EXPERIENCE OF WORK-LIFE BALANCE BY FEMALE TRAFFIC INSPECTORS
WITHIN THE WESTERN CAPE PROVINCIAL TRAFFIC: METRO REGION

by

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Gratefulness cannot express how I feel towards Almighty Allah for allowing me an opportunity to experience this enormous task as part of my life’s journey.

“Only through your mercy “O Grace” could I have completed it. Ameen”

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DECLARATION

I declare that “Experience of work-life balance by female traffic inspectors within the Western Cape Provincial Traffic: Metro region” is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Full name: ..................................
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ABSTRACT

Twenty-first century organisations have become more conscious of implementing work-life balance practices due to the fusion of females into the labour market, the existence of double career couples with children and equality gender. Several studies around work-life balance has been embarked upon, however, the perception of female traffic officers within the South African environment has not yet been explored.

The present study seeks to understand and provide female traffic inspectors with better insights about how they are currently experiencing work and home life through self-awareness. A phenomenological approach based on a research design of inquiry was used to engage with female traffic inspectors and to obtain their experience, as well as its impact. The sample used for this study consisted of six female traffic inspectors from the Western Cape Government, Department of Transport and Public Works: Metro Region. The current research used one research instrument namely in-depth interview to address the research question using semi-structured, audio-taped interviews.

Recurring themes that emerged from the study indicate that female traffic inspectors’ experience of work-life balance challenges involved job stress, work support, organisational culture and the work environment. These challenges have impacted on their work life and family life which gave rise to inter-role conflict, work-to-family conflict and family-to-work conflict, which negatively impacted on their attitude in attempting to adapt to their work environment. It became evident that most of the participants were finding it difficult to balance work and family as they realise that “something had to give”.

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KEY TERMS: work, family, work life balance, work environment, inter-role conflict, work-family conflict, family-work conflict, work support
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CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION

Organisations are constantly competing to perform better and faster than their competitors or in general to be sustainable within the global market by investing in technology, improving on service delivery and investing in their employees.

Human capital is an indispensable factor for the success and existence of any organisation. It has become increasingly important for organisations to rethink their people management practices which would assist them in managing multi-generational teams and different ways of managing performance in relation to the occurring changes within society, workplace and market. Lowe (2006) states that this will ensure that the best talent is not only acquired but also retained through workplace practices that is engaging, accommodating and flexible. Sigora (2014) argues that global competition and production have evoked the information revolution and working patterns of 24 hours for 7 days a week, which is distorting the idea of work life and home life.

A shift has occurred in what people want to attain from their work within an organisation. According to Lowe (2006, p6) “people want meaningful work that enhances their overall well-being”. In order to attain this, employees have to overcome various factors. Work-life balance seems to be an important factor in how an individual behaves in and towards their work and whether the individual is willing to stay at the organisation and at what cost. Ranjam and Prasad (2013) suggest that work-life balance equips an organisation to succeed and simultaneously allow employees to easily combine work with other responsibilities.
Landy, and Conte (2004) define work-life balance as being the satisfaction one experiences whilst engaging in work activity in relation to the satisfaction one experience in engaging in non-work activities, and to what extent one environment demands conflict with the other. Ranjam and Prasad (2013) state that work-life balance focuses on adjusting work patterns to achieve overall fulfillment. According to Clark (2000), work-life balance refers to the satisfactory level of work and home life functioning with little role conflict. The word 'balance' further implies that there is a method or a “correct answer” to the dilemma of dividing effort, time and attention and giving the correct effort to each of the various demands or pressures of life that ultimately results in equilibrium. Balance is seemed to be equated to having a formula that ensures that the same amount of positive energy is placed in work life and home life on the assumption that this will result in the same positive results thereby meeting the requirements that of each of these two factors.

However, both factors are very dynamic since family dynamics are ever-changing based on the family life cycle. Organisations are starting to realise that they are living entities and that they need to achieve optimal health and promote a balance between physical, emotional, mental and spiritual needs (Barrett, 1998). Barrett explains further that one’s soul holds the key to one’s personal values and it is that which guides the individual in determining what is best for the good of the whole (Barrett, 1998). Keeping this in mind and applying it to an individual working in an organisational context, what would the y term, “being the good for the whole” refer to? Would it be a balanced work and home life environment? We can therefore conclude that work life and home life can be dealt with on equal terms.

Yet things are not always in synchronised harmony as life is characterised by changes which are unavoidable, resulting in problems of adapting to these changes (Malone &
Issa, 2013). When this happens, individuals contend with competing demands in both personal and work domains that can create a situation of forced choice when dealing with one over the other, thereby challenging the concept of balance. Merrill and Merrill (2003, cited in Malone & Issa, 2013, p. 87) explain that “the challenge is not ‘balance,’ it is balancing; creating the capacity to balance in the changing circumstances of life”. Challenges happen in a person’s life when it is difficult to find the time to do things that a person desires and things which are compulsory. Aspect such as family, work, financial affairs, friendships, intimate relationships, free time, and religious commitments have a major impact on a person's efforts to find synergy and balance in their life (Merrill and Merrill (2003, cited in Malone & Issa, 2013, p. 87).

Although work-life balance can be described in many ways, it is only individuals that can determine whether their lives and work are balanced or not. According to Malone and Issa (2013), employers seek to take on work-life balance initiatives in which attention is focused on those initiatives that are deemed effective and important. These initiatives include factors such as "flexi-time, job sharing, alternative career paths, working from home (telecommuting), compressed work weeks, maternity/paternity leave, time off for dependent care, and various levels of child and elder care, including on-site or subsidized child or elder care" (Malone & Issa, 2013, p. 87).

Work and family are also seen as two important spheres within an individual’s life span. Twenty-first century organisations have become more conscious of implementing work-life balance practices due to the fusion of females into the labour market, the existence of double career couples with children, equality gender (Canovas, Aragon, & Rocha
Landy and Conte (2004) refer to the world of work within the 21st century as diversified in terms of demographic characteristics, interest and style with more emphasis on defining what a satisfied life means to its workforce. This notion is supported by Mahesh, Prabhushankar, Chirag, and Amit (2016) who emphasise the importance of a satisfied life of an organisation’s workforce by indicating that a high quality of work life is not only important to the organisation in terms of attaining a competitive market position, but more so as a philosophical concept of the importance of holistic improvement for human resources, where there is improvement of individuals’ life at work, as well as their life outside of work. Mahesh et.al (2016) demonstrate in their studies that within the Indian society, traditional values and roles of females being homemakers is still largely entrenched, posing a challenge for female employees and their employers. However, India is in a transition where a mindshift has emerged from women being confined to the kitchen to those within the working environment being profiled for factory, administrators and shop workers.

The boundaries of education for females have been broken down and more females have access to higher education. This has open the doors for females to flood any industry equally to men. Therefore, the role expectation of women and men have changed significantly and led to the important relationships between work, family and leisure (Sigora, 2014). There is evidence from research that the issue of work-life balance has resonance for female employees in the workplace, which is discussed in the next chapter.
1.2 OBJECTIVE OF STUDY
The main objective of the study is to provide female traffic inspectors with better insights as to how they are currently experiencing work and home life through self-awareness. The study aims to highlight how work impacts home life and vice-versa, and what their different experiences within their specific environment exposes them to.

1.3 RESEARCH PROBLEM
There has been an increase in the studies on work-life balance, according to Anitha & Maheswari, 2014 & Malone, Issa, & ASCE, 2013. Srinivasan and Valk (2011) studies implied, that balancing personal life and work has become more difficult to manage for women, as their status as professionals within the industries have increased in addition to their “traditional role” of being a homemaker.

However, there is a shortage of studies that looks at women traffic inspectors/traffic officers. The present study wishes to close this gap by answering the question: What are the experiences of women traffic inspectors/officers regarding the achievement of work-life balance?

1.4 RESEARCH OBJECTIVES
A key objective of the study was to gain a deeper understanding of how female traffic inspectors within the Western Cape Provincial Traffic: Metro Region experience work-life balance. This research was therefore undertaken to:

- Identify meanings conveyed by the term work–life balance
- Identify key themes (positive and negative) that might emerge
• Provide information on how to improve the management of work-life balance experienced by female traffic inspectors within the Traffic Service.

1.5 OVERVIEW OF THE CHAPTERS

Chapter 1 provides an overview of how work-life balance can have an impact on the attraction and retention challenges faced by organisations. Due to increase job role changes based on females entering perceived male-dominated environments the pressure on female workers to perform the job role and home-life role has led to various organisational interventions and strategies being put in place. This chapter then further explores what impact these changes have on the balance of work and home life. The first chapter concludes by providing the motivation for the study, stating the research problem and the subsequent research objectives, and discussing the potential limitations of the study.

Chapter 2 comprises of a literature review and provides a theoretical basis to underpin the study. Each of the variables of interest was defined, explained and discussed in terms of existing academic literature available on the subject. The relationships between the variables of interest were explored, with specific emphasis placed on understanding the traffic officers’ perception of work-life balance and how they deal with it.

Chapter 3 outlines in detail the specific methodology applied during this research, including a discussion on the research design, the research sample, the measuring instruments, and the ethical considerations during the collection of the research data. The chapter concludes by providing an outline of the approach used during the thematic analysis of the research data.

Chapter 4 provides an interpretation of the research based on the application of a thematic analysis against the theoretical support for the research findings.
Chapter 5 discusses the results, and recommendation

Chapter 6 concludes with the potential limitations of the research study, as well as recommendations for future research.
CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 introduced the background of the study and the question initiating the research. The purpose of the present study was to answer the research question: What are the experiences of women traffic inspectors/officers regarding the achievement of work-life balance? To answer the question initiating the research, a review of the literature on work-life balance is discussed to better understand how people respond to this challenge.

2.2 WORK-LIFE BALANCE

The word ‘balance’ in work-life balance (WLB) implies that there is a method, or a “correct answer” to the predicament by dividing energy, time, and attention equally to the various demands of life which would result in a state of equilibrium. However, things are not always that easy as life is full of changes which are unavoidable, resulting in problems of adapting to these changes (Malone & Issa, 2013). Merrill and Merrill (2003, as cited in Malone & Issa, 2013, 14) explain that “the challenge is not ‘balance,’ it is balancing; creating the capacity to balance in the changing circumstances of life”.

Challenges happen in a person’s life when it is difficult to find the time to do the things that one desires and the things that are necessary. Malone & Issa (2013) further state that aspects such as family, work, financial affairs, friendships, intimate relationships, free time, and religious commitments have a major impact on a person’s efforts to find synergy and balance in their life.
According to Sudha and Karthikeyan (2014), work-life balance refers to the ability of an individual to create a helpful and peaceful life by scheduling the time spent on their professional and personal life. Whether a person’s life is in balance or not can only be determined by individuals themselves, making it more difficult to classify or provide criteria objectively to establish when things are in balance for a person. Given the reality of the need of employees to give attention to life matters, employers seek to take on work-life balance initiatives that focus on factors such as "flexi-time, job sharing, alternative career paths, working from home (telecommuting), compressed work weeks, maternity/paternity leave, time off for dependent care, and various levels of child and elder care, including on-site or subsidized child or elder care" (Malone & Issa, 2013, p. 87).

Work life balance encompasses various aspects and it may be named differently, therefore it should not be taken lightly because it is multi-faceted and “it involves the effort of various partners: the employees, the employer, the living-in family and the environment which it is embedded” (Gayathri & Karthikeyan, 2013, p 789, as cited in Sudha & Karthikeyan, 2014).

2.3 RELATIONSHIP BETWEEN WORK AND FAMILY
Family life and work life each has its own demands and challenges, but it can become even more problematic for an individual to deal with demands in both domains at the same time. Various factors today impact on the dynamics and the degree of difficulty when coping with the stressors that both bring. According to Byron, 2005, as cited in Anafarta, 2011, the responsibilities of work, housework and childcare have increased—not in terms of volume but in terms of dynamics due to modern day phenomena such
as working parents, single-parenting and change in traditional gender roles. Anafarta (2011) states that work and family are not mutually exclusive domains as they are highly interdependent on one another. He explains that employees struggle in managing the competing demands of work and family. Trachtenberg, Anderson, and Sabatelli 2009; Namasivayam & Zhao, 2007, as cited in Anafarta, 2011 state that family life is impacted by factors of work life and has an inverse affect.

Edwards and Rothbard, 2000, as cited in Greenhaus, Collins and Shaw, 2003 do not support the concept of balance between work and family as a relationship on the reasoning that the two variables are different in nature, environment and the degree of participation by the individual. They further state that work-family balance can be identified as the perception or experience of an individual as per the role they play in these variables. Marks and MacDermid, (1996 cited in Greenhaus, Collins and Shaw, 2003), classify this experience as an inter-role phenomenon. Clark (2000, p751) refers to balance as “satisfaction and good functioning at work and home with minimum role conflict”.

2.4 THE IMPORTANCE OF WORK-LIFE BALANCE

Research has indicated that the aspects of work-life balance was not seen as a concern for action within organisations prior to 1990. However, since 21st century work life balance practices have become prominent due to the change that external factors bring about not only for the organisation but also for the wider society. These changes place immense pressure on individuals to cope with, embrace to sustaining the change at all cost. This could result in the workforce working longer hours than contracted, clashing of work and family cultures and values and could ultimately also lead to role blurring.
2.5 THEORECTICAL FOUNDATION

Most theorists agree that work-life balance is imperative for an individual’s psychological well-being. According to Clark (2000) and Clarke et al. (2004) indicators such as self-confidence, fulfilment and high level of congruence in the individual’s life can contribute in attaining a state of equilibrium between work and family roles. This is somewhat difficult and challenging to separate in the daily lives of individuals. Thus, the theories under discussion in this research are the Boundary theory and Border theory which provide more clarity to the concept of work-life balance.

2.5.1 BOUNDARY THEORY

The Boundary theory is used by Lavassani & Movahedi (2014) to explore the limitations and clashes in relationships between the dimensions of work and family. The evolution of the study of the Boundary theory goes as far back as 1977, where Pleck, 1977, as cited in Lavassani and Movahedi, 2014 focused on the destructive impact of work and family issues on relationship that gave rise to individual constraints and role conflict. Further studies by Oslen (1983 cited in Lavassani & Movahedi, 2014) broadened the boundary concept by focusing on the changed impact on gender, law and ideology.

The Boundary theory is defined as focusing on how individuals create, maintain and/or change boundaries to simplify and classify the world around them (Ashforth et al 2000; Zerubavel 1991, as cited in Allen, Cho & Meier, 2014). Zerubavel (1993; 1996, as cited in Piszczek & Berg, 2014), debated that people use an exploratory ordering system to organise physical and mental constructs by grouping or separating them into mental categories and that these categories are created through social influences based on interactions and behavioural observations of those that they interact with. Oslen-Buchanan & Boswell (2006) echo the findings of Zerubavel by stating that boundaries
(behavioural, chronological or physical) serve to organise and define the roles that the individual would own within these domains.

According to Kossek et al, 2005, as cited in Oslen-Buchanan & Boswell, 2006, an individual's approach to managing their boundaries is influenced by job structure and their individual differences. This implies that individual differences or preference plays an influencing role in an individual’s boundary management strategy and how they integrate these domains. Nippert-Eng (1996 cited in Oslen-Buchanan & Boswell 2006) defines high role integration as the existence of zero differences between what is home or work elements and or when these elements are incorporated.

2.5.2 BORDER THEORY

According to Clark, 2000, as cited in Allen, Cho and Meier, 2014, Border theory focuses on the boundaries that divide the work and family domain in terms of time, place and people. This infers that borders can be crossed at any time since an individual is able to move between work and family interchangeably. Border lines separate domains in terms of (i) physicality - where the physical domain act is occurring; (ii) psychological - where the intellectual rule acts based on cognitive, behavioural and emotional patterns that are suitable for a domain and not the other and (iii) temporal - where the role-specific work is done (Allen, Cho and Meier, 2014). Clark (2000) argues that it is difficult to change the various aspects of work and family, however, individuals can alter the borders and create bridges based on the nature of the work and family domains to create the desired outcomes and perceived balance. Clark (2000) further explains that people are border crossers between the world of work and the world of family and that their actions shape the borders for themselves and other members within these worlds.
Work/family border theory “is designed to focus on variables which have proved most meaningful in creating understanding and change… about time and work (Clarke, 2000, p767)

The pictorial below by Clark (2000) provides a view of the two dimensions (work and family) and how complexities can arise based on border crossing and integrating or spillover of domain functions. Clark states that the most relevant qualities of border crossers are those aspects that adds to their ability to change the domain to best suit their desires. The pictorial also makes reference to permeations, which is referred to by Clark as either physical or psychological elements from the different domains that enter within each other space.

Figure 1: Work-family border theory: a pictorial representation

In comparison to the Boundary theory, the Border theory provides a clearer understanding within a modern societal context around the relationship between work and families (Chen et al., 2005; Lavassani & Movahedi, 2014).
2.5.3 INTER-ROLE CONFLICT

According to Netemeyer, Boles and McMurrian, (1996, as cited in Ashtankar, 2016), inter-role conflict can have been seen in two ways; (i) in terms of work-to-family conflict whereby dedicated work time and the execution of work activities impede on family time and responsibilities; (ii) in terms of family-to-work conflict whereby dedicated family time and the execution of family responsibilities and activities impede on work time and work activities.

2.5.3.1 Work-to-family conflict

According to Greenhaus & Beutell (1985, p 77), states that work-family conflict as "a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect. That is, participation in the work (family) role is made more difficult by participation in the family (work) role". According to Greenhaus and Beutell, (1985, as cited in ten Brummelhuis, Osterwaal, & Baker 2012), family responsibilities and work–family conflict have become a common phenomenon in today’s workforce. They further state that the handling of dual roles might have an impact on the individual performing optimally due to the distribution of energy (physical and mental) to address work and family issues. In addition, Goode,1960, as cited in Eby, Maher & Butts, 2010 agrees that work-family conflict can be created when people have limited resources such as time or energy and dedicate those resources to one role; they are then taking away either tangible or intangible resources from the other role.

According to Frone, Russel & Cooper (1992), work-to-family conflict is a result of various occurrences where responsibilities at work hinder domestic tasks or family time. In the model below, Frone et al. (1992) identify the variables that occupational related job stress and work hours could impact on work-to-family conflict. This could happen
when an individual is spending most of their time, focus and place more importance on their job-related variables rather than their family satisfaction variable.

![Diagram of work-to-family conflict model](image)

**Figure 2.1: Work-to-family conflict model (Frone et al, 1992)**

### 2.5.3.2 Family-to-work-conflict

According to Aluko (2009), family-to-work conflict occurs when family life issue like taking time off from work to deal with child demands affect work life. According to Collins, 2007, as cited in Sanchez-Vidal et al., 2012, family roles include caring for the sick, children and non-caring like domestic work (cleaning, cooking) or consumer work (shopping). Hyman, Baldry, Scholarios and Bunzel, 2003, as cited in Sanchez-Vidal et al., 2012 explain family-work conflict as pressures of personal life on an individual which create stress and difficulty in the household life of workers, especially when both the wife and husband work and have children or have elderly to take care of. This results in the family role also demanding free time for activities, resting or social life (Sanchez-Vidal, 2012).
According to Gutek, Nakamura and Nieva (1981), research confirms that working wives and husbands do not share household activities. For example, Walker, 1970, as cited in Gutek et al., 1981, p. 4), states that "men only average 96 minutes per day of household work, including about 12 minutes of primary child care". Livingston and Judge (2008) are of the view that both family-interfering-with-work and work interfering-with-family may lead to additional feelings of guilt for going against the social standard of role fulfilment. However, Aluko (2009), believes that although women take on extra responsibilities outside of their home, their household duties often stay the same. Women still carry the primary weight of household chores and child care.

Frone et al. (1992) depict the above-mentioned arguments in their model for family-to-work conflict model that indicates that family-related variables could have an impact on work satisfaction.

2.5.3.3 Types of conflict

Yaying and Xiangqian (2014) state that there are three types of work-family conflict namely; time-based conflict, strain-based conflict and behaviour-based conflict. They define these conflicts as follow:
Time-based conflict can be defined as individuals working longer hours spending most of their time at work and less time with their family. Strain-based conflict examines factors such as the amount of workload which leads to things such as stress, anxiety, fatigue and moods that may have a negative effect on the family causing conflict. Behaviour-based conflict refers to an absence of support and understanding from the family that result in individuals being bored, irritated and aloof at work.

In the past, the work and family roles have been gendered in the way that men have by tradition dominated the work role and women have traditionally dominated the family role (Fletcher & Bailyn, 2005; Lott, 1988, as cited in Livingston & Judge, 2008). Eby et al (2010, p 3) further argue that work can interfere with family in ways such as “business travel may leave less time for family activities”. (Relates to time-based conflict).

In addition, another reason for work-family conflict is the Spillover theory (Champoux 1978; Staines, 1980, as cited in Eby et al., 2010). According to Eby et al. (2010, p. 603), “this is the dominant paradigm used to understand work-family interaction and suggests that experiences in the work (family) domain spill over and affect experiences in the family (work) domain”. These spillover experiences include affective experiences, skills, attitudes, and behaviours (Kando Summers, 1971, as cited in Eby, Maher &Butts, 2010. For example, ”the emotions generated at work can spill over into the family domain by influencing one’s mood at home after a frustrating day at work” (Eby et al., 2010, p5). Livingston and Judge (2008), further suggests that guilt is a common reason that leads to work-family conflict. With regards to the relationship of work-family conflict with guilt, Livingston and Judge (2008) explain that work-family conflict may create guilty feelings.
in those individuals who feel that this conflict infringes a social standard. (Relates to strain-based and behaviour-based conflict.)

Moreover, when both husband and wife are employed full-time, their work schedule may prohibit their ability to accommodate family responsibilities due to their tight time schedules (Smit, 2001). According to Barnett, 1994, as cited in Smit, 2001, this could possibly result in negative “spillovers” from the work to the family domain. In addition, low income may be a reason that raises problems in the work-family conflict. (Relates to time-based conflict).

2.6 EXPLORING CHARACTERISTICS (THE INFLUENCE OF WORK-LIFE BALANCE

2.6.1 ATTITUDE

Attitude can be perceived as the way individual thinks and feel about someone or something. It can also be described as the way of thinking that affects a person's behaviour. Smit (2001, p 606) states that when both husband and wife earn an occupational income they may experience conflict because of the husband’s attitude towards his wife in relation to her involvement in the working environment. According to Smit (2001), "whenever the husband has a negative or an apathetic attitude towards his wife's career involvement, she may interpret his attitude as one of denying her the opportunity to emulate this traditional atypical female role". Holmstrom, (1972, as cited in Smit, 2001) argues that the husband's negative attitude may be due to his refusal to accept the changes within the dual-earner family standard of living. Therefore, this could create dilemmas in non-traditional marital relationships, whereby the woman/wife earn
more than their husbands or has a higher educational qualification (Safilios-Rothschild & Dijkers, 1978, as cited in Smit, 2001).

2.6.2 WOMEN AND WORK-LIFE BALANCE

Annan-Yao (2004, as cited in Aluko, n.d.) states that gender is a socially constructed word representing the relationship between women and men. It also designates behaviours, attitudes, roles, status and other procedures that govern the relations amongst the sexes in a socio-cultural, economic and political context. Parasuraman and Simmers, 2001, as cited in Pouluse & Sudarsan, 2014, identified that gender and job type had significant influence on work-family issues, job involvement and job satisfaction. Moreover, in work–family research, gender refers to biological sex but gender role orientation deals with an attitudinal identification with a role and is separate from gender itself (Hochschild, 1989; Larsen & Long, 1988, as cited in Livingston & Judge, 2008). Sundaresan, (2014, p 94) suggests that:

"Working mothers often have to challenge perceptions and stereotypes that evolve as a working woman becomes a working mother... When a woman seeks a position of power within an organisation, she must consider the toll on other facets of her life, including hobbies, personal relationships and family”

Women on average have difficult patterns of work. Interruptions in their work lives results in them working intermittently in order to care for their family. The interruptions in women’s work lives convert into considerable amount of reductions in lifetime earnings (Rose & Hartman, 2004, as cited in Halpern, 2005). According to these authors, "in a recent analysis of the gender gap in wages, researchers concluded that discrimination against women has not been eliminated and that the cost to women with regards to wage discrimination ranges “from 62% when all workers are included to 36%
when the comparison is restricted to persistent full-time workers" (Rose and Hartmann, 2004, as cited in Halpern, 2005, p. 403). This gender gap is known as the "mommy gap" as it is largely known amongst married or single women, with or without children (Halpern, 2005). Nurturing children and being in a senior position were more strongly related to work-home conflict for women than men (Poulose & Sudarsan, 2014).

Furthermore, Livingston and Judge (2008, p208) believed that in traditional gender role orientation women are recognised as being "best" at responsibilities associated to the family role, and men are recognised as being “best” at responsibilities in the work role. Livingston and Judge indicated that women are restricted to decision making, freedom of speech, especially in public and have no political attributions (Annan-Yao, 2004, as cited in Aluko, n.d.). However, according to Halrynjo, 2009, as cited in Sanchez-Vidal, Cegarra-Levia & Cegarra-Navarro, 2012, women today are occupied in the professional world and this allows women to feel higher levels of self-realisation. A study by Mathew and Panchanatham (2011 cited in Poulose & Sudarsan, 2014) indicated that the most common factors that influences work-life balance among female entrepreneurs are dependent care issues, quality of health, and lack of appropriate social support. This is supported by the following:

“[..] the challenges women face in attempting to penetrate successfully and persevere in historically male-dominated work environments emanate from traditional gender hierarchies and norms that prevail in the family and society. Despite gender equality and empowerment, the household unit has a traditional structure – and still has – that makes males the dominant gender”.

(Hartmann, 2010, as cited in Martin & Barnard, 2013, p1)

According to Delina & Raya (2013), working mothers fulfill both family responsibility and career coping demands which places an enormous amount of stress on the individual.
They further state that these stresses could be triggered by the struggle to manage the balancing, organising and integrating of the said challenges and events concurrently. The work-life balance of married women is seen as more difficult to manage irrespective of the type of work, number of children, their age or what occupation their spouses attain (Delina & Raya, 2013).

2.6.3 MARITAL STATUS

The term marital status can refer to people who are married, single, divorced or separated. Sundal-Hansen (1985, as cited in Reddy, 2006, p. 20) is of the view that "the family is structured in such a way that the woman's dominant role is that of a wife or a mother, and the man's role is that of a breadwinner and protector". This quote explains that the primary role of married women is to maintain household work, oversee the children and elderly care, whereas a married man is viewed as the financial provider who provides security for the family.

In a study by Gurses and Dimeray (2009, as cited in Theron, 2010) found that people who are married are more committed to their organisation than those who are single. The study claims that this is a consequence, "[...] of the financial commitments and responsibilities which the average family is faced with" (Gurses & Dimeray, 2009, cited in Theron, 2010, p. 101). Similarly, Chughtai and Zafar (2006, as cited in Theron, 2010) state that married couples have additional family responsibilities and require more stability and safety in their job. For this reason, they are more likely to be more committed to their organisation than those who are single. Hrebiniaik and Alutto (1972, as cited in Basson, 2008) are of the view that married and divorced women evaluate leaving the organisation as a costlier option than non-married women. Schulz et al. (2004, as cited in Eby, Maher & Butts, 2010), found that marital satisfaction influences
the way people react to emotionally taxing experiences at work. Perry-Jenkins (2009, as cited in Smit, 2001) indicated that woman’s participation in the labour market causes marital and familial disorganisation.

2.6.4 AGE

Age refers to the amount of time an individual has lived or existed. It could also be defined, in this context, as the various categories of which people are classed together as being of a similar age. Bielby (2014) claims that because there is a behavioural factor to both work and family commitments to understand these commitments, it calls for a life course analysis. Bielby (2014) further explains that research is lacking with regard to finding explanations of patterns that further relate to age in both family and work commitments. Most of the research focuses on the association with the workforce.

A longitudinal study was conducted examining work commitment of female college graduates in early adulthood. Bielby and Bielby (1984, as cited in Bielby, 2014) established that, "women's subjective attachment to their work was relatively stable in the early stages of their careers, despite family contingencies associated with household and family formation" (p. 291). Furthermore, a bias attachment to their occupation came about at the time of marriage but, on the other hand, they became committed to their work at the time of having and raising children (dependants).

In another study conducted by Moen (1986, as cited in Bielby, 2014) about women, it was established that married women preferred working full time and would most likely not refuse to continue work in the absence of a financial need. However, married women with children and a full-time job showed lower inclination to continue employment. "In one of the first life course assessments of age differences in work involvement, Lorence
and Mortimer (1985, as cited in Bielby, 2014) found that involvement changes over the life course as individuals move through the work cycle" (p. 291). They further found that the stability of job participation was low in the early and later stages of occupation, whereas those in early middle age displayed the greatest stability in job participation because work experiences and compensation were perceived as being highly stable.

2.6.5 FAMILY DEMANDS

Greenhaus and Beutell (1985, as cited in Poulome & Sudarsan, 2014) state that certain factors in family domain plays an important role in the fostering of work-family conflict which is fuelled by children, spouse support, family disagreements and expectation of affections and engagement. In addition, Demerouti, Bakker, Nachreiner, and Schaufeli, 2001; Peeters, Montgomery, Bakker, & Schaufeli (2005, as cited in ten- Brummelhuis, Osterwaal, & Baker, 2012), identify high family demands, as a characteristic within the family domain that requires continuous physical and/or mental energy and which may add to an individual's level of stress. Weer, Greenhaus, and Linnehan, (2010, as cited in ten- Brummelhuis, Osterwaal, & Baker, 2012) indicted that demands made by family are likely to deplete or might even place at risk the personal resources of the employee. According to Tausig and Fenwick (2001, as cited in Poulome & Sudarsan, 2014), family demands more so than work demands experienced by females are more stressful especially when there are children involved. This could have an impact on the level of energy some individual needs to use on family issues as to that of work demands and vice versa, and this could impact on job performance as well.

2.6.6 SOCIAL SUPPORT STRUCTURES

According to Shaid, Amdan, Alwi, Syazreena and Hassan (2016), social support is experienced or perceived when individuals place meaningful values on the assistance and care that they receive and provide to one another, if and when required. This social
support can come from family members, friends or rom co-workers in the form of
friendship, advice or just assistance when needed. Poor mental health and poor
physical outcome are a result of the lack of social support (Broussard, Joseph, &
Thompson, 2012). Studies by Adams et al. (1996, as cited in Poulouse and Sudarsan,
2014) showed an association between family and society support and the lower levels
of family imbalances based on the pivotal role this support structure plays in the lives of
the individual.

Poulouse and Sudarsan (2014) also indicated that societal support factors, especially
spousal support had an impact on work-life balance experienced by individuals.

Botkin, Weeks & Morris (2000) identified in their study that the 1990 and the 1996
groups were less democratic on employment and support as to authority, education,
child care, and homemaking. They also identified that this behaviour could possibly
contribute to conflict within marriages because the language of equality became
prevalent within this period. However, a study by Mickelson, Claffey and Williams
(2006), showed that emotional spousal support projected greater marital satisfaction
and less marital conflict for women with both traditional and open gender roles.

2.6.7 WORK ENVIRONMENT

Hussain, Njati, and Rukangu (2016) state that challenges experienced by employees
are similar and of which are based on needs that are personal, professional, and
monetary requirements to attain work-life balance. They state that there are various
other factors from a work-versus-home point of view that could also impact an individual
work-life experience such as work-life environment. Work-life environment can be
described as the adjoining situations in which an employee works in, as well as where
they live and how these factors impact on them (Hussain, Njati, & Rukangu, 2016).
Armstrong, (2009, as cited in Hussain, Njati, & Rukangu, 2016) further elaborates that
a work environment can be described in terms of physical conditions or work processes like office temperatures, equipment or work processes and procedures.

2.7 SOUTH AFRICAN LEGISLATION AND POLICIES

In the South African work context, there are various legislation that endeavours to promote the employment of a more diverse workforce. As a result, workplaces in South Africa are expected to have employee friendly policies and practices. Given that this study takes place in a South African Public Service context, it would be crucial to explore the legislative prescripts. These are identified below to identify the impact thereof on the employment of female employees.

i. The Constitution of the Republic of South Africa Act (1996) – this legislation is the most important legislation and represents the highest authority within South Africa that provides the foundation for the prevention of discrimination practices in the country.

ii. The Basic Conditions of Employment Act (1996) – this legislation provides for basic conditions that extend beyond resting period or ‘breaks’, it also outlines what the minimum norms are for maternity leave, paternity leave to accommodate for child care. This legislation seeks to protect the rights of women to ensure they are not negatively affected should they become parents while in employment.

iii. The Employment Equity Act (1998) – this legislation is inherently non-discriminatory and promotes employment of women, especially in senior positions. The issue that needs to be explore is that although being a progressive piece of legislation, the capability of females to hold good employment
opportunities in the absence of factors such as social support may come into conflict with each other.

iv. The *South Africa’s National Policy Framework for Women’s Empowerment and Gender Equality*—this legislative framework provides a vision and guideline for gender equality and how it intends to be realised based on equality for all based on non-sexism, non-racism and focusing on human’s rights and economic empowerment of women in power.

v. The *Occupational Health and Safety Act (1993)*—this legislation prescribes the responsibilities of the employers towards the employees regarding health and safety at work.

vi. The *Safety, Health, Environment, Risk and Quality Management Policy (2016)*—this policy provides the Western Cape Government with a safe and healthy work environment to prevent incidents of occupation hazard, risk and injury.

vii. Other prescripts in place by national government, the Department of Public Service and Administration (DPSA) have put in place four *National Employee Health and Wellness policies (2008)*, as well as specific guidelines to provincial governments that promote the reasonable accommodation of breastfeeding mothers and child care facilities in the workplace. While these are intended to make it easier for mothers to balance the need to attend to child care while working, it raises diversity issues in the workplace such as sensitising others to become comfortable with having breast milk in communal fridges and providing privacy for breast milk to be expressed and so on.

The above legislation and policies demonstrate a concerted effort by the South African government to ease the entry of women into the workplace and to be accommodated for life events such as pregnancy and parenthood. In so much as this is legally uplifting,
the pace at which organisations have adapted their employment practices and policies may not be as equally matched, as a first challenge. Secondly, even though the conditions are created for women to naturally find their place in the workforce, societal pressure and expectations may still curtail women’s effort to exercise their right to work and earn money. Combined, these factors could be contributing to issues relating to work-life balance.

2.8 CONCLUSION

This chapter presented an overview of the relevant literature pertaining to work-life balance and the factors influencing it. The literature review indicates that it is challenging to manage work-life balance by creating the capacity to balance the changes in life (Melone & Issa, 2013). This refers to creating a helpful and peaceful professional and calm private life at the same time. It is, however, not as straightforward as it seems, as work-life balance hold different meanings to different individuals. Having said that, the issue of work-life balance should not be discarded and viewed lightly.

Most theorists agree that it is important to attain a balanced work and family life for the individual, for individuals are confronted daily with personal reflection of self-worth whereby they question their ability and competence in addressing and coping with change.

Economic conditions, social demands and technological advancements have caused women to take up the challenge of entering male-dominated environments and competing against their counterparts of which, the knowledge era has created more opportunities. The requirement of employment has shifted from brawn to competence
and knowledge (Delina & Raya, 2013). This shift has placed a huge amount of stress on the female employee in managing both careers, as well as being present and involved in their family life.

A strong social support structure is important in terms of individual attitude and perceived support attained during a challenging situation (Smith 2001, Shaid, Amdan, Alwi, Syazreena and Hassan, 2016). Delina and Raya (2013) state that dual-career families and high work demand have become common and have become a norm in work-life experience.

It is therefore clear from the research reviewed that work-life practices need to be understood by the individual and the organisation to attain a balanced work and family life approach which will benefit both the organisation and individual. The next chapter will discuss the research methodology of the study.
CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology used in this study, namely “Experience of work-life balance by female traffic inspectors within the Western Cape Provincial Traffic: Metro region” by documenting the sample selection, data collection method, data analysis procedures and ethical considerations.

3.2 RESEARCH APPROACH

The descriptive phenomenological approach is a design of inquiry that is derived from philosophy and psychology in which the researcher describes the subsisted experiences of individuals about a phenomenon as described by the participants (Padilla-Diaz, 2015, pg 103). In other words, it focuses on how the participants experience a situation in their lives and the impact it has on them. According to Creswell (1998, cited in Padilla-Diaz, 2015, p 104) “the best criteria to determine the use of phenomenology is when the research problem requires a profound understanding of human experiences common to a group of people”.

This study is based on inductive study, which by its very nature is both descriptive, as well as interpretative. Therefore, it is imperative that the research approach identifies, analyses, as well as determines patterns or themes from the data. The Phenomonological Thematic Analysis is the research approach used in this study. According to Stirling, (2001, pg 387), “the use of thematic networks is simply a way of organising a thematic analysis of qualitative data. Thematic analyses look to unearth the themes salient in a text at different levels, and thematic networks aim to facilitate the structuring and depiction of these themes”.

http://etd.uwc.ac.za/
This means that it is important to search for themes of relevance to the research topic. These themes may have a richness of data which can become a discussion point thereafter. According to Boyatzis, (1998, p4) “thematic analysis is a process for encoding qualitative information. The encoding requires an explicit code. This may be a list of themes; a complex model with themes, indicators, and qualifications that are causally related or something between the two forms”. By using this approach, the researcher reads and lists the categories of experience that the participants have shared. These categories of experience are related to the phenomena that were experienced by the participants.

3.3 RESEARCH DESIGN

A qualitative research approach was used during this study. The study made use of one-on-one interviews that was guided by an interview schedule that consists of semi-structured questions (Appendix A).

Deniz and Lincoln (1994, p2) define qualitative research as follows:

“Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that the researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. This method allows the researcher to interpret a variety of empirical materials like the personal experience, introspective, life story interview, observational, historical and interactional and problematic moments and meaning in as descriptors for the individuals’ experience or life history”.

http://etd.uwc.ac.za/
3.4 RESEARCH INSTRUMENT

This research used one research instrument, namely in-depth interviews to address the research question. These interviews were done on a one-on-one basis which was driven by purposive and interactional conversation using an interview guide (see appendix A). An interview schedule, recording device and laptop were used to obtain and store the information gained during the interviews.

3.5 DATA COLLECTION METHOD

The data provided were obtained by answering the research questions using semi-structured, recorded interviews to give some structure to the information collected and to ensure consistency in the types of questions asked.

The purposive conversation focused around a specific topic to elicit information to understand the individual’s perceptions, opinions and points of view as formed by their socialisation and cultural and life experiences. This allowed the researcher the freedom to collect subjective and personal information and opinions. It also allowed for more control and greater ease of comparison across interviews than an unstructured interview. In addition, it allowed for probing by encouraging the interviewees to reflect on possible experiences that they could share with one another (Technicon SA, 2001).

The interview schedule that was used in the semi-structured interviews was divided into six (6) divisions which were based on the theory and the literature review discussed in Chapter 2. This was supported by seventeen (17) open-ended questions that were used to probe for clarity. The six (6) divisions focused on the following aspects:

A Family: Perception that family life has on individual

B Work: Perception that work life has on the individual
C Work-to-family conflict: Perception that work challenges have on family life

D Family-to-work conflict: Perception that family challenges have on work life

E Attitude: Perception that individual attitude and approach to situations have on work life

During the interviews, the field notes were taken and immediately captured after the session. Methodology notes were also captured; these are observations based on the distractions and behaviour during the session and environmental factors that could have an impact on the research (Bester, 2010).

In order to analyse any data, permission was firstly obtained from the participant to use the recorder and transcribe the information verbatim attained during the interview. A cellphone recording device was used to capture the data. Each recording interview and its corresponding notes were labeled to ensure confidentiality and to ease coding of the information. According to Newman (2003), participants have rights to privacy, anonymity, fair treatment and protection from discomfort and harm – all of which were upheld during the study.

3.6 SAMPLING METHOD

3.6.1 Population and sample

A population consists of a group of people, events or things the researcher undertakes to study (Sekaran, 2001). According to Fink (2003, p1), “a sample is a proportion or subset of a larger group called a population...A good sample is a miniature version of the population of which it is a part – just like it, only smaller.”
This study made use of a sample size of six (6) female traffic inspectors that all work within the same organisation. They were permanent employees and they were categorised in terms of the number of work years within the organisation. This categorisation was applied to explore the idea as to whether those with more years of work experience within the organisation have more know-how in handling and balancing the challenges that work and home-life bring. Below is a descriptive table of the sample group.

Table 1: Research Sample

<table>
<thead>
<tr>
<th>Participant</th>
<th>Position</th>
<th>Marital Status</th>
<th>Children</th>
<th>Years within the organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>Manager</td>
<td>married</td>
<td>2</td>
<td>5+ years</td>
</tr>
<tr>
<td>P2</td>
<td>Manager</td>
<td>married</td>
<td>2</td>
<td>5+ years</td>
</tr>
<tr>
<td>P3</td>
<td>Traffic Inspector</td>
<td>single</td>
<td>None</td>
<td>1-2 years</td>
</tr>
<tr>
<td>P4</td>
<td>Traffic Inspector</td>
<td>single</td>
<td>1</td>
<td>1-2 years</td>
</tr>
<tr>
<td>P5</td>
<td>Traffic Inspector</td>
<td>married</td>
<td>2</td>
<td>3-5 years</td>
</tr>
<tr>
<td>P6</td>
<td>Traffic Inspector</td>
<td>married</td>
<td>2</td>
<td>3-5 years</td>
</tr>
</tbody>
</table>

3.6.2 Sampling procedure

The targeted population consists of six (6) female traffic inspectors who work at the Western Cape Provincial Traffic: Metro Region that covers different traffic allocations. This organisation is heavy on protocol and various steps had to be followed before engagement with the participants was allowed, namely:

Step 1: Request for the approval study was sent to and obtained from the Higher Degree Committee at the University of the Western Cape.
Step 2: Request approval from the Department of Transport and Public Works: Head of Department: Ms J. Gooch for permission to conduct the study within the establishment and to engage with employees as part of the sample group.

Step 3: Approval was requested and obtained from the Chief Director’s Office: Head of Traffic Officials within the Western Cape.

Step 4: Approval was requested and obtained from the Metro Region Manager: Traffic Management within the Western Cape. At this stage, the regional manager provided a list of all the females working at the Metro region as per request.

Step 5: Approval was requested and obtained from the respective station managers or chief provincial inspectors to get permission to address female traffic inspectors within their office environment.

An approach of convenience sampling was embarked on based on the list of possible participants to approach. The participants that were selected was emailed and contacted telephonically. Due to the nature of their work and the impact of external, unforeseen events, for example #Feesmustfall campaign, the Traffic Department’s human resources were unavailable at short notice, and this made it difficult to engage with the selected participants. This led to a snowball sampling approach whereby those that could not participate referred their colleagues as potential participants.

Biernacki & Waldorf, (1981, p141) describes snowball sampling as follows:

“This method produces a sample through referrals made by others who know of people that possess some characteristics that are of research interest. The method is well suited for several research purposes and is particularly
applicable when the focus of study is on a sensitive issue, possibly concerning a relatively private matter, and thus requires the knowledge of insiders to locate people for study”.

3.7 DATA ANALYSIS

According to Mouton (1996), data analysis and the interpretation thereof involves identifying patterns and themes in order to draw conclusions from them. Interpretation is required when it comes to qualitative data collection, based on its requirement for some further explanations to the data. Thematic analysis served as the analytical approach in this research study.

According to Boyatzis (1998), thematic analysis is a type of qualitative analysis that is used to present themes and analyse classification that relate to data. Bryman, Teevan and Bell (2009) state that thematic analysis looks at what was said rather than how it was said. Themes are derived at by coding and categorising data received from the transcripts. According to Braun & Clark, (2006, pg 82), “a theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set”. The approach used for coding was that of Technicon SA, 2001, as cited in Mouton, 2006.

The researcher used Tesch’s proposed eight steps in data analysis:

1. Coding began when the transcripts were carefully read and re-read and ideas that came to mind were jotted on the transcripts.
2. One transcript was selected and a list of topics was derived from that transcript.
3. Different sheets were created that represented the different topics.
4. Each interviewee/transcript received a different colour which made it easier to cluster similar topics of the topic sheets as per the interviewee’s responses.

5. These topics were then reviewed in conjunction with the transcripts.

6. The topics were then abbreviated as codes next to the sections of the texts.

7. This led to new categories and new codes this forms part of the preliminary analysis.

8. Recoding of the data was done if necessary.

(De Vos 2002:340-341)

3.8 VALIDITY OF QUALITATIVE RESEARCH

There are various constructs that suggest the indicators of the validity of qualitative research study. “The concept of validity in qualitative research has undergone numerous transformations to strengthen the unique contribution this scientific tradition offers to knowledge development” (Whittemore, Chase, & Mandle, 2001,p523). “Qualitative research need to demonstrate the truth value of multiple perspectives, the dependability of findings amid variability, the applicability of findings to broader contexts, and the freedom from bias in the research process were identified as validity issues to be addressed in the research process (Whittemore, Chase, & Mandle, 2001,p524).

Babbie and Mouton (2008), identifies four key principles of objectivity for the qualitative research, namely credibility, transferability, dependability and conformability. The researcher focused on three strategies to ensure the trustworthiness of the study, namely conformability, transferability and credibility.

3.8.1 Conformability

According to Lincoln and Guba (1985), as cited in De Vos et al. (2005), conformability is the degree by which the result of the research can be confirmed by others. This aspect
was visually attained through observing the participants’ behaviour during the interview and what was audibly attained by listening to the audio tapes in respect to the phenomena. The researcher repeatedly listened to the tapes to compare information with notes gained during the interview and while the data were captured on the transcripts. This ensured that the findings were free from bias and that the evidence and thought process would deliver the same conclusions to other researchers focusing on the same research context (Streubert-Speziele & Carpenter, 2003).

3.8.2 Transferability

According to Streubert-Speziele and Carpenter (2003), transferibility is also known as “fittingness” based on the ability of the findings to be transferred or fit to other situations. They also state that the level of transferability of the findings is not determined by the researcher but by the potential user. The purpose of this qualitative study is to obtain in-depth knowledge of work and home life balance as experienced by female traffic inspectors.

3.8.3 Credibility

According to Streubert-Speziele and Carpenter (2003), credibility is proven when the reported research findings are recognised as participants’ own experience. This refers to the truth and believability of the findings that have been mutually established between the researcher and participants as a true reflection regarding their perceptions and experiences of the phenomena.

As the researcher and a service provider to the Transport and Public Works environment, I acknowledge that I had to be reflexive in my research. According to Gerrish and Lacey (2006), as (cited in Lambert, Jomeen and McSherry, 2010, p231), reflexivity within qualitative research is deemed as an integral part of the research
process whereby the “researcher reflects continuously on how their own actions, values and perceptions may impact upon the research setting and can affect the data collection and analysis”. I continuously scrutinised any possible personal feelings and experiences that might influence the study. Moreover, to prevent possible bias from my side, I notated my perception of work-life balance to prevent any possible preconceived ideas impacting on the study.

3.9 ETHICAL CONSIDERATION

The researcher was granted permission from the Head of the Department of Transport and Public Works to engage with their employees who represent the sample of the study.

The study posed no serious ethical problems; the researcher treated the information provided by the respondents as strictly confidential. The information was treated with respect and privacy was closely guarded. The researcher explained the purpose of the research to the participants to prevent misrepresentation of the nature of the study. In addition, the researcher explained that participation in the survey is voluntary and that they were not being forced or coerced to respond to the survey. All participation was completely voluntary and the participants were free to withdraw from the study at any time. It should be noted that no incentives for participating in this research formed part this study.

The researcher took personal responsibility for the subjects’ safety and participants were never exposed to situations where they could be subject to physical or mental harm. The researcher gave the participants the right to choose the venue for the interview, as well as the timeslots according to their availability.
3.10 CONCLUSION

Chapter 3 focused on how the research was conducted. Its aim was to explore the research question indicated in Chapter 1 and 2 using an approach or paradigm and a research design. This chapter acts as a descriptor of the research tool, sampling methodology and sample used within the study. A key aspect that was covered in this chapter is the research procedure and the analytical approach that were applied to rework the raw data into information in conjunction with the theoretical framework of the Boundary theory as discussed in Chapter 2. The chapter concluded by giving an account of the ethical considerations that were carefully managed throughout the study.
CHAPTER 4: RESEARCH FINDINGS

4.1 INTRODUCTION

In this chapter, the research findings will be presented and discussed based on the evolving themes. By means of a design of inquiry, this chapter gathered from the participants’ responses how they experience the focus of the study. The research question which the study aims to answer is: Experience of work-life balance by female traffic inspectors within the Western Cape Provincial Traffic: Metro region.

Emerging themes were derived through the data analysis process that gave rise to the research findings discussed in this chapter. The data gathered for this study were obtained by means of in-depth one-on-one interviews.

4.2 DATA OF PARTICIPANTS

The participants’ data included information on gender, position, marital status, dependants and years within the organisation. This information is represented in table 4.1 below:

<table>
<thead>
<tr>
<th>Participant</th>
<th>Gender</th>
<th>Position</th>
<th>Marital Status</th>
<th>Dependants</th>
<th>Age of Dependents</th>
<th>Family Support structure</th>
<th>Years within the organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>Female</td>
<td>Manager</td>
<td>Married</td>
<td>2</td>
<td>11 &amp; 5</td>
<td>Husband</td>
<td>15 years</td>
</tr>
<tr>
<td>P2</td>
<td>Female</td>
<td>Manager</td>
<td>Married</td>
<td>2</td>
<td>9 &amp; 4</td>
<td>Husband &amp; sister</td>
<td>10 years</td>
</tr>
<tr>
<td>P3</td>
<td>Female</td>
<td>Traffic Inspector</td>
<td>Single</td>
<td>None</td>
<td>None</td>
<td>Parents</td>
<td>2 years</td>
</tr>
<tr>
<td>P4</td>
<td>Female</td>
<td>Traffic Inspector</td>
<td>Single</td>
<td>1</td>
<td>4</td>
<td>Grandmother</td>
<td>2 years</td>
</tr>
<tr>
<td>P5</td>
<td>Female</td>
<td>Traffic Inspector</td>
<td>Married</td>
<td>2</td>
<td>6 &amp; 7</td>
<td>Husband</td>
<td>3-5 years</td>
</tr>
<tr>
<td>P6</td>
<td>Female</td>
<td>Traffic Inspector</td>
<td>Married</td>
<td>2</td>
<td>10 months &amp; 6 months</td>
<td>Husband</td>
<td>3-5 years</td>
</tr>
</tbody>
</table>

Table 4.1 Biographical data of participants
4.3 PERCEPTION OF WORK-LIFE BALANCE BY FEMALE TRAFFIC INSPECTORS, IDENTIFIED THEMES AND PATTERNS

4.3.1 PERCEPTION OF WORK-LIFE BALANCE BY PARTICIPANTS

The experience of work-life balance shared by the participants brought different responses to the fore, and identified that balancing of work and home environments is based on the perspective of the individual. All the participants of the study identified certain work-to-family and family-to-work challenges as causes that make their task of balancing the work-and-family environments difficult.

The role of a woman becomes more challenging as a professional in terms of the family extending than when the individual was a single parent. This impacted on the time spent with the family and highlighted their needs and the ability to play the expected role of a female (P-5, P-6). The minimal or lack of social support given is not enough for the individual to manage their level of energy to perform both work and family responsibilities equally (P-5, P-6). An organisational culture can either provide the support or add to the current stress employees are facing. Participants indicated that their organisational culture is based on do more with less and most of them have also indicated that there is a shortage of staff and a lack of resources to enable them to do their work correctly. This results in an increase in the level of job stress currently experienced (P-1, -P2, -P5). Despite all the challenges that impact on achieving a level of balance in terms of physical and mental energy, most of the traffic inspectors said by that it is their attitude towards life that keeps them focused. For them, attitude was about having the mindset and the self-discipline to switch from work mode to family focus when arriving at home (P-3, P-4, P-6)
Whitehead and Kotze (2003, p.77) state that “a woman’s ability to balance multiple life-roles is directly related to her physical and mental well-being, her career performance and success”. It became evident when engaging with the participants that managing these different roles was challenging and this gave rise to the following themes.

Figure 4.1: Themes and subthemes that emerged from the study

4.3.2 THEME 1: WORK-LIFE EXPERIENCES

The first theme under discussion is that of work-life experience that was identified based on the examples provided by the participants that focused on how they experience their work life. Various sub-themes formed part of their work-life experiences, namely the impact of the work environment, the organisational culture, the impact of the stress caused by the job and the support from either colleagues or leadership.
Conclusions could be drawn that majority of participants were not being in control of their work-life balance. Based on the participants’ responses it appeared that their work life has more of a negative impact on their lives. Organisational support in terms of Independent Counselling and Advisory Services (ICAS) was provided; peer support and post-natal care practices were provided, however, the demands of both internal and external working environment stresses and the impact of an organisational culture characterised by distrust and poor leadership reflect negatively on what the participant were experiencing within their work life. This aspect is further discussed below.

4.3.2.1 Work environment

Most of the participants indicated that the working environment had a major impact on their family life, how they feel at work (in and out of the office) and how they perform their duties both professionally, as a traffic inspector and personally, as a mother and wife. For some, the dynamics at the office have become unbearable and they preferred to be on the road as it served as their coping mechanism (P-6). But for others being on the road till your shift is done meant that anything could happen and your shift could be extended (P-2, P-4). The complexity of the work environment makes the work that participants do more challenging. They explained that the work environment is volatile, meaning that at any stage it can become hostile, threatening, dangerous to themselves and other commuters (P-3, P-4, P-5, P-6).

4.3.2.2 Organisational culture

The culture perceived at the place of work by the participants is similar in terms of how they feel accepted and respected or the lack thereof by colleagues; how they have experienced poor leadership in the form of being threatened and inconsistencies of process applications; how they are cautious not to trust anyone and how unprofessional leadership handle situations or issues at work (P-1, P-2, P-3, P-4, P-5, P-6).
4.3.2.3 Job stress

Job stress is experienced based on various factors. One common identifier by the participants was that of a dangerous working environment. An accident scene, whether a general car crash or a horrendous fatality is a very traumatic experience and difficult to forget (P-2). Some participants experienced anxiety because they fear hijackers and never knows what to expect. P-3 and P-4 indicated that being alert and by following through with what you were taught assist you to avoid dangerous situations. P-1 and P-2 referred to the years of experience that a traffic Inspector would have attained over a period of years as assisting them with how they would deal with situations - “experience do count” - (P-1).

4.3.2.4 Work-related social support (Work support)

Work support experienced by the participants varied from being able to go to their seniors for guidance (P-3 and P-4) to not being supported or not seeing improvement in the way things are being done or handled (P-6). Leadership support refers to giving guidance and motivating employees and commending them on achievement, however, this was not experienced by P-1. The organisation does provide support in terms of ICAS counselling services, however, managerial referral is only done when the employee indicates that he or she cannot cope anymore (P-2). During the interview process P-5 was about to leave to go and feed her baby, which was arranged by the organisation - a support that she highly appreciated.

4.3.3 THEME 2: FAMILY LIFE EXPERIENCES

The second theme is that of family life experience that has been identified based on the examples provided by the participants that focused on how they are experiencing their family life. Various sub-themes formed part of their family life experience, namely the
expected roles that females play, the demands of the family and the family-related social support issues that are expected of the participants.

Inference could be made about being in control of balancing family life and work as indicated by most participants but with the support of others. Participants’ responses appeared to indicate that their family life experiences are negatively impacting on their ability to manage their time and energy levels. This is further supported by some of the participants indicating that their duties as wife and mother within their homes remained the core duty. The management of their children’s schooling and social activities are some of the factors that impact on their time management skills. However, most of the participants indicated that the support by their spouse and extended family contributes positively and that they value and appreciate it in the daily management of their family life. This is further discussed below:

4.3.3.1 Expected female role

Most of the married participants indicated that their role as a female, mother and wife are still expected from their families (P-1, P-2, P5, P-6). Their duties include fetching their children after work or during their shifts, preparation of food and assisting with homework; whether it’s before or after a shift. Some of the participants indicated that they are currently studying and have completed their studies whilst working and raising a family. Their response to all these efforts was that “you must try to balance but it’s not easy, as a woman I have to do I have no choice” (P-6). The cultural influence of the role of a female amongst the participants was more entrenched within the African culture (P-6).

4.3.3.2 Family demands

The demands of family on the participants are linked to the perceived role of a female. Looking after the family needs by contributing in terms of money, supporting children
with their school work and being there for a spouse have been identified by P-2, P-5, P-6, and P-3. Participants (P-1, P-2, P-3 and P-5) indicated that family activities can lead to family stresses, which place an additional burden on the participants like children's afterschool activities, fetching or dropping children at school, and when there’s a crisis when their work clashes with these responsibilities.

4.3.3.3 Family-related social support (family support)

A participant (P-1) said that the relationship between herself and her husband was based on good understanding and support for each other - it provided her strength to continue. Some of the participants indicated that they required more support than just from their spouses. For some, the spousal support was minimal based on their awkward working hours or minimal knowledge in terms of how to get support or they do not have a spouse or partner to support them (P-2, P-4, P-5, P-6). This is where P-2 and P-4 indicated that the support of a family member like a sister or a granny or mother is vital to help them to attend to the family challenges that they are faced with daily.

4.3.4 THEME 3: ATTITUDE/ CHARACTER CHANGE

The third theme under discussion is that of the attitude of the participant. Three sub-themes have been identified, namely a positive attitude and self-discipline of the participant and the ability to segment work life and family life.

A realisation that became evident during the engagement with the participants was that the participants themselves were the only ones that have an impact on their attitude towards both their work and family lives. A few participants spoke about the impact of understanding oneself and having a great attitude towards people, work and family life and how it affects their wellbeing positively. This is further discussed below:
4.3.4.1 Positive attitude

The participants highlighted that a positive attitude within their working environment is imperative for them to perform to the best of their ability. P-1, P-4 and P5 indicated that a positive attitude is not only for a good working environment, but it acts more as a buffer for not experiencing negativity, difficulty and sadness that were experienced whilst being on call. A positive attitude is seen by P-5 as key in fostering good relationships within the workplace and with the support of their colleagues who tend to help one through a difficult day (P-1).

4.3.4.2 Segmentation

Being able to segment the experiences of work and not taking it into the family life is deemed as a difficult task by P-4, yet it is an important coping mechanism when getting home because there are “things that needs to be done” (P-6). The same participant (P-6) further indicated that she mentally separates work-life issues and family life issues from one another and does not allow that these issues cross boundaries. It became evident that the family demands or children demands did not lessen as their children got older. The dynamics and support required just changed and therefore it was important to be able to make the distinction between work and family life issues.

4.3.4.3 Self-discipline

An observation during the interviews was that all the participants came across as strong, independent females who are educated, part of a family, are parents and worked in a male-dominated environment (P-3, P-6). Understanding self, having a goal and being self-disciplined were important to consciously balance both work and personal life, according to the participants.
4.3.5 THEME 4: INTER-ROLE CONFLICT

Inter-role conflict was the fourth theme that was identified based on the examples provided by the participants that led to subthemes that focused on family, impacts on work conflict and how work impacts on family conflict, as well as how those boundaries are easily crossed.

Inference could be made about not being in control of balancing the conflict that impacts their approach in managing their work life balance by most participants. Inter-role conflict was identified as a major challenge that the participants are faced with on a regular basis and which was always associated with experiences of stress, challenges, conflict and role blurring which all have a negative connotation and negative impact on the lives of the participants. This is further discussed below:

4.3.5.1 Family-to-work conflict

Most of the participants indicated that they face various challenges with regards to unattended or unresolved family matters whilst they are at work. Feelings of guilt, stress and sadness were expressed based on them not being able to attend to their family’s needs, especially when the children are sick when the participants are at work (P-1, P-4, P-3 and P-6). When family members experience levels of stress or perceive a lack of support from the participants they would react by contacting them during their working hours. One participant (P-4) was more affected by her family interaction during her work time based on their age (young and old) and health status. Participants mostly indicated that they observed interference when their family members were ill, or during night shift or between the 2-10pm shift regarding homework or questions of clarity from the kids (P-1).
4.3.5.2 Work-to-family conflict

Switching off from work is a difficult task since the work demand tends to interfere in family time after working hours. Conflict experienced within the family domain caused by the work domain has been indicated by most participants. Aspects like receiving of calls if one of their team members that they lead had been in an accident, or when their spouse or partners start to accept their working demands and hours as the norm or when their shift work hours start impacting on basic engaging time with family member, especially their children were mentioned (P-4, P-1, P-5, P-6). Due to lack of resources identified by P-2, sharing of computers is a common practice within the office which results in her taking work home to use her personal computer to complete her work. This might be perceived as being proactive, however, this is where work and family boundaries are being crossed but P-2 explained that she has the flexibility in making the choice to combine the two boundaries. It became evident during the engagement with the participants that most of them struggled with work-family internal conflict, which is a psychological preoccupation with one role that prohibits one’s ability to fully engage with another role whilst being in that role (P-1, P-2, P-4, P-5, P-6).

4.3.5.3 Work-family boundaries

While engaging with P-1 it became evident that role blurring was taking place since P-1 was not disengaging from her work domain and the role she plays in it, whereby she tends to display the required work role behaviour in her home life as well. When this happens, P-4 reports that she is reminded by her spouse that “she is now at home” and not at work.
4.4 CONCLUSION

This chapter focused on the perception of work-life balance of the participants and the most prominent findings that emerged from the study. Through the process of thematic analysis which was discussed in Chapter 3, key themes were derived and identified which were categorised as work life, family life, attitude and inter-role conflict. This chapter also discussed the inferences made from the impact (both positive and negative) of these core themes on the individual perception of work-life balance. The identified sub-themes will be discussed in the next chapter in terms of key findings and recommendations.
CHAPTER 5:  DISCUSSION OF FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to unearth the experiences of work-life balance of female traffic inspectors within the Western Cape Provincial Traffic: Metro region. The focus group was based on individuals who have between one (1) and more than five (5) years’ working experience within the traffic law enforcement environment. A qualitative research design was used to engage with the participants based on a descriptive and interpretive paradigm. This resulted in a richness of information and experiences being shared that described the phenomena as experienced by the participants. Themes and sub-themes were derived through in-depth interviews that were described in Chapter 3 and Chapter 4. The perception of work life balance by the participants, emerging patterns and meaning thereof are discussed in this chapter in relation to the theories discussed previously, namely Border theory and Boundary theory.

5.2 PERCEPTION OF WORK-LIFE BALANCE BY PARTICIPANTS

A study of Whitehead and Kotze (2003, p.79) identified that:

the experience of life balance seems to be elusive and ever-changing
for professional women. Different experiences of life balance are evident,
and it is clear that what represents life-balance to one person is not necessarily applicable to another.

Sundaresan, (2014, p. 93) states “that the dynamics of the work environment have exerted enormous pressure on working women as they need to cope with virtually two full time jobs – one at the office and the other at home”. The viewpoints of Whitehead, Kotze (2003) and Sundaresan (2014) were mirrored by the feedback from participants
since it became evident that the participants had a different perspective on work-life balance based on their experiences. Some participants indicated that within their family life they experience the expected role of a woman as challenging for the capacity to balance it had a major impact on their coping ability, their level of energy and the free time to spend with their family rather than the expected housework. Participant 5 and 6 stated that:

It does because you are tired…that two days the one is you cleaning the house and then that time again you must go back to work. So it does cause the family don’t see you often (P-5)

… different after married and the baby the second baby actually because I managed with my first time but now seeing that its now more complicated (mmm) and demanding uh so it's a bit (mmm) ja different now from previously ja (P-6)

It became evident that social support played a key role in balancing family life and the associated expectations that came with it and how the participants perceived they were handling it. Participants 1 and 3 stated that:

..the support my husband is giving me that’s the thing that’s keep me strong and going (P-1)

Definitely my parents are my biggest support group (P-3)

Organisational culture and organisational support were important factors since the participants either viewed it as an enabler or an inhibitor when dealing with work-life issues. Participant 1 shared her experience:
We didn’t have fire extinguishers we’ve got nothing and we could have saved the
guy or you get to accident where there’s pedestrian knock down and its
mincemeat in front of me you couldn’t recognise the person is like flat like a table
You don’t get counselling and if you get counselling you only get it when you say
it’s like really you can’t take it anymore (P-1)

Participants indicate that their attitude towards work, family and themselves was the
most important factor that assisted them in getting through the challenges identified that
impact on their ability to manage both work and home life. The following participants
(P-3, P-4 and P-6) shared their views:

it’s quite a battle I mean because college is different coming on the road is also
different but you get quickly used to the hours and the shifts you prioritise your time
and everything so it’s not that difficult it is all about self-discipline. (P-3)

If I come home something bad happened at work today they just need to give some
a minute alone at home and just “ontdooi” (relax/thaw) a little bit and then we go on
as normal. (P-4)

I just tell myself when uhm I’m off work then everything must be off and when I’m at
home everything need to be at home when I’m at home my mind need to focus at
home because this is the thing that I must do (P-6)

Recommendation

• Focus on a positive attitude to assist with managing levels of anxiety

• Investigate different coping mechanisms

• Focus on self-awareness- this will increase understanding of the self
• Consult your spouse, partner and other external support, trust them and take responsibility for those decisions made.

5.3 WORK-LIFE EXPERIENCES

5.3.1.1 Work environment

According to Spector (1997), businesses tend to ignore the working environment within their organisation, which could have a negative effect on their performance. He identifies that a working environment includes employee recognition and motivation for good performance, good relations with co-workers, job safety and security and involvement in the decision-making process of the organisation. Arnetz (1999) further states that most of the challenges experienced with the supervisors of employees are because of a lack of respect shown by a supervisor towards the employee. The participants described their working environment both externally (on the road) and internally (at the office) as negative and impacted heavily on their family life, their work performance (in and out of the office) and how they relate with their colleagues. Participants 1 and 3 commented that:

*I finish traffic manager management diploma and then I finish my degree that was 2011 and then my centre manager told me he don’t know why I studied. It was for nothing. (P-1)*

*Always be there for your partner and your partner is always there for you. So it’s basically when you go out on the road its dangerous but you know your partner has your back and you have your partner’s back-that’s basically it. (P-3)*
These two participants demonstrated completely opposite experiences - one has a good relationship with her co-workers and the other one’s willingness to improve and motivation to add value to the organisation are not recognised by her leaders.

The unpredictability of the work environment and the dangers assigned to it add to the levels of anxiety based on the unknown and experience of the participants. Participants 3, 4 and 6 shared their experiences in this regard.

_We going to Vrygrond for an operation where there’s taxi violence so we need to go and assist other officers from City of Cape Town and metro police or even SAPS so basically, we going to expect we don’t know what today is going to be like._ (P-3)

_...you must have photographic memory basically you see because your actions I must watch you closely your actions can determine another person’s actions towards me (okay) so you need to determine body language, body language is very important._ (P-4)

_It’s a stress where we working there is a lot of risks, hijacks shooting like all the stuff then we come through all this things so its stress but then we have to keep calm._ (P-6)

The participants’ main concern was about their safety whilst on duty. The fear of the unknown added to their anxiety and stress level. Malach-Pines and Keinan, (2007, as cited in Oweke, Muola & Ngumi, 2014), state that the amount of stress a person experiences at work results from the interplay of the work environment and the employee’s coping resources.
**Recommendation**

- The external work environment is unpredictable and therefore continuous training on self-defence and scenario planning should be rolled out to ensure that traffic inspectors are more prepared.
- Engagement and internal learning sessions on how challenges are faced within this office - creating a learning culture.
- Leadership development is recommended for the leadership to address issues of demotivation experienced by some of the participants.
- Engagement with the Provincial Employee Health and Wellness Unit is advised to assist with the management of job stress.

5.3.1.2 **Impact of organisational culture on employee morale**

The organisational culture refers to how things are done within that organisation. It became evident throughout the interviews that most of the participants was unhappy about the values being lived out within the work place. When an alignment exists between personal values (PV) and the current organisational culture (CC) then the organisation will attain and attract that type of individual with the same value system. When there is a misalignment between PV and CC the organisation might push out skilled employees or retain employees with the same value system and ultimately this behaviour impacts organisational performance. Three participants commented that:

- *I ensure that I’m off the office I’m on the road more (mm) that’s how I cope. And it does work for me (P-4)*

- “I can’t trust the people here cause they will say at the end of the day I know what I’m talking about again they will say but she never informed us (P-1)"
My time went over and I think three hours I spent at that police station waiting for books to come for the DIC to be booked in. I came to work and said listen here guys on this specific day I came home at this time I would like to have my hours and it was a whole thing they needed proof of you being at the police station they needed proof (P-4)

No this is who I am. I will take responsibility. I will do what you give what you tell me to do (P-1)

Recommendation

- Management to look at a culture journey for the unit that will focus on aspects of trust, respecting each other and the value that each bring to the organisation.
- Processes need to be clarified and rolled out and applicable policy regarding shift work and overtime needs to be implemented consistently.

5.3.1.3 Impact of work-related stresses

It can be concluded from the engagement with participants that a dangerous working environment and organisational culture are the two prominent triggers for job stress level. Three participants commented as follows:

We didn’t have fire extinguishers. We’ve got nothing and we could have saved the guy or you get to accident where there’s pedestrian knock down and its mincemeat in front of me you couldn’t recognise the person. Is like flat like a table. You don’t get counselling and if you get counselling you only get it when you say it’s like really you can’t take it anymore but I don’t always know who’s (P-1)
…. working in Caledon so not most of the accidents was happening there but when I arrived here I couldn’t take it. I don’t wanna lie I couldn’t take it to see someone is dead (P-2)

It’s a stress where we working. There is a lot of risks, hijacks shooting like all the stuff then we come through all this things so its stress but then we have to keep calm when you were trained you were educated for what you are doing today (okay) and ja, its stressful but ja (P-3)

Work-life conflict and stress are entangled with work-life stress being identified as both the cause and effect of job stress (Lowe, 2006). During the engagements it became evident that between the different job demands of the participants, the level of job stress was perceived differently. It was also observed that during the engagement some of the participant bodies tensed up as they were reliving their experiences.

Even though participants indicated that their jobs were stressful they still focused on how and what they should do during a situation based on lessons learnt or experiences gained, and what they have been trained to do. Participants 1, 2 and 4 commented that:

its if your alertness goes off your chances of being shot are 100% (mmmm) and in order for me not to get shot I need to see and know what is going on around me. (P-4)

For a newcomer, you will panic you wouldn’t know who what to do but maybe because I’m 15 years almost in this environment it’s just something that you learn over these years. Its instinct you just know what to do (P-1)

I am 10 years now here so yes, the experience do count a lot. The way you do things now yes (P-2)
A key observation is that most of the work stress-related anxieties stem from work environment issues.

**Recommendation**

- Basic resources need to be provided to traffic inspectors to do their work correctly e.g. fire extinguishers.
- Engagement sessions about lessons learnt and how to deal with certain situations must be set up. This will allow internal learning and create a bank of practical applications for certain situations.

5.3.1.4 **Work-related social support (work support)**

According to Carlson and Perrewe, (1994, as cited in Malik, Saif, Gomez, Khan and Hussain, 2010), work-related social support is support provided by one’s peers and supervisors and personal social support is support attained from extended family members, spouse, parents or children. Lu et al. (2009, as cited in Malik, Saif, Gomez, Khan and Hussain 2010, p. 2866), “found that child care responsibilities, working hours, monthly salary and organizational family-friendly policy were positively related to the conflict component of work-family balance, whereas new parental experiences, spousal support, family-friendly supervisors and co-workers” impacted positively on work-family balance. The participants’ response to work support mostly referred to leadership support and organisational support in terms of the Employee Health Assistance programme. There was a mixed response whether work support was being experienced or not. The participants who had 5 years and more experience indicated that they did not receive any support from their leadership at work.

“It’s not balancing because I don’t get uhm more support in this organisation in terms of management. Team works- why most of the team is individuals if they don’t like you don’t get support if they do you do it - depends (P-6)
Although participant 6 indicated that she received minimum support from the organisation others indicated that they receive support and that the organisation provides assistance when its required. Participants with 1-2 years’ experience indicated that they receive support and guidance from their leadership.

*Myself, I think I know well I don’t jump into something. I’ll first think about it and if I’m not sure I’ll go to senior because you must follow protocol at work and then from there the senior will help you and everything follows cause if he can’t sort it out the goes to the PPI. (P-3)*

*My senior manager is supporting me with everything so he’s always there for me if I need assistance with something or anything. (P-4)*

*Unless the officer will come and say ma’am this is what’s happening to me, I can’t sleep that’s when I will refer that person to ICAS After shift we debrief that’s all (P-2)*

**Recommendation**

- Engagement should take place to determine what is insufficient support that’s being provided by the organisation.
- ICAS interventions for leaders and supervisors that provide training in terms of vulnerable employees.

### 5.3.2 FAMILY LIFE EXPERIENCES

#### 5.3.2.1 Expected role of a female

According to Delina and Raya (2013), most working women today wear muliple hats in order to balance family and career responsibilities. One participant commented that:
after work now I have to go fetch the children at school come home do the house work that I have to do make food everything and then wash the children, see their homework are done put them to bed and go sleep and it repeats then the whole time just like that every day the same unless (P-2)

Culture plays an important role in how the working female is seen in society when sacrificing family time for work obligation. The expected female role, as culturally defined within the African context which is a collectavistic culture adds additional pressure on the participants to balance their daily activities. Yang et al. (2000), as cited in Annor 2016, describes two societies, namely the individualist and collectavistic. Individualistic societies are characterised by individualism – it deems a female to be neglectfull of her family duties in striving to attain personal goals whereas collectavistic societies are more focused on the welfare of society than on the individual - this behaviour is seen as a contributor to family long-term goals. One participant commented that:

*My husband will tell me to cook. You must cook. We as African ladies we must cook, we must clean house. It doesn’t matter that you work hard at work. You are tired but the husband must eat. Children need to eat and bath. (P-6)*

*It must be and I’m also a student neh I study at CPUT (okay) I’m doing my B.Tech HRD. Sometimes I go to classes. I come back the kids are already sleeping and you see you must try to balance but it’s not easy at all. (P-5)*

A key observation was that the participants found themselves to be part of a collectivistic culture where they performed their duties within a male-dominated environment - hence they perceive that they should be more like a man, “toughen up”. On the other hand, when they return to their families they were expected to be in the role of a caregiver, supporter and nurturer.
**Recommendation**

- Discussions with their spouse about support around dual responsibility of household and children responsibilities.
- ICAS assistance regarding parenting styles, financial management and work-life integration practices could be accessed.

### 5.3.2.2 Family Demands

According to Scott (2001, as cited in Nadeem and Abbas, 2009), females experience more family-to-work conflict based on their responsibilities toward family activities and for spending more time with and around the family than men. From the interactions with the participants it can be deduced that most family demand issues are linked to the expectant role of a female which is identified by addressing the family needs and by supporting their spouses, children and extended families. And this could easily increase their daily stresses and create conflict with their work life. P-1 commented that:

> *When I walk in the house my children will run to me and say thank you, Lord you home, mommy. Thank you. Lord I would say. What went wrong? (P1)*

Crises and responsibilities like children’s after-school activities, fetching or dropping children at school increase when the traffic inspectors get older and these challenges might clash with their work responsibilities. The traffic inspectors might feel overwhelmed as their daily routine changes based on their shift that they have which creates another degree of difficulty. P5 and P2 commented that:

> *Yes, it does at times because I mean like If you are working until 2 o clock and then there is something else that and now my kids must be dropped for example for the crèche and then this and that but then I must now arrange quick (P-5)*
The girl likes to go for a swimming. She is also doing where I’m staying in Mfuleni she’s also doing the ballet dance yes everyday she must go for a practice at 4 o’clock. (P-2)

During the engagement one participant realised that family demands became more when she changed her status from single to married; irrespective of the fact that the characters remain the same. She commented that:

After married and the baby, the second baby actually, because I managed with my first time but now seeing that its now more complicated (mmm) and demanding uh so it’s a bit (mmm) ja different now from previously ja- (P-6)

A key observation is that the family life environment of participants was different in terms of support, age of their children and social support structure which could create a perception that one’s challenges are less demanding others. It became evident that the family life environment had an impact in terms of the energy level and type of assistance that was required by the different participants to their families, however the family demands and challenges was the same.

**Recommendation**

- A house rule can be set that when participants enter the house a 30-minute “me-time” needs to take place, for the individual to unwind and detach from work activities.
- If the individual worked a late shift and did not engage with family members yet, an hour of engaging time could be set with the children and husband to engage on issues of “how their previous day was”, what their objective for the day was” and “what you could do to assist them during the week”. 

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Family-related social support (family support)

Most participants have indicated that they required their family support to help them balance work and family life. Spousal support was deemed as important in terms of sharing the responsibilities within the household and with the children. According to Abendroth and den Dulk (2011), this is referred to as instrumental support within the context of private life, for example, paid help. In the absence of this support, majority of the participants indicated that they depend on other support systems like mothers, grandmothers and siblings besides their spousal support. Participant 6 and 2 communicated that:

So I do feel sometimes the pressure there and there and that is a must as a woman I must do that I’ve got no choice…. I’ve got my mom as well to help me……. I can’t cope alone. I need a lot of help so they are supporting me (P-6)

He not er he’s not educated neh he won’t assist me with the the the home works. I will do it or my sister will do it because she is doing grade 11 and shame he will assist me with the polish of the shoes of the kids and my shoes for work. (P-2)

Other participants indicated that they receive support from their husbands or parents and identified that it is greatly appreciated and it helps them mentally to keep going. Two participants communicated that:

The support my husband is giving me that’s the thing that’s keep me strong and going (P-1)

Definitely, my parents are my biggest support group and before I leave for work in the mornings and afternoon they will tell me to enjoy your day at work. Be careful be safe out there (P-3)

This is referred to as emotional support, according to Abendroth and den Dulk (2011) and participants indicated that it would result in positive work-life balance satisfaction.
Recommendation

- Clear roles of chores and responsibilities need to be determined between spouse and participant to minimise family stress issues.
- Female traffic officers should accept the time and support provided by family members, parents and spouse to replenish energy by doing something out of the ordinary.

5.3.3 ATTITUDE/CHARACTER CHANGE

5.3.3.1 Impact of a positive attitude on employee engagement

The attitude of a spouse regarding his wife’s career involvement also has an impact on how the wife views her role as a woman within the traditional contexts in their household (Smit, 2001). As presented in the findings participants indicated that the right attitude within their working environment is important for good working relations, good performance and it’s what gets you through your working day. One participant commented that:

*The support my husband is giving me that’s the thing that’s keep me strong and going here ….my husband knows because I tell I inform my husband of my situation at work (P-1)*

The other participants shared examples of their own positive attitude towards their work. Participant 1 and 5 commented that:

*…… because I love my work I really in love with my work and because of the support I get from the male officers that is what carry me through the day (P-1)*

*You see once you are not happy at work then you are so tired …you must ensure that your work environment is consistent you try to get along with*
everybody (everybody) just to make it easy for yourself (mmm) because it does count (P-5)

Recommendation

- Sharing with one's spouse in terms of challenges experienced at work will assist in creating understanding around the work context
- Healthy mind-sets create a positive attitude- focus on positive energy exercises.

5.3.3.2 Segmentation

It became evident that some participants were unable to separate or segment their work life from their family life, however, two participants identified it as being important for them and their families. According to Ashforth et al. (2000, as cited in Annor, 2016), the blurring between roles caused by role segmentation is making it more difficult for individuals to transition between the role. This requires more energy and focus. Participants 4 and 6 commented that:

*If I come home something bad happened at work today they just need to give some a minute alone at home and just ‘ontdooi’ (relax/thaw) a little bit and then we go on as normal. (P-4)*

*No matter how stressed was I at work but I have to focus on my family same thing at home... that’s how I cope (P-6)*

Recommendation

- Establish a 30-min time out for the participant when they arrive home.
- Keep a journal - write done work and family life experiences.
- Reflect with a spouse on what has transpired, what challenges have been experienced and any lessons learnt. This will stimulate conversation between

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couples and create a better understanding of each other’s challenges and how to assist one another overcoming or coping with it.

5.3.3.3 Self-discipline

During the engagement with the participants it became evident that they present as strong, independent women that have overcome various obstacles in their lives which influenced their growth as individuals. Personal growth has been a constant amongst the entire participant as they have moved between different working environments, studied within their respective fields during difficult challenges and remained focused and self-disciplined while attaining their personal and family goals. This behaviour could be very individualistic since most of the participants shared their experiences based on a collectavistic societal approach (Yang et al., 2000, as cited in Annor, 2016). This could result in difficult behaviour and present a challenge to maintain which could add to the level of personal stress. Participants 3 and 6 commented that:

*It’s quite a battle I mean because college is different. Coming on the road is also different but you get quickly used to the hours and the shifts you prioritise your time and everything so it’s not that difficult. It is all about self-discipline (P-3)*

*I’m a strong woman and secondly, I’m a mother, I’m an employee and of which I make time for each and everything that I’m doing for my life I have planned (P-6)*

**Recommendation**

- Determine what energy one uses the most and what energy you seldom replenish. For example, spiritual (connect with your purpose and value), mental (mental preparation and positive thinking), physical (healthy nutrition, sleep, exercise), emotional (rewarding relationships, trust) energy and focus on that to restore overall energy level.
5.3.4 INTER-ROLE CONFLICT

5.3.4.1 Family-to-work conflict

Hyman et al., (2003, as cited in Sanchez-Vidal et al., 2012) describe family-work conflict as pressures of personal life on an individual, that create stress and difficulty in the household life of workers, especially when both the wife and husband work and have children or have elderly parents to take care of. Family life stressors caused by unattended or unresolved family matters are impacting on work duties, and has been mentioned by most participants and they deem it as difficult and problematic to handle.

Two participants commented that:

*I am stressed because they would phone me, mommy this, mommy that and I won’t be able to go to them. Neh, when I arrive at home they they already asleep. There is nothing I can do because I don’t wake them up (P-2)*

*My daddy was was last year when he got sick.....two heart operations so that was the only time when I was that everybody knew that year they mustn’t now put pressure on me cause I was like just leave me alone and isn’t there other people that can do it? Why always me always me cause it’s always me? (P-1)*

Interaction with family members, especially children is difficult to ignore and to address. It was noted that P2 and P6 expressed their emotions verbally and non-verbally when they answered in the question of “how do they manage their work and family life”. There non-verbal communication echoed their feelings when their shoulder slumped and their head bowed in guilt and sadness which they expressed as followed:

*It makes me feel sad because most of the time they would phone me when I’m at work and I can’t go home. (Ooooh) maybe to ask my supervisor can I go quickly home because there is stuff that I need to sort out. (P-2)*
He’s 10 years. He looks after himself. I only make breakfast for him. He dresses himself everything, wait for transport then go to the transport he can even lock door … (P-6)

Recommendation

- Discuss with leadership when challenges are being experienced at home. If they are aware that a child is ill for example they might be more empathetic and be willing to assist you.
- Engage children around working schedule and make cleaning of house a family responsibility.
- Engage with spouse to provide more support in terms of children activities- “you cannot do it all alone”

5.3.4.2 Work to family conflict

Greenhaus and Beutell (1985, p. 77) identifies work/family conflict as “a form of friction in which role pressures from work and family domains are mutually incompatible in some respects”. Being conflicted at work when family issues interfere with daily work is challenging but even more so when the work interferes with their family life. This is most difficult, as most of them are unable to immediately address the situation at home as they continue to perform their duties at work. Some of them have taken work home to comply with the work requirements and standards –these actions could create work-to-family conflict situations. Participant 2 communicated that:

So, I'm thinking now I must just do this work at home because when I arrive maybe I won't have a computer to sit on. That why I must rather do this work at home. Do you understand (yes) even if you at home you must still do something for work you see so really (P-2)
The same way as the participant accepted that work demands are not equal to family demands; work demands take up most of their time. According to Westman (2005, as cited in Annor 2016, p. 1), “work and family systems operate within and are influenced by specific cultural, institutional and economic context in which they are embedded”. Two participants provided the following examples:

….my husband will say what can he say its work - it’s my work. Uhm my first born was 2 months old when I returned from paternity …maternity leave the second one was 3 months old when I came back straight to shifts -that’s straight to shifts (P-1)

Whatever you want to plan around your personal life you must plan around that work schedule (P-5)

Work-family internal conflict has indirectly been identified by most participants as a huge struggle because their current work day activities play over and over in their mind – “it’s a psychological preoccupation of one’s role that prohibits one’s ability to fully engage with another role whilst being in that role” (Carlson & Frone 2003, as cited in Allen , Cho, & Meier, 2014, p.105). Two participants commented that:

I always uhm talk to my sister if something bad happened or to my husband he is at home but my sister, we always share everything. If something happen here at work I won’t say to anyone I would just go home and then I will I will talk to her (P-2)

It happened to me once I was threatened here and then when you go home you can’t switch off … you go you walk around your house you walk around the car you make sure everything is secure passing around you so that there is no way they can enter your house so…. (P-4)
In terms of work-family boundaries only one participant indicated strongly that she does not fully disengage from her work in terms of perceived character or behaviour. The participant commented that:

…my husband will always tell me: Mommy, you not at work now. You at home because of the way I talk (P-1)

**Recommendation**

- Identify a two-day, zero interference of work on family life day - share this with all family members and enforce it. This will result in the family recognising that the prioritisation and management of their needs is important while being a working mother.
CHAPTER 6: FURTHER RESEARCH POSSIBILITIES, LIMITATION OF STUDY AND CONCLUSION

6.1 LIMITATION OF THE STUDY

The study revealed several limitations in its lifespan before completion. The scheduling and the availability of participants for the interviews was one of the biggest limitations as the participants worked different shifts. Another limitation to the study was the participants’ understanding and fears of the study about how it will impact on their career. The language and literacy levels of participants also limited the study since no consideration was considered, as the interview questions were conducted in English and could possibly have hampered the participants from expressing themselves freely if they were more comfortable with a different mother tongue. The relatively small sample size and unequalled gender ratio, as well as the lack of generalisability could be an additional limitation. Therefore, the external validity of the study could be compromised because of the sample only representing female traffic inspectors of one region within one province with the country.

6.2 FURTHER RESEARCH POSSIBILITY

Further studies should explore the perceptions of male traffic inspectors in how they experience work-life balance. This might give insight into whether the themes identified are similar or different. Further studies could also be explored on a Provincial level to determine if the work culture is region specific or if it represents a culture within the profession of Traffic Services within the Western Cape Government. There also a need to do a study on the impact of work environment on female traffic inspectors and how that relates to job satisfaction and organisational commitment.
6.3 CONCLUSION

The purpose of the study was to discover the experiences of work-life balance among female traffic inspectors. Recurring themes that emerged from the study indicated that female traffic inspectors experience challenges regarding work-life balance which involve job stress, work support, organisational culture and the work environment. These challenges impacted on their work life and family life and gave rise to inter-role conflict, work-to-family conflict and family-to-work conflict and negatively impacted on their attitude to adapt to their family and working environment.

It became evident that most of the participants were finding it difficult to balance work and family as they realised that “something has to give”. It appeared that participants with more years of work experience within the organisation had more know-how in handling the work challenges, however, they dealt with family life challenges in the same way as those with less work experience. The spousal and social support structure was essential in terms of family and career for the participants in attaining a balance between work and family life. The findings also confirmed that the impact of an organisational culture could positively or negatively impact on the participants’ experience of work-life balance.
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TO: THE HEAD OF DEPARTMENT OF TRANSPORT AND PUBLIC WORKS

RE: REQUEST FOR PERMISSION IN CONDUCTING RESEARCH AT YOUR DEPARTMENT

RESEARCH TOPIC: EXPERIENCE OF WORK-LIFE BALANCE BY FEMALE TRAFFIC INSPECTORS

Dear Mam,

I hereby tender my request for permission to conduct qualitative research within your department to elicit the responses of female traffic inspectors on their level of work-life balance being within their field of work.

The responses will contribute towards the research carried out by myself for the dissertation in the Magister in Industrial Psychology offered by the University of the Western Cape. The anticipated value of this research will depend on the feedback that is received in response to the various questions asked during the in-depth interviews and focus group discussion that I intend to facilitate. Conclusions and recommendations will be forwarded to you as Head of Department for management of these respective employees.

Kindly note the following:

1. All information received will serve no other purpose than purely for academic research.
2. It is estimated, that it will take a participant no more than one hour to partake in the interview and two hours maximum for the focus group discussions.

I trust that this application will receive your favourable response and I would like to thank you in anticipation for your cooperation and assistance.
PERMISSION REQUESTED BY

FAGMIEDA RAYBIN
Date: 12 MAY 2015

APPROVED: MS. JACQUI GOOCH
HEAD OF DEPARTMENT: TRANSPORT AND PUBLIC WORKS

DATE: 12 MAY 2015
APPENDIX B: CONSENT OF PARTICIPANTS

Consent Form for questionnaire for learners

Title: Experience of work-life balance by female traffic inspectors within the Western Cape Provincial Traffic: Metro Region.

Researcher: Fagmieda Raybin, (9758320)

Please initial box

1. I confirm that I have read and understand the information sheet explaining the above research project and I have had the opportunity to ask questions about the project.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline. (If I wish to withdraw I may contact the lead researcher at any time)

3. I understand my responses and personal data will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the reports or publications that result for the research.

4. I agree for the data collected from me to be used in future research.

5. I agree for to take part in the above research project.

____________________  ______________  __________________
Name of Participant        Date                Signature
(or legal representative)

____________________  ______________  __________________
Name of person taking consent   Date                Signature
(If different from lead researcher)

____________________  ______________  __________________
Lead Researcher               Date                Signature
(To be signed and dated in presence of the participant)

Copies: All participants will receive a copy of the signed and dated version of the consent form and information sheet for themselves. A copy of this will be filed and kept in a secure location for research purposes only.

Researcher:
53 Daphne Crescent Woodlands, Mitchell's Plain
Cell: 0761691855
Tell: 021 3722048
Fagmieda.raybin@westerncape.gov.za
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Supervisor:
Give complete contact details (address, contact numbers and email address)

http://etd.uwc.ac.za/

HOD:
Give complete contact details (address, contact numbers and email address)
APPENDIX C: INTERVIEW GUIDE

Interview guide

Thank you for participating in this interview process. This study is about how female traffic inspectors experience work life balance. I am interviewing female traffic inspectors that are situated within Cape Town district. The interview process will take one hour to complete. Your answers are confidential and you will not be identified in any way.

Introduction Questions

I am interested in hearing about your experiences in how you manage your work and family that looks at work-life and gender in work life balance. So let’s start with your family:

A Family:

The following questions will be about your family, I would like to hear your story?

1. Tell me about your immediate family?
   a. Do you have children? Tell me about them? (School-grade, activities)?
   b. Would you mind sharing about your partner/supporter and what they do?

2. When you get home describe a typical weekday in your household?
   a. Do they work and what are their working hours like?
   b. Do the housework responsibilities get split evenly between you and your partner? Please provide some examples? If not – please explain what feeds this decision or behaviour?

3. Do you feel responsible for certain functions within your household and why?

B Work

1. Describe to me what your work activities entail?
   a. Do you like your job?

2. How do you view your work environment?
   a. Do you think it’s very demanding on you?
   b. Please provide an example?

3. Does your work require most of your level of energy?
   a. Why would you say so?

4. Do you have a supporting structure (manager/colleagues) at work?
   a. Provide an example in how your supporting structure has helped you during a challenging time in your life?

C Work to family conflict

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The following questions are about the work environment that impacts on your work life balance as an employee.

1. Do you have the freedom of selecting your own work schedule?
   a. Why have you selected these particular hours- how does it benefit you?
2. Can you take time off easily?
   a. How does this affect when you have a personal crisis?
3. Are you required to work after hours?
   a. How often? What impact does it have on your family?
   b. What have you done to minimize the impact on your family?

D Family to work conflict

The following questions focus on finding out how you manage family-work responsibilities?

1. Has there ever been a situation where a family matter has distracted you during your working hours?
   a. Please share an example and how did you handle it?
   b. Has this happened more often?
   c. What have you put in place to address it?

E Attitude

The following information affect g questions focus on your attitude.

1. How do you feel at this moment?
   a. Are you tired, drained, full of energy and what do you think drives this feeling?
2. When things get you down at work, how do you think you handle it?
   a. What do you think would help you to cope with these issues?
3. Does your working environment add to your daily life pressure?
   a. Please provide an example?

F Closing questions

In closure, I would like to ask a few questions about your overall self

1. Do you, your think life’s experience have an impact on how you handle your work and family life?
2. Do you think your current support (home and work) is adequate in assisting you to attain a balance work and family life?
### APPENDIX D: THEMES

#### Work Life

*the division of one’s time and focus between working and family or leisure activities.*

<table>
<thead>
<tr>
<th>Sub -Theme</th>
<th>Sub-sub theme</th>
<th>Participant</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coping mechanisms</td>
<td>Work environment</td>
<td>P6</td>
<td>I ensure that I’m off the office I’m on the road more(mm) that’s how I cope. And it does work for me</td>
</tr>
<tr>
<td>Work environment complexity</td>
<td></td>
<td>P4</td>
<td>happen where a hour or five minute or if you on your way home or if something happens you need to stand off you can’t pass it you will stand off you call somebody come and relieve me here please</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P4</td>
<td>you must have photographic memory basically you see because your actions I must watch you closely your actions can determine another person’s actions towards me (okay) so you need to determine body language body, language is very important</td>
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<td></td>
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<td>P4</td>
<td>watch his actions towards you yes because then they certainly become rude (okay) whilst you writing it they will threaten you they will tell you this and this and this and this</td>
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<td></td>
<td></td>
<td>P4</td>
<td>when you drive off he’s just look just look at them again you never know when they can actually just pull out a gun and start (mmmmm) you need to be aware of your surroundings at all times. So a typical day will just basically be you being threatened.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P3</td>
<td>you go to the road anything we expect anything to happen accidents, pedestrians knocked down, casing goats like now we going to vrygrof for an operation where there’s taxi violence so we need to go and assist other officers form city of cape town and metro police or even SAPS so basically we going to expect we don’t know what today is going to be like or sometimes on a Friday night or Saturday night we are and take roadblock and alcohol bits.</td>
</tr>
<tr>
<td>Work-family conflict</td>
<td>P2</td>
<td>It's a stress where we working there is a lot of risks hijacks shooting like all the stuff then we come through all this things so its stress but then we have to keep calm</td>
<td></td>
</tr>
<tr>
<td>Agreement with working hours</td>
<td>P3</td>
<td>I don't have a problem with it because if you work the weekend you get off 2 days in the week Wednesday and Thursday you get off so you have time to do your things and it is actually nice being off in the week cause some places close on weekends</td>
<td></td>
</tr>
<tr>
<td>Acceptance/Respect</td>
<td>Org culture</td>
<td>P1</td>
<td>it depends on your personality and how strong or weak you are this is how the males at work treat you really if they see that you a weak person they can overstep in any time then there's no discipline believe me.</td>
</tr>
<tr>
<td></td>
<td>P6</td>
<td>as everyone knows it's a man's thing when you are woman firstly when you start it is difficult</td>
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<td>Page</td>
<td>Description</td>
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<tr>
<td>P1</td>
<td>the males here they treat me with respect they take me as their mother</td>
<td></td>
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<tr>
<td>P5</td>
<td>I had to prove to him that I can do it. Because we must study and study and we do physical training while I was writing exams I had my baby this time and I had to study this time and I had to prove now to the head of college that I’m gonna do this thing</td>
<td></td>
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<tr>
<td>Work conflict</td>
<td>sometimes the PPI come and then they deploy your staff without informing you as a senior now what can you do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td>this vibe is a permanent thing so it’s not easy to go like you really sick and then they tell you to go and then there’s a always a story behind you</td>
<td></td>
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</tr>
<tr>
<td>P1</td>
<td>I can’t trust the people here cause they will say at the end of the day I know what I’m talking about again they will say but she never informed us</td>
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<tr>
<td>P6</td>
<td>yes they see the way they handle things there is really unprofessional.</td>
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<tr>
<td>P2</td>
<td>I would put leave now maybe for December, you know before the time I give them enough chance to decide if I can go and I don’t just put in leave unless it is something serious child is sick or something</td>
<td></td>
<td></td>
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<tr>
<td>Overtime</td>
<td>my time went over and I think 3 hours I spent at that police station waiting for books to come for the DIC to be booked in. I came to work and said listen here guys on this specific day I came home at this time I would like to have my hours and it was a whole thing they needed proof of you being at the police station they needed proof</td>
<td></td>
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<tr>
<td>P3</td>
<td>we don’t really work much overtime (okay) so if there is overtime available it’s your choice to work But sometimes like maybe it’s 1 o clock now</td>
<td></td>
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<tr>
<td>P4</td>
<td><a href="http://etd.uwc.ac.za/">http://etd.uwc.ac.za/</a></td>
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<td></td>
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<tr>
<td>Individual differences</td>
<td>Org culture</td>
<td>P1</td>
<td>and you get a drunken driver that takes up to two and a half hours so sometimes you go off way after your hours and they have a problem it’s like a form an overtime</td>
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<tr>
<td>Management style</td>
<td></td>
<td>P1</td>
<td>I will tell you listen here make up your mind do you want this or that now because I can’t do both and if you tell me to do this nonsense now I will do it but don’t come back later and tell me ask me when will this and this be finished no this is who I am I will take responsibility I will do what you give what you tell me to do</td>
</tr>
<tr>
<td>Pressure to perform</td>
<td></td>
<td>P3</td>
<td>I was like 4 -5 times in one month on the red carpet with my whole shift because they said im to close with my shift and it was like 7 males the one could have been my father</td>
</tr>
<tr>
<td>Low energy</td>
<td></td>
<td>P6</td>
<td>We were forced to work the public holiday but its not like on our policy ........where by they were threatened</td>
</tr>
<tr>
<td>(Tiredness)</td>
<td></td>
<td>P5</td>
<td>from January I did not take leave (okay ) I didn’t I was working right through now my body ha ah I’m tired (tired now ) er.</td>
</tr>
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<td></td>
<td></td>
<td>P2</td>
<td>you just go to bed and then you don’t even get a chance to speak with your husband just how was your day and everything, don’t have a chance to do that sometimes because when you arrive at home you are really really tired</td>
</tr>
<tr>
<td>Leave Management</td>
<td></td>
<td>P4</td>
<td>when it comes to emergency leave er I haven’t taken so I wont know(oh okay) but I believe you need to put a week in advance</td>
</tr>
<tr>
<td>Lack of Trust</td>
<td></td>
<td>P2</td>
<td>the people that I trust, sometimes you can’t just talk to anyone so for me I so I because they are here even my mum to speak with her she’s she’s also very supportive so.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lack of resources</th>
<th>Job Stress</th>
<th>P1</th>
<th>we are short of staff, manpower as we call it here uhm there’s other activities we have to attend to so I can’t plan and do what I want to do as supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P1</td>
<td>we didn’t have fire extinguishers we’ve got nothing and we could have saved the guy or you get to accident where there’s pedestrian knock down and its mincemeat in front of me you couldn’t recognise the person is like flat like a table you don’t get counselling and if you get counselling you only get it when you say it’s like really you can’t take it anymore but I don’t always know who’s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P5</td>
<td>shortage of human resource like for example so you end up doing other task (okay) you see that you were not supposed to but I I manage (okay).</td>
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<tr>
<td></td>
<td></td>
<td>P2</td>
<td>Yes because no not enough resources to use here at work there’s a lot of stuff that we don’t have that we need like computers</td>
</tr>
<tr>
<td>Dangerous work environment</td>
<td>Job Stress</td>
<td>P3</td>
<td>So sometimes it can be quite dangerous and stressful especially when you come to an accident scene and there’s bodies lying around all over you need to close down the road,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P2</td>
<td>working in Caledon so not most of the accidents was happening there but when I arrived here i couldn’t take it. I don’t wanna lie I couldn’t take it to see someone is dead.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P2</td>
<td>I couldn’t an I won’t even sleep at home, I will think about this brains were out and everything but you get used to it cause now I go to accident I don’t I don’t worry anymore like I think it’s just needs time for you to get used to the to something</td>
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<td></td>
<td></td>
<td>P6</td>
<td>It’s a stress where we working there is a lot of risks hijacks shooting like all the stuff then we come through all this things so its stress but then we have to keep calm when you were trained you were educated for what you are doing today (okay) and ja its stressful but ja</td>
</tr>
<tr>
<td>Unpredictable working environment</td>
<td>P3</td>
<td>We don’t know what today is going to be like.</td>
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<tr>
<td>Alertness at work</td>
<td>P4</td>
<td>So its if your alertness goes off your chances of being shot are 100% (mmmm) and in order for me not to get shot I need to see and know what is going on around me.</td>
<td></td>
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<tr>
<td></td>
<td>P3</td>
<td>Use your head don’t do what you not supposed to do I think that’s most of the mistakes that the officers does do what they not supposed to be doing and that’s how we get into danger just stick to the rules it’s that simple.</td>
<td></td>
</tr>
<tr>
<td>Job Experience</td>
<td>P1</td>
<td>For a new comer you will panic you wouldn’t know who what to do but maybe because I’m 15 years almost in this environment it’s just something that you learn over these years its instinct you just know what to do.</td>
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<td></td>
<td>P2</td>
<td>I am 10 years now here so yes the experience do count a lot. The way you do things now yes.</td>
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<tr>
<td>Leadership support</td>
<td>P3</td>
<td>Always there for your partner and your partner is always there for you. So it’s basically when you go out on the road its dangerous but you know your partner has your back and you have your partners back that’s basically it.</td>
<td></td>
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<tr>
<td>Work Support</td>
<td>P3</td>
<td>When I first got on the road I was placed with experienced officers with more than 2-3 years’ experience and I actually learnt a lot from them.</td>
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<td></td>
<td></td>
<td>Extremely extremely supportive when it comes to family business.</td>
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<td></td>
<td>P3</td>
<td>Every morning we have a briefing in the afternoon we have a briefing that’s when we uhm basically show our experience and if we feel anything like bugging us or bothering us or an accident or something we speak about it.</td>
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<td></td>
<td></td>
<td>I actually had a family crisis my dad had a slight heart attack and we were in a meeting that day and I informed my senior and he was like no go go go.</td>
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<tr>
<td>P3</td>
<td>Myself I think I know pretty well I don’t jump into something I’ll first think about it and if I’m not sure I’ll go to senior because you have to follow protocol at work and then from there the senior will help you and everything follows cause if he can’t sort it out the goes to the PPI</td>
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<tr>
<td>P4</td>
<td>Ja but here is a wellness officer here where you can talk to should you have any problems</td>
<td></td>
<td></td>
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<tr>
<td>P4</td>
<td>my senior manager is supporting me with everything so he’s always there for me if I need assistance with something or anything</td>
<td></td>
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</tr>
<tr>
<td>P1</td>
<td>I finish traffic manager management diploma and then I finish my degree that was 2011 and then my centre manager told me he don’t know why I studied it was for nothing.</td>
<td></td>
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<tr>
<td>P6</td>
<td>its not balancing because I don’t get uhm more support in this organization in terms of management, team works why most of the team is individuals (is it) if they don’t like you don’t get support if they do you do it depends.</td>
<td></td>
<td></td>
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<tr>
<td>P6</td>
<td>To be honest it’s not its now and then (mmm) not every time it’s not there actually especially where my it not there actually its now and then</td>
<td></td>
<td></td>
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<tr>
<td>Minimum leadership support</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>P2</td>
<td>unless the officer will come and say ma’am this is what’s happening to me, I can’t sleep that’s when I will refer that person to ICAS After shift we debrief that’s all.</td>
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<tr>
<td>Employee Assistance Programme</td>
<td></td>
<td></td>
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<tr>
<td>P6</td>
<td>We do have ICAS ja we do</td>
<td></td>
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<tr>
<td>Accommodating</td>
<td></td>
<td></td>
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<tr>
<td>P6</td>
<td>it says on the policy officers not supposed to work shifts (mmm) but likely enough because of here if you are pregnant you must work the office hours you cant work on the road you must be off road.</td>
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</tbody>
</table>
### Family Life

*the division of one’s time and focus between working and family or leisure activities. a position of the body indicating a particular mental state.*

<table>
<thead>
<tr>
<th>Sub-theme</th>
<th>Sub-sub themes</th>
<th>Participant</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>No time for self</td>
<td>Expected female role</td>
<td>P1</td>
<td>after work now I have to go fetch the children at school come home do the house work that I have to make food everything and then wash the children see their homework are done put them to bed and go sleep and it repeats then the whole time just like that every day the same unless</td>
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<td></td>
<td></td>
<td>P2</td>
<td>Yes im doing a lot mos the cooking, because he can’t cook (oh he can’t cook) no he can’t he can’t can’t even make an egg, he can’t cook I must do the cooking. He is also like a baby neh I must also look after him a lot most of the time because he is just assisting me me with the kids. He not er he’s not educated neh he won’t assist me with the the the homeworks. I will do it or my sister will do it because she is doing grade 11 and shame he will assist me with the polish of the shoes of the kids and my shoes for work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P5</td>
<td>When I get home now I must prepare food you see I must prepare dinner cause when the kids come at least that must be done then I can bath my kids. I can prepare the stuff of tomorrow for the kids</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P6</td>
<td>my husband will tell me to cook you must cook we as African ladies we must cook we must clean house it doesn’t matter that you are work hard at work you are tired but the husband must eat children need to eat and bath. So I do feel sometimes the pressure there and there and that is a must as a woman I must do that I’ve got no choice.</td>
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<td></td>
<td></td>
<td>P6</td>
<td>I need to bath and go to bed but I cant do that there is a husband there is children they all looking at me</td>
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<tr>
<td></td>
<td></td>
<td>P5</td>
<td>It must be and I’m also a student neh I study at CPUT (okay) I’m doing my Btech HRD. Sometimes I go to classes I come back the kids are already sleeping and you see you must try to balance but its not easy at all.</td>
</tr>
</tbody>
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http://etd.uwc.ac.za/
<table>
<thead>
<tr>
<th>Sacrifice on family time to study</th>
<th>Family conflict</th>
<th>P6</th>
<th>I was at college it was a very very very very difficult time for my son because I couldn’t even focus on his home work because I had to come from the college with my own home work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of support for kids</td>
<td></td>
<td>P6</td>
<td>he’s 10 years he looks after himself I only make breakfast for him. He dress himself everyday, wait for transport then go to the transport he can even lock door.</td>
</tr>
<tr>
<td>Family stresses</td>
<td>Family demands</td>
<td>P1</td>
<td>when I walk in the house my children will run to me and say thank you lord you home mommy thank you lord I would say what went wrong?</td>
</tr>
<tr>
<td>Family activities</td>
<td></td>
<td>P2</td>
<td>the girl likes to go for a swimming she is also doing where I’m staying in in Mfuleni she’s also doing the ballet dance yes everyday she must go for a practice at 4 o clock.</td>
</tr>
<tr>
<td>Demands of family life</td>
<td></td>
<td>p5</td>
<td>It does because you are tired that two days the one is you cleaning the house and then that time again you must go back to work. So it does cause the family don’t see you often.</td>
</tr>
<tr>
<td>Demands of family life</td>
<td></td>
<td>p5</td>
<td>Yes it does at times because I mean like If you are working until 2 o clock and then there is something else that and now my kids must be dropped for example for the crèche and then this and that but then I must now arrange quick.</td>
</tr>
<tr>
<td>Family needs</td>
<td></td>
<td>p5</td>
<td>the salary (mmm) is not enough for my needs neh at times I’m thinking of getting somebody like a helper neh to assist me at home you see (mm) so that maybe if I give her the kids you see then you see I can focus on other things but I cant afford you see so I feel that there is no growth no growth so if there can be post or get a salary increase.</td>
</tr>
<tr>
<td>Demanding Family</td>
<td></td>
<td>P6</td>
<td>after married and the baby there second baby actually because I managed with my first time but now seeing that its now more complicated (mmm) and demanding uh so it’s a bit (mmm) ja different now from previously ja.</td>
</tr>
<tr>
<td>Family Illness</td>
<td></td>
<td>P3</td>
<td>Uhm it does actually cause you at work and your mind is actually by your dad (ja) you know but then you have to come to terms with that when I come at work I have to do my job you have to do your job. to block it out for that little hours when you go home you have to go back to your dad.</td>
</tr>
<tr>
<td>Husband support</td>
<td>Family Support</td>
<td>P1</td>
<td>we work together so we pay the stuff together there’s a good understanding in that field the financial there’s a good understanding.</td>
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<tr>
<td>Category</td>
<td>Support Provider</td>
<td>Support Details</td>
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<tr>
<td>No demands at home</td>
<td></td>
<td>No nothing at all it’s quite easy free flowing</td>
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<tr>
<td>Parents support</td>
<td></td>
<td>Definitely my parents are my biggest support group and before I leave for work in the mornings and afternoon they will tell me to enjoy your day at work be careful be safe out there</td>
<td></td>
</tr>
</tbody>
</table>
| Lack of support by spouse             | Family Support   | My husband is a driver she is working at strata civils at Kuilsriver uhm she is driving long distance yes but like she, he doesn’t go for long or maybe if it goes for 3 days to Joburg , Pretoria then comes back then will be off for another 3 days  
If he is gone ja it is a lot of problem of because of the kids even my sister who is still at school, he also she also still need guidance and uhm and I’m working shifts so because of the shifts and stuff . |
| Dependant on sister for support       |                  | My sister will help her and I must make food and must prepare the uniform for them and lunch for school and everything and I must bath the kids later because I when I’m there when I’m working this 2 to 10 shift, I don’t want my sister to do things for them because I’m there because she does a lot when I’m not there |
| Husband Supports                      |                  | He does help he does support me yes I don’t have any support at home its only me and my husband.                                                                                                                |
| Lack of Support                       |                  | Not enough because even though im giving the support but im still feeling drained I’m you see I’m still feel tired (can imagine).                                                                                  |
| Additional Support Provide by Mother  |                  | I’ve got my mom as well to help me.......I can’t cope alone I need a lot of help so they are supporting me                                                                                                      |
| Flexibility of understanding husband  |                  | When it is permis time now he knows, when it’s over time he knows, whatever I must do so he know what time of the month I’m like my mind is at work                                                                  |
**Interrole Conflict**

the division of one's time and focus between working and family or leisure activities.

...a position of the body indicating a particular mental state.

<table>
<thead>
<tr>
<th>Sub-theme</th>
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<tr>
<td>Lack of support for kids</td>
<td>Family to work conflict</td>
<td>P6</td>
<td>he’s 10 years he looks after himself I only make breakfast for him. He dress himself everything, wait for transport then go to the transport he can even lock door</td>
</tr>
<tr>
<td>Family stresses</td>
<td></td>
<td>P1</td>
<td>my daddy was was was last year when he got sick.....2 heart operations so that was the only time when I was that everybody knew that year they musn’t now put pressure on me cause I was like just leave me alone and isn’t there other people that can do it why always me always me cause its always me</td>
</tr>
<tr>
<td>Interruption (Dysfunctional permeations)</td>
<td></td>
<td>P2</td>
<td>yes a lot maybe the child is be sick I must go home one had a problem with asthma but most of the time I had to take him to the hospital for oxygen and stuff so most of the time it happens at night when I’m at work and I have to leave work</td>
</tr>
<tr>
<td>Work-family transition</td>
<td></td>
<td>P2</td>
<td>It makes me feel sad because most of the time they would phone me when I’m at work and I can’t go home (oooh) maybe to ask my supervisor can I go quickly home because there is stuff that I need to sort out.</td>
</tr>
<tr>
<td>Children contact</td>
<td></td>
<td>P2</td>
<td>I am stressed because they would phone me, mommy this mommy that and I won’t be able to go to them neh, when I arrive at home they already asleep there is nothing I can do because I don’t wake them up.</td>
</tr>
<tr>
<td>Family time</td>
<td></td>
<td>P3</td>
<td>my parents also work shifts (okay) and me as well so I think there’s an understanding when it comes to working and everything like that. like it’s quite a problem for them like my parents won’t like see me till I’m home 6 o clock the next morning but other than that they don’t have a problem with it.</td>
</tr>
<tr>
<td>Work-family conflict</td>
<td>Work-family conflict</td>
<td>P2</td>
<td></td>
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<tr>
<td>I’ve been called when I’m at home, maybe there one of my officers are involved in an accident with a patrol vehicle then I must come out or when the officers injured, I must come out because there is a form we must fill in. oh yes and then the officer must go to the hospital, but the supervisor must fill in that form, so you never at home if something like that is happening.</td>
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<thead>
<tr>
<th>Boundary Control</th>
<th>P2</th>
</tr>
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<tbody>
<tr>
<td>So I’m thinking now I must just do this work at home because when I arrive maybe I won’t have a computer to sit on that why I must rather do this work at home do you understand (yes) even if you at home you must still do something for work you see so really.</td>
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<thead>
<tr>
<th>Work family internal conflict</th>
<th>P2</th>
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</thead>
<tbody>
<tr>
<td>I always uhm talk to my sister is something bad happened or to my husband if he is at home but my sister we always share everything if something happen here at work I won’t to say to anyone I would just go home and then I will I will talk to her</td>
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<thead>
<tr>
<th>Work-family conflict</th>
<th>P4</th>
</tr>
</thead>
<tbody>
<tr>
<td>it happened to me ones I was threatened here and then when you go home you can’t switch off you can’t because here is another taxi driving past it’s a a unknown car driving in your street you don’t know it so your alert will be on. I I think that night I went to go sleep 3 O clock because now when are you coming in (mmmm) the sound at the gate okay I’m standing at the window I’m watching you go you walk around your house you walk around the car you make sure everything is secure passing around you so that there is no way they can enter your house so.(mmm) So that all comes down to a typical typical</td>
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<table>
<thead>
<tr>
<th>Work-family conflict</th>
<th>P1</th>
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</thead>
<tbody>
<tr>
<td>my husband will say what can he say its work it’s my work uhm my first born was 2 months old when I returned from paternity maternity leave the second one was 3 months old when I came back straight to shifts that’s straight to shifts</td>
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<thead>
<tr>
<th>Work-family conflict</th>
<th>P2</th>
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<tbody>
<tr>
<td>I don’t like 2 to 10 I don’t see them when they come from school and I don’t see them when I get home because they are already asleep you see yes.</td>
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<thead>
<tr>
<th>Work impacting on family life</th>
<th>p5</th>
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</thead>
<tbody>
<tr>
<td>whatever you want to plan around your personal life you must plan around that work schedule</td>
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<tr>
<td>Sacrifice on family time to study</td>
<td>P6</td>
</tr>
<tr>
<td>----------------------------------</td>
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<tr>
<td>Role blurring</td>
<td>Work family boundary</td>
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<tr>
<td>Work to family transition</td>
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### Attitude

*a settled way of thinking or feeling about something*
*a position of the body indicating a particular mental state.*

<table>
<thead>
<tr>
<th>Sub-themes</th>
<th>Sub-sub themes</th>
<th>Participant</th>
<th>Quote</th>
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</thead>
<tbody>
<tr>
<td>Positive outlook</td>
<td>Positive Outlook</td>
<td>P5</td>
<td>I’m always a positive person even if there’s situation I always manage</td>
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<tr>
<td></td>
<td></td>
<td>P5</td>
<td>you see once you are not happy at work then you are so tired because most of the time you are here that’s why you must ensure that your work environment is consistent you try to get along with everybody (everybody) just to make it easy for yourself (mmm) cause it does count</td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td>P1</td>
<td>you tired and then you still have to do that extra when you get home get that stress also at home but you know with the children because I love my works I really in love with my work and because of the support I get from the male officers that is what carry me through the day</td>
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<td>Segment</td>
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<tr>
<td>Cut off from work life</td>
<td>P4</td>
<td>If I come home something bad happened at work today they just need to give someone a minute alone at home and just onto do it a little bit and then we go on as normal.</td>
<td></td>
</tr>
<tr>
<td>Mentally Separating Work life and Family life</td>
<td>P6</td>
<td>No matter how stressed was I at work but I have to focus attention my family same thing at home I don’t take out er the stress uhm or things that I was doing at home and then take it out when I am at work that’s how I cope</td>
<td></td>
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<tr>
<td>Mentally preparing oneself for the different environment. Switching off</td>
<td>P6</td>
<td>I just tell myself when uhm im off work then everything must be off and when I’m at home everything need to be at home when I’m at home my mind need to focus at home because this is the thing that I must do</td>
<td></td>
</tr>
<tr>
<td>Mentally preparing oneself for the different environment. Switching off</td>
<td>P4</td>
<td>It is kinda difficult (mmmm) like I say when you have this much on its very you your life soema change however when you take your clothes off then the switch off button only comes the morning, (okay) or the morning after it don’t come immediately when you at home</td>
<td></td>
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<tr>
<td>Address issues</td>
<td>P4</td>
<td>No I throw my toys out if I cant I throw my toys put and when we drive off we drive all the stress off klaa and I don’t I would have also notice don’t help somebody whilst you in a agitated mode</td>
<td></td>
</tr>
<tr>
<td>Goal Driven</td>
<td>P6</td>
<td>As long as you are ambitious then you’ll you will be you you will be strong for this job all I can say ja and uhm home</td>
<td></td>
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<tr>
<td>Reflect</td>
<td>P6</td>
<td>Your mind if you don’t talk to your mind then you won’t cope you need to speak to your brain your mind</td>
<td></td>
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<tr>
<td>Attitude</td>
<td>P3</td>
<td>It’s quite a battle I mean because college is different coming on the road is also different but you get quickly used to the hours and the shifts you prioritise your time and everything so it’s not that difficult it is all about self-discipline.</td>
<td></td>
</tr>
<tr>
<td>Strong sense of Self</td>
<td>P6</td>
<td>I’m a strong woman and secondly I’m a mother I’m an employee and of which I make time for each and everything that I’m doing for my life I have planed</td>
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