatory interviews. Such statistics were used to gather primary knowledge on the basis of oral or written contact with a representative group of target groups (Koh & Owen, 2012; Mcneill

2018). Hale and Napier (2013) provided that through interviews or questionnaires in survey methodology research, the researcher may be able to obtain the necessary data for his research. After the participants answered the questions, the researcher described the responses given. In order for the survey to be both reliable and valid it is important that the questions are constructed properly. Questions were clear and easy to comprehend.

Descriptive research has been defined as status study and is commonly used in education, health, epidemiology and behavioral science. In this connection. The significance was based on the premise that challenges can be solved and that evaluation, review and explanation would help to improve procedures (Koh & Owen, 2012; McNeill, 2018). Naturally, descriptive research is aimed at a specific group of people especially in describing, explaining or validating a theory, or a research objective (McNeill, 2018).

For the qualitative strand, this study aimed to gain an in-depth understanding of the experiences of the participants and phenomenology was an appropriate research design for this study (Morrissey & Higgs, 2006). Thus, this qualitative-phenomenological research design was used, where the in-depth interview (IDI) and focus group discussion (FGD) was employed. The IDI is best for gathering data on individual experiences especially on the problems and challenges encountered and how they are able to cope with such phenomenon. The focus group discussion, on the other hand, is suited for collecting data which is effective for helping researcher gain and solicit common reactions or tunes of SHS teachers engaged in work-family conflicts, as well as the range of viewpoints

that existed within the group. The employment of focus group discussion is to submerge the data to be collected from the in-depth interviews and to be able to give rise to certain theme based on the data gathered by the researcher. Creswell and Plano-Clark (2011) described phenomenology as a qualitative method that concentrates on the commonality of living conditions within a certain category. It is mainly intended to describe the nature of the phenomena. Interviews involve a group of people who know the occurrences, or the circumstance first-hand. This interview tries to reply to their experiences regarding the phenomenon, context or circumstance.

Additionally, Waters (2017) noted that the objective of qualitative research in phenomenology is to characterize a sociological phenomena's lived experiences. Participants may define their interactions in phenomenology. In this study, part of the proposal is the strategy for study on how participants collect data and a copy of consent received and agreed to sign for legality by the participants. In this research process each participant is protected by anonymity and confidentiality principles. The interviews are recognized to be a vital tool in collecting data for qualitative research by Coll and Chapman (2002). It enables participants to speak with their own words about their experiences, feelings, ideas and expectations. In addition, Husserl (1970) said that mere phenomenological experiments are primarily aimed at explaining instead of clarifying and making a theory and prejudice-free viewpoint. It is a tradition in German philosophy for Holstein and Gubrium (1994) that focuses deeply on the meaning of a specific aspect of experience, assuming that the quintessential meaning of the experience

is examined, however, language is considered as the principal symbol system in which definition is both constructed and transmitted.

Finally, descriptive research describes what is, according to Edna and Manzano (2012). It includes the true characterization, documenting, analysis and analysis, or the behavior or function of a person, a group or something in the current phenomenon or structure or processes of phenomena. In addition, this study is based on a convergent mixed methods approach, a type of concurrent method design according to Ludwa (2016). The qualitative and quantitative data are collected in this design simultaneously, but independently examined, the findings are then compared. After data is gathered, the objective was to triangulate data from two types. This validates both qualitative and quantitative results and creates insights if further research is needed.

Place of Study

The researcher was conducted at Trento, Agusan del Sur, and this area is part of Caraga Region as shown in Figure 3. With this fact, the target location of the research for the conduct of this study was within the Caraga Administrative Region for the quantitative research approach. For the qualitative research approach, it was conducted within the Division of Agusan del Sur, specifically, the Senior High Schools in the municipality of Trento-District 2. The researcher is confident enough to employ the research instruments to the participants of the study in this location because it is within the researchers' reach to gather data due to the access had by the researcher to the different divisions.

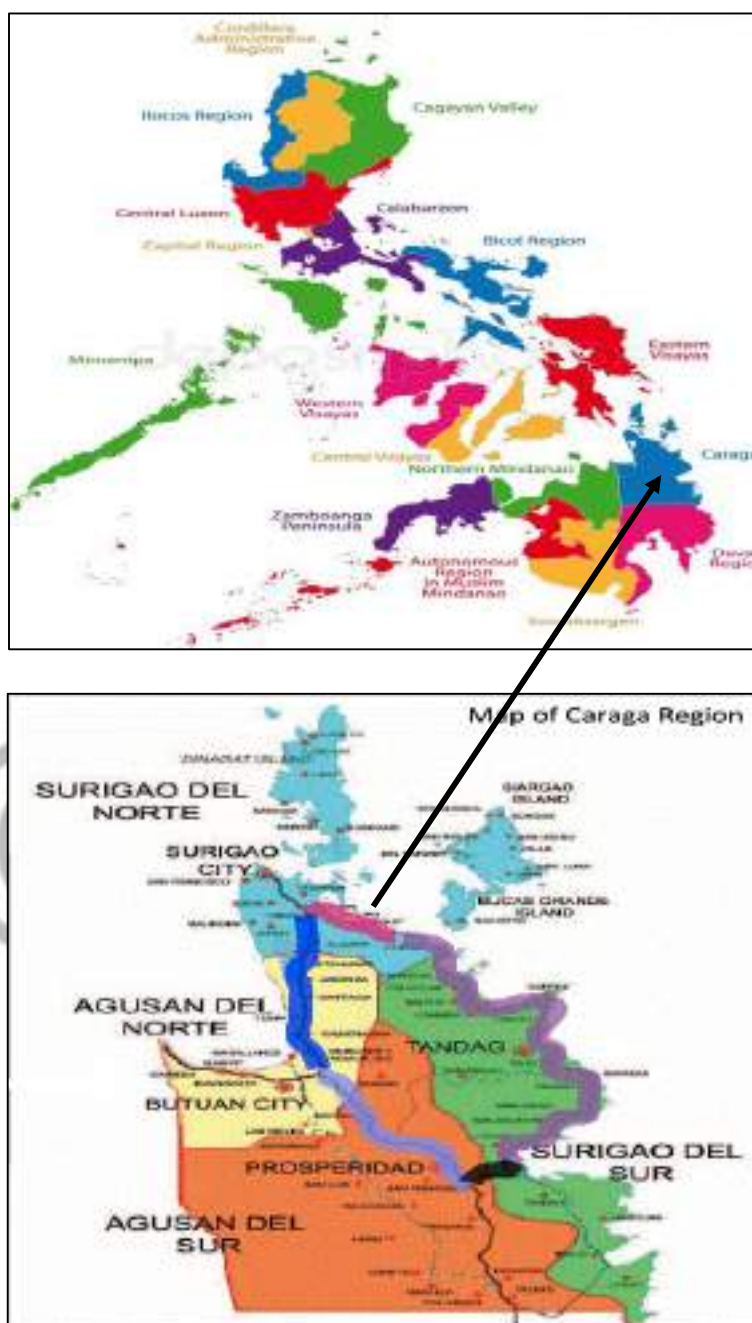


Figure 3. Map of the Philippines and Research Locale

Participants

Quantitative Strand

Participants for the quantitative part were the 400 teachers of the different public secondary schools in Region XIII (Caraga). The respondents were selected for the reason that they show characteristics that qualify them for the study. Such characteristics includes, hired as Senior High School teacher and with at least one and half years of teaching experience from the date of appointment. The biggest number of respondents came from Surigao del Sur with 45 respondents while the smallest sample came from Siargao Island with 12 respondents.

Qualitative Strand

The research participants and informants for the qualitative part of this study were teachers from National High Schools of Trento, Agusan del Sur with a total of 17. This phase employed an IDI (In-depth Interview) approach which included 7 teachers and ten teachers who had undergone FGD (Focused Group Discussion) approach. These number of participants were selected provided that they showed characteristics indicates their qualification for the study. Such characteristics includes, hired as Senior High School teacher and with at least one and half years of teaching experience from the date of appointment. These participants are also different from the 400 respondents surveyed under the quantitative phase.

The selection of the participants was done through purposive sampling. In purposive sampling, subjects were selected based on their characteristics that are relevant to the study. The sample size was determined by information and considered certain types of individuals displaying certain attributes needed in the

study. Pseudonym was used for the participants in the qualitative research approach to protect their identity and privacy, with this confidentiality is kept as well. The study disqualifies senior high school teachers from private schools, respondents with less than one and half year teaching experience, respondents not hired as Senior High School teachers, respondents not employed in Cara Region.

Instruments

The researcher used two different kinds of instruments in gathering data for the study. An adapted survey questionnaire for quantitative strand and an interview guide for the qualitative portion.

Quantitative Strand

The researcher used an adapted Survey Questionnaire patterned from Netemeyer et al. (1996) with Rating Scale of 5 – as Strongly Agree, 4 – as Agree, 3 – as Neutral, 2 – as Disagree, 1 – as Strongly Disagree. This is from the study of Chiappao and DiDona (2014) entitled *Ethnicity on Work-Family, Family-Work Conflicts and Time-Based, Strain-Based Interferences*. The questionnaire underwent validation of three experts identified by the Dean of the Graduate School in the University of Mindanao. This questionnaire was provided to every participant upon data gathering phase. The following parameter of limits was used.

Range of Means	Descriptive Level	Interpretation
4.20-5.00	very high	This means that role conflict among teachers is always manifested.

3.40-4.19	high	This means that role conflict among teachers is oftentimes manifested.
2.60-3.39	moderate	This means that role conflict among teachers is sometimes manifested.
1.80-2.59	low	This means that role conflict among teachers is rarely manifested.
1.00-1.79	very low	This means that role conflict among teachers is not manifested at all.

Qualitative Strand

For the qualitative phase, the researcher used researcher-made questions. This is called the Interview Guide Questions which served as guide in gathering the necessary data through the employment of IDI and FGD. These questions also had undergone validation of experts from the Graduate School of the institution to ensure the correctness, relatedness and reliability of the questions. In asking the questions, a tape/phone recorder and field notes were used in order to take note or record the conversations between the researcher as the interviewer.

Data Collection

First and foremost, the researcher sought permission from the DepEd Caraga Regional Director through the letter signed by the dissertation adviser and the head of UM Professional School. The approved letters signed by the Regional Director were presented to the superintendent of the different divisions to serve as

permit. A response letter from the superintendent served to feedback the researcher to conduct the interview and survey was allowed and permitted. The data of the study were gathered within the second semester of the school year 2018-2019. Thus, schedule and time table for surveys and interviews started on the 3rd week of January 2019 up to the last week of February 2019.

Quantitative Strand

The researcher negotiated with the superintendent for the exact date and venue he was allowed to conduct the survey. The researcher personally administered the questionnaire to the respondents which only lasted for less than an hour. With this, retrieval of the questionnaires immediately followed. The researcher collected the instruments and kept all these intact until the 400 target respondents were attained. Collation and tabulation of data were made after and the summarized data were given to the data analyst for analysis.

Qualitative Strand

The researcher employed an in-depth interview to seven SHS teachers, in which, one-on-one and face-to-face discussion was done, which involved one interviewer (the researcher) and one participant (the SHS teacher) at a time. For the focus group discussion, ten SHS teachers were interviewed. At one setting, the researcher served as the facilitator, moderator, and narrator of the discussion and interview all the ten respondents, simultaneously. Interview notes and recording instrument for proper documentation of the responses of the participants were utilized during the interview and discussion. The interview lasted for about an

hour.

After the data collection, transcription of the audio recording followed. The researcher listened to the audio in the tape/recorder and simultaneously encoded the responses of the respondents. After which, hard copies or print outs of the documents were produced and brought all those to the assigned data analyst to generate essential themes with the supporting statements. Transcription is a convenient technical job. It includes assessments on the detail, interpretation of the data and representation of the data to be chosen (Bailey, 2008). It enables the investigator to understand the information collected in the transcript (Green, Franquiz & Dixon, 1997). Each transcript or set of notes begun with an archival number which was also the file name for each transcript. The file name used indicated the site name, method of data collection, participant category, and sequential number. For example, file name: AdSIDSHSE01 which means AdS= Agusan del Sur, ID= In-depth Interview, SHSE= Senior High School Educator and 01= First data collection event. After the interview and discussions, field notes, tape recordings and transcripts kept in an expanded envelope and were placed in a locked filing cabinet to secure confidentiality.

Quantitative Strand

Data Analysis

The raw data gathered from 400 SHS participants were analyzed through the use of appropriate statistical tools. Quantitative data analysis includes the calculation of frequencies of variable and indicators. In this study, mean was used to describe the extent of work-family conflict and family-work conflict among Senior

High School Teachers; and ANOVA to describe the significant difference in the extent of conflict when grouped by sex, position, and area of assignment.

Qualitative Strand

The data gathered underwent a series of analysis. These data were brought by the researcher to the assigned data analyst. These responses to the interview were transcribed from the tape recorder. The researcher, transcribers, and data analyst were not allowed to edit the lines of the participants during the interview. The view of the participants remained as it was. The data analyst determined the common responses of the participants to each question asked during the interview.

The data analyst considered the common responses of the participants as the essential themes of the research question. These essential themes were presented with corresponding supporting statement of the respondents to strengthen its meaning and validity. The supporting statements of the respondents were also illustrated with the codes AdSIDSHSE01 which stands as AdS= Agusan del Sur, ID= In-depth Interview, SHSE= Senior High School Educator and the numbers from 01 to 07 for the seven participants. For the 10 FGD participants, the code AdSFGSHSE01 to AdSGSHSE10 was assigned to, where FG stands for Focus Group.

Sequence, Emphasis, and Mixing Procedures

Sequence. In this study, qualitative and quantitative data were collected concurrently. The qualitative and quantitative information are collected simultaneously in convergent research. The judgment on the deployment phase is

focused on the complexity of the study problem and the justification for the processing of each data set. In interviews, for instance, it usually follows the analysis of the survey data to provide insight into the results of the survey. But, it is possible to collect the data simultaneously if qualitative and quantitative data are collected for confirmation (Kroll & Neri, 2009). The convergent mixed methods approach means both quantitative and qualitative data is collected at once, the data is fused and the results are used to understand or give answers to the research problem. The quantitative and qualitative data are simultaneously collected, analyzed independently and subsequently combined (Kumar, 2015).

Emphasis. Another key focus of this study is the selection of a design and the priority or greater emphasis of one method (qualitative or quantitative) than the other one. This refers, in other words, to the relative weight of qualitative and quantitative components of the research (Kroll et al., 2005). In exploratory research that have mostly undefined definitions, variables, and relationships, greater emphasis is usually placed on qualitative elements that expose 'a database' of variables and connections between them which can be analyzed quantitatively. On the other side, focus is primarily on the quantitative aspect for explanatory analysis in which qualitative study is used to validate results made in a population-level survey.

Mixing Procedure. Mixing of qualitative and quantitative components is the most important characteristic of mixed methods research. Mixed methods are designed to deliberately integrate qualitative and quantitative approaches. Integration can take place at different stages of research. The integration occurs

preferably during the collection of data, analysis of data or phases of data interpretation, but also in the document / dissertation / peer reviewed publication discussion section. The determination on when and how the data should be incorporated is based on the question of research, as well as how it is constructed and whether secondary issues have been identified. Investigators/researchers need to understand clearly how various data components affect each other and how they react to the research questions in a distinctive way (Kroll & Neri, 2009). The mixed method studies have at least one convergence premise called the interface of the qualitative and quantitative components as expounded by Morse and Niehaus (2009) and Guest (2013). A distinctive feature of a design based on several components is that of having one or more integration points. The components are mixed at this stage and the label design is therefore mixed methods.

Figure of Procedure

Figure 4 shows the figure of procedure. As shown, it began with a simultaneous collection of the quantitative and qualitative data and after which, analyses were done separately using the appropriate tools. After which, the comparative analysis was done in which similarities and differences were noted and determined.

Methodological Issues

This mixed method study has limitations and issues based on the personal

experience of the researcher. These issues range from personal to methodological.

Research Design. The researchers in the field of teacher education focused more closely on the issues of research design of mixed methods (Krantz, 1995) and the features of the possible knowledge claims (Greene & Caracelli, 1997). As the perceived advantages of mixing in "realizing research" were seen to be outweighing the importance of philosophical difficulties in their use, pragmatism was increasingly reversed (Rossman & Wilson, 1985; Miles & Huberman, 1994). By discussing the value of quantitative versus qualitative methods, which are moderated to the recognition of Patton (1989) as the real issues, methodological flexibility and appropriateness have become available. For the scientist, this sort of research methodology seems to be new and sometimes it took him sometime to internalize.

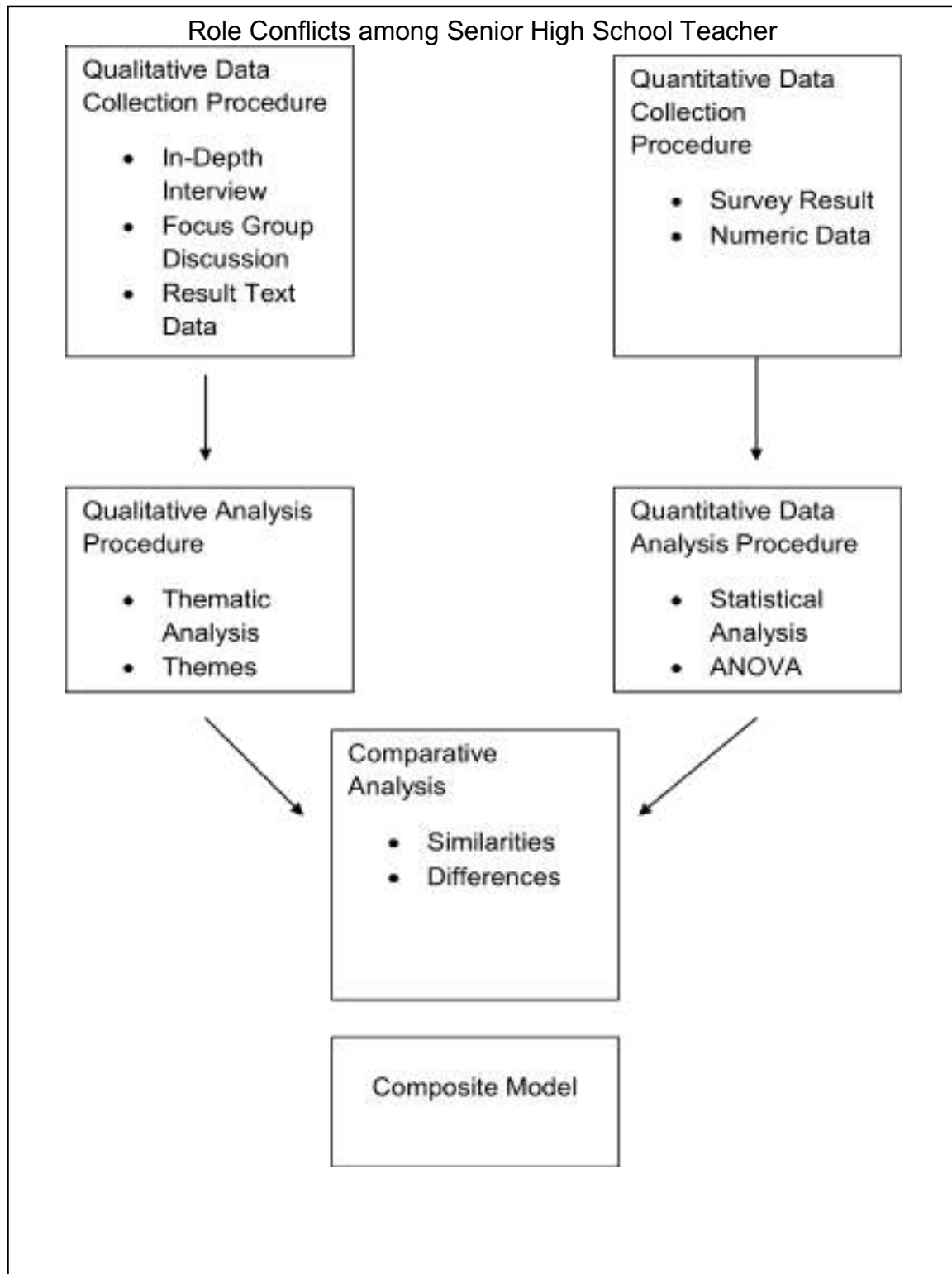


Figure 4. Figure of Procedure

Time and Resources. In mixed methodology studies, the researcher is a person who knows both qualitative and quantitative research. Nevertheless, both quantitative and qualitative data collection times and resources are a bit problematic, especially if the research scope is large (Creswell, 2014). Meticulous planning will help you save time and effort while still helping you concentrate on your target. Authors must be creative and resourceful in finding quality, relevant information in ways that make the most efficient use of time and resources (Baimyrzaeva, 2018).

Participants. Qualitative studies are idiographical, usually focused on analytical depth in small participant samples. The aim of "attaining saturation" is a general quality practice in sample selection. After the researcher believes that saturation of the response has been reached, sampling ends. But saturation criteria are often intuitive or inaccurate (Capella-Santana, 2003). Needless to say, the collection of smaller samples of just enough size (samples of size 8-20) is promoted by saturation, which is antithetical from a quantitative perspective to achieving samples of enough size to conduct stable, multivariate data statistical analysis (Dreher, 1994), that can produce solid research findings. There seems to be a small number of respondents in this research for the qualitative part.

Trustworthiness of the Study

The trustworthiness of the research has always been one of the main concerns encountered by most scientists. Therefore, it is important that the veracity and reliability of the qualitative stage of the study have been addressed.

Indeed, Connelly (2016) emphasized that the credibility, reliability, confirmability and transferability of a qualitative study is essential in assessment of its value and ensure confidence in this study.

Credibility. To gain credibility, a preliminary session was conducted to establish a good relationship between parties. This was done to assure each participant will confess their real experiences and feelings. The respondents were oriented not to worry of their statements because the researcher promised to them to keep everything confidential. The participants were encouraged to be honest during the session and it was inculcated to them that there would be no right or wrong answers from the questions asked and that the participants were the only persons who could judge the credibility of the results. Credibility involves establishing that the results are believable from the perspective of the participants. In this study, an IDI and FGD were implemented to help generate rich information needed for the study and interviews were done through the help of an interview guide. In the process of FGD, since there would be common knowledge among the group in attendance, it was included in the informed consent that participants should keep information among them, and it should be treated confidentially.

Dependability. To observe dependability, the process within the study was reported in detail to detail, thus permitting some future academicians to repeat the work, if not essentially to gather similar result. As Korstjens and Moser (2018) stated, dependability involves coherence and verifies if the system is in line with

established design standards.

Conformability. Others and not the author's own predispositions have supported the results of this study. Whilst it is true that objectivity is difficult due to the trend towards turning biased on results, the researcher chose to take part in this process by deleting all negative thinking on the participants. The researcher also had to ensure that the data were inter-subjective. The analysis was not based on specific biases and points of view, but was based on the evidence. The focus is on the process of interpretation that is part of the analysis. Audit trail was implemented as this is one of the methods of maintaining transparency and consistency. The researcher also informed the participants as part of the preliminary session that they could contribute ideas and share their experiences and feelings without fear of losing credibility in the eyes of their respective school and school head; since confidentiality was what the research promised to them. It was explained to them that the use of voice recording is only for proper documentation to ensure that every bit of information coming from them was accurately recorded. Furthermore, it was made clear to the participants that they have the right to withdraw from the study at any point, in case they felt uncertainties and in the processes, an appeal for honesty to the respondents was requested so that reliable results of this investigation would be achieved.

Ethical Considerations

In conducting this research, the researcher was guided with ethical issues and considerations such as voluntary participation, respect for privacy and

confidentiality, informed consent process, recruitment, risks, benefits, plagiarism, fabrication, falsification, conflict of interest, focus group participant identification, deceit, observation, permission from organization/location, technology issues and authorship.

Voluntary Participation. The researcher considered that the respondents must be dealt according to the ethical guidelines set in conducting this study. Since they were asked about their personal experiences and feelings as Senior High School teachers towards their job satisfaction as affected by the support and development of their respective principals or school heads, it was vital to consider that they might have hesitations to share their personal experiences and felt uncomfortable revealing the required inputs. As a researcher, it was explained to the participants the purpose of the study, with the corresponding process in gathering the data. Along the process, if they feel not comfortable in sharing, they were informed that they can withdraw from their involvement in the study if they felt the need to. When they have in mind some hesitations and doubts about the terms and conditions presented, when they feel that questions were vague to understand, and when they feel bad in their physical condition during the conduct of the study, they had the freedom to stop and not to continue the interview.

Also, during the survey and interview, it was possible that the respondents encountered risks/discomforts because of the topics that were sensitive. Respondents were given freedom not to answer questions which made them feel any psychological or emotional distress. They were allowed by the researcher to withdraw as a participant of the study if they felt that they cannot discuss the

information that was asked of them, and tell them that their participation was valued much. Furthermore, participants had the free will to participate, that it was not compulsory, and that they were not charge of any penalty of not participating in the research.

Privacy and Confidentiality. The researcher gave the participants an assurance of their safety and protection, that the documents to be generated from this study like the tape recorded conversation and print outs was treated confidentially, that the information were used with isolation, only for the purpose of assessing their experiences and perceptions about the perceived effects of principals support and development to their job satisfaction. In the interview process, each participant was given a pseudonym. They were informed that the use of pseudonyms was implemented for their identities to remain anonymous, thus, making them not susceptible to harm and other possible physical, psychological, and social damage. With this, they felt comfortable in sharing.

All the information generated from participants were kept with utmost confidentiality. An assurance from the researcher to them regarding the confidentiality at some extent of their personal information and that all their responses were secured under the researchers' custody only and that no one could take it out. Everything was preserved and protected.

Informed Consent Process. Prior to the conduct of the IDI and FGD, the researcher gave first informed consent letter to the target participants. This was the first stage in generating qualitative data needed for the study. When the participants agreed and signed the informed consent form, it signified that they

were interested to participate in the survey. This was fervently considered to prevent assaults of integrity on the part of the respondents. Consent and approval from participants and/or respondents before having an interview and discussion was processed for formality and legality of the conduct of the study; wherein it was stated in the consents, the purposes of the study; together with the process of conducting it. Moreover, it was clearly and truthfully explained by the researcher to the participants the purpose of the in-depth interview in the investigation. These were done to be able to come up with factual, realistic and straight forward responses from them.

Recruitment. The respondents of the study were 400 Senior High School teachers for quantitative phase and 17 for qualitative phase, all are from public schools in Region XI. This number of participants were met through the help of the Regional Director and School Division Superintendents of the different divisions for their permission to go to the field and investigate SHS teachers. In the field, the informed principal or school head determined the SHS teachers with at least one year and up teaching experience. These types of teachers were gathered and surveyed with the DepEd personnel to assist the researcher.

Risk. The conduct of the study was free from any risk, since permit to conduct was done and followed, and informed consent was served to the respondents. Further, the researcher made sure that the terms used in the survey/interview were all easy to understand; the purpose of the study was explained to the respondents; and the date and time of the survey/interview was at their convenience, not disturbing their important activities. In short, important

letters were processed for formality and legality of the data gathering. However, during data gathering, if things happen, when a possibility/ tendency that there were discomforts the respondents felt, that they tend to become hesitant in answering questions because of some reasons, the researcher had given them time to entertain their queries; give them time to decide whether to participate or not; and lastly, the researcher gave them free will to withdraw in their participation if they need to.

Benefits. The result of the study will be of big help to teachers in the field, for it will be one of the bases of the Department of Education in designing and implementing programs to enhance the leadership skills of principals and coping mechanisms of teachers in handling stress at work. It may contribute in planning for the conduct of important seminars, conferences and workshops for SHS teachers and school heads as well to become more productive in their career. For the findings will give them clear awareness of the issues and concerns on the job satisfaction of SHS teachers.

Plagiarism. Having no trace or evidence of copying one's views was observed in this study. The researcher seriously took care of copying somebody's ideas and thoughts for this research. Recognizing and stating author's name and year of publication was important to give honor and respect to the writer. Paraphrasing was done and most importantly, the use of plagiarism checker/detector was employed to be able to find paragraphs which need enhancement.

Fabrication. The research strictly followed procedures in gathering data to be used in the study. This was in order to really get factual data from the respondents. Through this data, the researcher made sure that there would be no trace or evidence of intentional misrepresentations of what has been done, since, the data gathered from the respondents were the only basis for any interpretation useful for the study. With this, the researcher guaranteed no making up of data and/or results, or purposefully putting forward conclusions that were not accurate. Lastly, this study has no inconsistency with the existing literature among the information included in the manuscript.

Falsification. The researcher generated information from books, journals and internet useful for the study. This information was utilized truthfully and correctly. Thus, making this paper having no trace of purposely misinterpreting the work to fit a model or theoretical expectation; and had no evidence of over claiming or exaggerations.

Conflict of Interest. This study had no trace of conflict of interest. This was done by the researcher through giving importance to the welfare of the respondents or participants of the investigation. As well as, making sure that the validity of the study was certain and firm that there would be no influence from other parties to happen. Considering these conditions helped the researcher in making this study free from any traces of oppositions.

Focus Group Participation and Identification. The researcher first and foremost made it clear to the participants about what the study was all about and the purpose of conducting the study as well. The extent of participation expected

from the participants was also emphasized beforehand so that they can decide earlier what kind and how much information they wanted to share in the group. It helped that they were given the set of interview questions ahead of time for them to know what to expect. Most importantly, before the conduct of the focus group discussion, all participants were asked to sign the consent form which cautions them of the responsibility and commitment that what they hear during the focus group discussion should be kept with utmost confidentiality.

Deceit. The researcher did clearly explain to the respondents the purpose of the study, as well as the benefits that can be taken from it. With this, the researcher left no trace of evidence of misleading the respondents to any potential harm; because the participants had the knowledge of the investigation they were participating in.

Permission from Organization/Location. The researcher ensured getting a written permission from the organization in which the research was undertaken or the location in which the data were collected. The researcher did make sure that in getting the written permission, the person to talk to must have the authority to give the permission sought and that activities were organized well in advanced. In this study, permission was sought from the Regional Director of the Department of Education in Caraga Region. With this consent, the researcher asked for a permission on the principals or school heads assigned to the schools wherein the participants of the study belong.

Authorship. Prior to the publication of this research, the researcher underwent series of content revisions and there were recommendations to be

incorporated. These concerns were from the researcher's adviser, data analyst, assigned grammarian and set of panel members from the Professional School of the University of Mindanao.

In addition, it was equally important, that the researcher followed the University of Mindanao Ethics Review Committee (UMERC) standards to ensure success on the implementation of the study.

© GSJ

Chapter 4

RESULTS

Presented in this chapter are the results of the survey from various Senior High School teachers in Caraga Region. Moreover, this chapter also presents the experiences, insights and perceptions of the study participants which emerged from the gathered information through interviews and group discussion.

This chapter is divided into three parts. Part 1 tackles the quantitative data gathered through survey questionnaires and given statistical treatment. Part 2 covers the qualitative data with the data analysis procedures and steps in the categorization of emergent themes from the result of the in-depth interviews and focus group discussion. Part 3 deals with the corroboration of the collected and analyzed data from quantitative and qualitative procedures.

Quantitative Results

This section deals with the results of the quantitative data gathered through the survey questionnaires. Specifically, it presents the status of role conflicts among senior high school teachers and the significant difference on their role conflicts when analyzed according to sex, position, and place of assignment.

Status of Role Conflicts among Senior High School Teachers

Table 1 presents the descriptive statistics of the means and standard deviations for the role conflicts among senior high school teachers.

Table 1
Status of Role Conflicts among Senior High School Teachers

Indicators	Standard Deviation	Mean	Descriptive Level
Work Family Conflict	0.91	3.43	High
1.The demands of work interfering with home and family life	1.07	3.50	High
2. Amount of time the job takes up making it difficult to fulfill family responsibilities	1.04	3.37	Moderate
3. Things not getting done at home because of the demands of the job	1.11	3.36	Moderate
4.Job producing strain making it difficult to fulfill family duties	1.07	3.15	Moderate
5.Having to make changes to plans for family activities due to work-related duties	1.01	3.79	High
Family Work Conflict	0.94	3.00	Moderate
1.Demands from family/spouse/partner interfering with work-related activities	1.10	3.12	Moderate
2. Having to put off doing things at work because of demands at home	1.05	3.05	Moderate
3. Things not getting done at work because of the demands from family or spouse/partner	1.08	2.83	Moderate
4. Home life interfering with responsibilities at work such as getting to work on time accomplishing daily tasks, and working overtime	1.15	3.07	Moderate
5. Family-related strain interfering with ability to perform job-related	1.13	2.92	Moderate
Time-Based Interference	0.87	3.49	High
1. Having enough time at work	0.99	3.70	High
2. Having enough time at home	1.03	3.29	Moderate
Strain-Based Interference	0.83	3.19	Moderate
1. Having not much strain at work	0.98	3.07	Moderate
2. Having much strain at home	0.91	3.30	Moderate
OVERALL	0.52	3.28	Moderate

The status of role conflicts among senior high school teachers was determined through descriptive statistics. *Work family conflict* has a mean score of 3.43 and rated as *high*; *Family work conflict* with a mean score of 3.00 rated as *moderate*; *Time-based interference* with a mean score of 3.49 rated as *high*; and the *Strain-based interference* with a mean score of 3.19 rated as *moderate*. The status of role conflicts among senior high school teachers has an overall mean score of 3.28 with *moderate* descriptive equivalent. This means that role conflicts

among senior high school teachers are sometimes manifested. Furthermore, the standard deviation of 0.52 is less than 1.0 which is the typical standard deviation for the 5-point Likert scale. For the indicator *work family conflict* which has an overall mean of 3.43 the item having to make changes to plans for family activities due to work-related duties got the highest mean of 3.79 or *high* level compared to the rest of the item indicators. The indicator *family work conflict* has an overall mean of 3.00 or moderate wherein all items in their indicator obtained moderate rating. For *time-based interference*, the overall mean 3.49 otherwise known as high and the item “having enough time at work obtained the highest mean score of 3.70. For *strain-based interference*, all items are moderate and the overall mean of 3.19 is in *moderate* level as well.

Significant Difference on Role Conflicts of Teachers

By Sex. Table 2 presents the significant difference on role conflicts when respondents are grouped by sex. It shows that role conflicts of male teachers has a moderate mean score of 3.35 while 3.24 for females. It can be observed in the table that the overall p-value of role conflicts based on sex is 0.056 which is a bit greater than the significance level of 0.05. It specifies that there is a weak evidence against the null hypothesis. Thus, the null hypothesis accepted. Even though there is a significant difference on the indicator *Family-work conflict* when analyzed by sex because the p-value is .019 which is less than the level of significance of .05. This means that male teachers have more family-work conflict than females. In general, however, there is no significant difference on role conflicts when analyzed by sex.

Table 2
Significant Difference on Role Conflicts when analyzed by sex

Indicators	Mean (Sex)		t	p-value	Significance Level
	Female	Male			
<i>Work-Family Conflict</i>	3.46 H	3.39 M	.742	.458	NS
<i>Family-Work Conflict</i>	2.91 M	3.16 M	2.364	.019*	S
<i>Time-Based Interference</i>	3.43 H	3.59 H	1.641	.102	NS
<i>Strain-Based Interference</i>	3.15 M	3.26 M	1.199	.231	NS
OVERALL	3.24	3.35	1.919	.056	NS

By Position. In Table 3, the significant difference on role conflicts in terms of position is presented. It shows that the overall p-value is 0.602 which is much higher than the significance level of 0.05. Also, the overall mean scores of all indicators when analyzed by position are of *moderate* descriptive equivalent. It also shows that the p-values of all indicators are greater than the significance level of 0.05 with an overall p-value of 0.602. Since the total p-value is greater than the significance level of .05, there is a weak evidence against the null hypothesis. In other words, the null hypothesis is accepted. Thus, we can say that there is no significant difference on role conflicts in terms of position.

Place of assignment. Table 4 presents the significant difference on role conflicts in terms of place of assignment. The place of assignment is determined by the number of kilometers as distance between workplace and home. The table shows that the overall p-value of role conflicts in terms of place of assignment is 0.674. Although there are indicators that have *high* descriptive equivalent, all mean scores still indicate *moderate* level.

Table 3
Significant Difference on Role Conflicts in terms of Position

Indicators	Mean (Position)					F	p-value	Significance Level
	T-I	T-II	T-III	MT-I	MT-II			
Work-Family Conflict	3.43 H	3.42 H	3.52 H	3.37 M	3.23 M	.329	.858	NS
Family-Work Conflict	2.89 M	3.06 M	3.14 M	2.26 L	3.17 M	2.179	.071	NS
Time-Based Interference	3.52 H	3.38 M	3.58 H	3.71 H	3.61 H	.908	.459	NS
Strain-Based Interference	3.22 M	3.13 M	3.21 M	3.29 M	3.21 M	.288	.886	NS
OVERALL	3.27	3.25	3.36	3.16	3.31	.687	.602	NS

Since the total p-value of the significant difference on role conflicts in terms of place of assignment is 0.674 which is very much greater than the significance level of 0.05, it can be deduced that there is still a very weak evidence against the null hypothesis. This means the hypothesis is accepted. In other words, there is no significant difference on role conflicts in terms of place of assignment.

Table 4
Significant Difference on Role Conflicts in terms of Place of Assignment

Indicators	Mean (Place of Assignment)				F	p-value	Significance Level
	Below 3km	3-6	7-10	Above 10km			
Work-Family Conflict	3.49 H	3.47 H	3.31 M	3.34 M	.800	.495	NS
Family-Work Conflict	2.97 M	3.09 M	2.92 M	3.01 M	.437	.726	NS
Time-Based Interference	3.42 H	3.46 H	3.53 H	3.73 H	1.760	.154	NS
Strain-Based Interference	3.10 M	3.21 M	3.32 M	3.26 M	1.183	.316	NS
OVERALL	3.25	3.31	3.27	3.33	.513	.674	NS

Qualitative Results

This section covers the results of the data gathered from in-depth interviews and focus group discussion. Data analysis and the themes emerged from the results were also discussed.

Lived Experiences of Senior High School Teachers on Role Conflicts

In-Depth Interview. The key informants for in-depth interview were composed of seven Senior High School teachers of Caraga Region. They were chosen on the basis of their lived experiences on role conflicts. The ideas they expressed were used to bring into surface the issues, insights and perceptions related role conflicts.

Table 5
Profile of Participants for Qualitative Phase

Pseudonym	Sex	Position	Distance of Home From School (in km)	Study Group
Nelia	female	Teacher 2	4	IDI
Morita	female	Teacher 1	5	IDI
Antonio	male	Teacher 2	49	IDI
Arvie	male	Teacher 1	200	IDI
Zenaida	female	Teacher 1	3	IDI
Jonnel	male	Teacher 2	3	IDI
Roldan	male	Teacher 1	4	IDI
Kathrine	female	Teacher 1	10	FGD
Evelyn	female	Teacher 1	16	FGD
Carina	female	MT 1	5	FGD
Ressy	female	Teacher 3	1	FGD
Paulito	male	Teacher 3	13	FGD
Brennan	male	Teacher 1	25	FGD
Ben	male	Teacher 1	16	FGD
Sarah	female	Teacher 2	6	FGD
Noemi	female	Teacher 3	6	FGD
Julieto	male	Teacher 2	2	FGD

To uphold confidentiality, the names of the participants as well as that of the schools where they are connected were purposely obscured. Each informant is given a pseudonym so as not to reveal their true identities as presented in Table 5. Informant 1 is assigned a pseudonym of Nelia; Informant 2 is Morita; Informant 3 is Antonio; Informant 4 is Arvie; Informant 5 is Zenaida; Informant 6 is Jonnel; and Informant 7 is Roldan.

Focus Group Discussion. There were 10 participants with varied profiles who comprised the focus group discussion conducted. The focus group discussion was conducted to fortify and validate the findings in the in-depth interviews. The insights of the senior high school teachers on the role conflicts were brought into surface during the discussion. Pseudonyms were used to cover the identity of the participants.

Same set of questions was used for the in-depth interviews and focus group discussion. I first drafted the list of prospective informants for my study. More informants were added to my list through the snowball sampling method which was done through referrals and recommendations from the school heads and the teachers themselves. The meetings were done according to the provisions stipulated in the informed consent signed by the participants. Fortunately, the individual interviews were all successful because I was able to explain to the participants their rights to confidentiality and risk-free participation in the study. All interviews were done in the quiet places of the schools where the participants were assigned like the laboratory, audio-visual room, library and learning resource center. This was done to ensure that the ideas of the participants would not get

lost. Video-recording was employed to document the whole discussion with the help of a professional local videographer.

Based on the responses of the participants in the in-depth interviews and focus group discussion, the essential themes are based on the research indicators of the quantitative phase. These are: one – Work-Family Conflict; two – Family-Work Conflict; three – Time-Based Interference; and four – Strain-Based Interference. These are called “a priori” themes. Essential themes and core ideas were shown in Table 6.

Work-Family Conflict. One of the major *a priori* themes generated from the responses of the participants is work-family conflict that stems from the incompatible demands between work and family roles causing the teachers to have difficulty in participating in both roles.

The participants expressed that their work interferes with their family time and they could not avert from spending a lot more time in work than in home. Even though participants were classified by sex, position, and place of assignment, they have identical experiences on role family conflict.

There are teachers who are working even on weekends. Nelia shared:

There are times, sir that my work as a teacher really interferes my role in my family. There are times, sir that I need to work at school beyond 8 hours and on weekends, especially when preparing for a contest sir, and spend own money. (IDI-1)

Family activities are set aside by the teachers just to perform their work-related tasks. Roldan said:

Table 6
Experiences of Senior High School Teachers on Role Conflicts

Essential Themes (<i>a priori</i>)	Core Ideas
Work-Family Conflict	Working even on weekends
	As a family person, it is a very hard task
	Much challenge involved
	No time for the family, busy in school
	Set aside usually family activities
	Unable to manage conflict of activities with own kids
	Work really interferes family time
	Spend a lot more time in work than helping in the house
	Family time usually canceled in doing task as a teacher
	Sometimes seldom go home due to trainings and other school matters
	Lack time to spend with family
	Demands of work activities interfere with family
	Do school related work at home
	Tend to prioritize job over personal life
	Still work after school time instead of the time for family
Family-Work Conflict	Inference in works that demands family time
	Priority is own kids
	Support family first, before school
Time-Based Interference	Focus is on the profession
	Teaching job does not affect home or vice versa
Strain-Based Interference <i>Having not much strain at work</i>	Practicing time management and prioritization
	Managing well time for both work and family
	No conflict, at home as a mother, in school as a teacher
	Just focus in everything to be done
	No problem, mother and father around to support
	Just time management
	Managing time very well
	Guide family and guide students
	Very difficult balancing the two roles
	Facing various struggles to cope with the demands of job
	Struggle a lot for the school activities
	Have to face the negative aspects in school
<i>Strain at work</i>	Pursuing with effort the work and the family, much patience needed

I experienced that I need to set aside our family gathering every time that we had our school activity, sir. And as a teacher, I felt fulfillment every time that my student achieves certain awards. (IDI-7)

Another awful experience of teachers is doing school-related work at home which is a vivid example of interference of work. Carina expressed:

Yes, sir. I tend to do school related work at home. My time in school is not enough for me in preparing DLL, checking performances, preparing reports, and a lot more because of various school activities. (FGD-3)

Family-Work Conflict. This is one *a priori* theme of the study which refers to the family roles that interfere with and compromise work accountabilities of teachers. It is imbalanced in the context that it creates conflict at work-life interface.

Paulito shared that dilemma set in when more time is needed to fulfill his job in school yet being interfered by his roles at home. He said:

In my dealing with the differentiated roles in family and in my work as a whole, sir, basically, there is an interference in works that demands that requires the great effort and achievements. (FGD-5)

Teachers' roles in the school are affected because their priority are their children more than their students. Julieta expressed:

To guide my family, sir, especially my kids and also for the students to give a guidance or advice to us. (FGD-10)

Putting the family first rather than the demands of the school is one main concern of the teachers. They believe that their completing their work-related task is necessary to support their family. Noemi shared:

Do pursuing the work handled by giving their effort, sir, to support my family. As a teacher being patient and educated, sir (FGD-9)

Time-Based Interference. This is another *a priori* theme of the study that refers to the conflict that may occur between teaching job and family roles of the teachers. It specifically pertains to the amount of time that is being spent in the school and at home by the teachers, regardless of grouping.

Brennan focuses on his profession which means he spends more time for his work. He shared:

As a family person, sir, I never encounter to have someone who will try to ask for my time since I am just the one who will really manage my time on where I am going to render it. As a teacher, sir, I always tried to focus on this profession since then I don't have even other agenda to focus. (FGD-6)

But Ben's experience is a different one. He said his teaching job does not affect his roles in home and in school:

Since, I do not have my own family yet, sir, so it is not that an issue if I discipline the students. I make it a habit to make sure that my job doesn't affect me at home or vice versa. (FGD-7)

Brennan added:

It does not affect my role in the family, sir, since, my mother and father just let me on doing things that I want. So, whatever the demands of my work, sir, it does not effect on my family's role. (FGD-6)

Strain-Based Interference. Another *a priori* theme is strain-based interference. It occurs when a teacher experiences fatigue or strain in school or at home that affects his performance as a teacher or a member of the family. The

participants shared that strain in work and at home is inevitable, but time management can help any teacher to cope with the challenge.

Sarah confidently said:

No, it is just time management. (FGD-8)

Nelia also underscored the same principle:

Being a family man, sir, and a teacher are both challenging and fulfilling roles. In dealing with these roles, sir, time management and prioritization are important skills one should have and practice. (IDI-1)

Jonnel shared:

For it should always follow or set time management in order to balance your or our roles as teacher, parent and son. (IDI-6)

On the other hand, some teachers are experiencing various struggles in coping with the demands of their teaching career. Paulito replied:

As a family man or family person, sir, I encountered several experiences such as providing the quality time for my family, giving my quality for my personal and professional works, basically facing various struggles to cope with the demands in my job. (FGD-5)

Mixed Methods Results

Thematic Map of Essential Themes

Shown in Figure 5 is the summary of results for the qualitative strand. The responses of the participants on the role conflicts among senior high school teachers were analyzed and results generated four *a priori* themes. These are work-family conflicts, family-work conflicts, time-based interference, and strain-based interference.

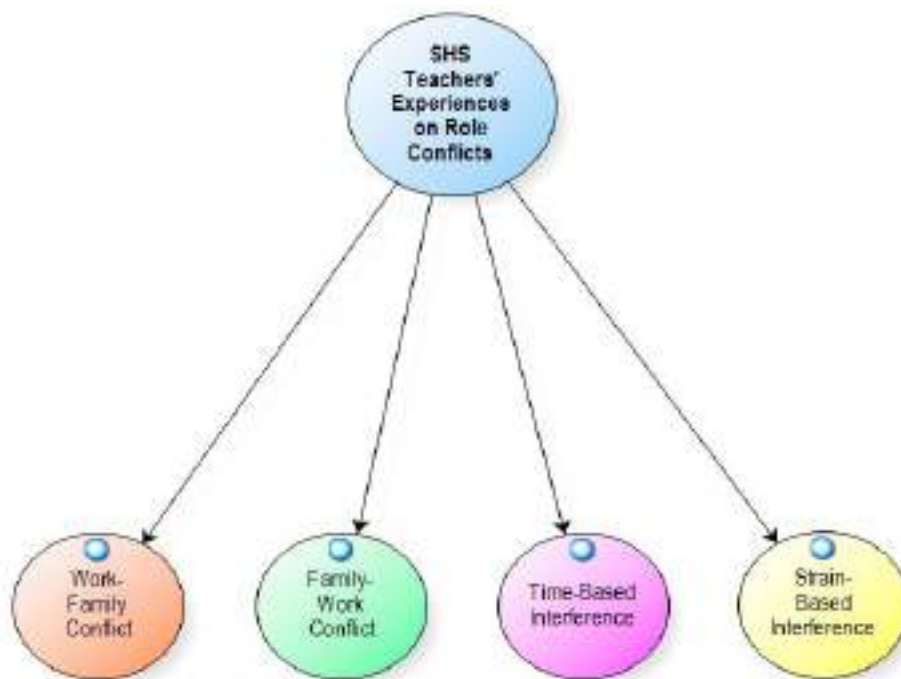


Figure 5. Thematic Map on Role Conflicts of Teachers

Data Integration of Quantitative and Qualitative Results

Table 7 presents the integration of results from quantitative data gathered from 400 participants and qualitative data transcribed from seven participants in the in-depth interviews and ten participants in focus group discussion. It was found out that the quantitative data bearing all the indicators namely: *work-family conflict*, *family-work conflict*, *time -based interference* and *strain-based interference* are congruent to the qualitative data observed from the participants on role conflicts of senior high school teachers. In other words, all the four *a priori* themes which were based from the indicators of the quantitative survey showed experiences from the participants. Further, the theme *work-family conflict* in the qualitative phase have more experiences than any other themes which is parallel

Table 7
Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Phase	Qualitative Phase	Nature of Integration
1. Status of Role Conflicts (RC) of Senior High School Teachers	The respondents rated role conflicts as <i>moderate</i> or an overall mean of 3.28. This means that conflicts are only sometimes manifested. The four indicators: <i>work-family conflict</i> , <i>family-work conflict</i> , <i>time-based interference</i> and <i>strain-based interference</i> have mean ratings ranging from 3.00 to 3.49, a mixture of moderate and high-level ratings. Among the indicators, <i>work-family conflict</i> obtained the highest mean rating of 3.49, the only indicator with high rating. Refer Table 2	All the four <i>a priori</i> themes which were based from the indicators of the quantitative survey showed experiences from the participants' <i>Work-family conflict</i> registered more experiences compared to other themes. This is parallel to the result in the quantitative phase wherein <i>work-family conflict</i> got the highest mean rating. Refer Table 6.	Merging (Confirmation)
2. Significant Difference of RC when respondents were grouped by sex, position and place of assignment	When the four indicators were subjected to analysis by sex, the overall t-value is 1.919 ($p > 0.05$), indicating that there is no significant difference in the responses of the respondents when analysed by this moderator. Refer Table 3	Experiences of the participants/informants on the RC, analysed in terms of sex are parallel to the quantitative results on <i>work-family conflict</i> & <i>strain-based interference</i> which showed no significant difference. The experiences of male and female on these two <i>a priori</i> themes were identical.	Merging (Confirmation)
2.1 Sex as a Grouping Variable	When the four indicators were analysed separately, <i>family-work conflict</i> showed significant difference ($t = 2.364$; $p < 0.05$) while the three indicators registered no significant difference. Between the two sexes, male respondents recorded	Male and female participants were having identical experiences on <i>work-family conflict</i> . This is contrary to the quantitative result having significant difference.	Merging (Discordance)

2.2 Teaching Position as a grouping variable	higher mean over their female counterparts on this particular indicator. Refer Table 2		
	The survey on the four indicators conveyed that there is no significant difference when respondents were grouped by teaching position, may they be T1, T2, T3 or MT ($F=.687$; $p>0.05$) Refer Table 4.	The experiences of T1 when compared with those occupying higher positions are generally similar. This is congruent to the results of no significant difference in the quantitative results.	Merging (Confirmation)
2.3 Place of Assignment as a grouping variable	The quantitative results showed no significant difference on the four indicators ($F=.513$; $p>0.05$) when analysed by place of assignment. The distance from the residence of the teachers to the school did not matter in articulating their responses to the survey. Refer Table 5.	Experiences on RC of those teachers living in shorter kilometres from the school compared to those from farther distances indicated similar experiences as regards the two <i>a priori</i> themes: <i>work-family conflict & strain-based interference</i> . The result corroborates with the quantitative findings	Merging (Confirmation)

to the quantitative data results which shows that *work-family conflict* has the highest overall category mean. Thus, the nature of integration on this part is *merging-confirmation*. On the area significant difference of role conflicts of senior high school teachers when analyzed based on sex, position, and place of assignment, data results showed no significant difference on the general responses of teachers.

The qualitative data also show no significant difference on the experiences of male and female senior high school teachers on *work-family* and *strain-based interference* themes because these are parallel to the quantitative results of

responses for the same indicators. Both results therefore corroborate with each other, hence, *merging-confirmation* was noted.

However, when quantitative data results of indicators were analyzed separately, only the indicator *family-work conflict* showed significant difference when perceived by male and female senior high school teachers. Responses of male teachers have higher mean for this indicator than female teachers. This is contrary to the qualitative data results for this indicator which show identical with the experiences of male and female teachers. Thus, the nature of integration showed was merging-discordance as quantitative and qualitative data are conflicting with each other.

When *teaching position* was used as a grouping variable, quantitative data results showed no significant difference on the responses of teachers on four indicators. It means that teachers with different teaching positions have similar responses in the survey. For the qualitative data, all teacher-participants with different positions had similar responses on the four *a priori* themes. These qualitative results confirm the results of no significance in the quantitative data. So, *merging-confirmation* occurred.

For the place of assignment when used as a grouping variable, quantitative data results showed no significant difference on the responses of teachers on four indicators. This means that the distance between the school and their homes did not matter for the teachers. In the qualitative data, it was revealed that teachers living in shorter and farther distances from the school had similar experiences.

Intervention Program

This proposed intervention program is results-based. That is, the intervention given is primarily based on the results of each construct and the researcher believed that these interventions can address the central issue of this research.

I. Title: Workplace Approaches to Reduce Work-Life Stress

II. Rationale: The intervention program which is shown in table 8 could be offered in this study is based on the underlying principles of *Workplace Interventions and Approaches to Reduce Work-Life Stress* (Hammer et al., 2016) which complement with the data results from the survey questionnaires answered by senior high school teachers. As the primary mandate of government teachers is to provide the best and quality education for all, it is imperative that the teachers must be worry free and school officials looked into their general well-being.

As much as possible, teachers should not be caught in a situation where they are getting so much pressure from work and anxiety at home. Their service is essential, thus, they must be working in an environment where role conflict is not present or can be avoided at some extent. Under the indicator *Work-Family Conflict*, the item with the lowest mean (3.15) is “job producing strain making it difficult to fulfil family duties”. It appears that the familial duties of the teachers are being impeded because of heavy workload in school, so there must be something that will help balance life in school and personal lives of teachers. For *Family-work conflict* category, “things not getting done at work because of the demands from family or spouse/partner” obtained the lowest mean score of 2.83 otherwise

Table 8
Proposed Intervention Program to Address Role Conflicts for Senior High School Teachers

Items Specifying Conflicts	Areas of Concern	Objectives	Strategies / Activities	Person/ Office Responsible	Timeli ne
Job Producing strain making it difficult to fulfill family duties	Work–family and family-work conflicts that stemmed from heavy demands of work and fulfilling family roles is somewhat neglected	To identify specific policies that will foster positive work-life balance among teachers	ORGANIZATIONAL INITIATIVES Improve work-family outcomes, the following strategies are suggested:	Principal	April - May
	Imbalance creating conflict at the work-life interface. Competing time requirements across work and familial roles	To develop scheduling scheme to promote work-family balance	<ul style="list-style-type: none"> Administrator Support through: <ul style="list-style-type: none"> ➤ Instrumental Support like Drafting Appropriate Scheduling for Teachers ➤ Retooling for Administrators and Teachers ➤ Developmental opportunities like seminars and training on stress reduction and management ➤ Creation of evaluation tools 	Administrative Officer	June-July
Things not getting done at work because of the demands from family, or spouse/partner		Revisit the targets based on Individual Performance Commitment Report		Teachers	
		To provide developmental programs for teachers to develop coping skills against stress		Guidance Services	May & October
					May

described as moderate. This is one thing that teachers must also be aware of. In here, the researchers always pointed out the concept of ‘balance’ of work life and personal undertakings.

Chapter 5

DISCUSSION

This chapter presents the discussion, conclusions, implications for practice and recommendations of the study based on the survey results and emergent themes generated in data analysis.

Status of Role Conflicts among Senior High School Teachers

Work-Family Conflict. The respondents rated this indicator as *high* which implies that their teaching career has been demanding that it interferes most of their time at home and family time. Further, they also have experienced sacrificing family activities to fulfill the requirements of their job. Teaching took so much of their time which resulted to stress and emotional exhaustion causing poor teaching performance. This result is in line with the study of Klassen and Chiu (2010), which shows that teaching is an exhausting occupation, and the possible effects of stress on the teacher are lower level of self-efficacy of the teacher, poor job performance, poor engagement, and higher fatigue levels. Scientific evidence also showed that conflict between family and work is often a serious stress factor that leads to several negative results, including compromised well-being (Richter et al., 2015). Studies have described a conflict between work and family as one of the most serious stressors at work (Versey, 2015; Whiston & Cinamon, 2015). In addition, Che et al. (2017) research demonstrated that a type of inter-role conflict in which the burden in the work and family responsibilities become mutually incompatible

and it is a fact that technological developments, electronic mails and messaging systems can still bind the worker to all the demands and stressors (Ryan et al., 2015).

Family-Work Conflict. The moderate rating given by respondents indicates that that there are times when demands and needs of spouses and children of teachers have affected their job performance. If teachers take more time to satisfy their family roles, interventions are needed to help them remain effective as teachers while carrying out their family roles. In family-labor conflict, many contributing factors can be found. Marital stress, minimal marital support, and childcare are the typical contributors (Ajala, 2017). Conflict on family and jobs can be costly for a business. For example, as people believe their jobs compete with the positions of their families, they are less prepared to be trustworthy. This may contribute to more absenteeism and lack of interest because issues over family affairs may lead to increased mistakes, accidents and/or expensive errors.

Therefore, administrators have to build an environment where workers do not fear the consequences of family-work conflict although this is not absolute (Lambert et al., 2010; Gordon et al., 2007). Building a supportive work-family climate should promote the use of work-family benefits (Ismail & Gali 2017) and the recommendation of Shimazu et al. (2013) stated that for family-oriented teachers, if a suitable employment facilities are provided which would ultimately reduce role conflict they can work at their best.

Time-Based Interference. The respondents rated time-based interference as *high* implying that most senior high school teachers have spent more time in

completing the tasks in school than at home. This may be attributable to some differences in the distribution of teaching jobs which took a lot of time or poor scheduling among teachers. This also means that administrators necessitate more coaching and other measures as positive family supportive behavior is anticipated (Yu, 2016). It can also involve time pressure from one field (in combination with fulfilling one role), which prevents it physically from fulfilling the requirements of the other field or even when it attempts to physically satisfy the needs of a different role (Montgomery et al., 2009). Straub (2012) has therefore pointed out that administrators can be the appropriate agents to improve the performance of each teacher in the school. It may lead to a change in the academic culture when a healthy work-family practice is implemented. Teachers can effectively provide and carry out family work initiatives that improve their level of family support.

Strain-Based Interference. The *moderate* rating given by participants for this indicator implies that teachers have experienced not much strain at work and much strain at home. The results also imply that teachers should have a work-family balance which is usually referred to as lack of conflict or interference between teaching career and family roles. According to the authors, strain-based interference happens if one task becomes difficult to meet its certain requirements (Cicei, 2015). The main hypothesis of stress mechanisms indicates that the level of exposure to stressors is greater among disadvantaged groups, particularly ethnic minorities (Okafor et al., 2016). These factors could be anything. Stressors can put undue pressure on a person that usually leads to poor performance and to interference on the basis of time (Chiappo & DiDona, 2014).

The finding is also consistent with Hirschi et al. (2019), who demonstrated that a distinction between family and work conflicts is necessary. They found that better positions in working would reduce tensions between family and employment. The stress felt by teachers can be resolved if their career and family life can be aligned.

Significant Difference on Role Conflicts of Senior High School Teachers

When analyzed by sex. There is no significant difference on work-family and family-work conflicts when analyzed by sex. This finding is contrary to Parker's (2015) study who highlighted that women experience major career breaks more than men in order to meet the needs of their families. It is believed that they have spent more time working in the house and nursing the children and less time working for pay. Women's conventional position as full-time parents has been always seen as acceptable in many cultures.

When analyzed by position. There is no significant difference on role conflicts in terms of position. This implies that teachers, regardless of their position in the school, share similar experiences in family-work and work-family conflicts which, if not resolved, may lead to poor performance in school and at home. It is also noted that the work-related duties and house roles have specific requirements for educators regardless of the position or rank in school. As stated by Saleem and Ajmal (2018), the conflict between work and family is linked to work discontentment and poor job performance, meaning, the school's initiative to promote work-family balance needs to be identified and evaluated. They further

said that the balance of work and family can be improved by refining the facilitation of work and family life that consequently reduces conflicts between work and family.

When analyzed by place of assignment. There is no significant difference on role conflicts in terms of place of assignment. This implies that teachers who are teaching in rural and in urban schools share the same role conflicts in their work and at home. The place where the teacher is assigned does not influence their performance in school and their family roles. This finding is consistent with Sirgy and Lee (2018) who believe that every occupation faces the challenges of balancing lives, reducing potential conflicts from efforts to achieve a balanced lifestyle and improving living standards. Wherever people work and live, challenges and difficulties arise when family and work are irreconcilable and challenging.

Lived Experiences of Senior High School Teachers on Role Conflicts

Based on the answers of informants and participants for in-depth interviews and focus group discussion, the following essential themes emerged: *Work-Family Conflict*; *Family-Work Conflict*; *Time-Based Interference*; and *Strain-Based Interference*.

Work-Family Conflict. One essential *a priori* theme that showed out of the responses of the participants during interviews and discussion is work-family conflict. It is the inability of the teacher to balance the time spent with work and family. It could also be gleaned from the responses of senior high school teachers

that they usually cancel family time in order to finish the task in school. Trainings and seminars also take the time of the teacher from his family aside from bringing home school-related works and spending weekends with working in school. This implies that family roles get compromised and the time spent with the family is decreased if work-related tasks become more overwhelming that may result to poor parenting and relationship failure. On the contrary, ample amount of time spent with the family may improve the social aspect of the children. This concept endorses Olszewski-Kubilius's (2018) declaration that a certain family becomes healthy if time is being prioritized. He affirmed that family time is essential to establish strong ties, love, links, and relations between and among the members of the family. It also helps face the challenges, instill a sense of health, instill family values, and trust them. When kids have a quality time with their family members, the importance that their parents give them improves and increases their self-trust.

Family-Work Conflict. Another theme that surfaced from the qualitative data is family-work conflict. It has an overall category rating of *moderate*. The answers of the senior high school teachers to the questions relative to their family and work conflict suggest that they value their families more than their job. The conflict sets in when there is an imbalance in the amount of time and effort being spent for the family and school. Despite the imperatives of the teaching profession, children and spouses are the most priority. This scenario sometimes results to lower level of performance in school as family takes most of the time of the teachers than accomplishing school-related tasks.

This research results corresponds to Avila's (2018) idea that the administrator's bad management skills and lack of proper supervision could lead to a low teacher performance because of the inadequate factors of motivation. Such poor teacher performance impacts curriculum for the student which indicates that the school has less corrective actions and resources.

Time-Based Interference. The third theme that emerged from the responses of the senior high school teachers is time-based interference. From their responses, the teachers are aware that their work has taken a bit of their time from their families but not as much because their families must have understood the nature of their teaching position. They are aware that they have spent more hours in their work but they adopt proper time management for self-efficacy in school and at home. These findings conform with the notion that there is a significant positive link between time management and self-efficacy of teachers according to the claims of Zarbakhsh et al. (2015). Self-effectiveness as the interpersonal component is closely linked to time management and includes behavioral preparation. The disciplined and planned life that is a personality characteristic of individuals is another output of time management.

Strain-Based Interference. There responses of the participants have brought out the idea that teachers are having much strain at work while some do not. Others testified that teachers were able to manage their time and prioritize things between their families and the school. On the other hand, there were teachers who also struggle with balancing their roles in the school and work. They have expressed that patience and optimism serve as a driving force to cope with

the challenges. This means that all schools appear to have similar challenges that can be counteracted by a right attitude. Optimism may help to overcome the burden each teacher has experienced in both work and family. This idea is congruent to Conversano et al. (2010), who assert that positivity has a significant influence on physical and mental health and on the way to working and social life. This concept also coincides with the idea of enthusiasm.

Data Integration of Quantitative and Qualitative Results

From the integration of salient findings of the quantitative data gathered from 400 respondents and 17 participants for the qualitative portion transcribed from the IDI informants and FGD participants, the following results were drawn. For status of role conflicts (RC) of senior high school teachers, it was found out that the quantitative data bearing all the indicators *work-family conflict*, *family-work conflict*, *time-based interference* and *strain-based interference* are congruent to the qualitative data observed from the participants on role conflicts of senior high school teachers. Hence, *merging-confirmation* occurred. All the four *a priori* themes which were based from the indicators of the quantitative survey showed and the respondents confirmed all these. Fetters et al. (2013) further explain this by proposing that integration is being introduced at various research levels of design, methods, interpretation, and reporting. They further note that data integration suits well: confirmation takes place if the findings from both types of data validate each other.

Thematically, the conflict of roles of employees is two-way. Studies on family and labor conflicts and family work conflicts (Boyar et al., 2008; Rehman, & Waheed, 2012; Tamunomiebi, 2018) have been conducted. Conflict between work and family arise when involvement of employment interferes with family life, such as asymmetric or rigid work hours, overburden of work, certain forms of stress at work, emotional work disputes, frequent travel, role shifts, and stressful bosses (Houlfort et al., 2018).

Significant Difference of Role Conflict. When respondents are grouped by sex, position, and place of assignment the nature of integration is merging-confirmation. The four indicators of the quantitative part confirmed the experiences of the participants, thus merging-confirmation occurred. Cultural differences and gender equality, or beliefs and attitudes regarding gender equality within society are particularly important for sex differences in work-family conflicts (Kim & Gong, 2017). Male and female roles in countries or societies where gender egalitarianism is strong are expected to be more equal (men and women engage in both working and family areas).

Teaching position as grouping variable, the nature of integration was merging-confirmation. This indicates that whether the teachers occupy lower or higher rank, they experience the same issue as far as role conflict is concerned. This is evidenced by the confirmation of the interview results on the quantitative result of no significant difference. In line with Montgomery et al. (2009). latest findings, situations such as roles conflicts range from executives to rank and file

employees. Employees have experienced the same level of role conflict, regardless of their current position in the hierarchy.

The nature of confirmation when *sex was used as grouping variable* is merging-discordance. This was manifested by the disagreement between qualitative findings and quantitative results. Authors also argued that women and men play different roles at home in according to the recent studies conducted by Ollier-Malaterre and Foucreault (2017). Further research has shown that women spend far more hours than men in household and childcare roles (Kulik et al., 2016) whereas men spent much more hours in the working in the field than women (Stier & Yaish, 2010). As a result, women showed a more inclined position in the perception of family roles than men, while men tended to perceive the main responsibility for the job (Christiansen & Palkovitz, 2001).

Place of Assignment as a Grouping Variable. The nature of integration is *merging-confirmation*. In terms of work assignment, respondents in the qualitative part agreed with those who are surveyed in the quantitative part of this study. Thus, the teachers who are assigned in nearby communities and those who are working afar have a comparable level of perception. The results of numerous studies have been reinforced by role conflicts at all stages regardless of their location of work. The problem is observed empirically throughout one's life, usually called a role conflict (Derks et al., 2015; Nnada, 2015). The place of employment is not a consideration in the job conflict faced by a certain employee.

Dissemination Plan Based on the Empirical Findings of the Study

In order to give answer to the last research question stating what intervention can be crafted based on the results of the study? The following intervention scheme is proposed by the researcher.

Intervention Program

The proposed intervention program crafted by the researcher based on the results is entitled “workplace approach to reduce work-life stress” patterned after Hammer et al. (2016). The primary purpose of this intervention program is to address specific items which bear low statistical results. For instance, results showed that teachers have a difficulty of fulfilling familial responsibilities because of heavy workloads, this will be given an answer through the initiative of the school principal who is directly supervising the teachers. The primary aim is to develop a long-term plan that can be implemented in order to give homeostasis between personal and professional lives of the teachers. Further, this intervention scheme aimed to boost the productivity of teachers especially those who are teaching in public schools. It is imperative that these teachers must experience balance in work and at home.

Implications for Educational Practice

The results of the study show that work interferes significantly with the time of the teachers with their families. This implies that the school administrations may conduct proper evaluation on the amount of workloads given to teachers to lessen

the amount of time they would spend in completing the tasks in school. Equity in the workplace might be one of the highest priorities of the administration reflected in their task management scheme. Ancillary functions may be distributed properly in order to provide balance to the working conditions of the teachers. Teaching loads and other work-related designations can be well balanced by the school administration to give a healthy and reasonable environment for the teachers.

A modification in the implementation of the project might also be implemented to suit the needs of the senior high school teachers as far as the time they spend in school is concerned. The provision of a more comprehensive time schedule for teachers may mean flexibility that benefits the academe, the teachers and their families. Restrictions and prohibitions may be revised in favor of the teachers to give them enough freedom to maximize their time in school and at home without compromising the learning of the students.

The results also imply that recreation and retreat for teachers should be included in the regular school activities. This innovation may provide teachers an avenue to have quality time outside their teaching job which purposely unloads strains at work and at home. A family day could also be initiated by the school where families of the teachers and the school community enjoy being together in a specific event. The program aimed to edify the link between the teaching job and family roles and may bridge the gap and emphasize more understanding on the nature of two parties.

The results of the study also suggest that academic interventions such as family-friendly supportive programs that help to alleviate work-family conflict may

likely help to alleviate family-work conflict over time. This means that institutional efforts to decrease work-family conflict and family-work conflict may lead to improved attitudes and behaviors of the teachers towards teaching. Moreover, the school may give plenty of developmental opportunities to employees so that they may learn strategies to help balance their work and family roles. It might be in a form of a seminar or training which shall be included in the calendar of school activities.

The findings also imply that promotion scheme of the school maybe improved to expedite the processing of applications of teachers. The applications for higher position are technically called promotion which means an increase in their salary. Such promotion is believed to empower the teachers to provide more for their families and lessen the possibilities of moonlighting which may compromise the quality of time in their teaching career and with their families. Furthermore, the school may also pay attention to the fit between the type of policies offered and the boundary management strategies adopted by the teachers. Poor fit may lead to less than expected positive outcomes from the teachers and students.

Implications to Future Research

In as much as this study is limited to a few secondary schools in Caraga Region, the following implications for future research are given: First, future research may be conducted on the role conflicts with another group of participants in order to strengthen and validate the findings of this study since the findings of

this study are not generalizable beyond fourteen to seventeen participants, unlike quantitative research methodology. Second, future research on roles conflicts of teachers may be conducted and extended to other regions to add to the research base and gather more information and insights from other senior high school teachers. Third, future research may be done by conducting a resurvey with the respondents and re-interview with some of the participants to find out if their perceptions and insights on the experiences have not changed over time.

Fourth, further research could be done to investigate the same phenomenon among senior high school teachers of the private schools since this study was specifically done for teachers in the public schools. Further research may also be conducted to determine the students' and school heads' views and insights on the roles conflicts of teachers to confirm the findings of this study.

Conclusion

Based on the results of the study, the researcher concludes:

The level of role conflicts among senior high school teachers is at *moderate* level and looking into the indicators: *work-family conflict* obtained a *high* level as evidenced by both quantitative and qualitative data. For *family work conflict*, it garnered descriptive level of *moderate* and respondents perceived it as sometimes manifested in their job. *Time based inference* has overall descriptive level of *high* while *strain-based inference* obtained a moderate level based on the response of the respondents.

On the significant difference of role conflicts among teachers, no significant difference was noted when the respondents were analyzed in terms of sex, position, and place of assignment. For the integration of quantitative and qualitative data, the following nature of integration occurred: for the status of role conflict among teachers, the nature of integration was *merging-confirmation* as both data confirmed with each other. On the area significant difference of role conflicts when respondents are grouped by sex, position, and assignment, the quantitative data is identical with the qualitative findings resulting to *merging-confirmation*. When sex was used as grouping variable, *merging-discordance* was noted. For teaching position, when used as grouping variable, the nature of integration was *merging-confirmation*. The empirical results of this study confirmed Robert Merton's Theory on Roles (1957) that every role has a set of human rights, tasks, expectations, regulations and behavior, and that the work conflict is bidirectional, work-family and family-related and asymmetric or reciprocal. It also stresses that the work conflict can play an important role. The Theory of Conservation of Resources (Hobfoll, 1989) has also shown that conflicts of function and conflicts with the work-family should be linked. Conflicts of workplaces will also be most likely to arise in both work and in family. Much likewise, Ahmad (2008) acknowledged that work and family are two key areas in the majority of adult lives and the interdependence of these areas and structures as Khan, Wolfe, Quinn, Snoek, and Rosenthal (1964) recognized, because it is not possible for a person to fulfill all expectations regarding his or her work and family responsibilities together and genuine disagreements on inter-role conflict has been proven.

Recommendation

On the basis of the foregoing conclusions, the following recommendations are offered by the researcher: The intervention design or output of this study may be given due course by concerned administrators. The high level of work-family conflict is indicative that the Department of Education must acknowledge the realities of role conflicts among senior high school teachers and it is recommended that there is a necessity to revisit and revise the current workloads for teachers. It is important that the department will acknowledge the full potential of teachers and exhausting them by heavy workloads may reduce their capacities to perform better in their expertise. Compared to family work-conflict, it is moderate, which indicates that teachers spent most of their time in school that at home.

It is recommended that administrators may redefine the 'public servant' definition of the government and perhaps teachers will be given a higher degree of autonomy in performing their roles as educators. The researcher also recommends that the proposed intervention program outlined in this paper be implemented in public schools as this intervention scheme is results based and would help fill the issues involving role conflicts among teachers in the DepEd.

REFERENCES

- Abakah, P. A. (2018). *Work-family conflict among female teachers in Komenda-Edina Aguafo Abrem Municipality* (Doctoral dissertation) University of Cape Coast).
- Aboobaker, N., Edward, M., & Pramatha, K. P. (2017). Work–family conflict, family–work conflict and intention to leave the organization: Evidences across five industry sectors in India. *Global Business Review*, 18(2), 524-536.
- Agarwal, S., Bansal, S. & Maheshwari, V. K. (2010). *Pragmatism and education*. <http://www.scribd.com/doc/30853941/Pragmatism-and-Education>
- Ahmad, A. (2008). Job, family and individual factors as predictors of work-family conflict. *The Journal of Human Resource and Adult Learning*, 4(1), 57-65.
- Ajala, E. M. (2017). Work-family-conflict and family-work-conflict as correlates of job performance among working mothers: Implications for industrial social workers. *African Journal of Social Work*, 7(1), 52-62.
- Albiston, C. R. (2010). *Institutional inequality and the mobilization of the family and medical leave act*. Cambridge University Press.
- Allen, T. D., French, K. A., Dumani, S., & Shockley, K. M. (2015). Meta-analysis of work–family conflict mean differences: Does national context matter? *Journal of Vocational Behavior*, 90, 90-100.
- Alsam, N., Imran, R., Anwar, M., Hameed, Z., & Kafayat, A. (2013). The impact of work family conflict on turnover intentions: An empirical evidence from Pakistan. *World Applied Sciences Journal*, 24(5), 628–633.
- Annor, F., & Amponsah-Tawiah, K. (2017). Evaluation of the psychometric properties of two scales of work–family conflict among Ghanaian employees. *The Social Science Journal*, 54(3), 336-345.
- Ashforth, B. E., Kreiner, G. E., & Fugate M. (2000). All in a day's work: Boundaries and micro role transition. *Academy of Management Review*, 25(3), 472-491.
- Avila, L. B. (2018). Total quality management (TQM) practices of school administrators in relation to school performance among teacher education institutions in the province of Quezon. *KnE Social Sciences*, 879-890.
- Ayers, B., Rose, S., & Hunt, T. (2007). *Adjust the balance: Literature review life cycles and work life balance*. <http://www.equalworks.co.uk/resources/contentfiles/4912.pdf>

- Ayo, H.T., Henry, S., & Adebukola, K. T. (2009). Psychosocial Variables as predictors of work-family conflict among Secondary School Teachers in Irele Local Government Area, Ondo State, Nigeria. *Pakistan Journal of Social Sciences*, 6(1),11-18.
- Bailey, J. (2008). First steps in qualitative data analysis: transcribing. *Family Practice*, 25(2), 127-131.
- Bakar, Z. A., & Salleh, R. (2015). Role demands, work-family conflict and motivation: A proposed framework. *Global Business & Management Research*, 7(2).
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology* 22, 309–328.
- Bakker, A. B., Demerouti, E., & Dollard, M. F. (2008). How job demands affect partners' experience of exhaustion: Integrating work-family conflict and crossover theory. *Journal of Applied Psychology*, 93(4), 901-911.
- Baimyrzaeva, M. (2018). *Beginner's guide for applied research process: What is it, and why and how to do it?* <https://www.uca.int/Content/Downloads/UCA-IPPA-OP4-Beginners%20Guide%20for%20Applied%20Research%20Process-Eng.pdf>
- Baral, R. (2010). *Work-family enrichment: Benefits of combining work and family*. [http:// www.paycheck.in/main/work-andpay/women-paycheck/articles/work-family-enrichment-benefits-of-combiningwork-and-family](http://www.paycheck.in/main/work-andpay/women-paycheck/articles/work-family-enrichment-benefits-of-combiningwork-and-family)
- Bardoel, E. A., Cieri, H. D., & Santos, C. (2008). A review of work-life research in Australia and New Zealand. *Asia Pacific Journal of Human Resources*, 46(3), 316–333.
- Beauregard, T. A., & Henry, L. C. (2009). Making the link between work-life balance practices and organizational performance. *Human Resource Management*, 19(1), 9-22.
- Beutell, N. J. (2010). Work schedule, work schedule control and satisfaction in relation to work family conflict, work-family synergy and domain satisfaction. *Career Development International*, 15(5), 501–518.
- Boyar, S., Carr, J., Mosley, D., Jr., & Carson, C. (2007). The development and validation of scores on perceived work and family demand scales. *Educational and Psychological Measurement*, 67(1), 100–115.

- Boyar, S. L., Maertz Jr., C.P., & Pearson, A. (2005). The effects of work-family conflict and family-work conflict on non-attendance behaviors. *Journal of Business Research*, 58, 919-25.
- Boyar, S. L., Maertz, C. P., Mosley, D. C., & Carr, J. C. (2008). The impact of work/family demand on work-family conflict. *Journal of Managerial Psychology*, 23(3), 215–235.
- Capella-Santana, N. (2003). Voices of teacher candidates: Positive changes in multicultural attitudes and knowledge. *The Journal of Educational Research*, 96(3), 182-190.
- Chandra, V. (2010). Women and work-family interface: Indian context. *Journal of Asia Pacific Studies*, 1(2), 235–258
- Che, X. X., Zhou, Z. E., Kessler, S. R., & Spector, P. E. (2017). Stressors beget stressors: The effect of passive leadership on employee health through workload and work–family conflict. *Work & Stress*, 31(4), 338-354.
- Chen, I. H., Lai, I. C., Lin, Y. T., & Cheng, Y. Y. (2005). Blurring Boundaries: The working-at-home employees' job involvement, sex division of labor, work-family boundary management, and work-to-family conflict. *Proceeding of EURAM Conference*, Germany.
- Christiansen, S. L., & Palkovitz, R. (2001). Why the “good provider” role still matters: Providing as a form of paternal involvement. *Journal of Family Issues*, 22(1), 84-106.
- Chiappo, I. L., & DiDona, T. (2014). Ethnicity on work-family, family-work conflicts & time-based, strain-based interferences. *International Journal of Education and Social Science*, 1(4), 50-60.
- Cicei, C. C. (2015). Managing the work and family roles: Does flexibility reduce the negative interference? An exploratory study. *Management Dynamics in the Knowledge Economy*, 3(4), 717-727.
- Clark, S. C. (2000). Work/family border theory: A new theory of work/family balance. *Human Relations*, 53(6), 747-770.
- Cline, A. (2017). *What is Pragmatism?* <https://www.thoughtco.com/what-is-pragmatism-250583>
- Coll, R. K., & Chapman, R. (2002). Choices of methodology for cooperative education researchers. *International Journal of Work-Integrated Learning*, 1(1), 1.

- Colombo, L., & Ghislieri, C. (2008). The work-to-family conflict: Theories and measures. *TPM*, 15 (1), 35-55.
- Connelly, L. M. (2016). Trustworthiness in qualitative research. *Medsurg Nursing*, 25(6), 435-437.
- Conversano, C., Rotondo, A., Lensi, E., Della Vista, O., Arpone, F., & Reda, M. A. (2010). Optimism and its impact on mental and physical well-being. *Clinical Practice and Epidemiology in Mental Health*, 6, 25.
- Cooklin, A. R., Westrupp, E., Strazdins, L., Giallo, R., Martin, A., & Nicholson, J. M. (2015). Mothers' work-family conflict and enrichment: Associations with parenting quality and couple relationship. *Child: Care, Health and Development*, 41(2), 266-277.
- Correll, S. J., Kelly, E. L., O'Connor, L. T., & Williams, J. C. (2014). Redesigning, redefining work. *Work and Occupations*, 41(1), 3-17.
- Creswell, J. W. (2014). The selection of a research approach. *Research design: Qualitative, quantitative, and mixed methods approaches*, 3-24.
- Creswell, J. W., & Plano-Clark, V. L. (2011) *Designing and conducting mixed methods research* (2nd ed). Sage Publications.
- Dartey-Baah, K. (2015). *Work-family conflict, demographic characteristics and job satisfaction among Ghanaian corporate leaders*. <http://ugspace.ug.edu.gh/handle/123456789/24774>
- Demirel, H., & Erdamar, G. K. (2009). Examining the relationship between job satisfaction and family ties of Turkish primary school teachers. *Procedia-Social and Behavioral Sciences*, 1(1), 2211-2217.
- Desrochers, S., & Sargent, L. (2002). *Sloan network encyclopedia entry*. https://wfrn.org/wp-content/uploads/2018/09/Identity_Theory-encyclopedia.pdf
- De Sousa, V. A. G. F. (2013). *Family-work conflict, job satisfaction and burnout of working women with children* (Doctoral dissertation). University of Pretoria.
- Derks, D., van Duin, D., Tims, M., & Bakker, A. B. (2015). Smartphone use and work-home interference: The moderating role of social norms and employee work engagement. *Journal of Occupational and Organizational Psychology*, 88(1), 155-177.
- Dewey, J., (1994). *The Moral Writings of John Dewey*, J. Gouinlock (ed.), Buffalo, N.Y.: Prometheus Books.

- Drach-Zahavy, A., & Somech, A. (2006). Professionalism and helping: Harmonious or discordant concepts? An attribution theory perspective. *Journal of Applied Social Psychology*, 36(8), 1892-1923.
- Dreher, M. (1994). From the reviewer's perspective. *Critical Issues in Qualitative Research Methods*, 281.
- Edna, E., & Manzano, H. (2012). *Climate of the college of arts and sciences 2012*. <https://research.lorma.edu/xmlui/bitstream/handle/123456789/52/Climate%20of%20the%20College%20of%20Arts%20and%20Sciences%20SY%202014%20pdf%20file.pdf?sequence=1&isAllowed=y>
- Evandrou, M., Glaser, K., & Henz, U. (2002). Multiple role occupancy in midlife: Balancing work and family life in Britain. *The Gerontologist*, 42(6), 781-789.
- Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs: Principles and practices. *Health Services Research*, 48(6 Pt. 2), 2134-2156
- Galinsky, E., Sakai, K., & Wigton, T. (2011). Workplace flexibility: From research to action. *Work and Family* 21,141–61.
- Glavin, P., & Schieman, S. (2012). Work–family role blurring and work–family conflict: The moderating influence of job resources and job demands. *Work and Occupations*, 39(1), 71-98.
- Goh, Z., Ilies, R., & Wilson, K. S. (2015). Supportive supervisors improve employees' daily lives: The role supervisors play in the impact of daily workload on life satisfaction via work–family conflict. *Journal of Vocational Behavior*, 89, 65-73.
- Gordon, J. R., Whelan-Berry, K. S., & Hamilton, E. A. (2007). The relationship among work-family conflict and enhancement, organizational work-family culture, and work outcomes for older working women. *Journal of Occupational Health Psychology*, 12(4), 350.
- Grandey, A. A., & Cropanzano, R. (1999). The conservation of resources model applied to work-family conflict and strain. *Journal of Vocational Behavior*, 54, 350-70.
- Green, J., Franquiz, M., & Dixon, C. (1997). The Myth of the Objective Transcript: Transcribing as a Situated Act. *Tesol Quarterly*, 31(1), 172-176.
- Greene, J. C., & Caracelli, V. J. (1997). Defining and describing the paradigm issues in mixed-method evaluation. In J. C. Greene, & V. J. Caracelli (Eds),

Advances in mixed-method evaluation: The challenges and benefits of integrating diverse paradigms (pp. 5-18). Jossey-Bass.

- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11(3), 255-274.
- Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10(1), 76-88.
- Greenhaus, J. H., & Powell, G. N. (2012). The family-relatedness of work decision: A framework and agenda for theory and research. *Journal of Vocational Behavior*, 80(2), 246-255.
- Grzywacz, J. G., Arcury, C. A., Marin, A., Carrillo, L., Burke, B., Coates, M. L., & Quandt, S. A. (2007). Work family conflict: Experiences and health implications among immigrant Latinos. *Journal of Applied Psychology*, 92(4), 1119-1130
- Guest, G. (2013). Describing mixed methods research: An alternative to typologies. *Journal of Mixed Methods Research*, 7(2), 141-151.
- Gutek, B. A., Searle, S., & Klepa, L. (1991). Rational versus gender role expectations for work-family conflict. *Journal of Applied Psychology*, 76, 560-568.
- Hale, S., & Napier, J. (2013). *Research methods in interpreting: A practical resource*. A&C Black.
- Hammer, L. B., Demsky, C. A., Kossek, E. E., & Bray, J. W. (2016). 25 Work-family intervention research. *The Oxford Handbook of Work and Family*, 349.
- Hammer, L. B., Johnson, R. C., Crain, T. L., Bodner, T., Kossek, E. E., Davis, K. D., & Berkman, L. (2016). Intervention effects on safety compliance and citizenship behaviors: Evidence from the work, family, and health study. *Journal of Applied Psychology*, 101(2), 190.
- Higgins, C., Duxbury, L., & Lee, C. (1994). Impact of life-cycle stage and gender on the ability to balance to work and family responsibilities. *Family Relations*, 43, 144-150.
- Hirschi, A., Shockley, K. M., & Zacher, H. (2019). Achieving work-family balance: An action regulation model. *Academy of Management Review*, 44(1), 150-171.

- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing Stress. *American Psychologist*, 44, 513–524.
- Holstein, J. A., & Gubrium, J. F. (1994). Phenomenology, ethnomethodology, and interpretative practice. In N.K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 12-20).
- Houliort, N., Philippe, F. L., Bourdeau, S., & Leduc, C. (2018). A comprehensive understanding of the relationships between passion for work and work–family conflict and the consequences for psychological distress. *International Journal of Stress Management*, 25(4), 313.
- Hsu, Y. R. (2011). Work-family conflict and job satisfaction in stressful working environments: The moderating roles of perceived supervisor support and internal locus of control. *International Journal of Manpower*, 32(2), 233–248.
- Husserl, E. (1970). *Logical Investigations*. Humanities Press.
- Ismail, H. N., & Gali, N. (2017). Relationships among performance appraisal satisfaction, work–family conflict and job stress. *Journal of Management & Organization*, 23(3), 356-372.
- Johnson, B., & Gray, R. (2010). A history of philosophical and theoretical issues for mixed methods research. *Sage Handbook of Mixed Methods in Social and Behavioral Research*, 2, 69-94.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112-133.
- Kahn, R. L., Wolfe, D. M., Quinn, R. P., Snoek, J. D., & Rosenthal, R. A. (1964). *Organizational stress: Studies in role conflict and ambiguity*. Wiley
- Kelly, E. R., Fan, W., Moen, P., Oakes, J. M., Okechukwu, C., & Davies, K. D. (2014). Changing work and work-family conflict: Evidence from work, family, and health network. *American Sociology Review*, 79 (3) 485-516. DOI: 10.1177/0003122414531435. <http://asr.sagepub.com>
- Kim, H., & Gong, Y. (2017). Effects of work–family and family–work conflicts on flexible work arrangements demand: A gender role perspective. *The International Journal of Human Resource Management*, 28(20), 2936-2956.
- Kinnunen, U., & Mauno, S. (2007). Antecedents and outcomes of work family conflict among employed women and men in Finland. *Human Relations*, 51(2), 157–177.

- Kinnunen, U., Feldt, T., Geurts, S., & Pulkkinen, L. (2006). Types of work-family interface: Well-being correlates of negative and positive spillover between work and family. *Scandinavia Journal of Psychology*, 47, 149–162.
- Klassen, R., & Chiu, M. M. (2010). Effects of teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102, 741-756. <http://dx.doi.org/10.1037/a0019237>
- Koh, E. T., & Owen, W. L. (2012). *Introduction to nutrition and health research*. Springer Science & Business Media.
- Korstjens, I., & Moser, A. (2018). Practical Guidance to Qualitative Research. *European Journal of General Practice*, 24(1), 120-124.
- Kossek, E. E., & Lee, K. H. (2017). *Work-family conflict and work-life conflict*. <https://oxfordre.com/business/view/10.1093/acrefore/9780190224851.001.0001/acrefore-9780190224851-e-52>
- Krantz, D. L. (1995). Sustaining versus resolving the quantitative-qualitative debate. *Evaluation and Program Planning*, 18, 89-96.
- Kroll T., Neri M.T., & Miller K. (2005) Using mixed methods in disability and rehabilitation research. *Rehabilitation Nursing*, 30(3), 106–113
- Kroll, T., & Neri, M. (2009). Designs for mixed methods research. *Mixed Methods Research for Nursing and the Health Sciences*, 31.
- Kubicek, B., Korunka, C., Hoonakker, P., & Raymo, J. M. (2010). Work and family characteristics as predictors of early retirement in married men and women. *Research on Aging*, 32(4), 467-498.
- Kulik, L., Shilo-Levin, S., & Liberman, G. (2016). Work–family role conflict and well-being among women and men. *Journal of Career Assessment*, 24(4), 651-668.
- Kumar, P. (2015). Mixed method design in disability and rehabilitation researches. *International Journal of Advanced Research in Education & Technology*, 2 (4), 37, 40.
- Lambert, E., Hogan, N. L., & Altheimer, I. (2010). The association between work-family conflict and job burnout among correctional staff: A preliminary study. *American Journal of Criminal Justice*, 35(1-2), 37-55.
- Lavassani, K. M., & Movahedi, B. (2014). Developments in theories and measures of work-family relationships: From conflict to balance. *Contemporary Research on Organization Management and Administration*, 2(1), 6-19.

- Liu, Y., Wang, M., Chang, C. H., Shi, J., Zhou, L., & Shao, R. (2015). Work–family conflict, emotional exhaustion, and displaced aggression toward others: The moderating roles of workplace interpersonal conflict and perceived managerial family support. *Journal of Applied Psychology*, 100(3), 793.
- Ludden, J. (2011). *Men now have more work-life conflict than women*. <https://economictimes.indiatimes.com/magazines/panache/men-struggle-as-much-as-women-to-maintain-work-life-balance/article159823097.cms>.
- Ludwa, N. A. (2016). *The relationship between physical activity level and perceptions of body image--A high school female perspective: A convergent parallel mixed methods design*. https://digitalcommons.gardner-webb.edu/education_etd/156/
- Luk, D.M., & Shaffer, M.A. (2005). Work and family domain stressors and support: Within and cross-domain influences on work-family conflict. *Journal of Occupational and Organizational Psychology*, 78(4), 489–508.
- MacDermid, S. (2005). (Re)Considering conflict between work and family. In E. E. Kossek & S. J. Lambert (Eds.), *Work and life integration: Organizational, cultural, and individual perspectives* (pp. 19-40). Mahwah, NJ: Lawrence Erlbaum Associates.
- Mansour, S., & Tremblay, D. G. (2018). Work–family conflict/family–work conflict, job stress, burnout and intention to leave in the hotel industry in Quebec (Canada): Moderating role of need for family friendly practices as “resource passageways”. *The International Journal of Human Resource Management*, 29(16), 2399-2430.
- Matthews, R. A., Barnes-Farrell, J. L., & Bulger, C. A. (2010). Advancing measurement of work and family domain boundary characteristics. *Journal of Vocational Behavior*, 77(3), 447-460.
- Matthews, R. A., Winkel, D. E., & Wayne, J. H. (2014). A longitudinal examination of role overload and work–family conflict: The mediating role of inter-domain transitions. *Journal of Organizational Behavior*, 35(1), 72-91.
- McNall, L. A., Nicklin, J. M., & Masuda, A. D. (2010). A meta-analytic review of the consequences associated with work–family enrichment. *Journal of Business and Psychology*, 25(3), 381-396.
- McNeill, C. (2018). *What is descriptive research? Gutcheck trademark, brainyak, Inc. 990-8111*. Retrieved from <https://www.gutcheckit.com>

- Mete, M., Ünal, Ö. F., & Bilen, A. (2014). Impact of work-family conflict and burnout on performance of accounting professionals. *Procedia-Social and Behavioral Sciences*, 131, 264-270.
- Merton, R. K. (1957). The role-set: Problems in sociological theory. *The British Journal of Sociology*, 8(2), 106-120.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.
- Montgomery, A. J., Panagopoulou, E., Peeters, M. C., & Schaufeli, W. B. (2009). Exploring types of interference between work and non-work: Using a diary study approach. *Community, Work & Family*, 12(4), 455-471.
- Moreno-Jiménez, B., Mayo M, Sanz-Vergel, A. I., Geurts S., Rodríguez-Muñoz, A. & Garrosa, E. (2009). Effects of work–family conflict on employees' well-being: The moderating role of recovery strategies. *Journal of Occupational Health Psychology*, 14(4), 427-440.
- Morrissey, G., & Higgs, J. (2006). Phenomenological research and adolescent female sexuality: Discoveries and applications. *The Qualitative Report*, 11(1), 161-181.
- Morse, J. M., & Niehaus, L. (2009). *Principles and procedures of mixed methods design*. Left Publishing.
- Nasurdin, A. M., Ahmad, N. H., Zainal, M., & Rohaida, S. (2013). Comparing work-family-conflict and facilitation among male and female entrepreneurs in Malaysia. *International Journal of Business & Society*, 14(1).
- Netemeyer, G., Boles, J., & McMurrian, R. (1996). Development and validation of work-family conflict and family-work conflict scales. *Journal of Applied Psychology*, 18(4), 400-410.
- Nnada, A. (2015). Work-life conflict: The spillover effect. *International Journal of Research in Management & Business Studies*, 2(1).
- Nohe, C., Meier, L. L., Sonntag, K., & Michel, A. (2015). The chicken or the egg? A meta-analysis of panel studies of the relationship between work–family conflict and strain. *Journal of Applied Psychology*, 100(2), 522.
- Nomaguchi, K. M. (2009). Change in work-family conflict among employed parents between 1977 and 1997. *Journal of Marriage and Family*, 71(1), 15-32.

- Noor, N. M. (2002). Work-family conflict, locus of control, and women's well-being: Tests of alternative pathways. *The Journal of Social Psychology*, 142(5), 645-662.
- Oh, S. T., Kim, J. U., & Park, S. C. (2015). The effects of technostress and work connectivity after work hours on job satisfaction: Focusing on a mediating role of work-life conflicts. *Journal of Information Technology Applications and Management*, 22(2), 71-93.
- Okafor, E., Lucier-Greer, M., & Mancini, J. A. (2016). Social stressors, coping behaviors, and depressive symptoms: A latent profile analysis of adolescents in military families. *Journal of Adolescence*, 51, 133-143.
- Ollier-Malaterre, A., & Foucreault, A. (2017). Cross-national work-life research: Cultural and structural impacts for individuals and organizations. *Journal of Management*, 43, 111–136. <http://dx.doi.org/10.1177/0149206316655873>
- Olszewski-Kubilius, P. (2018). *The role of the family in talent development. In Handbook of giftedness in children (pp. 129-147)*. Springer: Cham.
- Orkibi, H., & Brandt, Y. I. (2015). How positivity links with job satisfaction: Preliminary findings on the mediating role of work-life balance. *Europe's Journal of Psychology*, 11(3), 406.
- Ortega, R. L, & Hechanova, M. M. (2010). *Work-family conflict, stress, and satisfaction among dual-earning couples*. <https://www.pressreader.com/philippines/philippine-daily-inquirer/20100315/284614598713232>.
- Parasuraman, S., & Greenhaus, J. H. (2002). Toward reducing some critical gaps in work–family research. *Human Resource Management Review*, 12(3), 299-312.
- Parker, K. (2015). *Women more than men adjust their careers for family life*. Retrieved from <https://www.pewresearch.org/fact-tank/2015/10/01/women-more-than-men-adjust-their-careers-for-family-life/>
- Patton, M. Q. (1989). *Utilisation-focused evaluation* (2nd ed.). Sage.
- Petrosyan, Y. (2018). *Assessing research protocols: Mixed methods research*. Retrieved from <https://academic.oup.com/fampra/article-abstract/35/2/151/4160112>
- Pleck, D. N., Starnes, G. E., & Lang, S. O. (1990). Correlates of conflict between work and family roles among the executives. *Journal of Family Welfare*, 8(3), 26-34.

- Poele, L. T. (2003). Emotional intelligence, job satisfaction and collective bargaining effectiveness: A relational study. *Journal of Managerial Psychology*, 22(2), 121-130.
- Powell, G. N., & Greenhaus, J. H. (2010). Sex, gender and the work-to-family interface: Exploring negative and positive interdependencies. *Academic Management Journal*, 53, 513–534.
- Rajadhyaksha, U., & Ramadoss, K. (2010). *Test of a causal model of work-family conflict in India*. http://www.workfamilyconflict.ca/cms/documents/83/India_2010.doc
- Rajadhyaksha, U., & Velgach, S. (2015). What is a better predictor of work-family conflict in India? Gender or gender role ideology. In *Work and Family Interface in the International Career Context* (pp. 71-93). Springer, Cham.
- Rathi, N., & Barath, M. (2013). Work-family conflict and job and family satisfaction. *Equality, Diversity and Inclusion: An International Journal*, 32(4), 438–454.
- Rehman, R. R., & Waheed, A. (2012). Work-family conflict and organizational commitment: Study of faculty members in Pakistani Universities. *Pakistan Journal of Social & Clinical Psychology*, 9(2).
- Richter, A., Schraml, K., & Leineweber, C. (2015). Work–family conflict, emotional exhaustion and performance-based self-esteem: Reciprocal relationships. *International Archives of Occupational and Environmental Health*, 88(1), 103-112.
- Rossmann, G. B., & Wilson, B. L. (1985). Numbers and words: Combining quantitative and qualitative methods in a single large-scale evaluation study. *Evaluation Review*, 9(5), 627-643
- Rothbard, N. P. (2001). Enriching or depleting? The dynamics of engagement in work and family roles. *Administrative Science Quarterly*, 46, 655–684.
- Rothbard, N. P., & Dumas, T. L. (2006). *Research perspectives: Managing the work-home interface*. Psychology Press.
- Rubab, U. (2017). Impact of work family conflict on burnout and workplace deviant behavior: Mediating role of stress. *Jinnah Business Review*, 5(1), 1-10.
- Ryan, B., Ma, E., Hsiao, A., & Ku, M. (2015). The work-family conflict of university foodservice managers: An exploratory study of its antecedents and consequences. *Journal of Hospitality and Tourism Management*, 22, 10-18.

- Saleem, G., & Ajmal, M. A. (2018). Work-family balance: Experiences of successful professional women in academia in Pakistan. *Pakistan Journal of Psychological Research*, 33(1).
- Schieman, S., Milkie, M., & Glavin, P. (2009). When work interferes with Life: The social distribution of work-non work interference and the influence of work-related demands and resources. *American Sociological Review* 74, 966–87
- Scott, P. J., & Briggs, J. S. (2009). A pragmatist argument for mixed methodology in medical informatics. *Journal of Mixed Methods Research*, 3(3), 223-241.
- Shimazu, A., Kubota, K., Bakker, A., Demerouti, E., Shimada, K., & Kawakami, N. (2013). Work-to-family conflict and family-to-work conflict among Japanese dual-earner couples with preschool children: A spillover-crossover perspective. *Journal of Occupational Health*, 12-0252.
- Shockley, K. M., Shen, W., DeNunzio, M. M., Arvan, M. L., & Knudsen, E. A. (2017). Disentangling the relationship between gender and work–family conflict: An integration of theoretical perspectives using meta-analytic methods. *Journal of Applied Psychology*, 102(12), 1601.
- Shockley, K. M., & Allen, T. D. (2007). When flexibility helps: Another look at the availability of flexible work arrangements and work-family conflict. *Journal of Vocational Behavior*, 71, 479–493.
- Sirgy, M. J., & Lee, D. J. (2018). Work-life balance: An integrative review. *Applied Research in Quality of Life*, 13(1), 229-254.
- Shockley, K. M., & Shen, W. (2016). Couple dynamics: Division of labor. *The Oxford Handbook of Work and Family*, 125-139.
- Smith, T. D., Hughes, K., DeJoy, D. M., & Dyal, M. A. (2018). Assessment of relationships between work stress, work-family conflict, burnout and firefighter safety behavior outcomes. *Safety Science*, 103, 287-292.
- Somech, A. (2016). The cost of going the extra mile: The relationship between teachers' organizational citizenship behavior, role stressors, and strain with the buffering effect of job autonomy. *Teachers and Teaching*, 22(4), 426-447.
- Stier, H., & Yaish, M. (2014). Occupational segregation and gender inequality in job quality: A multi-level approach. *Work, Employment and Society*, 28(2), 225-246.
- Straub, C. (2012). Antecedents and organizational consequences of family supportive supervisor behavior: A multilevel conceptual framework for research. *Human Resource Management Review*, 22(1), 15-26.

- Subedi, D. (2016). Explanatory sequential mixed method design as the third research community of knowledge claim. *American Journal of Educational Research*, 4(7), 570-577.
- Tamunomiebi, M. D. (2018). Flexi-time work practice and employee productivity in tertiary institutions in Rivers State. *International Journal of Economics and Business Management*, 4(2), 1-10.
- Tement, S., & Korunka, C. (2015). The moderating impact of types of caregiving on job demands, resources, and their relation to work-to-family conflict and enrichment. *Journal of Family Issues*, 36(1), 31-55.
- Trachtenberg, V. J., Anderson, S., & Sabatelli, R. (2009). Work-home conflict and domestic violence: A test of a conceptual model. *Journal of Family Violence*, 24(7), 471–483.
- Valk, R., & Srinivasan, V. (2011). Work family balance of Indian women software professionals: A qualitative study. *IIMB Management Review*, 23(1), 39–50.
- Versey, H. S. (2015). Managing work and family: Do control strategies help? *Developmental Psychology*, 51(11), 1672.
- Voydanoff, P. (2004). The effects of work demands and resources on work-to-family conflict and facilitation. *Journal of Marriage and Family* 66, 398–412.
- Vyas, A., & Shrivastava, D. (2019). Work-life balance—getting back to history. *Journal of the Gujarat Research Society*, 21(16), 604-609.
- Warokka, A., & Febrilia, I. (2015). Work-family conflict and job performance: Lesson from a southeast asian emerging market. *Journal of Southeast Asian Research*, 2015(20), 1-14.
- Waters, J. (2017). *Phenomenological research guidelines*. www.ncbi.nlm.nih.gov
- Watkins, K. E. (1995). Changing managers' defensive reasoning about work/family conflicts. *Journal of Management Development*, 14(2), 77-88.
- Whiston, S. C., & Cinamon, R. G. (2015). The work–family interface: Integrating research and career counseling practice. *The Career Development Quarterly*, 63(1), 44-56.
- Williams, J. C. 2000. *Unbending gender: Why family and work conflict and what to do about it*. Oxford University Press.

- Wisdom, J., & Creswell, J.W. (2013). Mixed methods: Integrating quantitative and qualitative data collection and analysis while studying patient-centered medical home models. *Rockville, MD: Agency for Healthcare Research and Quality*. February. AHRQ Publication No. 13-0028-EF.
- Yu, K. (2016). Better and worse: A dual-process model of the relationship between core self-evaluation and work-family conflict. *Frontiers in Psychology*, 7, 1579.
- Zarbakhsh, M., Porhassani, S. A., Rahmani, M., Rad, M. M., & Poor, E. K. (2015). The relationship between time management, self-Efficacy and entrepreneurship among students. *European Online Journal of Natural and Social Sciences*, 4(1), 211.
- Zhang, M., Griffeth, R. W., & Fried, D. D. (2012). Work-family conflict and individual consequences. *Journal of Managerial Psychology*, 27(7), 696–713.
- Zheng, J., & Wu, G. (2018). Work-family conflict, perceived organizational support and professional commitment: A mediation mechanism for Chinese project professionals. *International Journal of Environmental Research and Public Health*, 15(2), 344.
- Zilioli, S., Imami, L., & Slatcher, R. B. (2016). The impact of negative family–work spillover on diurnal cortisol. *Health Psychology*, 35(10), 1164.