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INFLUENCE OF FAMILY-WORK CONFLICT ON JOB PERFORMANCE OF ACADEMIC AND NON- ACADEMIC STAFF OF UNIVERSITIES IN KWARA STATE

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Abstract

The study investigated the influence of family-work conflict on job performance of academic and non-academic staff of universities in Kwara State. Four research questions were raised and one corresponding hypothesis was formulated and tested at 0.05 level of significance. The survey research design was adopted for the study. The population of the study comprised all academic and non-academic staff of state and federal universities in Kwara State of Nigeria, numbering Four Thousand One Hundred and Nine (4,109). The sample comprised Five Hundred and Eighty-Seven (587) Academic (204) and Non-academic (383) staff constituting about fifteen per cent (15%) of the population. Multi-stage sampling technique was used in the selection of the samples. The instrument was a questionnaire tagged 'Work Load Job Performance Family-Work Conflict Questionnaire (WLJPFWCQ)' for Academic and for Non-Academic Staff. The respective instruments had reliability coefficient of 0.821 for academic staff scale and 0.869 for non-academic staff. Data collected were analysed using frequencies, percentages, mean and standard deviation. The null hypothesis was tested using t-test. The findings revealed that the university staff experienced different types of family-work and work-family conflicts. The most common problems within the family-work conflict are spouse not helping with duties at home (36.6%), some husbands prevent wife from attending conferences for lack of trust (37.6%), and within work-family conflicts respondents are too preoccupied at work to help children with homework (51.8%) and have only weekends to spend time with family (56.2%). The result of the hypothesis revealed a significant difference between academic and non-academic staff regarding the influence of family-work conflict on their job performance. ($P < 0.05$) The study revealed that family-work conflict is demanding for academics compared to non-academics. Based on the findings it was concluded that family-work conflict has a significant influence on job performance of academic staff than non-academic staff. The study recommends that lecturers need to apply technology based approaches in their work. Workshops and seminars on work-family issues should be organized by family life educators to assist employed parents in identifying factors that contribute to family-work and work-family conflict and strategies for dealing with such.

Keywords: Work-family Conflict, Academic Staff, Non-Academic Staff, Universities, Job Performance.

Introduction

Family and work are significant elements of a worker's life. A stable family life is an asset to the employee because the family affects the employees' performance at workplace. For this reason, most organizations are very much concerned about the marital status and family life of their employees. The family in a great way affects company's policies, age of entering the labour market, retirement, alternative job seeking, occupational mobility, and turnover, among others.

The work life of employees impacts on their families either negatively or positively. It could lead to family-work or work-family conflict. It may influence domestic work arrangement among couples and other members of the family. The work and the income ensuing from it, affect the nutritional and health status of the family. The number and child spacing could also be influenced by spouses' nature of work.

Many families today are experiencing family-work or work-family conflict at work or at home because of *role shifts* emanating from mothers and fathers working. Family and work are bidirectional, work can interfere with family, and family can interfere with work resulting in Family-Work Conflict(FWC) or Work-Family Conflict(WFC). Family-Work Conflict is an inter role conflict where time demands and psychological strain created by efforts devoted to family interfere with performing work related responsibilities. Work-Family Conflict is an inter role conflict of which the general demand of time devoted to and strain created by the job/work interfere with performing family related responsibilities making role pressures from both work and family domains mutually incompatible (Greenhaus & Beutell, 1985; Greenhaus, Ammons & Markham, 2003). For families to enjoy peace and good marital life, creative strategies for balancing work and family or career and domestic tasks must be developed. In most families this strategy is lacking, making role conflict among spouse inevitable. Spouse who try to ensure that role conflict is avoided as well as please their counterpart end up carrying most of the domestic tasks on their shoulders. Family-work or work-family conflict may occur when a young adult married newly and has to combine work and family life which was not part of his/her life before. The incoming of children to the family is often a burden to both spouses who have to combine child-care and work. When imbalance occurs, one of the spouse bears the burden and thus experience conflict.

Empirical evidence confirms that family-work and work-family conflict is often a severe stress factor at work leading to various negative outcomes, including impaired job performance and well-being (Karatepe & Sokmen, 2006). In Nigeria researchers have identified that both senior and junior academia viewed work – family conflict as a major problem and there was a significant contribution of work-family role conflict to organizational commitment. (Aluko, 2009; Akintayo, 2010). In Ankara province of Turkey, Erdamar and Demire (2014) found that teachers of primary and secondary and higher school education went through work-family conflict more than the family-work conflict. The finding of Warokka & Febrilia (2015) indicated a negative and significant influence of family-work and work-family conflict on job performance of dual roles women in four Indonesian banks. Employees' experiencing family-work or work-family conflicts will be triggered to be out of focus with their job and finally it may affect their job performance. It is evident from past researches of Okebukola, (2014) and Erdamar, and Demire (2014), high enrolment in the current Nigerian University system, burden imposed on Academic staff to teach large classes and performing of administrative functions by

Non-academic staff that our work lives can either enhance or detract from our family lives and in the same manner, our family lives can have positive or negative influences on our work attitudes, behaviours, and outcomes. For example, extensive and inflexible work hours, over-involvement in work, and job stress may produce distress within the family domain, as well as withdrawal from family responsibilities, and adversely affect one's overall quality of life causing work-family conflict. Similarly, extensive care-giving responsibilities and intensive involvement with family activities can limit individuals' career choices and aspirations and negatively affect their work involvement, job performance, satisfaction, and intention to continue their employment leading to family-work conflict.

Family work conflict and work-family conflict was found to encourage married and working women to have higher intention of leaving their job. (Warokka & Febrilia, 2015). According to Cook, (2008) Job performance, consists of the observable behaviours that people exhibit in their jobs that are relevant to the goals of the organization. Job performance is of interest to organizations because of the importance of high productivity in the workplace (Hunter & Hunter, 1984). Job performance can also be defined as the behaviors an employee exhibits that are in line with their job description and the requirements of the workplace, which are geared towards overall organizational success. Uzoechina and Onuselogu (2009) found in their study that the career administrative staff in universities encounters extreme stress due to workload, students' management and administration. The career administrative staff face several stressful situations in the performance of their jobs. It was also found that stress influence the career administrative staff in many ways such as making them lose the zeal to participate in committees hereby resorting to work absenteeism, slow down work pace, delegate some jobs to incompetent staff, delay in meeting job deadlines due to anxiety, forgetfulness in conveying major university decisions to people concerned, non-achievement of expected job results, the staff carrying out tasks grudgingly to avoid rebukes and disciplinary measures from the management.

Literature suggests that work demands such as the number of hours worked, workload and shift work are positively associated with work-family conflict, which, in turn is related to poor mental health and negative organisational attitudes which in turn affect ones' job performance. This means in many cases university staff in Kwara State finds themselves in positions where work had to be taken home in order to meet up with deadlines. This reduces the opportunity for restorative psychological detachment (related to mental health) from the job and can often result to conflict between spouses which may lead to family disintegrations (positively associated with work-family conflict). Such problems may prevent them from focusing on their jobs during workday (negative organisational attitudes) and may lead to family-work conflict which in turn affect ones' job performance.

Work life conflict is the inability of an employee to balance his earning with his social needs and

other life expectations. The work of a typical university academic staff could be divided into four groups namely, lecturing, conduction of research, civil obligation and administration (Makinde and Alao, 1987). With the increasing number of demands that students, parents and university management make on the academic staff, it is no wonder that the lecturers suffer stress which often is on a steady increase.

Research has shown that there are high levels of job stress on Nigerian university academic staff. Many lecturers would agree that lecturing is not only a hard work, but can be full of stress. Pressure due to school reform efforts, inadequate administrative support, poor working conditions, poor remuneration, poor infrastructural facilities, and the burden of paperwork and lack of resources are all identified as stressors to the university lecturers in Nigeria. As a result, many academic staff suffer from emotional exhaustion, reduced personal accomplishment, fatigue, depersonalization, lowered mental health, anxiety, confusion, depression, feeling of alienation, high incidence of absenteeism, attrition etc. The perception of the university lecturers is probably best understood if we consider the fact that teaching in the university in itself is a very high- pressure job (Jonathan and Stone, 1989, Adeoye & Durosaro, 2011). Some lecturers supervise up to fifteen - twenty students' projects/theses, this constitutes a tremendous workload. Stress related outcomes do have serious consequences on an individual's personal, mental, psychological and physical health (Jenkins, 2004, Adeoye & Durosaro, 2011). Jonathan and Stone (1989) in their findings indicated that university lecturers, living and working under great pressure and resultant stress, expressed complaints of constant fatigue and exhaustion. Long working hours are a significant source of work-family conflict, as they reduce the amount of time available to be spent with children and other family members. Research has shown that working long hours is the main predictor of work-life conflict (Berg, Kalleberg, & Appelbaum, 2003; Burchell, Fagan, O'Brien, & Smith, 2007).

In a study conducted by Voydanoff (1988), the work role characteristics most strongly related to work-family conflict were the number of hours and job demands, that is, having too much work to do and being required to work hard and fast. These variables indicate high levels of overall time and energy demands associated with work. For example typical instances of pressures for academic staff include the "Do not publish and perish" syndrome, teaching and research workload, paper writing for conferences, seminar and workshops, marking of scripts, meeting deadlines, supervising students' projects and other practical work, attending and making meaningful contributions at post graduate thesis and dissertation defence, emergency meetings at departmental and faculty levels as well as membership of various statutory committees. The position profile of academic staff has traditionally comprised duties apportioned across the three areas of teaching, research, and what has been variously labelled as service, administration, or outreach. The majority of academics (67%) in Kinman

and Jones's (2007) study agreed that work now encroached more on their home lives than in the recent past and 72 per cent believed that their families suffered as a direct result of their jobs. Frone et al. (1997) found that work family conflict was negatively related to job performance as measured on a self-report performance scale. It was found in the study of *Uzoechina*, Onuselogu, (2009) that the career administrative staff encounters extreme stress due to workload, facilities, students' management, administration and professional input. This finding is consistent with that of Akande (1989) who found that dealing with disruptive students, struggling for professional growth, and discrepancies between university policies and directives from boss, are social sources of workload demand for workers. Career administrative staff of university must work hard to implement reform initiatives, render accounts of job performance, participate in university governance, as well as manage staff and students. Work-family conflict is the result of all these as frustration sets in with the compulsory self-development they have to go through as a form of in-service training, and the financial challenges. Difficulty balancing work and family life is also linked to poorer professional performance, an increase in absenteeism, high employee turnover and lack of motivation (Duxbury and Higgins, 2005).

Work-family conflict also seems to be associated with the perception which employees have of their work performance. Indeed, the more employees feel that their professional and familial obligations are in conflict, the less favourable an opinion they have of their professional performance. Lowered job performance has also been found to be a consequence of work-family conflict and job stress. Using a self-report measure to examine job performance, Aryee, Fields, & Luk, (1999) found a weak but significant negative relationship between job- parent conflict and quality of work produced, but no significant relationships between job-spouse and job-homemaker conflict and quality of work. This study therefore investigates the influence of family-work conflict on job performance of academic and non- academic staff of universities in Kwara State. The findings of the study when published in journals, proceedings, research related reports, religious settings and presented in conferences may be of immense benefit to all stakeholders in family life education namely, families, individuals and communities, organizations, university staff, university administrators, young people, policy makers, researchers, family life educators, and the society.

Purpose of the study: The main purpose of this study is to investigate the influence of family-work conflict on job performance of academic and non- academic staff of universities in Kwara State.

Research Questions

In line with the purpose of the study, the following four (4) questions provided guidance for the study.

1. What are the types of family-work and work-family conflict experienced by staff of Universities in Kwara State?
2. How does family-work conflict influence the job performance of academic staff of

Universities in Kwara State?

3. How does family-work conflict influence the job performance of non-academic staff of Universities in Kwara State?
4. Is there any difference between academic and non-academic staff of Universities on the influence of family-work conflict on their job performance?

Hypothesis

The following null hypothesis was formulated for research question 4 and tested at 0.05 alpha level of significant.

H₀: There is no significant difference between academic and non-academic staff of Universities on the influence of family-work conflict on their job performance.

Methodology of Research

The study adopted a descriptive survey research method in which the opinions of a representative sample of academic and non-academic staff in State and Federal Universities in Kwara State were sought. The population of the study comprised all academic and non-academic staff of State and Federal Universities in Kwara State of Nigeria, numbering Four Thousand One Hundred and Nine (4,109). The sample comprised Five Hundred and Eighty-seven (587) Academic (204) and Non-academic (383) staff constituting fifteen per cent (15%) of the population. Multi-stage sampling technique was used in the selection of the samples. The instrument used were two sets of questionnaire tagged 'Work Load Job Performance Family-Work Conflict Questionnaire (WLJPFWCQ) for Academic and for Non-Academic Staff. The Questionnaire was rated on a "5-point" Likert type scale ranging from "1" which indicates "never" to "5" which indicates "always". The instrument was validated by three experts, two experts in The Department of Vocational and Technical Education and a statistical analyst in Measurement and Evaluation, all of the University of Benin. The respective instruments had reliability coefficients of 0.821 for academic staff scale and 0.869 for non-academic staff. Data collected were analysed using frequencies, percentages, mean and standard deviation. The null hypothesis was tested using t-test.

Results and Discussions

Interpretation of Demographic Data of the Respondents.

Table 1:- Analysis of socio-demographic characteristics of respondents.

Variable	Frequency	Percentage(%)
Gender		
Male	325	55.37
Female	262	44.63
Total	587	100.00
Job Status		
Academic	204	34.75
Non-academic	383	65.25
Total	587	100.00
University Type		
State	112	19.08
Federal	475	80.92
Total	587	100.00

Table 1 shows that 325 (55.37%) male subjects and 262 (44.63%) female subjects participated in the study comprising 204 (34.75%) Academics and 383 (65.25%) Non – Academic staff. The table further reveals that 112 (19.08%) workers were from State Universities while 475 (80.92%) were from Federal Universities.

Result

Research Question one: What are the types of family-work and work-family conflict experienced by staff of Universities in Kwara State?

Table 2: Summary of types of Family-Work and Work-Family Conflict experienced by university staff.

Responses	Stated Freq (%)	Not Stated Freq (%)
Family - Work Conflicts		
1 My husband insists I carry out my duties at home despite my busy schedule	215(36.6)	372(63.4)
2 My husband sometimes prevents me from attending conference for lack of trust.	221(37.6)	366(62.4)
3 When I am stressed and in a bad mood at home it sometimes reflects in my attitude at work.	140(23.85)	447(76.15)
4 My husband feels threatened that I am progressing in my career, complains I place work above the family.	185 (31.5)	402 (68.5)
Work-Family Conflict		
5 My wife gets worried and calls if I stay late at work	283(48.2)	304(51.8)
6 My husband gets annoyed when I stay late in office and nags, often complains I don't have time for him.	205(34.9)	382(65.1)
7 My husband sometimes complains and gets angry without eating when food is late, often complains I don't have time for him. and the children sometimes sleep off before the food is ready.	210(35.8)	377(64.2)
8 I am sometimes too tired to get intimate with my spouse because of work. This sometimes affects our relationship and causes quarrels.	139(23.67)	448(76.32)
9 I am too preoccupied to help my children with their homework.	304(51.8)	283(48.2)
10 Its only on weekends I get to spend time with my family	330(56.2)	257(43.8)
11 I have little time for my family, personal commitment, social life, extended family and to visit my aged grandparents.	285(48.55)	302(51.44)
12 My family complained each time I am preoccupied with my work while at home.	364(62.01)	223(37.99)
13 Being loaded with courses and spending entire weekend marking and writing papers for publications often caused me muscular pains and other physical ailments.	318(54.2)	269(45.8)
14 When I am stressed and in a bad mood at work it sometimes reflects in my attitude at home.	153(26.06)	434(46.3)

Figures in parentheses are in percentages

The result in Table revealed that the university staff experienced various forms of conflicts in the family due to workload. The most common problems within the family-work conflict are spouse not helping with duties at home (36.6%), some husbands prevent wife from attending conference for lack of trust (37.6%), stress and bad mood at home reflecting in attitude at work(23.85%), husbands feeling threatened that his wife is progressing in her career and complains of not having time for the family due to work(31.5%) and having hard time concentrating at work because of family responsibilities

On the other hand the most common conflicts within the work-family conflict are staying late at work caused worry for wives (48.2%) and nagging husbands (34.9%), preparing late meals (35.8%), being too tired after work to get intimate with spouse or do other home chores(23.67%), too preoccupied to help children with homework (51.8%), having only weekends to spend time with family(56.2%) ,having little time for *family*, personal commitment, and social life (48.55), preoccupied with office work while at home(62.01%), health challenges as a result of workload like headaches, muscular pains (neck, back /shoulders) physical ailments, surgery and miscarriages (54.2%), stress and bad mood at work reflecting in attitude at home (26.06%)and finding it difficult to relax at home. It was revealed that university staff experienced work-family conflict ($\bar{x}$ = 13.50)

Research Question 2: How does Family-Work Conflict influence the job performance of academic staff of Universities in Kwara State?

Table 3: Descriptive Statistics for influence of family-work conflict on job performance of Academic Staff

Family-Work Conflict	Job Performance		
	Moderate	High	Total
Low	25(58.1%)	18(41.9%)	43(100.0%)
Moderate	68(56.2%)	53(43.8%)	121(100.0%)
High	20(50.0%)	20(50.0%)	40(100.0%)
Total	113(55.4%)	91(44.6%)	204(100.0%)

Table 3 revealed that of the 43(21.1%) respondents with low family-work conflict 25(58.1%) had moderate job performance while 18(41.9%) had high job performance rating. Out of the 121(59.3%) respondents with moderate family-work conflict 68(56.2%) had moderate job performance and 53(43.8%) had high job performance. Of the 40(19.6%) respondents with high family-work conflict, 20(50.0%) had moderate job performance and 20(50.0%) had high job performance. out of the 204 academic staff 113 (55.4%) had moderate job performance and 91(44.6%) had high job performance. This therefore showed that family-work conflict has a moderate influence on the academic staff job performance.

Table 4: Mean ratings and standard deviations of respondents on influence of family-work conflict on job performance of academic staff.

S/N	Item Statement	Mean $\bar{x}$	Standard Deviation	Remark
Family-Work Conflict Questionnaire				
36	I focus and invest in my job even when under heavy pressure due to family responsibilities.	3.12	1.12	Agree
37	My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.	3.32	1.07	Agree
38	I have a hard time concentrating on my work because I am often stressed from family responsibilities,	2.41	1.11	Disagree
39	My responsibilities at home reduce the time I spare for resting and sleeping which makes me go to work tired.	2.42	1.17	Disagree
40	Due to my responsibilities at home, I cannot take part in some activities related to my job advancement (meeting, workshop, seminar, dinner etc.).	3.36	1.02	Agree

The data presented showed that the mean of the items ranged from 2.41 to 3.36. three of the items had their means above the cut-off point of 2.50, while items 38 and 39 have means of 2.41 and 2.42 respectively. The academic staff agreed that their home life interferes with their responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime. This indicated that family-work conflict had influence on some aspects of job performance of academic staff of the Universities involved in the study. The standard deviation of the items ranged from 1.02 to 1.17 which indicated that the respondents were close in their responses.

Research Question 3: How does family-work conflict influence the job performance of non-academic staff of Universities in Kwara State?

Table 5: Descriptive Statistics for influence of family-work conflict on job performance of Non-Academic Staff

Family-Work Conflict	Job Performance			
	Low	Moderate	High	Total
Low	3(1.7%)	90(52.0%)	80(46.2%)	173(100.0%)
Moderate	2(1.2%)	56(33.1%)	111(65.7%)	169(100.0%)
High	0(0%)	10(24.4%)	31(75.6%)	41(100.0%)
Total	5 (1.3%)	156(40.7%)	222(58.0%)	383(100.0%)

Table 5 reveals that of the 173(45.2%) respondents with low family-work conflict 3(1.7%) had low job performance, 90(52.0%) had moderate job performance while 80(46.2%) had high job performance rating respectively. Out of the 169(44.1%) respondents with moderate family-work conflict 2(1.2%) had low job performance. 56(33.1%) had moderate job performance and 111(65.7%) had high job performance respectively. Of the 41(10.7%) respondents with high family-work conflict none had low job performance, 10(24.4%) had moderate job performance and 31(75.6%) had high job performance. Out of the 383 non-academic staff 05 (1.3%) had low job performance, 156 (40.7%) had moderate job performance and 222 (58.0%) had high job performance respectively. The result revealed no low job performance rating for respondents with high family-work conflict for non-academic staff showing therefore that family-work conflict had little interference with job performance of most of the non-academic staff.

Table 6: Mean ratings and standard deviations of respondents on influence of family-work conflict on job performance of non-academic staff.

S/N	Item Statements	Mean	SD	Remark
	Family-Work Conflict Questionnaire	$\bar{x}$	SD	
31	I focus and invest in my job even when under heavy pressure due to family responsibilities.	2.84	1.19	Agree
32	My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.	2.91	1.14	Agree
33	I have a hard time concentrating on my work, because I am often stressed from family responsibilities,	2.43	1.16	Disagree
34	My responsibilities at home reduce the time I spare for resting and sleeping which makes me go to work tired.	2.35	1.15	Disagree
35	Certain situations experienced at home (guests, illness, a problem about the child) make my work life difficult.	2.38	1.24	Disagree

From the mean score for items 31 and 32 in Table above the non-academic staff could be said to agree with the suggestions that they focus and invest in their job even when under heavy pressure due to family responsibilities. This was confirmed by the mean score ($\bar{x}$ =2.84 and $\bar{x}$ =2.91) respectively. They disagreed with items 33-35. The findings revealed that non-academic staff disagreed that they have a hard time concentrating on their work because of family responsibilities. This implied that family-work conflict has no influence on the job performance of non-academic staff.

Hypotheses Testing.

There is no significant difference between academic and non-academic staff of Universities in Kwara State on the influence of family-work conflict on their job performance.

Table 7: t-test analysis of difference between Academic and Non-academic staff of Universities in the influence of family-work conflict on their job performance.

Group	N	Mean	Standard Deviation	df	t-cal	P (2-tailed)
Academic	204	40.740	3.862	585	23.131	.001
Non-Academic	383	32.708	4.081			
Total	587					

$$\alpha = 0.05$$

The table shows a calculated t-value of 23.131 and a p-value of .000 testing at an alpha level of 0.05. since the p-value is less than the alpha level ($p < 0.05$), the null hypothesis which states that there is no significant difference between academic and non-academic staff of Universities in Kwara State on the influence of family-work conflict on their job performance was rejected. Consequently, there is a significant difference between academic and non-academic staff of Universities in Kwara State on the influence of family-work conflict on their job performance. Since there is a difference, the direction of superiority is for the academic staff since the mean of the academic staff ($\bar{x} = 40.740$) is higher than that of the non-academic staff ($\bar{x} = 32.708$). This showed that family-work conflict affected academic staffs' job performance more. This indicates a significant influence of family-work conflict on job performance of academic staff.

Discussion of Findings

The study investigated the influence of family-work conflict on job performance of academic and non-academic staff of universities in Kwara State. The findings of research question one on types of family-work and work-family conflicts experienced by university staff revealed that the university staff experienced different types of family-work and work-family conflicts and it revealed that university staff experienced work-family conflicts more than the family-work conflicts. The most common problems within scope of family-work conflict are spouse not helping with duties at home, some husbands prevent wife from attending conference for lack of trust, stress and bad mood at home reflecting in attitude at work. The most common conflicts within the work-family conflict sub-dimension are staying late at work which caused worry for wives and nagging husbands, preparing late meals, being too tired after work to get intimate with spouse or do other home chores, and being too preoccupied to help children with homework,

The findings agreed with Kusi, Mensah, and Gyaki, (2014) who found that those work-family-

conflict results in poor health outcomes. The problem of work-family-conflict was found to be prevalent among university staff. This is because some of the lecturers had to take a sick leave as a result of the stress they experienced. The strain manifestation among workers must be responsible for the common headache, sleeplessness and mild behavioural changes commonly experienced, these changes may be responsible for the visit to drug shops with the need to buy analgesics and sedative drugs and clinics with complaints of body pains and feelings of being unwell.

The findings of research question two revealed that family-work conflict have a moderate influence on the job performance of academic staff. Most of academic staff with moderate family-work conflicts had moderate job performance. This agreed with Ahmad(2008b) and Netemeyer et al. (2005) who argued that both work-family conflicts and family-work conflict tend to have an influence on job performance. The findings also confirm the findings of Wang and Tsai (2014). who in their study found that a degree of family-work conflict has a negative influence on job performance. The finding is at variance with Patel, Govender, Paruk and Ramgoon (2006) who did not find significant negative relationship between family-work conflicts and job performance of working mothers. The explanation for this could be that work pressure may be stronger than family pressures, resulting in a weak family-work conflict and job performance link. The study also disagreed with Butler and Skattebo (2004) who in an experimental study found that the experience of family-work conflict had no effect on job performance ratings.

The findings of research question three revealed that family-work conflicts do not influence job performance of most of the non-academic staff. 58.0% of the non-academic staff with moderate family-work conflict had high job performance. This agreed with the statement of Patel, Govender, Paruk and Ramgoon (2006) that there appeared to be a slight tendency for those who reported greater family-work conflicts to obtain better job performance ratings. This finding agreed with Bhuian et al. (2005), who found no significant relationship between family-work conflict and job performance. The findings of Karatepe and Sokmen (2006) did not support this finding as they found a significant relationship between both work-family conflict and family-work conflict with job performance. In line with the Campbell (1999) explanation, it may be because the non-academic staff in the present study work hard, and do not allow family demands to impact on their work performance as expected, because they are very aware of the financial implications of the work role.

The result of the hypothesis revealed a significant difference between academic and non-academic staff of Universities in Kwara State regarding the influence of family-work conflict on their job performance with the direction of superiority bending towards academic staff; this implies that family-work conflict affects the academic staff job performance more than the non-academic staff job performance. This indicates a significant influence of family-work conflict on

job performance of academic staff. The explanation for this could be that academic staff experience situations that make them push their job into background due to household responsibilities. As affirmed by some academic staff that responsibilities at home prevent them from taking part in some activities related to their job advancement such as meeting, workshop, seminar etc. Employees' family-work conflicts might prompt them to get out of focus with their job and finally it may affect their job performance. This means that difficult family situation where there are disagreements and conflicts, will likely produce negative effect on the workers and could affect their performance at work. According to Greenhaus, Ammons and Markham, (2003). family-work conflict is likely to impact on work performance when family demands are high and when pressure to participate in the work domain is low. This corroborates the findings of Ogbogu (2013) who found in their studies that academics in Nigerian Universities experience family-work conflicts due to the challenges of the academic profession as well as family related variables.

Conclusion

The study concludes that university staff experienced different types of family-work and work-family conflicts and university staff experienced work-family conflicts more than the family-work conflicts. Based on the findings family-work conflict have a significant influence on job performance of academic staff than non-academic staff and Workload had moderate influence on job performance of academic staff but did not affect the job performance of the non-academic staff. It is also concluded that University staff experienced work-family conflict more than the family-work conflict.

Recommendations

Based on the findings of this study, the following recommendations are made

1. Technology based approaches, which would ease lecturers work for easy access on the university's website and to assess students online should be considered
2. Workshops and seminars on work-family issues should be organized by family life educators to assist employed parents in identifying factors that contribute to family-work and work-family conflict and strategies for dealing with such.

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