

**A STRATEGY FOR PRINCIPALS TO MANAGE ROLE
CONFLICT AS EXPERIENCED BY MALE AND FEMALE
EDUCATORS**

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10751181

THESIS SUBMITTED FOR THE DEGREE

DOCTOR OF PHILOSOPHY IN EDUCATION MANAGEMENT

AT THE

POTCHEFSTROOM CAMPUS OF THE NORTH-WEST UNIVERSITY

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MAY 2013

DECLARATION BY CANDIDATE

I, Gaopotlake Puxley Bowen, hereby declare that the contents of this thesis represent my own work. The thesis further has not previously been submitted for academic examination towards any qualification. The ideas expressed throughout this research study reflect my own personal perspective.

.....
SIGNED

.....
DATE

ACKNOWLEDGEMENTS

My utmost gratitude is forwarded to the following individuals who made a significant contribution towards the completion of this research study:

- To GOD ALMIGHTY who gave me the wisdom and endurance to complete this research. To HIM I say, "YOU REALLY ARE THE ALFA AND OMEGA".
- My promoter, Prof PC van der Westhuizen for his continued support, guidance, encouragement and patience he showed me throughout the research study.
- My co-promoter, Prof Lukas W Meyer, for his motivation, guidance and inputs he offered me throughout the duration of this study, is held in high esteem.
- Dr Suria Ellis for her guidance, patience and support she gave me regarding the statistical analysis of this research study.
- The entire staff of Ferdinand Postma Library for their support throughout this research study. A special thanks to Mrs Yvonne Bucwa for her patience and support in finding relevant sources for me.
- Mrs De Jongh for her assistance in attending to the technical aspect of the thesis.
- Mr Fanie Postma for his assistance in the language editing of the thesis.
- Prof Lessing for his assistance in regard to the bibliography of this research.
- The different Heads of Departments (HOD's) at school levels as well as post level 1 educators in the North West Province who participated voluntarily in the completion of the questionnaires.

- North West Education Department for giving me the go ahead to make direct contact with all participants earmarked for the completion of the questionnaires.
- To my lovely wife, Sheila for her continued support and encouragement when I was about to give up as well as assisting me with some of the figures and tables.
- To my three sons, Refumo, Ntsako and Khensani for their understanding when I was out there looking for sources and being forced to ignore them at times when they needed me most.
- To my two sisters, Matshabo and Sebueng for standing by me throughout the hardships we all went through. I say from the bottom of my heart
THANK YOU.

DEDICATION

I dedicate this thesis to the departed souls of my wonderful parents, **BOY JOHN DONALD BOWENI**, **BRUNHILDE MONTSANE BOWENI**, my two influential brothers, **MICHAEL DINIWE BOWENI** and **ADVOCATE ARCHIUS MOROLLWA BOWENI** as well as my lovely aunt, **CONSTANCE OLGA NANAKI BOWENI**. May they be rested.

SUMMARY

A STRATEGY FOR PRINCIPALS TO MANAGE ROLE CONFLICT AS EXPERIENCED BY MALE AND FEMALE EDUCATORS

The focus of this research is to develop a management strategy for school principals to assist educators deal with role conflict. Role conflict has proved to be one of the stumbling blocks towards educators' career advancement as well as bringing and causing unnecessary tension at home.

The nature of the educators' home and the workplace roles has changed dramatically over the years as a result of the democratic dispensation. No longer is the work of a woman solely in the home whereas the same can be said of the man, wherein he had to provide for the whole family by working alone outside of the home. The success of any home presently, depends upon the joint efforts of both partners wherein they are expected to assist each other in preparing their children to face the outside world with renowned confidence.

At work, affirmative action has proved to be the right tool in trying to strike a balance between men and women regarding occupying managerial positions. However, literature study has proved that the process is still farfetched as some women (married ones especially) prefer not to venture into those top positions due to pressure accompanying those positions. Their fear of assuming managerial positions is also fuelled by too much time they might spend at work which may negatively affect their marriage relationships.

For this study a quantitative research method was preferred. A questionnaire was developed for participants to fill in at their own time without being coerced to do so. In all of these activities that the researcher

was engaged in, ethical aspects of the empirical study was followed to the latter with the anonymity of participants being a top priority.

After collecting data from participants, it was forwarded to the statistical consultation services for analysis and interpretation. Information was then obtained regarding whether a relationship of practical significant difference exists between the different biographical variables and the factors that contribute towards educators experiencing role conflict or not. Thereafter, some important findings were made from the results of the empirical study.

The findings revealed that a management strategy was developed for principals to assist educators manage role conflict. In developing a management strategy for principals, different action steps are to be taken followed by monitoring and evaluating of each to determine progress. Recommendations for educators to deal effectively with role conflict were made followed by a motivation of each.

Key words: *conflict, educator, male, female, learners, principal, community, role, role conflict, work place, primary/ elementary schools, management strategy for role conflict*

OPSOMMING

'N STRATEGIE VIR HOOFDE IN DIE HANTERING VAN ROLKONFLIK SOOS DEUR MANLIKE EN VROULIKE OPVOEDERS ONDERVIND WORD

Die brandpunt van hierdie navorsing is om 'n bestuurstrategie vir skoolhoofde te ontwikkel om opvoeders te ondersteun om rolkonflik te kan hanteer. Daar is bewys dat rolkonflik een van die struikelblokke in loopbaanbevordering van die opvoeder is, maar ook dat dit onnodige spanning by die huis inbring en veroorsaak.

Die aard van die rol wat die opvoeder by die huis en werksplek speel, het as gevolg van die demokratiese bedeling dramaties oor die jare verander. Die werk van die vrou is nie meer uitsluitlik binne die huis nie terwyl dieselfde van die man gesê kan word wie se plig dit was om voorsiening te maak vir die versorging van die hele huisgesin deur alleen 'n buitenshuse beroep te beoefen. Die sukses van enige hedendaagse huishouding berus op die gesamentlike pogings van beide vennote, waar daar van hulle verwag word om mekaar te ondersteun in die voorbereiding van hulle kinders om die buitewêreld met vaste vertroue te trotseer.

Regstellende aksie by die werk blyk die regte proses te wees om balans tussen mans en vroue betreffende die bekleding van bestuursposisies, te skep. Literatuurstudies het egter bewys dat die proses steeds vergesorg is omdat sekere vroue (spesifiek getroudes) verkies om nie die waagstuk te neem om hulle in topposisies te begeef nie as gevolg van die spanning wat daarmee gepaard gaan. Hulle vrees om bestuursposisies te aanvaar, word aangeblaas deur die feit dat te veel tyd by die werk gespandeer sal word, wat 'n negatiewe uitwerking op hulle huweliksverhouding kan hê.

'n Kwantitatiewe navorsingsmetode word verkies waarin 'n navorsings-instrument, 'n vraelys, was vir deelnemers ontwikkel, wat hulle gedurende hulle vrye tyd kan invul sonder dat hulle gedwonge voel om dit te doen. In al hierdie aktiwiteite waarby die navorser betrokke was, word etiese aspekte van die empiriese studie noukeurig gevolg waar die anonimiteit van die deelnemers topprioriteit is.

Nadat data van die deelnemers ingesamel is, is dit aan die statistiese konsultasiedienste vir analyse en interpretasie deurgestuur. Inligting was dan ingewin om te bepaal of daar 'n verhouding van beduidende praktiese verskille tussen die verskillende biografiese veranderlikes en die faktore wat bydra tot die opvoeder se ervaring van rolkonflik, bestaan of nie.

'n Bestuurstrategie is vir skoolhoofde ontwikkel uit die bevindings wat gemaak is om dit vir hulle moontlik te maak om die opvoeders behulpsaam te wees om rolkonflik te bestuur. Verskillende stappe moet geneem word in die ontwikkeling van 'n bestuurstrategie vir skoolhoofde en dit moet deur monitering en evaluering van elk opgevolg word om die vordering te bepaal. Aanbevelings word vir opvoeders gemaak om rolkonflik effektief te kan hanteer en met 'n motivering van elk opgevolg.

Sleutelwoorde: *konflik, opvoeder, manlik, vroulik, leerders, skoolhoof, gemeenskap, rol, rolkonflik, werkplek, primêre/ voorbereiding skole, bestuurstrategie vir rolkonflik*

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LIST OF ACRONYMS

ACRONYM	DESCRIPTION
AA	AFFIRMATIVE ACTION
AICPG	AUSTRALIAN INSTITUTE OF COMMUNITY PRACTICE AND GOVERNANCE
CAPS	CURRICULUM AND ASSESSMENT POLICY STATEMENT
COSATU	CONGRESS OF SOUTH AFRICAN TRADE UNION
DET	DEPARTMENT OF EDUCATION
DOBE	DEPARTMENT OF BASIC EDUCATION
EEA	EDUCATORS EMPLOYMENT ACT
ELRC	EDUCATION LABOUR RELATIONS COUNCIL
GEMS	GOVERNMENT EMPLOYEE MEDICAL AID SCHEME
HOD	HEAD OF DEPARTMENT
LP	LABOUR PROTECT
LPP	LIBRARY PHILOSOPHY AND PRACTICE
LRA	LABOUR RELATIONS ACT
MDF	MERAFONG DEMARCATION FORUM
NCS	NATIONAL CURRICULUM STATEMENT
NHTL	NATIONAL HOUSE OF TRADITIONAL LEADERS
OBE	OUTCOME BASED EDUCATION
PSALB	PAN SOUTH AFRICAN LANGUAGE BOARD
RDP	RECONSTRUCTION AND DEVELOPMENT PROGRAMME
RNCS	REVISED NATIONAL CURRICULUM STATEMENT
SACE	SOUTH AFRICAN COUNCIL FOR EDUCATORS
SASA	SOUTH AFRICAN SCHOOLS ACT
SMT	SCHOOL MANAGEMENT TEAM

SO	SPECIFIC OUTCOMES
SWOT	STRENGTH, WEAKNESS, OPPORTUNITIES AND THREATS
TN	TEACHERS NETWORK
UP	UNIVERSITY OF THE PACIFIC

CHAPTER 1: ORIENTATION

1.1 INTRODUCTION

In this chapter attention is given to the problem statement with focus being on the main research problem. Following thereafter is the rationale and motivation wherein some of the factors that result in role conflict being experienced by educators are outlined. Different methods of research are given followed by the chapter divisions. This is followed by ethical aspects that need to be observed during the empirical studies. The chapter is closed with a brief summary.

1.2 PROBLEM STATEMENT

1.2.1 PROBLEM QUESTION

In this research, the main research problem being focused on is: *What strategies can be developed for principals to manage role conflict as experienced by male and female educators in primary schools?*

1.2.2 RATIONALE AND MOTIVATION

Married people perform different roles in life. It is expected of married persons to fulfil certain roles within and outside the home situation (Vos, 2005:2), for example, being a spouse, parent, worker, participator in cultural organisations and church activities (Lombard, 1999:75; Hartley, 2009:1; Crossman, 2012:1). The modern tendency is that both husband and wife have careers that contribute towards the general income and finances of the household, prompted by the economic conditions of inflation and the desire to maintain high standard of living (Barrow, 1999:78; Malhotra & Sachdeva, 2005:37). This tendency implies that the traditional roles of men as sole generators of income and those of women as home makers and caretakers of children have changed dramatically.

Thus, nowadays it is expected of both men and women to play and fulfil roles within and outside the home situation and a question arises about the extent of the pressure that the different roles exert upon men and women. These role pressures can lead to role conflict and stress within the educator (Walton, 2003:105). Work efficacy depends on a motivational work climate. The creation of a motivational work climate for educators is determined by different factors. These factors can be found within and outside the school/classroom situation. Factors outside the school/classroom situation can be divided into systemic and individual factors (Griffioen, 1999:128; Swanepoel, 2003:75). Research on individual factors indicates that role conflict within them may result in the development of psychological problems such as stress, depression and burn-out which will inhibit organisational commitment (Tubbre & Collins, 2000:156-158; Xie & Schaubroeck, 2001).

If educators cannot play their assigned roles adequately, they may experience role conflict within their family and working environments (Khatib, 2011). The causes of conflict can be found in the different roles that educators must play within the context of their work, family life and interpersonal relationships. Thus role conflict is an important determinant of both job and family satisfaction and thus educators have to display effectiveness when executing both their family and professional roles (Kirsten, 2001:73; Fourie, 2001:88; Hartley, 2009:2).

Role conflict often results in uncertainty which may cause more of it. Thus, there is a reciprocal relationship between uncertainty and role conflict which often makes it difficult for an individual to satisfy role expectations because their duties are unclear or too difficult (Yung & Chen, 2010:869-870). Uncertainty is a critical stress factor and thus has a negative impact on individual job performance, job satisfaction and individual creativity (O'Driscoll & Beehr, 1994:151-152; Good and Robertson, 2001:88-90; Yung & Chen, 2010:869-870).

The dual career responsibilities and expectations associated with the family-work situation are further determinants of role conflict (Gupta & Jenkins, 1995; Winslow, 2005). Work and family obligations often interfere with one another and cause stress which has continued to grow at an alarming rate costing organisations like the department of education millions of rand in employee disability claims, absenteeism and lost productivity (Kossek & Ozeki, 1998:79; Xie & Schaubroeck, 2001; Cropanzan *et al.*, 2003, 162-163). From this argument, it becomes clear that if work-family conflict is not properly managed (for example in the case of a principal of primary school), it will have debilitating consequences for educators regarding the quality of their work and family lives.

The dual roles, which both married male and female educators have to play within and outside the home situation may diminish their capacity to operate effectively and productively within their workplace (Sebakwane, 1998:92; Xie & Schaubroeck, 2001). To add to the latter statement, Kapur (2004) states that the dual roles that partners often engage themselves in, may result in them not being able to assert themselves fairly well at work and thus performance being badly affected. According to Khumalo (2004:2), this is especially true with regard to female educators and as a result they often experience burn-out because of a role overload. Jianling (2000:68-69) is of the opinion that the high incidence of burn-out amongst female educators may be one of the reasons why less promotional positions are being filled by female educators in schools. From the above research findings, it seems as if married female educators may experience more role conflict than their male counterparts.

Role conflict is also determined by the demands of the different roles that an individual is supposed to play. One such demand is time which has a tendency of creating havoc between work-family demands if not properly managed (Wiersma, 2001:28; Malhotra & Sachdeva, 2005:38). Furthermore, couples or partners who are faced with both marriage commitments

and career pressures simultaneously often face almost a situation of conflict and hardly know how to apportion time between these two major responsibilities (Malhotra & Sachdeva, 2005:38). In addition to the latter statement, partners assuming multiple roles result in increased work-family conflict because time and energy must be shared between the two of which in most instances, becomes difficult to do so (Abdul & Roshan, 2010:1). Furthermore, when conflict between these two life domains occurs, the consequences are reflected in both organization and domestic life resulting in lower standard of work performance and disregard of the school's goals (Adebola, 2005:102-103). According to Gutek *et al.* (1991:12) and Khatib (2011), time spent in one role is time that cannot be spent in another one. When one role dominates the other it will result in role conflict and stress and this will impact negatively on the quality of the individual's overall work performance.

If time is not properly managed, married male and female educators will fail to meet the demands of the different roles they have to play (Khatib, 2011). This will affect their commitment which is an essential prerequisite for role performance (Kroon, 1998:56; Abdul & Roshan, 2010:1). Thus, commitment is an integral determinant of school and family success. However, if there is no or little commitment from educators, it will affect the academic success of the school (Fisher, 2001:158-159; Adebola, 2005:102-103).

Role conflict can also cause the underachievement of educators regarding the teaching of their subjects. Fisher (2001:159) endorses this viewpoint and states that this underachievement can be seen as the direct confusion surrounding the role that educators are supposed to play regarding multiple roles that they are involved in. The South African Council for Educators (SACE) (2004:56) refers to such underachieving educators as being incapacitated. This means that such educators have to undergo rigorous training and attend workshops so as to improve their performance.

Role conflict is also a hindrance to the educator's effective management of his/her subject/s and the acquisition of teaching and learning objectives. De Church and Marks (2004:118), state that role conflict prevents the educator from achieving his/her teaching objectives as a result of being torn between work-family roles. In order to achieve his/her teaching objectives and play his home role effectively, educators must prioritise their tasks to accomplish all of these.

Both married male and female educators are aware of the fact that role conflict can contribute to the success or failure of a school (Murray, 1994; Khumalo, 2004; Vos, 2005). However, most educators still tend to ignore or make half-hearted attempts at managing role conflict. Although educators are often exposed to workshops aimed at managing role conflict, there is a notable lack of preparedness and commitment amongst educators to resolve it (Khumalo, 2004:83).

Much has been written and researched inside and outside South Africa about role conflict, but most sources deal with the role conflict of married female educators (Murray, 1994; Barrow, 1999; Jianling, 2000; Khumalo, 2004). Only three studies dealing with role conflict amongst either married male or female educators in South Africa were conducted. One such study was conducted by Murray (1994) on white female educators, another by Khumalo (2004) on black female educators in secondary schools, and the third study by Vos (2005) on male educators. Not one of these studies involved both male and female educators in the study population. Furthermore, all of these studies mentioned, made use of small study populations and representative samples, and not even one of them was conducted on a provincial level.

At this stage, no strategy exists which principals can utilise to manage role conflict as experienced by male and female educators in schools. These limitations prompted the selection of this research topic.

1.3 AIMS OF THE RESEARCH

In accordance with the stated research problem, the aims of this research were as follows:

Research aim1: To determine the nature of the roles that educators (males and females) play in the home and work place (Chapter 2).

Research aim 2: To determine the nature of role conflict being experienced by male and female educators (Chapter 3).

Research aim 3: To determine empirically to what extent role conflict is experienced by male and female educators in primary schools (Chapters 4 & 5).

Research aim 3 is operationalised in the following sub-aims:

Research aim 3.1: To determine the ranks/means of the different items that contribute towards role conflict (ranking of means, cf Tables 5.40 to 5.47).

Research aim 3.2: To determine the relationship between the different biographical variables and the factors that contribute towards educators experiencing role conflict (cf par 5.5).

Research aim 4: To develop a management strategy for school principals to deal with role conflict as experienced by male and female educators (Chapter 6).

1.4 METHOD OF RESEARCH

1.4.1 LITERATURE STUDY

Both primary and secondary sources were used to gather more information on role conflict. The Internet (such as: <http://search.global.epnet.com>; <http://www.cios.org>; <http://www.happynews.com>; <http://sociology.about.com>;

<http://www.venturacollege.edu>; <http://www.freepatentsonline.com> and other electronic databases (Sabinet, EbscoHost) were consulted with the assistance of the following descriptors: *conflict, teacher, educator, male, female, women, principal, role, role conflict, family and home, work place, primary/elementary schools, management strategy*.

1.4.2 EMPIRICAL RESEARCH

1.4.2.1 QUESTIONNAIRE

A structured questionnaire was developed from the literature study to determine to what extent role conflict is experienced by male and female educators in schools.

1.4.2.2 POPULATION AND SAMPLE

From the five education regions in the North-West Province, three regions (Bophirima; Central and South) were selected for the study population on the basis of accessibility and logistical factors such as distance. A systematic cluster sample was drawn from all the primary schools (n=222) with more than 500 learners (n=80) in these three regions wherein 10 questionnaires were distributed to each school for completion. At the selected schools, post level 1 and 2, male and female educators (n=800) participated in the research.

1.4.2.3 STATISTICAL ANALYSIS

The following statistical techniques were used:

- Factor analyses were conducted to determine the validity of the questionnaire.
- Cronbach's alpha coefficients were calculated in order to determine the reliability of the questionnaire.
- Frequencies, mean scores and standard deviations were calculated for the item responses.

- P-values and d-values were calculated to determine statistical and practical significance.
- Independent T-tests and ANOVA's were used to determine the possible relationships between the different biographical variables and the factors that contribute towards role conflict.

1.5 CHAPTER DIVISION

The thesis is divided in the following chapters:

- Chapter 1: Orientation
- Chapter 2: The nature of educator's roles at home and work place
- Chapter 3: The nature of role conflict
- Chapter 4: Research design and methodology
- Chapter 5: Results
- Chapter 6: A strategy for school principals to manage role conflict as experienced by male and female educators
- Chapter 7: Summary, findings, recommendations and value of the research

1.6 ETHICAL ASPECTS

Permission to conduct the research was granted by the Ethics Committee of the North-West University (cf par 4.7). Permission to conduct the research was also granted by the North-West Education Department and the principals of the selected schools. Furthermore, the anonymity of the participants was assured and they participated on a voluntary basis.

1.7 SUMMARY

The chapter started with the problem statement and a motivation and rationale for this study. This was followed by a brief description of the

method of research. The chapter division of the study was given as well as a brief description of the ethical aspects that the study adhered to. The following chapter will address the nature of the educators' roles at home and the workplace.

CHAPTER 2: THE NATURE OF EDUCATOR'S ROLE AT HOME AND WORK PLACE

2.1 INTRODUCTION

In this chapter, the focus falls on the role an educator has to play, both at home as well as in the workplace. Of particular importance is the nature of the dual role that an educator has to play in order to avoid work-family conflict. The work-family conflict may be harmful to the educator, his/her family as well as the workplace if underestimated. (In this research the word 'his' will be consistently used to refer to both male and female educators).

In this chapter a clarification of different concepts will be dealt with first in order that a common understanding regarding each can be reached. Thereafter the changing roles of the worker (in this case the educator) with particular reference to traditional and modern roles that both men and women used to play within and outside the family situation before and after the attainment of democracy in South Africa will be addressed. Also receiving attention are roles an educator is supposed to play in terms of norms and standards for education.

The chapter concludes by focusing on the legal framework within which the educator has to operate, in order to acquire an understanding of the basic legal rules governing the teaching profession.

2.2 CONCEPT CLARIFICATION

2.2.1 ROLE

Nel *et al.* (2004:358-359) define role as a set of expected behaviour patterns associated with someone in a given position within a group. Each role has associated attitudes and behaviours, which create role identity (Aifeng, 2000:37-38). Through the creation of role identity, people find it relatively

easy to learn new roles and to shift from one role to another. Daft (2001:20) defines role as a set of expectations from a managerial position. Furthermore, roles are classified under the following three categories (Wilmot & Hocker, 1998; Daft, 2001:20):

- **Interpersonal** – which has to do with relations with others and includes human skills;
- **Informational** – which describes the activities used to maintain and develop an information network. It also involves seeking current information from many sources; and
- **Decisional** – which pertains to those events about which the manager must make a choice. They often require conceptual as well as human skills.

The concept 'role' involves the behaviour of a person within an organisation as determined by the interpersonal relationships and events (Van der Westhuizen, 2002:91). These interpersonal relationships imply that people in an organisation as well as the person filling a role possess an idea of the type of behaviour expected from a person who occupies a particular position in an organisation.

Role can also be defined as an organised set of behaviours that are associated with a particular office or position (Bartol & Martin, 2001:560). However, Mullen (2003:37-38) defines it in terms of expected behaviour from someone occupying a given position in a social unit. The latter statement is further emphasised by Business Dictionary (2012a) which defines role as expected behaviour associated with a particular position or status in a group or organization. According to Cinamon and Rich (2002:212-215), the following three categories of roles can be identified: group maintenance, group tasks as well as individual task. The three categories of roles are briefly described below:

- **Group maintenance roles** - do not directly address a task itself, but help foster group unity, positive interpersonal relations among group members and the ability of members to work together effectively;
- **Group tasks roles** - help the group to develop and accomplish its goals; and
- **Individual task roles** - are related to personal needs of group members and often negatively influence the effectiveness of a group.

The fact that roles are inclusive of a set of expected behaviours implies that role expectation should be defined too. Role expectation refers to the hopes and demands of society, others and oneself about the role one plays (Aifeng, 2000:38-39). In addition, role expectation refers to the expectations which one person has of someone else's behaviour within a certain role (Van der Westhuizen, 2002:91). Furthermore, Daft (2001:22) states that since no one undertakes merely one single role, there are many role expectations and to satisfy them all is definitely a difficult task. Thus conflicts and contradictions inevitably arise.

Aldridge (2003:186-187) states that understanding the concept role is complicated by the difference between role expectations and role perceptions. He defines role expectations as how others believe an individual should act in a given role. For example, people expect different behaviour from a minister, educator and a pilot. On the contrary, role perception, writes Nel *et al.* (2004:359), refers to how we believe we should act in our roles. For example, many women experience a discrepancy between traditional role expectations and their own perceptions of how they should fulfil their roles. This causes a lot of tension and frustration both in the workplace and at home (Allen *et al.*, 2000:288).

From the above definitions, it can be concluded that a *role can be seen as a set of expected behaviours from a person in a position of authority within*

any organisation that will ultimately determine how he associates himself with others irrespective of their positions in a group.

2.2.2 ROLE CONFLICT

According to Allen *et al.* (2000:293), role conflict occurs when two or more sets of role expectations cannot be simultaneously met by the focal person. By responding and complying with one set of role expectations, the focal person may find it impossible to comply with the other sets of expectations (Hancock, 2002:6; Crossman, 2012). In a school situation, an educator as a focal person may experience incompatible demands or expectations from the persons in his role set, which may either be the Department of Education or the community he serves. The incompatible demands may happen in a case whereby the community engages in a strike that forces an educator to stay away from work. This very action of staying away from work may cause problems with the employer (Department of Education) because the educator is contravening departmental policies and regulations. On the other end, he may face the wrath of the community if he doesn't align himself with its call for a stay away. Therefore, the educator will find it difficult to make a meaningful decision/choice regarding where his allegiance lies.

The following are four basic types of role conflict (Aldridge, 2003:186; Answers, 2012a):

- **Intrasender role conflict:** two or more conflicting expectations are experienced from a significant other person. Example, a school principal may expect less experienced educators to improve/increase matriculation pass rate but does not provide them with enough teaching materials.

- **Inter-role conflict:** the different roles that the individual is expected to play are in conflict with one another. Example, conflict between work and family demands.
- **Intersender role conflict:** two or more different individuals place incompatible demands on a person. Example, the quality control manager of a plant expects the production supervisor to reject more units of the product while the production manager wants increased production output and fewer rejections.
- **Personal role conflict:** when organisational demands are in conflict with one's values. Example, an educator who is expected to assist and give learners extra work on his day of worship.
- **Intra-role conflict:** it occurs when the behaviours that make up a single role are incongruous, often resulting from inconsistent expectations on the part of the person who occupies the role and other members of the group. Example, an educator who is unable to make an appropriate decision regarding two incompatible demands he is faced with.

Cinnamon and Rich (2002:214-220) add that role conflict occurs when a person performs multiple roles with contradictory role expectations. They distinguish between personal role conflict and intra-role conflict. Personal role conflict occurs when the role requirements contradicts the basic values, attitudes and needs of an individual in a particular position. Intra-role conflict occurs when two people define a role in terms of different expectations. Role conflict can also be seen as the incompatibility in demands or expectations a role incumbent faces (Van der Westhuizen, 2002:91).

Based on the information provided, *role conflict can be defined as a type of role, a situation where a person has to satisfy a multiplicity and*

incompatibility of role expectations that may well lead to a contradiction with other sets of roles.

2.2.3 WORK

Work is seen as an activity which man engages in to satisfy his elementary human needs such as food, clothing shelter etc, which are constantly expanding (Bernas & Major, 2000:173). It means that because of his constantly changing high expectations and needs, it becomes imperative for man to perform a particular work in order to reach his goals, ambitions or dreams. In addition, goals and needs can only be met through hard work and dedication to one's own work, as hard work is directed towards production or accomplishment of something which opens the possibilities for promotion as well (Bennett, 2001:64; The Free Dictionary, 2012).

Weiss (2000:17) says that work is the sector of life most productive of stress for middle-aged men in administrative and managerial occupations. It means the production of stress regarding managerial and administrative work, in contrast, foster stress so regularly that most men doing such work find it difficult to sleep as a result of nightmares it causes. People doing a particular work need to take decisions that will not deter the progress of the organisation but to enhance its status and make it economically viable (Bennett, 2001:64). Furthermore, in order to make the organisation economically viable, it means that in any working situation, people in the hierarchy should take responsibility of whatever decision they arrive at and must be accountable to any default that may arise as a result.

From the above, work can be defined as any task a person performs to the best of his abilities in order to achieve/attain his life goal setting needs that are constantly expanding.

2.2.4 HOME

Home refers to everything that concerns us including our families and the relationships that take place there (Marshall, 2000:142). There are four functions of the home that are vital to an individual's mental well-being, i.e. order, control identity and connection (Marshall, 2000:142; Cinnamon & Rich, 2002:218):

- To make sense of our lives we all need some kind of order in them wherein home, is normally the place where we can mostly achieve this.
- In the familiar surroundings of the home we are confident and in control.
- Home is home because it is home to us. It is part of us and without it our identity would be incomplete.
- Home is our base, our connection with family and neighbours.

Frone (2003:148) argues that home is a place that provides people with shelter and a degree of comfort that they don't get anywhere else. It is also a place where children learn to walk, talk, explore and coexist with other people. It also has a huge impact on what kind of people the occupants thereof become in future (Van der Berg, 2002:618). Furthermore, it is also a place where people learn to exert control over life that may serve as foundation for their experiences in the outside world (Van der Berg, 2002:618).

Home is where people make their most important connections with others. For example, children bond with their parents, siblings and couples make a life together (Johnson *et al.*, 2002:88). It is also a place where friends and kin are invited by the occupants thereof to show that they matter to them (Fairbrother & Warn, 2003:17). In cases of ceremonies for instance, the occupants may invite both friends and kin to come and enjoy the day with them. Those invited can even go to the extent of assisting in terms of

preparations for the ceremony as well as performing other duties as determined by the occupants of the home.

Home is a place where people tend to bond as a unit and do not always anticipate/envisage problems in as far as the situation stands (Frone, 2003:148). Though sometimes things cannot run as smoothly as one would like them to be, writes Eckman (2002:75), individual differences and interest need to be considered as well. Eckman (2002:75) acknowledged the fact that sometimes if not most of the time; tension and conflicts do exist within homes as a result of factors such as ill-treatment, favouritism or even hatred. However, Sills (2000:304) states that in spite of all the negative aspects/situations that may sometimes arise, home will always be a uniting place for all the occupants thereof as most parents strive hard to maintain a harmonious relationship with everyone associated with it.

From the information given, it can be concluded that the term '*home*' can be defined as a place where family and friends live or come together as one to show love, respect and commitment to one another.

2.2.5 FAMILY

Brown (2003:1), define family as a group in which people begin to develop and help shape their identity. In addition, Nelson and Burke (2000:113) states that as the family is constantly evolving resulting in children leaving home and creating families of their own, it remains an important influence in the life of most people. It gives people their first experience of close personal relationships. It is usually a group where people learn to love and be loved though it could also be the most potentially violent group they ever are likely to belong to (Van Daalen & Odendaal, 2003:88). They also say for some people, a family does not provide security and comfort but neglect and alienation.

On the other end, Sills (2000:301) sees a family as a co-residential group consisting of a married couple and their own children who lives apart from other kin. The family at large include the following types (Sills, 2000:301; Eckman, 2002:74; Chen-Li & Zang, 2004:152):

- **Domestic group** - it is a group of people who habitually share a common dwelling and a common food supply.
- **Nuclear family** - it refers to a concrete unit group out of which more extensive family groups are built or grown.
- **Biological family** - it refers to a group of people born within the ambit of two people with no other children being born outside the unit.
- **Extended family** - it includes grandparents, aunts, uncles and cousins. This type of a family also includes people who are not blood relatives but whom everyone agrees are part of the family.
- **Single parent households** - it refers to families that are headed by widowed mothers and lone fathers. Others are as a result of separation, divorce or single mothers who have never engaged in marriage but have children of their own. Some of these remain families for good while others recombine with other families as parents find new partners and bond with them.
- **Step families** - it is a type of family wherein couples divorce and remarry. Sometimes they are brought about by the death of a partner.

From the given information, a family can be seen as a group of people who live together as a unit because of blood relations resulting from two people bonded by marriage.

2.2.6 CONCLUSION

The above definition of concepts indicates what the whole research is about. The concept role includes the behaviour of a person who occupies a given position in a group. The very person who occupies a position in an

organisation will most of the time experience role conflict in implementing policies from the employer, at the same being suspicious that subordinates are going to reject it. Work on the other end is a place where an individual uses his skills to the maximum in order to be compensated for. In the event where compensation is not forthcoming, the educator will experience role conflict in that the family he supports, await care from him as a result of having compromised their time for the sake of the job he is doing. At home and family, the educator can experience role conflict as a result of a conflict of interest between the biological family and the extended family.

The changing role of the worker from what it used to be in the past in relation to both family and work to a modern worker receives attention next.

2.3 THE CHANGING ROLE OF THE WORKER

2.3.1 TRADITIONAL ROLE OF MEN IN THE FAMILY

Vos (2005:19) is of the view that a man is head of the family whilst a woman is to be subordinate to him and the two together forms the core of any family. From this statement, it is clear that there is a distinct difference between the traditional role of man within the family and that of a woman. It is therefore expected of man to go all out and bring food to the family, whilst the woman is confined to the house and has to take care of the children.

Eagle *et al.* (2004:168-170) posits that the role of men is to see to it that the whole family is well looked after regarding aspects like food and shelter. As the head of the family, most traditional man's strengths/status are measured by the amount of wealth he is able to amass. He has to look after his livestock and find better grazing for it (Gerstel & Gallagher, 2001: 212). Furthermore his role within the family is mostly outside of the home than on the inside. By having enough livestock, he is able to provide ample food especially meat to his family. Not only is he expected to slaughter from his own kraal from time to time, Louw *et al.* (1999:184) and Gerstel and

Gallager, (2001: 212) adds that because traditional men are known to be hunters, it is expected of him to go to the bush, hunt and chase animals, thus enabling him to bring food to his family.

Not only do men have to hunt to cater for the family, they also are supposed to clear land for agriculture (Brown, 2003:11). They have to use a variety of garden tools to prepare land for ploughing. After land preparation, various foodstuffs are planted and the land has to be irrigated on a daily basis. After the foodstuffs have grown big enough, write Zamarripa *et al.* (2003:6), they have to be sold in order to boost the families' income. After money has been raised through selling, writes Brown (2003:11), it is important for a man to leave its expenditure to his wife for better control as she is regarded as the one who knows best the needs of the family by virtue of the time she spends at home.

Mackler (2001:30) states that it is the responsibility of the father to teach his son the finer points of the game on how to go about maintaining a family so that he can be able to provide for his own in future. For example, he is supposed to teach him how to hunt animals, chop wood as well as plough land for agricultural purposes. Martino (2000:214) says that in order for one to be regarded as a real man, especially with reference to the Basotho and the Xhosa tribe, a man has to undergo various ritual ceremonies like the initiation schools. After attending such, he is given the status of a man and could now head a family of his own, as he would have undergone various teachings on how to handle one.

The significant role the traditional women are playing at home follows hereafter.

2.3.2 TRADITIONAL ROLE OF WOMEN AT HOME

According to Vos (2005:19), a woman shall be subordinate to her husband and dedicate most of her time raising and taking care of children at home.

Because of her never-ending role at home, a woman is likened to a nail being pinned on a wall because she is always at home tidying it up and preparing food for the whole family (Murray, 1994:15; Wiley Online Library, 2012). Furthermore, they add that despite the fact that a man does most of the household tasks; a woman remains the primary backbone of any home that is striving for success. Coley (2001:89) states that the position of women in the Western countries such as Greek and Roman before the Industrial Revolution, has been characterised by the position of subordinate she occupied and the fact that her activities centred on home. Furthermore, her role in the home is limited and is chiefly the person responsible for housekeeping, to keep all household obligations as well as taking care of and educating her offspring (Coley, 2001:89).

Crosnoe *et al.* (2002:515-525) asserts that it is interesting to note that the role of woman as a mother and the nature of her relationship with her children indicates motherly love, just as it is experienced today. It is for that reason that children tend to be more on the mother's side as they grow up because of the time she spends with them than the father. Khumalo (2004:28) adds that one of the most important obligations of a traditional woman in the home is to bear children and to play her motherly role as effectively as possible. Furthermore, she is also expected to take care of kids, which forces her to be always around home to look after them well. Because of her stay in the home, writes Khumalo (2004:29), it doesn't afford her the opportunity to take an active part in the economic progression at home because domestic responsibilities are demanding much of her time. The inactiveness of a woman in the economic progression at home, result in her having to fulfil lighter tasks that include cooking and gathering agricultural products, fetching water, preparing food, washing clothes and home utensils (Coley, 2001:90).

Conley and Woosely (2000:193) determine that it is also of interest to note that traditional women have more limits and sanctions put against them than

men, depending on the type of society they find themselves in. These limitations have to do with her reproductive functions, for example being forbidden to take part in certain activities during her menstrual cycle or pregnancy period or when nourishing children (Hammer & Grigsby, 1998:225; Coley, 2001:90-91).

Traditional education creates in time, an incomplete image on family's gender roles (Conley & Woosely, 2000:193). From generation to generation, children perceived their parents as separate entities wherein they see their mother as a person solely responsible for cooking, doing laundry and taking care of children contrasting with the father working outside of the home and fixing things. According to this mentality, each partner has established responsibilities in private and public life that the other couldn't take over (Lifecho, 2012a).

Modern men and women each have a role to play at home. Their roles are discussed next.

2.3.3 MODERN ROLES FOR MEN AND WOMEN AT HOME

In terms of section 2(1) of the Constitution of the Republic of South Africa (South Africa, 1996a), everyone is equal before the law and shall be treated as such. The equality part thereof for both sexes as the law demands has put enormous pressure and challenges on couples lately. No longer are specific jobs within the home were specifically meant for men and the bulk being left for the women to do (Barrow, 1999:96; Lifecho, 2012a).

It is a known fact that for any family or marriage to attain success, it has to be through joint efforts by both husband and wife (Brown, 2003:14; Lifecho, 2012a). In the event where the wife sets off for some days or weeks, it is the responsibility of the husband to keep the home fires burning. In addition, he has to see to it that little ones (if there are any) are cared for on a daily basis (Mazawi, 1999:503; Coley, 2001:95).

Bryson (2000:3) is of the opinion that it is incumbent upon both husband and wife to show interest in their children's education. Interest can be shown by encouraging children to make time available for their studies as well as helping them with some of the work they are not clear about. In assisting them with their school work, children will work even harder at school knowing well that their parents will at any given moment demand books from them for scrutiny (Coley, 2001:95). For the mere fact that as parents they do show love, respect and acknowledge their children's individual talents, parents have to assist them achieve the best possible results at institutions they are attending.

Another role that modern men and women have to play within the home concerns discipline. Blazina (2001:259) is of the idea that both husband and wife should take full responsibility in instilling discipline within children. Furthermore, the mother is supposed to educate girls regarding household keepings and the father to do his part as to how best boys can take care of their families in future (Blazina, 2001:259). By educating their children about the different obligations of a father and mother within a home, Beattie (2002:254) regards it, as discipline of which the fruits thereof are success.

The modern roles for both men and women at work are discussed.

2.3.4 MODERN ROLES FOR MEN AND WOMEN AT WORK

According to democratic principles practiced within the country, regarding gender equity, women no longer have to be sacrificial lambs for men regarding job opportunities especially in managerial positions. Bendick (2000:1215) emphasise that affirmative action (AA) has increased the number of recruitment and screening objectives for women, raises employee willingness to hire stigmatised applicants and increase the number of minority or female applicants. Contrary to popular beliefs, it generally does not lead to lower credentials or performance of women and minorities hired (Holzer & Neumark, 2000:248). The two statements prove

beyond doubt that through affirmative action, women have been put in their rightful positions as managers leading to their confidence being boosted and casting any doubt about their capabilities to match their male counterparts.

In terms of the Constitution of the Republic of South Africa (South Africa, 1996a section 9(1)), everyone is equal before the law and has the right to equal protection and benefit of the law. According to Blossfield and Sonja (2001:123), the entry of women into the paid labour force is proof enough that government is willing to accept that women are as capable of contributing towards the country's economic growth as their male counterparts. Furthermore, Blossfield and Sonja (2001:123) emphasises that both men and women should be treated equally when job opportunities arise as both are capable of doing a great job. Thus, the State President of the Republic always in his speech delivery talks boldly about the emancipation and empowerment of women with reference to job opportunities, especially regarding senior positions, hence he advocates for a woman president after his term of office (Mkhabela, 2007:11).

Nanda (2000:112) is of the view that due to high level of inflation rate experienced recently, families have been forced to move from pre-industrial societies where the central goal for women is childbearing and home whereas for men it is in the paid workforce. As a result of the rising cost of living and that of the feminist movement, more and more women are pushing for successful careers and filling the roles that have been more traditionally filled by men (Chowduiry, 1995:66-67; Blossfield & Sonja, 2001:123). This is not only by choice but somewhat by necessity (Stock, 2011). It is for this reason that more and more women, especially married ones, have re-entered the paid labour force, creating a transition from male breadwinner to dual earning families (Jyette & Charles, 2001:138). Furthermore, although the gender gap in rates of economic participation is gradually narrowing, the nature of men and women's roles in the labour force continues to differ (MacLean, 2000:198).

MacLean (2000:198) states that women still have to juggle the demands of family responsibilities and market work, holding different jobs than men often with lower status and rewards. The commitment as demanded by job providers for workers to work for long hours and relocate where possible are some of the reasons most women (especially married ones) give up on their job and seek low demanding ones (Wiggins & Bowman, 2000:7). Thus, women often opt for jobs that do not demand most of their time as society still assign them heavier responsibilities regarding home activities (Agapiou, 2002:701). Furthermore, although people support the idea of equal rights for both men and women regarding job opportunities, many still believe that men should get preference when it comes to managerial positions because of the pressure that comes with it (Epstein-Ojalvo, 2010).

2.3.5 SYNTHESIS

From the preceding discussion, the following appear to be of importance in regard to the changing role of the worker:

- **Traditional role of men and women in the family**
 - ✓ The man is considered to be the head of the family whilst the woman remains subordinate to him.
 - ✓ He depends upon livestock to give him recognition among his peers.
 - ✓ Women have to gather food and bear children.

- **Modern roles for men and women at home**
 - ✓ Due to the high demands of life, it requires the efforts of both, men and women to each play a role in making a home a place that both could forever cherish.
 - ✓ They are both responsible for instilling discipline in their children and a sense of responsibility so that when they go to the outside world, it has to see in them people who have been brought up in a cohesive family.

- **Modern roles for men and women at work**
- ✓ Both men and women have to be given equal treatment regarding job opportunities.
- ✓ Through affirmative action, most women have been elevated to top management where they are able to show what they are capable of.

It can be concluded that the role an educator has to play both at home and work, should be to strive hard and avoid causing conflict between family and work by trying all within his power to devote equal time and energy to each one of them. Furthermore, for the fact that work and family are both valuable to the educator, the educator has to show dedication and the will to succeed when executing each one of them.

The nature of the educator's role at home is discussed hereafter.

2.4 THE NATURE OF THE EDUCATOR'S ROLE AT HOME

2.4.1 AN EDUCATOR AS A PARENT

An educator has an enormous challenge ahead of him in as far as parenting is concerned (Staples, 1990:1006-1007; Epstein & Salinas, 2002). As a parent, he has to see to the physical, psychological, social and spiritual welfare of his children. Miller (2003:650) is of the opinion that the educator has to cater for all the needs (primary and secondary) of his children and see to it that his upbringing contributes positively towards them becoming responsible future adults and citizens that the country can be proud of.

Parents have to provide a healthy environment to enable their children to grow physically, morally and mentally strong (Van Zyl & Petersen, 1999:76; Jeynes, 2003:202-204). A united family which is free from any form of abuse will provide a stable environment that children can draw their strength from and be in a position to approach their future with hope and confidence (Scheib, 2003:124-126).

As a responsible person having the family's well-being at heart, the educator has to provide shelter in which children can be made to grow freely and live happily in it. Jones (1993:138-142) and Natural Papa (2012) says that there is no reason whatsoever for educators not to be in a position to provide shelter for themselves and their children. They attribute this in reference to the state provision for housing allowance to enable educators to purchase houses through government subsidy. Ezine Articles (2009) emphasise that through acquisition of such a shelter, the educator and the rest of his family will be in a position to explore their love and warmth to the fullest under their own roof.

Another important aspect of being a parent is to provide the family with good health. As a government employee, Lee (2002:127) says that an educator is allowed to be a member of any medical aid scheme. The scheme just like the home is being subsidised by the government to enable employees to afford them. Furthermore, Lee (2002:127-129) determines that these schemes assist educators in providing the best medical care to their families by making entry into private hospitals an easy passage. Recently in South Africa, a new medical aid scheme was introduced referred to as Government Employee Medical Aid Scheme (GEMS), which in future will be compulsory for all government employees.

Not only is an educator a parent to the family he brought up, but as Sun (1999:13) and Dunlap (2011) sees it, he is also a parent to the learners he educates. In addition, parents, as primary educators look upon educators as secondary ones, to further improve on their informal training to a more formal one when children reach school age. Oosthuizen (2003:48-49) determines that educators should act in *loco parentis* to learners at school. The concept *in loco parentis* means "in the place of parents" but not necessarily implying, that the educator takes full responsibility and control over the learner whilst the parent remain dormant. Thus, it is important for

both educators and parents to have a good working relationship so that they are able to nurture learners into responsible future adults.

The concept *in loco parentis* is demonstrated in the figure below and diagrammatically represented as follows:

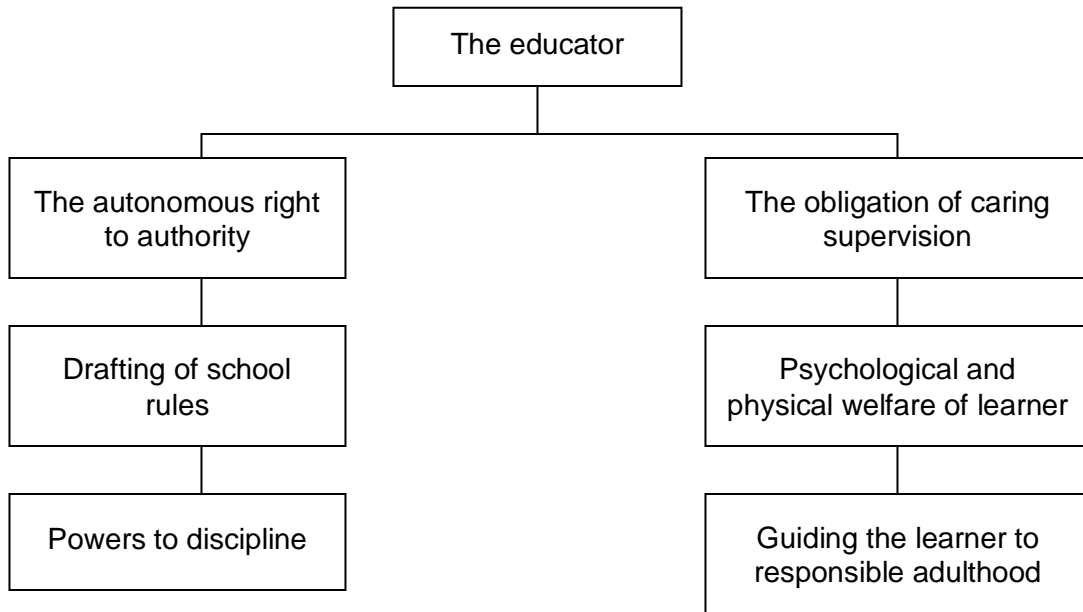


Figure 2.1: Educators acting in loco parentis

(as drafted and modified from Oosthuizen, 2003:49)

The next aspect to be discussed concerns the educator as a financial planner at home.

2.4.2 AN EDUCATOR AS FINANCIAL PLANNER

As the sole generator of income, an educator is perceived to be the financial planner and distributor of money at home. Miller (2003:651) says that an educator is the one who knows the needs and wants of his family. Therefore, it is incumbent upon him to prioritise his needs so that he is not confronted with stress and depression in future resulting from unnecessary expenditure in exception of emergency cases.

As Sharpe and Heppner (2001:324-326) puts it, today's children can be very demanding. In their demands, they pressurise parents in such a way that they lose focus on things they planned doing. In losing focus, Tidd and Friedman (2002:236) argue that it results in tension being created unnecessarily between parents and children. Once there is tension within the family, dissatisfaction creeps in and the family's cohesion disintegrates (De Church & Marks, 2004:117-119).

In order to uproot dissatisfaction among members of a family, Floyd and Lane (2000:168-170) determine that after prioritising his needs, the educator has to call upon members of the family to provide them with his future financial plans and obligations. By calling them to a meeting does not necessarily mean that the educator shuns away from his responsibilities as a financial planner but afford children the opportunity to put forth their views to what is put before them so that deviations (in exception of emergency ones) can be avoided in future (Tubre & Collins, 2000:160). The necessity of such a meeting will be to avoid future deviations and disagreements as all will have taken part in drawing the financial budget of the house.

The educator as spiritual and moral caretaker shall be discussed below.

2.4.3 SPIRITUAL AND MORAL CARETAKER

As Grzywacz (2000:236-239) puts it, not all parents have ambitions for their children but it is every parent's dream to lead a successful and prosperous family. Furthermore parents become happy when seeing children they made to grow under difficult conditions, prosper in life. In addition, parents as providers of morality expect children to treat them with respect after all the difficulty they went through in their upbringing and hope that their children will pass those moralities to future generations (Grzywacz, 2000:236-239). Thus, it is not expected of every parent even if it's a single one for that matter and irrespective of whether learned or not, to be too happy to raise a child that shows resentment and disrespect towards him

(Silver, 2000:26-27). It therefore becomes important for parents to try as much as they can to develop and nurture the spiritual and moral values of their children so that they too can pass it on to their own offspring.

Blazina (2001:262-263) posits that most children regard their parents as role models and even go to an extent of trying hard to imitate and emulate them as they grow up to reach adulthood stage. Furthermore, it is important for parents to display good moral and spiritual values to their children, so that they shouldn't apportion blame to them when facing bleak future as a result of having been disrespectful during their childhood development (Blazina, 2001:262-263). In addition growth in a child's personal responsibility is curtailed when mothers (husbands included) simply give commands and expect the child to toe the line without having explained the importance of carrying such (Khumalo, 2004:34).

Failure by parents not clearly explaining the importance of carrying out such commands writes Khumalo (2004:34), indicates that the child will not be able to know what responsibility entails if there are no rules governing a particular course. However, these rules should be clearly explained to children and to what extent are they to the benefit of the family. As South Africa is a democratic country, parents need to adopt a more democratic approach when dealing with children as today's generation is inquisitive and demands to be furnished with reasons as to why a particular route is important in building up their life (Coetzee & Cronje, 1996:195-197; Dunlap, 2011).

The educator as care and security provider is discussed next.

2.4.4 CARE AND SECURITY PROVIDER

Louw *et al.* (1999:15) and Springer reference (2012) asserts that most parents who bear children or adopt such irrespective of their status, make it their responsibility to provide them with love, care as well as the security

they need and to maintain such throughout the relationship. Though there could still be room for disappointments such as neglect and alienation especially on parents side, there is no doubt that most parents want to be seen as loving people who have the best interest of their children at heart and will do anything for them. Love, indicates Martino (2000:214-215) cannot be truly accomplished if it doesn't include care and security.

Miller (2003:650-651) points out that parents need to act as security to their children to prevent any possible danger that might ruin or threaten their life. Parents should make life easier for children by allowing them to make or take meaningful choices and decisions knowing well that whatever they decide has the backing of their parents. Theodore and Lloyd (2000:1037-1038) emphasises that in most occasions children feel very much secure in the presence of their parents than anywhere else. Martino (2000:215) argues that in current situations, parents especially mothers, do not trust or feel secure when leaving children in their father's care or extended families. The mistrust is attributed to the recent sexual abuse of children by their parents or other immediate family members making them not to feel secure at home. From the information given, it is vital for parents to create and provide a safe and secure environment to their children in which they will grow feeling protected and well cared for at all times.

How well an educator does relate to his extended family, follows hereafter.

2.4.5 RELATIONSHIPS WITH EXTENDED FAMILIES

Barling (2000:124-126) states that it is of paramount importance for the educator to fully attend to the needs and wants of his extended families just as he does to those of the biological family. The educator's grandparents for example played a pivotal role in his upbringing whilst his biological parents were committed elsewhere, like for instance job demands. Eagle *et al.* (2004:175-176) share the same sentiment that biological parents usually consult with the extended families to come to their rescue during and after

the maternity period elapsed or to look after their properties whilst they go for an outing. The two statements prove beyond doubt about the level of bond that is to exist between the educator and the extended family as well as the importance of maintaining such.

Just in the same way as he would do to his parents and his immediate family, the educator has to show sympathy and compassion towards his extended family, be in times of happiness, grief or sickness (Fuhrer & Stansfield, 2002:814-816). To enable an educator to attend to the affected family member as a result of sick, grief or happiness, an educator is afforded a particular type of leave for such instances. The type of leave an educator is accorded with is referred to as family responsibility leave, wherein an educator is given a total of five days to pay full attention to the affected family, be it his biological family or extended family, (Education Labour Relations Council (ELRC), 2001:4).

The educator also has to play an active role in ceremonies organised by the extended family (O'Neil & Owen, 2004:95-97). In addition, an educator not only has to be present but his expertise is vital in helping to organise such events. Thus he has to be part of the organising people to help things run smoothly and with the respect they deserve (Heaney & Israel, 2002:196-197). From the above, it can be concluded that an educator has to relate to his extended family in such a way as to help promote not only the spirit of "Ubuntu" but to create a strong bond that will make them inseparable.

The role of the educator within the community he serves is discussed next.

2.4.6 ACTIVE MEMBER OF THE COMMUNITY

The educator as an active member of the community has an important role to play within it in the same way he does to his family (Vermeulen & Minor, 1998:168; Education World, 2012). Furthermore the educator has to serve the community with distinction and selflessness in order to promote its well-

being. By being actively involved in community life writes Cooke and Rosseau (2004:257), an educator will help stabilise school-community relationship. Through stabilised relationships, the community will be in a position to adopt a positive attitude towards the school thereby protecting it from being vandalised; a situation presently experienced in most schools especially those predominantly attended by black learners (Vermeulen & Minor, 1998:168-170; About.com, 2012c).

Oosthuizen (2003:97) is of the idea that an educator has to recognise the fact that an educational institution serves the community and therefore has to acknowledge that there will be differing customs, codes and beliefs within it. By acknowledging such differences implies that an educator has to accommodate each and every member of the community's individual rights as well as his cultural diversity and to respect such. Co-operation between the educator and the community helps in the creation of a conducive, educative environment within the school thereby partly taking the burden off educator's shoulders regarding learner discipline (Bartol & Martin, 2001:128).

The educator should take an active part in projects organised by the community. As Bowen (2005:12) puts it, an educator can also participate in projects like community policing forum to help combat crime and bring stability within the community he lives in. In addition, with his vast knowledge for fundraising which he normally does at school level, an educator can be in a better position to consult with business people to offer food parcels to needy families he has identified to alleviate poverty. By organising such food parcels, the educator will gain the respect of the community, thus enhancing the trust they place on him as well as gaining their co-operation in assisting children regarding school work (Vermeulen & Minor, 1998:168-169; About.com, 2012c).

Educators' role within the community is vital as they are responsible for the development and implementation of site specific community involvement work plans that outline goals, objectives and scope of work done at school level together with inputs from community through their representative body, namely, the School Governing Body (SGB). Through this body, community can be rest assured that their needs as well as their contribution in the running of the school are acknowledged and that alone can make them develop more interest in the school and in the general education of their children (Queensland Government, 2012).

2.4.7 SYNTHESIS

Based on the above information, the nature of the educator's role at home should include the following:

- **An educator as a parent**

An educator has to act both as a parent (irrespective of marital status) at home as well as at school level. At home, an educator is obliged to look after his family by providing in their physical as well as their psycho-social and spiritual needs. As a role model to his children at school, an educator has to behave in a manner that will not deter his relationship with learners, but enhances them so that they could imitate his positive example in future.

- **Financial planner at home**

It is the responsibility of an educator to plan his finances accordingly, so that they meet the needs of the family. After drafting his financial plans, a priority list needs to be drawn up, though it should be flexible enough to accommodate emergency cases.

- **Spiritual and moral caretaker**

An educator always has to guide the spiritual and moral behaviour of the family. As a role model to his children, the educator through his life experiences should make them aware of some of the challenges that they may face in future and give them the necessary tips on how best to overcome them.

- **Care and security provider**

Children often aspire towards success because of the type of family they grow up in. In most instances, a stable, caring and secured environment provides children the opportunity to face the outside world with renowned confidence because of their family background.

- **Relationships with the extended families**

The educator has to establish a long, lasting relationship with his extended family to create a strong bond between them. The educator and his extended family, have to assist each other in times of sickness, bereavement and joy.

- **Active member of the community**

The educator is obliged to readily avail his services if required by the community at which he resides. As an integral member of the community, an educator has to be actively involved in most of the community's activities to help promote good relationships between the school and the community.

The nature of the educator's role at work is discussed next.

2.5 THE NATURE OF THE EDUCATOR'S ROLE AT WORK

2.5.1 THE EDUCATOR AS A TEACHER/PROFESSIONAL EDUCATOR

Oosthuizen (2003:96) defines an educator as any person who is assigned a particular duty to educate the child/learner and mould him into a responsible

person for future purposes. Barrow (1999:112-114) and the University of the Pacific (UP) (2012) point out that the essence of a school, as a societal relationship, is to develop the logical and analytical facilities of a learner. Therefore an educator must employ suitable planning and teaching strategies to create optimal learning opportunities for the learner. Based on the information given, in order for a professional educator to be fully recognised as one, he has to apply the necessary teaching skills acquired at a training institution to the best of his abilities to guide learners into being responsible future adults.

One of the requirements of being a professional educator is to show love, respect and dedication towards the career chosen (Chiu & Man, 1998:319; Wikipedia, 2012d). In order for an educator to achieve his professional goals he has to be committed towards the job he does. By being compassionate about the job, helps the educator to adopt a positive approach to any given task he has to perform (Conley & Woosely, 2000:187). One of the primary tasks facing a professional educator is to teach. Furthermore, it is incumbent upon an educator to have a detailed year plan of all activities that he would like to complete to avoid duplication of work (Chiu & Man, 1998:319-320; Wikipedia, 2012d).

Before going into the classroom, an educator should have a thorough lesson plan so that at the end of a lesson presentation, aims and objectives can be easily reached (Mazawi, 1999:498; UP, 2012). As a professional educator, his classroom management should be such that learners exactly understand what is required of them regarding discipline and cleaning arrangement (DiGulio, 2000:67). He further says the classroom should be seen to be an educative environment through relevant educational pictures being hanged on its walls as well as the establishment and maintenance of democratic classroom rules. These classroom rules should be clearly communicated to learners so that they fully understand what their obligations are in class (Cooper & McIntyre, 1999; DiGulio, 2000:67).

As a professional person, an educator has to show commitment and dedication to his work. A dedicated and committed educator, writes Eckman (2002:63-65), always strives to bring the best out of his learners regarding their schoolwork and he sets a good example. For example, an educator who arrives early for work and attend to his lessons regularly will automatically influence learners to come early to school and attend lessons on a regular basis. On the contrary, a non-committed educator will always produce failures and learners will put blame on him if they fail to make it in future (Daft 2001:85).

An educator as a professional person has a certain role to play that will enhance his status both at school and the community. This is discussed next.

2.5.2 THE EDUCATOR'S ROLE AS A PROFESSIONAL PERSON

Daft (2001:109-110) is of the opinion that a profession indicates an occupation characterised by specialised knowledge based on scientific theories and research, a long period of training, mechanisms created by its members to control entry standards and selection, the administration by members of their own rules of conduct and a service to others which means that the interest of the client comes first. It then gives a clear indication as to how a professional person should conduct himself so that society can benefit a lot from the services he renders (DiGuilio, 2000:67-68). Thus the government of the day has come up with the "Batho-Pele Principles" in all of its buildings to constantly remind professionals that indeed the inhabitants of the country have to be provided with quality services.

As Oosthuizen (2003:98) puts it, an educator acknowledges that his professional duties occurs within a context of requiring co-operation with and the support of colleagues and therefore has to behave in such a way as to enhance the dignity and status of the profession. The enhancement of

profession implies that the educator has to try all within his powers not to act in a manner that will lower the status of the profession.

Eckman (2002:62-63) is of the idea that professionalisation moves on a continuum between non-professionalism on one end and professionalism at the other. He further adds that professions are not all similar and that each one has its own characteristics of professionalism. In addition, Eckman (2002:62-63) says it is incumbent upon educators to display the following characteristics in order to satisfy and meet the requirements with which a professional person is renowned for:

- **The rendering of a unique and specialised service**

Eckman (2002:63-65) claims that success in education regarding knowledge, skills and norms taught to the child at school, which also determine the product and quality of education, does not depend on the school alone. He further emphasises that other stakeholders with an interest in education such as the media, home, church and various youth organisations all have a role to play in the child's education. At home, for instance, is the place where the child learns educational concepts informally, which is later turned into formal education upon reaching school. Moving from informal to formal education indicates the importance of a good and healthy relationship that is to exist between the school and home wherein the educator – parent relationship becomes vital in the child's education (DiGulio, 2000:72).

To determine the product and quality of education, writes Conley and Woosely (2000:196-198), means that any person who chooses education as an occupation, would have to be prepared to undergo long period of training at an educational institution to acquire teaching skills to render quality service to the client (in this case the learners). The specialised services rendered means that an educator who has undergone training is expected

to be in a better position to utilise his teaching skills effectively to impart knowledge gained onto the learners for their own success.

- **Continuing research and in-service training**

Continuous update of an educator's knowledge regarding recent curriculum changes and the renewal of old skills to meet curriculum requirements, require ongoing research and training as is the case with the present education system currently practised in South Africa (Conley & Woosely, 2000:198-200). After the first democratic elections in 1994, the education system in the country underwent a rigorous change. The old apartheid system for education was replaced by the Outcome based education (OBE), which was gradually phased in from the lower grades to the higher ones. Educators were sent to various workshops to acquaint themselves with teaching skills and techniques on how to impart the new curriculum to learners. Recently, a new system called Revised National Curriculum Statement (RNCS), later renamed National Curriculum Statement (NCS), is being phased in and educators are once more expected to attend workshops to equip themselves and gain better understanding of the new curriculum.

From the above, it requires of an educator to remain a student for the rest of his life through research, to become versatile in as far as developments within the profession are concerned. Eckman (2002:63-65) states that an educator has to keep on doing research to best address knowledge about the child in the teaching-learning situation, ways of learning, teaching methods and strategies, evaluation techniques and the integration of educational media in the presentation of lessons.

However DiGulio (2000:72) asserts that negative aspects may crop in and derail the implementation of what the educator learned as a result of in-service training he received, for example the issue of overcrowding. The problem of overcrowding has become a matter of concern to most schools

when one looks at the large number of learners that some schools are faced with, especially those predominantly attended by black learners. Ndlanya (2007:1) bears testimony on the issue of overcrowding, to the fact that about 500 learners are being taught in one hall at a certain school in the KwaZulu Natal Province, making it difficult for an educator to attend to the learner's individual problems.

The role of an educator as part of a union member is discussed next.

2.5.3 THE EDUCATOR'S ROLE AS A UNION MEMBER

In terms of the Constitution (South Africa, 1996a) section 4(1)(b) every employee (including educators) has the right to freedom of association. It means educators may associate with any labour union of their choice without being intimidated. In terms of the Education Labour Relation Council (ELRC) (2003b:G12), any employee has the freedom of association, meaning that he has the right to participate in forming a union, to participate in its activities, to be eligible for appointment as a union representative and to participate in the affairs of a union federation of which his union is a member of.

Oosthuizen (2003:110) states that the Labour Relations Act (LRA) forbids an employer to victimise an employee because of his membership of or involvement in union matters. Furthermore, the employer is not allowed to prejudice an employee merely because he has exercised his right to freedom of association. For example, various educator unions exist to enable educators to join any of it depending on the choice he makes. Upon joining a particular union of his choice, an educator is required to pay a subscription fee every month into the coffers of that union of which he has become a member.

In terms of the Constitution of the Republic of South Africa (South Africa, 1996a) section 19(3)(b) everyone has the right to stand for public office and

if elected, to hold office. In terms of the Education Labour Relations Council (2001:4), such an employee if elected, is granted up to ten days paid leave for activities related to his union position. That in itself indicates some of the benefits an employee receives from his employer as a member of a union. In a school situation for example, there are structures that are formed to act on behalf of the union executive committee. Such structures are referred to as site structures and are therefore required to have office bearers of which the chairperson thereof is referred to as a site steward. In terms of the ELRC (2001:4), site stewards like union office bearers are also granted ten days leave by the employer to participate in the activities of the union.

An educator as part of the labour force receives attention next.

2.5.4 THE EDUCATOR AS PART OF THE LABOUR FORCE

Educators as part of the labour force are entitled to participate in the activities of their union including the creation of an environment that is not harmful to their wellbeing (Constitution South Africa, 1996 (a), section 24(a)). The creation of a safe environment needs to be guaranteed to educators by the employer especially if one considers that educators left the safe environment of their homes to go out and make a living for themselves and their children by way of entering the labour force. A healthy and secure environment will enable employees to exert their skills fully for the betterment of their life by way of earning promotion or recognition (Fourie, 2001).

Redelinghuys *et al.* (1999:54) as well as the Labour Protect (LP) (2012) are of the view that the law forbids men to be part of the labour force alone in exclusion of women. The women's labour market participation has increased dramatically over the years as well as their employment rates due to the fact that girls now perform better than boys in education and in getting qualifications (Redelinghuys *et al.*, 1999:54; LP, 2012). It therefore requires of the employer to level the playing field in the workforce by giving equal

opportunities to both male and female educators, as is the case presently (Daft, 2001:89).

Educators enter the labour market in order to be compensated for the work or services they are rendering (Redelinghuys *et al.*, 1999:54-55; Wikipedia, 2012c). On the one end, as the family's needs and demands increase, it puts pressure on educators to demand more compensation from the employer in order to meet and fulfil them. This demand for an increase in compensation, leads to tension being created between the employer and educators through their different unions (LP, 2012). The said tension was evident in 2007 when public sector unions demanded a 12% increase in wages from the employer (Louw, 2007:1). On the contrary, the government tabled its proposal that was met with mixed reactions from the public sector unions leading to outbreak of the strike.

As the government instituted a no-work no-pay policy, educators were put in a dilemma regarding whom to serve in that situation. The dilemma, in which educators found themselves, made them to experience role conflict because by going to work to avoid salaries being docked would result in them, being labelled sell-outs by fellow members. On the contrary, by supporting the strike they ran the risk of losing money they so badly need to support their families.

The type of roles that educators are supposed to play within the school environment is highlighted in the following sections.

2.5.5 EDUCATOR'S ROLE WITHIN THE SCHOOL (CODE OF CONDUCT FOR EDUCATORS)

The code of conduct for professional ethics for educators in terms of the South African Council of Educators Act (2000:E17(3-9)) assists educators to be aware of the accepted norms and standards expected of them so that

they do not find themselves on the wrong end of the law governing the profession. The following rules/norms are worth mentioning:

2.5.5.1 RELATIONSHIPS WITH COLLEAGUES

Brown (2003:165) points out that educators should learn to get along well with their fellow educators for both personal and professional reasons. Furthermore, since the school constitutes a small community of its own, the educator's life is a happier one if he is treated as an accepted member of staff. For example, there are instances where young or beginner educators unintentionally make themselves unpopular with other educators by shunning away from them because of inexperience. In that case the beginner educator should be inducted and be made to work closer with experienced educators in order to gain more knowledge/skills regarding job demands. The regular contact between educators as colleagues will help fortify relationships that will stand both in good stead. The simplest rule for educators to follow is to be considerate of their colleagues' feelings, implying genuine respect for the rights of other educators to maintain their own set of values (Zimble & Ortlepp, 1996; Gzik, 2010).

One aspect that can help boost relationships between colleagues concerns the extra-mural activities provided for at school. It is incumbent upon educators to support each other in such activities to promote healthy relationships between them (Brown, 2003:165-166; Gzik, 2010). Educators must also see education and teaching in its totality and never regard the subject or work of their colleagues as unnecessary or inferior. It also requires of educators to refrain from petty criticisms, gossiping and collectively work towards the spirit of loyalty and unity among their colleagues at all times. For example, whenever educators are in a staff room, staff meetings or functions, a relaxed atmosphere has to be created jointly by all educators so that a harmonious feeling of belonging can be reached.

Oosthuizen (2003:97) says that in order for a harmonious working relationship to be created between colleagues, an educator among others has to:

- refrain from undermining the status and authority of his or her colleagues;
- promote gender equality and refrain from sexual harassment (physical or otherwise) of his colleagues;
- use proper procedures to address issues of professional incompetence or misbehaviour.

In conclusion, it means that progress for both school as well as learners depend largely on the co-operation between educators themselves. By assisting each other, educators will be in a position to overcome barriers that may hinder progress at school. However, all that has been said above can go up in smoke if there is no co-operation and good working relationship between educators.

2.5.5.2 RELATIONSHIPS WITH SENIORS

The quality of relationship between an educator and his senior is vital in determining the scholastic progress of a learner (Brown, 2003:166). Furthermore, through joint co-operation between the inexperienced educator and the experienced educator, results at school can be improved dramatically as both will be able to plan and organise their work in such a way as to help learners achieve the best possible results during and at the end of the school term. The two statements confirm that it is indeed vital for experienced and less experienced educators to foster good and honest working relationships so that the institution becomes marketable on its own in terms of results thereof.

Sills (2000:246) avers that it is important for both the experienced and less experienced educators to sit down and plan their work for the year. Through

planning, unnecessary conflict is avoided, as experienced and less experienced educators will have sat down and issue dates for submission of work or class visits, for example. Van der Westhuizen (2002:138) regards planning as an intellectual activity involving thought processes by means of which future activities are pre-enacted to achieve certain objectives. The thought processes to achieve objectives can be realised when, for example, a Head of Department (HOD) in a school has to draw up a subject policy for his department. The said senior is not supposed to draw the policy in isolation of the subordinates but has to consult and work with them throughout the planning process so as to accommodate their inputs as well. Involving educators in the planning process will help minimise resistance, as they will have taken part in its formulation.

Van der Westhuizen (2002:440) maintains that a healthy relationship between experienced and less experienced educator, is promoted by means of a two-way communication channel regarding matters that interest both. The two-way communication means that not only are the suggestions of experienced educators supposed to be final regarding a particular issue but inputs and suggestions from less experienced ones be considered as well. Upon realising that their inputs are taken into account, educators' confidence will be boosted, knowing fully well that their presence in the institution is recognised.

The relationship between experienced and less experienced educators in a particular department is vital, if the school progress is to be top priority. It is also of importance for the experienced and less experienced educators to agree on a particular time frame regarding submission of work to avoid unnecessary conflict. North-West Education Department (1998:2-5) regards that experienced and less experienced educators should come to an agreement regarding expectations and submission of the following documents to avoid conflicts from ensuing:

- **Educator's files**

The educator should have files wherein the necessary documents such as planning and preparation of learning area activities are kept. The relevant HOD and educators under his department shall decide on a particular date on when should files be submitted for control purpose (North-West Education Department (1998:2-5). For example, it can be submitted on a weekly, fortnight or monthly basis.

- **Written work**

The experienced and less experienced educators have to agree on how often should written work such as tests, class works, homework and creative writing tasks be given to learners, of course not disregarding what the policy requires them to do. For example, the quantity/amount of written work learners are supposed to be given may differ from one institution to the other depending on the number of learners confronting the educator.

- **Class visits**

As for the above, the experienced and less experienced educators have to arrange specific dates on which class visits can be conducted. In addition, the purpose for such visits should be clearly outlined as well as expectations thereof. The class visits should be conducted for the purpose of developing an educator and not for judgemental purposes. After a class visit has been conducted, a detailed report in consultation with the less experienced educator must be drawn and signed by both the educator and the HOD.

- **Subject meetings**

Regular meetings between the experienced and less experienced educators will help foster good working relationships, which will augur well for the school in future. Not only problems should be entertained in such meetings, but achievements as well. The experienced and less experienced

educators should agree and decide on suitable dates and times for meetings unless there is an emergency that needs immediate attention.

In conclusion, the relationships between experienced and less experienced educators are of importance in as far as scholastic progress for learners are concerned. A harmonious working relationship between the experienced and less experienced educators will make it possible to create a good educative environment, conducive to learning.

2.5.5.3 RELATIONSHIPS WITH LEARNERS

Van der Berg (2002:614-615) pointed out that the educator and learner are two of the most important partners in the educational relationship, possessing an interpersonal relationship based on mutual understanding, acceptance and trust. He further emphasised that learners must not be seen as inferior or passive partners in education but should be regarded as important core-partners, as does the rest of the other education stakeholders (Daft, 2001:88-89). The last two statements indicate how important the partnership between educators and learners is in that they both need to take an active part in education so that a healthy environment can be created at school.

Without the active involvement of learners in educational issues, it is impossible to achieve among others, the following educational objectives (Zimbler & Ortlepp, 1996; Daft, 2001:89; Van der Berg, 2002:615):

- Meaningfulness of existence.
- Human dignity.
- A sense of responsibility.

Badenhorst (1995:79) and Mokhele (2012) state that in their relationships with learners, educators act as surrogate parents. Like their natural parents, educators must have all aspects of the learners' welfare at heart. The two statements imply that the conduct of educators towards learners must be

such that they always have respect for them, as they are worthy of it. Furthermore educators must act in a self-controlled way in all circumstances and never be irritable.

Robertson (1996:68) and Charles (2002) point out that, educators should be intensely interested in the learners' work, their recreation and domestic circumstances. Furthermore the interest of educators should not be limited to what concerns learners in the classroom, but be extended to include their extra-mural activities as well. From these statements it indicates that educators are not only supposed to concentrate on the academic side of learners, but their family background as well. Therefore, educators, by virtue of having an insight into the domestic part of the learner, will be able to know exactly what prevent learners from progressing at school and how best to assist them overcome those barriers.

2.5.5.4 RELATIONSHIPS WITH PARENTS

Neither the parent nor the educator alone can fulfil the education task completely without involving the services of one another. Badenhorst (1995:109) as well as Jeynes (2003:204-206) are of the idea that parents as primary educators and educators as secondary ones are both in a state of mutual interdependence, a kind of relationship which they refer to as symbiotic relationship. An example of a symbiotic relationship is that of a bee and a flower. A bee depends on the flower for the material (nectar and pollen) that is needed for the production of honey whilst the flower needs the bee for its pollen. The example demonstrates the importance of parent-educator relationship in the education of a child. The parent, for example, needs an educator to educate his child and the educator needs the parent to help him educate the child by monitoring the child's work at home.

Floyd and Lane (2000:159-160) describe the relationship between parents and educators as one of:

- Mutual trust, as their intentions and desire should be honest, sincere and pure. It means that they seek the best for the child;
- Mutual respect and consideration, as they acknowledge each other's position, situation and expectations;
- Effective communication;
- Loyalty and cordial co-operation.

Daft (2001:80) pointed out that since it is the parents in the community that are closest to the school, it is natural that educators should strive to make parent-educator relationships as close and as cordial as possible. He further emphasised that in some situations, it becomes evident that people are less enthusiastic about parent associations than they profess to be and it is only fair to admit that many parents are far from being labelled as ideal partners in education (Daft, 2001:80). From what is being said, it means that in many communities, for example, the parent association is not representative of all parents but is dominated by a small clique that uses the organisation as a way to further their personal ambitions or to advance their political objectives.

2.5.6 SYNTHESIS

To synthesise the above information regarding the nature of the educator's role at work, the following are worth mentioning:

- **The educator as a teacher/professional educator**

An educator has to show love, passion and respect to the profession he finds himself in. He has to be dedicated enough towards his work so that he can produce good results at the end of the year.

- **The educator's role as a professional person**

An educator has to utilise his teaching skills fully to impart knowledge acquired on to the learners before him. A professional educator always

strives to portray and display good conduct to serve as example to both his colleagues and learners.

- **The educator's role as a Union member**

An educator is granted the power of choice with regard to union association. Any employee who joins a particular union because the policies thereof satisfies him, is obliged to pay a subscription fee as determined by it on a monthly basis.

- **The educator as part of the labour force**

An educator as part of the labour force is allowed to take an active part in the activities of a union he associated himself with. Through the union of which he is a member, an educator has the right to go on strike if he feels that he is not getting what is due to him from his employer.

- **The educator's role within the school (Code of Conduct for Educators)**

From the discussion, it seems the following are important in regard to the role an educator is supposed to play at school:

- **Relationships with colleagues**

It is important in any institution or organisation that colleagues should get along fine and foster good and honest working relationships between them. In a school situation where there are beginner educators, it is important for the veteran educators to show them love and acceptance to the institution.

- **Relationships with seniors**

For any institution to attain success, it depends on the relationships between junior educators and senior educators. In the event whereby a junior educator, master a particular learning area, it is for the senior educator to

consult with the said educator and ask for assistance whenever needed without any reservations being entertained.

- **Relationships with learners**

The relationship between educators and learners is vital if the progress of a school is anything to go by. This relationship should be such that learners see father figures in educators, who are there to nurture their God given talents and guide them to responsible future adults.

- **Relationships with parents**

The educator-parent relationship forms the foundation in the education of a child. It is important for both educators and parents to create a healthy relationship in order to nurture the learner to responsible adulthood, which is otherwise the overall aim of education.

The eight roles that an educator is supposed to play in accordance with the Norms and Standards document of the Department of Education at work, is discussed next.

2.6 ROLES AN EDUCATOR HAS TO PLAY IN ACCORDANCE WITH THE NORMS AND STANDARDS OF EDUCATION

2.6.1 THE EDUCATOR AS AN INTERPRETER AND DESIGNER OF LEARNING PROGRAMMES

Oxford Student's Dictionary (1999:336) defines an interpreter as a professional person who gives an immediate translation of words spoken in another language. From the definition, it means that an educator, as a professional person, acts as an interpreter on behalf of the learner regarding the learning programme to be taught. Sfard (1998:4-5) and Potenza (2002), state that it is important for the educator to design the learning programme in such a way that it suits the level of the learner. By designing the learning

programme in this fashion, means that the educator will have acted as a mediator and thus upheld one of the education principles of having to move from the easy to the more difficult aspects in respect of the different grades that learners attend (Moore, 2005).

In terms of the Revised National Curriculum Statement (RNCS) (2007:7), the educators in a particular phase need to arrange the learning programme in such a way that a learner is able to achieve all the specific outcomes (SO's) of a particular phase before progressing to the next phase. For example, educators in the junior phase in a primary school have to make sure that a learner is able to finish all the SO's before being promoted to the senior phase.

According to Bourdeau and Bates (1997:378) as well as Potenza (2002), the learning programme is the medium through which the educative activity is pursued in the school as it connects the educator to a learner. In regard to this connection, the educator as an adult constantly offers the learner, by way of interpreting and designing the learning programme, the chance to know and to experience more widely until a learner, as an adult, will have his own viewpoints, visions and convictions (Potenza, 2002). However, there are instances whereby an educator, as an interpreter, may experience role conflict (Moore, 2005). For example, an educator in a science laboratory experimenting the different types of explosives and at the same time having fears that something might go wrong which may lead him to being charged with ignorance thus, putting him in a dilemma of whether to go on with the lesson or not.

2.6.2 THE EDUCATOR AS A RESEARCHER AND LIFE-LONG LEARNER

Research helps to develop educators with professional attitudes that embrace action, progress and reform rather than stability and mediocrity (Tarleton, 2007:89). Commitment to engage in research positions educators as learners rather than experts (Mills, 2003:5). Furthermore, incorpora-

ting action research into perspective educator programmes and professional development for in-service educators will help make research an ongoing component of a professional educator's practice. In addition, such type of an action will ultimately help educators to incorporate action research alongside other critical components of education such as curriculum development, authentic assessment strategies, classroom management strategies, teaching strategies and caring for learners (Coleman & Briggs, 2002).

Tarleton (2007:89) posits that what educators and support staff learn each day is as important as learning done by learners because it helps secure improvement in education. Furthermore, every educator should have regular opportunities to carry out research, extending professional knowledge based on what happens in their own classrooms and those of colleagues. However the plan may backfire if other educators are not interested in the research, leaving those with an interest experiencing role conflict by having it difficult to decide on whether to continue or not for allegiance purposes (Mills, 2003:5). It is for this reason that Tarleton (2007:90-91) says teaching is not like riding a bicycle, once mastered, never forgotten but it is a complex, multi-disciplined activity and a continuous learning process.

2.6.3 EDUCATOR AS A SUBJECT SPECIALIST

A specialist is described by Oxford Student's Dictionary (1999:606) as an expert in a particular field especially with regards to a profession. From the definition it can be said that an educator has to be a specialist in a particular learning area to enable him to impart specific and relevant information on to the learners and colleagues. Sutcliffe (2002:176) states that it is essential that an educator be given a thorough training in his learning areas during normal study time at a college or university. Later on, as an educator in the full time field, he may find time to augment his knowledge of the learning area he offers (Jerwood, 1999:128; Potenza, 2002). Augmenting his

knowledge of the learning area he specialises in, means it can only be build on a proper, broad scientific foundation brought along from his period of full time study.

An educator as a specialist must be creative in his thinking (Knight, 1999:3-5; Tarleton, 2007:90-91). The creativeness must be such that an educator is able to use a variety of methods upon realising that learners do not understand the matter presented. An educator, as a specialist, must be in a position to manoeuvre his way to get the best out of his learners, especially those with special educational needs (Jerwood, 1999:128-129; Sutcliffe, 2002:176). Retting and Candy (1999:3-5) in concurrence with Wikipedia (2012d), posits that educators need to be empowered so as to utilise their skills effectively and to the fullest. By empowering educators, the school management team (SMT) could for example utilise experienced educators as learning areas (subjects) heads because of the expertise they possess in those learning areas. However, things can turn ugly if, for example, a newly arrived educator is given a role of being a head of a particular learning area ahead of the old campaigners. The said educator will experience role conflict regarding whether to accept or decline the offer based on allegiance purpose.

Being a subject specialist in a particular learning area can also open up possibilities for promotion as a subject advisor as well (Sutcliffe, 2002:176-177). As a subject advisor, an educator is expected to hold workshops wherein educators from different institutions, offering a similar learning area, are going to be trained by him on the different techniques required to make a success out of it. Furthermore, these subject advisors are empowered by the Department of Education to make follow-ups to determine whether or not educators implement what they agreed upon in their meetings.

2.6.4 EDUCATOR AS ASSESSOR OF LEARNING AREAS

A committed and dedicated educator will always want to know if learners put before him are progressing or not (Biggs & Tung, 2000:8). One of the tools through which an educator will be in a position to find a correct and precise answer to the question, is by assessing his learners. Assessment is the tool by which an educator increases the depth and breadth of learning (Watson, 2000:70). Assessment is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance (Curriculum, 2005:37). The evidence can be collected at different times and with the use of various methods, instruments, modes and media (Watson, 2000:70-71).

Educators assess learner performances to monitor progress and provide feedback, diagnose or remediate barriers to learning, select, guide, support learning, certify and promote (Curriculum, 2005:37). In a school situation, for example, an educator may sometimes find himself confronted with a conflicting role. In a grade 12 class, for example, an educator may find out that there are some learners who are still lacking behind regarding the learning area being assessed, resulting in him having it difficult to decide whether to reassess them or continue with tuition targeting completion of the syllabi or learning programme.

There are different methods of assessment that an educator can make use of in determining the scholastic progress of a learner. The following are some of the assessment methods that educators can make use of (Biggs & Tung, 2000:8-9; Curriculum, 2005:37-40):

- **Self-assessment** - In this type of assessment, learners play an important part in pre-assessing work before the educator does the final assessment.
- **Peer assessment** - It is a type of assessment that empowers learners to evaluate their own and others' performances.

- **Group assessment** - Assessing group work involves looking for evidence that the group of learners co-operate, assist one another, divide work and combine individual contributions into a single composite assessable product.

However, in some cases as Webb (2003:45) puts it, assessment has been criticised as being unreliable and also accused for distorting both teaching and curriculum. If done correctly assessment can inspire, motivate and provide feedback that is essential for targeting prompt corrective help (Biggs & Tung, 2000:9).

2.6.5 EDUCATOR AS FACILITATOR OF LEARNING

According to Hansgen (2001:247), a facilitator is someone who helps others to learn. By assisting others to learn, indicates that a facilitator is a person who works and learns along with the learners. To enable an educator to be successful in facilitating his teaching, he has to be committed to a set of ideas regarding particular objectives he wants to achieve in the lesson. As a facilitator, an educator is expected to have expert knowledge of methods and techniques involved in teaching so as to enable him to guide his learners successfully (Raths *et al.*, 2000:54). As a facilitator of learning, an educator emphasises the personal nature of educator-learner interactions, guiding learners by asking questions, exploring options, suggesting alternatives and encouraging them to develop a criteria to make informed choices (Grasha, 1999:46-47; Education 4 skills.com., 2012). From the information provided, it means the overall aim is to develop the capacity for independent action and responsibility in learners.

Barrows and Tamblyn (2000:75) determine that the task of an educator in a problem-based tutorial group should be to facilitate learning of learners rather than to convey knowledge. In developing an educational approach, the educator must allow learners to determine on their own what they need to know and to learn through the study of varied resources. Rather than

telling learners what they should learn and in what sequence they should learn, the facilitator must help learners determine this for themselves (Berkson, 2003:S80-S83).

Knowels (1995:68) and Teachers Network (TN) (2012) states that when the educator masters the role of a facilitator, learners will more likely to embrace the state of interdependence. Furthermore, the facilitator needs to help a learner to be aware of his need to know the value of learning. It therefore means that the level of interdependence among learners can be measured by their level of maturity as a result of them reaching out to get and gain more knowledge about their different learning areas (subjects) by visiting libraries (TN, 2012). However, an educator may experience role conflict when faced with lazy learners who are unwilling to visit libraries and get additional information regarding their learning area. The laziness of some learners will for example, pressurise the educator into changing roles from being a facilitator into an educator who only has to impart knowledge on to his learners without expecting anything from them, thus, adversely affecting his teaching style (Berkson, 2003:S80-S83).

2.6.6 EDUCATOR AS A LEADER

Educators in a school are led by its management team and in turn educators themselves, are required to lead learners (Dozier, 2007:54-55). Furthermore, the theories applicable to the educator as a leader are the same as those that apply to leaders in general. As is the case in other organisations where people have to act as leaders, there are educators who are natural leaders by virtue of possessing in them the necessary qualities of intelligence, charisma, sympathy for others as well as communicative skills (Fullan, 2003:94). From what has been mentioned earlier, it does not mean that those educators who are not natural leaders cannot make a success in educating.

Martin (2007:17) avers that there are layers of educator leadership distributed throughout the school in an area of expertise and comfort zone, for example, the formal role and specialised skills. The formal roles are those that are assigned such as being a departmental chair, team leader as well as learning area (subject) heads by virtue of their area of knowledge or expertise. Barth (2001:69) states that having a vision is an essential building block for educator leadership. It means a leader who does not have a vision for the organisation he is leading/heading, can be likened to a headless chicken that runs around not knowing exactly where its destination is. Phelps (2004:120) posits that the chance to make a difference is a major reason an individual chooses to become an educator wherein they are expected to extend their influence beyond their individual classroom. Danielson (2006:75) sees this desire to expand influence as paramount to educator leadership.

Once motivated to extend their influence beyond the classroom, an educator needs to know about possible outlets for impact (Martin, 2007:17). Even if willing to lead, an educator may not seize the opportunity to do so. Phelps (2004:120) agrees with the statement that many educators perceive that leadership responsibility rests solely with administrators. In order to change this view, principals should, for example, invite educators to lead by making them aware of where the greatest needs exists, such as the need for an educator responsible for examining homework policies and compiling a summary register. The intended plan may in some instance backfire resulting in role conflict being experienced. For example, if the staff is divided on the possible nominees for the positions, it will lead to others declining nominations for allegiance purposes.

2.6.7 EDUCATOR AS A COUNSELLOR

The role of an educator is not only to impart knowledge to learners in the classroom by offering lessons confined to the syllabus but to help learners

as a counsellor choose the right careers for themselves (Clarke & Stone, 2000:29). Highland (2008:1) agrees with the statement that during learners' 12years of schooling, they are exposed to a wide range of experiences because of the different learning areas they come across with. One of the basic outcomes of a high school education should be some sense of direction or focus for a career, as a career goal is a moving target. The statement gives encouragement to learners in the sense that they need to carefully plan their careers in advance so that they stay focused and in that way, choose relevant learning areas during their high school stage and carry on with them to tertiary level.

Not only are educators expected to be career counsellors to learners, but to their life in general. More often than not, as Clark and Stone (2000:29) declare, there are instances where the educator has to apply counselling skills to intervene in the life of an abused child at home. The abuse can be in the form of neglect or child molestation. The situation may pose role conflict on the part of the educator in that he has to call the parents of a learner to hear the other side of the story, a term Oosthuizen (2003:45) refers to as the *audi alteram partem* rule. The situation may be a bit tricky for the educator and will at the end of the day experience role conflict in that he may find himself in a precarious position having to apportion blame to any of the two. If, for instance, he blames the learner for the situation, the learner in turn will lose confidence in him and that will have a negative impact on their relationship. The same goes for the parents, whom the educator relies on to help him educate learners by monitoring their work at home.

2.6.8 EDUCATOR AS A COMMUNITY MEMBER

A key aspect of developing the social curriculum in a school is for the educator to build positive and mutually supportive partnership with the community in which he finds himself. Closer relationships between the

educator and parents as part of the community seem to raise the quality of work in the classroom (Carney, 2004:6). The quality of work can be attributed to parental acceptance of a school's philosophy as manifested in its code of practice and vision of what is involved in being a member of the school community (Hopkins, 2001:12). In a school situation, educators can build relationship with the community by finding a variety of ways of involving parents working in schools voluntarily or in a paid capacity. The involvement can either be in the classroom, directly supporting learning or in a work-room preparing resources or making use of other skills parents may possess (Busher, 2006:118).

The relationship between the community and the educator in a school can be boosted further by jointly making use of the school facilities (Nesbitt, 2004:7). For example, the school finding space for parents to use rooms for meetings and social intercourse or even allowing parents to make use of such facilities as the internet (if there is any) when these are not used by the learners. Nesbitt (2004:7) sees the partnership between the educators and the community as one that encourages community to develop a sense of ownership of a school.

The value of joint-use facilities such as sports grounds, for example, to schools and local communities is widely recognised especially in rural areas where such a provision makes it economic for both the school and community to have these facilities. However, educators in a school may find themselves confronted by role conflict regarding joint use of school facilities with community members especially when parental views are at odds with the manifested values and cultures of a school (Crozier, 2000:5).

2.6.9 SYNTHESIS

From the preceding discussion, the following appears to be of importance regarding the roles that an educator is supposed to play in accordance with the Norms and Standards of Education:

- **As an interpreter and designer of learning programmes**

An educator automatically becomes an interpreter and designer of the learning programmes because of his experience and level of maturity in the field of education. When designing the learning programme, he has to take into consideration their age difference as well as the different phases in an institution.

- **As a researcher and life-long learner**

An educator must know that teaching and learning are intertwined and that they never ceases but continue throughout. A committed and a dedicated educator will try to keep abreast of the latest developments relating to his profession by remaining a student for the rest of his life through ongoing research.

- **As a subject specialist**

Immediately after completing his senior certificate, the educator is able to know which learning areas he is supposed to follow at tertiary level to realise his ambitions. As a subject specialist at school, he may be given the opportunity by the school management team (SMT) to be the head of that particular learning area he specialised in with one eye vying for promotion.

- **As assessor of learning areas**

Education can never be successful or completed without an educator testing whether learners understand the matter presented. The educator is supposed to continuously ascertain through assessment whether learners are progressing or not.

- **As facilitator of learning**

As facilitators, educators must be aware of each learner's maturity level and learning style. The educator as facilitator of learning has to encourage

independent thinking among learners so as to prepare them for tertiary institutions.

- **As a leader**

Educators as leaders in their institutions have to be exemplary to the learners before them by displaying good conduct. Educators as managers in their classrooms, have to be made aware that they too are leaders in their own right.

- **As a counsellor**

Educators as counsellors must make a meaningful contribution in assisting learners make appropriate choices regarding their careers. They are also expected to deal fairly with situations that may hamper the scholastic progress of a learner.

- **As a community member**

An educator has to see to it that the relationship between the school and the community is one that will encourage mutual trust between the two. As member of community, the educator has to engage himself in different activities to help stabilise it.

In every job situation there are rules laid down to enable workers to work harmoniously together to avoid oppression of other's rights. The said regulations also act as guide to workers so that each and everyone know exactly what is expected of him regarding the job to be carried out. However these rules and regulations should be drawn in such a way as not to contravene the Constitution of the country, which remains the supreme law of the Republic of South Africa.

The legal framework governing the role of an educator within the profession receives further attention in the paragraphs below.

2.7 LEGAL FRAMEWORK OF THE ROLE OF AN EDUCATOR

2.7.1 CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA (ACT 108 OF 1996A SECTION 2: HUMAN RIGHTS)

In terms of Chapter 1 of the Constitution (South Africa,1996a), the Constitution is the supreme law of the Republic, any law or conduct inconsistent with it, is invalid and the obligations imposed by it must be fulfilled. The statement proves beyond doubt that no law or policy can be put into effect or practice without being scrutinised as to whether it is in line with the constitution or not.

In this research specifically, the role of an educator is discussed in terms of Chapter 2 of the Constitution (South Africa, 1996a) concerning the Bill of Rights which include the following:

- *Freedom of religion, belief and opinion*

In terms of section 15(1-2) (a-c) of the Constitution, everyone has the right to freedom of conscience, religion, thought, belief and opinion. Furthermore, religious observances may be conducted at state or state-aided institutions and attendance at them is free and voluntary. The voluntary and equitable part indicates that educators, as citizens of the Republic, have the right to attend to their religious observances at any particular day that suits their religious beliefs.

In terms of the government offer for a plan of action aimed at recovering lost teaching time during the public service strike, educators were offered a remuneration to conduct Saturday classes (Masinga, 2007:5). The offer that was put on the table put pressure as well as conflicting role to those educators attending church services on Saturdays, thus having to give up on their religious beliefs and compromising their family obligations for the

sake of money. Therefore, it can be concluded that then conflicting role confronting them will definitely lead towards role conflict being experienced.

- *Freedom of expression*

In terms of section 16(1) of the Constitution, everyone has the right to freedom of expression including the freedom to receive or impart information or ideas. The said freedom means everyone (educators included) has the right to impart information to those individuals who are ignorant or possess no idea at all regarding some of the legislative laws governing the country.

However, Molefe (2007:8) maintains that in terms of the incorporation of Merafong from Gauteng Province into North-West Province, some sections of educators as part of the affected residence are accused of inciting members of the public not to fall for the idea of incorporation. As employees of the Department, as well as being members of the community, it put them in a conflicting role as to who should they serve in that regard. For example, if they align themselves with the employer as provider of their remuneration, they are being regarded sell-outs by community members. Contrary to that, if they go for the community idea, they run the risk of losing their jobs. Therefore a conclusion can be reached that the indecision they find themselves in, may lead them to experience role conflict.

- *Just administrative action*

In terms of section 33(1-2) everyone has the right to administrative action that is reasonable and procedurally fair. Molefe (2007:8) reports that one educator whom the Department dismissed from employment for allegedly taking a leading role in the boycott for the incorporation of Khutsong into North-West, felt that he was wrongfully dismissed and that proper procedures were not followed leading to the decision, thus constituting an unfair administrative action being levelled against him. The dismissal of the

said educator puts other educators in a conflicting situation regarding the department-community allegiance.

The Employment Equity Act 55 of 1998 is discussed next.

2.7.2 EMPLOYMENT EQUITY ACT 55 OF 1998

In terms of The Employment Equity Act 55 of 1998 section 54(a), an educator has family responsibilities that he has to attend to that the employer has to acknowledge and take note of. Contrary to what the Act is stating, Hlongwane (2007:5) reveals that the recovery plan which was aimed at covering up lost teaching time during the public service strike, is backfiring in some of the Provinces due to lack of money as well as a clash of interest between the employer and the educator's family.

Masinga (2007:5) reveals that the plan as it was intended for Saturday classes, put educators in a precarious position in that, on the one hand they needed money for survival and on the other hand, they were seen as turning a blind eye on their family's needs regarding time they spent with them on weekends. The fact that educators were sacrificing their family's interests for work purposes put them under enormous pressure in that they had not been remunerated for their overtime work. The conflict of interest put the recovery plan in danger of collapse as unions felt that all grades should have been made to catch up so that all educators could benefit financially from it (Nzapheza, 2007:5).

The Labour Relations Act 66 of 1995 will be discussed next.

2.7.3 LABOUR RELATIONS ACT 66 OF 1995

In terms of section 1(c)(i) of the Labour Relations Act the purpose of this Act in advancing economic development, social justice, labour peace and democratisation of the workplace is:

- to provide a framework within which employees and their trade unions, employers' and employers' organisation can collectively bargain to determine wages, terms and conditions of employment and other matters of mutual interest.

The collective bargaining process to determine wages can be attributed to the 2007 public service strike due to a wage dispute between labour unions and government (Louw, 2007:1). After reaching a deadlock, the employer in the meantime wanted educators to resume duties whilst negotiations were in progress or face a no work no pay situation. The union representatives on the one end, wanted educators to picket and bargain collectively in order to force the employer to recognise their valuable contribution within it and meet their demands for a wage increase (Louw, 2007:1). The unfortunate situation resulted in educators experiencing role conflict with some sections of educators pitching up for work in fear of a no-work no-pay whilst others joined the strike in spite of all that. The confusion that resulted from the indecision by some section of educators clearly indicates the non-democratisation of the workplace as advocated for by the aforementioned Act leading towards role conflict being experienced.

The South African Council for Educators (SACE) Act 31 of 2000 receive attention next.

2.7.4 SOUTH AFRICAN COUNCIL FOR EDUCATORS ACT 31 OF 2000

In terms of the object of this Act (section 2(a-b)), provision is made for the registration and professional development of all educators. Oosthuizen (2003:95), states that with effect from 1 January 1998, all educators must have applied for registration with the Council before appointment to a post. Upon registration, educators are obliged to abide by the professional ethical standards as provided and promulgated by the Council.

In order to promote the professional development of educators, the council managed to establish a professional code of conduct that serves as guide to educators on how to conduct themselves professionally at all times. In terms of the preamble of the code, educators who are registered with the Council among others (Oosthuizen, 2003:96):

- acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determine the quality of education in the country;
- acknowledge, uphold and promote basic human rights, as embodied in the Constitution of South Africa;
- act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute.

Based on the information provided, it can be concluded that all qualified educators have to register with the Council for their professional development. Through provision of both disciplinary procedures as well as code of conduct, the Council has done enough to promote good and healthy working relationships between different educational stakeholders for the upliftment of the teaching profession as a whole.

The South African Schools Act No. 84 of 1996^b is discussed next.

2.7.5 SOUTH AFRICAN SCHOOLS ACT (ACT NO. 84 OF 1996B)

In terms of section 23(2)(b) of the Act, elected members of the governing body shall comprise of educators in a school. It means educators who have been elected by other members of staff to serve in the governing body, act as their representatives. Aldridge (2003:187) mentions that there are instances whereby the very same educators find themselves in a dilemma wherein they are torn between serving the interest of the school management or those of educators in a school. An example thereof may be a situation whereby educators in a school are in disagreement with the

management team over an issue that should be tabled before the governing body for its approval resulting in representative educators experiencing role conflict regarding educators-management allegiance.

2.7.6 SYNTHESIS

From the preceding discussion, the following appears to be of importance regarding legislative documents:

- **Constitution of the Republic of South Africa (Act 108 of 1996a)**

The Constitution as the supreme law of the Republic protects the rights of educators regarding their religious beliefs being exploited/undermined. The employer is thus forbidden to discriminate against any employee who observes his religion on a particular day.

- **Employment Equity Act (Act 55 of 1998)**

The Act prohibits any form of unfair discrimination against an employee because of race, gender or sex. The prohibition of unfairness is demonstrated by the recent increase in the appointment of women in positions of authority.

- **Labour Relations Act (Act 66 of 1995)**

The Act clearly states that everyone has the right to freedom of association and could take an active part in the activities of the union he has joined. In terms of the Act, it also makes provision for labour disputes as well as ways of resolving them.

- **South African Council for Educators (Act 31 of 2000)**

Every educator who offers tuition under the Department of Education is obliged to register with the South African Council for Educators and is supposed to receive his licence card for identification purposes. Included in

the Act are the disciplinary procedures to be followed with regard to investigation of alleged breaches of the code.

- **South African Schools Act (Act No 84 of 1996b)**

In terms of the above Act, no learner may be refused admission to a public school on the grounds that a parent is unable to pay school fees as determined by the governing body. The Act also cautions educators against the use of corporal punishment as a form of discipline thereby demanding application of alternative measures to deal with unruly behaviour of some learners. On the learners' side, attendance at school is compulsory in terms of the Act.

2.8 CONCLUSION

In conclusion, the whole chapter was based on the nature of the educator's role in the home and workplace. In the home, it was discovered that the role of both men and women has changed dramatically now of late.

In the workplace (school) an educator is expected to teach and educate learners. As part of the labour force, an educator is supposed to have a sense of belonging and thus is allowed to be a member of any labour union of which the constitution thereof satisfies him. An educator has to keep in mind, that a uniform team, always strive to yield positive results. In dealing with learners, educators should bear in mind that they are their secondary educators and therefore need to treat them with respect and avoid subjecting them to any form of abuse.

Also discussed were the eight roles that educators are supposed to play in accordance with the norms and standards for education. These roles enable educators to vary their teaching styles and at the same time develop a sense of independence among learners.

The following chapter deals with the nature of role conflict.

CHAPTER 3: THE NATURE OF ROLE CONFLICT

3.1 INTRODUCTION

In this chapter an overview will be given on the nature of role conflict. It commences with the clarification of concepts intra-role conflict as well as inter-role conflict. The difference between the two concepts is made followed by the different factors that contribute towards educators experiencing them.

Thereafter a brief exposition of both the positive and negative consequences of role conflict will be undertaken followed by the conclusion of the chapter. Reference regarding the continued use of the word *his* to address gender sensitivity, should be made to par 2.1.

3.2 CLARIFICATION OF CONCEPTS

3.2.1 INTRA-ROLE CONFLICT

Schwab *et al.* (1990:588) and Funnel Brain (2011) define intra-role conflict as a type of conflict, which implies that the individual has to violate personal values or standards in order to do the job, resulting in conflict due to clashes of interest. For example, an educator teaching a Grade 12 class may experience intra-role conflict when his spouse asks him to go on a vacation and at the same time, the school management team (SMT) expect the educator to assist learners during extra tuition in June. Intra-role conflict also occurs when an individual is faced with multiple incompatible demands, which he has to satisfy (Herman, 1997:319-320; Answers.com, 2012b). From the example given earlier, it is clear that it can be quite a mammoth task for any individual to try and satisfy all the directives send to him, which may ultimately cause him to experience low self-esteem as result of the indecision that comes with it.

Luthans (1998:307), What-when-how.com (2012) defines intra-role conflict as a type of conflict, which is created by contradictory expectations about how a given role should be played. For example, it could be a difficult decision for any newly appointed Head of Department (HOD) to decide whether to be autocratic or democratic in dealing with members in his department based on the performance expected from each one of them.

Spector (2004:220-221) sees intra-role conflict as a type of conflict that arises from multiple demands of the job. In reference to a school situation, two experienced educators might ask of an inexperienced educator to perform incompatible tasks. One of the experienced educators might ask a subordinate educator to base his teachings on the progress of learners taking into account their level of understanding regarding the content presented, rather than rushing over the syllabus and thus, stressing the notion of learner based education. On the other end, the second experienced educator might ask the same inexperienced educator to work faster in order to cover the syllabus as much as possible, having end of the year examinations in mind. From both statements, an inexperienced educator might easily experience intra-role conflict by virtue of not knowing which of the two demands to satisfy.

The indecisiveness of the educator when confronted by two incompatible demands is not only confined in the workplace, but includes home environment as well regarding dual-earner couples. Intra-role conflict in reference to dual working couples occurs when there is lack of agreement between them regarding their different responsibilities in executing complementary roles (Chassin *et al.*, 2005:301). For example, dual-working couples might disagree about what is expected of a husband or wife regarding work-family obligations resulting in continued and long lasting conflict.

Intra-role conflict occurs when too many directives are sent to one person (Ratzburg, 2008:1). Educators, in most instances are subjected to different expectations from a number of people such as learners, heads of departments, deputy principals, principals, parents or community members, CS educators (Inspectors), subject advisors and the country as a whole. Based on the above expectations from such a variety of sources, educators are likely to experience intra-role conflict.

From the above definitions, *intra-role conflict can be defined as a type of conflict that develops when an individual has to satisfy and meet a multiplicity of directives from different stakeholders without failure.*

3.2.2 INTER-ROLE CONFLICT

Inter-role conflict arises when an individual has to perform several different roles within an organisation that require different or incompatible behaviours (Schwab *et al.*, 1990:588; Answers.com, 2011). Inter-role conflict is also seen as the extent to which a person experiences pressures within one role that is incompatible with the pressure that arises with another role that is to be executed and satisfied simultaneously by the same person (Answers.com, 2011).

The simultaneous execution and satisfaction of the roles can have a detrimental influence on a person's family and the community or society. The same negative influence can also affect families of dual-worker couples. Individuals in dual-worker families may be particularly subjected to inter-role conflict in that the demands of their spouses, parents and worker roles may be incompatible (Sarbin & Allen, 1998:123; Wiley online library, 2012).

Inter-role conflict results from the differing requirements of two or more roles that must be met at the same time (Luthans, 1998:307; Ratzburg, 2008:1). For example, as workload increases, an educational manager spends

evenings and weekends at work with the result that family members are upset because they feel home and family obligations are not being met.

In her bid to execute the two roles (work and family) simultaneously, Khumalo (2004:61) states that fulfilling the demands of one role is made more difficult by the requirements of the other role which is characterised among others, by insufficient time, personal resources or too much strain or distress to fulfil all of one's obligations at the same time.

Spector (2004:221) defines inter-role conflict as a type of conflict that occurs between work and non-work demands, for example work-family conflict. Khumalo (2004:61) sees work-family conflict as a form of inter-role conflict in which work role pressures and family demands are mutually incompatible in some respect.

In addition to the above-mentioned statements, Vos (2005:41) says that conflict experienced as a result of pressure which is present when an educator as a professional person, executes his duties simultaneously with those of his family responsibilities, constitutes another form of inter-role conflict. In a school situation an educator may be assigned duties to be in charge of a particular sporting code and being expected to train learners after hours whilst simultaneously so, being obliged to go and fetch his spouse from work. The two situations may be incompatible for the educator and is highly likely to cause inter-role conflict.

Chassin *et al.* (2005:302) sees inter-role conflict as something that occurs when individuals occupy multiple roles that require different and incompatible kinds of behaviours exert different kinds of pressures and have different characteristics. A successful educator for example, who is in high demand from various schools to assist learners regarding a particular Grade 12 learning area, may experience inter-role conflict because of the time he spends at work, which may ultimately lead to a break-up of a marital relationship.

From the above, inter-role conflict can be defined as *a type of conflict where an individual is faced with conflicting expectations resulting from incompatible demands that must be met simultaneously.*

3.2.3 DIFFERENCES BETWEEN INTRA AND INTER-ROLE CONFLICT

Following hereunder are the differences between intra and inter-role conflicts listed diagrammatically.

Table 3.1: Differences between intra- and inter-role conflict (Spector, 2004:220-221, Chassin et al., 2005:301; Ratzburg, 2008:1; Answers. com, 2012)

INTRA-ROLE CONFLICT	INTER-ROLE CONFLICT
1. Conflict within roles.	1. Conflict between roles.
2. It occurs when too many directives are sent to one person.	2. It occurs when an individual is assigned simultaneous roles with conflicting expectations.
3. It occurs when an individual is faced with multiple incompatible demands that he has to satisfy.	3. The extent to which a person experience pressure within one role that are incompatible with those from another role that are to be executed simultaneously.
4. It occurs when there is lack of agreement between two people regarding their different responsibilities in executing complimentary roles.	4. It occurs when individuals occupy multiple roles requiring different behaviours.
5. It occurs within work and non-work demands.	5. It occurs between work and non-work demands.
6. An individual has to violate personal values or standards to do the job.	6. An individual has to perform several different roles within a school that require different incompatible demands.
7. It occurs when conflicting expectancies are perceived within roles played by individuals.	7. It occurs when conflicting and competing expectancies are perceived from two or more roles enacted by individuals.
8. It is created by contradictory expectations about how a given role should	8. It results from differing requirements of two or more roles that must be met at

INTRA-ROLE CONFLICT	INTER-ROLE CONFLICT
be played.	the same time.
9. Individuals set their own priorities in execution of duties sequentially.	9. It requires individuals to set priorities between roles that are to be met simultaneously.
10. Demands of roles have to be met within the stipulated time frame.	10. Demands of roles may be difficult to meet due to insufficient time.

In the next paragraph, the factors contributing towards educators experiencing both intra- and inter-role conflicts will be discussed.

3.3 FACTORS CONTRIBUTING TOWARDS EDUCATORS' EXPERIENCING INTRA-ROLE CONFLICT

3.3.1 THE PARENTAL ROLE

Educators while being parents at home, are also obliged to act *in loco parentis* at school and thus, are charged with lots of responsibilities towards shaping and developing learners holistically. In addition to the statement McBride and Rane (1997:173) coupled with Answers.com. (2012c) states that as parents to their own children and learners at school, educators have an obligation towards them in as far as their development in totality is concerned. The obligation of an educator in his role as a parent stems from the fact that he has to try and divide his full attention equally between work-family demands without one dominating the other one to avoid the effects of role conflict (Thompson, 2002:206-208; Answers.com, 2012c). The ability to divide his attention between work-family demands stems from the fact that he should be in a position to display interest and sympathy towards their needs and aspirations and try his utmost best to satisfy both (Aryee, 1992:813-815; Klepfer, 2012). Having done his best to divide attention equally between work-family demands, the educator is certain to win the

confidence of both and thereby, bringing in cohesion or bond in between them.

However, in contrast to the last statement, Haider (1996:102-104) and Lifecho (2012b), states that it often becomes difficult for an educator to equally divide his full attention between his own children as well as those he teaches, forcing him to prefer one above the other. The last instance may happen when an educator has to attend to a sick child at home, forcing him to leave learners unattended to go and attend to the one at home. The inability of educators to divide their attention between their own children and those they teach may result in them experiencing role conflict (Chassin *et al.*, 2005:104-106).

McBride and Rane (1997:173-174) and Dunlap (2011) proposed a three-part model of parental involvement in children's education that includes interaction, accessibility and responsibility. Interaction involves on the one hand the educator interacting one on one with his children in activities such as playing and later on having to feed them after engaging in those activities. On the other end, Bowen (2005:74) indicates that at school level an educator interacts with learners in sporting activities assuming the role of a coach during practices and trying all that he could to ensure that they reach their full potential.

At school level, an educator by virtue of being there as a guider in ensuring that learners reach their goals in as far as their careers are concerned, is accessible all the time when learners experience some difficulties regarding their studies (Bowen, 2005:76-78). The accessibility of an educator makes him approachable and thus learners will not experience excessive anxiety at all when faced with learning difficulties knowing fully well that they are likely to get assistance they need.

Referring to responsibility, an educator assumes responsibility for the welfare and care of his children including the execution of duties placed

before him (Mc Bride & Rane, 1997:174-175; Dunlap, 2011). At school an educator can also display responsibility by attending lessons on a regular basis thereby inculcating in the minds of his learners a sense of respect for one's duty (Herman, 1997:319; Education.com, 2009). From the statements it implies that a responsible educator will automatically influence children and learners to follow suit in their future endeavours.

In exercising his parental role, an educator has to set a positive example to his own children and learners at school by displaying correct and acceptable behavioural conduct, both of which constitutes discipline. Alberts and Motlatla (1996:78-79) and Klepfer (2012) states that the display of good conduct especially from elderly people or individuals, act as an inspiration to younger ones to follow suit. Herman (1997:320) and Education.com (2009) states that in trying to instil discipline to his own children and learners at school, an educator has to display one too. In exercising discipline to both his children and learners at school, the educator is in a way developing them holistically so that they may face the future with boldness and not fear (Chassin *et al.*, 2005:106). The already mentioned statements gives a clear indication that as parents and tutors, educators have to be aware that the fragile minds of children are to be properly nurtured so that they grow up being responsible citizens in future.

The role of being a parent brings with it demands on the quality time parents have to devote equally between work and family. Having a parental role to play to both his own children and learners at school an educator has to make certain that he equally tries to devote as much time as possible to the two without one responsibility dominating the other as that will constitute role conflict (Carlson, 2005:1031-1032). The ability to devote time equally between work-family demands will take the burden off educators' shoulders in trying to avoid the effects of role conflict (Aryee, 1992:814-815; Answers.com, 2012c). The day-to-day reality of many families is different than generations ago as members of families spend far less time together

causing parents to face an ongoing struggle to balance the demands of their families and jobs (Brockopp *et al.*, 2003; Naeyc, 2012). While pressures from both demands can cause parents to participate less in their children's lives, there remains a great need for them to be involved in their children's education (Aryee, 1992:815-816; Carlson, 2005:1031-1032). Involvement of parents in children's education in a positive way may result in children achieving better or high scholastic progress, attending school regularly except in emergency cases as well as demonstrating more positive attitudes and behaviour towards school work (Naeyc, 2012).

In addition to the afore-mentioned statement, it is important for parents to spend quality time with their families so as to know and understand what their demands are, as well as their future aspirations of which will stand them in good stead to meet them (Haider, 1996:105-106; Springreference.com., 2012). From the latter statement, it is clear that the more quality time the family spend together, the greater its cohesion will be. Through family cohesion, some of its demands may easily be accomplished as members will have already known each other's strength and weaknesses. However, if time is not well managed between work-family demands that needs the immediate attention of an educator, a situation referred to as time-based conflict may ensue which may force an educator to experience role conflict based on the indecision accompanying the satisfaction of these two demands (Carlson, 2005:1031-1032).

Having to cope with work–family demands can often be a taxing exercise for the educator in his parental role (Bradburn *et al.*, 1995:1523; Wikipedia, 2012e). Furthermore they are of the view that pressures from work or family roles can lead to increased work–family conflict. One source of role pressure is the saliency or centrality of a role for one's self-concept, which is referred to as role involvement (Herman, 1997:320; Elsevier, 2012). For example, an individual who is highly involved in his job views it as central to his self-concept or sense of identity.

One of the most important challenges facing educators as parents too, is the issue of exercising democracy and not imposition of ideas when dealing with both his children and those of learners at school. The issue of educators being accommodative of the views by both his children as well as learners at school sometimes require from an educator to compromise his principles (Luthans, 1998:234; Answers.com., 2012c).

At home, it may happen in instances where family demands place tremendous pressure on an educator, thus forcing him to accommodate the views of his children when he has to draw up a budget to meet the financial obligations due to the family. This he does in order to maintain both stability and discipline at home, thus avoid any deviations from it in future except in cases of emergency (par 2.4.2). In a school situation for example, an educator has to try all within his powers to accommodate learner's views when dealing with a particular topic in a lesson by allowing them to put forth their ideas and understanding regarding the subject at hand. By so doing an educator in a way, helps building learners' confidence and interest in the subject.

According to Wikipedia (2012e), parenting is a large task within itself and when a parent has a career as well, it can cause a double burden or work-family conflict. The conflict arising between these two demands may ultimately contribute towards educators developing strain leading to stress being acquired in the process.

In conclusion, educators have to take into account that children look up to them for guidance purpose in order to face the future with confidence. In most cases children regard their parents as role models and mentors and always try to imitate them when growing up to become adults too. It is therefore upon parents to display good characters themselves that will help shape their children to become better parents in future as well. Though educators are sometimes faced with difficulties in making appropriate

choices that will help them to avoid role conflict at all possible costs, it is in their best interest to prioritise their commitments so that they are not caught in the middle of controversy.

3.3.2 BEING A FAMILY PROVIDER

Being the sole family provider can in most instances put an educator in a difficult position regarding satisfaction of different expectations that confronts him. Bradburn *et al.* (1995:1524) as well as Travel State (2011) noticed that care giving, like other family roles, may compete with other obligations for an educator's time and attention and can therefore cause him to experience intra-role conflict. For instance, in trying hard to satisfy the demands of his family and cater for them, an educator's focus and attention may also be directed towards the bad economic state currently experienced in the country making it impossible to fulfil and meet some of the goals he set for the entire family. The reason behind him not being in a position to meet some of his family's goals may sometimes be attributed to the haphazard way in which he tries to meet them without firstly prioritising the most important ones (Burley ,1995:483-485; About.Com, 2012d). However, regardless of the present socio-economic challenges, it is still the responsibility of both parents to provide a stable home environment to their children for them to grow up responsible enough (Staples, 1990:1006; About.Com., 2012d). Furthermore, in order for parents to be in a position of providing a stable home environment for their children, prioritisation of home environmental needs have to be the order of the day wherein the most urgent ones have to take priority over those classified as 'wants'.

Being caught in the middle of a controversy regarding family satisfaction and economic pressure on the other end, the educator might easily experience role conflict regarding the two demands (Herman, 1997:322; Natural Papa, 2012). Furthermore, the controversy educators often find themselves in regarding the fulfilment of family's needs as well as his own may in most

cases result in him giving up on his own in preference to those of the family. The latter statement can also happen in instances whereby the educator is unable to prioritise his needs, thus he may end up not being in a position to satisfy both own and family needs at the same time.

Failure by an educator to meet and fulfil some of his obligations as a result of those of the family citing financial constraints may cause him to experience intra-role conflict after having failed to prioritise them (Herman, 1997:322; Child Care Check, 2012). As a role model to his children, an educator, by virtue of the fact that he is unable to fully provide the family's needs, may easily develop a feeling of guilt, resulting in stressful situations (Chowduiry, 1995:68-70; About.Com, 2012d). From this statement it can be concluded that it is the responsibility of the educator together with those close to him, to always have a priority list regarding their needs and try all within their power to follow it to the latter.

Educators in a school may be declared redundant if they do not fulfil the needs of the school, in terms of the Education Labour Relation Council (ELRC) (Resolution 2 of 2003). When educators have been identified as being redundant, they are placed at schools where their services are most needed. The relocation of educators to another school which is in dire need, may sometimes force an educator to leave behind his residential place and family to go and work at a far-away place, thus minimising his chances of a proper care for the family.

Having to leave his place of residence to go and live far away from his family means that the educator's daily routine deeds may well have to undergo a review (Bradburn *et al.*, 1995:1525; Ezine Articles, 2009). Furthermore, in effecting changes in his daily routine means that an educator has to prioritise his needs as they now have to include travelling expenses. Pather (2008:5) reports that in prioritising his needs, an educator has to make certain that neither those of the family nor work should suffer

because of the other one as that will put unnecessary pressure on him to make a choice which at the ultimate end may cause him to experience role conflict. Furthermore, in prioritising his needs an educator has to take into account all of his obligations including the house they live in, which the bank can repossess anytime if not been paid for. Luthans (1998:234) and About.Com (2012d) states that in prioritising his needs, an educator has to stick to the priority list and make sure that each family member is aware of it to avoid unnecessary arguments and expenses.

Upon relocation, prioritisation of needs forces an educator to have a re-look at his budget that now has to include travelling and accommodation expenses that may impact negatively on the family, as he has to attend to it too. The latter statement will ultimately force an educator to synchronise his own needs with those of his family to enable him to cope with the situation (Herman, 1997:322; Ezine Articles, 2009). By being relocated to another place means that the educator has to give up on some of his daily routines and expenses he usually does for the family citing travelling obligations, which ultimately brings conflict within the family resulting in it disintegrating. The disintegration of family due to long distant love may put an educator into an unenviable position and thus end up being caught in the conflict of deciding which of the two demands, work or family to satisfy first (Staples, 1990:1006-1008; Milve.com., 2012). If he does not accept redeployment to another place, he may end up losing his job and will find it difficult to cater for his family. On the other end, if he decides to accept redeployment, disintegration of family is a possibility, which may ultimately lead to its collapse.

All that are mentioned earlier may result in an educator experiencing intra-role conflict because he has to give up on some of the usual stuff he used to provide and spoil the family with previously, as he has to include some other obligations such as travelling expenses in the budget too (par 3.3.2). In some instances, some educators find it difficult to cope with the situation of

having to live far away from home due to redeployment, thus ending up resigning from their job or worst of all being ditched by their spouses or partners allegedly due to neglect (Herman, 1997:322-323; Milve.com., 2012).

The employer makes provision for educators to purchase houses through home loan bonds in order to provide their families with the necessary shelter and afford care and security to children as they provide good foundation for learning and stability (Child Care Check, 2012). However, due to the high inflation rate experienced recently in the country regarding interest rates, educators are forced to sell their properties because they can no longer afford them (Pather, 2008:5). Furthermore, many of the houses in the country are being repossessed including those of educators because of the escalating interest rates resulting in some financial institutions taking a decision to withdraw funding such projects. To compound problems is the fact that the high interest rate from money institutions scares off some of the prospective home-buyers including educators in purchasing them.

From what has been discussed above, it is clear that financial constraints currently experienced in the country remains a stumbling block towards educators making proper provision for their families.

3.3.3 INTRA-ROLE CONFLICT EXPERIENCED BY EDUCATORS WITH RESPECT TO ROLES PLAYED IN THE COMMUNITY

The school-community relationship is vital in ensuring that it produces positive results due to the on-going parental involvement in the education of their children (About.Com, 2012c). Furthermore, educator-community relationship should also be based on mutual trust and respect for each other's contribution in marketing the school so that it becomes a learning institution that anyone can be proud to be associated with. The relationship between the two should be such that it creates a lasting bond between them (Cooke & Rosseau, 2004:257-259).

Constant and regular inter-action between the educator and community is essential in order to fortify relations between the two (Van der Walt & Du Toit, 1998:308; Educationworld.com., 2012). Furthermore they are of the opinion that in order for the inter-action to be maintained consistently, there should be an element of trust emanating from the relation. Nesbitt (2004:7) avers that developing trust between community and educators can further be boosted by joint use of school facilities (par 2.6.8). Furthermore the joint use of school facilities in itself help to maintain and keep regular contact and inter-action between the two resulting in the community developing a sense of ownership for the school and thus protect it from acts of vandalism which continue to escalate in most black township schools. By sharing facilities and teachers actively engaging themselves in community activities, the school can be rest assured of full co-operation of parents in the education of their children and could easily count their support in projects like fund-raising for example (Van der Walt & Du Toit, 1998:308-309; Educationworld.com., 2012).

However, in some instances the joint use of school facilities can have a detrimental effect on the relationship between community and school (Nesbitt, 2004:7). If for instance, the community is making use of school facilities for purpose of holding church services or meetings and at the end of it all, it is discovered that some items of the school are missing in class, the situation may put a strain on the relationship, with the educator being caught in the middle of the whole mess in trying to apportion blame on either the learners or the community, giving rise to intra-role conflict.

In order to create a healthy climate in which learners can thrive well and produce the desired results, it is important that school-community ties be maintained at all times through regular inter-action between the two (Van der Walt & Du Toit, 1998:309; Sage Journals, 2012). Furthermore, healthy relations and constant inter-action between the teacher and community will go a long way in assisting each other reach the goal of education in general

which is, to see to it that learners reach their full potential and be responsible future parents.

An educator, as part of the community, is often torn in between conflicting expectations regarding his job and those of the community wherein there is often a tussle between the two (Queensland Government, 2012). The tussle between the two came to the fore when community members demanded the use of mother-tongue in challenging subjects to improve results, whereas the employer and former Model C schools opposed the idea thereof and insisted that educators must stick to the basics. The tussle between the community as well as the said schools resulted in the chief executive of the Pan South African Language Board (PANSALB) taking a certain school in Durban to the equality court for teaching her son below average Zulu. He further states that the implementation of language policy in schools is lacking and disadvantaging other ethnic groups regarding results. The two demands resulted in educators finding it difficult to decide on the best possible option in as far as support for the two demands is concerned (Oliphant, 2008a:5).

However, despite all the hassles educators have to go through in deciding the best possible option, the educator support for community activities remains vital if the education of learners is anything to go by (Van der Walt & Du Toit, 1998:308-309; Sage Journals, 2012). As a residence thereof, as well as the maintenance of his inter-action with members of the community, coupled with the fear of being victimised by the community in which he reside in, an educator often finds himself in a difficult position of having to support and participate in community protest activities especially if they involve non-service delivery (Spector, 2004:220-221).

Considered as part of the community, educators are also directly affected by non-service delivery, as they like any member of the community, are expected to pay for municipal services and feel therefore obliged to offer

support towards community protest activities (Molefe, 2007:8; Oliphant, 2008:5). Furthermore, the government has an obligation towards service delivery within communities hence residents in Zeerust felt that it betrayed their trust and therefore, had no other option but to resort to demonstrations which required support from educators in order to intensify it. The non-service delivery in Zeerust resulted in schools coming to a grinding halt as both educators, as well as learners, were consulted by members of the community to join them in protest actions as they were also affected in that schools were without water and sanitation (Oliphant, 2008b:5).

In order to further intensify educator-community inter-action, it is important for educators to render their services to the community even if it is on a voluntary basis. As stated in paragraph 2.4.6 it is vital for educators to join structures such as community policing forum to help bring to a halt issues of crimes, rapes and domestic violence with the sole aim of bringing stability within it. By offering their support and services in such structures, they will bring with them lots of ideas on how best to put the situation under control. For the mere fact that they teach so many learners, it will assist the forum to be in a position to identify problematic learners who may be send to relevant authorities dealing with such behaviours. In that way, they will have stake a claim in helping to bring stability within the community through their valuable support (Cooke & Rosseau, 2004:257).

From what has been discussed above, it is important that educators offer support towards community activities so that the support they offer each other, can help provide a solid foundation in the education of the learner (Nesbitt, 2004:7). Furthermore, the support educators offer in respect to community activities, gives an indication towards their interest in community affairs which at the ultimate end, will inspire communities to do likewise in schools when support from them is required in activities such as fund-raising, for example. By sharing facilities and educators taking an active role in community activities and showing unwavering support for that, the

school can be rest assured of full co-operation from parents in the education of their children and could easily count in their support when issues such as learner discipline come to the fore (Herman, 1997:320; Epstein & Salinas, 2002).

One of the most sensitive issues that is of concern to educators is when a situation arise wherein they find themselves torn between work and community demands regarding a controversial issue disputed by the two parties. This controversial issue might force them to choose whether to take part in protest activities organised by the community or simply ignore such, and report for duty anyhow. Molefe (2007:8) states that educators in Khutsong were confronted with many directives from different sectors of the community in which they reside including politicians from various political parties to offer support in community protest activities which at the end, impact negatively on their jobs. Contrary to these directives, educators are faced with yet another controversial issue from the Department of Education saying that they should avail themselves at work or otherwise face the consequences of a no-work no-pay situation (Pather, 2008:5). This dilemma may have a negative impact on their obligations including being unable to pay for their mortgage bonds, which may result in banks repossessing them or simply upping interest because of non-payment (Pather, 2008:5). From the above statements, it places educators, especially those residing in those affected areas, in a difficult position of having to decide which of the two demands, work or community to satisfy.

On the other end, residents in Khutsong sought the full participation of educators in fortifying the struggle against non-delivery of services. The involvement of educators in community struggle resulted in education coming to a halt for the better part of the year (Molefe, 2007:8). Furthermore there have been a variety of media reports that officials from the North-West Department of Education visited the area to resolve the

issue with the Merafong Demarcation Forum (MDF) but all that came to nil (Molefe, 2007:8).

The community rejected the idea put forth by the North-West Department of Education that schools in Khutsong should not be dragged into community disputes but be left to continue without any disruption. The rejection coupled with the non-solution of the matter placed educators in a predicament because of having the difficulty of deciding on where to place their allegiance, as both (community and the Department of Education) are important to them. Any defiance of instructions from the two demands may result in educators facing the wrath of each one of them and thus putting them in a predicament. The indecision on the part of educators, as members of Merafong community, as well as being employees of the Department of Education, give rise to educators experiencing intra-role conflict because of too many conflicting directives and demands placed upon them (Ratzburg, 2008:2).

The government of the day, in its election manifesto since 1994, emphasised the empowerment and active participation of communities in the education of their children. The government came up with the idea of the Reconstruction and Development Programme (RDP) that requires communities to become actively involved in school activities through the formation of development forums which serve as a means of facilitation and negotiation concerning the identified needs of the community (Van der Walt & Du Toit, 1998:309; Nea policy brief, 2012). From the latter statement, the influence communities have on schools cannot be underestimated as demonstrated recently in Zeerust for example. The community in Zeerust, complained about non-delivery of services including the lack of clean water. This resulted in them approaching educators and learners in schools to intensify the campaign, thus bringing education to an abrupt halt (Oliphant, 2008:5).

The involvement of communities in management of schools through school governing bodies (SGB's) is an important step in the right direction as it helps boost confidence in parents knowing that their inputs in assisting schools run effectively will be considered. In providing assistance in managing schools, parents' expertise is vital in helping educators to identify potential in their learners by actively taking part in extra-mural activities organised by the school such as sports (Boweni, 2005:114). Furthermore, parents with an insight into a particular sporting code, have to be taken on board by the school to assist educators in training and developing those learner talents. It is for this reason that every member of the community has a role to play in marketing the school through their expertise, no matter how small their contribution might be (Van der Walt & Du Toit, 1998:309; Sage journals, 2012).

If the majority of community is not totally involved, there could be conflict of interest in the implementation of developmental projects that will assist the school to produce good results. In rural schools there is always a possibility for lack of additional educative resources needed for education. In that regard, the school has to get a mandate from parents on how to go about acquiring additional educative resources needed for educating learners. This may be through some form of donations if need be. If some sections of parents are not for the idea of donations as opposed to those who are willing, the end results will be a dispute which will only spell disaster for the intended project (McBride & Rane, 1997:182-183; Nea policy brief, 2012).

Development within the community also leads to community building, influencing community structures and skills through schools allowing them to make use of its facilities (Van der Walt & Du Toit, 1998:309; Educationworld.com., 2012). The school may, for example, allow community to use its buildings for the purpose of holding meetings and church services to help promote co-operation between them. By accommodating communities within its ranks, the school can be rest

assured of support from the majority of parents whenever it intends engaging in any project that require parental assistance and involvement (par 3.3.3).

In conclusion it can be said that by allowing parents to make use of school facilities, is one mechanism that can be used by schools to forge links with the community and create a lasting bond with it. However, the joint use of school facilities will not be a smooth-sailing affair in that there could be a possibility of conflict ensuing between the school and the community, especially if there is any alleged misuse of facilities by either of them.

3.3.4 GENDER DISCRIMINATION

Gender discrimination refers to the practice of denying rights or privileges to a person based on their gender (Wise Geek, 2012). Furthermore, in some societies, this practice of discrimination is long standing and acceptable to both genders. However in contrast to the latter statement, the Constitution of the Republic of South Africa (South Africa, 1996a) Chapter 2, (section 9(3)) states that no amount of unfair discrimination should be meted out to anyone directly or indirectly on one or more grounds, including gender. From this statement it is clear that any form of discrimination, be it against men or women, is strictly prohibited by law.

The non-discrimination against individuals is further emphasised by Vos (2005:47) that discriminatory factors of the past in relation to gender, should not only be discouraged but be eliminated permanently to bring to an end the wrong perceptions that some individuals have regarding a particular gender being in position of authority. Furthermore, it is required of individuals to respect the position of authority that each gender hold and in that way discourage and remove doubt that some individuals often place in their perception of gender occupying an authoritative position regarding whether they will succeed in their managerial positions or not (Vos, 2005:47). The latter statement is especially targeting male educators, who

in most instances find it difficult to accept women colleagues as their superiors at work (Answers.com, 2012e).

The implication from the last two statements simply means that individuals from different genders have to change their attitudes and wrong perceptions they often display regarding passing wrong judgement about an individual in a position of authority. Individuals have to learn to support and accept authority that each gender holds, regardless of who they associate with (Haider, 1996:103; Answers.Com, 2012e). If it happens that either of the two genders does not want to let go of a wrong perception about a particular gender being in authority, it constitutes discrimination. This is forbidden by law in this country. Despite the call for discrimination to be weeded out in different sections of communities, men in particular still find it difficult to accept women colleagues as their seniors, based on the traditional view that they always have to be superior (Coley, 2001:6).

Khumalo (2004:56) states that gender discrimination tends to be more prevalent in fields or disciplines traditionally dominated by men. Fields being argued upon are those for managerial positions, where women tend to play a less dominant role to their male counterparts and are in most instances being overlooked in such positions (Psych central news editor, 2009). The reason for women to play less dominant role to men and being overlooked in managerial positions, is the fact that the post requires an individual who will fully commit to it and be prepared to sacrifice time, which is otherwise an impossible feat for female educators to accomplish, especially married ones, who may show more commitment to their marriage than anything else that will jeopardise it (McGuirk, 2008:11).

Wen-le and Gu Guanhua (2000:75-77) posit that women often fail in managerial positions because upon pregnancy, for example, they are expected to take maternity leave, thus losing focus and grip on their role as managers. For the mere fact that women have to go on maternity leave at

some point, brings to the fore the wrong perception that in most instances, when they are in positions of authority, they are unable to exert their influence in the management of the school, simply because of the state they find themselves in. It is for the same reason as mentioned earlier on, that maternity leave drags women down the corporate ladder as it takes too much of their time and attention and in the process raise a perception that most women, especially those married, when in position of authority are unable to stay focused on the job at hand (McGuirk 2008:11). Furthermore, women who take maternity leave are less likely to be promoted to managerial positions than those without children, citing a country such as Australia's public service as an example, thus painting a bleak picture regarding abilities of women in their role as managers (Wen-le & Gu Guanhua, 2000:75-76).

In Australia, about 65% of women who returned to public service after being on maternity leave in 2001 had not been promoted by the year (2007) as compared to about 42% of those without children (McGuirk, 2008:11). Mackey and Coney (2000:288) are of the view that female educators may therefore seek work roles that do not interfere with family roles, especially motherhood which denies them ample opportunities for promotion. Based on the above, it is a fact that most women, are still being overlooked in terms of managerial positions giving rise to a perception that they are not up to the task in as far as position of authority is concerned.

The present government disregard gender discrimination completely as shown by the number of women occupying top managerial positions both in the private and public sector to bring about gender equality to the fore in as far as position of authority is concerned (Questia, 2011). When one takes a look at different newspapers where there are advertised careers or vacant posts, the requirements thereof besides qualifications, state categorically clear that preferred candidates will be women in order to bring about equity in our society and the country as a whole. The issue on equity can be

counted as one of the reasons why most men have decided to cross floor to become women, hence an advert on gender benders read, “boys who want to be girls” (Anon, 2008:1).

The influence that gender equality exerts upon societies, has caused division among its members and even brought confusion within religious groups too. Most people have held on to their cultural beliefs including religion, that it is against their traditional custom to marry people of the same sex. In a shocking move revealed in one of the local newspapers, Phillip (2008:6) reported that one of the leading church members tendered his resignation from church allegedly stating that senior officials in the church had called gay people monsters and accusing them of immorality. The affected member even mentioned the fact that they are not considered in terms of church positions, which they feel brings an imbalance in as far as equality of gender is concerned. He even went on to say that it is against the country’s constitution to discriminate against anyone on the grounds of sex affiliation, hence gay and lesbian people like any other individual in the country, desire to be associated freely with anyone without prejudice. However, recent reports have shown that the National House of Traditional Leaders (NHTL) has made an appeal to national parliament to remove a clause in the constitution that protects people on the grounds of sexual orientation (Rossouw, 2012:5). The traditional leaders did this because they are of the opinion that the majority of South Africans do not want to promote or protect the rights of gays and lesbians (Rossouw, 2012:5).

As stated in paragraph 2.3.4 no longer are women expected to be sacrificial lambs for men regarding job opportunities, especially in management. The expertise and abilities of women in the paid labour force has not gone unnoticed as shown by the large number of them occupying top management positions. The fast manner in which women have been elevated to top management positions has slightly brought about equity in gender representation regarding management (Bendick, 2000:1215).

Furthermore both genders (male and female) have shown that they are capable of making a success as both managers at their workplace, as well as being wives and husbands respectively at home. The latter stems from the necessary support that both receive from their partners, which alleviates the burdens to be in a position to boldly and bravely face job demands with confidence.

As mentioned in par 2.3.3, the reason behind both males and females making a success as a husband, wife and teacher managers simultaneously, can be attributed to the fact that they are able to complement and assist each other in terms of household activities and thus, bringing about the issue of gender equality to the fore as it is no longer the sole responsibility of the wife to do that (Barrow, 1999:90-92; Answers.Com, 2012e). Furthermore, by offering each other support in terms of household activities, gender equality is achieved (Burley, 1995:483-484; Rossouw, 2012:5). In that way, they are in a position to exert more efforts and pressure to both their work and family commitments without any reservations whatsoever. The gender equality that has been the practice at home regarding sharing of household activities, can be applicable at work too. For the mere fact that the husband is able to assist his wife (partners and co-habitant included) with household activities by taking orders from her on how to go about fulfilling them, it equally makes sense that the same can be done at work where men are expected to carry out orders from women due to the positions they hold at school (Wen-le & Gu Guanhua, 2000:75).

Discrimination of any sort in relation to gender should not only be discouraged but be eliminated permanently within societies and that includes the workplace too (cf par 3.3.4). However, there are still men who are still clinging on to the past tradition that men are supposed to be above women in terms of positions within the working place, hence they find it difficult to accept a colleague of the opposite gender as their superior (Coley, 2001:6).

From a traditional point of view, husbands are still considered the major income home providers even though both the husband and wife may receive the same income (Coley, 2001:6). The notion of husbands being the major providers at home can be attributed to a perception that still lingers in the minds of many regarding the position of authority that they hold as heads of families. This places them under tremendous pressure to maintain the status quo. From this statement, it can be concluded that it is the responsibility of the father to teach his children, especially boys, on how to go about maintaining the family, as boys have a tendency of emulating their fathers as they are growing up to be independent people (par 2.3.1).

From the above, it can be stated that educators from time to time may find themselves experiencing intra-role conflict regarding gender issues, which sometimes hamper their progress and roles both as educators and parents. The expectations from each role, be it as a parent or educator at school, if not properly managed, will result in them experiencing intra-role conflict thereby affecting their performance and satisfaction in executing each one of them effectively so.

3.3.5 ROLE AMBIGUITY

Role ambiguity occurs when a person in a job is uncertain of what is required of him in that role (Alberts & Motlatla, 1996:77; Answers.Com, 2012f). Lack of clarity about expected behaviour from a job or position gives rise to ambiguity (Business Dictionary, 2012c). Role ambiguity is also seen as a type of conflict, which occurs when there is lack of clarity as to the precise requirements of the role an individual is supposed to fulfil (Mullins, 2002:909). For instance, many experienced educators and school managers fail to provide clear guidelines and instructions to their subordinates, leading to ambiguity being experienced as to what is expected of them. The lack of clarity due to unclear guidelines make experienced educators point fingers at less experienced ones, falsely accusing them of

being insubordinate by refusing to submit work they are not clear about. This will finally cause educators not to enjoy work and affect their roles as professionals in the process (O'Driscoll & Beehr, 2000). From what has been stated, it gives a clear indication that an individual will find it difficult to derive pleasure from a job that does not clearly indicate its objectives and expectations and in the process, it may only bring harm to his professional role as an educator.

According to Coverman (2001:965-966), a heavy workload and a broader work responsibility are the reason why so many educators experience health problems as a result of being uncertain as to the expectations regarding the role they are expected to play. The heavy workload that confronts an educator coupled with expectations that have not been clearly explained to him, may result in role stress being experienced which may cause harm to both his personal and work outcomes (Harris & Bladen, 1994:887-889; Cuhadar, 2012). From the latter statement, it can be concluded that a heavy workload on the side of the educator may result in him not fully executing his duties effectively and thus will experience a drop in performance in general. The heavy workload confronting an educator coupled with ambiguity will raise psychological symptoms such as anxiety, stomach upset and high blood pressure which are associated with stress (Boles & Babin, 1994:59-62; Koustelios *et al.*, 2004:87).

Role ambiguity and a heavy workload often lead to a strained relationships, confrontations and conflicts between colleagues because of unclear job descriptions (Mullins, 2002:909). Furthermore, if educators' workload is too heavy and work not clearly outlined amongst colleagues, the likelihood is that there will be duplication of work resulting in job dissatisfaction. Educators with a heavy workload will somehow feel unfairly treated by those in management positions and ultimately resist instructions by displaying arrogance towards them (Elloy & Smith, 2003:56-58). The latter statement calls upon management of schools to clearly indicate to subordinates their

job descriptions and even go on to the extent of displaying them on the notice board for everyone to see. If there is a clear job description for each educator at school the situation will not only be conducive to learning but production through good results, is guaranteed and duplication of work easily avoided (Alberts & Motlatla, 1996:77-78; Answers, 2012f).

Role ambiguity in an educator occurs when he is confronted with unclear guidelines being put forth across, with expectations awaiting him regarding fulfilment of those particular roles which may cause him to experience job dissatisfaction (Vos, 2005:49). The unclear guideline puts an educator at a disadvantage position regarding proper execution of duties and badly affects his role as a professional being. Ambiguity may also act as buffer towards him fully exerting his skills regarding work execution (Elloy & Smith, 2003:56-58).

As a result of uncertainty regarding the job at hand, role ambiguity often impacts negatively on job performance resulting in individuals losing interest in their jobs and experiencing burnout (Fortgarty *et al.*, 2000). In order for role ambiguity to exist, a perceived lack of clarity must exist for the educator (Boles *et al.*, 2003:100-103). The lack of clarity is most likely to occur for instance, in situations involving interpersonal relationship amongst educators in a school as each one of them has got his own principles and beliefs that differ from the rest.

The following are some common sources of uncertainty (Kreitner & Kinicki, 1998:535; Cuhadar, 2012):

Unclear objectives - When an educator is not clear as to what the objectives of the school he has just joined are, his contribution towards its success will be minimal.

Vague performance measures - In a case whereby performance in a particular job situation leads to an increase in salary scale and the measuring instrument being used, is not clear to the educator being

evaluated, then uncertainty will be the order of the day in scoring the expected marks.

III-defined decision process - If the policies of the department are to be successfully implemented by those in authority straight-forward decisions have to be taken to avoid uncertainty.

The uncertainty that confronts an educator regarding what is expected of him can only be overcome through proper job description and role expectations. Clarity on policies and regulations will impact positively on an educator knowing well what the expectations in terms of his duties are (Kreitner & Kinicki, 1998:535; Answers.Com, 2012f). The roles of individuals in a school are more clearly defined by policies, procedures, rules and regulations set forth by the Department of Education, thus enabling school managers and subordinates to experience less role conflict (Khumalo, 2004:58). In relation to this, it can be concluded that through a clearly defined and detailed job description for each member of staff, role ambiguity can be avoided as each educator will know exactly what awaits him.

Role ambiguity leads to poor communication channels between colleagues. Communication is the channel through which information is disseminated to subordinates to ensure proper carrying out of instructions and maintenance of internal relationships to motivate personnel (Van der Westhuizen, 2002:389). If an experienced educator provides proper guidelines as to how less experienced educators under his department have to go about conducting different assessment techniques, as well as the number of activities to be given to learners each month, then ambiguity will not prevail. However, poor communication channel may lead to destruction and obstruction of objectives that the school has set itself, leading to poor results as well as strain relationships between colleagues (Boles *et al.*, 2003:100-103).

From the discussion it appears that role ambiguity if properly handled, can lead to employees enjoying work and making it a point that they market the institution positively by producing good results. Regular departmental meetings should also be held to discuss aspects like rules, regulations as well as goals the school has targeted. A school should make use of good and effective two-way communication channel to enable subordinates to have free access to discuss whatever problems they encounter with their seniors.

3.3.6 ROLE-OVERLOAD

Mullins (2002:910) describe role-overload as a situation in which an individual faces too many separate roles or too great a variety of expectations and is unable to satisfactorily meet all of them. Role-overload also occurs when people in a specific role are burdened with so many duties and responsibilities that they are unable to meet the demands of the post (Alberts & Motlatla, 1996:78-79; Job Quality, 2012). In a rural school for example, it is usually a case of one educator having to teach learners from grade 1 up to grade 7 combined in one classroom. At the same time he has to perform administrative duties too, by virtue of the fact that he is also the principal of the school.

From the situation mentioned above, it is a clear indication that the overloaded educator will, most likely experience emotional problems due to role conflict in that he has to do all within his power to satisfy the demands of the post expected. However, the likelihood is that the said educator will in the end under-perform and in the process, experience complete burn-out due to substantial amount of work he is supposed to carry out. Furthermore, the role expectations and demands that he is faced with regarding the post he occupies, will leave the educator with no choice but to ignore other duties he has to perform by virtue of having too much work to handle and being unable to execute tasks effectively (Wikipedia, 2012a). In that way, role-overload is likely to take its toll on him and at the end of it all

his performance at school will be negatively affected (Coverman, 2001:977-978).

In some instances, role-overload occurs when the sum total of what role senders expect of the total person far exceeds what he is able to do (Kreitner & Kinicki, 1998:293; Business Dictionary, 2012**b**). Role-overload can also arise when the demands of a given role set exceed the resources, time and energy to carry out the required tasks (Mustafa *et al.*, 2012). From the two statements, it can be said that an educator who is confronted with so many responsibilities at school, is likely to feel the strain that comes with it at later stage. Unequal sharing of duties and responsibilities is likely to put a strain on the relationship between colleagues citing favouritism of some sort from the school management regarding those with lesser responsibilities (Kreitner & Kinicki, 1998:293; Education.Com, 2012).

On the other end, role-overload occurs when expectations for the role exceeds individual capabilities resulting in burn-out being easily attained (Moorhead & Griffin, 1998:232; Business Dictionary, 2012**b**). By exceeding the capabilities of an individual educator means that the said educator might not perform his duties accordingly as a result of having too much to handle and will most definitely experience burn-out (Education.Com, 2012). The two statements can be attributed to an educator who is overloaded with lots of responsibilities at school and at the same time handling a full course load at a learning institution where he is upgrading qualifications. As the individual tries to do more and more in less and less time, stress mounts and personal effectiveness slips away as a result of burn-out.

The following are some of the causes of role-overload (Alberts & Motlatla, 1996:78-79; Coverman, 2001:977-978).

Increase in status - educators may sometimes try to increase their status at school by increasing their duties resulting in them having too much to handle and being unable to perform all of them efficiently and effectively as

expected. The said educators often expect recognition of some sort for their efforts and if it is not forthcoming, they feel disappointed, angry and even display feelings of resentment towards others.

Avoiding difficult tasks - Educators may concentrate a lot on easy tasks in an attempt to conceal the fact that they cannot carry out difficult tasks.

Insufficient planning - Having the right educator (or number) at the right time in the right place can help to avoid role overloading. Allocating, for example, educators relevant learning areas according to their field of specialisation. However, if there is no tentative planning at hand, duplication of work can be expected and some tasks may be left pending.

From the discussion above, it is important for experienced educators to keep the job requirements in mind so as not to overload subordinates, who may ultimately not cope with the pressures of work they are supposed to carry out. Experienced educators have to keep the workload of less experienced educators as reasonably as they can to enable them to do their job effectively. If an experienced educator notices that inexperienced educators are overloaded, he must try all in his power to alleviate the problem to promote effectiveness.

One of the possible signs of over-loading is educator/staff absenteeism. Upon realising that the job at hand is too much to handle, an employee may decide to stay away from work, thus engaging himself in a phenomenon referred to as withdrawal (Kreitner & Kinicki 1998:293-294; Koustelios *et al.*, 2004). From the statement it can be said that one of the causes of educator's continued absence from duty can be attributed to work overload. However, work overload for both experienced educators and less experienced educators can be avoided through fair distribution of duties so that effectiveness and commitment be attainable in a school. The fair distribution of duties coupled with the number of subordinates being

controlled by the senior educator, is termed **span of control** (Van der Westhuizen, 2002:170-171).

Through span of control, an educator is allocated a certain number of activities to execute so that the job can be done effectively (Van der Westhuizen, 2002:170). Whenever educators are given almost the same number of responsibilities, all will try as much as they can to do the job diligently in order to market the school through positive results. The span of control is not only applicable to subordinates but to senior educators as well. Van der Westhuizen (2002:170), states that the maximum span of control for the top structure is approximately six to eight people and more than six lower down the hierarchical structure, which means that the educational leader has to reduce direct control of a number of people under him.

In conclusion, an employee who is overloaded is unable to function effectively and may ultimately feel the pressure of work thus experiencing burn out which is next in line for discussion.

3.3.7 BURN-OUT

Problems predictably arise when intense pressure continues for an extended duration preventing the human body to cope with it and thus becoming depleted, resulting in physical and psychological weakness in trying to combat it. This condition is called burn-out (Newstrom & Davis, 2002:367). Furthermore, it is a condition that occurs over time and is characterised by emotional exhaustion and a combination of negative attitudes. Burn-out can also be defined as exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration (About.com, 2012a). From the two statements it can be said that an educator may develop a condition of burn-out or frustration due to overload of work that he is supposed to carry out. When an educator has too much work in his hands, for example being a class educator, a sports organiser and member of the academic committee, the educator will not be

in a position to fully throw all his weight behind these activities effectively and may easily experience burn-out as some activities are going to suffer as a result of fatigue.

Should this exhaustion and tiredness level continue for far too long without a break of some sort, like a holiday, sick leave or the attendance of a course, real danger exists that it could easily lead to professional burn-out (Van der Westhuizen, 2002:332). To add to the statement mentioned the psychological symptoms that accompany burn-out, ranges from continual tiredness to a low resistance to illness. From the statements, it means that an educator has got to have a break in between the job he does so as to regroup and come back with lots of energy to be able to do it effectively. The statement also gives the implication that by engaging in too many activities, the educator runs the risk of health deterioration, making him fall easy prey to sickness.

Burn-out is seen as a feeling that develops in the following two phases, emotional exhaustion and depersonalisation (Kreitner & Kinicki, 1998:535; Scientific American Mind, 2006). Emotional exhaustion is fuelled by having too much work to do, as well as the type of interpersonal interactions encountered at work. An educator who appears in every committee that exists in a school is likely to fall out of favour with some colleagues, as they will regard him as a master know-all and thus keep the distance.

Over time emotional exhaustion leads to depersonalisation which is a state of psychologically withdrawing from one's job (Kreitner & Kinicki, 1998:535; Examiner.com, 2012). On the other end, Van der Westhuizen (2002:332) states that through depersonalisation, the psychological symptoms may include an impenetrable scepticism concerning educator's careers resulting in chronic absence and resignation from the profession. The two statements give a clear indication that work overload which leads to professional burn-out can result in educators absenting them continuously

from work and ultimately leaving the profession due to dissatisfaction and seeking employment elsewhere, causing the Education Department to lose quality educators.

The following table indicates attitudinal characteristics of burn-out.

Table 3.2: Attitudinal characteristics of burn-out (adapted from Kreitner & Kinicki, 1998:535; Boms, 2009)

ATTITUDE	DESCRIPTION
1. Fatalism	A feeling that you lack control over your work.
2. Boredom	A lack of interest in doing your job.
3. Discontent	A sense of being unhappy with your job.
4. Inadequacy	A feeling of not being able to meet objectives.
5. Failure	A tendency to discredit your performance and conclude that you are ineffective.
6. Overwork	A feeling of having too much to do and less time to complete it.
7. Nastiness	A tendency to be rude or unpleasant to your colleagues.
8. Dissatisfaction	A feeling that you are not being justly rewarded for your efforts.
9. Escape	A desire to give up and get away from it all.
10. Cynicism	A tendency to undervalue the content of your job and the rewards received.

By not showing up to work or quitting the job to take up a new one, is an expression of being discontent and an attempt on the educator's part to escape from unpleasant experiences (Kreitner & Kinicki, 1998:535; About.Com, 2012a). From this statement, it can be said that if employees are dissatisfied with their jobs, they are likely to absent themselves from work or simply tender resignations and leave the job.

3.3.8 JOB SATISFACTION

Job satisfaction is seen as a pleasurable or emotional state resulting from the approval of one's job or experience (Luthans, 1998:298; PsyBlog, 2012). Furthermore, job satisfaction arises when an individual perceives his job as fulfilling values that are considered important to him (Fisher, 2001:146). From these statements, it can be stated that for any individual to perform duties to the best of his abilities, one has to enjoy the work he does. It is also an indication to those in authority that they should make it their task to see to it that subordinates are allocated relevant duties and tasks that befits their field of study so that they could do their job properly and effectively, unless the situation demands otherwise. The latter statement in respect to the demand of the situation refers to instances where the school is understaffed, due to an increase in the number of learners enrolled.

Every individual who maximises his efforts and accelerate work effectiveness to promote the welfare of the school by discharging his allocated duties properly despite the odds, expect recognition of some sort, especially from those in authority (Kieft, 2005:88-89). An educator who displays leadership potential in his learning area by engaging in work effectiveness in discharge of duties tend to feel that his teaching is worth the effort, and thus deserves to earn promotion by virtue of showing dedication towards the job he does (Shum & Cheng, 1997:179-180; Wikipedia, 2012f).

By showing dedication and passion towards the job he does, the educator's conduct will no doubt inspire learners to copy from him and work harder themselves to achieve more, thus boosting his job performance including the school results (Shum & Cheng, 1997:179-180; Gordon Institute of Business Science, 2010). Due to the fact that his conduct is able to influence learners positively, surely the educator expects recognition of some sort from those in authority if his job performance is anything to go by. However, if promotion or any recognition of some sort is not forthcoming, an

educator might simply feel depressed and ultimately no longer enjoy work and in the process negatively affect his job performance. By having his efforts unrecognised by those in authority, the daily responsibilities that he is used to, suddenly becomes a bore to him leading towards job dissatisfaction and a drop in performance (Fisher, 2001:146-147 & Fourie, 2001:88-89).

The non-recognition of efforts may lead educators to develop emotional problems as a result of the frustration they go through leading towards attainment of lower job performance and minimising effectiveness in subject deliverance (Shum & Cheng, 1997:180; Fisher, 2001:146-147). The mixed emotions may also be due to role conflict that confronts the educator by then, on whether to go on working hard despite non-recognition or simply stop putting more effort into work, and adopt a *don't care attitude* to reduce job performance that will affect the results of the whole school.

For any individual to enjoy the work before him, a limited amount of it must be allocated for effectiveness so as to avoid complete burn-out, whilst unequal distribution of work may result in individuals experiencing it (Shum & Cheng, 1997:179-180; PsyBlog, 2012). Unequal work distribution in a working environment may cause other educators to be overburdened with work and being uncertain of what their job description entails, whilst the lesser burdened educators will be idling resulting in unnecessary conflict and tension being created (Kirsten, 2000; Fisher, 2001:146-147). Those educators with lesser job description run the risk of being affected by Resolution 2 of 2003 wherein they may be declared redundant and transferred to other schools where their services will be better utilised (par 3.3.2). Furthermore, if an individual is to derive pleasure from the work he does, his job description must be clearly defined so as to enable him to know exactly what the expectations are in terms of the allocated duties and in the process be allocated a reasonable amount of work to perform for effectiveness which may cause job satisfaction (Fisher, 2001:147-148; Kieft, 2005:88-89). When an individual is allocated a reasonable amount of duty

to perform in order to increase work effectiveness and avoid complete burn-out, it constitute *span of control* (par 3.3.6).

An educator, who enjoys what he is doing on a daily basis due to a reasonable amount of work at hand, is likely to up his job performance by conducting remedial and extra classes for those learners with learning disability (Fisher, 2001:146-147). Contrary to this statement, an overloaded educator is highly unlikely to conduct extra classes because of the multiple roles that he needs to satisfy and by so doing, may affect his job performance negatively (Mullins, 2002:910).

Bradford *et al.* (2007) state that an educator as a way of improving his subject result to show work effectiveness in discharge of his duties, can go to an extent of exceeding work perimeters by cutting back some of his leisure time activities. This he does in order to have more time available for work when deriving pleasure from the work he does. The latter happened recently after matric learners went on strike demanding 25% of their year mark be allocated to them as a boost for their final year exams. Educators, as a way of showing passion towards their job and their willingness to exceed work perimeters to engage in work effectiveness by assisting learners catch up with the syllabus, were asked by the department to conduct extra lessons during the September holidays and on Saturdays as part of the recovery plan (Chuenyane, 2010:2). The educators heeded the call of the department and conducted those extra lessons, though there were oppositions for the move from various educator unions demanding that the plan be made for all grades (grade 1-12) so that everybody could benefit from it.

In the event where the educator feels dissatisfied with work allocated due to role ambiguity, low job-performance creeps in. The low job-performance may be attributed to the negative impact that role ambiguity brings along in his execution of duties which may ultimately affect his interest in developing

skills a little further regarding the learning area he teaches (Erasmus, 1998:26; Chambers, 2006:72-74). It is for this reason that Baron and Byrne (1997:500) together with Bradford *et al.* (2007) feels that if a person performs a particular job over and over again with a degree of excellence but without being recognised for his efforts, low levels of both job satisfaction and performance becomes evident leading towards role conflict being experienced. Upon realising that his efforts are not being recognised, dissatisfied educator may tend to make incorrect decisions that may ultimately lead him to develop a feeling of resentment towards the profession because of being uncertain about his professional role (Mc Shane & Travaglione, 2003:227-229).

The problem of unequal work distribution under-staffing may also contribute towards educators not enjoying their work (Baron & Byrne, 1997:500-501; Mind Tools, 2012). Overcrowded classrooms leads to job dissatisfaction as educators will be confronted with an overflow of learners whom he can hardly give individual attention thereby experiencing high failure rate at the end of the year. Furthermore, the most overcrowded classes are mostly found in black townships where free settlement is in abundance. The overcrowded classes make it difficult for work to be evenly distributed amongst educators and thus pose a danger to their health and might easily experience burn-out in the process (par 3.3.7).

In contrast to the above, the department has recently decided to acknowledge the sacrifice that educators put into their work and the profession as a whole (Jansen, 2010:9). For the mere fact that most of the educators feel that they deserve to be promoted due to efforts they put into their work with a hope of improving job performance but feel that the former is not forthcoming, the department took a decision to introduce incentives such as senior educators. This is done to elevate them to a position almost equal to that of Heads of Department (HOD's) at school level but at the same time still occupying post level 1 (Jansen, 2010:9).

The maximum working hours allocated for employees in terms of the Labour Relations Council is seven hours. However, there are courses and organised workshops that educators have to attend after working hours to equip them with the latest skills regarding the new curriculum. According to various labour unions, whenever an educator has to attend workshops or courses that are conducted after working hours, it constitutes overtime that must be paid for by the employer (Hlongwane, 2007:5). In this kind of a situation, educators often become torn between the two demands, wherein they do not know whether to exceed work perimeters by aligning themselves with the call from the department to attend such workshops or simply ignore them and follow orders from their unions. However, in most instances educators who derive pleasure from work often exceed work perimeters to attend such even though others may decide not to follow suit (Erasmus, 1998:26; Mind Tools, 2012).

The four (4) predominant models of job satisfaction specifying its causes are the following (Kreitner & Kinicki, 1998:243; Mayo clinic, 2012 ; Mind Tools, 2012):

- **Need fulfilment:** it is determined by the extent to which the characteristics of a job allow an individual to fulfil his needs. For example, study leave.
- **Met expectations:** the extent to which one receives what he expects from a job. For instance, earning a good salary, fringe benefits and promotional opportunities. When expectations are greater than what is received, a person will be dissatisfied.
- **Value attachment:** the extent to which a job allows fulfilment of one's own work values. For example, developing code of conduct and policies for employees.
- **Equity:** an educator's satisfaction can be measured by how fairly an individual is being treated at work. The school management team has to try all within its powers to treat all staff members equally

irrespective of their gender association or race and thus cohesion of staff is a possibility. Fairness in salary earned as well as promotion possibilities are significantly correlated with job satisfaction.

It is important for any organisation or department to help promote job satisfaction among its employees for better quality service. Job satisfaction can be promoted by observing the following (Greenberg & Baron, 1997:188-189; Greenberg & Baron, 2003):

- **Pay people fairly** - people who believe that their department's pay systems and fringe benefits are unfair tend to be dissatisfied with their jobs. If they are paid well and the fringe benefits are attractive, they become satisfied.
- **Improve the quality of supervision** - satisfaction tends to be the highest among those who believe that their seniors are competent enough, treat them with respect and have their best interest at heart. Job satisfaction is guaranteed when employees believe that they have open lines of communication with their seniors.
- **Decentralise control of organisational powers** - decentralisation is the degree to which the capacity to make decisions resides in several people as opposed to one or just a handful. Decentralisation allows people to freely participate in the process of decision-making. Feelings of satisfaction exist because educators have a strong belief that they can have some impact by way of positive contribution in the running of the school taking an active role in the decision-making process.
- **Match people to jobs that are congruent with their interests** - the more people find that they are able to fulfil their interests whilst on duty, the more satisfied they will be.

3.3.9 SYNTHESIS

From the above it seems the following are important in relation to factors contributing towards educators' experiencing intra-role conflict.

Intra-role conflict within the family

The parental role

- As a parent to both learners as well his own, an educator has to make certain that he equally tries to devote his time between work and family without any of the two dominating the other as that will constitute role conflict.
- Educators as parents often find it difficult to equally divide their attention to learners put before them as well as their own children.
- Educators in their roles as parents must discipline their own children in the same way as they do to learners at school.
- Educators as parents have to try, as much as they possibly can, to cope with work–family demands.
- In order to maintain stability and discipline at home, educators have to accommodate the viewpoints of his children at home.
- As human beings too, educators often find themselves caught in the middle of controversy having to decide which of the two expectations (work-family) to satisfy first, as both are valuable to them.

Being a family provider

- At home children expect from their parents as family providers, to create a stable home for them regardless of the present socio-economic challenges. This is not always possible to achieve because of financial constraints experienced by educators.
- In trying to fulfil the needs of the family, it often leads to an educator not being in a position to fulfil his own.

- Educators as family providers have to try and synchronize their needs and those of their families to minimise the effects of role conflict.

Intra-role conflict within the community

- The joint use of facilities between the school and the community is an important step in forging links between the two. However this is not always possible as any damage that might occur as a result of misuse by either party may put an educator in a difficult position in trying to apportion blame.
- Educators have to maintain ties with community members so that they jointly assist each other in upholding children's education.
- Being part of the residence means that an educator in one way or the other has to engage in community activities.
- Lack of service delivery within the community affect educators too as they form a part thereof.
- The community expect of educators to take part in protest activities when problems facing it are not attended to by the government.
- Relationship between the school and community is vital in making sure that the school is marketable by producing good results.
- Educators have to make use of parental expertise in the school's extra mural activities to promote sports in schools. This is often possible in situations whereby members of community with skills, abilities and experience could be used beneficially in the formal education of the young.
- Educators often find themselves torn between work and community demands especially during protest actions against government.
- Educators, because of their expertise, are expected to take an active part in community activities such as community policing forums to assist in combating crimes within their places of residence.

Intra-role conflict within the profession

Role ambiguity

- The uncertainty that role ambiguity brings along in educators' professional roles leads to job dissatisfaction.
- Without proper job descriptions conflict may be continuously experienced between colleagues.
- As educators are uncertain about what they do, it leads to duplication of work.

Role overload

- Some of the educators are overloaded with work to an extent of not enjoying work any longer.
- Being overloaded with too many responsibilities leads to the educator's continued absence from school.
- It also leads towards strained relationships between colleagues due to unequal sharing of responsibilities at school as they regard others as being favourites with the school management team.
- Role overload also leads to poor work performance as some tasks will not be executed effectively due to time constraints.
- Being overloaded with work cause educators not to execute tasks effectively at school.
- An educator who is overloaded with work, can easily experience burn-out

Job satisfaction

- Recognition of the educator's efforts in ensuring that the school produces the desired results leads to attainment of job satisfaction.
- Span of control especially on the part of the school management team contribute towards job satisfaction.

- Educators often find themselves having to attend organised workshops after working hours despite the policy stating that they are expected to work for a period of seven hours.
- When enjoying work before him, educators often cut back on their leisure activities to have enough time available for work.
- A crowded classroom makes it difficult for an educator to give individual attention to learners in class and thus cause him not to enjoy the work he does.
- Equal treatment of subordinates by the school management lead to educators doubling their efforts in marketing the school profitably.
- Clearly outlined job description gives assurance that uncertainty will not prevail and thus educators will likely enjoy their work.
- An educator who derives satisfaction from the job he does may go an extra mile to conduct remedial classes for slow learners after school.
- An educator, who is confronted with work that is ambiguous to him, may be unable to perform his duties to the best of his abilities and ultimately experience job dissatisfaction.
- Whenever a conflicting situation arise that hinders an educator from enjoying his duties, he may experience emotional problems on how best to remedy the situation.
- Uncertainty regarding his professional role may cause an educator to experience job dissatisfaction.
- Being confronted on a daily basis with responsibilities that are not clear enough to him may cause educators to experience job dissatisfaction.
- The introduction of incentives such as senior educators, have inspired educators to work harder in order to achieve them even though promotion is not forthcoming.

Intra-role conflict and gender

- Men are still fighting to come to grips of accepting women colleagues as their senior.
- Men and women can be equally good at being both husband/wife and a teacher manager simultaneously.
- Women are still being discriminated against in terms of occupying top managerial positions.
- Men are still being regarded as the major providers at home even if couples are dual earners
- In order to create a healthy environment at home, men are expected to assist women with household activities.
- Gay and lesbian people desire to be associated with the sex that they feel they belong to and would like to be recognised as such.
- Most of the men find it difficult to carry out orders from women at work.

To conclude, it can be said that the extent the above factors contribute towards educators experiencing intra-role conflict will be empirically determined in Chapter 5.

3.4 FACTORS CONTRIBUTING TOWARDS EDUCATOR'S EXPERIENCING INTER-ROLE CONFLICT

3.4.1 INTER-ROLE CONFLICT AND WORK-FAMILY DUTIES

When pressure arising in one role is incompatible with pressure arising in another role, inter-role conflict occurs (Work and family researchers' network, 2012). In modern life, most individuals participate in multiple roles. No longer is the place of women confined to home situation whereas that of men is outside of home, as they both are expected to jointly assist each other to attain marriage success (par 2.3.3). For the mere fact that the economy of the country is under severe pressure due to high oil price, it is

vital for both partners to join hands and fight poverty within their family by entering the paid labour force. For both men and women, the two primary roles as an adult are work and family (Peterson, 2003; Library philosophy and practice, 2009).

The importance an individual places on a life role is termed role salience (Super, 1994:3; Elloy & Smith, 2003:59-60). It has therefore become increasingly common for both men and women to balance multiple roles such as those of a career person, student, spouse and parent and to experience high role salience for a combination of these life roles (Perrone & Civiletto, 2004:105-106).

Managing the demands of completing life roles has become a common experience for many men and women. No longer is the role of being a parent assumed mostly and exclusively by women, while men define themselves exclusively by their work outside of home (Perrone & Civiletto, 2004:105-106). Both men and women frequently have ambitions and commitments in both work and family areas simultaneously. In order for work-family conflict to occur, it appears that an individual must perceive role demands from both domains as legitimate (Boles *et al.*, 2003:101). Furthermore in an employee's work-family roles, conflict is interchangeable along both dimensions.

For any couple or partner to derive pleasure from the work done, the full support of a spouse or partner is vital (Boles *et al.*, 2003:101). From what has already been mentioned, it is then vital for both husband and wife (including co-habitat and partners) to give each other support in their different fields of duties or careers. Khumalo (2004:68) states that the support spouses provide each other with has to start from home. To emphasise this mutual assistance, Du Toit (1992:129-130) as well as library philosophy and practice, (2009) assert that a spouse who supports his partner's career will be more than willing to alleviate pressure from him by

physically helping in and around the house to give the partner the necessary strength to do the job (including work performance) diligently so (par 2.3.3).

One of the most important sources and causes of work–family conflict for the educator is time management (Greenhaus, & Beutell, 1995:76-78; Carlson *et al.*, 2012). The number of time spent on one demand may cause an educator to experience role conflict with the other demand. Pretorius and Gower (2008:5) reports that the Department of Education (DET) expects educators to work for seven hours a day including learner contact and another two hours for information days, which can accommodate sports and evening planning. However, educators are having it difficult at schools regarding the agreement. In some schools, as reported by Pretorius and Gower (2008:5), educators are being forced to attend meetings and workshops that goes beyond the required allocated hours wherein a union has to intervene, declaring that any meeting that goes beyond the required hours has to be compensated for as over time (par 3.3.8).

The situation of working beyond the required hours also depend upon the support that couples or partners offer each other to ensure that they reach their goals in as far as making an impact at their respective work is concerned. However, if the situation at home is such that partners do not offer each other support in career matters, it puts pressure upon educators to take a decision on whether or not to work beyond the required hours, thus putting them in a dilemma regarding whom to align with. If they go ahead and attend a meeting that goes beyond the agreed time frame, they run the risk of having strained relationships with spouses or partners, as they will always arrive late at home (Peterson, 2003; Library philosophy and practice, 2009). On the other end, by not heeding the management call to attend prolonged meetings, they also run the risk of being overlooked when promotional posts are being advertised, the reason being display of insubordination towards carrying out lawful instructions.

The pressure exerted by work-family conflict on an individual, in most instances has some negative impact on the educator because of the fact that he stands in the middle of the two demands that requires his immediate attention simultaneously (Pretorius & Gower, 2008:5). Furthermore, work-family pressure and responsibilities may result in educators experiencing role conflict and in the process, affect their progress at work as well as their relationship with partners at home. Weitzman (1994:17) and Carlson *et al.* (2012) states that in most instances, family responsibilities bar educators from making professional progress as a result of the demands they place upon them. The latter often occur when the educator has to convince authorities that he can exceed work perimeter in as far as commitment to work is concerned to earn recognition. Whilst he still contemplates venturing into that project, the family starts placing demands and pressure on him that often makes him choose between the two, leading to role strain that ultimately affect his chances of making progress at work. In that way the confidence of the educator will be lowered in as far as career is concerned and negatively affected in the process as a result of pressure from both ends (Pretorius & Gower, 2008:5).

Changes that are taking place in the education system lately also have an impact on work-family conflict leading towards educators developing feelings of insecurity because of lack of support from partners. The implementation of Resolution 2 of 2003 in some instances, has negatively affected families of educators, especially married ones and their relationship with their partners resulting in loss of support in their career paths. By being relocated to another area far from his family, it places a feeling of insecurity on the part of both the educator and family on how each will survive without the presence and support of another on a daily basis (Herman, 1997:321-322; Library philosophy and practice, 2009). The latter statement gives the impression that the family which stayed together all along is now faced with the possibility of being apart for a very long time. The long distant relationship may in most instances lead towards its disintegration and

collapse depending on how strong and supportive the relationship has been initially (par 3.3.2).

Many individuals experience role strain due to simultaneous involvement in multiple roles. Role strain is defined as a feeling of stress that results in excessive demands from multiple life roles (Frone *et al.*, 1997:326-328; Stor, 2012). For example, dual career couples perceive level of work-family role strain contribute to psychological distress, decreased warmth and marital quality, which ultimately lead to divorce.

From the above, it seems that couples who are unable to manage their time effectively regarding execution of work-family demands, may find themselves experiencing role strain in their relationships. It is for this reason that they should prioritise their commitments and never underestimate any for being of lesser value as role strain may creep in. Some of the distress resulting from role strain could be avoided by multiple role realism or the recognition that involvement in multiple roles may lead to distress (Weitzman, 1994:17; University of Kentucky, 2011).

3.4.2 INTER-ROLE CONFLICT AND STRESS RELATED ASPECTS

Stress occurs when a role contains excess expectations and too many things are to be done within a particular time (Conley & Woosely, 2000:193-194; Medicine news today, 2009). Stress can also be defined as a normal component of the body's response to demands placed on it (New Oceans, 2012). Stress might also be experienced when work schedules interfere with family life and educators feel they do not have enough time to spend with their children, spouse or partners (Redelinguys *et al.*, 1999:55; Health24, 2012).

On the other end, stress is the general term applied to pressure people feel in life (Newstrom & Davis, 2002:365). From these statements, it appears that individual differences account for a whole range of reactions to stress.

For example, a task viewed as challenging by one person may produce high levels of anxiety in another. When pressure mounts it causes a lot of strain on a person's emotions, mind and the physical condition (New Oceans, 2012).

When work-related stress becomes excessive, its impact might result in educators developing symptoms that can harm their job performance, health and even threaten their ability to cope with the demands of the job (Newstrom & Davis, 2002:365). For instance, an educator who comes to work exhausted and frustrated after going through long hours of argument with spouse or partner the previous night, might find the going tough at work because of his inability to cope with the demands of the job as a result of the impact that stress exerted at the back of his mind on how best to resolve the conflict at home.

Upon reaching work, the same educator is confronted with ambiguity over a certain task that he is expected to perform. The results thereof is stress arising from unclear instructions pertaining to the job to be done as well as the mounting pressure at the back of the mind in relation to conflict at home (Jones, 1993:136-137; Helpguide.org., 2012). He further goes on to say that the impact of stress on an individual may prevent him from fully performing duties as expected and thus lower confidence in the process.

People who suffer from stress are easily prone to anger, are unable to relax and are most often found to be uncompromising (Weitzman, 1994:17; Newstrom & Davis, 2002:365-366). Furthermore, they may also be uncooperative or use drugs excessively. An educator, who is heavily loaded with work at school, both in tuition as well as extra mural activities, may for example experience a lot of stress and easily exposed to drug usage in order to cope with the strain that goes with it. Stress if unmanaged, also leads to physical, psychological as well as behavioural disorders because

the internal body system changes continually to try and cope with the impact thereof (Harenstam, 2001:55-56).

The following figure represents symptoms of unmanaged stress.

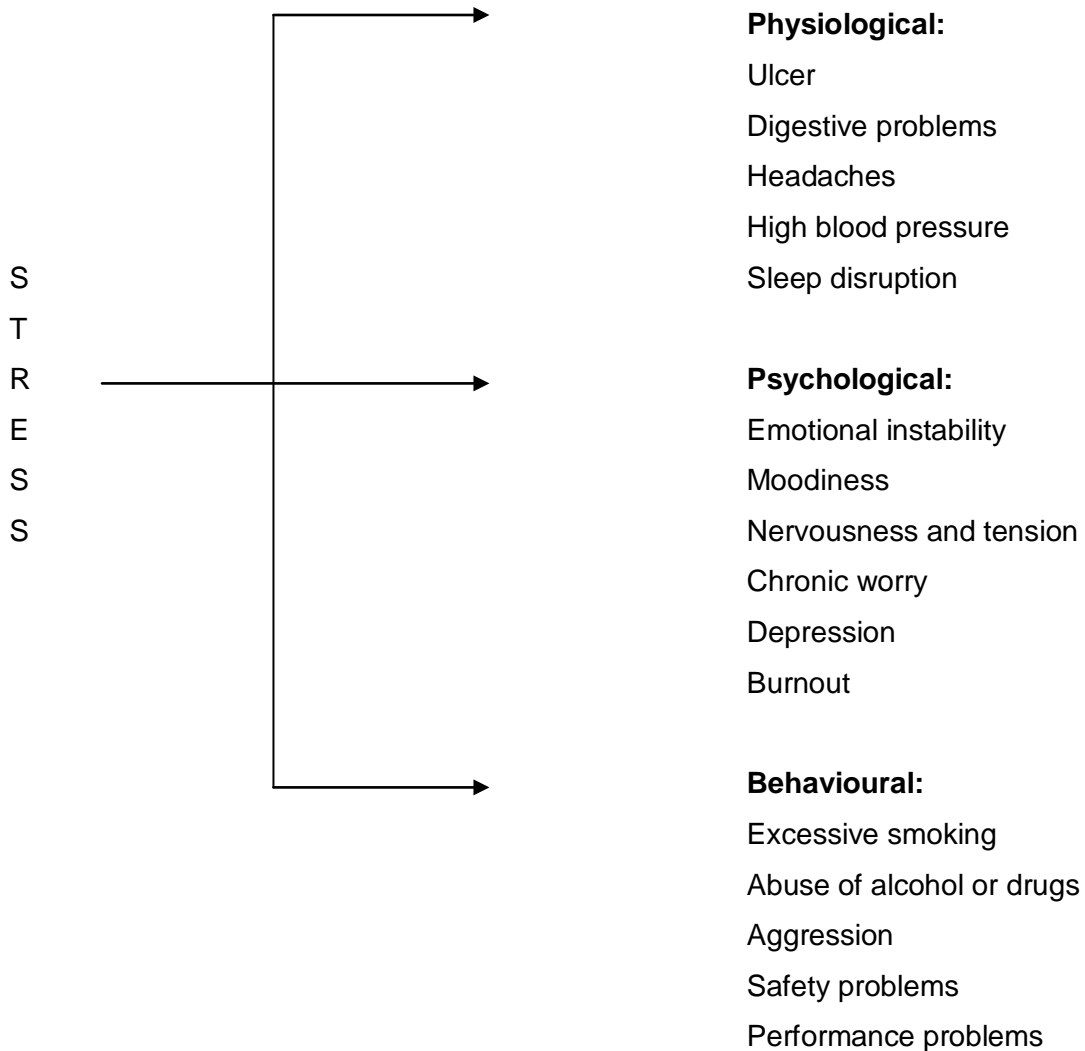


Figure 3.1: Typical negative symptoms of unmanaged stress

(adapted from Newstrom & Davis, 2002:366)

Time related stress may also impact negatively upon an individual, making it difficult for one to participate in multiple roles thus causing strain relationship between household and employment demands (Cook, 1994:1-2; Carlson *et al.*, 2000:250). Due to the fact that educators have little time in which to

play dual roles regarding both household and employment demands, it leads to role stress being easily experienced (Newstrom & Davis, 2002:366; Elloy & Smith, 2003:53-55). From these two statements, the implication is that due to the impact of stress on an individual as a result of pressure exerted by both household and employment demands, it often becomes difficult for him to carry out multiple roles because of time constraints. For the mere fact he is unable to engage in multiple roles because of the impact that stress have on him, burnout will be inevitable (Redelinghuys *et al.*, 1999:52-55; Elloy & Smith, 2003:56-58).

The following categories of stressors for educators in the working environment can be identified (König *et al.*, 1992:253-254; Newstrom & Davis, 2002:366; Elloy & Smith, 2003:56-58; New Oceans, 2012):

- **Work overload:** Stress in the educator may be evident due to too many tasks that are to be executed within a particular time frame resulting in poor execution of duties and less production because of role conflict. The stress that comes with having too much work to do may result in role conflict being experienced as well as job dissatisfaction.
- **Role in the school:** Role ambiguity and role conflict are the major sources of stress. Inadequate information concerning work objectives as well as multiple roles that he has to satisfy, may be stressful for the educator and might find it difficult to cope with the pressure exerted upon him resulting in poor execution of duties.
- **Work relationships:** An educator can easily experience stress as a result of working closely with colleagues who are indecisive or uncooperative.
- **Career prospects:** Feelings of insecurity including fear of retrenchment or dismissal is a potential stressor for the educator resulting in job dissatisfaction. Due to Resolution 2 of 2003, educators are kept on their toes throughout as a result of being in the dark as to who is

to be declared redundant as a result of a drop in the number of enrolled learners at school. The situation as it is, might be stressful for the educator and the impact thereof being job dissatisfaction.

- **The school:** An educator may easily experience stress due to the type of school he may find himself in. A school that does not allow participation of individuals in decision-making process may be stressful for the majority of staff members resulting in loss of interest in the job at hand.
- **Family relationships:** Family problems, financial constraints and conflict between family-work demands can be stressful for the educator. An educator, who does not enjoy support from his spouse or partner regarding work issues, may feel the effect of stress as a result of trying to figure out exactly what to do in order to satisfy both sets of demands.

Educators need to take into account various ways in which to improve on their stress level to try and cope with the trials and tribulations that life present. The following are some of the many ways in which educators can try to cope with stressful situations (Capel & Gurnsey, 1997:95; Carlson *et al.*, 2000:250; Elloy & Smith, 2003:56-58):

- **Take regular vacations and avoid becoming a workaholic:** Educators need to draw and plan regular leisure periods in between days of the week to regain strength.
- **Lead a balanced life and make provisions to do things one enjoys:** Educators need to make time for things that interest them and follow their hobbies for relaxation purpose.
- **Get involved in some form of exercise:** Educators need to take up regular exercises to refresh minds and keep their bodies healthy in order to cope with the demands of both life and job.

- **Get sufficient sleep:** Deprivation of sleep is in itself stressful. Individuals need to sleep the required hours to give the mind ample time to relax.
- **Try to live within your means and plan a manageable budget:** Financial stress is one of the most common sources of anxiety and relates in most cases to mismanagement rather than misfortune and has a negative impact on an individual's life resulting in him acquiring stress. The inability to fulfil some of his future aspirations due to present economic situation may be stressful for the educator and its impact unbearable.

From the above, it is clear that the demands of both work/family can cause a lot of stress for the educator. It is therefore important for the educator to try all within his powers to prioritise needs and demands so as to avoid lot of stress.

3.4.3 INTER-ROLE CONFLICT AND FINANCIAL PRESSURE ASPECTS

Various forms of strenuous relationships that exist between families, societies and the millennium work are influenced among others by the prevailing economic factors (Vos, 2005:74). To add to the aforementioned statement, these economic factors put pressure on educators as sole breadwinners and leaders in their various places to find it difficult to meet its financial demands and obligations because of low income. Due to high demands that families places upon educators, they often find it difficult to meet them because of low income. This may leave educators with no other option but to confront the employer through various educator unions they are affiliated to and demand a rise in salary wages through strikes and boycotts (Sibanyoni, 2007:7). The situation which an educator finds himself in, force him to experience inter-role conflict in that expectations of the family makes it difficult for him to cope effectively with what the employer provides resulting in the two being at each other's throat.

Financial constraints are stumbling blocks that prevent educators from fully providing in the needs of their families and theirs as individuals due to a low income the employer provides (Erasmus, 1998:27; Lifeline, 2012). The implication from the statement is that educators often have to postpone their future aspirations and those of families because of financial constraints which make it difficult for them to accomplish desired goals and objectives. Financial constraints they are experiencing due to a low salary the employer provides, makes it virtually impossible for them to cope and meet life expectations and challenges head on (Sibanyoni, 2007:7).

Income is the only life situation predictor with lower income increasing vulnerability to role conflict as a result of difference in salaries between couples or partners (Home, 1998:85; Live Well, 2012). The statement can be attributed to the fact that in most instances, the salary differences between couples sometimes pose a threat to their relationship. As already mentioned in paragraph 3.3.4, most of the women have been elevated to top management positions to bring about gender equality in employment circles. However, due to the fact that the process of elevating women to top management positions is still an ongoing process, most of them are still languishing in the doldrums and being sidelined, thus continue to live under the shadow of their male counterparts (Haider, 1996:150; West Lothian Council Delivers, 2012).

For the mere fact that they are still living under the shadow of their partners, in most instances, the woman's income is regarded as supplementary to that of her partner because of difference in salaries (Vermeulen & Minor, 1998:239; West Lothian Council Delivers, 2012). The latter may be attributed to the kind of job that most married women prefer doing, which they feel should not take much of their time as they always perceive their marriage to take priority over any other thing (par 3.3.4). As a result of many women being afforded the opportunity to ascend management positions both in public and private sectors, many families are experiencing

a lot of tension because of the inferiority complex that most men have regarding higher salaries earned by their partners (Haider, 1996:150; Dragos Roua, 2008). Furthermore, because of difference in salaries, the man may feel that his authority in the home is under threat and might apply whatever tricks he has up his sleeves to stay in control despite the consequences thereof (Philander, 2011:1).

In one of the leading local newspapers, *Sibanyoni* (2007:7) reported that a certain educator who is a mother of three has two sons attending at tertiary institutions and is in dire need of money to pay for their tuition as her salary fails to meet her financial obligations. The situation that she found herself in, forced her to join the Congress of South African Trade Union (COSATU), strike demand for a wage increase disregarding the consequences of a no-work no-pay situation that might be instituted. In addition to educators' frustrations regarding their financial constraints, they always have to visit cash loans offices in order to meet their daily needs which they find it appalling to say the least (*Sibanyoni*, 2007:7).

Contrary to the above, in terms of the South African Schools Act (SASA) (Act No 84 of 1996**b**) section 5(3), no learner may be exempted from attending school because parents cannot afford to pay school fees. Furthermore, according to the present government's manifesto for the entire elections since 1994 to date, it advocates for free education in order to relieve and rid the disadvantaged community off financial burden. However, Chuenyane (2008:5) reports that the Minister of Education is quoted as having said that free education is costly and will remain a pipe-dream for the foreseeable future. This statement dampened the spirit of most of the country's disadvantaged citizens who had braced themselves for the wonderful gesture and were ready to take advantage thereof to empower themselves.

According to the Department of Basic Education (DOBE) (2013:1-2), schools were declared as fee and no-fee paying institutions in South Africa. Furthermore, the no-fee schools were declared based on the disadvantaged communities they were located in and therefore, received direct funding from government.

South African Schools Act (Act No. 84 of 1996**b**) (section 36), states that the governing body of a school must take all reasonable measures within its means to supplement the resources provided by the State in order to improve the quality of education provided by the school to all its learners. This statement makes provision for schools to charge school fees so as to supplement the resources it has, in order to improve the quality of education. In terms of section 39(2) of SASA (Act No. 84 of 1996**b**), at the general parents meeting, any resolution that proposes fee payment subject to approval of majority of parents, must include the amount of fees to be charged as well as partial or conditional exemption of parents who are unable to pay the fees. Furthermore, the exemption from payment of school fees is a mechanism government has put in place to assist parents to access quality education to their children, irrespective of their economic background or financial constraints (DOBE, 2013:1-2). According to South African Council for Educators (SACE) (B-54 section 129), a parent qualifies for full exemption from fees if the combined annual gross income of the parents is less than ten times (10X) the annual school fees per learner.

Contrary to the above paragraph, regarding fee paying schools, Huisman *et al.* (2008:1) reports that due to the economic crisis that continue to rock the country, cash strapped schools are forced to contravene the South African Schools Act (SASA) (Act No.84 of 1996**b**), by getting tough on parents who fail to pay up for their children's fees excluding those exempted. These schools intend to recover money owed to them by engaging in some of the following activities (Huisman *et al.*, 2008:1):

- Turning to debt collectors, sequestering parents and attaching assets.
- Carrying out credit and property checks and
- Asking parents to account for their jewellery and monthly expenses.

From the above activities that schools intend engaging in, it gives a bad reflection on the state of economic crisis parents are facing. It also means that the names of those affected parents are going to appear in the credit bureau and be blacklisted. If blacklisted, the affected individuals may encounter difficulties when intending to make any purchase of some sought especially when seeking assistance or approval from any financial institution so as to cater the needs of the family (Huisman *et al.*, 2008:1).

The deepening economic crisis experienced in the country also has had a negative impact on temporary educators both in public and private schools. Huisman *et al.* (2008:1) states that in one of the independent schools in Johannesburg, two educators were forced to leave the premises due to non-payment of fees by parents. In addition to the issue of temporary educators, five temporary educators at a certain public school in Mmabatho were shown the door and replaced by five permanently appointed educators from the Provincial Government through the process of redeployment contained in Resolution 2 of 2003 (Tshehle , 2008:15).

According to Tshehle (2008:15), the North-West Education Department in September 2008, terminated about two thousand (2000) temporary educators' contracts allegedly due to financial constraints. The same can also be said of the Eastern Cape Education Department wherein at least 6 000 temporary educators found themselves jobless following the departments' decision in 2010 to do away with their services (Ledwaba, 2012:13). It can be ascertained that the move to oust temporary educators from jobs has impacted negatively on them including their families as they are now faced with debts they are unable to pay. To make matters even

worse, temporarily appointed educators experience role conflict in that they are unable to fully commit and meet the needs of their families for fear of losing jobs any time.

In order to summarise the above information regarding the extent to which the already mentioned factors contribute towards educators experiencing inter-role conflict, an empirical investigation will be determined in Chapter 5 to prove just that.

3.4.4 INTER-ROLE CONFLICT AND CULTURAL ASPECTS

Tossie *et al.* (2005:571) defines culture as the social context within which humans live. Furthermore, it affects the way in which individuals perceive and respond to the world around them. From the statement it appears that culture plays an important role in an individual's life and will have an impact on the type of choices he makes. As Van der Westhuizen (2002:28) puts it, management is part of man's cultural heritage and has a task to control his heritage by means of his management actions, which involves laws and control. This statement gives an impression that according to culture, authority in the home and workplace is placed in the hands of the male whereas female individuals have to be subordinate to him.

However, section 9(1) of the Constitution of the Republic of South Africa (South Africa, 1996a) states that all people are equal before the law and shall have the same rights. The law puts enormous pressure on the roles to be played by both genders due to clashes of interest between cultural demands and modern way of doing things. These clashes of interest between cultural demands and modern way of living are the reason why individuals experience role conflict as a result of the indecision that comes with having to make a decision regarding which of the two to apply in their daily activities (Capel & Gurnsey, 1997:98-99; Anon, 2012a). A female educator, who is at the helm of a school for example, may experience role conflict by finding it a bit difficult to reprimand a male educator due to

cultural demands that opposes the action she intends taking. In that way, the authority she has in the school is therefore compromised due to cultural demands leading to role conflict being experienced. At the same time, the employer expect her to do the job she has been assigned with and is therefore obliged to implement the intended action despite what the culture demand from her. The position she occupies will always force her to act contrary towards culture and that is the reason why Khumalo (2004:69) says that women experience role conflict in homes, cultures and working environment where they are viewed as secondary to the authority of the male due to cultural demands.

The demand that culture places upon individuals on how to deal with certain situations in their daily activities also plays a role in determining how people relate to one another in the same working environment (Tossie *et al.*, 2005:571). The statement gives the impression that because colleagues in a working environment are from different cultural backgrounds, differences and disputes will always prevail because they perceive situations differently from one another. In addition to the last statement, in a multiracial school for example, black educators will find it difficult to agree with their white colleagues regarding an issue they view as contrary to their cultural belief and the same can be said of white educators too.

3.4.5 LACK OF SUPPORT FOR INTER-ROLE RESPONSIBILITIES

According to democratic principles practiced within the country, no longer is the traditional role of women confined to home, whereas that of men being the workplace (par 2.3.1 & 2.3.2). Due to the high inflation rate as well as divorce cases currently experienced globally, it is vital for couples or partners to lend each other support to beat the frontiers of poverty that continues to threaten and rip families apart (Stor, 2012). In order to create somewhat a healthy family life, couples have to support each other

throughout, both at home and work (Burley, 1995:483; Message boards, 2012).

However a spouse who does not offer support to his partner regarding any duty performed but demands all attention, will make life difficult for the other one. In that case the affected partner will find himself torn between two demands that need his attention and will easily experience role conflict (Psych central news editor, 2012). The role of the partner not to make any of the two demands suffer will not last long as this is seen as a demanding activity (Du Toit, 1992:130-131; Stor, 2012). Through lack of support from spouse, an employee will most of the time reach the workplace feeling tired and exhausted and thus, will find it difficult to cope with work pressure and experience job dissatisfaction in the process (Burley, 1995:483; Psych central news editor, 2012).

Not only is the support of the partner vital for the educator but the school authorities as well. According to Burley (1995:483-485) and Education report (2012), less experienced educators often find it difficult to execute their duties effectively through lack of support from the more experienced educators. Furthermore, the school has an obligation not only towards the academic development of learners but also the physic part of it hence it has to engage in extra-curricular activities (Boweni, 2005:73-74). From the two statements, it can be said that the educators responsible for those activities, rely heavily on the school management to provide the necessary equipment to fulfil the course. When support from the school authorities is not forthcoming, the most sufferers will be learners whose God-given talent will not be realised due to inactivity (Burley, 1995:483; Message boards, 2012). This will ultimately lend educators in a predicament as a result of pressure from learners who are eager to compete with their counterparts as well as the authorities who are unwilling to provide the necessary support, resulting in the poor educator experiencing inter-role conflict.

Van der Walt and Du Toit (1998:246) as well as Live science (2010), states that educators cannot function well without the support from parents of learners. It is for this reason that the school governing body (SGB) has to see to it that parents become involved in the affairs of the school so that they assist educators in dealing with the behaviour of wayward learners as well as assisting them with the academic progress of learners by monitoring their work on daily basis at home.

3.4.6 INTER-ROLE CONFLICT AND COMMITMENT

One of the most important challenges facing educators in general, is the level of commitment they need to display towards the two incompatible demands (work and family) of which they are compelled to satisfy. Commitment is defined as the degree to which a person is involved in an activity placed before him, maximising efforts to do it diligently and effectively as expected (Greenberg & Baron, 2003:162).

At home, an educator is expected to commit himself towards striving for its cohesion and unity by doing all that he could to ensure maximum satisfaction (Burley, 1995:489-490; Dictionary.com, 2012). With regard to his professional duties, an educator is also called upon to display commitment in ensuring that learners placed before him are taught quality education that will ensure that they face the future with confidence so as to take an active role in boosting the economy of the country (Badenhorst, 1995:87-88; Wikipedia, 2012g). From the above, it can be concluded that educators are expected to display the same level of commitment towards the two demands so as to avoid clashes of interests that will culminate in role conflict being experienced.

The following types of commitment have been identified (Greenberg & Baron, 2003:162; Mathis, 2010; Answers.com., 2012d):

Affective commitment: it is a type of commitment in which the strength of people's desire to continue working for a particular department because they agree with its underlying goals and values. People with high degree of affective commitment desire to remain in their jobs because they endorse what it stands for and are willing to help in its mission.

Sometimes when the department or school is undergoing some changes, employees may wonder whether their personal values continue to be in line with those of the school or the Department of Education in which they continue to work. When this happens, they may question whether they are still an integral part of it and if they feel they are not, they may consider resigning.

Normative commitment: it refers to employee's feelings of obligation to stay with the department because of pressure from other colleagues. People who have a high degree of normative commitment are greatly concerned about what others would think of them for leaving. They are reluctant to disappoint those in authority and are concerned that their colleagues may think poorly of them for such actions.

Being committed to a particular demand requires individuals to display the right attitude towards any job placed before him. Attitudes are defined as lasting feelings, beliefs and behavioural tendencies aimed at specific people, groups, ideas, issues and even objects (Mullins, 2002:264). From the definition, it means that for any individual to succeed in whatever obligation he wishes to accomplish, a good deal of attitude is required to enable him to overcome those obstacles. However, if an individual is found to be displaying a negative attitude towards any of the demands he is faced with, his level of commitment will be questionable leading towards role conflict being experienced.

3.4.7 SYNTHESIS

Based on the discussion held above it seems the following factors contribute towards educators experiencing inter-role conflict:

Inter-role conflict and work-family duties

- Work-family conflict often results in educators having strained relationships with their partners or spouses.
- It is important for partners or spouses to support each other's career paths.
- Family responsibilities are on certain instances barriers to one's professional progress.
- Changes taking place in the education system often result in educators having a feeling of insecurity.
- The pressure and demands that the family and work place upon educators' shoulders often prevent him from fully executing either of the two expectations effectively so, thus experiencing role conflict.
- Family matters sometimes do lower one's confidence as an educator.

Inter-role conflict and stress related aspects

- Role conflict often leads to stress.
- Too many tasks that are supposed to be executed within a particular time frame lead to stress being easily attained.
- A stressful person cannot effectively execute the job at hand to his utmost abilities and thus performance will be badly affected.
- Household and employment demands lead to attainment of stress.
- A stressful person is unable to carry out multiple roles.
- The present state of economy causes individuals to experience stress.
- It also leads to lower job satisfaction.

Inter-role conflict and financial pressure aspects

- Due to a low income, an educator may be forced to postpone or even abandon some of his future aspirations.
- Due to financial constraints an educator is often unable to fully provide for his family's needs.
- The high inflation rate coupled with a low income is one of the contributory factors towards educators confronting the employer to demand salary rises resulting in boycotts and strikes.
- It often happens that the other partner's salary is regarded as being supplementary to the other one.
- If one of the partners earns more than the other, it often results in tension at home regarding fulfilling various responsibilities.

Inter-role conflict and cultural aspects

- Cultural demands often lead one to experience role conflict.
- Diverse cultural beliefs among individuals at work may result in unnecessary tension being created between them.
- Some individuals often compromise their authorities at work because of cultural beliefs.

Lack of support for inter-role responsibilities

- Couples or partners, who do not offer support to each other in whatever activity they are engaged in, will always be faced with the dangers posed by role conflict in their relationship.
- Lack of support from couples or partners may lead to a stressful relationship that can collapse at any given moment.
- The management of school, which is not supportive of its subordinates, can expect resistance from them when demanding work.

- Lack of proper educational resources may lead to poor attainment of results by a school.

Inter-role conflict and commitment

- A committed individual will always plan his activities in advance to possibly avoid role conflict.
- Commitment in most instance yield positive results.
- A committed individual in most cases is certain of the decisions he undertakes.
- Commitment puts pressure on individuals to display good morals and attitude towards obligations.

3.5 CONSEQUENCES OF ROLE CONFLICT

3.5.1 POSITIVE CONSEQUENCES OF ROLE CONFLICT:

3.5.1.1 ROLE CONFLICT LEADS TOWARDS GREATER CREATIVITY

Role conflict forces individuals to be creative in finding alternative routes when confronted by any two or more incompatible demands. Creativity is termed the generation of unique and useful ideas by an individual in a situation that confronts him (Hellriegel & Slocum, 2007:56). From the definition, it can be said that for any individual to survive the adverse effects exerted upon him by role conflict, he has to be creative enough to seek alternative ways in dealing with matters before him.

Creativity enables an educator to have a new approach to things by transforming existing knowledge and giving it a new perspective (Van der Westhuizen, 2002:460). From the statement, it implies that an individual has to be flexible enough to continuously seek new approaches in dealing with issues that leads him to experience role conflict. For him to be able to transform existing knowledge, an educator will be better equipped to

formulate problems, achieve possible solutions and develop alternatives (Van der Westhuizen, 2002:460).

A person, who is creative enough to seek alternative solutions regarding demands facing him, will always be free from stressful situations as he will always be on the alert to avoid such from happening (Coverman, 2001:973-974). An educator who realises that conducting extra lessons during weekends coincide with family responsibilities, will try alternative ways in dealing with the matter before him by conducting such at a convenient time that will help ease tension between the two demands.

3.5.1.2 ROLE CONFLICT OPENS LINES OF COMMUNICATION

One of the most important tools that individuals can use in order to avoid experiencing role conflict and live harmoniously with those close to him, is through proper communication. Communication is defined as a two way process by which certain information is conveyed from a communication source (sender) to a receiver who in turn, will react to a stimulus (Van Schalkwyk, 2006:1). From the definition, it can be said that an individual who is confronted by two incompatible demands has to communicate his frustrations with the other person in order to relieve himself from stressful situations. As couples, partners or family members it is vital for the communicator to open up and outline difficulties he is faced with so that the receiver can assist in finding possible solutions they can embark upon to curb recurrence of role conflict (König *et al.*, 1992:97; Grobler, 2003:3).

According to Grobler (2003:3) the primary relationship within families is the one between the father and mother, which at the ultimate end will determine how the children communicate. If parents have unsatisfactory communication between them, it will ultimately filter down to children who may also acquire such inadequate patterns of communication leading to unsatisfactory interpersonal relationships within and outside family borders.

The following communication styles or patterns are commonly found in families (König *et al.*, 1992:97; Grobler, 2003:3):

Co-operative style - the family aims at achieving common interests and goals of various family members. Differences within families are resolved by means of a compromise. The willingness to listen to one another as well as maximum co-operation of all is a guarantee that role conflict could be minimised.

Competitive style - the family is characterised by a power struggle and dominance among various members that makes it. The husband as head of family would want to impose his authority over the wife. On the other end, the wife would also like to be recognised as an integral member of the family through application of gender equity, thereby role conflict being the order of the day.

3.5.1.3 ROLE CONFLICT CAUSES INDIVIDUALS TO PLAN AHEAD

Planning is defined as examining the future and deciding what needs to be achieved by developing an action plan (Mullins, 2002:770). From the definition, it can be concluded that planning what is desired, will always involve clarification of the aims that are targeted. Through planning it is vital for people to understand what is to happen exactly leading towards objectives and targets being specified clearly (Grenberg & Baron, 2003:608).

In Van der Westhuizen (2002:138), planning is seen as an intellectual activity that involves thought processes by means of which future activity is pre-enacted to achieve certain objectives. This means that for any individual to beat the danger posed by role conflict, it is important that he should have a detailed plan on how to overcome barriers that prevent him from achieving the goals that he set for himself.

It is crucial for both single and married educators to sit around with those close to them and plan ways of attaining goals they have set themselves in order to avoid role conflict (Chiu, & Man, 1998:318-319; Van der Westhuizen, 2002:138). Through action plan, it becomes a lot easier for any individual to deal with role conflict, as the person would have pre-planned the course of his actions and try to stick by it. Once the goals have been set and a plan of action developed, implementation of what has been pre-planned has to take place. In implementing the course of action, it is vital that regular assessment of the plan be made to determine progress (Greenberg & Baron, 2003:608). If the plan is failing to bear fruits as a result of continued arguments with partner or spouse, then it needs to be reviewed to find a common ground.

The following are regarded as some of the importance of planning (Van der Westhuizen, 2002:139):

- It causes one to think ahead.
- It provides time for reflection.
- It causes individuals to think continually about set objectives.
- It helps towards the pursuit and achievement of objectives.
- It provides the opportunity to consider alternative plans.

From what has been discussed above, it means that through careful and proper planning, the educator will in most instances, be in a position to avoid stressful situations that goes with experiencing role conflict. Though the plan may be disrupted in one way or the other due to circumstances way beyond the individual's control, the mere fact that it includes opinions of others make it possible for individuals to deal with the dangers posed by role conflict.

3.5.1.4 ROLE CONFLICT CAUSES INDIVIDUALS TO MANAGE TIME EFFECTIVELY

One of the most threatening factors that prevent individuals from deriving job and home satisfaction due to role conflict is time. Spending too much time on one demand may give rise to role conflict. It therefore requires of individuals to try and manage time effectively so as to put role conflict under control. Role overload is a common source of stress and could be put under control if time is managed effectively in between multiple roles that an individual has to satisfy (Greenberg & Baron, 2003:132).

If time is not well managed, individuals may find themselves easily overwhelmed by not getting important things done and having to work longer hours as a result thereof. Mullins (2002:234) states that for many individuals, especially those in management positions, they often complain that they do not have sufficient time to do a particular task due to time constraints. He attributes their failure to poor organisation and management of time or their inability to organise their work properly. It is for the same reason that Van der Westhuizen (2002:21) says that educational management itself is determined by time, because everything develops or changes in the course of time and everything is carried out within time. From the statements it means that it is vital for individuals to manage time effectively to avoid stressful situations.

Some of the most effective time management is as follows (Mullins, 2002:234-235, Greenberg & Baron, 2003:132):

- **Prioritise activities** - It is vital for educators to distinguish between tasks that are urgent (to be performed right away) and those that are important (they must be done but can wait). For instance an educator preparing himself to attend a particular class and in the process, receiving an urgent call about sickness or death in the family.

- **Allocate time realistically** - when planning, an educator has to accurately assess how much time needs to be spent on each of the various tasks to be performed. An educator conducting an extra lesson after school has to know how much time is to be spent on a particular topic so as not to miss the knock-off time of his partner or spouse for pick-up.
- **Careful planning** - the ability to plan ahead enables an educator to complete intended tasks successfully and within the confined time. An educator who plans activities for the whole year is likely to encounter less stress during the course of the year though there may be some barriers that might arise and derail the plan.
- **Taking control of one's time** - an educator has to make a "to do" list and carefully keep track of what has to be accomplished. The educator has to stay focused and not allow others to derail him in his course of achieving set objectives. An educator for example, who throughout the week has been planning a particular exercise to assess his learners, is suddenly instructed to go and collect circulars from the departmental offices thereby having his plan for the day disrupted as a result.

From the above it is vital for educators to manage their time effectively so as to avoid and minimise the dangers that role conflict might pose in their daily activities and engagements.

3.5.2 NEGATIVE CONSEQUENCES OF ROLE CONFLICT

3.5.2.1 ROLE CONFLICT DELAYS DECISION-MAKING

Any individual, who is confronted by two or more demands that he has to satisfy, is bound to take a decision that will best work out for him in order to meet them. Decision-making involves making the right choices so that goals can be achieved effectively through appropriate actions (Van der Westhuizen, 2002:29). From the above, a conclusion can be reached that

for any individual to avoid conflicting roles, he has to make the right decision that will best address the demands placed upon him.

As a result of role conflict, some individuals often delay in making decisions and thus end up making the other demand suffer as a result. König *et al.* (1992:227) and Schemerhorn *et al.* (2000:7) state that an individual has to decide which of the demands he is faced with are of utmost importance and thus should take priority. It can be agreed that if an individual is unable to plan and complete activities expected within a particular time frame, he is likely to experience role conflict and will delay to make the right decision as to which problem should be attended at first. An educator, who aspires for promotion for example, is likely to experience a delay in making the right decision on whether or not satisfy the demands of his partner or those of his seniors and will ultimately experience role conflict.

3.5.2.2 ROLE CONFLICT LEADS TO AGGRESSIVE BEHAVIOUR

Any individual being who finds it difficult to deal successfully with contradictory demands placed upon him, is likely to resort to aggressive behaviour to try and meet them. Aggression is defined as a variety of behaviours that individual uses in order to defend a particular action (Hellriegel & Slocum, 2007:466). From the definition, it can be argued that role conflict can lead an individual to develop an aggressive approach when faced with demands that he is unable to satisfy. For instance, an educator who arrives at work with feelings of frustration may vent his anger on learners through hurling abusive language at them or even physically assaulting them when they do something wrong.

An educator who is torn between two demands that require his attention may at the end display an unbecoming attitude towards both. The unbecoming attitude displayed by an individual may be directed at a certain person wherein it will create amongst others feelings of frustration and resentment towards others whom he sees as being stumbling blocks

towards attainment of a desired goal (Fieldman, 2001:297-298). An individual who think that his seniors are trying to block his way to a promotional post may for example develop feelings of frustration and anger towards them. As a result of frustration, the affected individual may become aggressive towards management by demanding better treatment and even make threats to appeal to higher authorities (Newstrom & Davis, 2002:371-372).

An aggressive person can directly attack the intended target in order to satisfy feelings of irritation and rage (Greenberg & Baron, 2003). In order to cover up the mistake committed due to an impulsive act, the aggressor might resort to defence mechanism to try to justify and defend the actions taken.

Below are a variety of defence mechanisms applied by individuals to justify aggressive behaviours (Newstrom & Davis, 2002:371-372; Henson et al., 2004; Hellriegel & Slocum, 2007:466):

- **Hostile attribution bias** - implicit assumption that people tend to be motivated by desire to destroy others by retarding their progress. A senior educator for example, who fails to recommend a junior educator for a promotional post by writing a bad report.
- **Potency bias** - the implicit assumption by the aggressive individual that interaction with others, are contests to establish dominance versus submissiveness. An aggressive senior educator for example, who does not want to listen to opinions of subordinates and regard his decisions as final.
- **Retribution bias** - aggressive individuals think that taking revenge is more important than preserving relationships. For example, a school manager, who always recommend leave without pay to subordinates without listening to the reasons behind their failure to pitch up for work.

3.5.2.3 ROLE CONFLICT LEADS TO LOW SELF-ESTEEM

Individuals are likely to experience low self-esteem when confronted by demands that are difficult to deal with. According to Hellriegel and Slocum (2007:318) self-esteem is seen as the extent to which a person has a strong belief that he is worthwhile and a deserving individual. On the other end, self-esteem is seen as a belief about one's own worth based on an overall self-evaluation (Schemerhorn *et al.*, 2000:72). Individuals with high esteem see themselves as capable and tend to have few doubts about themselves. However, an individual with a low self-esteem always expresses doubts about his capabilities and is always doubtful about the decision taken (Robbins & Decenzo, 2003:236). It can be concluded that an individual with high esteem tend to believe that he possess the ability to succeed at work despite the odds that are heavily stacked against him. However, those with low esteem tend to rely on the opinions of others before making a decision.

Employees with low self-esteem are more easily influenced by opinions of other workers and lack direction because of having difficulty in making their own decisions (Kreitner & Kinicki, 1998; Newstrom & Davis, 2002:371-372). Individuals with low self-esteem often are unable to stand their ground and depend on others to make decisions on their behalf. In a school for example, an educator who is not firm enough to stick by his decision will be easily influenced by others to defy authority without any reason for doing so. In so doing the educator will be in a middle of a dilemma not knowing whether to align with colleagues or cite with management resulting in inter-role conflict being easily attained.

An individual with low self-esteem always set lower goals for himself that may never pose a real threat and challenge to his thinking abilities (Luthans, 1998; Bennett, 2001:68-70). In other words, an individual with low self-esteem is likely not to aspire for promotion for fear of being continually exposed to role conflict due to doubts that lingers on his mind regarding his

ability to account for whatever decision he may have taken at a particular pointing time. It can therefore be concluded that an individual with low self-esteem is likely to prefer a job that will never place too much demands on him for fear of being perceived a failure by his colleagues or his close associates.

3.5.2.4 ROLE CONFLICT LEADS TO LOSS OF SKILLED EMPLOYEES

One of the negative effects of role conflict on an individual relates to the ability to display competency with regard to both home and job environments. As individuals continue to grow within their respective jobs, they anticipate promotion of some sort as compensation for their hard-earned efforts as well as the level of competency they displayed during their working career (Bennett, 2001:68-70).

Competency is defined as an interrelated set of abilities, behaviours, attitudes and knowledge needed by an individual to be effective in professional and home-related situations (Hellriegel & Slocum, 2007:4). From the definition, it can be concluded that for any individual to be referred to as a skilful employee he has to show a certain level of competency and commitment towards the job he does and the ability to do it effectively as required. However, an individual who is affected by outside pressure either from a spouse or partner will not be in a position to devote much of his attention towards the job he does and will most likely experience role conflict thus, affecting his job performance.

The pressure from outside as well as the one within job situation may place an individual in the middle of two conflicting demands that he has to satisfy simultaneously (Ratzburg, 2008:1). This requires from individuals a detailed plan on how to go about meeting the two demands confronting him. However, if individuals tend to be more dedicated to one demand than the other, there is a likelihood that they are going to experience home or job

dissatisfaction resulting in them resigning from their jobs or divorcing their spouse or partners.

3.5.3 SYNTHESIS

From the discussion above it seems the following can be regarded as consequences of role conflict that an educator is likely to be faced with:

Positive consequences of role conflict

Role conflict leads towards greater creativity

- A creative individual always seeks alternative ways in dealing with demands facing him.
- Creativity helps individuals to uncover problems, identify opportunities and make appropriate choices.
- Through creative thinking consequences of any particular problem is visualised effectively.
- A creative individual will try by all means to avoid stressful situations by being on the alert at all times.

Role conflict opens lines of communication

- An individual who is able to communicate his problems to his spouse or partner is likely to maintain a less stressful relationship.
- Through proper communication the level of unhappiness and infighting between couples can be reduced.
- By opening up lines of communication, staff members in a school are able to have confidence in the school management team.
- A two-way communication channel allows participants in a meeting to freely put forth their opinions and ideas.

Role conflict causes individuals to plan ahead

- Through proper planning, educators are able to execute their duties effectively knowing fully well what the expectations are.

- Planning helps individuals to think ahead and master the future.
- An action plan provides guidelines as to which route to follow in order to achieve objectives.
- Thorough planning assist in avoiding duplication of work.

Role conflict causes individuals to manage time effectively

- Time determines the destiny of an individual aspiring to reach set objectives.
- Dividing time equally between demands confronting an individual reduces the level of stress.
- Proper planning and good organisation of work enables individuals to manage time effectively.

Negative consequences of role conflict

Role conflict delays decision-making

- Being caught in the middle of two demands that requires an individual's attention may cause a delay in making the right decision.
- Improper planning of activities may cause an individual to delay in taking a reasonable decision to determine which activity takes priority over the other.
- An individual who is uncertain of his objectives will find it difficult to make meaningful decisions to achieve them.

Role conflict leads to aggressive behaviour

- Individuals often resort to aggressive behaviour when unable to deal with the demands facing him.
- Individuals often make use of aggressive behaviour as defence mechanism to justify their actions.
- A frustrated individual often resort to aggression when unable to get what he had hoped for.

Role conflict leads to low self-esteem

- Individuals with low self-esteem prefer jobs that are not challenging for fear of being criticized.
- People with low self-esteem do not possess independent thinking but depend on others to think on their behalf.
- Individuals with low self-esteem are easily influenced by others and are caught wanting in most cases.

Role conflict leads to loss of skilled employees

- Pressure from both family and work can force an individual to decide on divorcing partner or spouse or by simply tendering resignation in his job.
- Role ambiguity at work can cause an individual to become incompetent and ultimately lose interest in the job he does.
- Non-recognition of efforts and hard-works, by those in authority can cause individuals to resign from work to look for greener pastures elsewhere.

3.6 CONCLUSION

In conclusion, the whole chapter was based on the nature of role conflict with emphasis upon its impact on the individual educator. Thereafter clarification of the concepts intra- and inter-role conflict was looked into so as to lay the foundation of the chapter. Clarification of concepts was later followed by the different factors that contribute towards educators experiencing both intra- and inter-role conflict. The chapter was concluded, by discussing both positive and negative consequences that role conflict can bring about in the life of an individual.

The following chapter deals with the research approach and methodology.

CHAPTER 4: RESEARCH APPROACH, DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter starts with a brief exposition of the different research paradigms with emphasis on positivism and post-positivism. A more lengthy and detailed discussion of the particular paradigm that served as the philosophical base of this investigation follows. Furthermore, a discussion of the research design and methodology that was followed in the investigation will be given. In the research methodology section, the following aspects will be discussed: the data collection instrument, population and sample, the process of data collection and analysis as well as the ethical considerations that were adhered to during the execution of the investigation. A short summary concludes the chapter.

4.2 RESEARCH APPROACH OR STRATEGY

4.2.1 POSITIVISM

Also referred to as the classical research paradigm, positivism is not a very informative label and includes a variety of schools of thought that view experience and reason as the bedrock for epistemological claims (Baptise, 2000:124; Trochim, 2006:1-3). Epistemology refers to theories of knowledge and the basic tendency of positivism is the search for a foundation on which to justify knowledge claims and gains (Babbie, & Mouton, 2001:145; Nieuwenhuis, 2007:65). Positivism suggests that scientific knowledge ought to be built on solid foundations that are factual statements more easily verifiable than theoretical statements (Mouton, 2006:14).

Positivism views science, as a phenomenon that progresses slowly but surely as additional bricks become more firmly cemented on statistical

correlations and experimental designs (Maree, 2007:64; Onwuegbuzie *et al.*, 2009a:9). What could be described as the traditional scientific approach to research has its underpinnings in positivist philosophy. The general elements of positivist philosophy have a number of implications for social research based on this approach. These implications (adapted from Hughes, 1994; Easterby-Smith, 1997; Trochim, 2006:1-3; Ellis & Levy, 2008:324-326) are:

- Methodological: all research should be quantitative and that only research which is quantitative can be the basis for valid generalisation and laws.
- Value-freedom: the choice of what to study and how to study it, should be determined by objective criteria rather than by human beliefs and interests.
- Causality: the aim should be to identify causal explanations and fundamental laws that explain human behaviour.
- Operationalisation: concepts need to be operationalised in a way that enables facts to be measured quantitatively.
- Independence: the role of the researcher is independent of the subject under examination.
- Reductionism: problems are better understood if they are reduced to simplest possible elements.

Post-positivism is discussed next.

4.2.2 POST-POSITIVISM

Following the recognition among researchers that the elementary justifications of positivism were not entirely defensible, a new philosophy emerged, that of post-positivism (Hughes, 1994; Wiersma & Jurs, 2009:10). Post-positivism provides an alternative to the traditions and foundations of positivism for conducting disciplined enquiry (Easterby-Smith, 1997; Onwuegbuzie *et al.*, 2009a:9). Furthermore, for the post-positivist

researcher, reality is not a rigid thing; instead it is a creation of those individuals involved in the research. Post-positivist approaches assume that reality is multiple, subjective and mentally constructed by individuals (Salmani & Akbari, 2008:3).

Both positivism and post-positivism hold naïve and critical realist positions concerning reality and perception (Gall *et al.*, 2007:15). Post-positivists argue that reality can never be fully apprehended but only approximated (Guba, 1990:22; Trochim, 2006:1-3). Post-positivist approaches rely on multiple methods as a way of capturing as much of reality as possible (Denzin & Lincoln, 2005:186). Furthermore, post-positivism emphasises the discovery and verification of theories. Post-positivist researchers believe that as a result of their cultural experiences and worldviews, people are always partially biased in their objective perceptions of reality (Phillips & Burbules, 2000). Thus, post-positivist researchers assert that one can only approximate the truth of reality but can never explain it perfectly or completely.

Post-positivists accept that the world cannot be observed by totally objective and disinterested outsiders and that the natural sciences do not provide the model for all social research (Denzin & Lincoln, 2000). However, post-positivists believe in an objective social reality. Rather than focusing on certainty and absolute truth, the post-positivist will try and represent reality as best as he can and focus on confidence (Maxwell, 2004:5).

Often not emphasised in literature is the fact that post-positivism is a rejection of several core tenets of positivism (McEvoy & Richards, 2006:68-70). Post-positivists in particular, believe that there is an independent reality that can be studied and that all observation is inherently theory-laden as well as being fallible and that all theory can be modified (Onwuegbuzie *et al.*, 2009a:9). Furthermore, post-positivists believe that as a result of their

cultural experiences, people are always partially biased in their objective perceptions of reality (Phillips & Burbules, 2000).

In post-positivism, science is no longer viewed as an objective, empirically observable set of facts but is presented as something that can never be neutral with pre-suppositions playing a major role in all scientific theories (Botha, 1990:61; Onwuegbuzie *et al.*, 2009a:9). In the post-positivistic paradigm, an investigation is made regarding the critical seeing of reality. From an ontological approach, the post-positivistic paradigm is able to foresee the determination of reality and certainty of the knowledge acquired (Creswell, 2009:169).

One of the trends of post-positivism is the pragmatic perspective wherein knowledge is the product of systematic investigation based on theories and subjected to public procedures with evidence tested by means of statistical analysis (Hoy, 1996:370-372; McMillan, 2008:33-50). As new knowledge is acquired, existing theories can be done away with to allow new and relevant ones to take over so that effectiveness can be achieved. The statement is relevant especially to most of the experienced educators who for example, find it difficult to let go off their old methods of teaching and phasing in the existing one regarding the new curriculum, Curriculum and Assessment Policy Statement (CAPS). It therefore calls upon the departmental authorities to hold as many workshops as possible regarding the new way of doing things to bring old educators on board.

One of the most common forms of post-positivism is a philosophy called critical realism (McEvoy & Richards, 2006:68; Blaikie, 2007). A critical realist believes that there is a reality independent of our thinking that science can study. The statement implies that the post-positivist realist recognises that all observation is fallible and has errors in it and that theory is revisable. In other words, the post-positivist is critical of our ability to know reality with certainty. The post-positivist also believes that all

observations are theory-laden and that scientists are inherently biased by their cultural experiences and worldviews (Trochim, 2006:3). However, this is not cause to give up or despair. An example may be in a school situation where both the experienced and less experienced educators can each have their own views regarding a particular approach to a problem encountered in a specific subject. Just because they differ in approach, it doesn't mean that they can't hope to translate from each other's approaches or understand each other in order to find a common ground.

Post-positivism rejects the relativist idea of the incommensurability of different perspectives (Mirchandani, 2005:86-88). This incommensurability of perspectives refers to idea that we can never understand each other because we come from different experiences and cultures. In a multicultural school for example, educators thereof are from different backgrounds and cultures but through policies that they jointly drafted together, they are able to get along fine as they are bound to follow them to the latter to reach a common ground.

Schulze (2003) states that most post-positivists are constructivists who believe that we can construct our view of the world based on our perceptions of it. Because perception and observation is fallible, our constructions must be imperfect. Post-positivists reject the scientist's idea that any individual can see the world perfectly as it really is. The post-positivists believe that all individuals are biased and that their observations are affected because they are theory-laden (Trochim, 2006:3-4). Furthermore, post-positivists believe that objectivity is not the characteristic of an individual but is inherently a social phenomenon.

The epistemological paradigm of post-positivism states that it is impractical for a researcher's stance to refrain from manipulating the subject chosen for research as well as in the interpretation of the results (Hutton, 2009). A post-positivist perspective of empiricism tends to be on the analytical side of

things, maintaining that the fundamental purpose in science is defective in regards to aiming to understand reality with any manner of sureness. Thus, Crossan (2003:54-55) asserted that the subsisting interactions of one's culture, gender, behaviour, attitudes, socio-cultural issues and beliefs manipulate and inspire their overall construction of reality.

The use of a structured questionnaire makes it possible to analyse and verify facts at the same time. On the same breath, the post-positivist approach describes in detail how the facts and information can be obtained from respondents. Firstly the facts are based and verified through an intensive literature study regarding role conflict, followed by an objective approach of collecting data and lastly by analysing the results (Maree & Petersen, 2008:47-50; McMillan, 2008:33-35).

In conclusion the different research approaches, are reflected in the following diagram:

RESEARCH PARADIGMS	
Interpretivism	Positivism
Critical Emancipator Theory	Post-positivism
Qualitative Research designs and Methodology	Quantitative Research designs and Methodology
Interactive: eg Phenomenology, Case Study	Experimental: eg True experimental, 2x2 factorial
Non-interactive: eg Ethnography	Non experimental: eg Survey, ex post Facto

Figure 4.1: Different research approaches
(adapted and modified from Van der Westhuizen, 2008:99)

4.2.3 RATIONALE FOR FOLLOWING A POST-POSITIVIST AND QUANTITATIVE APPROACH

Three methods of collecting data when conducting a research, are quantitative, qualitative and "mixed" method. Of the three methods, the most widely used ones are the former two quantitative and qualitative methods that will be briefly looked into in this paragraph. Quantitative methods are seen as being deductive and predictive in approach, which depends largely on experimental designs and statistical correlations (Bailey, 2000:102; Maree & Petersen, 2008:48-50; Creswell, 2009:155-157).

Quantitative methods seek causal determination, prediction and generalisation of findings (Creswell, 2009:155-157). In quantitative research, the assumptions about findings are based on a logical positivist perspective (Sportscience, 2012). The statement gives the impression that findings as well as knowledge gained, is not only separated from feelings and beliefs of individuals but upon their reactions to a variety of questions that they have to respond to in the questionnaire (Denzin & Lincoln, 2000:86-88).

The reason why a quantitative method is used in this research is to ensure that participants have enough time to respond to questions rather than answering haphazardly, thus ensuring the validity of the findings made (Lund, 2005:119). It is better for researchers to depart from one paradigm because in most cases they are seldom trained in the skills necessary to conduct studies from more than one paradigm (Bailey, 2000:102). Furthermore, based on the advice and research skills of Creswell (2001:7-8), he is of the opinion that in order for researchers to maintain consistency throughout the research study they need to stick to one paradigm for the overall design of it. This statement is relevant to this study as it focus on one paradigm being researched upon, which is role conflict.

The quantitative method also ensures that the principles of ethics are maintained and upheld, for example, keeping the identity of participants a secret (Bailey, 2000:102-103; Creswell, 2003). This means that through the quantitative method, participants are at liberty to answer questions as freely as possible without any form of intimidation. Another reason that prompted the use of quantitative method is the fact that respondents are under no obligation to fill in the questionnaire (McMillan, 2008:33-35). However, with regard the qualitative research, participants might answer questions asked, just to let the process take its course but not really putting enough effort in answering them. For that reason, it means that the quality of the research will be compromised and therefore validity questionable too.

Offering tuition to learners is one of the most important obligations that educators entered into with the Department of Education (Botha,1990; Danielson, 2006). Furthermore, parents entrusted their children in the hands of educators to teach and guide them and not to do other business outside of the classroom. These statements indicate that educators are employed to teach and under no circumstances are they supposed to leave learners unattended. It is for these reasons that quantitative research is preferred in this study as educators are given enough time to fill in the questionnaire during their spare time to avoid disruption of teaching time (McMillan, 2008:33-35). Learners who are left unattended often leave the discipline of the school in a chaotic state because they will leave the classroom at any given moment to go outside and engage in acts that are contrary towards the school policy due to lack of supervision (Van der Walt & Du Toit, 1998; Potenza, 2002). Through quantitative research, the rights of learners to education are not compromised, as educators will fill in the questionnaire at their own spare time without causing any disruptions at school.

The following are additional reasons why a post-positivistic is preferred in this research (Phillips & Burbles, 2000; Denzin & Lincoln, 2005:186; Lund, 2005:119; Onwuegbuzie *et al.*, 2009a:9-10):

- The post-positivistic approach is often associated with deduction and is predictive depending on experimental designs, statistical correlations and frequently tests hypothesis.
- This type of research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena.
- In every case being researched, it examines a situation as it is.
- It does not involve changing or modifying the situation under investigation, nor is it intended to determine cause-and-effect relationships.
- Through the use of the post-positivistic approach, data is collected at a specific time from a variety of respondents, which is later analysed and interpreted to address the research problem.
- Its reliability and validity is high.

For the purpose of this research it has been decided to conduct a survey by means of a structured questionnaire.

4.3 RESEARCH DESIGN

Research design is seen as a detailed plan that offers a framework according to which data is to be collected to investigate the research question in the most economic manner (Creswell, 2003; Henning *et al.*, 2004:30). In this research, the following steps were undertaken to collect data needed to address the experience of role conflict: 1) Permission to collect data from the targeted regions was obtained from the Acting Superintendent General of Education in the North-West Province to issue questionnaires to the intended participants; 2) The questionnaire was given

to participants for completion without them being coerced into filling it in; 3) On a specific date agreed upon with participants, questionnaires were later collected by the researcher. Furthermore, other questionnaires were posted by participants after being provided with a self-addressed envelope to mail them.

The theoretical overview of Chapters 2 and 3 dealt with the nature of the educator's role at home and in the workplace as well as the nature of role conflict respectively. The previous chapters form a contextual and theoretical framework for this research report, while this one presents the research approach, design and methodology. Descriptive detail of the research design is provided in response to the questions of what to investigate and how to go about doing it.

Included in this research too are non-experimental designs which are mainly used in descriptive studies (to be discussed more in detail in Chapter 5), in which the units that have been selected to take part in the research are measured on all the relevant variables at a specific time (Jonathan *et al.*, 1999:454; Amazon.com, 2012). After the units have been measured, the researcher must see the responses obtained from the dependent variable as well as the effect the independent variable has on the units.

4.4 RESEARCH METHODOLOGY

4.4.1 DATA COLLECTION INSTRUMENT

A questionnaire was chosen as the most appropriate data collection instrument for the purpose of this research to obtain the views and experiences from participants about role conflict.

A structured questionnaire was deemed to be the most appropriate data collection instrument for the following reasons: (1) It guarantees the anonymity of the participants and thus may be willing to be truthful when

answering the different items in the questionnaire; (2) It offers time for participants to think logically and carefully before attempting to answer the different items; (3) It gives participants the latitude to answer items in any order of their choice thus easing tension of having to think deeply and hurriedly when responding to the items.

A description of the data collection instrument follows next.

4.4.2 DATA COLLECTION INSTRUMENT FOR EDUCATORS IN PRIMARY/ ELEMENTARY SCHOOLS

The following information accompanied the questionnaire:

Cover letter

A covering letter, explaining the purpose of the research and containing vital information for the completion of the questionnaire, was attached. In it, participants were requested to answer questionnaire at their own time. In the letter they were assured of their anonymity in answering items. Permission to conduct the research from the North-West Education Department was also included so that respondents could be convinced of the legitimacy of the research.

Instructions

The instructions were clear enough so that participants understood what was expected of them. Clear instructions promote and contribute towards the validity and reliability of the data.

Scale

A Likert scale was used in the item construction. A Likert scale method requires an indication of the extent of the respondent's agreement in relation to a particular item, which in this instance, referred to an aspect of role conflict (Neuman, 1997:159; Litwin, 2002:58; Anderson, 2004:214).

Participants could mark their responses to the various items on a four-point rating scale to enable scores of either low or high response values.

Table 4.1: Scale used for item responses

No extent	Little extent	Moderate extent	Large extent
1	2	3	4

4.4.3 DEVELOPMENT OF THE QUESTIONNAIRE

The data collection instrument was developed based on the synthesis following each item discussed in the literature study.

Contents of the questionnaire: The questionnaire will be discussed further in terms of the different sections and items contained in each section.

SECTION A: BIOGRAPHICAL / GENERAL INFORMATION

The following biographical information about the participants was obtained in this section (see Appendix C, items 1-10):

- Age of the participant.
- Marital status.
- Sex.
- Current post level at school.
- Professional qualifications.
- Academic qualifications.
- Teaching experience.
- Race.
- Number of learners enrolled at the school.
- Number of educators at the school.

SECTION B: INTRA-ROLE CONFLICT AS EXPERIENCED BY EDUCATORS

This section of the questionnaire, focused on the different factors that cause intra-role conflict (items 1-45).

This section was divided into four sub-sections, which are as follows:

B1: Intra-role conflict within the family (items 1-9)

- Parental role (1, 2, 3)
- Work-family demands (4, 5, 6)
- Prioritisation of needs (7, 8, 9)

B2: Intra-role conflict within the community (items: 10-18)

- Educator interaction with community (10, 11, 12)
- Non-service delivery (13)
- Educator support for community activities (14, 15, 16, 17, 18)

B3: Intra-role conflict within the profession (items: 19-38)

- Work–overload (19, 20, 21, 22, 23)
- Role overload (24, 25, 26)
- Work-effectiveness (27, 28)
- Exceeding work perimeters (29, 30)
- Unequal work distribution (31, 32, 33)
- Job performance (34, 35, 36, 37, 38)

B4: Intra-role conflict and gender (items 39-45)

- Perceptions of gender in position of authority (39, 41, 42)
- Gender equality (40, 43, 44, 45)

SECTION C: INTER-ROLE CONFLICT AS EXPERIENCED BY EDUCATORS

This section of the questionnaire focused on the different factors that cause educators to experience inter-role conflict (items 46-66).

This section was divided into four sub-sections, which are as follows:

C1: Inter-role conflict and work-family duties (items 46-51)

- Partner support (46, 47, 49)
- Work–Family pressure (48, 50, 51)

C2: Inter-role conflict and stress related factors (items 52-58)

- Role conflict (52, 53)
- Impact of stress (54, 55, 56, 57, 58)

C3: Inter-role conflict and financial problems (items 59-63)

- Financial constraints (59, 60, 61)
- Salary difference between couples (62, 63)

C4: Inter-role conflict and cultural aspects (items 64-66)

- Cultural demands (64, 65, 66)

4.4.4 VALIDITY AND RELIABILITY OF THE DATA COLLECTION INSTRUMENT

These two concepts are often used in connection with measurement (Baptise, 2000:143). The validity and reliability of the measurement instrument influence the extent of knowing something about the phenomenon being studied. Neuman (1997:125) and De Vos *et al.* (2005:160), states that the validity of a measurement instrument is the extent to which the instrument measures what it is supposed to measure. On the other end, Robbins and DeCenzo (2003:177) posits that reliability is the consistency with which a measuring instrument yields a certain result for

the same person on a different time when the entity being measured hasn't changed. The two concepts regarding the measurement instrument influence the extent to which meaningful conclusions can be drawn from the data collected.

Hereunder, the two concepts, validity and reliability are discussed separately for clarity purposes.

Validity

In order for a research study to be considered valid, it has to measure something which in this research is role conflict. It is for this reason that Babbie and Mouton (2001:122) describes validity as the extent to which an empirical measures the real meaning of the concept under consideration adequately. On the other end, Robbins and DeCenzo (2003:177) describe validity as a proven relationship between a measurement instrument and some relevant criterion that may contribute positively towards attainment of the aims for the research being conducted. In this study, the relevant criterion is the synthesis of each concept dealt with in the literature study that contributed positively towards the development of the questionnaire to achieve the objectives of this research.

Validity refers to the extent to which an empirical measure reflects accurately the concept it is intended to measure (Babbie, 2000; De Vos *et al.*, 2005:160). All the concepts that were discussed in the literature study are the reason why most of the educators experience role conflict, hence the questionnaire developed, no doubt measured the concept role conflict to validate the research.

With regard to this research both content validity and construct validity were taken into consideration when investigating the concept role conflict by using a questionnaire. The latter statement is emphasised by Robbins and Couter (2003:313) that validity of the measurement will only be arrived at

when taking into account both content validity and construct validity. The content validity includes specific questionnaire items that are being constructed strictly in accordance with the outcomes of a literature study, which in this research refers to the synthesis following each concept discussed (Babbie, 1998; Fraenkel & Wallen, 2008:148).

The construct validity is underpinned by the fact that although the questionnaire items focused on the different sections of the literature study, the items all dealt with aspects which are important in relation to the development of role conflict at primary/elementary schools (Babbie & Mouton, 2001:122; Pietersen & Maree, 2007). All items dealt within the literature study in this research are a contributory factor towards educators experiencing role conflict. Educator unions as well as the department of education now of late are under a lot of stress regarding the future of OBE (Outcomes Based Education) both being unsure whether to go on or withdraw from it immediately due to high failure rate of learners. The indecision on both parties constitutes role conflict that forms part of this research.

Validity of this research study is based on the fact that information within the literature study was derived from different authors that have made thorough research on the topic being investigated. Thus the term content validity becomes relevant in the sense that questions making up the questionnaire were all based on the content written from different researchers about role conflict within the synthesis developed.

Reliability

Newstrom and Davis (2002:222) describe reliability as the capacity of a measurement instrument to produce consistent results regardless of who administers it. The questionnaire used in this research was piloted at three primary schools other than those who were targeted for the study. Through the pilot study, the researcher became convinced of the reliability of the

questionnaire in that participants were bold enough to ask questions in aspects they needed clarity on and these were explained to their satisfaction. Later on, after the whole questionnaire was read and explained to participants, corrections were done with reference to difficult words and the terminology used explained. Participants even agreed jointly that most of the questions asked in the questionnaire, they do experience some of them in their daily life.

One of the strong points of the questionnaire developed in this research was the level of consistency it showed regarding items studied during the literature study. The last statement, indicates that items discussed in the literature study, later on each being synthesised, were followed consistently throughout the questionnaire, thus avoiding haphazard questioning. The two statements are in agreement with what Neuman (1997:127-128) and Fraenkel and Wallen, (2008:148) asserts, that the reliability of a measurement instrument is to maintain stability or consistency throughout. The latter statement denotes that if the same variable is measured under the same conditions, a reliable and consistent measurement procedure will produce the same measurements. On the other end, the results can only fluctuate if there are any variations in the variable being measured (Newstrom & Davis, 2002:222).

Another factor that indicates the reliability of the questionnaire being used in this research was its ability to confine its measurement only to one concept being studied and that is, role conflict. This means that questioning within the questionnaire in measuring role conflict is only confined to it throughout and does not show any signs of deviation from the concept being researched on. The latter statement is emphasised by Thorndike (2007:335-337) that if the measurement measures whatever it is measuring with little error being experienced, then it may be considered reliable. Therefore, reliability does not tell us about what it is that is being measured but how well it is being measured (Goodwin, 2001:154-156).

In order to test the reliability of the measuring instrument, the Chronbach alpha co-efficient was used (Newstrom & Davis, 2002:222-223). Related items were grouped together under Section B and Section C of the questionnaire to maintain its level of consistency. A well accepted reliable co-efficient size is larger than 0.7 (Tuettemann, 2003:22).

The following are characteristics of a reliable measurement instrument (Newstrom & Davis, 2002:222-223; Thorndike, 2007:335-337):

- Clarity of language
- Freedom from assumption
- Freedom from suggestion
- Linguistic completeness and grammatical consistency

From the above it can therefore be concluded that it is vital for any researcher to make use of a reliable and consistent measurement so that the results thereof are consistent and authentic enough to add value to the concept being researched on.

4.5 VARIABLES

Newstrom and Davis (2002:717) describe a variable as a measure that is used to describe a real-world phenomenon. On the other end, variables can also refer to any aspect of an organisation to which different values can be ascribed, e.g. gender of participants, their educational level and the number of responses to a questionnaire (Zedeck, 1992:14-15; Du Plooy, 2002:70). In a school situation, there can be variables in the different subjects of how effectively learners acquire knowledge in classroom that might include instructional methods used, classroom discipline, personality characteristics and prior learning.

Two variables that researchers apply most in their studies, including this one too, are the independent and dependent variables. The two variables are briefly discussed underneath.

Independent variable

When an investigation is being conducted regarding cause-and-effect relationships, facts are based on the extent to which one variable influences another variable (Newstrom & Davis, 2002:717; School of Psychology, 2012). This implies that role conflict cannot just be seen to be problematic alone, but that there are possible factors that may have caused it, which in turn has an effect in the individual's life. In this research, role conflict as the focal point is the concept being investigated upon and the impact it exerts in educator's lives both at home and work. If both situations are not properly managed, their influence in the life of an educator will cause him to experience role conflict. The statement is supported by Leedy and Ormrod (2005:218) and About.com (2012b) that a possible cause of something else that is directly manipulated is called an independent variable. The implication from the statement is relevant to this research in that through literature study, facts have been tabled as to what causes educators to experience role conflict. The stated facts that contributed towards educators experiencing role conflict represent the independent variables.

Dependent variable

A dependent variable is seen as an event or occurrence expressed in a hypothesis which indicates what the researcher is interested in explaining (Babbie, 2000:131; School of psychology, 2012). From the statement, the dependent variable in this research is role conflict because it is the concept that the researcher is trying to explain to individuals in order to assist them minimise its effect in their daily life experiences. The amount of stress (independent variable) educators are confronted with, in trying to execute both work-family demands effectively, cause them to experience role conflict

(dependent variable). It is for this reason that Du Plooy (2002:14) and About.com (2012b) posits that in order for a dependent variable to occur, it has to be affected by changes taking place in the independent variable. It therefore means that in order for educators to experience role conflict, there has to be some underlying factors causing it. From the stated facts, it can be concluded that both variables cannot function independent of each other (Anon, 2012c).

4.6 STUDY POPULATION

The study population in this research refers to the members of a defined group of people known as participants to whom the research measurements are referring to by reported results, findings and inferences (Hittleman & Simon, 2002:91-92; De Vos *et al.*, 2005:193). The study population in this research comprise educators on post level 1 and 2 from a sample of primary/elementary schools (n=80) which has more than five hundred learners in the three regions of the North-West Province. The three regions selected on the basis of distance from the researcher's place of work, are the Bophirima, Central and South from which a systematic stratified sample of urban, township and rural schools will be used. The fourth region, Dr Ruth Segomotsi Mompati was not included as a sample due to distance from the researcher's place of residence.

The total number of primary schools in the three regions stands out at 222. The researcher in consultation with a statistician from Statistical Consultation Services of the North-West University (Potchefstroom Campus), selected 80 primary schools as the targeted sample from the total number of primary schools found in the identified regions.

Sampling refers to the process of selecting a sample as a small portion or subset from a defined population with the intent of representing the particular population (De Vos *et al.*, 2005:194). The purpose of this

research was to determine the extent role conflict was experienced by educators in primary schools.

In choosing the sample for this research, the following criteria were considered (Creswell, 2003:5-7; Dunne *et al.*, 2005:145-146):

- The sample is located at or near where the researcher works.
- The schools are within reach in terms of distance.
- Time and money is saved.

How the sample was chosen:

The three regions selected as study population for this research differ in terms of the number of primary schools found in each. The researcher in consultation with statistical consultation services decided on a systematic stratified cluster sample. From the study population, the systematically part allows the researcher to choose from the list every fourth school. The stratified part refers to the fact that because of the systematically nature of the sample, the samples from the three regions would be proportional to the number of schools in the regions. The cluster part refers to the fact that ten (10) educators are chosen randomly in each school to fill in the questionnaire. At the final end eighty (80) primary schools will be visited by the researcher to distribute the questionnaire for completion by educators on post levels 1 and 2, which means eight hundred (800) questionnaires will be filled in by 800 participants.

Hereunder is Table 4.2 showing a survey of the study population in the three regions of North-West Province sampled.

Table 4.2: Survey of the study population in the three regions of North-West Province

District (n=4)	Total Primary Schools (n=80)	Total number of questionnaires dispatched to participants (n=800)	Total number of questionnaires received from participants (n=796)	Percentage questionnaire returned
Bojanala District	38	380	378	99.4
Dr Ngaka Modiri Molema District (Central)	22	220	219	99.5
Dr Kenneth Kaunda District (Southern)	20	200	199	99.5
Total	80	800	796	99.5

4.7 DATA COLLECTION PROCEDURE

Permission to conduct the research in a sample of primary schools in the three regions of the North-West Province was obtained from the Acting Superintendent General of Education in the North-West Province (cf Appendix A). A certified copy of the letter from the Acting Superintendent General of Education was sent to all the District Managers of the targeted regions as well as principals of identified schools to allow the researcher to visit identified primary schools within their regions.

Upon data collection, the total response rate regarding the filling in of the questionnaire was overwhelming as shown by the number of questionnaires the researcher received (see Table 4.2). The high response rate can be attributed to the fact that the researcher in most schools he visited, found educators in meetings and the principals thereof afforded him the opportunity to address educators regarding the purpose of his visit. Another reason for the high response rate is the fact that in most schools, the

educators were experienced people who the researcher presumed understood the importance of returning the questionnaire.

However, in some of the schools visited, of the total number of questionnaires handed out, say ten (10), only nine (9) questionnaires were received and the remaining one (1) was not accounted for. This statement can best be displayed in terms of Table 4.2 where for example in the Bojanala Region, out of a total 380 questionnaires distributed in the 38 identified schools, only 378 questionnaires were returned with two (2) outstanding and not accounted for. From the three identified regions, a total of 80 primary schools were visited and 800 questionnaires handed out. The overall response rate from the three regions stood out at 796 bringing the total percentage of the response rate to 99.5% with 4 questionnaires missing and unaccounted for.

After receiving the questionnaires back, arrangements were finalised with the Statistical Consultative Service of the North-West University (Potchefstroom Campus) for statistically processing the gathered data.

4.8 DATA ANALYSIS

According to De Vos *et al.* (2005:332), data analysis is required to bring order, structure and meaning to a mass of collected data. Furthermore, data needs to be dissected and integrated to be able to convey a meaningful message. Statistical analysis of data on the one end is the forefront in its investigation regarding quantitative methods (James *et al.*, 2003; Gall *et al.*, 2007:123-124). The coding of items as they appear in the questionnaire should be easy to read and understand thus making the task to statistically evaluate data a lighter one (Hair *et al.*, 1998; Newstrom & Davis, 2002:224; Onwuegbuzie *et al.*, 2009b).

When analysing data in this research, use is made of two measurement scales to statistically analyse the numbers obtained, relative to one another,

which are the nominal data and the ordinal data (Newstrom & Davis, 2002:224; Leedy & Ormrod, 2005:254). *Nominal data* are those for which numbers are only to identify different categories of people or other entities. Relevant to this research is that individuals were identified by the different post levels they occupy in their respective schools as indicated in the biographical information within the questionnaire. For this research, nominal data are the total number of questionnaires that were sent to the targeted participants (male and female) for completion, which stands at 800.

Ordinal data are those for which the assigned numbers reflect a particular order or sequence. They tell us that people or other entities, fall along different ordered categories in terms of a particular variable. For this research, individuals when completing the questionnaire had to indicate whether they were male or female educators so that at the end of it all, data should be able to show as to how many male or female educators participated in the research study. Thus, the latter statement after having been applied will for example, indicate that 65% of participants were females and 35% were males clearly showing that ordinal data as a measurement was used in this regard.

4.8.1 DESCRIPTIVE STATISTICS

The following processing techniques regarding descriptive statistics were done using the SAS-Programme (SAS Institute Inc, 2003):

- reliability co-efficient of the measuring instrument (Cronbach alpha coefficient);
- item analysis and inter-item correlation of items in the questionnaire from Section A to Section C;
- means scores of factors calculated through the means procedures of the SAS programme;
- frequency analysis regarding biographical information and individual questions determined through the FREQ Procedure;

- practical significance regarding the effect sizes of differences in means for different groups from the study population; and
- descriptive statistics such as frequencies, means, ranking and standard deviation in the statistical procedure to represent a particular statistical position of received responses.

4.8.2 PILOT STUDY

A pilot study was conducted in 3 primary schools that do not form part of the actual population intended for the research. The questionnaire was administered to a group of participants to determine such aspects as the duration it would take to complete it as well as clarity of instructions, questionnaire items and to detect any ambiguities that may have been identified (McMillan & Schumacher, 2001:267-270).

In piloting the project it was discovered that corrections had to be made regarding terms that were not clear enough to participants and these were clarified and later corrected. The language was well understood and instructions easily followed by the participants. Later on, the questionnaire was dispatched to the intended participants for completion. All the corrections done and clarity of questions ensured reliability and validity of the instrument.

4.8.3 PRACTICAL SIGNIFICANCE

The practical significance provides an indication if the difference between the biographical variables and the different factors that contribute towards role conflict, is large enough to have an effect in practice (d-value). The importance of practical significance becomes evident when the results from a study population are to be reported due to statistical significance being only relevant for probability samples from a population (Ellis & Steyn, 2003:1-6). A natural way to comment on practical significance is to use the standardised difference between the means of populations, i.e. the

difference between the means divided by the estimate for standard deviation (Steyn, 2000:1-3).

The formula for calculating the practical significance can be indicated as follows:

$$d = \frac{|\bar{x}_1 - \bar{x}_2|}{s_{\max}}$$

The formula involved the standardised differences between the means of two applicable groups $|\bar{x}_1 - \bar{x}_2|$ divided by the maximum standard deviation (s_{\max}) of the two groups.

The interpretation of the practical significance effect was done on the basis of the following guideline (Cohen, 1988):

$d \leq 0,2$ (small effect) * not indicating practical significant differences.

$d > 0,2$ (medium effect) ** may indicate practical significant differences.

$d \geq 0,8$ (large effect) *** indicates practical significant differences.

Following hereunder, are ethical aspects for discussion that are going to be satisfied in the empirical investigation.

4.9 ETHICAL ASPECTS OR CONSIDERATIONS

A researcher has to take into account relevant ethical aspects of research, which form an integral part of professional code of conduct, which have to be accounted for in the empirical investigation (Steyn, 2000:1-3). Furthermore, one of the principles to be accounted for in the empirical investigation includes confidentiality and honesty. The honesty part has to do with the manner in which participants answer the questionnaire and what should be emphasised, is that they are under no obligation to fill it in (Ary *et*

al., 2006:584). The privacy and integrity of both the participants and researcher are to be guaranteed too (Coleman & Briggs, 2002:73).

The North-West University (Potchefstroom Campus) Ethical Committee has approved the project and the particulars are as follows:

- Project title: Optimizing the quality of working life in primary schools.
- Ethical number: NWU-00054-07-S3.
- Approval date: 26 February 2008.
- Expiry date: 25 February 2013.

The following points are some ethical considerations that were adhered to during the research:

- Synthesis of items dealt with in the literature study, were used to develop the questionnaire.
- Written permission was granted by the Acting Superintendent of the North-West Department of Education to conduct the research in the three districts of the North-West Province (Appendix A). This letter was sent to District Managers of identified regions to allow the researcher to visit identified primary schools within their regions.
- A cover letter was sent to all participants asking them to fill in the questionnaires voluntarily with emphasis being placed upon their rights to privacy and confidentiality (Appendix B).
- Participants were assured of their anonymity and those of their schools.
- Participants were under no obligation to fill in the questionnaire.
- The research was conducted in accordance to the ethical requirement to report the findings in a complete and honest fashion.

4.10 SUMMARY

The chapter started with two research strategies, positivism and post-positivism. The two strategies were later discussed, wherein post-positivism was considered the relevant approach to be used in the research. Following immediately thereafter was the discussion of the research design with emphasis upon the kind of study being planned for the research. The research methodology that includes the measurement instrument and its validity and reliability was also discussed. The two variables, independent as well as dependent were also discussed in brief as to their relevancy in this research. Following closely was the study population and sample drawn from targeted primary schools within the three districts of the North-West Province.

The procedure for data collection was also explained with emphasis upon cover letters that were sent out to various education stakeholders to make the empirical investigation possible. Statistical techniques, including the d-value, effect sizes and practical significance were considered regarding data analysis and its report. The chapter was closed with relevant ethical aspects or considerations that were followed during the research project and a concluding summary.

In the next chapter the results of the data collected as well as its interpretation will be discussed.

CHAPTER 5: RESULTS

5.1 INTRODUCTION

This chapter deals with the results of the empirical investigation of the study.

Firstly it begins with a presentation and analysis of the general/biographic information of the participants. Secondly, the results of factor analysis which were done to determine the validity of the questionnaire will be presented. Thereafter, the reliability of the questionnaire will be discussed in terms of Cronbach's alpha coefficients. Frequency analysis of participants' responses to items in Sections B and C of the questionnaire is discussed.

Lastly, the relationship between biographical variables and inter and intra role conflict of participants will be explored. Table 5.1 which follows hereafter presents the general/ biographic information of the participants.

5.2 BIOGRAPHICAL INFORMATION REGARDING PARTICIPANTS (Items 1-10)

In this section an overview will be given about the general biographical information of the participants. This data will be reported in Table 5.1.

Table 5.1: General/biographic information (Items 1-10)

VARIABLE	QUESTION	FREQUENCY	PERCENTAGE
1. Age	Younger than 30yrs	107	13.5
	30 to 39yrs	362	45.6
	40 to 49yrs	238	30.0
	50yrs and above	87	11.0
	Missing	2	0.3
	Total	796	100.0

VARIABLE	QUESTION	FREQUENCY	PERCENTAGE
2. Marital Status	Married	323	40.7
	Divorced	282	35.6
	Widow	77	9.7
	Single	104	13.1
	Co-habitant	7	0.9
	Missing	3	0.4
	Total	796	100.0
3. Gender	Male	400	50.7
	Female	389	49.3
	Missing	7	0.9
	Total	796	100.0
4. Current post level	1	378	52.9
	2	337	47.1
	Missing	81	10.2
	Total	796	100.0
5. Professional Qualification	2yrs teaching certificate	148	19.2
	3yrs teaching diploma	333	43.3
	Further Diploma in Education	128	16.6
	Advanced Certificate in Education	122	15.9
	Post-Graduate Diploma in Education	38	4.9
	Missing	27	3.4
	Total	796	100.0
6. Academic Qualification	B-degree	263	33.04
	Honours-degree	305	38.31
	Masters-degree	38	4.77
	Doctors-degree	11	1.38
	Missing	179	22.48
	Total	796	100.0

VARIABLE	QUESTION	FREQUENCY	PERCENTAGE
7. Teaching Experience	0-7yrs	163	20.7
	8-15yrs	339	43.1
	16-23yrs	201	25.6
	24yrs and above	83	10.6
	Missing	10	1.3
	Total	796	100.0
8. Race	White	177	22.3
	Black	454	57.2
	Indian	124	15.6
	Coloured	39	4.9
	Missing	2	0.3
	Total	796	100.0
9. Number of learners at school	1-500 learners	86	10.9
	501-600 learners	354	44.8
	601-700 learners	201	25.4
	701-800 learners	91	11.5
	More than 800 learners	58	7.3
	Missing	6	0.8
Total	796	100.0	
10. Number of educators	10 or less educators	52	6.6
	11-20 educators	381	48.1
	21-30 teachers	275	34.7
	More than 30 educators	84	10.6
	Missing	4	0.5
	Total	796	100.0

NB: Some percentages may not add up to 100% due to the round off of numbers.

Looking at the biographical information contained in Table 5.1, the following becomes apparent:

- **Age**

It is clear that the majority of the participants are educators who fall in the age category of 30 to 49 years old (75.6%). From the age distribution, one can deduct that most of the participants can be regarded as experienced educators who would be able to identify and respond accordingly about factors that contribute towards educators experiencing role conflict in the teaching profession.

- **Marital status**

About 40% of the participants were married people, giving an indication that they should be aware of the pressures and challenges posed by role conflict arising from work-family demands. The number of participants who are divorced stands at 35.6%. According to the statistics from the North-West Department of Education (2011:1), there are 1221 divorced educators employed within the Department which confirms the high divorce rate of the participants.

- **Gender**

Male participants represented 50.7% of the sample and female participants 49.3%. From this it can be concluded that there was an equal representation of male and female participants.

- **Current post level**

About 52.9% of the participants occupied post level 1 whilst, 47.1% were on post level 2. It can be concluded that the different post levels were fairly represented in the sample. The reason why 10.2% of the participants did not indicate a post level can be ascribed to the possibility that some of them could have applied for teaching positions at higher post levels and were still awaiting the outcome of their applications or letters of confirmation that they have been appointed at a higher level. Another possible reason for the

omission of the post level could be that some of them might have acquired the status of a senior educator and that they were unsure of the post level they occupied. Some participants could have been given the responsibility of being subject heads because of their expertise in a specific learning area (subject) or even some could have been named grade managers because of their wealth of teaching experience in a particular grade. For these reasons, it could be possible that these participants were unsure about their post levels and decided not to respond to the item.

- **Professional qualification**

The majority (43.3%) of the participants were in possession of a 3 year Teachers' Diploma whilst 21.52% of the participants were in possession of either Further Diploma in Education, or an Advanced Certificate of Education, or a Post Graduate Diploma in Education. From the percentage of participants with a 3 year Teachers' Diploma, one can conclude that educators have heeded the call from the Department of Education that they should be in possession of at least an REQV 13 qualification which is equivalent to a matric certificate plus a three year teachers' diploma. The number of participants (19.3%) who were still in possession of a 2year teacher certificate is a cause for concern. On the same note and given time too, there is still hope that most if not all of them, might consider registering at various training institutions in order to improve their qualifications. Another reason for hope of an improvement in qualifications can be attributed to the fact that educators are provided an opportunity to register freely by means of departmental bursaries for an Advanced Certificate in Education (ACE).

A small percentage the participants (3.4%) did not indicate their professional qualifications. This omission could be ascribed to the fact that some of them might be in possession of a matric certificate only and that they were

appointed on a temporary capacity, or that they were in possession of a degree without any professional qualification.

- **Academic qualification**

71.35% of the participants were in possession of Bachelors and Honours degrees whilst 6.15% had Masters and Doctors degrees. The high percentage of participants who were in possession of Bachelors and Honours degrees indicates that the majority of participants were well qualified and that they should be in the position to respond reliably to the items in the questionnaire.

- **Teaching experience**

The majority of participants (70.2%) had more than 8 years of teaching experience and can thus be regarded as experienced educators. This correlates with the age of the participants where most of them (86.6%) were older than 30 years.

- **Race**

The majority of participants were black (57.2%) whilst white participants constituted 22.3% of the sample. The last two racial categories were occupied by Indians (15.6%) and Coloureds (4.9%). In terms of the statistics from the North-West Department of Education (2011:1), the number of white educators stands at 2 562, blacks at 23 746, Indians at 14 and coloureds at 259.

- **Number of learners at school**

The majority of schools (89%) in the sample had a total learner enrolment of more than 500 learners.

- **Number of educators**

The majority of schools had a staff composition of more than 10 educators (93.4%). The reason for such a high number of educators at most schools can be attributed to the large number of learners enrolled.

Synthesis: Profile of the participants

From the above biographical data it can be concluded that the majority of the participants were mature, experienced and relatively qualified black, coloured, Indian and white educators who taught at schools with a predominantly large learner and staff composition. The analysis of the biographical data revealed no reasons why the participants' responses to the questionnaire should be viewed with circumspection.

5.3 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

In order to determine the validity and reliability of the questionnaire factor analysis were conducted and Cronbach's alpha co-efficient were calculated.

5.3.1 FACTOR ANALYSIS

In order to determine the construct validity of the questionnaire, confirmatory factor analysis utilising a principal axis factor rotation method (Oblimin with Kaiser Normalisation) were conducted. The results of this factor analysis are displayed in Tables 5.2 to 5.21 below.

5.3.1.1 FACTOR ANALYSIS 1: INTRA-ROLE CONFLICT WITHIN THE FAMILY

In Table 5.2 below information is given about the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity.

Table 5.2: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.695
Bartlett's Test of	Approx. Chi-Square Sphericity	1154.579
	Df	36
	Sig.	.000

Bartlett's test of sphericity resulted in a p-value of 0.000 indicating that the items correlated with each other. The Kaiser-Meyer-Olkin measure is 0.695 which gives an indication that the sample size was adequate for the purpose of a factor analysis.

Three factors were extracted according to Kaiser's criterion (Field, 2009:647), which stipulates that factors with eigenvalues larger than 1.0 must be extracted. Table 5.3 indicates the total variance explained by these three factors:

Table 5.3: Total variance explained by the three factors

Total Variance Explained			
Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	2.599	28.882	28.882
2	1.469	16.323	45.206
3	1.163	12.917	58.123

Based on the information in Table 5.3 the three factors explained 58.12% of the variance.

Following hereafter in Table 5.4 the pattern matrix is presented wherein the factor loadings are given for the extracted factors on each item. Factor loadings indicate the correlations between the factors and items.

Table 5.4: Pattern Matrix 1: Intra-role conflict within the family

Items	Factor		
	1	2	3
Q5	.828		
Q4	.510		
Q6	.350		
Q2		-.723	
Q1		-.711	
Q3		-.483	
Q8			.659
Q7			.381
Q9			.347

The three factors which were extracted by the factor analysis and the items that loaded on them were compared with the factors that relate to intra-role conflict in the family as revealed by the theoretical analysis in Chapter 3. This comparison revealed a lot of similarity and it can be concluded that the results of the factor analysis confirmed the theoretical analysis and that the items in the questionnaire indeed relate to factors that contribute towards intra-role conflict within the family

The factors were labelled and information about the factors and their corresponding items can be found in Table 5.5 below.

Table 5.5: Factors contributing towards intra-role conflict within the family and their corresponding items

Factors	Items
1. Work-family demands	4,5,6
2. Parental role	1,2,3
3. Prioritisation of needs	7,8,9

In Table 5.6 a correlation matrix is presented which gives an indication of the extent to which the factors correlate with one another.

Table 5.6: Correlation Matrix: Factors that contribute towards intra-role conflict within the family

Correlation Matrix			
Factor	1	2	3
1. Work-family demands	1.000	.314	.293
2. Parental role	.314	1.000	.115
3. Prioritisation of needs	.293	.115	1.000

From the above table it can be seen that factor 1 (work-family demands) correlates visibly with factor 2 (parental role) and factor 3 (prioritisation of needs). On the other end, factor three (prioritisation of needs) shows a small correlation with factor 2 (parental role).

5.3.1.2 FACTOR ANALYSIS 2: INTRA-ROLE CONFLICT WITHIN THE COMMUNITY

In Table 5.7 information is provided about the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity.

Table 5.7: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.731
Bartlett's Test of Sphericity	Approx. Chi-Square	1097.534
	Df	36
	Sig.	.000

Bartlett's test of sphericity resulted in a p-value of .000 indicating that the items correlated with each other. The Kaiser-Meyer-Olkin measure is 0.731 indicating that the sample size was adequate for the purposes of the factor analysis. Three factors were extracted in accordance with Kaiser's criterion (Field, 2009:647), which indicates that factors with eigenvalues larger than 1.0 must be extracted. Table 5.8 indicates the total variance explained by the three factors.

Table 5.8: Total variance explained by three factors

Total Variance Explained			
Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	2.671	29.678	29.678
2	1.451	16.123	45.801
3	1.008	11.204	57.005

In terms of the above table, the three factors explained 57.005% of the variance.

The pattern matrix in Table 5.9 and the factor loadings indicate the correlations between the factors and their corresponding items.

Table 5.9: Pattern Matrix 2: Intra-role conflict within the community

Items	Factor		
	1	2	3
Q16	.684		
Q17	.479		
Q18	.431		
Q15	.386		-.272
Q14	.318		-.303
Q11		-.925	
Q12		-.545	
Q10		-.517	
Q 13			.686

The three factors which were extracted by the factor analysis and the items that loaded on them were compared with the factors that relate to intra-role conflict in the community as revealed by the theoretical analysis in Chapter 3. This comparison revealed a lot of similarity and it can be concluded that the results of the factor analysis confirmed the theoretical analysis and that the items in the questionnaire indeed relate to factors that contribute towards intra-role conflict within the community.

The factors were labelled and information about the factors and their corresponding items can be found in Table 5.10 below.

Table 5.10: Factors contributing towards intra-role conflict within the community and their corresponding items

Factors	Items
1. Educator support for community activities	14, 15, 16, 17, 18
2. Educator interaction with the community	10, 11, 12.
3. Non service delivery	13

In Table 5.11 a correlation matrix is presented as an indication of the extent to which factors correlate with one another.

Table 5.11: Correlation Matrix: Intra-role conflict within the community

Intra-role conflict within the community	1	2	3
1. Educator support for community activities	1.000	.305	.357
2. Educator interaction with the community	.305	1.000	.326
3. Non-service delivery	.357	.326	1.000

From the above table it can be seen that factor 1 (Educator support for community activities) correlate visibly with factor 2 (Educator interaction with the community) and factor 3 (Non-service delivery). Factor 2 (Educator interaction with the community) also correlates visibly with factor 3 (Non-service delivery).

5.3.1.3 FACTOR ANALYSIS 3: INTRA-ROLE CONFLICT WITHIN THE PROFESSION

In Table 5.12 information is provided about the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity.

Table 5.12: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.760
Bartlett's Test of Sphericity	Approx. Chi-Square	3410.988
	Df	190
	Sig.	.000

Bartlett's test of sphericity resulted in a p-value of .000 indicating that the items correlated with each other. The Kaiser-Meyer-Olkin measure is 0.760 indicating that the sample size was adequate for the purposes of the factor analysis.

A total of six factors were extracted in terms of Kaiser-Meyer's criterion which clearly stipulates that factors with eigenvalues larger than 1.0 must be extracted. The following displays the total variance explained by these five factors.

Table 5.13: Total variance explained by the six factors

Total Variance Explained			
Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	3.630	18.152	18.152
2	2.707	13.536	31.687
3	1.671	8.356	40.043
4	1.334	6.671	46.714
5	1.263	6.315	53.029
6	1.033	5.166	58.196

In terms of the above Table 5.13, the six factors explained 58.196% of the variance.

Following hereafter in Table 5.14 the pattern matrix is presented wherein the factor loadings are given for the extracted factors on each item. Factor loadings indicate the correlations between the factors and items.

Table 5.14: Pattern Matrix 3: Intra-role conflict within the profession

Items ^a	Factor					
	1	2	3	4	5	6
Q20	.681					
Q22	.662					
Q21	.577					
Q23	.538					
Q19	.450					
Q32		.656				
Q33		.522				
Q31		.297				-.285
Q36			-.769			
Q35			-.624			
Q37			-.565			
Q34		.289	-.317			
Q38		.280	-.314			
Q25				-.757		
Q24				-.608		
Q26				-.508	.339	
Q27					.643	
Q28					.528	-.270

Items ^a	Factor					
	1	2	3	4	5	6
Q29						-.638
Q30						-.611

The six factors which were extracted by the factor analysis and the items that loaded on them were compared with the factors that relate to intra-role conflict within the profession as revealed by the theoretical analysis in Chapter 3. This comparison revealed a lot of similarity and it can be concluded that the results of the factor analysis confirmed the theoretical analysis and that the items in the questionnaire indeed relate to factors that contribute towards intra-role conflict within the profession.

The factors were labelled and information about the factors and their corresponding items can be found in Table 5.15 below.

Table 5.15: Factors contributing towards educators experiencing intra-role conflict within the profession

Intra-role conflict within the profession	Items
1. Work overload	19, 20, 21, 22, 23
2. Unequal work distribution	31, 32, 33
3. Job performance	34, 35, 36, 37, 38
4. Role overload	24, 25, 26
5. Work effectiveness	27, 28
6. Exceeding work parameters	29, 30

In Table 5.16 a correlation matrix is presented giving an indication of the extent to which the factors contributing towards educators experiencing intra-role conflict within the profession correlate with one another.

Table 5:16: Correlation Matrix: Intra-role conflict within the profession

Factor Correlation Matrix						
Factors: Intra-role conflict within the profession	1	2	3	4	5	6
1. Work overload	1.000	.110	.294	.374	.007	.084
2. Unequal work distribution	.110	1.000	.244	.028	.112	.332
3. Job performance	.294	.244	1.000	.227	.099	.062
4. Role overload	.374	.028	.227	1.000	-.075	.165
5. Work effectiveness	.007	.112	.099	.075	1.000	.141
6. Exceeding work parameters	.084	.332	.062	.165	.141	1.000

From the above table it can be seen that factor 1 (work overload) correlates visibly with factor 3 (job performance) and factor 4 (role overload). Factor 2 (unequal work distribution) correlates visibly with factor 3 (job performance) and factor 6 (exceeding work parameters). Factor 3 (job performance) correlates visibly with factor 4 (role overload). A very small, but visible correlation exists between factor 4 (role overload) and factor 6 (exceeding work parameters). Similar small, but visible correlations were found between factor 5 (work effectiveness) and factor 2 (unequal work distribution) and factor 6 (exceeding work parameters).

5.3.1.4 FACTOR ANALYSIS 4: INTRA-ROLE CONFLICT AND GENDER

In Table 5.17 information is provided regarding the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity.

Table 5.17: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.631
Bartlett's Test of Sphericity	Approx. Chi-Square	538.294
	Df	21
	Sig.	.000

Bartlett's test of sphericity resulted in a p-value of .000 indicating that the items correlated with each other. The Kaiser-Meyer-Olkin measure is 0.631 indicating that the sample size was adequate for the purposes of the factor analysis. Two factors were indicated with eigenvalues larger than 1.0.

Table 5.18 below indicates the total variance explained by the two factors.

Table 5.18: Total variance explained by the two factors

Total Variance Explained			
Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	1.896	27.091	27.091
2	1.482	21.166	48.257

Table 5.18 above shows that the two factors explained 48.257% of the total variance.

In Table 5.19 the pattern matrix is presented wherein the factor loadings are given for the extracted factors on each item. Factor loadings indicate the correlations between the factors and items.

Table 5.19: Pattern Matrix 4: Intra-role conflict and gender

Pattern Matrix ^a		
Items	Factor	Factor
	1	2
Q43	.688	
Q44	.630	
Q45	.509	
Q40	.272	
Q41		.747
Q42		.417
Q39		.314

The two factors as well as their corresponding items were compared with factors related to intra-role conflict and gender as revealed by the theoretical analysis in Chapter 3. This comparison revealed a lot of similarity and it can be concluded that the results of the factor analysis confirmed the theoretical analysis and that the items in the questionnaire indeed relate to factors that contribute towards intra-role conflict and gender.

The factors were labelled and information about the factors and their corresponding items can be found in Table 5.20 below.

Table 5.20: Intra-role conflict and gender

Factors	Items
1. Gender equality	40, 43, 44, 45
2. Perceptions of gender in positions of authority	39, 41, 42

In Table 5.21 a correlation matrix is presented giving an indication of the extent to which factors related to intra-role conflict and gender correlate with one another.

Table 5.21: Correlation Matrix: Intra-role conflict and gender

Factor Correlation Matrix		
Factor	1	2
1	1.000	.025
2	.025	1.000

From the table above, a conclusion can be reached that factor 1 (Gender equality) showed a very small and therefore insignificant correlation with factor 2 (Perceptions of gender in position of authority).

5.3.1.5 FACTOR ANALYSIS 5: INTER-ROLE CONFLICT AND WORK-FAMILY DUTIES

In Table 5.22 information about Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity is given

Table 5.22: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.672
Bartlett's Test of	Approx. Chi-Square Sphericity	562.465
	Df	15
	Sig.	.000

Bartlett's test of sphericity resulted in a p-value of .000 indicating that the items correlated with each other. The Kaiser-Meyer-Olkin measure is 0.672 indicating that the sample size was indeed adequate for the purposes of a factor analysis.

Two factors were identified according to Kaiser's criterion which stipulated that eigenvalues larger than 1.0 must be extracted. Table 5.23 displays the total variance explained by these two factors.

Table 5.23: Total variance explained by the two factors

Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	2.080	34.667	34.667
2	1.260	20.999	55.666

According to the above table, the two factors explained 55.66% of the variance.

In Table 5.24 the pattern matrix is presented wherein the factor loadings are given for the extracted factors on each item. Factor loadings indicate the correlations between the factors and items.

Table 5.24: Pattern Matrix 5: Inter-role conflict and work-family duties

Pattern Matrix		
	Factor	
	1	2
Q50	.751	
Q51	.639	
Q48	.322	.314
Q47		.555
Q49	.340	.432
Q46		.423

The two factors which were extracted by the factor analysis and the items that loaded on them were compared with the factors that relate to inter-role conflict within the profession as revealed by the theoretical analysis in Chapter 3. This comparison revealed a lot of similarity and it can be concluded that the results of the factor analysis confirmed the theoretical analysis and that the items in the questionnaire indeed relate to factors that contribute towards inter-role conflict within the profession due to work-family demands.

The factors were labelled and information about the factors and their corresponding items can be found in Table 5.25 below.

Table 5.25: Factors contributing towards educators experiencing inter-role conflict due to work-family duties

Inter-role conflict and work-family duties	Items
1. Work-family pressures	46, 47, 49
2. Partner support	48, 50, 51

In Table 5.26 below, a correlation matrix is presented giving an indication of the extent to which inter-role conflict and work-family duties factors correlate with one another.

Table 5.26: Correlation Matrix: Inter-role conflict and work-family duties

Factor Correlation Matrix		
Factor	1	2
1	1.000	.262
2	.262	1.000

From the above table, it can be concluded that factor 1 (Work-family pressures) correlated visibly with factor 2 (Partner support).

5.3.1.6 FACTOR ANALYSIS 6: INTER-ROLE CONFLICT AND STRESS RELATED FACTORS

In Table 5.27 below information is presented about the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity.

Table 5.27: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.791
Bartlett's Test of Sphericity	Approx. Chi-Square	1616.919
	Df	21
	Sig.	.000

Bartlett's test of sphericity resulted in a p-value of 0.000 indicating that the items correlated with each other. The Kaiser-Meyer-Olkin measure is 0.791

indicating that the sample size was adequate for the purpose of factor analysis.

Two factors were extracted in terms of Kaiser's criterion stipulating that factors with eigenvalues larger than 1.0 must be extracted (Field, 2009:647). Table 5.28 below displays the total variance explained by the two factors.

Table 5.28: Total variance explained by the two factors

Factor	Initial Eigenvalues			Rotation sums of squared loadings ^a
	Total	% of Variance	Cumulative %	Total
1	3.141	44.871	44.871	2.465
2	1.293	18.478	63.349	1.607

The above table indicates that the two factors explained 63.349% of the variance.

The pattern matrix is presented in Table 5.29 wherein factor loadings are given for the extracted factors on each item, indicating correlations between the factors and the items.

Table 5.29: Pattern Matrix 6: Inter-role conflict and stress related factors

Pattern Matrix ^a		
Items	Factor	
	1	2
Q56	.808	
Q57	.654	
Q58	.653	
Q55	.643	
Q54	.492	.342
Q53		.819
Q52		.611

The two factors as well as their corresponding items were compared with factors related to inter-role conflict and stress as revealed by the theoretical analysis in Chapter 3. This comparison revealed a lot of similarity and it can be concluded that the results of the factor analysis confirmed the theoretical analysis and that the items in the questionnaire indeed relate to factors that contribute towards stress induced inter-role conflict.

The factors were labelled and information about inter-role conflict and stress related factors as well as their corresponding items can be found in Table 5.30 below.

Table 5.30: Factors contributing towards stress related inter-role conflict and their corresponding items

Factors	Items
1. Impact of stressors	54, 55, 56, 57, 58
2. Role conflict	52, 53

In Table 5.31 below, a correlation matrix is presented giving an indication of the extent to which inter-role conflict and stress related factors correlate with one another.

Table 5.31: Correlation Matrix: Inter-role conflict and stress related factors

Factor Correlation Matrix		
Factor	1	2
1. Impact of stressors	1.000	.379
2. Role conflict	.379	1.000

From the above table, it can be concluded that factor 1 (Impact of stressors) correlated visibly with factor 2 (Role conflict).

5.3.1.7 FACTOR ANALYSIS 7: INTER-ROLE CONFLICT AND FINANCIAL PROBLEMS

In Table 5.32 information is presented about the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity.

Table 5.32: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.668
Bartlett's Test of Sphericity	Approx. Chi-Square	576.896
	Df	10
	Sig.	.000

Bartlett's test of sphericity resulted in a p-value of 0.000 indicating that the items correlated with each other. The Kaiser-Meyer-Olkin measure is 0.668 indicating that the sample size was adequate for the purposes of factor analysis.

Two factors were extracted in terms of Kaiser's criterion stipulating that factors with eigenvalues larger than 1.0 must be extracted (Field, 2009:647). Table 5.33 below displays the total variance explained by the two factors.

Table 5.33: Total variance explained by the two factors

Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	2.053	41.053	41.053
2	1.147	22.934	63.987

The above Table 5.33 shows that the two factors explained 63.987% of the variance.

The pattern matrix is presented in Table 5.24 wherein factor loadings are given for the extracted factors on each item, indicating correlations between the factors and items.

Table 5.34: Pattern Matrix 7: Inter-role conflict and financial problems

Pattern Matrix ^a		
	Factor	
	1	2
Q60	.760	
Q59	.720	
Q61	.547	
Q63		.570
Q62		.410

The two factors as well as their corresponding items were compared with factors related to inter-role conflict induced by financial problems which were identified by the theoretical analysis in Chapter 3. This comparison revealed a lot of similarity and it can be concluded that the results of the factor analysis confirmed the theoretical analysis and that the items in the questionnaire indeed relate to factors that contribute towards inter-role conflict induced by financial problems.

The two factors were labelled and information about these factors and their corresponding items can be found in Table 5.35 below.

Table 5.35: Factors contributing towards inter-role conflict induced by financial problems

Factors	Items
1. Financial constraints	59, 60, 61
2. Salary differences between couples	62, 63

In Table 5.36 below, a correlation matrix is presented giving an indication of the extent to which the factors correlate with one another.

Table 5.36: Correlation Matrix: Inter-role conflict and financial problems

Factor Correlation Matrix		
Factor	1	2
1. Financial constraints	1.000	.293
2. Salary differences between couples	.293	1.000

From the above table, it can be concluded that factor 1 (Financial constraints) correlates visibly with factor 2 (Salary differences between couples).

5.3.1.8 FACTOR ANALYSIS 8: INTER-ROLE CONFLICT AND CULTURAL ASPECTS

In Table 5.37 information is presented about the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity.

Table 5.37: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.665
Bartlett's Test of Sphericity	Approx. Chi-Square	371.490
	Df	3
	Sig.	.000

Bartlett's test of sphericity resulted in a p-value of 0.000 indicating that the items correlated with each other. The Kaiser-Meyer-Olkin measure is 0.665 indicating that the sample size was adequate for the purposes of factor analysis.

A single factor was extracted in terms of Kaiser's criterion stipulating that factors with eigenvalues larger than 1.0 must be extracted (Field, 2009:647). Table 5.38 below displays the total variance explained by the single factor.

Table 5.38: Total variance explained by one factor

Factor	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	1.832	61.062	61.062

The above Table 5.38 shows that a single factor explained 61.062% of the variance.

Due to the fact that only one factor was extracted no pattern matrix or factor correlation matrix, could be presented.

Items 64, 65 and 66 loaded on this factor and the factor was labelled cultural demands

5.3.2 RELIABILITY OF THE QUESTIONNAIRE

For the mere fact that most of the subsections had indicated more than one factor, therefore, the reliability of the total subsection will be reported. In order to determine the reliability of the questionnaire, Cronbach's alpha coefficients were calculated which is represented in Table 5.39 below.

Table 5.39: Reliability of the questionnaire (Cronbach's alpha coefficients)

Factors	Items	Cronbach's alpha coefficients
1. Intra-role conflict within the family	1 – 9	.67
2. Intra-role conflict within the community	10 – 18	.70
3. Intra-role conflict within the profession	19 – 38	.74
4. Intra-role conflict and gender	40 – 45*	.53
5. Inter-role conflict and work-family duties	46 – 51	.61
6. Inter-role conflict and stress	52 – 58	.79
7. Inter-role conflict and financial problems	59 – 63	.61
8. Inter-role conflict and cultural factors	64 – 66	.68

* Item 39 was deleted because it affected the reliability coefficient negatively

The Cronbach alpha coefficients in Table 5.39 indicate that with the exception of Factor 4, the other factors can be accepted as reliable.

5.3.3 SYNTHESIS: VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

The construct validity of the questionnaire was confirmed by the factor analysis (see Tables 5.2 to 5.38 above) because it identified the same

factors related to intra- and inter-role conflict, as was identified by the theoretical analysis in Chapter 3 Cronbach's alpha coefficients in Table 5.39 above, confirm the reliability of the questionnaire.

In the following section, information will be given about the frequency analysis of participants' responses to items in Sections B and C of the questionnaire.

5.4 FREQUENCY ANALYSIS OF PARTICIPANTS' RESPONSES TO ITEMS IN SECTIONS B AND C OF THE QUESTIONNAIRE

In this section, frequency tables are given providing information about participants' responses to the various items in Sections B and C of the questionnaire.

5.4.1 SECTION B: INTRA-ROLE CONFLICT

In this section frequency tables will be presented on the participants' responses to items that contribute towards the different factors that relate to intra-role conflict, within the family, community, profession as well as gender. The frequency tables will be presented in Tables 5.40 to 5.44. The item responses were ranked in terms of their mean scores.

5.4.1.1 INTRA-ROLE CONFLICT WITHIN THE FAMILY

In Table 5.40 below a frequency analysis is presented of the participants' item responses contributing towards intra-role conflict within the family.

Table 5.40: Intra-role conflict within the family (Items 1-9)

Rank	Item no.	Items - To what extent	Mean	Std.Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	F	%
1	5	Do you accommodate your own children's viewpoints at home?	2.82	0.871	59	7.4	205	25.8	345	43.3	184	23.1
2	7	Do you think both parents have to provide a stable home environment to their children regardless of the present socio-economic challenges?	2.80	0.885	51	6.4	253	31.8	294	36.9	196	24.6
3	2	Are you able to divide your attention equally between your own children and those you teach?	2.78	0.717	36	4.5	205	25.8	455	57.2	99	12.4
4	3	Do you discipline your own children in the same way you discipline learners at school?	2.73	0.811	57	7.2	227	28.5	384	48.2	125	15.7
5	4	Are you able to cope with work-family demands?	2.70	0.758	39	4.9	263	33.0	386	48.5	106	13.3
6	1	Are you able to devote your time equally between work and family?	2.69	0.877	103	12.9	154	19.3	418	52.5	117	14.7

Rank	Item no.	Items - To what extent	Mean	Std.Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	F	%
7	9	Do you synchronise your own needs with your family's needs?	2.67	0.854	70	8.8	245	30.8	340	42.7	129	16.2
8	8	Does the fulfilment of your family's needs, lead to the non-fulfilment of your own needs?	2.59	0.853	79	9.9	280	35.2	321	40.3	113	14.2
9	6	Are you caught up in conflict of deciding which of the two demands, work or family to satisfy first?	2.54	0.850	102	12.8	248	31.2	356	44.7	85	10.7

1= No extent; 2= Slight extent; 3= Moderate extent; 4= Large extent

NB: Some percentages may not add up to 100% due to the round off of numbers.

When the item responses in Table 5.40 are considered, it becomes clear that in general the participants' responses to most of the items did not indicate that they experience intra-role conflict within the family. However, in the case of item 8, 54.5% of the participants' responded that to a moderate and large extent their family's needs cause their own needs to suffer. Participants' responses to item 6 also indicate that most of them (55.4%) are to a moderate and large extent caught up in the conflict of deciding whether to give first priority to work or family demands. Participants, responses to these two items point at potential sources of intra-role conflict within the family (cf par 3.3.1).

5.4.1.2 INTRA-ROLE CONFLICT WITHIN THE COMMUNITY

In Table 5.41 below a frequency analysis is presented of the participants' item responses contributing towards intra-role conflict within the community.

Table 5.41: Intra-role conflict within the community (Items 10-18)

Rank	Item no.	Items	Mean	Std.Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	F	%
1	11	Do you maintain ties with members of the community?	2.73	0.842	60	7.5	235	29.5	354	44.5	143	18.0
2	15	Do you consider the school-community relationship to be vital?	2.71	0.916	79	9.9	240	30.2	299	37.6	171	21.5
3	10	Do you think the community should be allowed to make use of school facilities?	2.67	0.876	80	10.1	237	29.8	338	42.5	136	17.1
4	12	Do you engage in community activities?	2.66	0.878	73	9.2	263	33.0	309	38.8	142	17.8
5	18	Do you support the community police forum?	2.61	0.899	94	11.8	251	31.5	314	39.4	131	16.5
6	13	Are you affected by non-service delivery within your community?	2.59	0.873	85	10.7	277	34.8	309	38.8	120	15.1

Rank	Item no.	Items	Mean	Std.Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	F	%
7	16	Do you engage parents' expertise during extra-mural activities?	2.57	0.852sa	78	9.8	293	36.8	308	38.7	112	14.1
8	17	Do you find yourself torn between work and community demands?	2.48	0.918	134	16.8	249	31.3	310	38.9	101	12.7
9	14	Are you expected by the community to participate in protest activities?	2.42	0.907	147	18.5	244	30.7	317	39.8	81	10.2

1= No extent; 2= Slight extent; 3= Moderate extent; 4= Large extent

NB: Some percentages may not add up to 100% due to the round off of numbers.

The item responses in Table 5.41 above indicate that in general, the participants did not experience intra-role conflict within the community.

The majority of the participants (62.5%) responded from a moderate to a large extent that they are able to maintain ties with community members (item 11 - rank 1), whilst 59.1% of them were of the view that the school-community relationship is vital in the education of learners (item 15 - rank 2). From these two responses it can be concluded that the participants are of the idea that it is important for them as educators to maintain ties with members of the community as well as having a good working relationship with them so as to create a bond between them that will assist in the

education of the learners in terms of discipline for example. According to the literature study, it is vital for parents and educators to work together in the education of children (par 2.5.5.4, 3.3.3).

Approximately half of the participants (51.6%) responded to a moderate and large extent that they found themselves torn between work and community demands (item 17 - rank 8) and 50.0% of the respondents responded to a moderate and large extent, that they are expected by the community to participate in protest activities (rank 9 - item 14). From these responses it can be assumed that because educators are part of the community in a particular area, they will in one way or the other be affected by these protest action and will ultimately be involved in them. According to the literature study (par 3.3.3), in cases of community protests as a result of non-service delivery for example, the most affected educators will be those who reside within that particular community and they may well be faced with conflicting situations of whether to join the community in protest activities and face the consequences of a no-work no-pay from the department or go to work and face the wrath of community protestors (par 3.3.3).

Looking at the above table, it can be concluded that it is important for educators to have a good relationship with members of the community and to take part in community activities so as to fortify and maintain strong ties with them for the sake of their learner education.

5.4.1.3 INTRA-ROLE CONFLICT WITHIN THE PROFESSION

In Table 5.42 below, a frequency analysis of the participants' item responses contributing towards intra-role conflict within the profession is presented.

Table 5.42: Intra-role conflict within the profession (Items 19-38)

Rank	Item no	Questions	Mean	Std Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	f	%
1	30	Do you cut back on leisure activities to have more time available for work?	2.69	0.878	74	9.3	242	30.4	329	41.3	146	18.3
2	29	Do you attend organised workshops for teachers after working hours?	2.68	0.898	80	10.1	242	30.4	315	39.6	152	19.1
3	32	Does the school management team treat you equally at school?	2.60	0.893	94	11.8	256	32.2	314	39.4	125	15.7
4	31	Is classroom overcrowding a problem at your school?	2.58	0.933	102	12.8	277	34.8	269	33.8	146	18.3
5	27	Do you receive the necessary recognition for your efforts at work?	2.57	0.874	91	11.4	271	34.0	314	39.4	113	14.2
6	21	Are you overloaded with work at school?	2.56	0.919	108	13.6	256	32.2	296	37.2	127	16.0
6	33	Is your job description clearly defined to avoid uncertainty?	2.56	0.863	87	10.9	283	35.6	313	39.3	111	13.9
8	28	Do you apply span of control at your school to avoid burn-out?	2.53	0.893	103	12.9	273	34.3	298	37.4	112	14.1

Rank	Item no	Questions	Mean	Std Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	f	%
9	34	Do you conduct remedial classes for slow learners after school?	2.48	0.857	109	13.7	274	34.4	325	40.8	82	10.3
10	26	Does role overload cause you to experience burn-out?	2.47	0.908	128	16.1	266	33.4	298	37.4	99	12.4
11	19	Does uncertainty about your professional role cause job dissatisfaction?	2.46	0.908	130	16.3	265	33.3	296	37.2	97	12.2
12	25	Does role overload cause you not to execute tasks effectively at school?	2.44	0.879	126	15.8	277	34.8	307	38.6	82	10.3
13	38	Do incentives (eg Senior educator) made available to educators cause you to experience job satisfaction?	2.43	0.835	107	13.4	311	39.1	302	37.9	72	9.0
14	20	Are you in conflict with colleagues because of unclear job descriptions?	2.37	0.926	167	21.0	240	30.2	304	38.2	79	9.9
14	23	Do you have strained relationships with colleagues due to the unequal sharing of responsibilities at school?	2.37	0.930	171	21.5	237	29.8	305	38.3	79	9.9

Rank	Item no	Questions	Mean	Std Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	f	%
14	35	Does role ambiguity have a negative impact on your job performance?	2.37	0.840	115	14.4	334	42.0	267	33.5	70	8.8
14	37	Do your daily responsibilities cause you to experience job dissatisfaction?	2.37	0.875	141	17.7	281	35.3	296	37.2	68	8.5
18	36	Do you experience emotional problems due to role conflict at school?	2.33	0.874	148	18.6	297	37.3	276	34.7	65	8.2
19	22	Does work overload contribute towards your absence from work?	2.28	0.962	206	25.9	228	28.6	275	34.5	77	9.7

1 = No extent; 2 = Slight extent; 3 = Moderate extent; 4 = Large extent

NB: Some percentages may not add up to 100% due to the round off of numbers.

Almost 60% of the participants (59.6%) responded to a moderate and large extent, that they do cut back on their leisure time to have more time available for work (rank 1 - item 30), whereas 58.7% of them responded to a moderate and large extent, that they attend organised workshops for educators after working hours (rank 2 - item 29). Referring to educators who are able to cut back their leisure time because of job satisfaction, literature study (par 3.3.8) reveal that they do so in order to have more time available for work. In terms of the literature study regarding educators attending organised workshops after school, it states that according to

various labour unions, whenever such a situation arises, it constitutes overtime that must be paid for by the employer though such workshops are to the benefit of educators in terms of equipping them with the latest skills to cope with the curriculum introduced (par 3.3.8).

More than half of the participants (52.1%) also responded to a moderate and large extent, that overcrowding is a problem at their schools (rank 4 - item 31). According to the literature study, the problem of overcrowding indeed contributes towards educators experiencing job dissatisfaction. The dissatisfaction stems from the fact that they are unable to give individual attention to learners and thus the school results being badly affected in the process through high failure rate (par 3.3.8). 53.2% of the participants also reported that they are overloaded with work at school (item 21 - rank 6). In terms of the literature study, an overloaded educator who is burdened with too many responsibilities may in most instances be unable to meet the demands of the post he occupies and may well experience underperformance (par 3.3.6).

A substantial number of the participants (49.8%) reported to a moderate and large extent, that role overload cause them to experience burn out (item 26 - rank 10). The latter is true in terms of literature study which states that an overloaded educator will not perform his duties to the best of his ability and may experience complete burn-out (par 3.3.6). 49.4% of them reported to a moderate and large extent, that uncertainty about their professional roles causes job dissatisfaction (item 19 – rank 11). In terms of the literature study a dissatisfied educator upon realising that his efforts are not being recognised by those in authority may, ultimately lead him to develop a feeling of resentment towards the profession as a result of being uncertain about his professional role (par 3.3.8).

5.4.1.4 INTRA-ROLE CONFLICT AND GENDER

In Table 5.43 below a frequency analysis is presented of the participants' item responses related to intra-role conflict and gender.

Table 5.43: Intra-role conflict and gender (Items 39-45)

Rank	Item no	Questions	Mean	Std Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	F	%
1	43	Do you think men should assist with household activities?	2.63	0.906	71	8.9	316	39.7	244	30.7	161	20.2
2	40	Do you think men/women can be equally good at being both husband/wife and educator manager?	2.52	0.959	127	16.0	268	33.7	261	32.8	139	17.5
3	44	Do you think gay and lesbian teachers should be allowed to freely associate with their colleagues regardless of their sexual orientation?	2.47	0.893	91	11.4	364	45.7	212	26.6	126	15.8
4	45	Do you think men are able to carry out orders from women at work?	2.43	0.949	141	17.7	289	36.3	245	30.8	119	14.9
5	41	Do you think women are	2.39	0.793	93	11.7	360	45.2	280	35.2	62	7.8

Rank	Item no	Questions	Mean	Std Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	F	%
		still being overlooked in school management positions?										
6	39	Do you find it difficult to accept a colleague of the opposite gender as your superior?	2.22	0.912	201	25.3	283	35.6	250	31.4	62	7.8
7	42	Do you think men are still supposed to be the major home income providers even though men and women receive the same salaries as educators?	2.21	0.883	183	23.0	320	40.2	230	28.9	60	7.5

1 = No extent; 2 = Slight extent; 3 = Moderate extent; 4 = Large extent

NB: Some percentages may not add up to 100% due to the round off of numbers.

About 50.9% (rank 1 - item 43) of the participants responded to a moderate and large extent that men should assist with household activities. This means that almost half of the participants (49.1%) (rank 1 - item 43) were to no, or a slight extent of the opinion that men should assist with household duties. This response indicates that there is a lack of uncertainty about the gender roles and responsibilities of men in households and this could contribute towards intra-role conflict. In terms of the literature study, no longer are jobs within the home left to women only but it is emphasised that

it has to be a joint effort from both partners to complement each other in order to make a success of their marriage (par 2.3.3, 3.3.4).

The same uncertainty in terms of gender roles becomes apparent when the participants responses to item 40 (rank 2) are considered: 50.3% of the participants were of the opinion that women/men can do a good job at being both a wife/husband and an educator. This means that 49.7% (rank 2 - item 40) of the participants were to no or a slight extent of the opinion that this dual role is possible. This apparent uncertainty about the dual responsibilities of the different genders (women) can be a potential source of intra-role conflict. According to literature study the dual role of either partner is possible in that they are to offer each other support in terms of household demands (par 3.3.4).

57.1% (rank 3 - item 44) of the participants responded to no or a slight extent that gays/lesbians should freely associate with their colleagues. This means that the majority of them seem to think that freedom of association should not have been made possible for gay/lesbian educators. This response is in direct conflict with the Constitution and indicates that gay/lesbian educators could be marginalised and this could be a source of intra-role conflict. According to the literature study it is within the rights of gay and lesbian educators to freely associate with anyone they desire to be with as it is well enshrined within the Constitution of the country (par 3.3.4).

54.0% (rank 4 - item 45) of the participants were to no or a slight extent of the opinion that men are able to carry out orders from women at work. This indicates that there is still some gender bias and that male educators may still regard themselves as superior to female educators. In terms of the literature study, for the mere fact that men are able to take orders from women regarding how to go about maintaining household demands such as cleaning, the same position can be followed at work where men are

expected to take orders from women by virtue of the position they hold (par 3.3.4).

5.4.2 SECTION C: INTER-ROLE CONFLICT

In this section frequency tables will be presented on the participants' responses to items that contribute towards the different factors that relate to inter-role conflict. These frequency tables will be presented in Tables 5.44 to 5.47. The item responses were ranked in terms of their mean scores.

5.4.2.1 INTER-ROLE CONFLICT AND WORK-FAMILY DUTIES

In Table 5.44 below a frequency analysis is presented of the participants' item responses related to inter-role conflict and work-family duties.

Table 5.44: Inter-role conflict and work-family duties (Items 46-51)

Rank	Item no	Questions	Mean	Std Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	F	%
1	47	Is your partner supportive of your career?	2.45	0.884	96	12.1	353	44.3	223	28.0	113	14.2
2	50	Do you experience role conflict due to career and family pressures?	2.37	0.867	143	18.0	273	34.3	314	39.4	62	7.8
3	51	Do family matters lower your confidence as an educator?	2.36	0.931	162	20.4	267	33.5	269	33.8	88	11.1
4	49	Do you feel insecure due to changes taking place in the South African education	2.30	0.858	133	16.7	359	45.1	225	28.3	74	9.3

Rank	Item no	Questions	Mean	Std Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	F	%
		system?										
5	48	Are family responsibilities barriers to your professional progress?	2.20	0.828	158	19.8	357	44.8	221	27.8	47	5.9
6	46	Does work and family obligations lead to a strained relationship with your partner?	2.16	0.781	150	18.8	400	50.3	207	26.0	37	4.6

1 = No extent; 2 = Slight extent; 3 = Moderate extent; 4 = Large extent

NB: Some percentages may not add up to 100% due to the round off of numbers.

Looking at Table 5.44 regarding inter-role conflict and work-family duties, the following becomes apparent: 56.4% (rank 1 - item 47) of the participants were to no or a slight extent of the opinion that their partners are supportive of their careers and this lack of support can lead to inter-role conflict. In terms of literature study, it is vital for partners to offer support towards each other's career in order for them to succeed in their different fields (par 3.4.1).

Participants' responses to the other items did not reveal other potential sources of inter-role conflict due to work-family duties.

5.4.2.2 INTER-ROLE CONFLICT AND STRESS RELATED FACTORS

In Table 5.45 below a frequency analysis is presented of the participants' item responses related to inter-role conflict and stress related factors.

Table 5.45: Inter-role conflict and stress related factors (Items 52-58)

Rank	Item no	Items	Mean	Std Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	f	%
1	57	Are you stressed by the present economic situation?	2.85	0.916	72	9.0	184	23.1	327	41.1	210	26.4
2	52	Do you think role conflict can lead to stress?	2.84	0.887	57	7.2	211	26.5	319	40.1	199	25.0
3	56	Does stress make it difficult for you to carry out multiple roles?	2.72	0.934	99	12.4	190	23.9	336	42.2	166	20.9
3	58	Do you experience job dissatisfaction due to stress at school?	2.72	0.990	112	14.1	190	23.9	292	36.7	196	24.6
5	53	Do you experience stress because of too many tasks that you are expected to execute at a particular time?	2.71	0.875	80	10.1	210	26.4	361	45.4	142	17.8
6	55	Do you experience stress caused by household and employment demands?	2.70	0.943	94	11.8	226	28.4	297	37.3	174	21.9
7	54	Does work-related stress affect your job performance?	2.69	0.941	95	11.9	229	28.8	299	37.6	171	21.5

1 = No extent; 2 = Slight extent; 3 = Moderate extent; 4 = Large extent

NB: Some percentages may not add up to 100% due to the round off of numbers.

Looking at Table 5.45 regarding inter-role conflict and stress related factors, the following becomes apparent:

The majority of participants (67.5%) (rank 1 - item 57) responded from moderate to a large extent that they are stressed by the present economic situation, whilst 65.1% (rank 2 - item 52) are of the view that indeed role conflict can lead to stress from moderate to a large extent. It can therefore be concluded that according to participants they are currently stressed by the present economic situation which culminates in them experiencing role conflict as a result of stress. In agreement with the participants' views regarding the two responses, the literature study states (par 3.4.2) that it is the reason why so many individuals suffer from financial stress as a result of not being in a position to meet their own needs and those of their families as much as they would like to, hence they end up experiencing stress as a result of role conflict.

63.1% (rank 3 - item 56) of the participants responded from moderate to a large extent that stress makes it difficult for one to carry out multiple roles. The literature study confirms (par 3.4.2) that individuals often find it difficult to engage in multiple roles in situations where they are torn between two demands that need their immediate attention because of time constraints. According to 61.3% (rank 3 - item 58) of the participants from a moderate to a large extent, they do experience job dissatisfaction due to stress at school. In terms of the literature study (par 3.4.2), overloaded educators easily experience job dissatisfaction as well as role conflict.

The majority of participants (63.2%) (rank 5 - item 53) responded from moderate to a large extent that they do experience stress because of too many tasks that they are expected to perform. The literature study (par 3.4.2) confirms that stress in the educator may be evident as a result of too

many tasks that are to be executed within a particular time frame resulting in poor execution of duties and less production.

59.2% (rank 6 - item 55) of the participants responded from moderate to a large extent that they do experience stress caused by household and employment demands. In terms of the literature study (par 3.4.2), the pressure both household and employment demands often exert upon individuals is enough to make them acquire stress.

According to 59.1% (rank 7 - item 54) of the participants work-related stress does affect their job performance from moderate to a large extent. In terms of the literature study, when work-related stress becomes excessive, educators develop tendencies that can affect their health state and harm their job performance (par 3.4.2).

From the above table, it is clear that most of the participants are stressed by the economic decline currently experienced in the country thus making it difficult for them to meet their own demands as well as those of their families and in the process acquire stress, which in turn affect their job performance.

From above one can deduce that there seems to be a positive relationship between inter-role conflict and stress related factors.

5.4.2.3 INTER-ROLE CONFLICT AND FINANCIAL PROBLEMS

In Table 5.46 below a frequency analysis is presented of the participants' item responses related to inter-role conflict and financial problems.

Table 5.46: Inter-role conflict and financial problems (Items 59-63)

Rank	Item no	Questions	Mean	Std Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	F	%
1	59	Do you postpone your future aspirations because of your low income?	2.67	0.976	111	13.9	217	27.3	285	35.8	178	22.4
2	60	Are you financially unable to fully provide in your family's needs?	2.66	0.885	81	10.2	242	30.4	326	41.0	139	17.5
3	61	Does your income contribute towards your involvement in union strikes demanding salary rises?	2.57	0.929	111	13.9	251	31.5	297	37.3	134	16.8
4	62	Is your income regarded as supplementary to that of your partner?	2.39	0.911	143	18.0	289	36.3	267	33.5	91	11.4
5	63	Is your higher salary the cause of tension at home?	2.17	0.931	227	28.5	257	32.3	247	31.0	58	7.3

1 = No extent; 2 = Slight extent; 3 = Moderate extent; 4 = Large extent

NB: Some percentages may not add up to 100% due to the round off of numbers.

From Table 5.46 above regarding inter-role conflict and financial problems, the following deductions can be made:

About 58.2% (rank 1 - item 59) of participants responded that they do postpone their future aspirations because of low income from moderate to a large extent whilst 58.5% (rank 2 - item 60) of the participants stated that they are financially unable to fully provide in their family's needs from moderate to a large extent. It can be concluded that according to participants, they are forced to postpone their future aspirations due to a low income and at the same time are unable to fully provide for their family's needs. In terms the literature study (par 3.4.3) regarding individuals postponing their future aspirations and being unable to provide for their family's needs because of a low income, educators through their various educator unions are often left with no option but to confront the employer to demand an increase in salaries.

The majority of participants (54.1%) (rank 3 - item 61) responded from moderate to a large extent that their income contributes towards their involvement in union strikes demanding salary raises. According to literature study (par 3.4.3), the financial demands that educators are often confronted with at their respective homes and in most instances unable to meet them due to a low income, force them to engage with the employer and demand salary rises.

The majority of participants 54.3% (rank 4 - item 62) responded from no to a slight extent that their income is regarded as supplementary to that of their partners. In terms of the literature study (par 3.4.3), in most instances, the woman's income is regarded as supplementary to that of her husband as women (especially married women) prefer jobs that do not take much of their time as they always perceive their marriage to take priority over any other issue.

60.8% (rank 5 - item 63) of the participants responded from no to a slight extent that their higher salaries are the cause of tension at home. In terms of literature study (par 3.4.3) most men suffer from an inferiority complex

upon realising that their partners earn higher salaries than them and this quite often causes tension at home as they feel that their authority is under threat, hence the high divorce rate

From the table above it is clear that financial problems may be a source of inter-role conflict.

5.4.2.4 INTER-ROLE CONFLICT AND CULTURAL ASPECTS

In Table 5.47 below a frequency analysis of the participants' item responses related to inter-role conflict and cultural aspects is presented.

Table 5.47: Inter-role conflict and cultural aspects (Items 64-66)

Rank	Item no	Items	Mean	Std Dev	RESPONSES							
					1		2		3		4	
					F	%	F	%	F	%	f	%
1	66	Do you compromise your authority because of culture?	2.42	1.000	173	21.7	240	30.2	255	32.0	127	16.0
2	65	Is your cultural belief different to that of your colleagues?	2.41	0.911	145	18.2	265	33.3	293	36.8	87	10.9
3	64	Do you experience role conflict because of cultural demands?	2.26	0.931	200	25.1	257	32.3	269	33.8	68	8.5

1 = No extent; 2 = Slight extent; 3 = Moderate extent; 4 = Large extent

NB: Some percentages may not add up to 100% due to the round off of numbers.

The participants' responses in Table 5.47 indicate that the majority of them do not experience inter-role conflict due to cultural aspects.

5.4.3 CONCLUSION

Frequency analysis of participants' responses to items in section B of the questionnaire

In order to get an overview of the participants most positive and negative response to the different items in Section B of the questionnaire, this section concludes with a summary of the items that in terms of their means, obtained a ranking of the ten highest and the ten lowest means.

Item responses according to the ten highest means and ten lowest means in Sections B and C of the questionnaire

Upon looking at the different means presented in Sections B and C of the questionnaire a conclusion can be drawn that participants did not experience high levels of both inter and intra-role conflict.

5.5 THE RELATIONSHIP BETWEEN THE DIFFERENT BIOGRAPHICAL VARIABLES AND THE FACTORS THAT CONTRIBUTE TOWARDS EDUCATORS EXPERIENCING ROLE CONFLICT

5.5.1 REMARK

In this section, the relationship between the different biographical variables and the factors that contribute towards educators experiencing role conflict will be investigated. In order to do this, two statistical methods were used, ie an independent t-test and analysis of variance (ANOVA).

The independent t-test was used in the gender category as a biographical variable because only two categories were established which are male or female. In order to determine whether statistically significant gender

differences exists, p-values ($p < 0.05$) were consulted. Effect sizes were then calculated to determine the practical significance difference (Ellis & Steyn, 2003:51-53).

In cases where a biographical variable contained more than two categories, e.g. age (30-39yrs; 40-49yrs; 50yrs and above) ANOVA was used to determine whether statistical and practical significance difference exist between the different age categories. The omnibus test was initially used to determine whether statistically significant differences exist between the age categories ($p < 0.05$). In such instances, post-hoc tests were done to determine where the differences exist. Cohen's d –values (1988) were then calculated to determine the practical significance difference between the categories. In order to determine the practical significance of the d-values, the following guidelines were used (Cohen, 1988; Ellis & Steyn, 2003:51-53):

d=0.2: small effect *

d=0.5: medium effect **

d=0.8: large effect ***

5.5.2 THE RELATIONSHIP BETWEEN PARTICIPANTS' GENDER AND THE DIFFERENT FACTORS THAT CONTRIBUTE TOWARDS ROLE CONFLICT

Discussion regarding the relationship between participants' gender and the different sub-factors that contribute towards their experience of role conflict was not done based on the fact that there seems to be no medium to large effect sizes detected but only small effect sizes.

When the effect sizes regarding the relationship between participants' gender and the different sub-factors that contribute towards role conflict are considered, five out of the eight indicated that gender could have a small effect on the factors that contribute towards role conflict. However, for the

purposes of interpretation, effect sizes <0.5 will not be regarded as practically significant in this study. Therefore it is concluded that there is no relationship between the participants' gender and the different factors that contribute towards role conflict.

5.5.3 THE RELATIONSHIP BETWEEN THE PARTICIPANTS' AGE AND THE DIFFERENT FACTORS THAT CONTRIBUTE TOWARDS ROLE CONFLICT

ANOVA and Post Hoc tests were done to determine whether statistically and practically significant relationships exist between the participants' age and the factors that contribute towards role conflict.

The results of the ANOVA and the Post Hoc tests are presented in Table 5.48 below:

Table 5.48: The relationship between participants' age and the different factors that contribute towards role conflict

Factor	Age Groups	N	Mean	Std Deviation	ANOVA	Post Hoc Tests
					P-values	d-values
Intra-role conflict within family	< 30 yrs	107	2.50	0.44	<0.001	
	30 - 39 yrs	362	2.64	0.41		
	40-49yrs	238	2.80	0.40		0.70***(<30 with 40-49 yrs)
	>50yrs	87	2.95	0.43		1.03***(<30 with >50yrs)
	Total	794	2.70	0.44		0.71***(30-39 with > 50 yrs)
Intra-role conflict within community	< 30 yrs	107	2.47	0.36	<0.001	
	30-39yrs	362	2.58	0.50		
	40-49yrs	238	2.64	0.48		0.68**(<30yrs with > 50 yrs)
	>50yrs	87	2.78	0.45		0.40*(30-39yrs with > 50 yrs)
	Total	794	2.61	0.48		

Factor	Age Groups	N	Mean	Std Deviation	ANOVA	Post Hoc Tests
					P-values	d-values
Intra-role conflict within profession	< 30 yrs	107	2.41	0.27	.108	
	30-39yrs	362	2.51	0.36		
	40-49yrs	238	2.46	0.38		
	>50yrs	87	2.46	0.44		
	Total	794	2.48	0.36		
Intra-role conflict and gender	< 30 yrs	107	2.38	0.47	<0.001	
	30-39 yrs	361	2.39	0.49		0.79***(<30 yrs with > 50 yrs)
	40-49 yrs	238	2.44	0.46		0.77***(30-39 yrs with > 50 yrs)
	> 50 yrs	87	2.76	0.48		0.67**(40-49 yrs with > 50 yrs)
	Total	793	2.44	0.49		
Inter-role conflict work-family duties	< 30 yrs	107	2.27	0.38	.126	
	30-39 yrs	361	2.30	0.48		
	40-49 yrs	238	2.30	0.51		
	> 50 yrs	87	2.43	0.63		
	Total	793	2.31	0.50		
Inter-role conflict stress-related factors	< 30 yrs	107	2.67	0.50	.516	
	30-39 yrs	361	2.75	0.61		
	40-49 yrs	238	2.76	0.64		
	> 50 yrs	87	2.80	0.70		
	Total	793	2.74	0.62		
Inter-role conflict financial problems	< 30 yrs	107	2.41	0.54	.093	
	30-39 yrs	361	2.51	0.55		
	40-49 yrs	238	2.54	0.60		
	> 50 yrs	87	2.40	0.69		
	Total	793	2.49	0.58		

Factor	Age Groups	N	Mean	Std Deviation	ANOVA	Post Hoc Tests
					P-values	d-values
Inter-role conflict cultural aspects	< 30 yrs	107	2.48	0.67	<0.001	
	30-39 yrs	361	2.47	0.69		0.55**(<30yrs with > 50 yrs)
	40-49 yrs	238	2.28	0.75		0.53**(>30yrs with > 50 yrs)
	> 50 yrs	87	2.00	0.87		
	Total	793	2.36	0.74		

d = 0.2: small effect *; d = 0.5: medium effect **; d = 0.8: large effect ***

The effect sizes (d-values) in Table 5.48 above indicate that there are significant practical relationships between the participants' ages and some of the factors that contribute towards intra- and inter-role conflict.

In the case of *intra-role conflict within the family*, it is clear that the younger participants <30 years and 30-39years experienced less intra-role conflict than the older participants 40-49years and >50years. The difference between these two age groups may be attributed to advantage of life experiences that age groups 40-49years and >50years might have over age groups <30years and 30-39years with regard involvement in family life wherein the younger participants, might still be single while older participants, being married and having to deal both with his own family, in-laws as well as extended family which might be a heavy burden for him to carry. In terms of literature study (par 3.3.2) and without putting any distinction between ages, it states that educators in trying to handle and maintain cohesion within a family, are obliged to provide a stable home environment for their children despite the bad economic state they find themselves in. Another reason might be that participants of age groups 40-49years and >50years may be living with a partner or spouse respectively, thus increasing their responsibilities regarding family roles because of in-laws whilst participants of age groups <30years and 30-39years might still

be single or dating and thus not having much of a responsibility regarding family.

Another possible reason might be that younger participants might be married but have not started families as yet, and that the family dynamics are less complicated to them as compared with older ones who may thus experience less intra-role conflict within the family. The two statements cannot be substantiated for in the literature study as nothing was stated in it regarding issues of the in-laws. Literature study (par 2.4.5) makes reference to extended families under which the educator grew up and assumes that he has a responsibility of taking care of them in times of need of which both, married and single educators are capable of doing.

For the age groups 40-49years and >50years they might find it difficult to balance work-family demands in that they might have older children who demand more of their time, attention and support (emotional and material) than younger ones. Literature study (par 3.3.1) does not say anything regarding the maturity level of children but puts it in general terms that it is important for parents to devote time equally between work and family so as to balance the demands of the two and ultimately minimise role conflict. It is also possible that both parents must now play more prominent roles in their children's lives and that the traditional maternal roles of the mother must to a large extent also be played by the father. In other words fathers cannot devote most of their time and energy to their careers and mothers fulfil the primary parental roles at home looking after the needs of the family. So, the older participants may find it more difficult to fulfil their parental roles in families and this may cause more role conflict. According to literature study (par 2.3.3) no longer are specific jobs within the home meant for men and the bulk being left for women to do as the success of any family or marriage depends on the joint efforts of both partners. Furthermore, literature study (par 2.5.4) states that not only men form part of the labour force but women

too have followed suit in large numbers, thus disputing the fact that not only men have to pursue their careers but women too.

The results in Table 5.48 also indicate that participants >30years and 30-39years experience less *intra-role conflict within the community* than participants who are >50years. A possible reason for the difference might be that the experience of age group >50years may be more vital in bringing about stability within the community through regular inter-action. They may also provide solutions and inputs with reference to controversial issues that might threaten to disrupt unity among community members than those of groups <30years and 30-39years respectively, who might possibly not have an interest to engage in such. In terms of the literature study (par 3.3.3) it does not refer to older educators or younger ones but put it generally that because educators form part of community members, issues such as non-service delivery have to be tackled head-on jointly with community so as to bring in unity between the two structures for future dealings.

Another possible reason could be that the younger educators are less involved in community activities than older educators. Over the years, older educators have established themselves as community leaders or respected community role models in various social spheres, such as religion, community politics, sports, culture, etc. Because of this involvement, the likelihood of intra-role conflict is larger. The community expects more of the older educators who have established themselves as important community members in terms of their community involvement and leadership than younger educators. It is for this reason that literature (par 3.3.3) put it generally without indicating a distinction between young and old educators, that it is vital for them to render their services to communities on a voluntary basis and join structures such as community policing forums to assist in bringing issues such as crimes to a grinding halt.

With regard to *intra-role conflict and gender* all participants <50 years, (<30years; 30-39years & 40-49years) experienced less intra-role conflict. A possible reason for the difference might be attributed to life changes experienced of late as a result of legislative documents such as the Constitution which advocates for equality among all its citizens. With regard age group >50years it is still difficult for them to accept the realities of the present life set-up hence according to them, men are still supposed to be regarded as heads of families irrespective of the position that a wife might occupy at work and are thus less considerate to issues such as gender equality. This corresponds with the literature study (par 3.4.3) that some men might engage in risky activities like taking lives in order to stay in control of their families despite the consequences they might be faced with.

Possible reasons could also be that the older participants are more set in their perceptions regarding gender roles, and it is possible that the older participants are still of the opinion that women should play more subservient roles, or that women should not be appointed in positions of authority, or that women are not easily accepted by males in positions of authority. So basically we are dealing with aspects such as gender bias, gender discrimination and gender inequality. According to the literature study (par 3.3.4) it is forbidden for any individual to discriminate against another as this directly contradicts the Constitution of the country. Older participants may be more reluctant to change their perceptions/attitudes regarding gender equality than younger participants who look beyond gender, race and culture when it comes to leadership and people in positions of authority. In terms of the literature study (par 3.3.4) it doesn't specifically refer to older participants but points directly at male individuals, that they often find it difficult to accept the authority of women especially in fields traditionally dominated by them.

The results in Table 5.48 indicate that the younger participants <30 years and 30 – 39years experienced more *inter-role conflict due to cultural*

aspects than participants who are >50 years. A possible reason behind the difference might be attributed to age gap as well as experience that separate the two age groups. To put emphasis on the latter statement, age group <30years may be tempted to engage in activities that are contrary towards cultural demands as they tend to perceive things differently from older ones, and might constantly have to be guided and advised by the more matured group into doing what is right and expected of them in terms of behaviour regarding approach to certain things in life. The literature study does not say anything regarding age differences but emphasise the fact that culture affects the way in which individuals perceive and respond to the world around them and that includes how they should behave as well (par 3.4.4). Possible reasons could also be attributed to the fact that younger participants may feel more alienated from their culture in that their inputs regarding how things should be done differently from the past as demanded by the Constitution of the country, might not be considered by the older ones and may be seen as undermining the norms and values of culture under which they were brought up. In that way they tend to experience more role conflict than the older participants in that they feel trapped within their own culture as against their matured counterparts who may show rigidity and stick to what they believe in despite the odds.

5.5.4 THE RELATIONSHIP BETWEEN PARTICIPANTS' POST LEVELS AND THE DIFFERENT FACTORS THAT CONTRIBUTE TOWARDS ROLE CONFLICT

An independent t-test was done to determine whether there is a relationship between the participants' post levels and the different factors that contribute towards role conflict. The results indicate that no differences of practical significance were detected between post levels 1 and 2 in terms of factors that contribute towards role conflict. Therefore, a deduction can be made that there is no relationship between post level and role conflict as a result of the small effect sizes found.

5.5.5 THE RELATIONSHIP BETWEEN PARTICIPANTS’ PROFESSIONAL QUALIFICATIONS AND THE DIFFERENT FACTORS THAT CONTRIBUTE TOWARDS ROLE CONFLICT

Information regarding the relationship between participants’ professional qualifications and the factors that contribute towards role conflict can be observed in Table 5.49 below:

Table 5.49: The relationship between participants’ professional qualifications and the different factors that contribute towards role conflict

Factor	Professional Qualification	N	Mean	Std Deviation	ANOVA	Post Hoc Tests
					P-values	d-values
Intra-role conflict within family	2-yrs teaching certificate	145	2.50	.430		0.50** (2yrs teach certificate with 3yrs teach diploma)
	3-yrs teaching diploma	331	2.71	.408		0.69** (2yrs teach certificate with Further Diploma)
	Further Diploma in Education	127	2.80	.447		0.59** (2yrs teach certificate with Advanced Certificate)
	Advanced Certificate in Education	122	2.77	.462		0.59** (2yrs teach certificate with Post Graduate Diploma)
	Post Graduate Diploma in Education	36	2.75	.371	>0.001	
Intra-role conflict within community	2-yrs teaching certificate	145	2.52	.364		
	3-yrs teaching diploma	331	2.61	.509		
	Further Diploma in Education	127	2.61	.490		
	Advanced Certificate in Education	122	2.63	.527		
	Post Graduate Diploma in Education	36	2.61	.467	.339	

Factor	Professional Qualification	N	Mean	Std Deviation	ANOVA	Post Hoc Tests
					P-values	d-values
Intra-role conflict within profession	2-yrs teaching certificate	145	2.50	.305		0.53** (2yrs teach certificate with Post Graduate Diploma)
	3-yrs teaching diploma	331	2.51	.366		0.52** (Advanced Certificate with Post Graduate Diploma)
	Further Diploma in Education	127	2.51	.383		
	Advanced Certificate in Education	122	2.40	.374		
	Post Graduate Diploma in Education	36	2.31	.356	.002	
Intra-role conflict and gender	2-yrs teaching certificate	145	2.35	.397		0.63** (2yrs teach certificate with Post Graduate Diploma)
	3-yrs teaching diploma	330	2.41	.523		
	Further Diploma in Education	127	2.48	.427		
	Advanced Certificate in Education	122	2.51	.524		
	Post Graduate Diploma in Education	36	2.64	.454	.005	
Inter-role conflict work-family duties	2-yrs teaching certificate	145	2.34	.467	.	
	3-yrs teaching diploma	331	2.30	.492		
	Further Diploma in Education	127	2.31	.540		
	Advanced Certificate in Education	122	2.29	.456		
	Post Graduate Diploma in Education	36	2.19	.625	.582	

Factor	Professional Qualification	N	Mean	Std Deviation	ANOVA	Post Hoc Tests
					P-values	d-values
Inter-role conflict stress-related factors	2-yrs teaching certificate	145	2.77	.493		0.40* (2yrs teach certificate with Post Graduate Diploma)
	3-yrs teaching diploma	330	2.78	.627		0.41* (3yrs teach diploma with Post Graduate Diploma)
	Further Diploma in Education	127	2.77	.627		0.40* (Further Diploma with Post Graduate Diploma)
	Advanced Certificate in Education	122	2.60	.644		
	Post Graduate Diploma in Education	36	2.49	.698	.008	
Inter-role conflict financial problems	2-yrs teaching certificate	145	2.42	.547		
	3-yrs teaching diploma	330	2.59	.594		0.49* (3yrs teach diploma with Advanced Certificate)
	Further Diploma in Education	127	2.57	.563		0.48* (Further Diploma with Advanced Certificate)
	Advanced Certificate in Education	122	2.30	.563		
	Post Graduate Diploma in Education	36	2.37	.597	<0.001	
Inter-role conflict cultural aspects	2-yrs teaching certificate	145	2.60	.631		0.82*** (2yrs teach certificate with Advanced Certificate)
	3-yrs teaching diploma	330	2.48	.756		1.17*** (2yrs teach certificate with Post Graduate Diploma)
	Further Diploma in Education	127	2.33	.704		0.57** (3yrs teach diploma with Advanced Certificate)
	Advanced Certificate in Education	122	2.04	.673		0.86*** (3yrs teach diploma with Post Graduate Diploma)
	Post Graduate Diploma in Education	36	1.83	.659	<0.001	0.71*** (Further Diploma with Post Graduate Diploma)

d \geq 0.2: small effect; d \geq 0.5: medium effect; d \geq 0.8: large effect

From Table 5.49 above it is clear that medium effect sizes were obtained to indicate the relationship between participants, professional qualifications and most of the factors that contribute towards role conflict. However, medium to large effect sizes were obtained between participants, professional qualifications and cultural aspects that relate to inter-role conflict. For this reason, only the relationship between participants' professional qualifications and cultural aspects will be discussed.

It is evident from the mean scores that participants with lower professional qualifications experienced more inter-role conflict related to cultural factors than those in possession of higher professional qualifications. A possible reason for this could be that participants with lower professional qualifications have more conservative and traditional cultural views than participants with higher professional qualifications. However, the literature study (par 3.4.4) did not reveal any specific relationship between professional qualifications and inter-role conflict due to cultural aspects. One can thus only assume that participants with higher professional qualifications could have a more liberal outlook on life and cultural matters than participants with lower professional qualifications and therefore experience less inter-role conflict in accepting changing cultural values. Thus, it is not possible to offer a logical explanation for this particular finding as it can't be substantiated from the literature study.

5.5.6 THE RELATIONSHIP BETWEEN PARTICIPANTS' ACADEMIC QUALIFICATIONS AND THE DIFFERENT FACTORS THAT CONTRIBUTE TOWARDS ROLE CONFLICT

Due to the small and practically insignificant effect sizes that were obtained, it can be assumed that there is no relationship between the participants' academic qualifications and role conflict.

5.5.7 THE RELATIONSHIP BETWEEN PARTICIPANTS' MARITAL STATUS AND THE DIFFERENT FACTORS THAT CONTRIBUTE TOWARDS ROLE CONFLICT

Due to the fact that only small effect sizes were obtained, it can be assumed that there is no relationship between participants' marital status and factors that contribute towards role conflict. As a result this finding, it will not be discussed further.

5.5.8 THE RELATIONSHIP BETWEEN PARTICIPANTS' TEACHING EXPERIENCE AND THE DIFFERENT FACTORS THAT CONTRIBUTE TOWARDS ROLE CONFLICT

In Table 5.50 below information is provided with regard to the relationship between participants' teaching experience and the different sub-factors that contribute towards role conflict.

Table 5.50: The relationship between participants' teaching experience and the different factors that contribute towards role conflict

Factor	Teaching Experience	N	Mean	Std Deviation	ANOVA	Post Hoc Tests
					P-values	d-values
Intra-role conflict within family	0-7yrs	163	2.55	.423		
	8-15yrs	339	2.66	.425		0.56** (0-7 yrs with 16-23 yrs)
	16-23yrs	201	2.79	.404		0.82*** (0-7 yrs with >24 yrs)
	>24yrs	83	2.92	.451	<0.001	0.59**(8-15 yrs with >24 yrs)
	Total	786	2.70	.436		

Factor	Teaching Experience	N	Mean	Std Deviation	ANOVA	Post Hoc Tests
					P-values	d-values
Intra-role conflict within community	0-7yrs	163	2.48	.443		
	8-15yrs	339	2.57	.467		0.64** (0-7 yrs with >24 yrs)
	16-23yrs	201	2.69	.502		
	>24yrs	83	2.76	.451	<0.001	
	Total	786	2.60	.478		
Intra-role conflict within profession	0-7yrs	163	2.46	.303		
	8-15yrs	339	2.48	.355		
	16-23yrs	201	2.49	.377		
	>24yrs	83	2.39	.434	.120	
	Total	786	2.47	.361		
Intra-role conflict and gender	0-7yrs	162	2.42	.448		
	8-15yrs	339	2.34	.459		0.54** (0-7 yrs with >24 yrs)
	16-23yrs	201	2.51	.524		0.69** (8-15 yrs with >24 yrs)
	>24yrs	83	2.69	.498	<0.001	
	Total	785	2.44	.490		
Inter-role conflict work-family duties	0-7yrs	162	2.30	.434		
	8-15yrs	339	2.29	.477		
	16-23yrs	201	2.32	.503		
	>24yrs	83	2.30	.638	.902	
	Total	785	2.30	.494		

Factor	Teaching Experience	N	Mean	Std Deviation	ANOVA	Post Hoc Tests
					P-values	d-values
Inter-role conflict stress-related factors	0-7yrs	162	2.71	.539		
	8-15yrs	339	2.71	.611		
	16-23yrs	201	2.81	.636		
	>24yrs	83	2.76	.700	.253	
	Total	785	2.74	.614		
Inter-role conflict financial problems	0-7yrs	162	2.36	.522		
	8-15yrs	339	2.55	.589		
	16-23yrs	201	2.55	.550		
	>24yrs	83	2.36	.661	.001	
	Total	785	2.49	.580		
Inter-role conflict cultural aspects	0-7yrs	162	2.44	.713		
	8-15yrs	339	2.43	.710		0.77*** (0-7 yrs with >24 yrs)
	16-23yrs	201	2.37	.746		0.76*** (8-15 yrs with >24 yrs)
	>24yrs	83	1.87	.743	0.001	0.67** (16-23 yrs with >24 yrs)
	Total	785	2.36	.742		

d \geq 0.2: small effect; d \geq 0.5: medium effect; d \geq 0.8: large effect

The effect size of 0.82 in the table above indicate a relationship of practical significant difference exist between teaching experience and intra-role conflict within the family wherein participants with 0-7years of teaching experience experienced less intra-role conflict within the family, than those with more than 24years of teaching experience. A possible reason for the difference might be that participants with more than 24years teaching experience may be having a family to look after, including having to provide them with a home environment in which to develop holistically despite the financial constraints they may possibly be faced with, unlike the less

experienced ones who might possibly be single and not having any family to look after, except those he grew up with. In terms of literature study (par 3.3.2) it does not specifically refer to experience educators might be having but states generally that it is the responsibility of the parents to provide a stable home environment to their children despite the economic challenges they may be faced with in their quest to satisfy the demands of the family.

Another possible reason for the difference might be attributed to prioritisation of needs wherein participants with more than 24years teaching experience might possibly be ahead of the lesser experienced ones in that regard, who might still be trying to adjust to life demands and spending money at will. However, literature study (par 3.3.2) as previously stated does not specifically refer to experience that educators might be having at their disposal but states generally that in order for parents to provide stable home environment to their children, prioritisation of needs have to be taken into account wherein those regarded as urgent ones have to take priority over those that may be classified as "wants".

In the case of *inter-role conflict and cultural aspects*, participants with lesser teaching experience 0-7years and 8-15years experienced more role conflict regarding cultural demands than participants with more than 24 years of teaching experience. This finding may be attributed to different life views and cultural values of the less experienced and more experienced participants. It is possible that the less experienced participants have a less traditional and more liberal perspective on cultural matters than their seasoned counterparts and therefore experience more inter-role conflict in coping with cultural demands of a more traditional and conservative nature. This relationship was not explored in the literature study and therefore the researcher is not going to speculate further on this matter.

5.5.9 THE RELATIONSHIP BETWEEN PARTICIPANTS' RACE AND THE DIFFERENT FACTORS THAT CONTRIBUTE TOWARDS ROLE CONFLICT

No effect sizes of large practical significance were obtained, thus it can be concluded that there is no relationship between participants' race and factors that contribute towards role conflict. For this reason, the matter will not be discussed further.

5.5.10 THE RELATIONSHIP BETWEEN PARTICIPANTS' NUMBER OF LEARNERS AND THE DIFFERENT FACTORS THAT CONTRIBUTE TOWARDS ROLE CONFLICT

Regarding the results in Table 5.51 below, only effect sizes larger than 0.8, will be further elaborated upon.

Table 5.51: The relationship between the number of learners in the participants' schools, and the different sub-factors that contribute towards role conflict

Factor	Number of learners	N	Mean	Std Deviation	ANOVA	Post Hoc Tests
					P-values	d-values
Intra-role conflict within family	1-500	86	2.68	.424		0.49* (1-500 with >800 learners)
	501-600	354	2.63	.438		0.45* (501-600 with 701-800 learners)
	601-700	201	2.70	.422		0.65** (501-600 with > 800 learners)
	701-800	91	2.83	.439		0.44* (601-700 with >800 learners)
	> 800	58	2.89	.395	<0.001	
	Total	790	2.70	.436		

Factor	Number of learners	N	Mean	Std Deviation	ANOVA	Post Hoc Tests
					P-values	d-values
Intra-role conflict within community	1-500	86	2.53	.458		
	501-600	354	2.56	.429		
	601-700	201	2.66	.503		
	701-800	91	2.69	.570		
	> 800	58	2.63	.531	.025	
	Total	790	2.60	.479		
Intra-role conflict within profession	1-500	86	2.47	.366		
	501-600	354	2.47	.335		0.41* (1-500 with >800 learners)
	601-700	201	2.53	.372		0.42* (501-600 with >800 learners)
	701-800	91	2.47	.422		0.57** (601-700 with >800 learners)
	> 800	58	2.32	.370	.004	
	Total	790	2.47	.364		
Intra-role conflict and gender	1-500	86	2.41	.475		
	501-600	353	2.39	.471		0.63** (1-500 with >800 learners)
	601-700	201	2.41	.500		0.70*** (501-600 with >800 learners)
	701-800	91	2.52	.524	<0.001	
	> 800	58	2.70	.447		
	Total	789	2.44	.490		
Inter-role conflict work-family duties	1-500	86	2.27	.489		
	501-600	353	2.30	.464		
	601-700	201	2.32	.509		
	701-800	91	2.37	.553	.397	
	>800	58	2.22	.582		
	Total	789	2.31	.498		

Factor	Number of learners	N	Mean	Std Deviation	ANOVA	Post Hoc Tests
					P-values	d-values
Inter-role conflict stress-related factors	1-500	86	2.67	.677		
	501-600	353	2.71	.570		
	601-700	201	2.80	.577		
	701-800	91	2.87	.710		
	> 800	58	2.65	.730	.064	
	Total	789	2.74	.616		
Inter-role conflict financial problems	1-500	86	2.32	.606		
	501-600	353	2.48	.566		
	601-700	201	2.59	.579		
	701-800	91	2.55	.562		
	> 800	58	2.33	.588	.001	
	Total	789	2.49	.580		
Inter-role conflict cultural aspects	1-500	86	2.20	.873		
	501-600	353	2.41	.676		0.40* (1-500 with >800 learners)
	601-700	201	2.50	.702		0.88*** (501-600 with >800 learners)
	701-800	91	2.31	.813		0.93*** (601-700 with >800 learners)
	>800	58	1.85	.643	<0.001	0.57** (701-800 with >800 learners)
	Total	789	2.36	.739		

$d \geq 0.2$: small effect; $d \geq 0.5$: medium effect; $d \geq 0.8$: large effect

In the case of *inter-role conflict and cultural aspects*, participants teaching in smaller schools (501-600 and 601-700 learners) experienced more inter-role conflict than participants teaching in larger schools with more than 800 learners. A possible reason could be that participants with less than 800 learners were teaching in multi-cultural schools where learners represent different cultural groups. It is also possible that these multi-cultural learner

compositions and their diverse cultural demands may exert more pressure upon educators. In terms of literature study (par 3.4.4), it was indicated that differences and disputes will always prevail in multi-cultural working environments because colleagues perceive situations different from one another.

In the case of larger schools >800 learners less inter-role conflict may prevail due to the locality (urban versus rural and traditionally white versus black areas) and cultural homogeneity of the learners. Due to the cultural homogeneity of these schools, the possibility of inter-cultural conflict amongst learners and educators are minimised.

5.5.11 THE RELATIONSHIP BETWEEN NUMBER OF EDUCATORS AT THE PARTICIPANTS' SCHOOLS AND THE DIFFERENT FACTORS THAT CONTRIBUTE TOWARDS ROLE CONFLICT

The obtained effect sizes were of no practical significance, therefore it can be concluded that there is no relationship between the number of educators at the participants' schools and role conflict. Therefore this matter is not elaborated upon further.

5.6 SUMMARY OF FINDINGS OF FACTORS THAT PLAY A ROLE IN ROLE CONFLICT

The following findings emanated from the empirical investigation:

5.6.1 FINDINGS FROM THE ANALYSIS OF THE MEANS AND PERCENTAGES

5.6.1.1 INTRA-ROLE CONFLICT

5.6.1.1.1 INTRA-ROLE CONFLICT WITHIN THE FAMILY

- Family needs caused participants' own needs to suffer.

- Participants were caught up in the conflict of deciding whether to give first priority to work, or to family demands.

5.6.1.1.2 INTRA-ROLE CONFLICT WITHIN THE COMMUNITY

- Participants found themselves torn between work and community demands.
- Participants were expected by the community to participate in protest activities.

5.6.1.1.3 INTRA-ROLE CONFLICT WITHIN THE PROFESSION

- Participants cut back on leisure time to have more time available for work.
- Attending organized workshops after working hours, led to intra-role conflict.
- Overcrowded school/classrooms also led to intra-role conflict.
- Participants experienced work overload at school.
- Role overload caused participants to experience burn out.
- Participants' uncertainty about their professional roles caused job dissatisfaction.

5.6.1.1.4 INTRA-ROLE CONFLICT AND GENDER

- Participants demonstrated uncertainty about masculine roles and responsibilities as far as assistance within the household duties were concerned.
- Participants' felt uncertain about dual gender roles.
- Participants reported uncertainty whether colleagues of gay or lesbian sexual orientation should be free to associate with their heterosexual colleagues (homophobia).
- To a certain extent, male participants demonstrated some resistance to carry out orders from women at work. This indicated that a certain

degree of gender bias still existed and this has implications for labour relations and adherence to the constitution.

5.6.2 FINDINGS FROM THE ANALYSIS OF THE MEANS AND PERCENTAGES

5.6.2.1 INTER-ROLE CONFLICT

5.6.2.1.1 INTER-ROLE CONFLICT AND WORK-FAMILY DUTIES

- Lack of support with family duties could lead to inter-role conflict in the family.

5.6.2.1.2 INTER-ROLE CONFLICT AND STRESS

The following stressors were identified:

- The present economic situation.
- Inter-role conflict.
- Carrying out multiple roles.
- Dissatisfaction with inter-role responsibilities.
- Too many tasks – work overload.

5.6.2.1.3 INTER-ROLE CONFLICT AND FINANCIAL PROBLEMS

- Career aspirations were postponed due to low income and this situation led to inter-role conflict.
- Low income contributed towards involvement in union strikes.
- If one partner earned a higher salary than the other one it could lead to tension at home.

5.6.2.1.4 INTER-ROLE CONFLICT AND WORK CULTURAL ASPECTS

- No inter-role conflict was experienced with regard to cultural aspects.

5.7 SUMMARY

The research aim of this chapter was to determine to what extent participants experienced role conflict. Factors that contribute towards educators experiencing role conflict were determined empirically and termed to be more reliable than their sub-factors. The reason behind the factors being termed to be more reliable than sub-factors was that some of the sub-factors the reliability thereof was too low, for instance prioritisation of needs and exceeding work perimeters. A conclusion was then made in consultation with Statistical Service to work with the main factors only.

The independent t-test was used in the case of gender as well as the current post level individuals occupied at their respective schools. In both instances, only small effect sizes were observed which indicate that there was no practical significant difference between participants' gender and post level as well as the different factors that contribute towards them experiencing role conflict.

The use of different statistical techniques made it possible to obtain and discuss the results in this chapter. The reliability and validity of the questionnaire was determined through factor analysis and calculations done through Cronbach alpha coefficients. Sections B and C concerning both intra and inter-role conflict was analysed through calculations of frequencies and mean scores. The relationship between the different biographical variables and the different factors that contribute towards participants' experiencing role conflict were determined through the use of statistical methods, the t-test and analysis of variance (ANOVA).

The next chapter deals with a strategy for principals to manage role conflict as experienced by male and female educators.

CHAPTER 6: STRATEGIES FOR THE SCHOOL PRINCIPAL TO MANAGE ROLE CONFLICT AS EXPERIENCED BY MALE AND FEMALE EDUCATORS IN SCHOOLS

6.1 INTRODUCTION

The previous chapter concluded with some important findings which will serve as basis for the development of a management strategy to be used by principals to effectively manage role conflict as experienced by male and female educators. As stated previously (par 2.1), the continued use of the word *he* shall refer to both male and female educators.

6.2 THE DIFFERENCE BETWEEN A STRATEGIC PLAN AND A STRATEGY

The two concepts, strategic plan and strategy will be clarified in order to gain a better understanding about their respective contributions towards the development of management strategy to deal with role conflict more effectively.

6.2.1 STRATEGIC PLAN

6.2.1.1 DEFINITION OF A STRATEGIC PLAN

Bean (2003:13) defines strategic planning as the process of determining the long term vision and goals of an organisation and how to achieve them. From the definition it can be concluded that it is the duty of the school management team, educators, learners, parents and other involved stakeholders to come up with a plan on how best to improve certain aspects of the management of the school in order to attain the mission and vision of the school.

Quick MBA (2010:1-2) posits that it is important for schools to engage in strategic planning that clearly defines its objectives and is able to assess

both the external and internal situation to formulate a strategy on how best to reach them. Through strategic planning, schools will think and act strategically, develop effective strategies, clarify future directions, establish priorities, improve performance, build teamwork and expertise and deal effectively with a rapidly changing environment. Strategic planning is a school's process of defining its strategy or direction and making decisions on allocating its resources to pursue the strategy (Wikipedia, 2012b:1). Furthermore, in order to determine the direction that the school has to take in order to reach its intended objectives, it is of importance to understand its current position and possible avenues through which it can pursue a particular course of action. One of the possible avenues that strategic planning can adopt to reach its goals is to encourage people involved to work co-operatively together and build cohesiveness among themselves so that everybody could put the weight behind the wheels to reach objectives targeted (Lorenzen, 2006:22-23). By putting the weight behind the wheel together, the job of reaching the aims and goals of the school can be a lighter one as every stakeholder will have played a major part in its accomplishment.

The Australian Institute of Community Practice and Governance (AICPG) (2003:1) states that strategic planning also aims to focus on the school's vision and priorities in response to a changing environment and to ensure that members of the organisation are working towards the same goals. Strategic planning is a way of thinking and a guide to action and should govern the behaviour of every stakeholder concerned (Tovey, 2001:32-33). Furthermore, it enables organisations to think through and document what they are doing, for whom they are doing it and why.

The following are some advantages that are brought about by strategic plans in a school (Jasparro, 2011:2-5):

- A strategic plan establishes a mission, vision and goals for the school.
- It helps schools to think and act strategically, clarify future directions and establish priorities.
- It helps to improve the school's performance and build teamwork among staff members.
- It formulates a strong working relationship with the community and all stakeholders involved.
- It creates willingness among staff members to work closely together on achieving school priorities.
- It aligns the budgeting process with the strategic plan, goals and objectives.

There are two processes involved in strategic planning namely, *planning analysis and operational planning* (Els, 2008:235; Van der Westhuizen *et al.*, 2011:71).

6.2.1.2 PLANNING ANALYSIS

AICPG (2003:1) assert that planning analysis encourages organisations such as schools to re-examine their established directions and strategies for contemporary relevance and practical results by asking questions like, "Do we need to change the school mission? Have the needs of our target community changed? Do our staff and management team have the capacity and commitment to achieve our goals? In the process of strategic planning an analysis is made regarding the mission and vision of the school. The planning process has to provide adequate answers to questions such as "What do we want to achieve in the future?" How do we plan to get there? Where do we need to improve in order to succeed? (Davidoff & Lazarus, 2003:84-86). From all the stated questions it then becomes the responsibility of every involved stakeholder to take an active part in making sure that the strategic planning process is put in motion without any failure.

The following diagram outlines the strategic planning process.

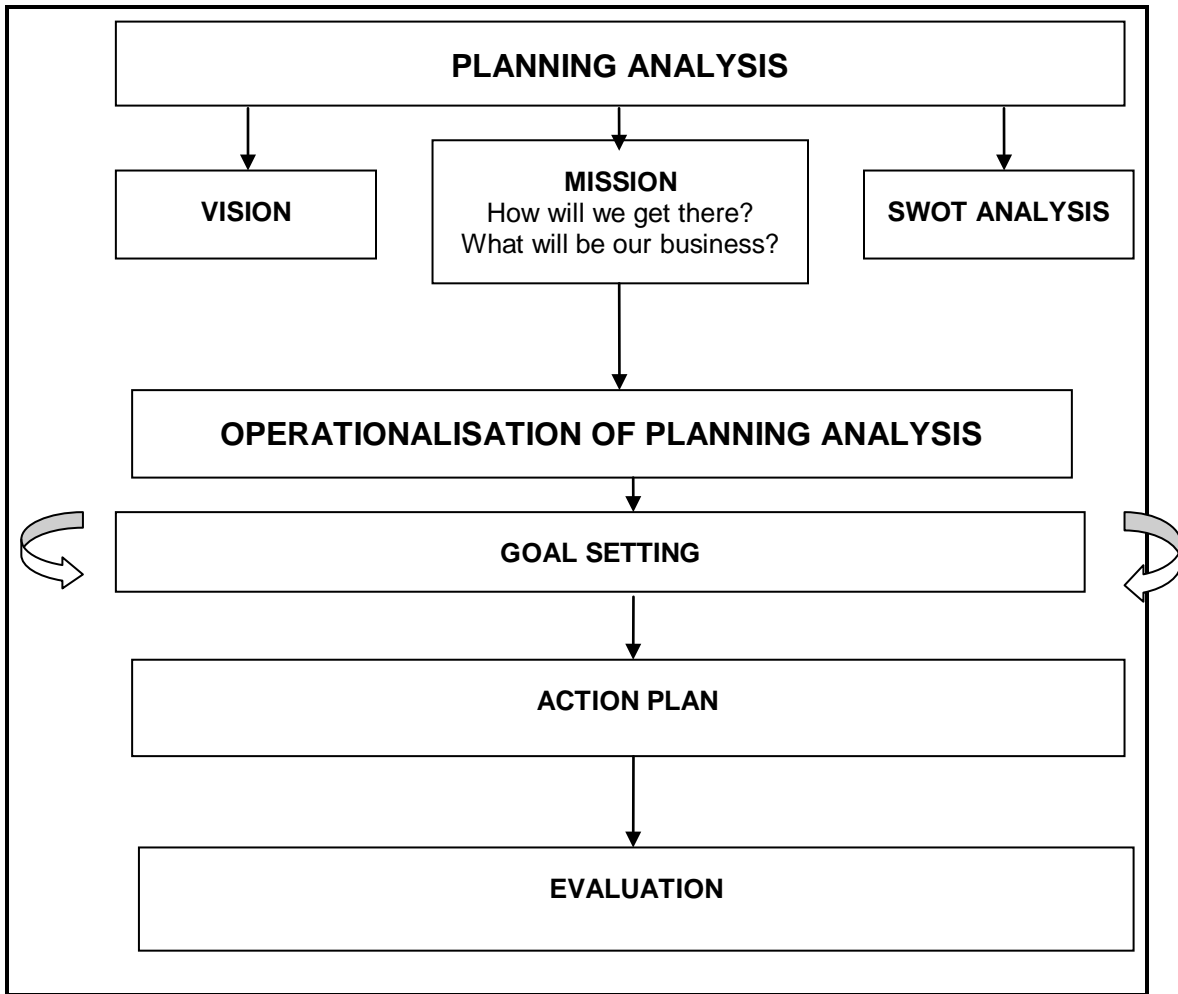


Figure 6.1: Strategic planning process

(adapted from Els, 2008:235; Van der Westhuizen *et al.*, 2011:76-78)

From the above figure, a conclusion can be reached that the following are core aspects with regard to the planning analysis:

Vision

Pearce and Robinson (2003:34) state that the school's vision statement is developed to express the school management team's future aspirations including those of other relevant stakeholders. A school's vision presents its strategic intent that focuses on the energies and resources of the education

system on achieving a desirable future for all stakeholders (Bean, 2003:13). From these two statements it can be concluded that the school's vision can be regarded as a formal declaration of what the school is trying to achieve over a medium to long term period.

Developing a strong vision statement can help stakeholders in the school to reach a common understanding. A vision is a school goal where one hopes to see it in the future (Gabriel & Farmer, 2012:2). A vision is concise and easy to recall, whereas a mission is lengthier and more explanatory in nature. The school may also want to establish targets along the way to measure progress towards its vision (McNamara, 2012:2).

Both the vision and mission statement as they are used interchangeably in the school's mission statement articulate its strategic intent (Rosa, 2012:2). School managers must ensure that the vision statement does not become so grandiose that it is clearly unattainable thereby losing credibility among educators, learners, parents as well as other stakeholders with an interest in education (Hill & Jones, 2008:41).

Vision is what the future looks like and what steps will an individual follow to achieve the desired one (Rosa, 2012:2). Furthermore, vision creates that momentum of growing anticipation about the future, where change is embraced as a step closer to that very compelling picture of what's coming next (Michael & Jude, 2005:3-4). Vision therefore requires from management and all other stakeholders to take courage in what they do best and at the same time being obsessed with what the future holds for all stakeholders involved.

The vision statement includes vivid description of the school as it effectively carries out its operations (Oneindia, 2011). Without a vision, a school lacks direction (Mind tools, 2011:2-3). From the two statements, it can be concluded that a vision guides the school towards a particular direction in order to realise goals set and not deviate from them by losing its direction.

At the same time, without a vision the path ahead becomes unclear, hence the school can be declared as dysfunctional and will never produce desirable results.

Vision can thus be described as *the way in which an organisation views its future regarding accomplishing its short and long term goals.*

Mission

The mission statement determines the direction of the school (Heizer & Render, 2004:31). It also describes the overall purpose of the organisation (Anon, 2012b:1). The mission statement therefore, is an important tool for steering the school in a positive direction of accomplishing its main goal which is the provision of quality education. Educational success is the result of missions that schools adopt and follow in order to satisfy learners' needs and wants (Bean, 2003:13). The school's mission can be seen as its purpose and what it will contribute to the school, the community and society at large (Pearce & Robinson, 2003:34). In addition to the last statement, the school's mission can also be seen as an instrument which conveys a sense of purpose to members of staff and project the image of school to all the stakeholders involved (NetMBA, 2010:2).

From the above statements, it becomes clear that the mission statement of a school should be based on satisfying the needs of all its stakeholders by providing quality education to its clients and in doing so, the school will develop a reputation of excellence which will become a very powerful marketing tool.

Hill and Jones (2008:4) view a mission as the wind that steers the school to its desired harbour. Furthermore, it guides the path along which the school travels and powers the momentum which it badly needs to achieve its goals. Mission statements give educators stronger motivation and provide parents and other stakeholders with a picture of what the school values are

(Wikipedia, 2012h:1-2). Mission statements help schools achieve their vision as they prompt change and growth (Oneindia, 2011). The mission statement should encompass the values of members of staff, actions that the school will take as well as areas it will address such as curriculum to be followed in order to achieve its vision. The mission statement should be longer than the vision statement because it is a specific plan for driving the school to fulfil its potential (About.Com, 2011).

Most mission statements are built around three elements which are (Bean, 2003:13; Pearce & Robinson, 2003:34; Hill & Jones, 2008:4):

- A statement of the overall vision of a school.
- The key philosophical values managers are committed to and that influence the decisions they make.
- The articulation of key goals that management believes must be achieved in order to attain both the vision and mission that are consistent with the values to which managers are committed.

The mission can thus be described as *a school's business scope and the way in which it operates that differentiates it from those similar to it.*

SWOT analysis

Heizer and Render (2004:41) states that in order for schools to understand the issues in developing an effective strategy, they will have to evaluate their internal strengths and weaknesses as well as opportunities and threats of the environment. This is referred to as a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats).

A SWOT analysis is a widely used technique through which school managers create a quick overview of the school's strategic situation (Pearce & Robinson, 2003:134-135). On the other end, Hill and Jones (2008:7) states that the central purpose of the SWOT analysis is to identify strategies

that align, fit or match a school's resources and capabilities with the demands of the environment in which it operates. SWOT analysis can be used as a measuring tool which a school can use to measure both its successes and failures. It can also be used to develop strategies to overcome the school's weaknesses and threats to map its way forward.

SWOT analysis is one of the best tools that school managers can make use of in order to analyse where one is at the moment, where one intends to be in the future and then design an action plan to get there (Swinton, 2005:3). It is for this reason that Hill and Jones (2008:7-8) posits that SWOT analysis is a useful tool for strategic planning and achieving one's goals, individually or collectively as a team. SWOT analysis if followed to the latter, can assist the school in mapping its way forward by removing obstacles that retards progress as well as exploiting those that they do best to surpass their competitors. By considering the results of the SWOT analysis, schools can position themselves through their various strategic plans to gain a competitive edge on other schools (Heizer & Render, 2004:41-42).

Swinton (2005:3) summarises SWOT analysis as follows in order for schools to accomplish objectives:

- Strengths - need to be maintained and built upon.
- Weaknesses - need to be remedied or stopped.
- Opportunities - need to be prioritised and optimised.
- Threats - need to be countered or minimised.

From the above it can be said that it is important for schools to continuously consult the results of their SWOT analysis to determine whether they are progressing well in achieving their set objectives or not.

Based upon the above, where the school recognises its limitations in terms of its weaknesses and threats, it will have to capitalise on its strengths and opportunities for compensation purpose.

6.2.1.3 PLANNING OPERATIONALISATION

The school has to have an operational plan that clearly states its actions to implement goals and strategies identified in the strategic plan (Voice, 2012:1). After completing the strategic planning process, it has to be followed on by an operational plan which details the actions required to implement each strategy, assigning responsibilities, setting timeframes, identifying resources and indicating what difference the specific actions will make (Hill & Jones, 2008:32-33). It is clear that when an operational plan is to be developed, the school management team must ensure that it is clear and be able to be understood by all members of the staff. It is for this reason that Voice (2012:1-2) states that after goals and strategies have been identified in the strategic planning process, they will now have to be used for the operational planning process by asking questions such as: Who is going to do what? When will they do it? What resources will they need and how will authorities know when the action has been completed successfully?

In this process of strategic planning an operational plan developed involves evaluation, action steps and the persons involved to make it work effectively. It is for this reason that Beale *et al.* (2007:1) sees operational planning as a tool that guides individuals on how they will operate in practice to implement their action and monitoring plans, what their capacity needs are, how will they engage resources, how will they deal with tasks and finally how will they ensure sustainability of the project's achievements.

Eubanks (2011:1-2) state that operational plans translate strategic planning into everyday execution tasks of a school that will ultimately produce the outcomes defined by the strategy. In other words operational planning is the conversion of strategic goals into management execution by ensuring effectiveness when allocating duties to personnel. From the statement it can be concluded that operational plans assist the school management

team (SMT) in identifying the strengths and weaknesses of the personnel by taking into account their various fields of specialisation and making sure that they allocate them learning areas they are comfortable with (par 3.3.8). Furthermore, when allocating duties to members of staff, the SMT should try and distribute work equally among staff members to avoid job dissatisfaction and minimise the effects of role conflict as overburdening them will result in educators experiencing burn-out (par 3.3.6; 3.3.7 & 3.3.8).

By eliminating job dissatisfaction and minimising role conflict, the SMT can enhance the delivery of quality operational plans. Van der Westhuizen (2002:141-142) states that operational planning deals mainly with daily activities and is aimed at the short term. He further asserts that for educators, operational planning will involve aspects such as school timetables, sporting timetables, examination timetables etc. Beale *et al.* (2007:1) states that an operational plan does not exist as one single standalone plan but has in it key components that are integrated with other parts of the overall strategic plan. The key components of a complete operational plan include analysis or discussion of the following (Beale *et al.*, 2007:1; Hill & Jones, 2008:32-33; Voice, 2012:1-2):

- **Human and other capacity requirements** - The human capacity and skills required to implement school project as well as current and potential sources of the resources.
- **Financial requirements** - The funding required to implement the intended projects, the current and potential sources of these funds and the most critical resource and funding gaps.
- **Risk assessment and mitigation strategy** - What risks exist and how they can be addressed.

- **Estimate of project lifespan, sustainability and exit strategy** - How long will the project last, when and how will it be ensured that the achievements of the project is sustained.

The following figure represents an example of the operational planning process.

Strategy	Action/Activity	Who?	When?	Resources
Community awareness activities relating to health promotion	Open day held on quarterly basis to promote health issues	Indigenous Health Project Officer	June 2012	Advertising promotional materials
Learners are informed of health issues	Information sessions on health promotion at the local school on a monthly basis	Indigenous Health Worker	July 2012	Pamphlets on health issues

Figure 6.2: Operational planning process

(adapted and modified from Voice, 2012:2)

6.2.1.4 SYNTHESIS / DEFINITION OF STRATEGIC PLANNING

In the light of the above strategic planning *can be defined as the determination of future intentions of an organisation and the ways in which they can be met.*

Strategic planning includes all the involved stakeholders of a particular school to map the way forward in order to achieve goals and objectives that they have identified. When executing and putting plans into operation, it is vital for stakeholders to focus on the mission and vision of the school and to adhere to set goals and objectives. It is also of importance to allocate relevant teaching duties to educators in accordance with their specialised knowledge, skills and experience (par 3.3.8).

The development of a strategy is discussed hereunder.

6.2.2 DEVELOPMENT OF A STRATEGY

6.2.2.1 DEFINITION OF A STRATEGY

The word strategy is derived from the Greek word 'strat (os)' which means generalship (Van der Vyver, 2011:228). He further says that it was used in military sense as the art or plan that the general used to overpower the enemy taking his power and situation into consideration. However in management, strategy is used to decide upon a suitable plan or method that will achieve predetermined objectives notwithstanding changes.

Oxford South African School Dictionary (2010:587) defines a strategy as the art of planning an activity. In order for a strategy to be deemed successful, plans have to be put in place including relevant people who have to execute them to achieve set objectives. Strategy can also be defined as a specific pattern of decisions and actions that managers take to achieve an organisation's goals in order to up its performance (Hill & Jones, 2008:3). The latter definition implies that when correct and rightful decisions are made and viable actions are taken, the organisation (school) should be in a position to achieve its goals and objectives.

Khumalo (2012:186) states that a strategy can be seen as a process whereby all the organisational functions and resources are integrated and co-ordinated to implement formulated strategies, which are aligned with the environment to achieve its long term objectives and therefore gain a competitive advantage through adding value for the stakeholders. In order for a school to achieve its goals, it is important that all the stakeholders be involved and work hand in glove towards accomplishing them.

In order for strategic plan to be successful, all partners must understand that through it, a framework and context will develop because strategic planning is a game-plan ready to move an organisation in the direction of set goals

(Fourie, 2012:316). Furthermore, in order for strategic plan to be successful and be in a position to steer the school towards a particular direction, commitment from the principal, staff, learners as well as other stakeholders involved in education is essential. Strategic planning therefore require from principals to show quality leadership by taking a leading role in its implementation to enable subordinates to follow suit.

Heizer and Render (2004:32) states that a strategy is an organisation's action plan to achieve its mission. Furthermore, each of the departments in the school should develop a strategy for achieving its own mission that will contribute towards the school's overall mission being attained. The strategies that are developed must exploit opportunities and strengths, neutralise threats and avoid weaknesses (Bean, 2003:13).

Strategy is also seen as a continuous long term planning process of top and middle management to continuously achieve school goals by developing and implementing a suitable plan amidst environmental changes (Steyn & Van Niekerk, 2007:233-234). They further state that the long term planning process consists of two parts, namely **strategic formulation** and **strategic implementation**. *Strategic formulation* makes it possible for those in authority to lead the school continuously taking into account its internal situation (strengths & weaknesses) as well as the external environment (opportunities & threats). On the other end, *strategic implementation* is measured by effectiveness and efficiency of putting the plan into action.

In light of the above, a *strategy can be defined as a plan of action that an organisation undertakes to accomplish its goals.*

6.3 PHASES IN STRATEGY DEVELOPMENT

6.3.1 INTRODUCTION

There are different phases in the strategic development of which a short discussion will be held regarding each:

6.3.2 PHASES

In the literature it becomes clear that there are different viewpoints to the different phases that can be used in strategy development.

- **Three phases**

The three most notable phases identified include: the planning phase, the implementation phase and the evaluation phase (Bradford *et al.*, 2007:28-29; Els, 2008:239-242; Van Vuuren, 2008:317-322; Vos, 2010:219).

- **Four phases**

Four phases identified are as follows: identification of strategic needs or problems, planning and development, implementation and evaluation of results (Scholes & Whittington, 2008:127; Blaxill & Eckardt, 2009:77; Traverso, 2009:25; Van der Vyver, 2011:230; Fourie, 2012:317; Khumalo, 2012:187).

- **Five phases**

The five basic phases in strategy development include: formulation of problem statement, formulation of aims, formulation of action steps and operationalisation thereof, identification of people involved in the action plan and the evaluation phase (De Bruyn, 2003:301; Vos, 2010:220-223; Van der Vyver, 2011:230; Fourie, 2012:317; Khumalo, 2012:187).

For this research the four phase approach is followed to develop a strategy for principals to help educators deal with role conflict. The four phase approach consists of the following:

- Analysis phase consisting of determining strategic needs or identifying problems (Situation analysis).
- Planning phase (Setting goals).
- Implementation phase (Action steps and people involved).
- Evaluation phase (Comparison of results with set goals).

The four phases are represented in Figure 6.3 and will be discussed underneath it.

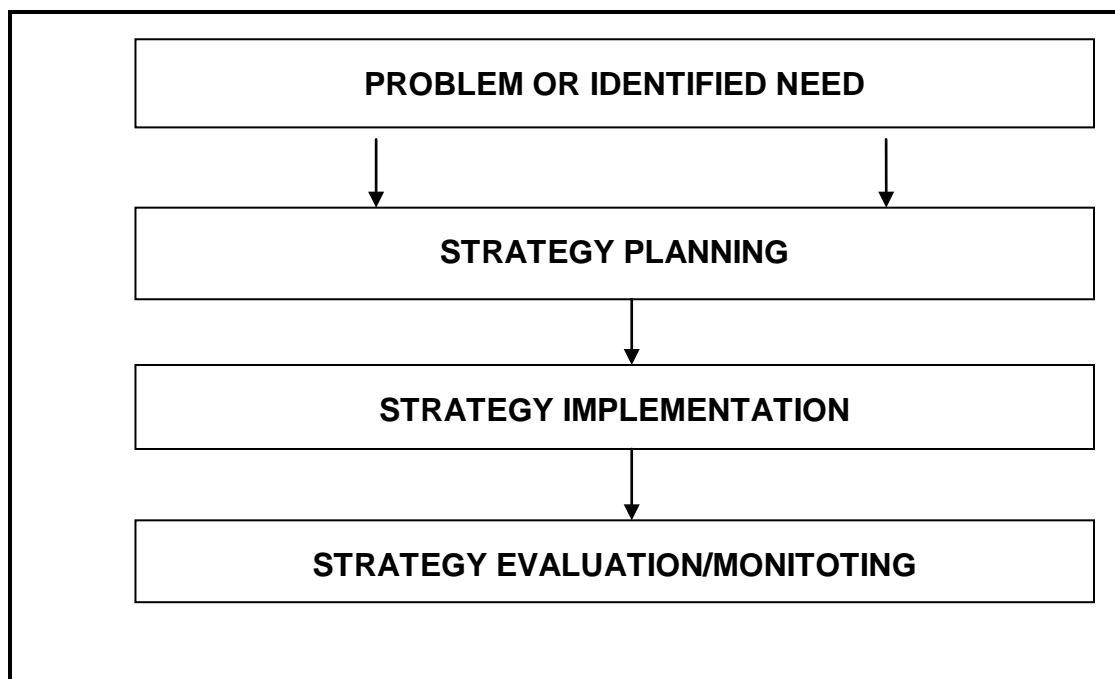


Figure 6.3: Different phases in the development of a management strategy to deal with role conflict

(adapted from Van der Westhuizen *et al.*, 2011:76; Van der Vyver, 2011:231; Fourie, 2012:318)

The above phases in the development of a management strategy will be briefly elaborated upon.

6.3.3 PROBLEM OR IDENTIFIED NEED (SITUATION ANALYSIS PHASE)

Identification of need or problem form part of situation analysis where data is gathered, analysed and integrated into workable data (Fourie, 2012:314). It is the duty of the school management team together with all the stakeholders involved to identify the needs of the school and thereafter devise strategies on how to meet them. A school has to identify within it problematic areas that hamper progress and be able to strategise ways and means on how to overcome such so as to attain success and accomplish objectives set (AICPG, 2003:2-4). Problems facing the school have to be addressed by all stakeholders involved so as to curb them from derailing its progress.

NetMBA (2010:2) states that once the school has specified its objectives, it has to begin with the current situation to devise a strategic plan and means to reach them. Changes in the external environment present new opportunities and ways to reach the objectives intended. Swinton (2005:1) states that the school must know its own capabilities and limitations in order to select the opportunities that it can pursue with a higher probability of success. This implies that for a situation analysis to take place successfully, it has to analyse both the external and internal environment.

QuickMBA (2010:2-3) is of the view that a situation analysis can generate a large amount of information which has to be manageable by categorising the internal factors of the school as its strength and weaknesses and the external factors as opportunities and threats. It is for this reason that Swinton (2005:1-2) considers such analysis as SWOT analysis. Therefore a situation analysis is important for any school as it assists both the school management team and other stakeholders to identify its strengths and weaknesses through regular face to face discussion. Through frequent face

to face discussions and meetings with relevant people at all levels of the hierarchy, school managers may be able to build an understanding of the school's strengths, weaknesses, opportunities and threats (Pearce & Robinson, 2003:134-135).

A situation analysis should be undertaken to design an effective management information system which entails a review of management responsibilities, both of the school principal and members of staff (Van der Westhuizen, 2002:468-469). These tasks are broken up to make the management task accessible for making decisions and be able to visualise what should be necessitated to anticipate future tendencies.

6.3.4 STRATEGY PLANNING / FORMULATING (GOAL/AIM SETTING PHASE)

Khumalo (2012:190) states that strategic planning phase is an essential organisational action that involves a process of conscious decision making and constant review. Furthermore, strategic planning aims to focus on a school's vision as well as priorities in response to a changing environment and to ensure that members of staff are working towards the same goals (AICPG, 2003:1). The formulation of strategic plan entails plan of action, decision making process and strategic issues (Fourie, 2012:318). These issues include the formulation of problems and setting of goals.

The strategic planning process is seen as a means for the school to achieve its purpose AICPG (2003:1-2). For any manager to realise the purpose of the school he is leading, he has to emphasise the need for people strategising the planning process to have enough flexibility and authority to be creative and responsive to new curriculum developments. This will normally mean changing the activities that have previously been selected to achieve the organisation's mission and goal in the light of new opportunities or challenges.

From the above, it can be concluded that the strategic planning phase is all about building commitment and embracing school's accountability through engaging key stakeholders in the regular process of identifying priorities and evaluating strategies in pursuit of leading and guiding the school towards achieving set goals and aims that may well market it profitably.

6.3.5 STRATEGY IMPLEMENTATION PHASE

NetMBA (2010:3) posits that the implementation phase will likely be expressed in high-level conceptual terms and priorities of the school where it needs to be translated into more detailed policies that can be understood by all members of staff for effective implementation. Furthermore it is of utmost importance that relevant people should be appointed to perform specific tasks that will assist the school to reach its intended objectives. Implementation concerns the delegation of tasks, objective-driven action and a collection of feedback data (Jones, 2009:10-11). Furthermore implementation means using the resources to put a plan into action. Thus, as stated earlier on in the paragraph, it is important that members of staff should understand what is required of them regarding the intended project to be implemented so that objectives can easily be reached.

The implementation phase also involves details of how each task will be carried out in the school by choosing purposeful activities, specifying alternatives, deciding on time frames, staff involvement, evaluation procedures and structures needed to put the programme into effect (Steyn & Van Niekerk, 2007:234). Sometimes an alternative never becomes a reality because principals may lack the necessary resources or energy needed to make things happen (Nathaniel & Bachman, 2005:17-18).

The implementation phase requires specific actions for specific people which can only be realised through the use of criteria referred to, as **SMART** (Khumalo, 2012:191; Tutor2u, 2012:3):

Specific: The objectives set needs to be specific rather than general or theoretical. It means that objectives should state exactly what is to be achieved.

Measurable: Objectives must be set in numbers, figures, units, ratios or any other form that will enable people to practically measure whether it has been achieved or not. An objective should be capable of measurement so that it is possible to determine how far it has been achieved.

Achievable: Objectives must be achievable rather than being beyond reach. An objective should also be realistic given the circumstances in which it is set and the resources available.

Relevant/realistic: The objectives set must be relevant and realistic to the people responsible for achieving them. This will enable people involved to exert their skills and abilities to the maximum in order to realise those objectives. If objectives are irrelevant and unrealistic, people will automatically become discouraged resulting in objectives not being met and realised.

Time: Specific time frames should be set to determine whether there is progress or not. These deadlines/time frames also need to be realistic.

Action steps

In order for an objective to be achieved, there should be action steps that need to be followed in order to make it a reality. Action steps are usually specific and are prescribed means to achieve objectives (Davies, 2003:302-305). It is for this reason that Jones (2009:1-4) emphasises the fact that action steps as planned course of action are called strategies and tactics, usually differentiated by the time allocated for each specific task and directed towards changing a future condition, that is, achieving an objective. The most important point is that action steps as well as objectives are usually related (Steyn & Van Niekerk, 2007:235-236). This simply means

that the objectives are caused to occur by the course of action to be undertaken. It thus requires from the SMT to ensure that policies are correctly followed by monitoring and controlling activities so as to attain the intended objectives.

People involved

With regard *people involvement*, one should make sure that activities that are targeted to reach specific objectives are allocated relevant people who are more than willing to make objectives attainable. After people have been identified to execute specific tasks to achieve objectives, monitoring and control should be put in place to ascertain progress (Traverso, 2009:33). All people on different levels at school such as educators, principal, SMT, learners and the School Governing Body (SGB) must be involved in order for objectives to be met (Van der Westhuizen *et al.*, 2011:75). This means that the input of various stakeholders is vital in ensuring success implementation of plans.

6.3.6 STRATEGY EVALUATION

Evaluation is a systematic search aimed at determining whether progress has been made towards the stated objectives at a reasonable speed and little expense (Damelin College, 2000:91). During the evaluation phase, decision makers gather information that tells them how well the decision was implemented and whether or not it was effective in achieving set objectives. According to Van der Westhuizen (2002:221) evaluation is of importance during policy making as it includes making goals known. Therefore, continuous evaluation has to be present in all of the management tasks.

Evaluation improves the management of subordinates and assist, in the effective functioning of various departments in the school which is likely to contribute positively towards the overall improvement of the school's results

(Nathaniel & Bachman, 2005:18-19). Careful and well-planned evaluation is a prerequisite for the development and improvement of a school (Van der Westhuizen, 2002:221).

6.3.7 SYNTHESIS

Discussions were held regarding management strategy as well as four phases that stand out to be the most popular among researchers namely: situation analysis, planning analysis, and implementation as well as evaluation phases. In addition, action steps that are required to make objectives a success were also discussed including people involved. The four phases will be used as a strategic plan for principals to assist educators deal with role conflict.

6.4 STRATEGIES TO OPTIMISE THE PRINCIPALS' INVOLVEMENT IN THE MANAGEMENT OF ROLE CONFLICT AS EXPERIENCED BY EDUCATORS

6.4.1 CONTEXT

Discussion regarding a strategy to optimise principals' involvement in management of role conflict as experienced by educators will be held below. During the factor analysis, different factors and sub-factors were identified in the empirical studies (cf Chapter 5) that made a significant contribution towards management of role conflict as experienced by educators. In the first instance a rationale for the management strategy will be given as well as the corresponding action plan for each factor.

Following hereafter is Figure 6.4 concerning factors and sub-factors that play a role in role conflict.

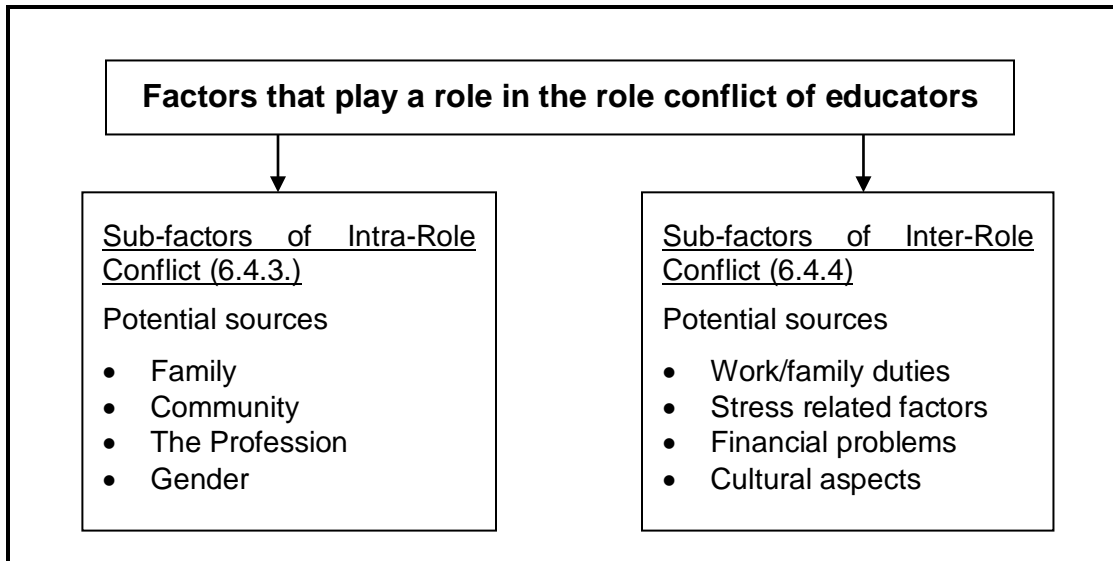


Figure 6.4: Factors and sub-factors that play a role in role conflict

6.4.2 RATIONALE

Role conflict as a focal point in this research demands from both male and female educators to be in a position to perform different roles within and outside of the home (par 1.2). In performing different roles, it is of equal importance that educators should try all within their power to manage their time effectively between work-family demands in order to minimise the effects of role conflict.

Uncertainty also plays a part in role conflict as it affects educators' performance both within and outside of the home. In order for educators to perform their duties competently, it is important for them to know exactly what is expected of them so as to attain success (par 1.2).

Stress is one factor that is caused by role conflict due to educators being unable to differentiate between needs. This means they often find it difficult to prioritise and differentiate between needs that are deemed urgent and those that are not. By not being in a position to prioritise needs, educators often find themselves spending most of their time on one demand and overlooking others, thereby acquiring stress in the process (par 1.2).

Based on the above reasons, this research deems it necessary to provide a strategy for principals to assist educators in managing role conflict in order to deal effectively with both work and family demands to minimise role conflict.

Strategy

With reference to Tables 5.5, 5.10, 5.15, 5.20 (Chapter 5) as well as Table 6.4 above, all of them indicate factors that contributed towards educators experiencing intra-role conflict. Those identified factors should serve as a guide towards developing a management strategy for principals to assist educators deal effectively with role conflict. However, upon looking at the different means presented in Sections B and C of the questionnaire (Chapter 5) a conclusion was made that participants did not experience high levels of both inter- and intra-role conflict hence a table for the highest and lowest means was omitted in that regard. In general the educators did not display high levels of inter- an intra-role conflict, because the item analysis revealed some items that can be regarded as potential sources of inter- and intra-role conflict and the action steps in the strategy will address these potential sources.

With regard intra-role conflict and gender, when the effect sizes regarding the relationship between participants' gender and the different sub-factors that contribute towards role conflict were considered, five out of the eight indicated that gender could have a small effect on the factors that contribute towards role conflict. However, for the purposes of interpretation, effect sizes <0.5 were not regarded as practically significant in this study. Therefore it was concluded that there was no relationship between the participants' gender and the different factors that contribute towards role conflict and no table/figure was provided in that regard (par 5.5.2).

6.4.3 MANAGEMENT STRATEGIES FOR PRINCIPALS WITH REGARD TO INTRA-ROLE CONFLICT

The factor and item analysis in Chapter 5 (par 5.6) identified potential sources of intra-role conflict for some of the above sub-factors (Figure 6.4) and management strategies should be developed whereby the principal can assist educators to manage these potential sources of intra-role conflict more effectively.

The figure below indicates optimised sub-factors related to intra-role conflict as experienced by educators and is diagrammatically displayed in Figure 6.5.

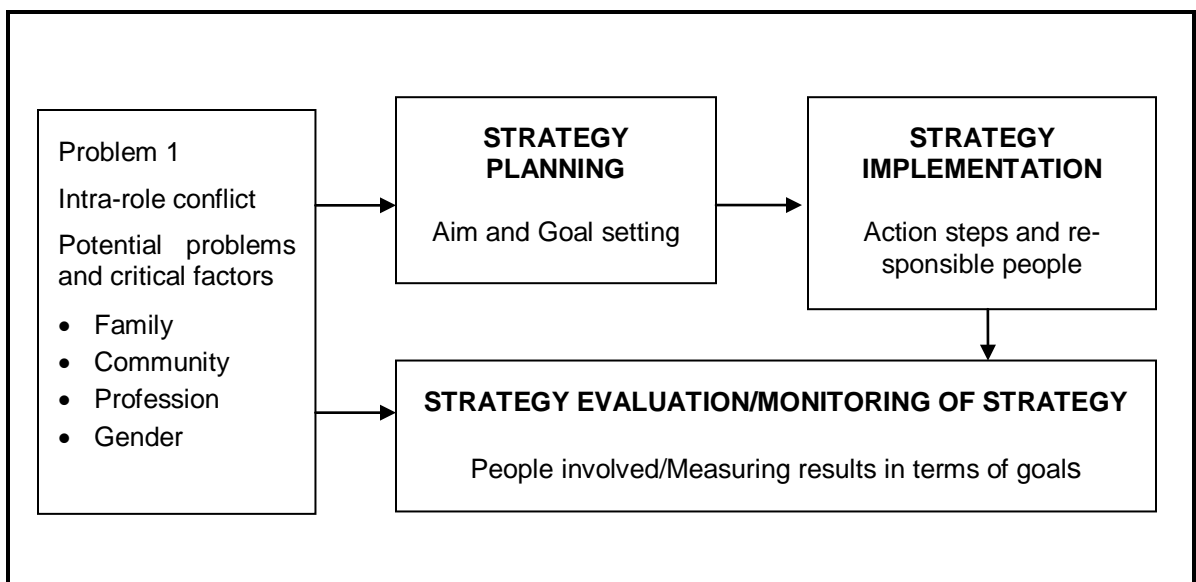


Figure 6.5: Optimising factors related to intra-role conflict as experienced by educators

(adapted from Van der Vyver, 2011:236; Fourie, 2012:325; Khumalo, 2012:197)

6.4.3.1 PROBLEM STATEMENT 1: STRATEGIES FOR THE FACTORS THAT CONTRIBUTED TOWARDS INTRA-ROLE CONFLICT (CF PAR 5.6.1 AND TABLES 5.5, 5.10, 5.15, 5.20)

6.4.3.1.1 SUB-FACTORS THAT CONTRIBUTE TOWARDS INTRA-ROLE CONFLICT

From Figure 6.5 above, a table consisting of sub-factors as well as potential sources of intra-role conflict is constructed as identified in the literature study, factor and item analysis.

Hereunder is Table 6.1 which consists of sub-factors and potential sources of intra-role conflict as identified in the literature study, factor and item analysis.

Table 6.1: Sub-factors and potential sources of intra-role conflict as identified by the literature study, the factor and item analysis

Sub-factors	Potential sources
Family	Balancing family needs with own needs
	Prioritisation of work and family needs
Community	Torn between work and community demands
	Expected by community to participate in protest activities
Profession	Cutting leisure time to have more time for work
Profession	Attending organised workshops after working hours
	Overcrowded school/classes leads to role conflict
	Work overload at school
	Role overload causes burn-out
	Uncertainty about professional role cause job dissatisfaction
Gender	Uncertainty about men's assistance within household activities
	Uncertainty about the dual role of different genders
	Gay/lesbians should not be free to associate with colleagues
	Men exercise gender bias in carrying out orders from women at work

6.4.3.1.2 *AIM:* ASSISTING THE EDUCATOR TO MANAGE POTENTIAL SOURCES OF INTRA-ROLE CONFLICT WITHIN THE FAMILY (CF PAR 3.3.1, 3.3.2, 5.6.1.1.1 AND TABLE 5.5)

Goal 1: To assist the educator to balance family needs with own needs (cf par 3.3.1, 3.3.2, 5.6.1.1.1 and Table 5.5).

Action steps

- The principal can utilise the services of a family counsellor who will conduct an annual workshop with educators on the establishment of a healthy family life.
- The principal can organise with a local social worker to address educators on issues of child care and family provision on quarterly basis.
- A financial adviser can be invited to the school on an annual basis to provide educators with knowledge and skill on how to manage the financial needs of the family more effectively.

Goal 2: To help the educators to better prioritise work and family demands (cf par 3.3.1; 5.6.1.1.1 and Table 5.5).

Action steps

- Principals can present an annual workshop to educators on effective time management between work and family demands.
- Principals should negotiate an annual task agreement with each staff member which would be fair and reduce the risk or workload.
- A motivational speaker can also be invited at school per semester to talk to educators about prioritisation of one's own needs and those of the family.

6.4.3.1.3 *Aim:* ASSISTING THE EDUCATOR TO MANAGE INTRA-ROLE CONFLICT WITHIN THE COMMUNITY (CF PAR 3.3.3, 5.6.1.1.2 AND TABLE 5.10)

Goal 1: To help educators to balance themselves between work and community demands (cf par 3.3.3, 5.6.1.1.2 and Table 5.10).

Action steps

- The principal can present an annual workshop for educators on time management to enable them to strike a balance between work and community demands (cf Goal 2, action step 1, par 6.4.3.1.2).
- The principal can consult with community leaders on an annual basis to make the necessary arrangements so that educators can participate in community activities in such ways that it does not interfere with their teaching obligations and departmental stipulations.
- The principal should regularly encourage educators to participate in community activities, because in turn it will lead to a healthy community interest and participation in school activities.
- The principal and staff members can offer some educational services to the community such as adult basic literacy classes, computer literacy classes, etc.

Goal 2: To give the necessary advice to educators regarding their participation in protest activities as expected by the community (cf par 3.3.3, 5.6.1.1.2 and Table 5.10).

Action steps

- Principals should advise educators to consult with their different unions to negotiate time off with the Department to avoid a no work no pay situation.
- The principal can annually organise a workshop with a labour consultant to advise educators about their rights as individuals to

participate in labour protest activities and issues such as *protected* and *unprotected* strikes.

6.4.3.1.4 *Aim*: ASSISTING EDUCATORS TO MANAGE INTRA-ROLE CONFLICT WITHIN THE PROFESSION (CF PAR 3.3.8, 5.6.1.1.3 AND TABLE 5.15)

Goal 1: *To assist* educators to balance their leisure time and time available for work (cf par 3.3.8, 5.6.1.1.3 and Table 5.15).

Action steps

- The principal should at the beginning of the year negotiate a supplementary teaching programme, in consultation with educators so that there would be ample time available for everybody to adequately cover the syllabus without sacrificing their school holidays.
- The principal and members of staff can draw up a time table that will make provision for educators to alternate in offering extra lessons to avoid clashes with their leisure interests and obligations.
- The principal should hold an annual workshop wherein educators are given their job descriptions so that they are in a position to structure their time appropriately regarding home and work obligations.
- The principal should look for sponsorships to offer incentives and or reward educators in recognition for their efforts in sacrificing their leisure time for work purposes. These incentives and or rewards can be given to deserving educators at a special end of the year “Thank you” function.

Goal 2: *To assist* educators to handle intra-role conflict that stems from attending organised workshops after working hours (cf par 3.3.8, 5.6.1.1.3 and Table 5.15).

Action steps

- The principal can organise an annual workshop conducted by a motivational speaker during which educators and their partners can learn to appreciate and support one another in terms of home and career matters.
- The principal can invite subject specialists on a quarterly basis to motivate educators to attend organised workshops after working hours to keep abreast with the latest curriculum approaches.
- The principal can organise an annual "Thank you" function during which educators can be recognised for their efforts in attending workshops conducted after working hours (cf Goal 1, action step 4, par 6.4.3.1.4).
- Taking into consideration the occurrence of after hour workshops, principals should negotiate an annual task agreement with each staff member which would be fair and reduce the risk of work overload (cf Goal 2, action step 2, par 6.4.3.1.2).

Goal 3: To assist educators to handle overcrowded schools and classrooms as sources of intra-role conflict (cf par 3.3.8, 5.6.1.1.3 and Table 5.15).

Action steps

- The principal should invite departmental officials on an annual basis (Subject specialists) to address educators about the possibility of implementing platoon system (conducting morning and afternoon classes) in an attempt to alleviate the general problem of classroom overcrowding.
- The principal can organise a parents meeting and invite departmental officials as well, to discuss the problem of overcrowding with the hope of coming to an agreement and thus off-load some learners to nearby

needy schools with less number of learners to create a healthy atmosphere in the school.

- The principal must approach the department of education and request that extra classroom accommodation must be made available to the school.
- The principal must approach the department of education and request that more educators should be appointed to alleviate the problem of overcrowded classes.

Goal 4: To assist educators with the problem of work overload (cf par 3.3.6, 5.6.1.1.3 and Table 5.15).

Action steps

- The principal should identify educators' subject specialisations and allocate their teaching responsibilities accordingly when drawing up task agreements so that educators are not tasked with other teaching responsibilities that fall outside their fields of expertise which may lead to work overload.
- The principal can volunteer to teach certain subjects him/herself in an attempt to alleviate the workload of educators.
- The principal can approach parents to assist educators with certain non-academic extra mural activities.
- The principal can annually advice educators in management positions to always consider *span of control* when executing their management duties to promote effectiveness.
- The principal can annually hold a workshop with members of staff with the hope of negotiating a reduction in the number of periods allocated to senior educators, in order to beef up the SMT.

Goal 5: To assist educators how to handle potential burn-out that stems from work overload (cf par 3.3.7, 5.6.1.1.3 and Table 5.15).

Action steps

- Principals should allocate a reasonable amount of work to educators to avoid work-overload and burn-out.
- The principal can apply for temporary posts with the department of education or the School Governing Body to alleviate workload (cf Goal 3, action step 4, par 6.4.3.1.4).
- The principal can approach parents to assist educators with certain non-academic extra mural activities (cf Goal 4, action step 3, par 6.4.3.1.4).
- The principal can organise with members of staff and SGB to have a minimal number of school committees that will assist in running school activities to avoid role overload.

Goal 6: To assist educators to develop positive perceptions of their professional roles (cf par 3.3.5, 5.6.1.1.3 and Table 5.15).

Action steps

- Principals can annually organise a workshop where departmental officials can address educators about their professional roles and responsibilities with particular reference to various departmental policies including the Employment of Educators Act.
- The principal can annually invite officials from the South African Council for Educators (SACE) to address educators about their professional code of conduct.
- The principal should regularly reward educators who fulfil their obligations towards the protection of teaching time and regular class/school attendance.
- The principal should conduct an annual workshop with educators regarding Integrated Quality Management Systems (IQMS) to promote effective teaching and educator development.

6.4.3.1.5 Aim: TO ASSIST EDUCATORS TO COME TO A BETTER UNDERSTANDING OF GENDER ISSUES IN ORDER TO MANAGE INTRA-ROLE CONFLICT BETTER (CF PAR 3.3.4, 5.6.1.1.4 AND TABLE 5.20)

Goal 1: To assist male educators to come to a better understanding of their household duties and roles (cf par 3.3.4, 5.6.1.1.4 and Table 5.20).

Action steps

- Principals should annually invite a social worker or psychologist to conduct a workshop with male educators on their household duties and roles (cf Goal 1, action step 2, par 6.4.3.1.2).
- Principals can on quarterly basis, invite a family therapist to address educators on a healthy and balanced family life (cf Goal 1, action step 1, par 6.4.3.1.2).
- A labour specialist can annually be invited to the school to conduct a workshop on individual rights and gender equity (cf Goal 2, action step 2, par 6.4.3.1.3).

Goal 2: To help educators get clarity about dual gender roles (cf par 3.3.4, 5.6.1.1.4 and Table 5.20).

Action steps

- Principals should invite a family therapist on an annual basis to address educators about the different roles that each gender has to play in successful execution of both work and family roles (cf Goal 1, action step 1, par 6.4.3.1.2).
- The principal must continuously remind male educators to respect female educators in positions of authority.
- The principal must provide equal opportunities for both genders when promotional posts are advertised.

- The principal and the school management team must continuously identify and eliminate gender issues that may retard progress of educators and harm their performance.

Goal 3: To promote positive attitudes among hetero-sexual educators about the position of gay/lesbian educators at the school (cf par 3.3.4, 5.6.1.1.4 and Table 5.20).

Action steps

- Principals should annually utilise the services of a labour specialist to address educators about the issue of gay/lesbian rights, freedom of association and affiliation, freedom of sexual orientation and healthy interpersonal working relationships.
- The principal and the school management team must develop an annual code of conduct for educators in consultation with the teaching staff in line with those of SACE with the aim of fostering positive interpersonal relationships.

Goal 4: To assist male educators in handling orders of request from female superiors (cf par 3.3.4, 5.6.1.1.4 and Table 5.20).

Action steps

- Principals can conduct an annual workshop to address male educators on the issue of gender equity and representation.
- To annually conduct workshops with male educators to respect any person holding a position of authority irrespective of gender.
- The principal can per semester invite officials from the department to remind male educators of their obligations and responsibilities towards their core professional duties.
- Officials from the department can per semester, be invited to hold workshops to remind male educators about the possibility of some of

them facing charges of insubordination by not carrying out instructions as per request from their female superiors.

- The principal can annually require the services of a labour expert to address male educators about the issue of discrimination against any individual, which of course contradicts the constitution of the country.

Monitoring and evaluation (people involved)

The principal of the school can make a proposal to all members of the staff to elect a monitoring team comprising equal representatives from both the SMT and post level 1 educators. The elected committee shall solely be responsible for monitoring and evaluating whether resolutions taken are correctly implemented and upheld. Also of importance is the follow-up to be done by outside stakeholders previously invited to ensure that what they recommended, is put to good use. In both instances mentioned earlier on, detailed reports should be kept in a file for evidence purpose. These reports will in turn help the principal and other stakeholders involved to develop a SWOT analysis from which the School Improvement Plan (SIP) can be drawn.

6.4.4 MANAGEMENT STRATEGIES FOR PRINCIPALS WITH REGARD TO INTER-ROLE CONFLICT

Figure 6.6 below illustrates the strategy to address potential sources of inter-role conflict as experienced by educators.

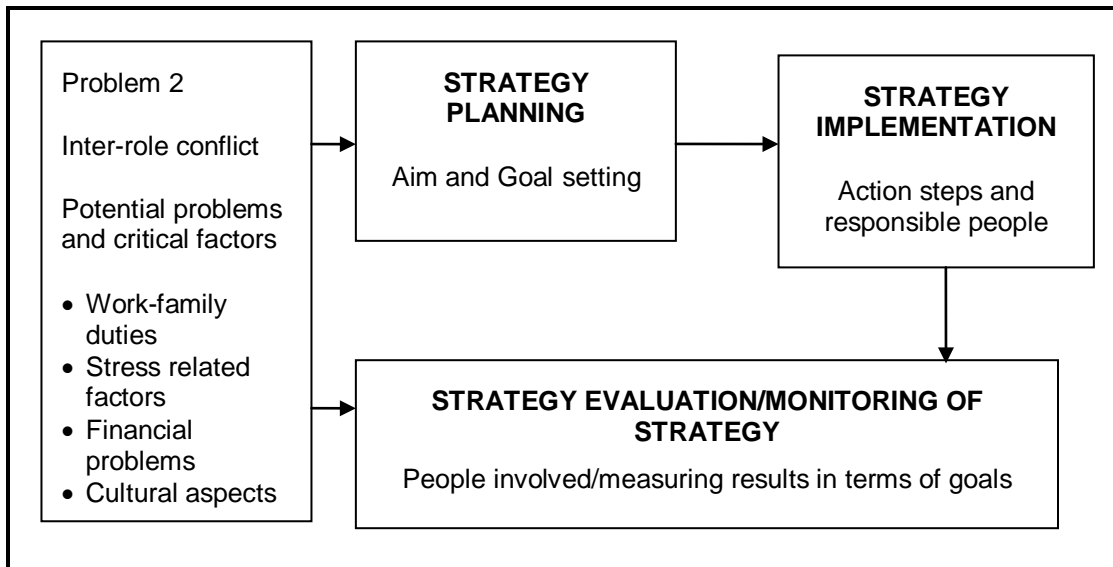


Figure 6.6: Optimising factors related to inter-role conflict as experienced by educators

(adapted from Van der Vyver, 2011:236; Fourie, 2012:325; Khumalo, 2012:197)

6.4.4.1 PROBLEM STATEMENT 2: STRATEGIES FOR THE FACTORS THAT CONTRIBUTED TOWARDS INTER-ROLE CONFLICT (CF PAR 5.6.2.1 AND TABLES 5.25, 5.30, 5.35)

6.4.4.1.1 SUB-FACTORS THAT CONTRIBUTE TOWARDS INTER-ROLE CONFLICT

From Figure 6.6 above, a table consisting of sub-factors as well as potential sources of inter-role conflict is constructed as identified in the literature study, factor and item analysis.

Hereunder is Table 6.2 which consist of sub-factors and potential sources of inter-role conflict as identified in the literature study, factor and item analysis.

Table 6.2: Sub-factors and potential sources of inter-role conflict as identified in the literature study, the factor and item analysis

Sub-factors	Potential sources
Work-family duties	Lack of partner support lead to inter-role conflict
Stress related factors	Present economic situation
	Carrying out multiple roles
	Dissatisfaction in inter-roles
	Too many tasks –work overload
Financial problems	Career aspirations postponed due to low income leading to inter-role conflict
	Low income contribute to union strikes
	Salary difference in partners leads to tension at home
Cultural aspects	No inter-role conflict was experienced with regard to cultural aspects

6.4.4.1.2 AIM: ASSISTING THE EDUCATOR TO MANAGE POTENTIAL SOURCES OF INTER-ROLE CONFLICT WITHIN WORK AND FAMILY DUTIES (CF PAR 3.4, 5.6.2.1.1 AND TABLES 5.25, 5.30, 5.35)

Goal 1: To assist educators in balancing work and family duties (cf par 3.4.1, 5.6.2.1.1 and Table 5.25).

Action steps

- The principal can annually invite a family therapy to encourage educators to assist their partners in terms of home and work responsibilities to strike a balance between the two demands.

- To annually invite a motivational speaker to urge partners to support each other regarding home and career matters (cf Goal 2, action step1, par 6.4.3.1.4).
- The principal can, organise a workshop on time management for educators per term to assist them in trying to divide it equally between work and family duties to minimise role conflict (cf Goal 2, action step 1, par 6.4.3.1.2).
- To continually avoid engaging educators in too many activities to afford them the opportunity to manage their time effectively between work and family duties (cf Goal 2, action step 1, par 6.4.3.1.2).

**6.4.4.1.3 *Aim:* ASSISTING EDUCATORS TO HANDLE STRESS RELATED FACTORS
(CF PAR 3.4.2, 3.4.3, 5.6.2.1.2 AND TABLE 5.30)**

Goal: To assist educators in handling stress related factors such as the present economic situation, multiple roles, dissatisfaction within their inter-roles and work overload (cf par 3.4.2, 3.4.3, 5.6.2.1.2 and Table 5.30).

Action steps

- Principals can make use of a financial adviser to conduct an annual workshop for educators on how to handle and manage finances to be in a position to distinguish between **needs** and **wants** so as to cope effectively with the present economic situation (cf Goal 1, action step 3, par 6.4.3.1.2).
- The principal should annually utilise the services of a psychologist to present a workshop to educators on stress and conflict management.
- The principal must continuously avoid giving unclear instructions to educators when executing their multiple roles.
- The principal must regularly encourage educators when executing their multiple roles, to engage in some form of exercise to keep fit.

- The principal must continuously discourage educators from using intoxicating drugs to try and cope with dissatisfaction within their inter-roles as well as work overload they are confronted with.

6.4.4.1.4 A/M: ASSISTING EDUCATORS AND THEIR FINANCIAL PROBLEMS (CF PAR 3.4.3, 5.6.2.1.3 AND TABLE 5.35)

Goal 1: To assist educators in balancing career aspirations and low income (cf par 3.4.2, 3.4.3, 5.6.2.1.3 and Table 5.35).

Action steps

- The principal can utilise the services of a financial adviser to conduct an annual workshop for educators on issues of finances to encourage them to live within their means (cf Goal 1, action step 3, par 6.4.3.1.2).
- The principal can annually invite families of educators to the school where a financial adviser can offer advice on how to manage finances and prioritise financial demands and needs (cf Goal 1, action step 3, par 6.4.3.1.2).
- The principal can invite a departmental official to present an annual workshop to educators about the free bursary offer tabled by the department that allows them to register at various institutions in order to improve their qualifications.
- The principal can annually invite a financial broker to advise educators on the issue of budgeting (cf Goal 1, action step 3, par 6.4.3.1.2).

Goal 2: To help educators to gain a better understanding of the influence of union strikes on educators' income (cf par 3.4.3, 5.6.2.1.3 and Table 5.35).

Action steps

- To hold an annual workshop together with educator union representatives on issues related to salaries, grievances and protest actions (cf Goal 2, action step 1 and 2, par 6.4.3.1.3).

Goal 3: To assist educators in developing a balanced perspective in situations where a partner earns a higher salary (cf par 3.4.3, 5.6.2.1.3 and Table 5.35).

Action steps

- Invite a marriage counsellor to the school on an annual basis to address educators on issues such as disparities between partners' salaries and how to avoid problems which may arise from such disparities, as well as how to effectively manage joint incomes (Goal 1, action steps 1 and 3, par 6.4.3.1.2).

Monitoring and evaluation (people involved)

The principal of the school should take responsibility by inviting local social workers, political analysts and finance experts to pay educators' visits at their respective homes as follow-up to assess whether progress is being made regarding the advice provided earlier on. Upon visiting educators, time frames should be set and agreed upon so that follow-ups can be done on monthly or quarterly basis depending on the agreement made. The principal does this in order to assist educators to more effectively manage obstacles that might prevent them from engaging in effective teaching and producing good results at school as a result of role conflict.

6.5 SUMMARY

This chapter focused specifically on the development of management strategies for principals to assist educators in dealing effectively with role

conflict. Action steps were suggested that could act as guide for principals to make use of, in order to eliminate effects of role conflict among educators.

In the following chapter, a summary of the entire research study will be given as well as recommendations for each of the research findings detected in Chapter 5, to optimise the involvement of principals in assisting educators to deal more effectively with role conflict.

CHAPTER 7: SUMMARY, FINDINGS, RECOMMENDATIONS AND VALUE OF THE RESEARCH

7.1 INTRODUCTION

This concluding chapter summarizes the research. The findings, in relation to the stated research aims (cf par 1.3 Chapter 1) will be presented as well as the recommendations. Lastly the contribution of the research and the value that it adds to the field of study will be addressed.

7.2 SUMMARY OF THE THESIS

Chapter 1 served as an introduction and orientation to the study. In this chapter various factors were mentioned as possible reasons why educators experienced role conflict both at home and in their different workplaces. It was postulated that the different roles that partners are supposed to play within and outside of their homes, could pose a threat to their relationship as a result of role conflict (cf par 1.2.2). It was also said that job satisfaction depends upon clearly stipulated roles that educators should perform effectively in order to experience work efficacy and a motivational work climate (cf par 1.2.2). The preliminary literature study revealed that role overload causes educators to experience burn-out which seems to be one of the determining factors of role conflict (cf par 1.2.2). In addition to role overload, the preliminary literature study revealed that role conflict contributes towards educators being referred to as underachievers and thus being charged with incapacity as a result of poor performance (cf par 1.2.2). In this chapter the research aims were formulated and a brief exposition was given about the research design, methodology and the ethical guidelines that were followed in the empirical part of the research.

In Chapter 2, the nature of the educator's roles in the home and the workplace were addressed. In the first instance a concept clarification

regarding role conflict was provided (cf par 2.2.2). Thereafter, the changing role of the educator as a worker was discussed as well as the different factors related to it such as, the traditional roles of both men and women in the family respectively (cf par 2.3.1 and 2.3.2). The following paragraphs (par 2.3.3 and 2.3.4) discussed the modern roles that both men and women are supposed to play at home and at work. The professional roles that educators are supposed to play in accordance with the norms and standards of the profession (cf par 2.6) for example, the educator as an interpreter and designer of the learning programmes (cf par 2.6.1), a subject specialist (cf par 2.6.3) and assessor of subjects (cf par 2.6.4) were highlighted.

The chapter was concluded by discussing the different legal frameworks that educators are supposed to observe in their teaching roles (cf par 2.7) such as the Constitution of the Republic of South Africa (cf par 2.7.1), Employment Equity Act (cf par 2.7.2), Labour Relations Act (cf par 2.7.3), South African Council for Educators (cf par 2.7.4) as well as South African Schools Act (cf par 2.7.5).

Chapter 3 focused on the nature of role conflict starting with a clarification of the concepts intra-role conflict (cf par 3.2.1) and inter-role conflict (cf par 3.2.2). The differences between intra-role conflict and inter-role conflict were also discussed (cf par 3.2.3). Thereafter the different factors that contribute towards educators experiencing both intra-role conflict (cf par 3.3) as well as inter-role conflict (cf par 3.4) were identified and discussed. The last section of the chapter addressed the consequences of role conflict (cf par 3.5) with a specific emphasis on the positive consequences (cf par 3.5.1) and negative consequences thereof (cf par 3.5.2).

In Chapter 4, the research approach design and methodology were discussed. With regard to the research approach the emphasis fell upon both positivism (cf par 4.2.1) and post-positivism (cf par 4.2.2). It was also

motivated why a post-positivistic approach was used for the purposes of this research (cf par 4.2.3). The research design (cf par 4.3) as well as the research methodology (cf par 4.4) and its underlying factors such as the data collection instrument (cf par 4.4.1) were discussed. Following immediately thereafter, were discussions on the research variables (cf par 4.5) the study population (cf par 4.6), data collection procedure (cf par 4.7), data analysis (cf par 4.8) as well ethical considerations observed during the empirical investigation (cf par 4.9).

In Chapter 5 the results emanating from the empirical investigation were presented. The biographical information of the participants (cf par 5.2) was given followed by a section dealing with the validity and reliability of the questionnaire which were determined by means of factor analyses and the calculation of Cronbach's alpha coefficients (cf par 5.3). Following next for discussion were frequency analysis of participants' responses to items in Sections B and C of the questionnaire through various tables by using percentages and mean scores (cf par 5.4). In order to determine the relationships between the different biographical variables and the factors that contribute towards educators experiencing role conflict, independent t-tests as well as analysis of variance (ANOVA) were done (cf par 5.5). The summary of findings of factors that play a role in role conflict concluded the chapter (cf par 5.6).

In Chapter 6, strategies for the principal to manage role conflict as experienced by male and female educators in schools became the main focal point. The difference between a strategic plan and a strategy was discussed (cf par 6.2). Under strategic planning, two processes were discussed via planning analysis (cf par 6.2.1.2) and planning operationalisation (cf par 6.2.1.3). The development of a strategy (cf par 6.2.2) followed by its definition was given. The different phases in strategy development were also discussed (cf par 6.3). Following thereafter was an exposition of strategies to optimise the principal's involvement in managing

role conflict as experienced by educators, with emphasis upon critical factors that contributed towards both intra- and inter-role conflict being experienced as well as action, monitoring and evaluation steps proposed (cf par 6.4).

7.3 FINDINGS

The findings of this research study are presented according to the research aims set in Chapter 1 (cf par 1.3).

7.3.1 FINDINGS WITH REGARD TO RESEARCH AIM 1 (CF PAR 1.3, 2.3.3, 2.3.4, 2.4.4)

In terms of research aim 1 to determine the nature of the role that educators (males and female) play in the home and work place the following findings were made:

- The support partners offer each other at home contributes towards the education of their children (cf par 2.3.3).
- Through affirmative action, a slight difference in gender equity with regard to occupation of managerial positions at different working place has been achieved (cf par 2.3.4).
- Care and security are keystones of a stable home environment (cf par 2.4.4).

7.3.2 FINDINGS WITH REGARD TO RESEARCH AIM 2 (CF PAR 1.3, 3.3.1, 3.3.2, 3.3.3)

In terms of research aim 2 to determine the nature of role conflict being experienced by male and female educators the following findings were made.

- Educators have to fulfil the role of being a parent to both his/her children as well as learners at school by displaying interest and sympathy towards their needs and aspirations and to try his best to satisfy them (cf par 3.3.1).
- An educator as a family provider has to see to it that he/she provides his/her children a stable home environment to grow in despite the bad economic challenges he is facing (par 3.3.2).
- Trust between educators and the community are enhanced by sharing school facilities (cf par 3.3.3).

7.3.3 FINDINGS WITH REGARD TO RESEARCH AIM 3 (CF PAR 1.3, 5.4)

Research aim 3: To determine empirically to what extent role conflict is experienced by male and female educators in primary schools (Chapters 4 & 5).

The findings of research aim 3 above, is operationalised in the following sub-aims:

- **Research aim 3.1:** To determine the ranks/means of the different factors that plays a role in role conflict (ranking of means, cf Tables 5.40 to 5.47).
- **Research aim 3.2:** To determine the relationship between the different biographical variables and the factors that contributes toward educators experiencing role conflict (cf par 5.5).

In terms of research aim 3 above, to determine empirically to what extent role conflict was experienced by male and female educators in primary schools, the following findings were made with regard to the following sub-aims:

7.3.3.1 TO IDENTIFY THE ITEMS THAT CONTRIBUTES TOWARDS THE DIFFERENT FACTORS THAT RELATES TO INTRA- AND INTER-ROLE CONFLICT (RANKING OF MEANS, CF TABLES 5.40 TO 5.47)

The different factors that played a role in role conflict (cf Tables 5.40 to 5.47).

7.3.3.1.1 INTRA-ROLE CONFLICT

Intra-role conflict within the family (Table 5.40)

Participants' responses to items regarding the above factor did not indicate that they experience much of it, except in the following instances:

- Preference was given to the needs of the family ahead of participants' own needs.
- Participants found it difficult to prioritise work-family demands.

Intra-role conflict within the community (cf Table 5.41)

The item responses regarding the above factor generally indicated that participants did not experience much of it except where:

- Participants found themselves in a dilemma regarding work-community demands.
- Participants were expected to take part in community protest activities.

Intra-role conflict within the profession (Table 5.42)

The following responses were detected in the empirical study regarding the above factor:

- Participants sacrificed their relaxation time (holidays) in favour of work purposes.
- Departmental courses that educators were expected to attend after school, increased the level of role conflict experienced.
- Too many learners in class posed a threat to intra-role conflict being experienced.
- Educators were confronted with too much work at school.
- Too much work made educators to experience fatigue far too quickly and easily.
- Being in the dark about what was expected of them made educators not to enjoy the work they do.

Intra-role conflict and gender (Table 5.43)

The survey revealed the following responses from participants in relation to the above factor:

- Participants were not sure about what type of assistance to lend to their partners regarding household responsibilities.
- Participants were unsure about the double role that each sex has to play.
- Participants felt negative about homosexuals being granted the freedom to associate with their colleagues.
- Male participants were not prepared to carry out instructions from their female counterparts. However, their behaviour contradicted the constitution as well as labour relations stipulations regarding discrimination.

7.3.3.2 TO DETERMINE THE RELATIONSHIP BETWEEN THE DIFFERENT BIOGRAPHICAL VARIABLES AND THE FACTORS THAT CONTRIBUTE TOWARD EDUCATORS EXPERIENCING ROLE CONFLICT

The following findings were made regarding the relationship between the different biographical variables and the different factors that contribute towards role conflict being experienced:

- Due to the fact that there seemed to be no medium to large effect sizes detected but only small effect sizes, the conclusion was made that there was no significant relationship between participants' gender and the different factors that contribute towards role conflict.
- There was a visible relationship between the participants' age and the different factors that contribute towards role conflict (Table 5.48).
- Due to small effect sizes found, it was concluded that there was no significant relationship between participants' post levels and the different factors that contribute towards role conflict.
- There was a visible relationship between the participants' professional qualifications and the different factors that contribute towards role conflict (Table 5.49).
- As a result of small effect sizes being obtained, it was concluded that there was no significant relationship between participants' academic qualifications and the different factors that contribute towards role conflict.
- The small effect sizes obtained indicated that there was no significant relationship between participants' marital status and the different factors that contribute towards role conflict.
- There was a visible relationship between the participants' teaching experience and the different factors that contribute towards role conflict (Table 5.50).

- No relationship of practical significance between participants' race and the different factors that contribute towards role conflict was found, as a result of the small effect sizes obtained.
- There was a visible relationship between the number of learners in participants' schools and the different factors that contribute towards role conflict (Table 5.51).
- Effect sizes obtained were of no practical significance, therefore a conclusion was reached that there was no significant relationship between the number of educators in participants' schools and the different factors that contribute towards role conflict.

7.4 RECOMMENDATIONS AND MOTIVATIONS

Based on the literature study and the findings of the empirical research the following recommendations are offered:

7.4.1 RECOMMENDATION 1

Time plans should be developed to make teachers aware of the importance of dividing time equally between work and family demands to minimise role conflict.

Motivation

Educators need to manage their time equally between work and family demands so that none of them dominates the other for his/her attention. If a competition arises between the two demands for his attention, then the educator will ultimately find him/herself torn between them and being unable to make a decision as to which demand to satisfy first (cf par 3.3.1).

7.4.2 RECOMMENDATION 2

It is recommended that partners should offer each other support in terms of both home and career matters in order to minimise tension that is often brought about by role conflict regarding strained relationships.

Motivation

The support partners offer each other both at home and in career matters is vital in that it alleviates pressure leading to less stress being experienced regarding the execution of their respective roles. By assisting each other in whatever they do, the risk of them experiencing a strained relationship will be minimised. However a lack of support from partners in both career and home matters, will lead to strained relationships being experienced as a result of one demand being more dominant than the other one (cf par 3.4).

7.4.3 RECOMMENDATION 3

Role overload has a negative influence on the job satisfaction of educators and has to be eliminated in order to lay a solid foundation for effective teaching and learning in schools. This recommendation is hereby forwarded to school management teams not to overburden educators with responsibilities if they want to get the best out of them.

Motivation

Role overload is one of the causes for educators to continuously absent themselves from work as a result of them being given too many responsibilities and expectations which they find it all difficult to satisfy (cf par 3.3.6).

7.4.4 RECOMMENDATION 4

Further research is needed in terms of the following research questions:

- How can partners divide their time equally between work and family demands?
- What types of roles are educators expected to play within their communities?
- What can be done to share workload equally amongst educators?
- What types of career development training programmes can be offered to change male educators' attitudes with respect to female educators in positions of authority?

7.5 VALUE OF THE RESEARCH

The following information explains why this research may be considered valuable:

- The supportive roles that each partner should offer at home and work was identified and elaborated upon (Chapter 2).
- The professional roles and responsibilities of educators in accordance with the professional norms and standards were identified and further discussed (Chapter 2).
- The theoretical exposition of intra-role and inter-role conflict contributes to a better understanding of the concept *role conflict* (Chapter 3).
- A valid and reliable questionnaire was developed to assess educators' role conflict (Chapter 4 and Appendix C).
- On the basis of the research findings (Chapter 5) a management strategy for principals was developed that will enable them to deal more effectively with educators' role conflict (Chapter 6).

7.6 FINAL REMARK

It is incumbent upon educators to find the right management strategy to deal effectively with role conflict in order to create a harmonious and balanced relationship between work-family demands, so that both can contribute

positively towards attainment of the overall aim of education, which is, to lead, guide and direct learner to proper responsible adulthood stage.

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APPENDIX A: LETTER FROM ACTING SUPERINTENDENT



education
Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

First Floor,
Garona Building,
Private Bag X2044,
Mmabatho 2735
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OFFICE OF THE SUPERINTENDENT-GENERAL

Enquiries: Ms M Kereeditse
Tel: 018 3873432
Fax: 018 387 3430
E-mail: sgedu@nwpg.gov.za

07 May 2010

To: Mr Puxley Bowen
From: Mr E R Gradwell
Acting Superintendent General
Subject: **REQUEST FOR PERMISSION TO CONDUCT A RESEARCH**

Dear Mr Bowen

Your written request for permission to conduct research bears reference.

Following intense engagement and deliberations with relevant stakeholders within the department, permission is hereby granted to you to conduct research as outlined in your letter of request.

In carrying out the said study, both the Department of Education and the Ministry expect adherence to all ethical standards of research in particular data collection most importantly, the department expect you to share the findings of the research project with the relevant stakeholder and the relevant division.

Thanking you.

Yours sincerely


MR E R GRADWELL
ACTING SUPERINTENDENT GENERAL

"STAND UP, TEAM UP AND REACH OUT"
"A PORTRAIT OF EXCELLENCE"

APPENDIX B: LETTER TO PARTICIPANTS

Phone: 018 4656307
Cell: 0723316479

477 Mokgoronyane Street Ex.6
Jouberton
2574

Dear Participants

Attention: All educators (post levels 1 and 2 only)

The Faculty of Education at the North West University (Potch Campus) is interested in determining the extent to which role conflict affect both male and female educators in effectively discharging their family-work obligations. I am currently studying PhD at the said university and humbly request within your busy schedule to complete the attached questionnaire. The project is also approved by the ethics committee of the University (Ethics no: NWU-00054-07-S3) and will take approximately ten minutes to complete.

Authorisation in distributing the questionnaire to identified schools, has been sought from the acting Superintendent General, North West Department of Education (Mr Gradwell) and all the District Managers of the targeted regions.

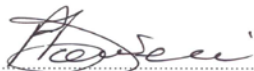
The following are important when taking part in completing the questionnaire:

- Your participation is on a voluntary basis
- All information will be treated with the strictest confidentiality
- You need not put your name or that of your school on the questionnaire

Your co-operation and participation in the project is highly valued and appreciated.

Thank you once more in advance and may the good Lord bless you in all your future endeavours

Regards



GP Bowen (Mr)
(PhD Student)

APPENDIX C: QUESTIONNAIRE

SECTION A: GENERAL INFORMATION

Please answer the following items by drawing a cross in the appropriate block which is relevant to you:

1. Age	Younger than 30 yrs	1
	30 to 39yrs	2
	40 to 49 yrs	3
	50yrs and above	4
2 Marital Status	Married	1
	Divorced	2
	Widow	3
	Single	4
	Co-habitant	5
3. Gender	Male	1
	Female	2
4. Current post level	Post level 1	1
	Post level 2	2
5. Professional Qualification	2 – years teaching certificate	1
	3 – years teaching diploma	2
	Further Diploma in Education	3
	Advanced Certificate in Education	4
	Post Graduate Diploma in Education	5

6. Academic Qualification	B-degree	1
	Honours degree	2
	Master's degree	3
	Doctor's degree	4
7. Teaching Experience	0-7yrs	1
	8-15yrs	2
	16-23yrs	3
	24yrs and above	4
8. Race	White	1
	Black	2
	Indian	3
	Coloured	4
9. Number of Learners at your school	1-500 learners	1
	501 – 600 learners	2
	601 – 700 learners	3
	701 – 800 learners	4
	More than 800 learners	5
10. Number of teachers at your school	10 or less teachers	1
	11 – 20 teachers	2
	21 – 30 teachers	3
	More than 30 teachers	4

SECTION B: INTRA AND INTER-ROLE CONFLICT AS EXPERIENCED BY TEACHERS

This section of the questionnaire gathers information regarding intra and inter-role conflict as experienced by male and female teachers

Please make use of the following 4-point scale when you answer the items in the questionnaire:

1	2	3	4
No extent	Slight extent	Moderate extent	Large extent

PLEASE ANSWER ALL THE ITEMS IN THE QUESTIONNAIRE

INTRA-ROLE CONFLICT WITHIN THE FAMILY

To what extent:

1	Are you able to devote your time equally between work and family?	1	2	3	4
2	Are you able to divide your attention equally between your own children and those you teach?	1	2	3	4
3	Do you discipline your own children in the same way you discipline learners at school?	1	2	3	4
4	Are you able to cope with work-family demands?	1	2	3	4
5	Do you accommodate your own children's viewpoints at home?	1	2	3	4
6	Are you caught up in conflict of deciding which of the two demands, work or family to satisfy first?	1	2	3	4
7	Do you think both parents have to provide a stable home environment to their children regardless of the present socio-economic challenges?	1	2	3	4
8	Does the fulfillment of your family's needs, lead to the non-fulfillment of your own needs?	1	2	3	4
9	Do you synchronize your own needs with your family's needs?	1	2	3	4

INTRA-ROLE CONFLICT WITHIN THE COMMUNITY

To what extent:

10	Do you think the community should be allowed to make use of school facilities?	1	2	3	4
11	Do you maintain ties with members of the community?	1	2	3	4
12	Do you engage in community activities?	1	2	3	4
13	Are you affected by non-service delivery within your community?	1	2	3	4
14	Are you expected by the community to participate in protest activities?	1	2	3	4
15	Do you consider the school – community relationship to be vital?	1	2	3	4
16	Do you engage parents' expertise during extra-mural activities?	1	2	3	4
17	Do you find yourself torn between work and community demands?	1	2	3	4
18	Do you support the community police forum?	1	2	3	4

INTRA-ROLE CONFLICT WITHIN THE PROFESSION

To what extent:

19	Does uncertainty about your professional role cause job dissatisfaction?	1	2	3	4
20	Are you in conflict with colleagues because of unclear job descriptions?	1	2	3	4
21	Are you overloaded with work at school?	1	2	3	4
22	Does work overload contribute towards your absence from work?	1	2	3	4
23	Do you have strained relationships with colleagues due to the unequal sharing of responsibilities at school?	1	2	3	4
24	Does role overload influence your performance at school?	1	2	3	4

25	Does role overload cause you not to execute tasks effectively at school?	1	2	3	4
26	Does role overload cause you to experience burnout?	1	2	3	4
27	Do you receive the necessary recognition for your efforts at work?	1	2	3	4
28	Do you apply span of control at your school to avoid burnout?	1	2	3	4
29	Do you attend organized workshops for teachers after working hours?	1	2	3	4
30	Do you cut back on leisure activities to have more time available for work?	1	2	3	4
31	Is classroom overcrowding a problem at your school?	1	2	3	4
32	Does the school management team treat you equally at school?	1	2	3	4
33	Is your job description clearly defined to avoid uncertainty?	1	2	3	4
34	Do you conduct remedial classes for slow learners after school?	1	2	3	4
35	Does role ambiguity have a negative impact on your job performance?	1	2	3	4
36	Do you experience emotional problems due to role conflict at school?	1	2	3	4
37	Do your daily responsibilities cause you to experience job dissatisfaction?	1	2	3	4
38	Do incentives (e.g. senior teachers) made available to teachers cause you to experience job satisfaction?	1	2	3	4

INTRA-ROLE CONFLICT REGARDING GENDER

To what extent:

39	Do you find it difficult to accept a colleague of the opposite gender as your superior?	1	2	3	4
40	Do you think men/women can be equally good at being both a husband/wife and a teacher manager?	1	2	3	4
41	Do you think women are still being overlooked in school management positions?	1	2	3	4
42	Do you think men are still supposed to be the major home income providers even though men and women receive the same salaries as teachers?	1	2	3	4
43	Do you think men should assist with household activities?	1	2	3	4
44	Do you think gay and lesbian teachers should be allowed to freely associate with their colleagues regardless of their sexual orientation?	1	2	3	4
45	Do you think men are able to carry out orders from women at work?	1	2	3	4

SECTION C: INTER-ROLE CONFLICT AS EXPERIENCED BY TEACHERS

INTER-ROLE CONFLICT AND WORK-FAMILY DUTIES

To what extent:

46	Does work and family obligations lead to a strained relationship with your partner?	1	2	3	4
47	Is your partner supportive of your career?	1	2	3	4
48	Are family responsibilities barriers to your professional progress?	1	2	3	4
49	Do you feel insecure due to changes taking place in the South African education system?	1	2	3	4
50	Do you experience role conflict due to career and family pressures?	1	2	3	4
51	Do family matters lower your confidence as a teacher?	1	2	3	4

INTER-ROLE CONFLICT AND STRESS-RELATED FACTORS

To what extent:

52	Do you think role conflict can lead to stress?	1	2	3	4
53	Do you experience stress because of too many tasks that you are expected to execute at a particular time?	1	2	3	4
54	Does work-related stress affect your job performance?	1	2	3	4
55	Do you experience stress caused by household and employment demands?	1	2	3	4
56	Does stress make it difficult for you to carry out multiple roles?	1	2	3	4
57	Are you stressed by the present economic situation?	1	2	3	4
58	Do you experience job dissatisfaction due to stress at school?	1	2	3	4

INTER-ROLE CONFLICT REGARDING FINANCIAL MATTERS

To what extent:

59	Do you postpone your future aspirations because of your low income?	1	2	3	4
60	Are you financially unable to fully provide in your family's needs?	1	2	3	4
61	Does your income contribute towards your involvement in union strikes demanding salary rises?	1	2	3	4
62	Is your income regarded as supplementary to that of your partner?	1	2	3	4
63	Is your higher salary the cause of tension at home?	1	2	3	4

INTER-ROLE CONFLICT AND CULTURAL ASPECTS

To what extent:

64	Do you experience role conflict because of cultural demands?	1	2	3	4
65	Is your cultural belief different to that of your colleagues?	1	2	3	4
66	Do you compromise your authority because of culture?	1	2	3	4

ANNEXURE D: LETTER OF LANGUAGE EDITOR

FANIE POSTMA
LANGUAGE PRACTITIONER/EDITOR
BA UED
REGISTERED SATI MEMBER
(NO 1001334)

S POSTMA
PO BOX 6716
FLAMWOOD
2572

2 OCTOBER 2012

TO WHOM IT MAY CONCERN

I HEREBY CONFIRM THAT I HAVE DONE A THOROUGH LANGUAGE EDITING OF
GP BOWENI'S SCRIPT: A STRATEGY FOR PRINCIPALS TO MANAGE ROLE
CONFLICT AS EXPERIENCED BY MALE AND FEMALE EDUCATORS.

I HEREBY CONFIRM THAT I AM REGISTERED AT SATI (SOUTH AFRICAN
TRANSLATION INSTITUTE) NR 1001334.

YOURS TRULY



STEPHANUS POSTMA

ANNEXURE D: LETTER OF STATISTICAL CONSULTATION SERVICE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOMKAMPUS
Privatebag X6001 Potchefstroom 2520
Tel (018) 299 1111 Fax (018) 299 2799
<http://www.puk.ac.za>

Statistical Consultation Services
Tel: (018) 299 2016

Fax: (018) 299 2557

20 February 2012

To whom it may concern

Re: Thesis Mr GP Boweni, student number: 10751181

We hereby confirm that the Statistical Consultation Service of the North-West University has analysed the data and assisted with the interpretation of the results.

Kind regards

A handwritten signature in black ink, appearing to read 'SM Ellis'.

DR S M ELLIS Pr Sci Nat

Head: Statistical Consultation Services