

**University of KwaZulu-Natal**

**WORK LIFE CONFLICT AND INTENTION TO LEAVE AMONGST  
EDUCATORS AT SELECTED SCHOOLS IN KZN**

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## **ABSTRACT**

### **Work Life Conflict and Intention to Leave amongst Educators at Selected Schools in KZN**

The overall aim of this research was to examine the relationship between, and the extent to which educators experience work life conflict and intention to leave. A convenience sample of 494 educators from the Pinetown and Umlazi district of KwaZulu-Natal was selected. The study was cross sectional using questionnaires to collect data.

The results showed a statistically significant correlation between work life conflict (work to family conflict and family to work conflict) and intention to leave. Participants slightly agreed to experiencing work to family conflict and disagreed that family to work conflict was experienced. It was also found that participants were unsure of their intention to leave. Both types of work life conflict were found to be significant predictors of intention to leave.

South African studies amongst educators at schools on the issues of work life conflict and intention to leave are limited. This study will add to the body of knowledge available in this country, on the relationship between work life conflict and intention to leave in the education sector.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background

Individuals assume many roles in their lifetime – that of life partner, parent, employee, brother or sister, friend and community member, and it is these often conflicting roles that lead to work life conflict (Duxbury & Higgins, 2002). The demands of work inadvertently lead to longer working hours, fatigue and increased stress levels. The demands of life refer to the commitments and obligations outside work such as family, community or leisure activities (Guest, 2001). Family demands, in particular, may vary depending on the employee's age or marital status, for example, family demands may be low for someone who is young and single, and high for those who have dependent children or elderly parents (Guest, 2001). The Organisation for Economic Co-operation and Development (OECD) (2002) stated that the majority of married women, mothers of pre-school age children and sole parents, report being under 'time pressure' and always feeling rushed or pressed for time. This is further aggravated by a greater participation of women in the workforce, greater diversity in the old combination of a single (male) breadwinner and a homemaker per household, and greater junctures at which people will enter and leave the workforce (Thompson, 2003). In addition to these conflict-creating mechanisms, dual-career couples, lone parent households, an ageing workforce, and modern technology all reflect different needs of employees (Lambert, Kass, Piotrowski & Vodanovich, 2006; Spencer-Dawe, 2005; Yeandle, Wigfield, Crompton & Dennet, 2002). The employee's quality of life is therefore significantly impacted due to the cumulative effect of the conflicting demands of work and life, which, in turn, impacts on the employee's work and intention to leave an organisation.

The role of women in South Africa specifically requires particular attention. Women in South Africa are being drawn, or rather forced, into the labour market because of economic circumstances (Casale & Posel, 2002, cited by Patel, Govender, Paruk & Ramgoon, 2006). Van Aarde and Mostert (2008) reported that, in 2005, approximately six in ten new workers in South Africa, were females. South African statistics (Census 2011) revealed the existence of nearly 51.4% of all females who form part of the labour force in South Africa (Statistics South Africa, 2012). This significant proportion of working women leads to greater work life conflict not only for women but also for men, as the roles and responsibilities of both men and women change dramatically due to the marked shift from traditional family roles. Both male and female workers, who are constantly stressed out or under time pressure, will, therefore, seek ways of alleviating the conflicts of work and life.

One way that employees may seek to reduce the conflict between work and life is to change jobs or professions (Malik & Usman, 2011).

Employers cannot ignore the possibility that intention to leave often leads to a person actually leaving the company. The high costs of recruiting staff add up to as much as 150% of the annual employment cost, and in addition to the financial costs one has to also take cognisance of the intrinsic costs of employment such as the loss of skills, knowledge, experience, and the investment in training (Curtis & Wright, 2001, cited by Yates, 2007). Curtis (2012) states that high teacher turnover is costly since it creates instability, and is an obstacle to the success of students. The investment spent on an employee in terms of time and effort add to the cost of high turnover (Curtis, 2012), therefore, intention to leave and actual turnover is a significant factor in employee retention.

Kanter (1981, cited by Sanichar, 2004) note that where the tensions between work and family are to be resolved, it may be more satisfactory to alter work rather than the family. Many family commitments cannot be altered, and this causes much undue stress in the lives of the employee. Therefore, it is suggested that employees will actively seek out jobs where they are better able to meet their personal commitments, meaning that work-life conflict in the form of work family conflict plays an important role in the employee's decision to leave.

As employees are faced with the combined expectations of work and family, the significance of integration between these two domains has become vital (Rost & Mostert, 2007). Employees will, therefore, search for jobs where they can better integrate their work and family roles, and reduce their stress and conflict levels. This, in turn, will have an impact on employers, to attract and retain qualified employees (Eagle, Icenogle, Maes & Miles, 1998). Organisations in South Africa, particularly the Department of Education (DoE) experience the same challenge of attracting and retaining staff in an environment where there is an extremely high level of educators who have left the education system for various reasons, intend leaving the system or already have plans to leave the system (DoE, 2005; Education Labour Relations Council, 2005a; Education Labour Relations Council, 2005b).

Gordon (2009) states that the rate at which teachers are leaving the profession due to retirement, medical incapacity and death has been on the increase, with HIV/AIDS being a huge cause of concern. The Education Labour Relations Council (ELRC) (2005a) report on Educator Supply and Demand in South Africa established that approximately 12.7% of



teachers are HIV-positive, thereby increasing the mortality rate of teachers and decreasing educator capacity due to absenteeism. The report also established that the prevalence of HIV amongst student educators was approximately 8.2%. Apart from illnesses and mortality, teachers are leaving the profession due to challenging working conditions which they are faced with such as poor resources, inadequate pay, increased workload and job insecurity (Gordon, 2009).

Organisation for Economic Co-operation and Development (OECD) (2008) also highlights the major imbalances of educator supply and demand within South Africa, and notes that the number of students graduating in the education field has fallen to below one-third of the required educator replacement needs of the country. Of particular concern is that over one-third of the newly graduated educators indicated their intention to teach outside of South Africa (OECD, 2008). The OECD (2008) report further states that educators are not well prepared to teach the grades to which they are allocated to, with many educators arriving late at school, leaving early and spending too much time on administration.

### **1.1.1 Definitions**

The definitions of terminology used in this study are work life conflict and intention to leave.

#### **1.1.1.1 Work Life Conflict**

Duxbury and Higgins (2002) define work life conflict as having too many work and non-work roles where the expectations that arise out of these roles make it impossible to fulfil all the roles. Duxbury and Higgins (2005) conceptualised work life conflict to include role overload, role interference, work-to-family spillover and caregiver strain. Role overload is having too much to do in a given amount of time. Therefore, the demands of multiple roles cannot be adequately performed (Duxbury & Higgins, 2005). Role interference arises when incompatible demands places pressure on the individual to perform all roles well (Duxbury & Higgins, 2005). Role interference has two components, namely, work to family interference and family to work interference. Caregiver strain, on the other hand, arises from the responsibility of caring for a child, an elderly or disabled dependent and work-to-family spillover arises when work experiences impact on an employee's ability to perform non-work roles (Duxbury & Higgins, 2005).

Work life conflict is often explained and researched in the form of work family conflict. It is, therefore, important to note that researchers mostly studied work family conflict from the 1970s until the early 1990s. Thereafter, the focus began to shift to work life conflict which

was meant to incorporate work family conflict plus other non-work demands including volunteer activities, education and taking care of children or elderly dependents (Duxbury & Higgins, 2002). Researchers that have studied work family conflict are Eagle, Miles and Icenogle (1997), Greenhaus and Beutell (1985), Netemeyer, Boles and McMurrian (1996), and Frone, Russell and Cooper (1992a). Other researchers that have studied work life conflict are Duxbury and Higgins (2002), and Higgins, Duxbury and Johnson (2004).

#### **1.1.1.2 Intention to Leave**

Hinshaw and Atwood (1985, cited by Liou and Cheng, 2010) define intention to leave as an individual's views about the possibility of voluntarily leaving an organisation where he/she is employed. Intention to leave is frequently described and defined in terms of the staff turnover of a company. Cotton and Tuttle (1986, cited by Samad, 2006) refer to turnover as an individual's likelihood of remaining in an organisation. Noor and Maad (2008, cited by Noor, 2011) note that intention to leave is positively correlated to actual turnover, meaning that quite frequently intention to leave leads to people actually leaving the organisation. It is, therefore, important to identify the factors that influence turnover intentions in order to minimise actual turnover (Maertz & Campion, 1998, cited by Samad, 2006). Intention to leave leads to turnover, which has a negative impact on organisations. Turnover can be costly, due to diminished organisational knowledge base and the costs of recruiting and training (Moynihan & Pandey, 2007).

#### **1.1.1.3 Work Life Balance**

When considering solutions to intention to leave, one has to take work life balance into consideration, as indicated by Deery and Jago (2009) who stressed that work life balance has an important role in curbing high levels of intention to leave and turnover. Duxbury and Higgins (2002) explain that the term work life balance means the opposite of work life conflict. The concepts of conflict and balance are frequently viewed being on as a continuum. Employees with low work life conflict / high work life balance are at one end of the continuum while those with high work life conflict / low work life balance are at the other end. Creating awareness of the concepts of work life balance and work life conflict may assist policymakers and employers to target their policies and programmes towards achieving a better balance between employee's work and life demands (Duxbury & Higgins, 2005). Workplace practices that can play a role in reducing work life conflict are:

##### **1.1.1.3.1 Flexible Working Arrangements**

Lewis (2003) defines flexible working arrangements as organizational practices that enable employees to vary when and or where they work or to otherwise deviate from traditional

working hours. Employees are able to choose a work schedule that is better suited to meet their personal and family requirements.

#### **1.1.1.3.2 Family Friendly Workplace Practices**

OECD (2002) defines family friendly workplace practices as those workplace-related social practices that enable work and family life to co-exist through the provision of family resources and child development, allowing parents to make choices regarding work and family, thereby promoting equality in the workplace.

### **1.2 Statement of the Problem**

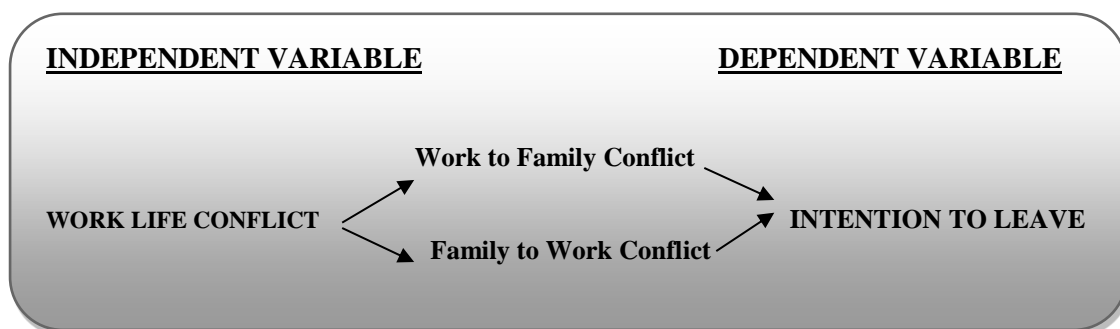
Employers constantly try to understand and predict their employee's behaviour due to the effect that employee's feelings, beliefs and behaviours have at work (Tyilana, 2005:26, cited by Yates, 2007). Research indicates that work family conflict has been positively associated with employee turnover (Henly, Shaefer & Waxman, 2006; Blomme, Rheede & Tromp, 2010a; Haar, 2004; Boyar, Maertz Jr, Pearson & Keough, 2003).

With specific reference to the South African context, Odendaal and Roodt (2002) point out that the country is in the process of transition brought upon by changes in the workforce and workplace initiated by Labour Legislation, increasing number of women entering the workforce, long commuting hours, affirmative action and employment equity. All of these factors are creating new and additional conflict between work and life demands resulting in a transformation of employee values, who are demanding alternate workplace practices to alleviate their work life conflict. South African teachers, in particular, face tough conditions, which form a basis and motivation to investigate the likelihood of a relationship between work life conflict and intention to leave amongst educators. Aspects such as class sizes, workload, stress and lack of learner discipline were identified in the ELRC (2005a & 2005b) reports as contributing to the difficult conditions under which teachers work. Of particular concern are the findings of the study by ELRC (2005a & 2005b) which found that 29% of the sample harboured thoughts of leaving the profession, and 25% indicated that they did think about leaving from time to time. Gordon (2009) further confirmed the state of teacher shortages by stating that teacher attrition from the education system in South Africa is about 5% per annum. Attrition in the Gordon (2009) study refers to teachers retiring, dying or leaving for jobs in other sectors. The ELRC report (2005a & 2005b) also found that 52% of educators would consider any job opportunity that offered a higher pay than what they are currently earning, whilst a quarter of the respondents indicated that they would consider other career possibilities.

In view of the educator attrition rate and intention to leave statistics, informal interviews were conducted amongst teachers, prior to undertaking this study, and the teachers who were interviewed indicated that they experience work life conflict. Therefore, it was important to evaluate the impact of work family conflict on intention to leave on a wider scale. In light of the negative impact of work life conflict and intention to leave, this research was conducted with the intention of ascertaining whether work life conflict impacts on the employee's intention to leave. A study of this nature can enable employers to put measures in place to minimise employee work life conflict, intention to leave and turnover.

The model tested in this study is based on a concept developed by Frone, Russell and Cooper (1992b), that incorporated the two forms of work family conflict, namely, work to family conflict and family to work conflict. Work life conflict in this study was operationalized in the form of work to family conflict and family to work conflict. The two variables in this study are work life conflict and intention to leave. The *dependent variable* is intention to leave, the variance of which will be explained by the influence of the *independent variable*, work life conflict. Work life conflict is examined in terms of work to family conflict and family to work conflict. Work to family conflict occurs when the demands and responsibilities of the individual's work life interfere with his/her family and as a result it becomes challenging to satisfy family responsibilities. Family to work conflict is prevalent where the demands and responsibilities of family make it challenging to meet work commitments. These relationships are schematically diagrammed in Figure 1.1 below.

Figure 1.1. Conceptual Model of Work Life Conflict and Intention to Leave interaction.



Source : Own Figure

Research has shown that where work to family conflict is high the intention to leave is high. For example, research undertaken by Boyar et al. (2003), Haar (2004) and Blomme et al. (2010a) showed that work to family conflict was positively related to turnover intentions meaning that employees who reported higher levels of work family conflict, also reported higher levels of intention to leave. Similarly, research has also shown that where family to

work conflict is high, then intention to leave is also high, as found by Boyar et al. (2003) who found that family to work conflict was positively and significantly related to turnover intentions.

Therefore, research indicates that there is a positive relationship between work life conflict and intention to leave. The current study investigated this relationship by utilising the scales developed and validated by Netemeyer et al. (1996) whose study was based on the bidirectional form of work family conflict where work family conflict was assessed in terms of work interfering with family and family interfering with work. Intention to leave, on the other hand, is operationalized using three items from the Blomme et al. (2010a) study who confirmed that there is sufficient reason to link the work family conflict and intention to leave variables.

### **1.3 Objectives of the Study**

The objectives of this study were to:

- i. Examine the relationship between work life conflict and intention to leave amongst educators;
- ii. Assess the extent to which educators experience work life conflict;
- iii. Assess the extent to which educators experience intention to leave;
- iv. Specify the influence of selected demographic variables on work life conflict;
- v. Specify the influence of selected demographic variables on intention to leave; and
- vi. Assess the extent to which work life conflict dimensions predict intention to leave.

### **1.4 Research Questions**

Research questions posited in this study were as follows:

- i. What is the relationship between work life conflict and intention to leave?
- ii. To what extent do educators' experience work life conflict?
- iii. To what extent do educators experience intention to leave?
- iv. What are the influences of selected demographic variables on work life conflict?
- v. What are the influences of selected demographic variables on intention to leave?
- vi. To what extent do work life conflict dimensions predict intention to leave?

### **1.5 Hypotheses**

The nature of this study was hypotheses testing in a cross-sectional study where data was gathered only once over a short period of time. Sekaran (2003) defines hypothesis as meaningful speculation regarding the rationally inferred relationship between variables

conveyed in a statement, which, when tested, can confirm or deny these relationships, thereby providing clues as to what solutions will help to rectify the problems being experienced.

This study and the survey undertaken were meant to test the following hypotheses, and subsequently confirm or deny the claim that work life conflict impacts on an employee's intention to leave.

H1 - There is a statistically significant relationship between work life conflict and intention to leave amongst employees in the education profession.

Comprehensive hypotheses were formulated for hypothesis 2 and 3 as follows:

H2 - There is a statistically significant difference in the perceptions of work life conflict (work to family conflict and family to work conflict) among the demographic variables (age, gender, population group, marital status, dependents in care of respondents, spouse/partner in full time employment, highest qualification and years in current employment).

H3 - There is a statistically significant difference in the perceptions of intention to leave among the demographic variables (age, gender, population group, marital status, dependents in care of respondents, spouse/partner in full time employment, highest qualification and years in current employment).

H4(a) - The variance in intention to leave will be significantly explained by work to home conflict.

H4(b) - The variance in intention to leave will be significantly explained by home to work conflict.

## **1.6 Significance of the Study**

Work life conflict has been found in numerous studies to be a predictor of turnover intentions. However, work life conflict studies specifically within the schooling system are limited. Studies that have taken place with respect to teachers deal with factors such as burnout, job stress and organisational commitment (Van Dick, Christ, Stellmacher, Wagner, Ahlswede, Grubba, Hauptmeier, Hohfed, Moltzen & Tissington, 2004; Malik & Usman, 2011; Weisberg & Sagie, 1999, Viljoen & Rothmann, 2009). The significance of studying intention to leave specifically within the South African education profession is due to the

critical shortage of qualified educators in South Africa, and also due to the scale at which teachers are leaving the profession (DoE, 2005). OECD (2008) lists various problems reported by educators such as perceived low salaries, poor benefits, inadequate incentives, arbitrary redeployments, lack of development opportunities, work overload, lack of discipline, lack of facilities, large class sizes, role conflicts and nepotism. It is therefore not surprising that reports by DoE (2005) and ELRC (2005a & 2005b) found that educators are rapidly leaving the system or intend leaving the system and recent studies reported that 54% of teachers in South Africa considered leaving the teaching profession. This study will provide essential information into the relationship between work life conflict and intention to leave amongst teachers. The intention is to encourage the Department of Education to consider alternate workplace solutions in an effort to minimise the scale at which they are leaving the teaching system. A possible solution to alleviating the work life stresses of educators includes providing a crèche at schools, to care for the children of educators.

#### **1.6.1 Primary and Secondary Contributions**

The primary contributions of this study in the field of research are:

- i. To add to the body of knowledge available on the relationship between work life conflict and intention to leave;
- ii. To provide information on the extent to which work life conflict influences an educator's intention to leave; and
- iii. To obtain data from a wider demographic profile as opposed to previous studies which were limited to specific groups.

A secondary contribution of this research is to create more awareness of work life conflict and intention to leave amongst employers and employees. In the event that it is found that work life conflict influences educators' intention to leave the profession, then the next logical research objective would be to research all appropriate options that may offer practical solutions to minimising educators' work life conflict, thereby minimising their intention of leaving the profession.

#### **1.7 Limitations of the Study**

Limitations experienced in the current study were as follows:

### **1.7.1 Target Population**

Due to time and cost constraints, it was not possible to include more schools from a wider geographical area within KwaZulu-Natal (KZN). This constraint limits the generalisation of the findings.

### **1.7.2 Accessibility of Schools**

This study also experienced some limitations in terms of accessibility to schools, which impacted on the racial denominations of the sample. Future studies of this nature should endeavour to reach a wider target population and a greater number of participants from all population groups.

## **1.8 Structure of the Dissertation**

The structure of the thesis will be as follows:

Chapter one comprises of the introduction, background, motivation, objectives, hypothesis, significance and limitations of the study.

Chapter two will focus on a detailed literature review of work life conflict. This chapter will provide theories, forms, measurements and dimensions of work life conflict.

Chapter three will provide a detailed literature review of intention to leave. It will also provide theories, and measurements of intention to leave. In addition, this chapter will offer a discussion of intention to leave in the South African education system.

Chapter four is the research methodology chapter. This chapter provides a discussion on the research design providing explanations of research types, philosophy, setting and time horizon. The chapter will cover sampling technique, sample size, data collection methods, measuring instrument, pilot study, questionnaire administration, reliability, validity, data analysis and ethical considerations.

Chapter five is the presentation of results. This chapter provides a complete and thorough analysis of the results of the research, and the tools that were utilised in the study. Graphs and tables will be used to display the outcomes of the research in a simplified format.

Chapter six is a discussion of the results. This chapter will provide a report detailing the findings, as well as, an explanation of the findings.



Chapter seven is the conclusion. This chapter will draw conclusions based on the original aims and objectives of the survey. This chapter also offers recommendations to employers based on the findings of the study, and options will be provided for future research.

Appendices form the final part of this study. The appendices will contain a copy of the research instrument, tables containing survey responses and analysis of the results

## **1.9 Conclusion**

In light of the changing workforce, the struggle for scarce skills, difficult working conditions and the high attrition rate of educators in South Africa, it is important for employers in South Africa to analyse the extent to which work life conflict influences intention to leave, particularly within the education system. By the very nature of their jobs, educators have a marked impact on our future leaders and the growth of our economy. This study aims to add to the general body of knowledge on the relationship between work life conflict and intention to leave, particularly amongst educators in the schooling system.

Chapter two will look more closely at the topic of work life conflict, in terms of previous literature, theories and models.

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| <p style="text-align: center;"><b>CHAPTER TWO</b></p> <p style="text-align: center;"><b>LITERATURE REVIEW – WORK LIFE CONFLICT</b></p> |
|--|

### **2.1 Introduction**

The literature review forms the core of a research project as it provides insight into the research topic in terms of past studies, theories and models. It provides an understanding of the existing body of knowledge on the research topic and how the current study will add to the field of research (Babbie, 2005, cited by Sonubi, 2010). As such, Zikmund (2003, cited by Yates, 2007) describes literature review as an analysis of published articles and books and the discussion of various theories and past empirical studies relating to a particular topic.

The general consensus in research literature is that, due to the nature of the employment relationship, the interests of the employer and the employee do not always coincide (Proctor & Ackroyd, 2001). As the distinction between work and personal life becomes a blur, the growing conflict between work responsibilities and home responsibilities produces consequences that are too numerous to ignore. Typically, people manage numerous roles (marriage, parenthood, employment, housework, friendship), and it is this complex process of balancing the various roles that can lead to stress, conflict and overload, or drive the person to seek out the right balance (Marks, Huston, Johnson & MacDermid, 2001, cited by Donald & Linington 2008). Thus, the importance of studying work life conflict cannot be underestimated.

Work family conflict has been studied extensively in the literature, however, studies were focused mainly on white-collar managerial and non-managerial workers employed in the private sector (Yildirim & Aycan, 2008). This chapter will, therefore, review relevant work life conflict and work family conflict literature, theories, forms, directions, and the measurement thereof. The literature review will discuss the key concept of work life conflict, and also briefly discuss work life balance initiatives as being possible solutions to work life conflict. This will provide the groundwork for a discussion on the significance of work life conflict within the South African context.

### **2.2 Work Life Conflict**

Duxbury and Higgins (2002) explain that work life conflict or work family conflict takes place where the time and energy pressures of these mutually incompatible roles mean that if a person participates in one role then it is more difficult to participate in another role. Shridar (2004) further explains that individuals have commitments towards family, friends,

community and personal interests. Any conflict that arises between these responsibilities may lead to unhappiness, anxiety, and stress, which leads to a decline in work performance.

Researchers, (Boyar et al., 2003; Blomme et al., 2010a), focus on the work family perspective of work life conflict. The common thread in the definitions of work family conflict seems to be that conflicting demands are difficult to achieve, thereby, resulting in conflict between the roles (Eagle et al., 1997). Work family conflict is defined as a form of inter-role conflict where the demands of work and family roles are constantly incompatible with each other (Duxbury & Higgins, 2002). High levels of interference from one role often leads to a dissonant state resulting in poor behaviour such as absenteeism, tardiness or leaving work early (Hammer, Bauer, & Grandey, 2003; Grandey, Cordero & Crouter, 2005). This makes the study of work life conflict fairly prominent and necessary in all industries and sectors.

### **2.3 Theories and Models of Work Life Conflict**

Based on the sheer volume of work life conflict and work family conflict studies, there have been many theories and models developed over the years such as border theory (Donald & Linington 2008; Clark, 2000), boundary theory (Hall & Richter, 1988; Lambert et al., 2006; Lee & Steele, 2009), gender role theory (Cinamon, 2006; Grandey et al., 2005), domain-specific predictors-to-outcome model, and stress management model (Post, Ditomaso, Farris, & Cordero, 2009).

#### **2.3.1 Border Theory**

Clark (2000, cited by Donald & Linington, 2008) explains that border theory views work and family domains as being distinct psychological domains where people move between the domains, thus influencing their aims and actions, to match the expectations of each domain. The main focus of border theory was that the association between the work and family borders had to be properly managed in order to achieve a balance (Clark, 2000, cited by Lambert et al., 2006).

The interaction between the domains depends on the intensity of the border between the domains (Clark, 2000, cited by Donald & Linington, 2008). People who have a meaningful connection with both domains have a better chance of positively managing the border between the domains, resulting in less work family conflict (Donald & Linington 2008). The amount of influence and identification with the demands of each domain is referred to as centrality and helps to distinguish between border crossers (Donald & Linington, 2008). Clark (2000, cited by Donald & Linington, 2008) describes central border crossers as having

a great amount of influence within each domain, whereas peripheral border crossers have a smaller amount of control over the borders between the domains. Lambert et al. (2006) note that it is this interaction between work and home that is central to Clark's (2000) border theory.

### **2.3.2 Boundary Theory**

Boundary theory, on the other hand, refers to the flexibility of the boundaries between work and non-work roles or more specifically to the extent to which these boundaries can be moved (Lee & Steele, 2009). The notion of boundaries seems to have been largely developed in the 1970's by Pleck (1977, cited by Frone et al., 1992a) who is responsible for introducing the notion of asymmetrically permeable boundaries between the work and family domains. Boundary permeability refers to the degree to which the demands of the work role intrude into the family or the extent to which one domain's psychological or behavioural elements enter the other domain (Hall & Richter, 1988; Lee & Steele, 2009).

Frone et al. (1992a), for example, found that work to family conflict was more prevalent than family to work conflict, thus suggesting that family boundaries are more permeable than work boundaries. Eagle et al. (1997) found that work and family boundaries were asymmetrically permeable with work to family conflict being considerably more widespread than family to work conflict, possibly due to workers allowing work to take up significantly larger amounts of their time, effort and attention, and also due to the possibility that many employers have unrealistic expectations on their employees to the extent that workers are expected to sacrifice family in favour of work. Similarly, Hall and Richter (1998) also found that family boundaries are more permeable than work boundaries.

### **2.3.3 Gender Role Theory**

Gender role theory proposes that women are more likely to view the family role as part of their social identity than men do (Bem, 1993, cited by Grandey et al., 2005). Hochschild and Schor (1991 & 1999, respectively, cited by Grandey et al., 2005) explain that even though women's work roles have increased, the expectations or responsibilities placed upon them in the family role has not reduced. Therefore, when work encroaches on the family role, then women are more likely than men to adopt a negative attitude towards work.

A study conducted by Frone et al. (1992a) found that there was no evidence of gender differences in boundary permeability. Eagle et al. (1997) also found that there were no gender differences in the boundary permeability of work and family. Cinamon (2006) noted that most recent research indicated that men and women do not differ in their levels of work

family conflict. However, her findings showed that women anticipated higher levels of work interfering with family and family interfering with work than men did.

#### **2.3.4 Domain-Specific Predictors-to-Outcome Model**

Frone, Russell and Cooper (1997, cited by Post et al., 2009: 20) discuss the “domain-specific predictors-to-outcome model” which proposes that family interference with work has a direct impact on work outcomes, and work interference with family does not have a direct impact on work outcomes. According to this model, family interference with work affects the work domain because it has a direct impact on work outcomes and a direct relationship was found between family interference with work and turnover intentions (Frone et al., 1997, cited by Post et al., 2009). Additional support for the relationship between family interference with work and turnover intentions were found by Netemeyer et al. (1996), and Hammer et al. (2003).

#### **2.3.5 Stress Management Model**

On the other hand, Post et al. (2009) explain that, contrary to the domain-specific predictors-to-outcome model, the stress management model proposes that work interference with family impacts on work outcomes, and not family interference with work, since work interference with family matches the description of stress arising out of conflicting demands. Post et al. (2009) further explain that work outcomes resulting from work interference with family includes a change from focussing on a career to rather focusing on a job or actually leaving the place of employment where work and family relationships are made difficult. Haar (2004) provided support for the relationship between work family conflict and turnover. The author found that employees with greater work to family conflict and family to work conflict predict higher turnover intentions. Therefore, conflict from work entering the home is more likely to encourage the employee to consider quitting.

Interestingly the findings of Post et al. (2009) supported neither the domain-specific predictors-to-outcome model, nor the stress management model. Simply put, this means that, according to the findings of Post et al. (2009), neither family interference with work nor work interference with family have any direct or indirect impact on intention to leave the profession amongst scientists and engineers working in research and development. Post et al. (2009) explain that the reason for this could be due to the nature of the work being done by the sample population, meaning that scientists and engineers may find it easier to change organisations than to change their profession purely due to the fact that they have invested far too much in acquiring the occupation-specific skills. The same explanation could hold true for teachers if they are found to have a low intention to leave. As is the case

with other professions, many educators have invested all their time and efforts into their profession and may not be inclined to leave despite experiencing work life conflict or any other unfavourable working conditions (Post et al., 2009).

The current study sought to provide further support for these two models and also assesses elements of boundary theory and gender role theory. The findings of this study will determine the degree of permeability between work to family conflict and family to work conflict. By acknowledging that work to family conflict and family to work conflict are two distinct constructs of work life conflict, this study utilised separate measures for each construct. Hence, the study will be able to determine whether work to family conflict is more prevalent than family to work conflict or vice versa, and also whether work boundaries are more permeable than family boundaries or vice versa. Accordingly, the gender differences in each of these findings will be identified and highlighted.

Apart from the various work life conflict theories, work life conflict has also been studied and measured in numerous forms, directions and dimensions.

## **2.4 Forms of Work Life Conflict**

It is suggested that conflict between work and family occurs in three forms, namely, time-based, strain-based and behaviour-based, and this model proposes that conflict between roles is created when the features of one role affects a person's time, strain or behaviour such that conflict is produced with other role/s (Greenhaus & Beutell, 1985).

### **2.4.1 Time-Based Conflict**

Time based conflict arises when a person's multiple roles compete for his/her time such that the time allocated to the activities of one role cannot be simultaneously allocated to the activities of another role (Greenhaus & Beutell, 1985). Van Aarde and Mostert (2008) state that time problems arise when trying to combine work and family roles since it is physically impossible to be in two places at the same time. Conflict resulting from time restrictions takes place when time spent on work responsibilities interferes with family commitments, or time devoted to family responsibilities interferes with work responsibilities (Netemeyer et al., 1996).

Bartolome and Evans (1979, cited by Greenhaus & Beutell, 1985) further explain that time based conflict takes two forms, firstly, the actual time pressures associated with participating in one role which makes it physically impossible to participate in another role, and, secondly, the pressures associated with preoccupation with one role meaning that the

person is physically in one role but he/she is preoccupied with another role. Overtime, bringing unfinished work home or business-related travel are all examples of work based pressures that can put a strain on the individual's time. Taking care of an un-well parent or child can lead to time-based conflict resulting from the family role. Role conflict due to time pressures are created or made worse by work schedules such as inflexible scheduling, extensive travelling, overtime, shift work or long work hours, marriage, children (in terms of age and number of children), and the employment patterns of the worker's spouse (Greenhaus & Beutell, 1985).

#### **2.4.2 Strain-based conflict**

Strain-based conflict refers to strain that arises when the work role interferes with family responsibilities, or vice versa (Netemeyer et al., 1996). This conflict can lead to tension, anxiety, fatigue, depression, apathy, and irritability, due to strain arising from conflicting roles (Greenhaus & Beutell, 1985).

Bartolome and Evans (1979), cited by Greenhaus and Beutell (1985), further note that stressful happenings at work leads to negative emotional spillover from work to nonwork roles, thereby producing elements of strain (fatigue, tension, frustration or worry) that makes it difficult for the person to follow a satisfying nonwork life. Career orientations and lack of family support all contribute to work family conflict, but it is also interesting to note that time based conflict and strain based conflict share common sources of conflict relating to inflexible working hours, long working hours, excessive travel and overtime (Greenhaus & Beutell, 1985).

#### **2.4.3 Behaviour-Based Conflict**

Behaviour-based conflict occurs where certain patterns of behaviour related to one role does not align with the behavioural demands arising from another role (Greenhaus & Beutell, 1985), for example, formal behaviours presented in an office may be rejected at home since the family wants to see a loving mum or dad. Simply put, if a person is unable to adjust his/her behaviour from one role to another, then there is likely to be conflict between the roles (Greenhaus & Beutell, 1985).

### **2.5 Predictors of Work Life Conflict**

Predictors of work life conflict include organisational culture, family to work interference, work to family interference and caregiver strain (Duxbury & Higgins, 2002). The occupational stressors of work life balance, overload, control, job aspects and pay were also found to be major predictors of individual commitment (Viljoen & Rothmann, 2009).

Overall, the major predictors of work life conflict are narrowed down to role overload, role interference, caregiver strain and work to family spillover, as defined by Duxbury and Higgins (2002 to 2005). Using Duxbury and Higgins (2002, 2003 & 2005) as the main source of information, these concepts are explained briefly below:

#### **2.5.1. Role overload**

Role overload is where the time and energy pressures that arise from performing multiple roles are so significant that these roles cannot be effectively accomplished. Changes in demographic variables, such as increased female participation in the labour force, increased divorce rates, increased life expectancy, more dual-income and single-parent families, more families with simultaneous child care and elder care demands, and a redistribution of traditional gender role responsibilities, have all contributed to role overload and significant increases in work life conflict (Duxbury & Higgins, 2005).

#### **2.5.2. Role interference**

Role interference has two distinct facets, namely, work-to-family interference which occurs when work demands and responsibilities make it more difficult to fulfil family role responsibilities and family-to-work interference which occurs when family demands and responsibilities make it more difficult to fulfil work role responsibilities. Workplace culture plays a major role in increasing work life conflict, particularly in situations where employees are forced to choose between work or family, and where employees work overtime or continue working at home, as a means of ensuring their job security or in expectation of promotions (Duxbury & Higgins, 2003).

#### **2.5.3. Caregiver strain**

Caregiver strain occurs when caring responsibilities have to be satisfied whilst at the same time ensuring that work related functions are carried out. When these responsibilities conflict with the duties of paid employment, then it leads to emotional, physical, financial or family strains (Duxbury & Higgins, 2003).

#### **2.5.4. Work-to-family Spillover**

Work-to-family spillover arises when work experiences impact on an employee's ability to perform non-work roles, resulting in a positive or negative impact on the family. Work negatively spills over into private life through fatigue and emotional tension (Bartolome' & Lee Evans, 2000). Fatigue results from a hectic day at the office or from being non-productive, hence, the worker comes home tired, exhausted and without any energy for private life. Emotional tension is caused by frustration, self-doubt and unfinished business.



This leads to the worker being tense, uptight, aggressive or withdrawn when he/she gets home (Bartolome' & Lee Evans, 2000).

## **2.6 Measurement of Work Life Conflict**

Work life conflict and work family conflict have been studied and measured in various directions and dimensions, for example, unidirectional and bidirectional (Gutek, Searle & Klepa., 1991, Frone et al., 1992a & 1992b), and, more recently, multidimensional (Carlson, Kacmar & Williams, 2000; Karimi, 2008; Donald & Linington, 2008).

### **2.6.1 Unidirectional Work Family Conflict**

The traditional method of studying work family conflict was where work family was measured in one direction only, namely, the conflict that occurred due to work interfering with family (Carlson et al., 2000). This unidirectional method was not practical since it did not take into consideration the second direction of work family conflict, namely, the conflict that occurs due to family interfering with work. The unidirectional studies also did not take into account the various dimensions of work family conflict.

Numerous studies have since taken place in bidirectional and multidimensional formats, as explained in detail below.

### **2.6.2 Bidirectional Work Family Conflict**

There are two types of conflict, namely, conflict that results from work interfering with family and conflict due to family interfering with work (Frone, Yardley, & Markel, 1997, cited by Cinamon, 2006). Frone et al. (1992b) and Greenhaus and Beutell (1985), amongst many other researchers, have emphasised that, in order to gain a full understanding of work family conflict, it had to be considered in both directions, namely, work to family conflict and family to work conflict. Carlson et al. (2000) found that work family conflict is bi-directional in nature as work interferes with family and family interferes with work. This two-directional perspective of work family conflict was expanded in various reports by Duxbury and Higgins from 2002 to 2005, wherein work life conflict was defined as incorporating elements pertaining to time constraints, scheduling conflicts, and feelings of being overwhelmed, overloaded or stressed by the demands of multiple roles.

Duxbury and Higgins (2002) further explain that work to family interference occurs when work demands and responsibilities make it difficult to fulfil family role responsibilities, for example, bringing office work to complete at home, work stress spilling over at home, work demands leading to the employee's ill-health preventing a healthy family life, or long hours

at work preventing the employee from attending a child's sporting event. Family to work interference occurs when family demands and responsibilities make it difficult to fulfil work role responsibilities, for example, a child's illness leads to absenteeism or lack of concentration at work (Duxbury & Higgins, 2002). Netemeyer et al. (1996) note that most workers indicate that family takes precedence over work and research shows that work to family conflict is greater than family to work conflict (Gutek et al., 1991). These demands from various roles results in role interference, role spill-over, role overload and caregiver strain (Duxbury & Higgins, 2002-2005).

Frone et al. (1997) found that family to work conflict was longitudinally related to elevated levels of depression and poor physical health, and to incidence of hypertension, whereas work to family conflict was longitudinally related to elevated levels of heavy alcohol consumption.

### **2.6.3 Multidimensional Nature of Work Family Conflict**

The multidimensional nature of work family conflict is explained by Gutek et al. (1991) who argued that each of the three forms of work family conflict identified by Greenhaus and Beutell (1985), that is time-based conflict, strain-based conflict and behaviour-based conflict, has two directions, namely, conflict due to work interfering with family and conflict due to family interfering with work, thus leading to six dimensions of work family conflict, hence, the multidimensional nature of work family conflict (Carlson et al., 2000).

Therefore, when the two directions of work family conflict are combined with the three forms of work family conflict, the result is multidimensional work family conflict, which involves time based work to family conflict, time based family to work conflict, strain based work to family conflict and strain based family to work conflict and, finally, behaviour based work to family conflict and behaviour based family to work conflict (Carlson et al., 2000).

### **2.7 Measurement of Work Family Conflict**

Netemeyer et al. (1996) reported that, while some studies used single item measures of work family conflict which were prone to random measurement error, many other studies combined work family conflict scales and family work conflict scales into one measure, thereby overlooking the bidirectional and bi-dimensional nature of the two constructs. In this study, work life conflict will be operationalized in terms of work to family conflict and family to work conflict, while the broader aspects of work life conflict will be determined with the use of two open-ended questions.

Based on the scales developed by Netemeyer et al. (1996), this study recognises the conceptual distinction between work family conflict and family work conflict and, therefore, utilised the multi item bidirectional approach of work family conflict wherein work family conflict was studied in two directions, namely, work to family conflict and family to work conflict.

The reason for utilising the work family conflict measures derived by Netemeyer et al. (1996) was because the measures are easy to understand and short, with only five items for work to family conflict and five items for family to work conflict. These scales are practical and user-friendly, which played a big role in obtaining a large number of responses from the educators who are usually under severe time constraints.

## **2.8 International Work Life Conflict Studies**

Work life conflict and work family conflict have been the focus of quite a few studies (Duxbury & Higgins, 2002-2005; Frone et al., 1992a & 1992b; Rice, Frone, & McFarlin, 1992; Greenhaus & Beutell, 1985; Frone et al., 1997; Carlson, Kacmar & Williams, 1998; Eagle et al., 1998; Bragger, Rodriguez-Srednicki, Kutcher, Indovino & Rosner, 2005; Cinamon, 2006; Cinamon, Rich & Westman, 2011; Karimi, 2008).

The numerous research papers on work life conflict are sufficient evidence that work life conflict plays a major role in the lives of people across the world. One of the reasons for the rise in work family conflict can be attributed to changes in the traditional nuclear family which now constitutes a very small percentage of all households (Eagle et al., 1997). The traditional nuclear family refers to families with two parents, where the mother stayed at home and the father was the main breadwinner. Hence, there is a significant rise in dual career couples, meaning that the pressures of work results in longer hours of work, more exhaustion, and an increase in evening and weekend working, thereby leading to consequences such as an increase in juvenile crime, greater drug abuse, a reduction in community care and community participation, and less willingness to care for elderly relatives (Guest, 2001). Proof of the pressures experienced by workers was evident in a study conducted by Hill, Hawkins, Ferris and Weitzman (2001, cited by Lambert et al., 2006) who found that 50% of participants in their study reported experience problems when trying to balance work and family responsibilities.

Apart from looking into the degree of work life conflict experienced, it is also important to analyse the work and family environments since balance can only be achieved if there is a

degree of satisfaction with both the work and home environments (Lambert et al., 2006). The study by Lambert et al. (2006) investigating the impact factors on work family balance found that high levels of work family conflict were closely related to low levels of life satisfaction. Lambert et al. (2006) also noted that spillover of work-related moods has a direct impact on the family such that job satisfaction impacts on life satisfaction (Sumer and Knight, 2001, cited by Judge & Ilies, 2004).

A study by Wiley (1987) on the relationship between work/nonwork role conflict and job-related outcomes found that that increasing levels of job involvement and organisational commitment can result in increased perceptions that the person is not fulfilling family role obligations. According to Naylor, Pritchard and Ilgen (1980, cited by Wiley, 1987) a fixed amount of personal resources is allocated to various roles, wherein personal resources refer to an individual's time and energy. Therefore, increased levels of personal resource allocation to work roles can result in decreased resources being allocated to other important life roles (Wiley, 1987).

Cinamon et al. (2011) undertook a study to investigate the relationship between occupation-specific variables and work family conflict amongst teachers, where work family conflict was measured in terms of family to work conflict and work to family conflict. It was found that the greater the student misbehaviour, the greater the levels of work to family conflict and family to work conflict, with similar outcomes for the relationship between teachers and students' parents (Cinamon et al., 2011). Increased levels of manager support resulted in reduced work to family conflict and family to work conflict (Cinamon et al., 2011).

Bragger et al. (2005) investigated how work family conflict and work family culture are related to organisational citizenship behaviour (OCB) among 203 teachers. OCB refers to discretionary behaviour that is not defined by a job description or the employee's formal role in the organisation (Smith, Organ & Near, 1983, cited by Bragger et al., 2005). The hierarchical regression analysis showed that work family culture predicts work family conflict, and the various forms of work family culture predict organisational citizenship behaviour. A positive work family culture is, therefore, recommended, together with greater consideration towards taking steps to reduce work family conflict. Other results from the study revealed that parents experienced greater work family conflict than non-parents.

Among the many work family conflict studies investigating the prevalence of work family conflict was Frone et al. (1992a) who undertook a study among 631 employed adults in a randomly drawn community sample, and found that work to family conflict was more

prevalent than family to work conflict, to the extent that 41% of their participants reported feeling work to family conflict at least occasionally. Frone et al. (1992a) also found that there was no evidence of gender differences in the boundary permeability meaning that work to family occurs similarly among men and women. In another study, Frone (2002 cited by Donald & Linington, 2008) also came to the same conclusion that work to family conflict is more prevalent than family to work conflict in both men and women.

Eagle et al. (1997) also looked at gender differences in their study on interrole conflicts and the permeability of work and family domains. They used multiple measures of bidirectional interrole conflict to determine permeability of work and family domains, and discovered that family boundaries were more permeable than work boundaries, and no gender differences were found. This supported prior studies where it was also found that women have not always reported experiencing greater conflict than men. However, it was found that workers with children reported a greater amount of interrole conflict than any other groups of workers (Pleck, Staines & Lang, 1980, cited by Eagle et al., 1997).

## **2.9 Work Life Conflict within the South African Landscape**

Recently, aspects of work life conflict are slowly becoming more prominent as research topics within the South African context (Donald & Linington, 2008; Diraz, Ortlepp & Greyling, 2003; Rost & Mostert, 2007; Lee & Steele, 2009; Viljoen & Rothmann, 2009). However, there is still a great deal of research that needs to be done within the various public and private sectors in South Africa.

The study by Diraz et al. (2003) amongst working mothers looked at the link between inter-role conflict, life satisfaction and sense of coherence. Sense of coherence is described as the extent to which an individual's confidence is derived from meaningful, comprehensible and manageable internal and external environmental stimuli in the course of living (Antonovsky, 1970, cited by Diraz et al., 2003). The study conducted amongst 40 mothers from the northern suburbs of Johannesburg found that high levels of inter-role conflict were associated with decreased levels of life satisfaction, thus supporting existing research on work family conflict and role conflict. Sense of coherence was found to be a significant moderator in the relationship between inter-role conflict and life satisfaction. It is important to note that people with a low sense of coherence find it difficult to cope with daily conflicts while people with high sense of coherence deal positively and confidently with daily conflicts (McSherry & Holm, 1994, cited by Diraz et al., 2003).

Another study conducted in South Africa by Rost and Mostert (2007) looked into the earthmoving equipment industry, where the focus of research was the employee's interaction between work and home, with specific reference to the prevalence of work-home interaction and home-work interaction. A cross sectional survey was undertaken among 528 employees and it was found that work interferes more often with the home than the other way around, leading to the conclusion that individuals choose home time to either complete work related activities or to recover from the stress and conflicts of work, rather than to focus on the responsibilities of home, hence, the prevalence of work interfering with family (Rost & Mostert, 2007).

Specifically, with regard to working mothers in South Africa, Wallis and Price undertook a study in 2003 to assess the relationship between work family conflict and central life interests among a group of 20 single mothers who work with pre-school children. Wallis and Price (2003) reported that South African statistics revealed the existence of about 3.5 million female heads of households in South Africa in 1996. The Wallis and Price (2003) study revealed that the single working mothers, who were surveyed, viewed motherhood as their central life interest and it is this priority that may lead them to experiencing increased conflict between work and family demands. Casale (2004, cited by Patel et al., 2006) provides further support for women in the workforce and refers to the growing numbers of women in the workforce as feminization, reporting that 51 percent of all women of working age were active in the workforce in 2001, compared to about 38 percent in 1995. Van Aarde and Mostert (2008) also reported that, in 2005, almost six in ten new workers in South Africa were female. In terms of the education sector, more than two thirds of all educators in South Africa are female (Gordon, 2009). Education statistics from the Department of Basic Education (2014), indicate that in 2012 South Africa had 294 144 female educators in ordinary schools from a total of 425 167 educators. Female educators therefore represent 69% of the all educators, which substantiates the arguments stated above regarding the prevalence of women in the workforce, and the multiple roles that they are faced with.

Apart from the relevance of women in the changing workforce, Viljoen and Rothmann (2009) recently conducted a more general study at a South African University of Technology and this study revealed that the occupational stressors of work life balance, overload, control, job aspects and pay were major predictors of individual commitment amongst the institutions' academic and support staff. Results of this study clearly showed that stress about job security contributed both to physical and psychological ill health. Work overload and job aspects were found to contribute to psychological ill health. This

study revealed that staff show lower levels of individual commitment when they experience stress that originates from balancing the demands of their work and personal lives, unreasonably high workload, lack of autonomy, job specific aspects such as time pressures, role overload and learner discipline, and aspects related to the pay they receive. This study provides a significant contribution to the research field particularly in understanding the complex nature of the education profession, the various demands placed on the educators and the effects of these demands on the educator's health and organisational commitment.

The current study aimed to provide support for work life conflict specifically within the schooling system in South Africa, particularly in KZN where the distribution of schools and educators are quite diverse in terms of physical location from urban to quite remote rural locations. The Kwa Zulu-Natal Department of Education (2013) reported that educators in KZN face major challenges in terms of the absence of proper residential accommodation and the remoteness or absence of office space for administration purposes. The Kwa Zulu-Natal Department of Education (2013) explains that this is due to limited budgets, which add to the problem of recruiting and retaining staff, particularly in the rural districts. Teacher supply therefore continues to be a challenge, especially when faced with hardships such as travelling long distances to schools, excessive administrative duties and large class numbers. This study on work life conflict provides some insight into the possibility of additional challenges faced by educators, such as work life conflict, and provides ways of alleviating these challenges.

## **2.10 Work Life Conflict and Work Life Balance**

Scholarios and Marks (2004, cited by Noor, 2011) explain that work life balance has an important role to play on an employee's attitude, including the employee's intention to leave the organisation. Noor (2011) found that academics in higher education institutions were happy to work in an environment where they could balance the needs of their personal life and the needs of the workplace. The key to increasing work life balance and decreasing work life conflict is to find the right balance between what works for the individual and what works for the employer. Every workplace is different, and so are the workplace solutions. Hence, there are various initiatives, practices and working arrangements that can be explored by employers, employees, government and unions.

### **2.10.1 Employer and Employee Initiatives**

In dealing with Role Overload, Caregiver Strain and Role Interference, Duxbury and Higgins (2005) suggest that organisations find means of ensuring that the workloads of workers are manageable, by hiring more workers to reduce overtime, reducing work-related

travel and realizing that excessive work burdens are not sustainable since it actually costs the company more through absenteeism, higher staff turnover and higher hiring costs.

Bartolome' and Lee Evans (2000) found that most work to family spillover often results from adapting to new jobs, lack of fit between the person and his/her job, and career disappointments. Therefore, in dealing with work to family spillover, employees need to find ways of adapting to new jobs, make sure that there is a 'fit' between the individual and the job, and learn to react healthily to career disappointments.

### **2.10.2 Government Initiatives**

The New Zealand Council of Trade Unions (NZCTU) (2003) stated that the government has an important role to play in reducing work life conflict by addressing information gaps, collecting statistical data about casual, temporary and fixed-term work, operating as a model employer and funder, ensuring that work life balance is a primary consideration in policy making, and by amending the minimum code to extend leave entitlements.

### **2.10.3 Union Initiatives**

Unions can play a role in reducing work life conflict by bargaining for improvements in collective agreements that improve work life balance such as improvements in pay, overtime pay, training, career opportunities, defining unreasonable hours, extending the coverage of paid parental leave above statutory entitlements, campaigning for legislative changes and making provisions for family friendly work life balance practices and programs, such as religious and cultural leave, and part-time employment options for re-entry into work after a period of paid parental leave (NZCTU, 2003).

Thus, it can be seen that achieving work life conflict and work life balance goals demands government, employer, employee and union interventions. Most prominent amongst the above options to reduce work life conflict are the family friendly workplace practices (FFWP) and flexible working arrangements (FWA).

### **2.10.4 Family Friendly Workplace Practices**

FFWP are practices introduced by the employer to assist the employee in meeting his/her personal obligations. Such practices include parental leave, paternity leave, scheme for time off in case of emergencies, flexible working arrangements, workplace or other nursery provision and help with care costs for children, elderly or disabled dependents (Dex & Smith, 2002). FFWP are highly desirable as these practices can decrease work family conflict (Lewis & Lewis, 1996), reduce absenteeism and staff turnover, help in attracting



and retaining high performing employees, leads to reduced worker stress and tension, and improves employee commitment, loyalty and performance. Dex and Smith (2002) found that FFWP were more likely to be found in large organisations, public sector organisations or workforces with larger proportions of women.

### **2.10.5 Flexible Working Arrangements**

McCrate (2002) states that more workers than ever before are seeking greater FWA on the job because they are faced with constantly conflicting demands from jobs and families. Examples of FWA include flexitime, staggered working hours, career breaks and job sharing (Robbins, 1998; BBC News, 2009; Laerd Dissertation, 2012). Workers are constantly looking for longer family leave, part-time employment, and ways to handle sick children, no-show babysitters or doctors' appointments for elderly parents.

Leopold, Harris and Watson (2005) stated that FWP has become an integral part of human resource management, providing a way to manage time, space and people more effectively within the upturns and downturns of a global economy. Olmsted and Smith (1989), cited by Leopold et al. (2005), describe FWP as a way to attract, and retain good employees in a labour market that is steadily becoming more competitive. The revolutionised technological environment, dot-com companies and existing businesses have created thousands of e-business and e-commerce operations (Greer, 2000). This created a different type of employment solution, based on FWA and virtual work environments, in response to the critical need for speed, innovation and talent.

Countries such as the United Kingdom, New Zealand, Australia and Canada have already discovered that there are several advantages of FWA such as reducing absenteeism and staff turnover as employees are able to balance work and their personal needs and reducing worker stress and tension thereby, improving job satisfaction and loyalty (Softworks Computing, 2003; International Labour Organisation, 2004). Such initiatives can go a long way towards improving educator moral, by addressing some of the problems experienced by educators, as highlighted by OECD (2008), namely, inadequate incentives, arbitrary redeployments, work overload, large class sizes and role conflicts.

### **2.11 Conclusion**

Chapter two discussed in detail the concept of work life conflict, the definition thereof, various theories and forms of work life conflict and the measurement thereof. This chapter also provided insight into the workplace solutions offered by work life balance initiatives as a way of alleviating work life conflict. In addition to contributing to stress and lifestyle

diseases, work life conflict has an impact on family life, the individual's other commitments and on work output. Therefore, it becomes a priority to understand how work life conflict influences staff retention in South Africa and whether it influences a person's intention to leave the organisation.

As a prelude to the discussion on intention to leave, it can be said that work life conflict and work family conflict have been found in previous studies to be a significant predictor of turnover intentions (Boyar et al., 2003; Blomme et al., 2010a). Chapter three will, therefore, explore the concept of intention to leave in greater detail.

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| <p style="text-align: center;"><b>CHAPTER THREE</b></p> <p style="text-align: center;"><b>LITERATURE REVIEW – INTENTION TO LEAVE</b></p> |
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### **3.1 Introduction**

Chapters one and two have shown the significance of studying work life conflict within the education system and specifically in South Africa where the rapid exit of educators is of major concern. This chapter will provide insight into the formal definition of intention to leave, past studies, theories and measurements of intention to leave and will also discuss the relationship between work family conflict and intention to leave.

What is of concern is that past studies show that a large number of those educators who have not yet quit their jobs, indicate that they already have intentions of quitting if a better opportunity presents itself (ELRC, 2005a; ELRC 2005b; DoE, 2005). It is in the best interests of the profession, therefore, to consider all the causes of educator dissatisfaction, to study the broad concept of intention to leave within the existing body of research, and to ascertain the level of intention that exists amongst educators in KwaZulu-Natal who plan on quitting.

### **3.2 Intention to Leave**

Liou (2009) noted that intention to leave is the single best predictor for turnover because intention connotes a person's perception toward leaving. Intention to leave and turnover are closely related. Turnover refers to the loss and replacement of employees (ELRC, 2005a), or an employee's likelihood that he/she will stay with an organisation (Cotton & Tuttle, 1986, cited by Samad, 2006). Liou and Cheng (2010), however, seem to offer the most convincing definitions of, and distinction between, intention to leave and turnover when they explain that turnover is the act of employees exiting an organisation whilst intention to leave refers to employee's perceptions about leaving. When an individual first conceives the notion to leave an organisation, it becomes the single most powerful negative influence in his/her overall thinking and performance, shaping thoughts, attitudes and behaviours until a decision is made on whether to leave or stay. Intention to leave, therefore, becomes a crucial factor in an organisation's overall performance, and every effort should be made to minimise this intention from entering into the minds of employees.

### **3.3 Theories and Models of Intention to Leave**

Theories and models from studies on turnover intentions include the social identity approach (Van Dick, et al., 2004), the social network theory (Moynihan & Pandey, 2007), workplace bullying and perceived organisational support (Djurkovic, McCormack & Casimir, 2008).

### **3.3.1 Social Identity Theory**

According to Van Dick et al. (2004) the social identity approach adopts the view that individuals think and behave like fellow members of the group that they associate with, thereby offering two arguments in support of a negative relationship between organisational identification and intention to leave:

Individuals will display a stronger intention to stay in an organisation if they have a strong identification with the group and behave according to the norms and values of the group; and Individuals will display lower intentions to leave an organisation if they display a strong identification with the organisation in which they work hence they view their own success in line with the organisation's success.

The authors' findings show strong support for organisational identification being related to turnover intentions which are brought on by a strong effect of identification on job satisfaction. Therefore, identification is a relevant concept that employers and managers can focus on to reduce staff turnover intentions (Van Dick et al., 2004). Likewise, regardless of experiencing work family conflict, teachers, who experience a strong affinity with the schools where they teach, may be less inclined to leave, and, similarly, if they have strong bonds with the group they belong to, they may display low intention to leave.

### **3.3.2 Social Network Theory**

Moynihan and Pandey (2007) argue that employees exist in social networks inside and outside the organisation which shape their attitudes and behaviours. Internal networks refer to social relationships with co-workers and a sense of obligation towards fellow workers, whilst external networks refer to social relationships outside the organisation. These researcher's findings offer strong support for the impact of internal networks in minimising turnover and poor support for the influence of external networks on turnover.

### **3.3.3 Workplace Bullying and Perceived Organisational Support**

Djurkovic et al. (2008) studied workplace bullying and intention to leave, with the moderating effect of perceived organisational support (POS) amongst school teachers. Bullying behaviours include setting impossible deadlines, publicly belittling a person, threatening a person or any other form of unfair treatment, whereas POS refers to the employees' belief that their employers value their input towards the organisation, and cares for their comfort and security (Djurkovic et al., 2008). The study found that workplace bullying has a significant positive correlation with intention to leave, a strong negative

correlation was found between POS and intention to leave, and the findings pointed out that increased levels of POS can offset the impact of bullying on intention to leave (Djurkovic et al., 2008).

#### **3.3.4 Theory of Reasoned Action**

The theory of reasoned action (TRA) proposes that intention is a psychological determinant of a behavioural act (Ajzen & Fishbein, 1980, cited by Shapira-Lishchinsky & Rosenblatt, 2009). According to Liou (2009), TRA is a way of understanding and explaining the decision making process. TRA suggests that the decision making process originates with an individual's belief, his/her attitude towards the behaviour and intention, and ends with the actual behaviour taking place (Liou, 2009). Fishbein (1979, cited by Liou, 2009) indicates that the actual point of decision making occurs with an individual's intention to perform a specific behaviour, which is a direct determinant of action.

Liou (2009) further explains that TRA proposes three levels to people's behavioural predictability, starting with intention predicting behaviour at the first level. The second level is where intention is predicted by an individual's attitudes towards the behaviour and the subjective norm. The final level is where attitudes towards the behaviour and the subjective norm are predicted by the individual's beliefs about outcomes related to the behaviour and normative prospects of appropriate referents.

With regards to TRA and educators, Shapira-Lishchinsky and Rosenblatt (2009) suggest that an individual who harbours thoughts of leaving a school is more likely to leave provided that the right conditions are present. Studies have shown that intentions to leave are positively related to actually leaving the organisation (Noor & Maad, 2008, cited by Noor, 2011). Therefore, it is suggested that the same TRA principle applies to educators within South African schools, meaning that intention predicts action. Therefore, it is a priority to detect the level of intention that exists among educators in order to deal with it effectively. Whilst this study serves to provide answers to the question of whether or not educators intend leaving their employment, further studies in this area are required to test the assumption that a significant number of educators who planned to leave actually do end up leaving.

#### **3.3.5 Human Capital Theory**

Human capital theory (HCT) suggests that workers behave as intelligent labour market members and steer their way through various professions by considering the monetary gains and costs of these moves (Macdonald, 1999, cited by Shapira-Lishchinsky & Rosenblatt,

2009). The importance of salaries and career mobility is founded within the HCT (Shapira-Lishchinsky & Rosenblatt, 2009). Liu and Meyer (2005, cited by Shapira-Lishchinsky & Rosenblatt, 2009) stated that it has been found that low salaries is a major predictor of teachers' intention to leave. Salaries and lack of promotional opportunities have long since been a point of dissatisfaction amongst educators in the South African schooling system (Mwamwenda, 1995; Du Toit, 1994; Steyn & van Wyk, 1999, all cited by ELRC, 2005b). Therefore, it is argued that HCT can play a role in educators' intention to leave. The open-ended questions in this study provide evidence of the existence of human capital phenomena amongst educators.

### **3.4 Predictors of Intention to Leave**

Previous studies have found many predictors of intention to leave. Lack of organisational and professional commitment, burnout and low job satisfaction are considered good predictors of intention to leave (ELRC, 2005a; Samad 2006), whereas intention to leave, the ease of finding alternate jobs, job satisfaction and burnout are found to be the strongest predictors of actual turnover (Mor Barak, Nissly & Levin, 2001).

#### **3.4.1. Job Satisfaction and Organisational Commitment**

Van Dick et al. (2004) explain that both organisational identification and job satisfaction are predictors of turnover whereas Noor (2011) makes a further note that job satisfaction and organisational commitment are responsible for partly mediating the relationship between occupational stress and intention to leave. Noor's (2011) findings provide further evidence that the work attitudes of job satisfaction, commitment and intention to leave are affected by the pressure to find a balance between work and life, and this leads to actual turnover amongst university academics.

#### **3.4.2. Work Stress**

Malik and Usman (2011), on the other hand, noted that stress is a major predictor of work life conflict and it is also the reason for the rise in turnover intentions amongst employees. Within the broader educational system, Viljoen and Rothmann (2009) looked at occupational stress, ill health and commitment at a South Africa University of Technology, whilst Usman, Ahmed, Ahmed and Akbar (2011) examined work stress amongst teaching staff at a University in Punjab. Both these studies found that the higher the levels of stress that educators experienced, the lower will be their job satisfaction and organisational commitment. Results of a study by Waters and Bardoel (2006, cited by Noor, 2011), also amongst academic staff, found that they were highly stressed due to increased teaching loads, ratio of staff to student, pressure to attract external funds, and lack of recognition and

reward. It is a reality in South Africa that teacher workloads, staff to student ratio and insufficient recognition and reward has been amongst the core concerns of many a disgruntled educator (OECD, 2008; ELRC, 2005a; ELRC 2005b).

#### **3.4.3. Burnout**

Jackson, Schwab and Schuler (1986, cited by Weisberg & Sagie, 1999) noted that burnout is a significant predictor of turnover intentions and actual turnover. In a study conducted amongst female teachers in Israel, Weisberg and Sagie (1999) found physical and mental exhaustion to be major predictors of intention to leave. Reasons provided for the physical exhaustion were the class sizes of approximately 40 students of various cultural backgrounds being put into one class, shabby buildings and classrooms, heavy teacher workloads, and relatively low wages (Weisberg & Sagie, 1999). It is interesting to note that most of the schooling conditions in South Africa mirror that of the conditions in Israel, as described in terms of teacher student ratios, insufficient or inadequate buildings and heavy workloads amongst various other difficulties.

#### **3.4.4. Workload**

Lee and Shin (2005, cited by Deery & Jago, 2009) reported that items of cynicism and workload were significant predictors of turnover intentions, whilst Karatepe and Uludag (2007, cited by Deery & Jago, 2009) stated that employees, who had difficulty spending time with family or keeping social commitments, were likely to be emotionally exhausted which impacted negatively on job satisfaction which, in turn, influenced their intention to leave the organisation. Near, Rice and Hunt (1980) found that family factors and demographic variables also explain variance in work behaviours, especially in the form of absenteeism and turnover.

#### **3.4.5. Work Life Conflict**

Work life conflict and work family conflict have been found in numerous studies to be predictors of turnover intentions (Netemeyer et al., 1996; Frone et al., 1997; Boyar et al., 2003). More recent studies (Blomme et al., 2010a; Post et al., 2009; Henly et al., 2006) confirm that there is reason to link the work family conflict and intention to leave variables. Intention to leave an organisation and searching for another job, are both positively connected to work to family conflict and family to work conflict (Burke, 1988, cited by Netemeyer et al., 1996), and Boyar et al. (2003: 186) found that both work to family conflict and family to work conflict were positively and significantly related to turnover intentions. This study will assess work family conflict as a predictor of intention to leave within the

schooling system, and work family conflict will be operationalized in terms of work to family conflict and family to work conflict.

#### **3.4.6. Pay and Promotion**

Grissmer and Kirby (1992, cited by Shapira-Lishchinsky & Rosenblatt, 2009) stated that the starting salaries of teachers are lower than that of professionals in other sectors of the economy, and the compensation system of teachers does not take into account their expertise and quality of work. Various studies (Mwamwenda, 1995; Du Toit, 1994; Steyn & van Wyk, 1999, all cited by ELRC, 2005b) within education in South Africa have found pay and promotion to be major sources of frustration amongst teachers. Curtis (2012) found low salaries to be one of the causes for mathematics teachers wanting to leave the profession, and about one-third of the respondents indicated that they plan to leave the profession in the next five years. Pay and promotion, therefore, are significant factors in predicting intention and this study will serve to provide some insight into whether these two factors are a cause for concern amongst educators in South Africa.

### **3.5 Measurement of Intention to Leave**

All the studies reviewed on the subject of intention to leave utilised the survey technique as the basis for collecting research data. The most popular research instruments used to collect the survey data are self-completion questionnaires, either in the form of hard copy or electronic survey questionnaires.

Noor (2011) conducted a work life balance and intention to leave study amongst academics at three public higher education institutions in Malaysia and the research instrument utilised was an online survey programme where the questionnaires were completed through the internet. Blomme et al. (2010a) also utilised an online questionnaire to collect data for intention to leave. Although very practical in nature with no travelling required to drop off or pick up forms, this online method of data collection requires respondents to have access to computers and also the internet, which is a severe limitation for most studies, particularly for school educators in South Africa. Self-completion questionnaires, therefore, seem to be the instrument of choice in collecting large amounts of data (Liou & Cheng, 2010; Moynihan & Pandey, 2007), and this was the instrument of choice for the current study.

### **3.6 International Studies**

Intention to leave, turnover and retention has been widely studied over the years (Yates, 2007; Moynihan & Pandey, 2007; Samad, 2006; Van Dick et al., 2004; Haar, 2004). Studies specifically relating to teacher turnover and intention to leave have also received a



fair amount of attention (Weisberg & Sagie, 1999; ELRC, 2005a; ELRC, 2005b; Mittapalli, 2008; Ingersoll, 2001; Conley & You, 2009).

Family and work are two key central points of a person's adult life. Therefore, it is the incompatible role expectations of these two domains that create conflict between work and family life, and it is these conflicts that lead to job dissatisfaction, job burnout, and turnover which, in turn, may be related to an organisation's productivity and financial costs (Netemeyer et al. 1996). Studies have shown that turnover intentions have the ability to reduce overall organisational effectiveness (Smith & Brough, 2003, cited by Samad, 2006). Therefore, it is important to identify all the factors that influence turnover intentions in order to be effective in minimising actual turnover (Maertz & Campion, 1998, cited by Samad, 2006).

The study by Samad (2006) looked at turnover intentions amongst Malaysian government doctors, with the aim of determining the association between organisational commitment and job satisfaction with turnover intentions. Samad (2006) conducted the study amongst 300 government doctors and found that all the factors of organisational commitment and job satisfaction were inversely and considerably correlated to turnover intentions, meaning that greater levels of commitment and job satisfaction will lead to lower levels of turnover intentions.

A study relating to work stress experienced by teaching staff at the University of Punjab in Lahore, Pakistan, was recently conducted by Usman et al. (2011). The findings of this study suggest that the higher the levels of work stress experienced by teachers, the lower their job satisfaction will be, resulting in lower commitment to the organisation. These researchers conclude that, in order to increase the levels of job satisfaction at the university, the institutional heads need to facilitate an environment of making teachers feel relaxed, and not stressed or burned out with their work. The findings and conclusions of this study highlight the need for similar studies to be undertaken at other educational institutions in order to better understand the demands and conflicts experienced by educators. These demands and conflicts ultimately leads to educators having lower work commitment which is one of the major causes of the constant exodus of educators out of the education profession, in search of greener pastures.

Liou (2009) also studied organisational commitment. This study was set in the field of nursing in Taiwan. Liou (2009) aimed to critically analyse the organisational commitment model and the theory of reasoned action in order to determine the concepts that can explain

intention to leave amongst nurses. This study concluded that organisational commitment, intention to leave, work experiences, job characteristics and personal traits can be used to predict nurses' intention to leave the job. Therefore nursing managers should consider the personal characteristics and experiences of nurses when seeking to improve organisational commitment and intentions to stay in the job.

Further studies in the field of intention to leave and turnover include Duff (2003, cited by Yates, 2007) who notes that good retention practices will encourage people to give off their best at all times because staff who are happy is a significant ingredient to the success of a company, and the success of a company is reliant upon a workplace that is supportive and based on trust, which requires a good balance between work and life. Yates (2007) further notes that the wellbeing of an employee has to be considered when trying to retain the employee. One way to achieve a good work life balance is by lowering the employee's work life conflicts, and having a good retention strategy will make sure that all aspects of intention to leave are considered since it has been shown that intention to leave is a significant predictor of turnover. The study of intention to leave, therefore, cannot be underestimated, regardless of whether it takes place in the private sector or public sector. Employees in reality are all seeking the same work life balance and work life conflict objectives. Employees, who are happy, will not have intentions of leaving their place of employment. Therefore reducing work and family conflict is one way of being happy in the workplace.

This study examined intention to leave as an outcome of work life conflict within the education system, specifically within the South African schooling system. School teachers have not received much attention in work life/family conflict literature, particularly in the South African context, despite numerous studies aimed at identifying the many causes of dissatisfaction and high turnover rates amongst educators (Ramrathan, 2002; DoE, 2005; Education Labour Relations Council, 2005). The South African Department of Education (2005) report indicates a significant shortage of teachers. The KwaZulu-Natal Department of Education (2013) also listed teacher supply and capacity building as one of six basic challenges facing the Department of Education in KwaZulu-Natal. In addition to teacher supply and capacity building the Kwa Zulu-Natal Department of Education (2013) lists the remaining five basic challenges being faced, as, poor curriculum management and development, poor infrastructure, lack of classroom equipment, management challenges, and finance. However the DoE (2005) reports do not consider work life conflict as a cause for teachers leaving the system. Hence, there was a need to study the effects of work family conflict on intention to leave within the schooling system.

### **3.7 The South African Landscape**

Relevant intention to leave studies in and around South Africa include Motjoli (2004) who studied factors that influence high turnover at a high school in Lesotho, and the South African Department of Education (2005) and the Education Labour Relations Council (2005) conducted detailed studies and research into topics such as Teachers for the Future, Potential Attrition in Education and Educator Supply and Demand in South Africa. Other studies referred to within the DoE (2005) report, such as Mwamwenda (1995), Du Toit (1994) and Steyn and van Wyk (1999), that have taken place within the education system in South Africa, looked into the causes of teacher dissatisfaction such as job satisfaction, pay and promotion. These studies serve to confirm that the South African education institutions are currently experiencing a huge shortage of skills. Therefore, it is a priority that the Department discover all possible predictors of intention to leave in order to be proactive at finding ways of retaining employees in the education profession.

The Motjoli (2004) study investigated the influence of leadership styles, relationships within the school and the impact of the nearby communities on teacher turnover. It was found that leadership was a cause for concern and may motivate teachers to leave. However, the relationships among teachers, between teachers and students, and between teachers and the community were smooth. Another study conducted by Ramrathan (2002), amongst teachers, found professional stress, restructuring of education in South Africa and an increase in workload to be key reasons why some educators leave the profession (DoE, 2005).

The ELRC (2005b) study, in particular, included a large scale national survey that was conducted amongst 24 200 education staff employed at 1 766 South African public schools in nine provinces. The objective of the study was to determine the impact of job satisfaction, morale, workload, and HIV/AIDS on South Africa educators who are thinking of leaving their profession. The study found that most of the educators who intended leaving would prefer job opportunities in other fields of work. The report highlighted the concern that educators seem to be leaving the profession in large numbers. Adding to this problem, the ELRC (2005a) reported that retirement is projected to increase educator attrition rates, and general population ageing is projected to decrease the number of young educators joining the workforce.

Further verification of the plight of the education system was found in the DoE (2005) publication which highlighted the teacher attrition rate in South African schools. Based on projected figures and studies undertaken by Human Science and Research Council and the

Mobile Task Team, the DoE report (2005) stated that South Africa is likely to face a huge problem relating to the availability of qualified teachers in the forthcoming years. Large numbers of young teachers are leaving the education profession, and this will have a huge impact on the supply of teachers in the 2005 to 2015 period. Therefore, the reasons for departure from the profession needs to be further investigated (DoE, 2005). Apart from the natural attrition of educators, the ELRC (2005a & 2005b) indicated that a substantial number of teachers wished to leave the profession if a better career offer were to come along. Education, as a whole, cannot afford to lose highly skilled and trained teachers (Djurkovic et al., 2008).

The DoE (2005) report further states that there should be major cause for concern if educators are leaving the profession for reasons related to professional disaffection or antagonism towards the system itself. The ELRC (2005a & 2005b) and DoE (2005) reports confirm that South Africa faces a serious decline in teacher numbers in the years ahead, with the distinct possibility of the teaching pool decreasing by as much as 25% if those who hint to leave, actually do leave the teaching system. Hence, there is a need for more studies to establish all possible causes of intention to leave in order to reduce intention to leave and turnover.

As mentioned in chapter one, the study by Gordon (2009) noted that teacher attrition from the education system in South Africa is about 5% per annum. The South African Department of Education statistics indicate that from the year 2005 to 2008, 24 750 teachers left the teaching profession due to resignation, death, dismissal and early retirement as a result of ill-health (Pitsoe, 2013). Pitsoe (2013) also noted that, in this same period, the most number of teachers leaving the teaching profession was in Gauteng with 5 614 leaving, followed by KZN (5 005), Eastern Cape (4 763), Western Cape (3 017), Limpopo (2 317), Free State (1 979), Mpumalanga (1 686), North West (1 658) and the Northern Cape with 611. Gordon (2009) further points out that the attrition rate places a huge strain on teacher supply resulting in the need for 20 000 to 30 000 new teachers to enter the education system every year over the next decade.

When assessing all the possible causes of intention to leave, yet another factor to worry about in the turnover of educators is emigration. A new research report by Rian de Villiers (2007, cited by Jones & Jansen, 2012) titled “South African teacher migration: an issue for political debate”, stated that 4 000 teachers were emigrating every year. The South African Council of Educators (2011, cited by Jones & Jansen, 2012) reported that 27% of newly qualified teachers in KwaZulu-Natal admitted to having plans of quitting in order to teach

abroad. Jones and Jansen (2012) reported that career dissatisfaction, low salaries and unemployment were the key factors responsible for pushing teachers out of South Africa, whilst higher salaries, professional development and travel opportunities were among the reasons for teachers being attracted to teaching in other countries. Amongst the various options for resolving teacher shortages in South Africa are the elimination of the teaching profession's negative perceptions, and improving the working conditions of teachers (De Villiers, 2007, cited by Jones & Jansen, 2012). One of the ways to help improve the teaching conditions is to explore the various factors that impact on the lives of educators in South Africa since it is these factors that either cause or exacerbate teachers' negative feelings, thereby impacting on their intentions to leave or stay. Apart from pay, career dissatisfaction, stress, workload and other such problems, it is important to examine work life conflict as a possible additional predictor of intention to leave in this diverse South African teaching environment.

### **3.8 The Relationship between Work Family Conflict and Intention to Leave**

Boyar et al. (2003) note that while there are many studies that examined various outcomes of work to family conflict and family to work conflict, such as alcohol abuse (Frone et al., 1997; Frone, 1999) and depression (Frone et al., 1997), few studies have assessed withdrawal behaviours associated with work to family conflict and family to work conflict, and even fewer studies have examined the direct effect of work to family conflict and family to work conflict on turnover intentions. Research by Greenhaus, Parasuraman and Collins (2001, cited by Boyar et al., 2003) has shown that work, family and life dissatisfaction can lead to thoughts of quitting, and increased stress associated with high levels of work family conflict may result in withdrawal tendencies such that employees will seek to withdraw from work in an effort to eliminate the conflict. There is, therefore, sufficient evidence that shows a strong link between work life conflict and intention to leave, enough to warrant further research between these two variables.

Haar (2004) looked specifically at work family conflict and turnover intention and also explored the moderator effects of perceived work family support which measures the degree to which employees view their employers' policies and programmes as being supportive of workers' families. This study was done amongst 100 New Zealand local government workers and it was found that there was a direct relationship between work to family conflict and family to work conflict and turnover intentions. However, perceived family support had no significant bearing on these relationships. Eagle et al. (1997) also reported that certain working conditions such as too many hours at the office, poor scheduling, or work that is too demanding, are all related to work family conflict for both the genders,

which amongst other consequences may result in increased turnover intentions, and have a negative impact on the worker's well-being (Burke, 1988, cited by Netemeyer et al., 1996; Frone, Russell & Barnes, 1996; Frone et al., 1992a). On the other hand though, Posthuma, Joplin and Maertz (2005, cited by Lambert et al., 2006) reported on one specific study that found no relationship between work family conflict and turnover. It will be interesting, therefore, to discover whether the current study will support the findings of the vast majority of past researchers who found that work family conflict does impact on turnover or whether the findings are in line with Posthuma et al. (2005, cited by Lambert et al., 2006).

With specific reference to the South African context, Odendaal and Roodt (2002) point out that the country is in the process of transition brought about by changes in the workforce and workplace initiated by labour legislation and the implementation of the national qualification framework emphasise the need to move from a time-control approach to an outcomes-control approach. Major factors driving the outcomes-control approach are the changing nature of the workforce (work is knowledge and information based), increasing number of women entering the workforce and with them comes their primary responsibility of caring for dependents, affirmative action and employment equity. Add to this diversification of the workforce are other factors such as technological advances, problems with peak commuting hours and globalisation. All of these factors are creating new and additional work life conflict resulting in a transformation of employee values, who are demanding alternate workplace practices to alleviate their work life conflict.

Whether the above complications and demands have an effect on teachers remains to be seen. The teacher crisis in South Africa provides a strong motivation to assess the possible connection between work life conflict and intention to leave in the education system. As noted by Weisberg and Sagie (1999), teaching is recognised as a stress situation, with teacher burnout being a much debated subject in research. Consequently, the relevance of intention to leave studies, particularly in education, cannot be underestimated.

### **3.9 Conclusion**

This chapter reviewed various literature on intention to leave and discussed the definition, models, theories, predictors and measurement of intention to leave. Intention to leave is a crucial factor in the future of education. Therefore, it is important to determine the role of intention to leave in a teacher's decision to quit. This research adds a new aspect to studies in the field of education, and may help to identify ways of minimising educator's intentions of quitting the profession or the organisation. Chapter four will set out the research methodology used in this study.

## **CHAPTER FOUR**

### **RESEARCH METHODOLOGY**

#### **4.1 Introduction**

The aim of this chapter is to offer a discussion of the research design, methodology and rationale. The research objectives are outlined and the sampling population and technique are identified. Data collection methods will be discussed and statistical methods used to analyse the data will be explained.

#### **4.2 Objectives of the Study**

The objectives of this study are to:

- i. Examine the relationship between work life conflict and intention to leave among educators;
- ii. Assess the extent to which educators experience work life conflict;
- iii. Assess the extent to which educators experience intention to leave;
- iv. Specify the influence of selected demographic variables on work life conflict;
- v. Specify the influence of selected demographic variables on intention to leave; and
- vi. Assess the extent to which work life conflict dimensions predict intention to leave.

#### **4.3 Research Design**

The research design involves establishing the nature or purpose of the study (exploratory, descriptive or explanatory), type of investigation (causal or correlated relationship), the location or setting of the study (natural or contrived setting), the study time horizon (one-shot or longitudinal study), sample design, data collection methods, data measurement and data analysis (Sekaran, 2003).

##### **4.3.1 Types of Research Design**

Research design can be exploratory, descriptive in nature, or the purpose may be to test hypothesis, depending on the amount of prior research that has been conducted on the research topic and the point to which knowledge about the subject matter has progressed (Sekaran, 2003). This study was based on hypothesis testing and also descriptive in nature.

##### **4.3.1.1. Descriptive**

A study is descriptive in nature if it is undertaken with the aim of establishing and describing the characteristics of the main variables of interest in a particular situation, where the variables of interest may be individuals, a group of people, an organization or an

industry (Sekaran, 2003). The objective of a descriptive study may, therefore, be to identify a profile or to describe certain traits amongst the variables of interest, such as determining the age, earnings, occupation, type of employment of employees in a certain department of an organization, with the ultimate aim of determining the profile or characteristics in order to make changes or take corrective steps within the organization (Sekaran, 2003).

#### **4.3.1.2. Hypothesis Testing**

The aim of hypothesis testing is to predict certain outcomes or to explain the nature of certain relationships (Sekaran, 2003). Hypothesis testing is also useful in explaining the variance in the dependent variable, offers greater understanding of the relationship between the variables and is relevant to both the qualitative and quantitative methods of data collection (Sekaran, 2003)

This study was descriptive in nature and utilised hypothesis testing since the purpose was to determine the relationship between work life conflict and intention to leave, and to predict certain outcomes. It was hypothesized that where work life conflict is high, then intention to leave is high and where work life conflict is low, then intention to leave is low. Therefore, it was presumed that one variable depends on the other. In addition the research design of this study was also descriptive, as the study aimed to identify traits and characteristics amongst the target population, based on the work life conflict and intention to leave variables.

The variables in this study have been widely researched. However, the aim in this study was to add to the existing body of knowledge within the South African context, and within the education system, in particular. Essentially, this study looked at work life conflict and intention to leave as the widely studied variables, which are seldom studied within the schooling system in South Africa. Therefore, the descriptive and hypothesis testing methods of research design were suitable for this study

#### **4.3.2 Research Philosophy**

Hair, Babin, Money and Samouel (2003) explain that the type and amount of data collected depends on the nature of the study and the research objectives. There are two main forms of data collection methods, namely, quantitative and qualitative methods.

##### **4.3.2.1. Positivism (Quantitative)**

Ghauri, Gronhaug and Kristianslund (1995) state that, in principle, all data can be classified and measured. All data collected through quantitative methods should be coded and refined in



such a way that it allows categorization and quantification. This viewpoint is often referred to as the positivistic orientation.

Quantitative collection methods refer to data that is collected using numeric scales typically if the study is descriptive or causal in nature. This method is used where there are well-defined research problems or theoretical frameworks. Usually this type of data is collected from large-scale questionnaire surveys (Hair et al., 2003). White (2000) explains that this research method is scientific in approach and aims to be objective. Quantitative research describes, explains and tests relationships. However, the process begins with preparing the data for analysis. This process is called coding.

Quantitative analysis requires the data collected to be transposed into numbers as this is much more precise for data analysis purposes (Salkind, 2012). Every response, whether in the form of a “YES”, “NO” or tick, will be allocated a number starting from 0 (White, 2000). For example the response “YES” will be given the value 0 and “NO” will be given the value 1. When the questionnaires are returned, all answers to open-ended questions will be likewise coded. Coding requires the researcher to be consistent and to apply the correct codes. Similar ideas worded differently must have the same code. Every type of code must be independent and mutually exclusive of one another (White, 2000).

#### **4.3.2.2. Phenomenological (Qualitative)**

The broad purpose of qualitative research methods is to examine and describe human behaviour or phenomena in the context in which they occur (Salkind, 2012). If the study is exploratory narrative data can be collected using focus groups, personal interviews or through the observation of behaviour or events (Ghauri et al., 1995). The role of qualitative data collection is to identify and/or refine research problems that may help to formulate and test conceptual frameworks. Ghauri et al. (1995) state that in order to analyze qualitative data, the data has to be coded so that they can be broken down, conceptualized, put together and presented in an understandable manner. Qualitative studies quite often help in building theories. Therefore, the coding needs extra care and there has to be a balance between creativity, rigour and persistence.

While using qualitative methods, it is more common for researchers to follow the phenomenological approach, so that each case or observation may depict and point out its own uniqueness (Ghauri et al., 1995). This study utilised both the qualitative and quantitative methods of data collection as the majority of questions were coded for analysis, while two questions were open-ended. The quantitative method of data collection allowed for the data

collected to be coded in numeric form and data analysis was done using classification and quantification of the data.

### **4.3.3 Setting of the Study**

The setting of a study can be either a natural setting (non-contrived setting) or a contrived (artificial) setting depending on the aims of the research and the amount of researcher interference involved. This study took place in a natural setting.

#### **4.3.3.1. Natural Setting**

In a natural or non-contrived setting, the research is done with little or no interference or changes to the natural environment in which the participant normally operates (Sekaran, 2003). A non-contrived setting can take two forms, namely, that of a field study where there is minimal interference by the researcher or a field experiment where there is moderate interference by the researcher (Sekaran, 2003). The educators in this study participated in the survey in their natural environment. The main reason for using the natural setting in this study is due to the large numbers of educators who participated in the survey. It was easier for the educators to participate in their natural surroundings as there was little or no disruption to their daily routines or to the scholars. This study was classified as a field study since there was no need for any interference or manipulation by the researcher.

### **4.3.4 Time Horizon**

The time horizon of a study has been defined in terms of two major types of studies, namely, one-shot study and longitudinal study. The time horizon of this study was that of a one-shot case study.

#### **4.3.4.1. One Shot Case Study**

One-shot or cross sectional studies are studies in which data is collected only once over a specific period of time with the aim of providing answers to a research question (Sekaran, 2003). In such a study, data would not have been collected previously and there are no plans to collect data again from the target population for the same research question (Sekaran, 2003). An example would be a retail store conducting a survey amongst consumers in December this year to get their response to the store's new cashing system. They do not intend to collect data again for the same research. The reason for this study being a one-shot case study was due to time and cost constraints. The research was designed to elicit primary data as part of a once off data collection process to determine whether or not work life conflict influences intention to leave amongst educators.

#### **4.4 Sampling Design**

Sekaran (2000) describes sampling as a method used to locate a satisfactory amount of elements within the population, where an element is described as a single member of a population. Ghauri et al. (1995) state that the sampling design should result in valid and reliable inferences for the population at a low cost.

##### **4.4.1 Population and Sampling**

Sekaran (2000) describes population as the entire group of people, events, or things of interest that the researcher wishes to investigate, whereas sampling is the process of selecting a sufficient number of elements from the population. A sample is a subgroup or a subset of the population, meaning that a sample comprises of some members selected from the population (About.com, 2014). A subject refers to a single member of the sample (Sekaran, 2003).

The reason for using sampling is that it would be practically impossible to collect, test or examine data from the entire population due to cost, time and other restrictive resources. The target population in this study consisted of educators at schools in South Africa, whereas the sample consisted of educators at selected schools in KZN. Due to ease of access, schools were selected from the Pinetown and Umlazi Schools Districts. Both the Pinetown and Umlazi Districts are based in Durban, KZN. Schools were selected depending on their willingness to participate in the research and also depending on least cost and time factors. The sample comprised of all groups of individuals irrespective of whether they are married, divorced, single, male or female.

As at 2012, there were 425 167 educators in ordinary schools in South Africa. Schools in KZN comprised 94 932 educators (Department of Basic Education, 2014). Roscoe (1975, cited by Sekaran, 2003) stated that sample sizes of more than 30 and fewer than 500 are sufficient for most kinds of research. According to the generalized scientific guideline for sample size provided by Krejcie and Morgan (1970, cited by Sekaran, 2003), and in order to improve the representivity of this study, the target sample was established at 494 educators. The sample of 494 was acceptable, since the target population is greater than 75 000 but less than 1 000 000 (Sekaran, 2003). The chosen sample size enhanced the representivity of this study.

##### **4.4.2 Sampling Technique**

Ghauri et al. (1995) state that the sampling design should result in valid and reliable inferences for the population at a low cost. Sampling designs can be divided into

probability sampling and non-probability sampling designs (Ghauri et al., 1995). In a non-probability sample, the probability that a particular element will be included in the sample is unknown. In a probability sample, all elements have known, but not necessarily equal, chances of being included. This study utilised the non-probability sampling design.

#### **4.4.2.1 Non-probability Sampling**

Hair et al. (2003) state that, in non-probability sampling, the selection of elements for the sample is not necessarily made with the aim of being statistically representative of the population. For this type of sampling design, the elements in the population have no probability that they will be chosen as sample subjects. Therefore, the findings of the study cannot be confidently generalised to the population. Convenience sampling and purposive sampling form the major categories of non-probability sampling.

##### **4.4.2.1.1 Convenience Sampling**

Convenience sampling refers to the collection of information from members of the population who are readily available and accessible (Sekaran, 2000). Convenience sampling is most often used in the exploratory phase of a research project and is the best way of getting basic information. This design is quick, convenient and less expensive. However, a convenient sample cannot be generalised to the wider population (About.com, 2014).

The convenience sampling technique was used in this study to select the participants. This technique involves collecting information from members of the population who are conveniently available or most easily accessible. It is a quick, convenient and fairly inexpensive technique of gathering information. The reason for using this technique, given the limitation that the results cannot be generalised, is that it is the most convenient way to obtain data quickly in order to get a feel for the variables in this study.

#### **4.4.3 Sample Size**

The sample was 494 educators, which included all educators at the 17 participating schools. The sample size was selected at 494 in order to make the sample more representative in terms of the table provided by Krejcie and Morgan (1970, cited by Sekaran, 2003).

Boyar et al. (2003) found that work to family conflict and family to work conflict were positively and significantly related to turnover intentions. However, only one sample was utilised in the Boyar et al. (2003) study, and the sample was mostly female, thereby limiting the generalizability of the findings. Once again, a similar limitation was found in the study by Post et al. (2009) who utilised a sample consisting only of dual-earner families with

dependent care responsibilities. Although the sample populations were limited, the findings of both these studies supported and encouraged the need for further research in this area. Therefore, a major advantage of the current study in the research domains of both work family conflict and intention to leave is that the target population was not limited to a specific sample type such as females only, or dual career families. The sample in this study included all educators regardless of gender, marital status, caring responsibilities and other defining factors. Further, this study was conducted across multiple schools thereby overcoming the limitations of the Boyar et al. (2003) study where the study was conducted in one organisation only.

#### **4.5 Data Collection Method**

The two forms of data collection are the qualitative data collection method which includes focus groups, personal interviews or observation of behaviour or events, and the quantitative data collection method, which includes large-scale questionnaire surveys (Hair et al., 2003). This study utilised the quantitative and qualitative methods of data collection.

The choice of data collection techniques depends on the facilities available, the degree of accuracy required, the expertise of the researcher, the time span of the study and other costs and resources associated with and available for gathering the data (Sekaran, 2000). Hair et al. (2003) state that these techniques can be divided into two broad categories, namely observation and surveys. This study made use of the survey technique to collect data from the target group.

##### **4.5.1. Survey**

A survey is a procedure that is used to collect primary data from individuals, such as beliefs, opinions, attitudes and lifestyles, gender, age, education, income, etc. Surveys are used when the research involves collecting information from a large sample of individuals. A major disadvantage of surveys is that the respondents are aware that information about their behaviour and/ or attitudes is being collected and this can lead to bias in their response manner (Hair et al., 2003). Research instruments that are used to collect survey data are self-completion (mail or electronic survey questionnaires) and interviewer-administered questionnaires (interviews). Interviews, whether structured or unstructured, are typically used to obtain qualitative data from a small number of individuals and have to be conducted in a relaxed and friendly atmosphere. An interview requires face-to-face, telephonic or computer dialogue interaction between the interviewer and the interviewee. Interviews are appropriate for gathering complex and sensitive information, or where a lot of elaboration of the concepts is required. Self-completion questionnaires are used to collect quantitative data

from a big group of people within a short time period. Questionnaires include closed-ended and open-ended questions, which result in numeric and narrative data, respectively. Data derived from a questionnaire is referred to as primary data (Hair et al., 2003).

In this study, both quantitative and qualitative data were collected using the questionnaire survey technique. Sekaran (2000) describes a questionnaire as a pre-defined set of written questions, to which individuals record their responses. The reason for using questionnaires was because it is the most effective way of collecting quantitative data from large numbers of individuals in a quick, inexpensive and convenient manner. The questionnaire in this study was a self-completion questionnaire, consisting of closed-ended and open-ended questions. The closed-ended questions consisted of a predetermined list of alternate responses where the respondents had to 'cross' or 'tick' the appropriate responses. The two open-ended questions provided respondents with an opportunity to record their answers in their own words.

#### **4.6. The Measuring Instrument**

This study utilised the questionnaire survey technique as the research was based on employee opinions, attitudes, lifestyles, demographic data, and other such variables.

##### **4.6.1. Demographic Section**

The demographic section comprised of general questions relating to demographic and employment aspects of the respondent. This section contained items relating to the respondent's age, gender, population group, marital status, dependents, age group of children, spouse's employment, and the respondent's highest level of education, position at work, and number of years in current employment.

Questions relating to demographic data are designed to elicit responses based on specific responses or categories using the nominal scale (Sekaran, 2000), for example, a question relating to gender has 'male' or 'female' as the predetermined responses. Nominal scales categorise individuals or objects into mutually exclusive and collectively exhaustive groups, allowing percentages or frequencies to be generated from the data (Sekaran, 2003). The demographic data provided a profile or characteristics of the sample.

##### **4.6.2. Work Life Conflict**

This study utilised five questions each for work to family conflict and family to work conflict as developed and validated by Netemeyer et al. (1996), where an average coefficient alpha of 0.88 was found for work to family conflict and 0.86 for family to work

conflict. Examples of questions relating to work to family conflict included “the demands of my work interfere with my home and family life”, and “the amount of time my job takes makes it difficult to fulfill my family responsibilities” (Netemeyer et al., 1996, pp.410). Examples of questions relating to family to work conflict included, “the demands of my family or spouse/partner interfere with work-related activities” and “I have to put off doing things at work because of demands on my time at home” (Netemeyer et al., 1996, pp.410). Questions relating to work life conflict were based on the interval scale utilising the 5-point Likert scale (Sekaran, 2000) where respondents selected their answers from a range of answers between (1) Strongly Disagree to (5) Strongly Agree. Data coding was operationalised in a manner where higher scores will indicate greater work life conflict.

#### **4.6.3. Intention to Leave**

Intention to leave was measured using the following three items: “leaving the organisation as a result of better opportunities elsewhere”, “a deliberate search for vacancies in other organisations”, and “the wish to work in another organisation” (Blomme et al., 2010a, p.275). Blomme et al. (2010a, p.275) further state that ‘the three items displayed an internal consistency reliability (Cronbach’s alpha) of 0.93’. Questions relating to intention to leave are based on the interval scale utilising the 5-point Likert scale (Sekaran, 2000) where respondents select their answers from a range of answers between (1) Strongly Disagree to (5) Strongly Agree. Data coding was operationalised in a manner where higher scores will indicate greater intention to leave.

#### **4.6.4. Open-Ended Questions**

There were two open-ended questions included in the questionnaire, allowing the participants to add their points of view on the questionnaire. The open-ended questions contained two general questions and these are, “what other aspects of work life conflict would you like to mention”, and “apart from work life conflict what other factors would prompt you to leave the teaching profession”. It was anticipated that the first open-ended question will reveal aspects other than work to family conflict and family to work to conflict that is experienced by educators, thereby providing details in support of the broader definition of work life conflict. It was also anticipated that the second question will reveal factors, apart from work life conflict, that has an impact on the educator’s intention to leave.

In this study, the data collection was tabulated according to Table 4.1

**Table 4.1 Data Collection**

| Variable                | Items | Items on Questionnaire | Scale                |
|-------------------------|-------|------------------------|----------------------|
| Demographic             | 10    | 1 – 10                 | Nominal              |
| WORK LIFE CONFLICT:     |       |                        |                      |
| Work to family conflict | 5     | 11 – 15                | 5 point Likert Scale |
| Family to work conflict | 5     | 16 – 20                | 5 point Likert Scale |
| Intention to leave      | 3     | 21 – 23                | 5 point Likert Scale |
| Open-Ended              | 2     | 24 - 25                | -                    |

#### **4.7. The Pilot Study**

A pilot study was done by distributing questionnaires to 15 teachers for completion and feedback. This sample was selected from one school in KZN based on the convenience technique. The school has a total of 60 educators, 15 of whom volunteered to do the pilot study. The aim of the pilot study was to identify any weaknesses in the questions and in the layout of the questionnaire. Participants in the pilot study were given an evaluation form to list their problems and provide their feedback. Fortunately, there were no major problems identified in the pilot study as the majority of responses indicated that the questionnaire was easy to understand and quick to complete.

#### **4.8. Administration of the Questionnaire**

The questionnaires in this study were hand-delivered to the respective schools by the researcher, and distributed to educators either by the Principal, Deputy Principal or a designated member of the school staff. Participants were given one week (five working days) to complete the questionnaire. However, it was found, in general, that the majority of schools required an extension of time to complete the questionnaires. A clearly labelled box was placed at the school's staff room or secretary's office where educators were supposed to place all completed questionnaires. At the end of the allocated timeframe, the boxes were collected from all participating schools.

None of the educators communicated any queries to the researcher either directly or indirectly through the school. The researcher's contact details were on all the forms.



Therefore educators were given the opportunity to contact the researcher directly in the event of a query.

#### **4.9. Reliability and Validity**

In its simplest form, reliability refers to consistency and validity refers to accuracy (Sekaran, 2000), meaning that the variables that are selected to represent and measure the concept have to be accurate and consistent.

##### **4.9.1. Reliability**

Sekaran (2000) defines reliability of a measure as the extent to which the measure is without bias (error free), thereby ensuring that the instrument consistently measures the concept. This study used internal consistency reliability to establish reliability. More specifically, the Cronbach's alpha technique was used to measure reliability, which basically calculated the average of the coefficients from all possible combinations.

##### **4.9.1.1. Internal Consistency Reliability**

The internal consistency reliability technique is used to assess a summated scale where several statements (items) are summed to form a total score for the construct. To indicate reliability, the responses to each of the statements should be consistent. There are two types of internal consistency reliability: split-half reliability (randomly divides the scale items in half and correlate the two sets of items) and coefficient alpha (calculate the average of the coefficients from all possible combinations of split halves) (Sekaran, 2003).

##### **4.9.2. Validity**

Hair et al. (2003) defines validity as the extent to which a concept measures what it is intended to measure, meaning that there will be no measurement error in a construct that has perfect validity. This study utilised construct validity, with factor analysis being the technique that was used to determine validity. The factor analysis technique established the consistency and accuracy of the variables that were measured (Hair et al., 2003).

##### **4.9.2.1. Construct Validity**

Construct validity assesses what the construct (concept) or scale is in fact measuring. This requires an understanding of the theoretical rationale underlying the measurements obtained. Construct validity requires two checks and these are convergent and discriminant validity checks. Convergent validity is the extent to which the construct is positively correlated with other measures of the same construct while discriminant validity refers to the extent to which the construct does not correlate with other measures (constructs) that are different.

Construct validity can be evaluated using factor analysis, structural equation modelling and other statistical evaluations (Hair et al., 2003).

#### **4.10. Data Analysis**

Data collection and data analysis are closely interconnected. Therefore, data analysis should already have been considered while collecting the data because this will influence the sampling and coding procedures and the type of data to be collected (Ghauri et al., 1995).

Data collected by the quantitative method can be analysed using descriptive statistics and/or inferential statistics.

##### **4.10.1. Descriptive Statistics**

Using descriptive statistics, the data can be analysed in simple mathematical terms by producing tables, charts and diagrams such as pie charts, bar charts, etc.

##### **4.10.2. Inferential Statistics**

Using inferential statistics, the data analysis can be analysed using more complicated and complex mathematical procedures and statistical tests such as non-parametric tests (Sign Test, Wilcoxon Signed Rank Test and Mann Whitney U test) and parametric tests (The Students Test and The Analysis of Variance also called ANOVA).

##### **4.10.3. Statistical Techniques**

Data collected in this study was analysed using the various statistical techniques discussed below. The data collected was sorted and organised, and the results were interpreted into a series of graphs and tables.

###### **4.10.3.1. SPSS**

SPSS is one of many sophisticated computer packages that can be used to analyse quantitative data. Once the data is input, a number of different tests and calculations were made. The software will set out and draw tables, graphs and charts (White, 2000). Data collected in this study was analysed using SPSS version 19.0 (SPSS Inc., Chicago, Illinois, USA).

###### **4.10.3.2. Cronbach's Alpha**

Cronbach's Alpha was used to establish reliability. Sekaran (2003) explains that reliability is established by testing for both consistency and stability, where consistency indicates how well the items that are measuring a concept hang together as a set. Cronbach's alpha is a

reliability coefficient that indicates how well items in a set are positively correlated to one another. The closer Cronbach's alpha is to 1, the higher the internal consistency reliability, the better the results of the study will be.

#### **4.10.3.3. Factor Analysis**

Validity was determined using Factor Analysis. Sekaran (2003) states that factor analysis assists in reducing the number of variables to a manageable set of factors, where the results of factor analysis confirms whether or not the theorised dimensions actually do emerge.

#### **4.10.3.4. Frequencies and Percentages**

Frequencies and percentages were utilised to ascertain sample profile. Sekaran (2003) explains that frequencies refer to the number of times various subcategories of a certain phenomenon occurs, from which percentages of their occurrence for each category can be easily calculated, and also presented in the form of a histogram or a bar chart. Examples of frequency calculations included working out the number of times an event occurs in each category, and relative frequency is calculated by dividing the frequency by the total number (of research units) and the answer is multiplied by 100 to obtain a percentage (Van der Velde, Jansen & Anderson, 2004).

#### **4.10.3.5. Pearson's Product Moment Correlation**

Pearson's Product moment correlation was applied to specify the relationship between work life conflict and intention to leave. Also known as  $r$ ,  $R$ , or Pearson's  $r$ , Pearson's Product moment correlation measures the strength of the linear relationship between two variables that is defined in terms of the covariance of the variables divided by their standard deviations. A perfect correlation means that all points lie on a straight line, whilst a round scatter pattern points to little correlation between the variables (Van der Velde et al., 2004).

#### **4.10.3.6. Means and Standard Deviation**

Means and standard deviation was used to determine the extent to which work life conflict and intention to leave was experienced by the educators. The mean (average) refers to the central tendency of data, and standard deviation is a commonly used measure of dispersion, which is simply the square root of the variance (Sekaran, 2003).

#### **4.10.3.7. Mann-Whitney U Test and Kruskal-Wallis Test**

The Mann-Whitney U Test and Kruskal-Wallis Test were used in this study. Sekaran (2003) explains that Mann-Whitney U Test and Kruskal-Wallis Test examine major

differences when the dependent variable is measured on an ordinal scale and the independent variable is measured on a nominal scale.

#### **4.10.3.8. Multiple Regression Analysis**

Multiple regression analysis was used in this study to ascertain which forms of work life conflict predicted intention to leave. This technique is used to predict the variance in the dependent variable by regressing the independent variable against it (Sekaran, 2003).

#### **4.10.3.9. Content Analysis**

Content analysis was used to analyse the open-ended questions. This form of analysis is effective in analysing information collected and identifying issues that are important to the study (Neuwenhuise, 2007).

#### **4.11. Ethical Considerations**

This study was a personal research topic unrelated to any organizational requirements or request. The ethical guidelines provided by University of KwaZulu-Natal were followed together with additional requirements set out by the Department of Education who authorized the participation of the selected schools.

A stringent process of informing and gaining approval from the school's district managers and all participating schools was undertaken. The initial correspondence to the district managers and school's principal's office consisted of an introductory letter providing general information pertaining to the survey, a University of KwaZulu-Natal permission letter indicating authorization by University of KwaZulu-Natal to conduct the study and requesting written permission from the school to gain access to the school, the Department of Education approval letter, a copy of the informed consent form and a copy of the questionnaire for reference purposes.

The questionnaire was thereafter distributed to all the participating schools and it included a cover letter/informed consent letter which provided an overview of the research and assured the participants of total confidentiality. There was no reference made with regard to the school names or the names of the participants in the thesis. The questionnaires will be kept by the researcher and shall not be supplied to the university or to the Department of Education.

#### **4.12. Conclusion**

In conclusion, chapter four discussed the research design and methodology utilised in the study. The research design was operationalized using both qualitative and quantitative methods of data collection. Hypothesis testing was used to predict certain outcomes. Population, sampling method, questionnaire design, data analysis and statistical techniques were explained in detail.

This study was classified as a field study since it took place in a natural setting. The time horizon of the study was that of a one-shot case study. The sample size was 494 educators, based on the number of educators at the 17 participating schools. The convenience sampling technique was used to select the participants and data was collected using the questionnaire survey technique. The questionnaire in this study was a self-completion questionnaire, consisting of closed-ended and open-ended questions.

Internal consistency reliability and factor analysis were used to establish the consistency and accuracy of the variables being measured. Some of the statistical techniques utilised in analysing the data were factor analysis, Cronbach's Alpha, Pearson's Product moment correlation, t-test and Anova. The results of these tests provided the basis for a discussion of the outcomes in chapter five.

## CHAPTER FIVE

### PRESENTATION OF RESULTS

#### 5.1 Introduction

This chapter will analyse the results of the data collection. This analysis formed the basis for comparing the findings of the current research with the findings of previous studies in the next chapter. Presentation of the results will be in the form of tables, graphs and supporting explanations.

#### 5.2 Descriptive Statistics

The following descriptive statistics were utilised: percentages to ascertain the sample characteristics, frequencies and percentages for the responses relating to the work life conflict dimensions as well as the intention to leave variable. The mean and standard deviation was used for the overall perceptions of the study variables as well as the variation in the perception of the respondents.

##### 5.2.1 Characteristics of the Sample

The sample characteristics are shown in Figures 5.1 to 5.8.

**Figure 5.1: Percentage Distribution of the Age Groups**

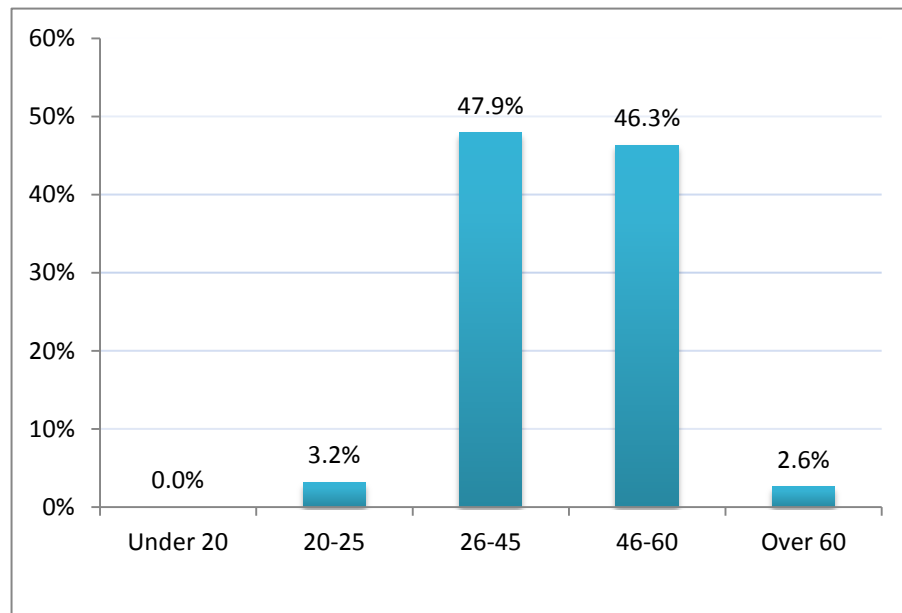


Figure 5.1 shows that the majority of the respondents were in the 26 to 45 age group (47.9%) closely followed by the 46 to 60 group (46.3%) and then the 20 to 25 group (3.2%) and the over 60 group (2.6%). Thus, 94.2% of the respondents were in the age group 26 to 60.

**Figure 5.2: Percentage Distribution of the Gender Groups**

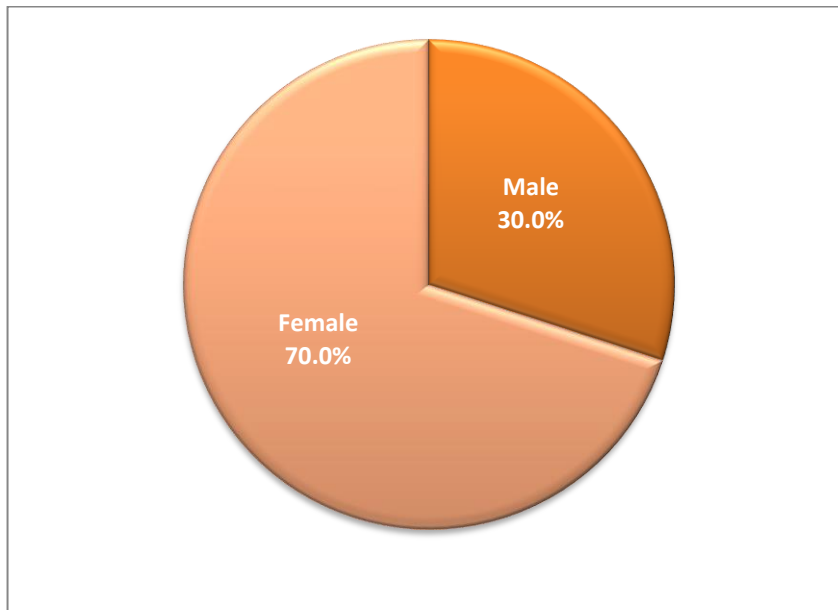


Figure 5.2 indicates that the majority of the respondents were female (70%) followed by males (30%).

**Figure 5.3: Percentage Distribution of Population Groups**

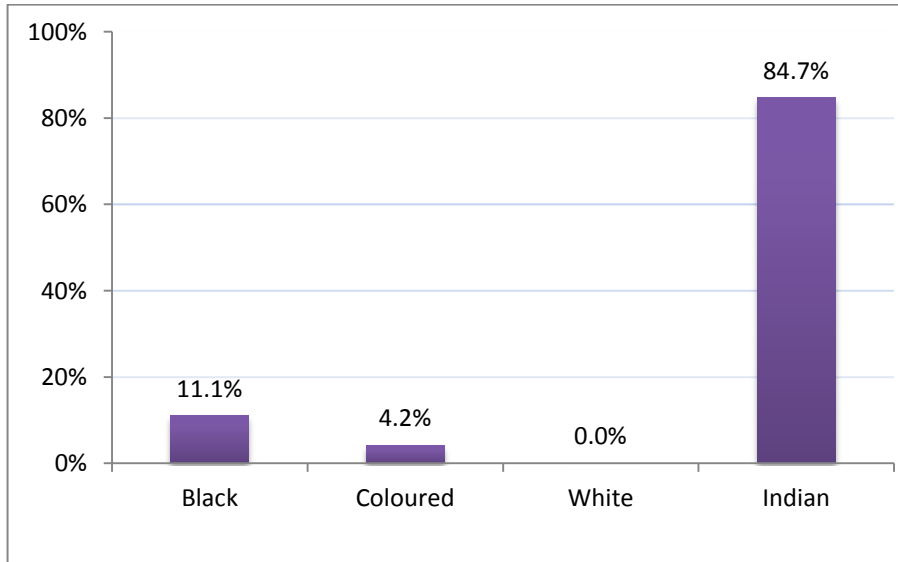


Figure 5.3 shows that the majority of the respondents fell within the Indian population group (84.7%), followed by Blacks (11.1%) and Coloureds (4.2%). There were no White educators amongst the respondents.

**Figure 5.4: Percentage Distribution According to Marital Status**

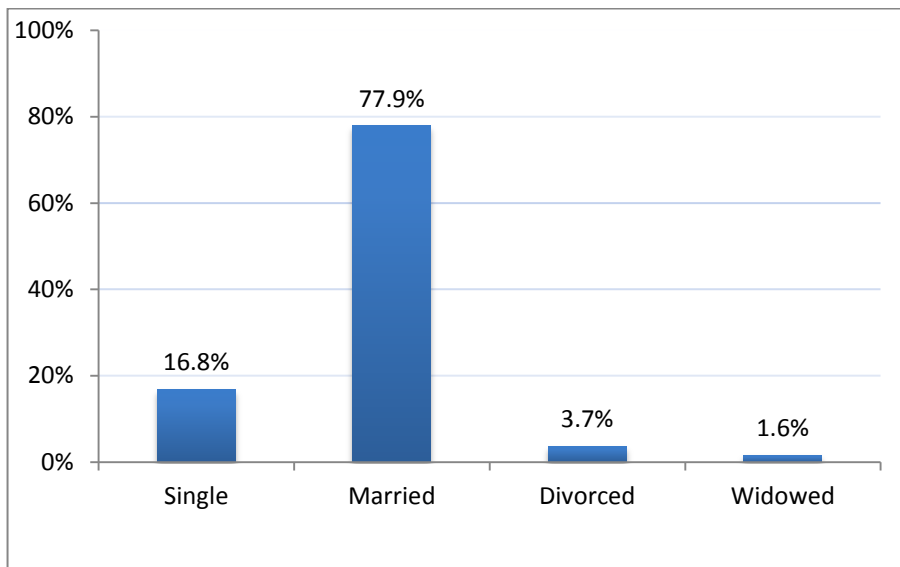


Figure 5.4 indicates that the majority of the respondents were married (77.9%), followed by single (16.8%), then divorced (3.7%) and widowed (1.6%).

**Figure 5.5 Percentage Distribution of Dependents in the Care of Respondents**

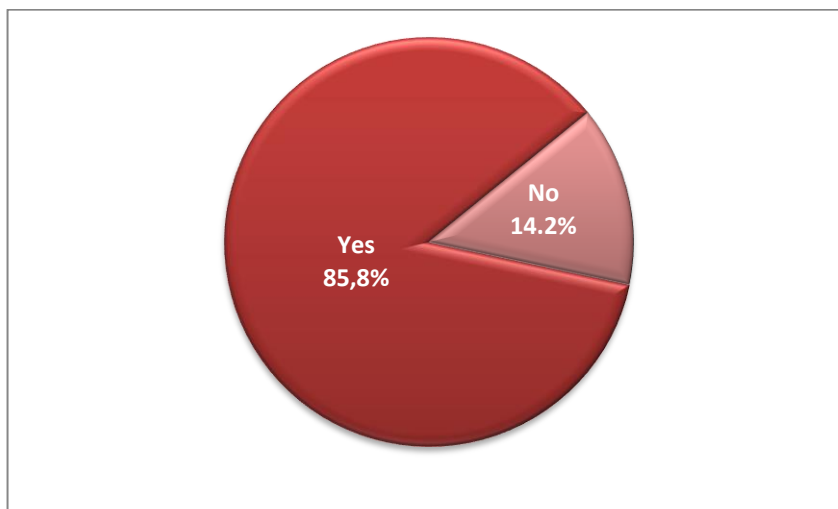


Figure 5.5 indicates that 85.8% of the respondents had dependents in their care followed by 14.2% of respondents with no dependents in their care.



**Figure 5.6 Percentage Distribution of Spouse/Partner in full-time Employment**

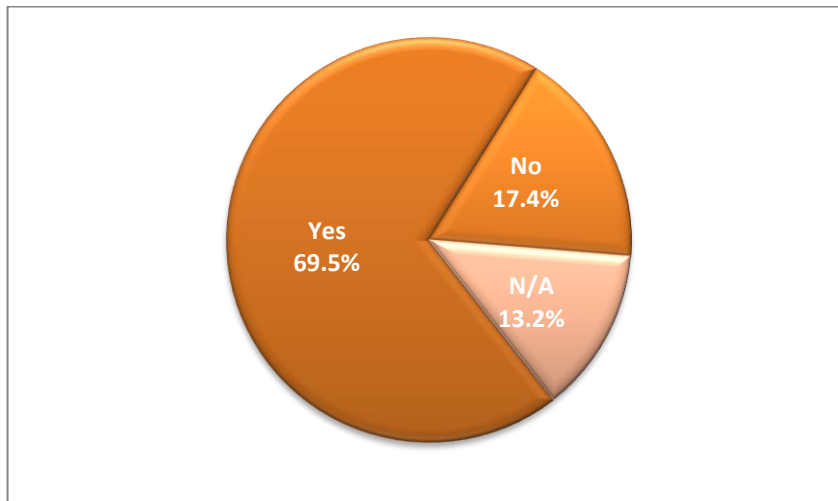


Figure 5.6 shows that 69.5% of the respondents' spouses/partners were in full-time employment, followed by 17.4% that were not in full-time employment, and 13.2% of respondents may not have had a spouse or partner.

**Figure 5.7 Percentage Distribution of Highest Qualifications**

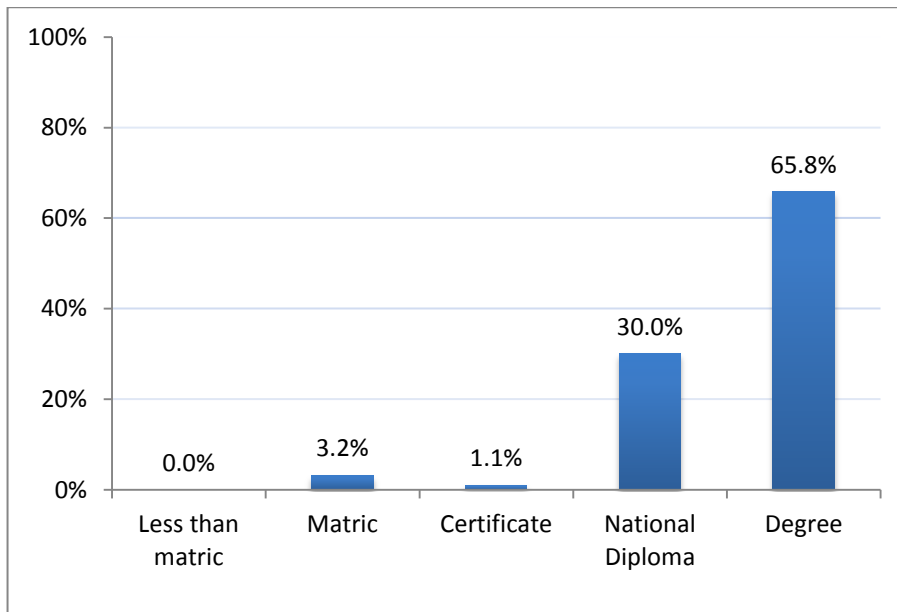


Figure 5.7 shows that the highest qualification of the majority of the respondents were the degree (65.8%) followed by the national certificate (30%) and then the certificate (1.1%) and matric (3.2%). There were no educators among the respondents without a matric.

**Figure 5.8 Percentage Distribution of Years in Current Employment**

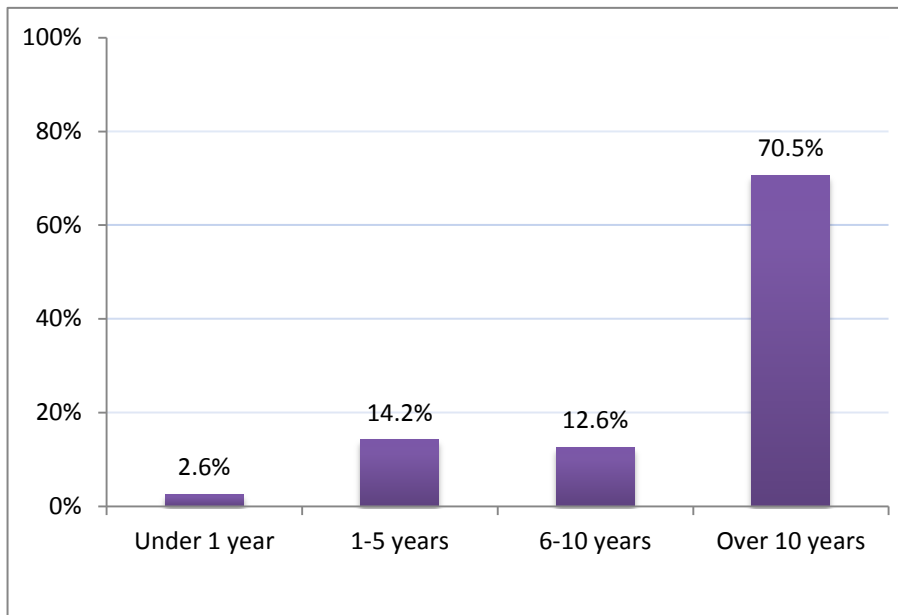


Figure 5.8 shows that the majority of the respondents were in their current employment for over 10 years (70.5%) followed by respondents in the 1 to 5 year group (14.2%), then the 6 to 10 year group (12.6%) and the under 1 year group (2.6%).

## 5.2.2 Responses to the Statements

The responses to the statements using frequencies and percentages are shown in Table 5.1 (work to family dimension), Table 5.2 (family to work dimension) and Table 5.3 (intention to leave).

### 5.2.2.1 Work to Family Statements

The frequency and percentage distribution of the work to family statements are shown in Table 5.1.

**Table 5.1: Frequency and Percentage Distribution of the Work to Family Statements**

|     | Strongly disagree |       | Disagree |       | Neither agree nor disagree |       | Agree |       | Strongly agree |       | Total |        |
|-----|-------------------|-------|----------|-------|----------------------------|-------|-------|-------|----------------|-------|-------|--------|
|     | Count             | %     | Count    | %     | Count                      | %     | Count | %     | Count          | %     | Count | %      |
| Q11 | 17                | 8.9%  | 43       | 22.6% | 20                         | 10.5% | 79    | 41.6% | 31             | 16.3% | 190   | 100.0% |
| Q12 | 20                | 10.5% | 64       | 33.7% | 23                         | 12.1% | 58    | 30.5% | 25             | 13.2% | 190   | 100.0% |
| Q13 | 21                | 11.1% | 56       | 29.5% | 25                         | 13.2% | 62    | 32.6% | 26             | 13.7% | 190   | 100.0% |
| Q14 | 17                | 8.9%  | 66       | 34.7% | 22                         | 11.6% | 60    | 31.6% | 25             | 13.2% | 190   | 100.0% |
| Q15 | 14                | 7.4%  | 43       | 22.6% | 26                         | 13.7% | 81    | 42.6% | 26             | 13.7% | 190   | 100.0% |

#### **Q11 – The demands of my work interfere with my home and family life.**

Regarding this statement, 57.9% of the respondents agree/strongly agree, 31.5% disagree/strongly disagree and 10.5% neither agree nor disagree.

#### **Q12 – The amount of time my job takes makes it difficult to fulfil family responsibilities.**

The results show that 43.7% of the respondents agree/strongly agree, 44.2% disagree/strongly disagree and 12.1% who neither agree nor disagree.

#### **Q13 - Things I want to do at home do not get done because of the demands my job puts on me.**

With regard to this statement, 46.3% of the respondents agree/strongly agree, 40.6% disagree/strongly disagree and 13.2% neither agree nor disagree.

#### **Q14 - My job produces strain that makes it difficult to fulfil family duties.**

The responses to this statement show that 44.8% of the respondents agree/strongly agree, 43.6% disagree/strongly disagree and 11.6% neither agree nor disagree.

**Q15 - Due to work-related duties, I have to make changes to my plans for family activities.**

Regarding this statement, 56.3% of the respondents agree/strongly agree, 30% disagree/strongly disagree and 13.7% neither agree nor disagree.

#### **5.2.2.2 Family to Work Statements**

The frequency and percentage distribution of the family to work statements are tabulated in Table 5.2 below.

**Table 5.2: Frequency and Percentage Distribution of the Family to Work Statements**

|     | Strongly disagree |       | Disagree |       | Neither agree nor disagree |       | Agree |       | Strongly agree |      | Total |        |
|-----|-------------------|-------|----------|-------|----------------------------|-------|-------|-------|----------------|------|-------|--------|
|     | Count             | %     | Count    | %     | Count                      | %     | Count | %     | Count          | %    | Count | %      |
| Q16 | 33                | 17.4% | 89       | 46.8% | 22                         | 11.6% | 38    | 20.0% | 8              | 4.2% | 190   | 100.0% |
| Q17 | 34                | 17.9% | 109      | 57.4% | 21                         | 11.1% | 21    | 11.1% | 5              | 2.6% | 190   | 100.0% |
| Q18 | 39                | 20.5% | 113      | 59.5% | 19                         | 10.0% | 14    | 7.4%  | 5              | 2.6% | 190   | 100.0% |
| Q19 | 39                | 20.5% | 103      | 54.2% | 25                         | 13.2% | 18    | 9.5%  | 5              | 2.6% | 190   | 100.0% |
| Q20 | 38                | 20.0% | 105      | 55.3% | 22                         | 11.6% | 19    | 10.0% | 6              | 3.2% | 190   | 100.0% |

**Q16 – The demands of my family or spouse/partner interfere with work-related activities.**

The results demonstrate that 24.2% of the respondents agree/strongly agree, 64.2% disagree/strongly disagree and 11.6% who neither agree nor disagree.

**Q17 – I have to put off doing things at work because of demands on my time at home.**

With regard to this statement, 13.7% of the respondents agree/strongly agree, 75.3% disagree/strongly disagree and 11.1% neither agree nor disagree.

**Q18 – Things I want to do at work don't get done because of the demands of my family or spouse/partner.**

Regarding this statement the results show that 10% of the respondents agree/strongly agree, 80% disagree/strongly disagree and 10% neither agree nor disagree.

**Q19 – My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.**

The results show that 12.1% of the respondents agree/strongly agree, 74.7% disagree/strongly disagree and 13.2% neither agree nor disagree.

**Q20 – Family-related strain interferes with my ability to perform job-related duties.**

The results for this statement show that 13.2% of the respondents agree/strongly agree, 75.3% disagree/strongly disagree and 11.6% who neither agree nor disagree.

**5.2.2.3 Intention to Leave Statements**

The frequency and percentage distribution of the intention to leave statements are shown below in Table 5.3.

**Table 5.3: Frequency and Percentage Distribution of the Intention to Leave Statements**

|     | Strongly disagree |       | Disagree |       | Neither agree nor disagree |       | Agree |       | Strongly agree |       | Total |        |
|-----|-------------------|-------|----------|-------|----------------------------|-------|-------|-------|----------------|-------|-------|--------|
|     | Count             | %     | Count    | %     | Count                      | %     | Count | %     | Count          | %     | Count | %      |
| Q21 | 27                | 14.2% | 41       | 21.6% | 23                         | 12.1% | 59    | 31.1% | 40             | 21.1% | 190   | 100.0% |
| Q22 | 32                | 16.8% | 66       | 34.7% | 32                         | 16.8% | 42    | 22.1% | 18             | 9.5%  | 190   | 100.0% |
| Q23 | 30                | 15.8% | 62       | 32.6% | 32                         | 16.8% | 42    | 22.1% | 24             | 12.6% | 190   | 100.0% |

**Q21 – I would change jobs as soon as a better opportunity came along.**

With regard to this statement, the results show that 52.2% of the respondents agree/strongly agree, 35.8% disagree/strongly disagree and 12.1% neither agree nor disagree.

**Q22 – I often look for job opportunities outside my current employment.**

Regarding this statement 31.6% of the respondents agree/strongly agree, 51.5% disagree/strongly disagree and 16.8% neither agree nor disagree.

**Q23 – I wish I could work in employment not related to my current profession.**

The results indicate that 34.7% of the respondents agree/strongly agree, 48.4% disagree/strongly disagree and 16.8% who neither agree nor disagree.

### 5.2.3 Means and Standard Deviations

The descriptive statistics, mean, standard deviation, minimum and maximum scores are shown in Table 5.4 below.

**Table 5.4: Descriptive Statistics, Mean, Standard Deviation, Minimum and Maximum Scores**

|                         | N   | Minimum | Maximum | Mean | Std. Deviation |
|-------------------------|-----|---------|---------|------|----------------|
| Work to Family Conflict | 190 | 1.00    | 5.00    | 3.16 | 1.11706        |
| Family to Work Conflict | 190 | 1.00    | 5.00    | 2.25 | .83916         |
| Intention to Leave      | 190 | 1.00    | 5.00    | 2.93 | 1.18673        |

Results indicate that subjects slightly agree ( $m = 3.16$ ) that work to family conflict is experienced. A standard deviation of 1.12 shows a wide variation in response to work to family conflict statements.

Subjects disagree that family to work conflict is experienced ( $m = 2.25$ ). A standard deviation of 0.84 indicates a variation in response to family to work conflict statements.

Regarding intention to leave responses, subjects are not sure whether to leave ( $m = 2.93$ ). Standard deviation of 1.19 shows that there is a wide variation in response to intention to leave statements.

Overall, the minimum score of 1 indicates that some subjects strongly disagree and the maximum score of 5 shows that some subjects strongly agree.

### 5.3 Inferential Statistics

Inferential statistics were used to determine the relationship between the work life conflict dimensions and intention to leave, the influence of the biographic variables and the work life conflict dimensions as well as intention to leave and to ascertain which of the work life conflict dimensions is the best predictor of intention to leave.

The hypotheses formulated in chapter one were used to test the abovementioned statistics.

#### 5.3.1 Hypothesis 1

There is a statistically significant correlation between the work life conflict dimensions (work to family conflict and family to work conflict) and intention to leave. The results are shown in Table 5.5 below.

**Table 5.5: Spearman's Correlation – Work Life Conflict Dimensions and Intention to Leave**

| Work Life Conflict Dimensions | Spearman's Correlation( $\rho$ ) |
|-------------------------------|----------------------------------|
|                               | Intention to Leave               |
| Work to Family Conflict Scale | .315**                           |
| Family to Work Conflict Scale | .283**                           |

\*\* Correlation significant at the 0.01 level

There is a statistically positive and significant correlation between work to family conflict and intention to leave ( $\rho = .315$ ;  $p < 0.01$ ).

There is a statistically positive and significant correlation between family to work conflict and intention to leave ( $\rho = .283$ ;  $p < 0.01$ ).

In both cases, the strength of the correlation is below moderate with work to family conflict having a slightly stronger relationship with intention to leave than family to work conflict.

### 5.3.2 Hypothesis 2

There is a statistically significant difference in the perception of the work life conflict dimensions (work to family conflict and family to work conflict) among the biographic variables. The results of the analysis are shown in Tables 5.6 to 5.14 below.

#### Gender

**Table 5.6: Mann Whitney U Test – Work Life Conflict Dimensions by Gender**

| <b>Work – Life Conflict Dimensions</b> | <b>Mann-Whitney U</b> | <b>Z</b> | <b>P</b> |
|--|-----------------------|----------|----------|
| Work to Family Conflict Scale          | 3326.000              | -1.343   | .179     |
| Family to Work Conflict Scale          | 3549.000              | -.707    | .479     |

The results in Table 5.6 show no statistically significant difference in the perception of work to family conflict ( $Z = -1.343$ ;  $p > 0.05$ ) and family to work conflict ( $Z = -.707$ ;  $p > 0.05$ ) between males and females.

#### Dependents

**Table 5.7: Mann Whitney U Test – Work Life Conflict Dimensions by Dependents**

| <b>Work – Life Conflict Dimensions</b> | <b>Mann-Whitney U</b> | <b>Z</b> | <b>P</b> |
|--|-----------------------|----------|----------|
| Work to Family Conflict Scale          | 2016.000              | -.700    | .484     |
| Family to Work Conflict Scale          | 2112.500              | -.338    | .735     |

The results in Table 5.7 show no statistically significant difference in the perception of work to family conflict ( $Z = -.700$ ;  $p > 0.05$ ) and family to work conflict ( $Z = -.338$ ;  $p > 0.05$ ) between respondents with dependents and those without dependents.

#### Partners

**Table 5.8: Mann Whitney U Test – Work Life Conflict Dimensions by Partners**

| <b>Work – Life Conflict Dimensions</b> | <b>Mann-Whitney U</b> | <b>Z</b> | <b>P</b> |
|--|-----------------------|----------|----------|
| Work to Family Conflict Scale          | 2029.000              | -.610    | .542     |
| Family to Work Conflict Scale          | 1999.500              | -.739    | .460     |

The results in Table 5.8 show no statistically significant difference in the perception of work to family conflict ( $Z = -.610$ ;  $p > 0.05$ ) and family to work conflict ( $Z = -.739$ ;  $p > 0.05$ ) between respondents with partners and those without partners.



### Academic vs Support Staff

**Table 5.9: Mann Whitney U Test – Work Life Conflict Dimensions by Academic vs Support Staff**

|                                 | Mann-Whitney |        |       |
|---------------------------------|--------------|--------|-------|
| Work – Life Conflict Dimensions | U            | Z      | P     |
| Work to Family Conflict Scale   | 202.500      | -2.152 | .031* |
| Family to Work Conflict Scale   | 373.500      | -.746  | .456  |

The results in Table 5.9 show there is a statistically significant difference in the perception of work to family conflict between academic and support staff ( $Z = -2.152$ ;  $p < 0.05$ ). There is, however, no significant difference in the perception of family to work conflict between academic and support staff ( $Z = -.746$ ;  $p > 0.05$ )

### Age

**Table 5.10: Kruskal-Wallis Test - Work Life Conflict Dimensions by age groups**

|                                 | Kruskal Wallis |    |      |
|---------------------------------|----------------|----|------|
| Work – Life Conflict Dimensions | Chi-Square     | df | P    |
| Work to Family Conflict Scale   | 1.121          | 3  | .772 |
| Family to Work Conflict Scale   | 2.233          | 3  | .525 |

Table 5.10 shows that there is no statistically significant difference in the perception of work to family conflict (Chi – Square = 1.121;  $df = 3$ ;  $p > 0.05$ ) and family to work conflict (Chi – Square = 2.233;  $df = 3$ ;  $p > 0.05$ ) between the various age groups.

### Population Groups

**Table 5.11: Kruskal-Wallis Test - Work Life Conflict Dimensions by population groups**

|                                 | Kruskal Wallis |    |       |
|---------------------------------|----------------|----|-------|
| Work – Life Conflict Dimensions | Chi-Square     | df | P     |
| Work to Family Conflict Scale   | 8.107          | 2  | .017* |
| Family to Work Conflict Scale   | .290           | 2  | .865  |

Table 5.11 shows that there is a statistically significant difference in the perception of work to family conflict (Chi – Square = 8.107;  $df = 2$ ;  $p < 0.05$ ). However, there is no significant difference in the perception of family to work conflict (Chi – Square = .290;  $df = 2$ ;  $p > 0.05$ ) between the various population groups.

### Marital Status

**Table 5.12: Kruskal-Wallis Test - Work Life Conflict Dimensions by Marital Status**

| Work – Life Conflict Dimensions | Kruskal Wallis | df | P    |
|---------------------------------|----------------|----|------|
|                                 | Chi-Square     |    |      |
| Work to Family Conflict Scale   | 2.116          | 3  | .549 |
| Family to Work Conflict Scale   | .705           | 3  | .872 |

Table 5.12 indicates that there is no statistically significant differences in mean ranks in the perceptions of work to family conflict (Chi – Square = 2.116; df = 3;  $p > 0.05$ ), and family to work conflict (Chi – Square = .705; df = 3;  $p > 0.05$ ) between the various categories of marital status.

### Highest Qualification

**Table 5.13: Kruskal-Wallis Test - Work Life Conflict Dimensions by Highest Qualification**

| Work – Life Conflict Dimensions | Kruskal Wallis | Df | P    |
|---------------------------------|----------------|----|------|
|                                 | Chi-Square     |    |      |
| Work to Family Conflict Scale   | 5.514          | 3  | .138 |
| Family to Work Conflict Scale   | 6.640          | 3  | .084 |

Table 5.13 indicates that there is no statistically significant differences in mean ranks in the perceptions of work to family conflict (Chi – Square = 5.514; df = 3;  $p > 0.05$ ), and family to work conflict (Chi – Square = 6.640; df = 3;  $p > 0.05$ ) between the various categories of highest qualifications.

### Years in Current Employment

**Table 5.14: Kruskal-Wallis Test - Work Life Conflict Dimensions by Years in Current Employment**

| Work – Life Conflict Dimensions | Kruskal Wallis | Df | P    |
|---------------------------------|----------------|----|------|
|                                 | Chi-Square     |    |      |
| Work to Family Conflict Scale   | 2.556          | 3  | .465 |
| Family to Work Conflict Scale   | .843           | 3  | .839 |

Table 5.14 shows that there is no statistically significant difference in mean ranks in the perceptions of work to family conflict (Chi – Square = 2.556; df = 3;  $p > 0.05$ ), and family to work conflict (Chi – Square = .843; df = 3;  $p > 0.05$ ) between the various categories of years in current employment.

### 5.3.3 Hypothesis 3

There is a statistically significant difference in the perceptions of intention to leave among selected demographic variables.

#### Gender

**Table 5.15: Mann Whitney U Test – Intention to Leave Dimension by Gender**

| Dimension          | Mann-Whitney U | Z     | P    |
|--------------------|----------------|-------|------|
| Intention to Leave | 3463.500       | -.947 | .344 |

The results in Table 5.15 show no statistically significant difference in the perception of intention to leave ( $Z = -.947$ ;  $p > 0.05$ ) between males and females.

#### Dependents

**Table 5.16: Mann Whitney U Test – Intention to Leave Dimension by Dependents**

| Dimension          | Mann-Whitney U | Z     | P    |
|--------------------|----------------|-------|------|
| Intention to Leave | 2027.500       | -.658 | .511 |

The results in Table 5.16 shows no statistically significant difference in the perceptions of intention to leave ( $Z = -.658$ ;  $p > 0.05$ ) between respondents with dependents and those without dependents.

#### Partners

**Table 5.17: Mann-Whitney Test - Intention to Leave Dimension by full-time employed partner and those without**

| Dimension          | Mann-Whitney U | Z     | P    |
|--------------------|----------------|-------|------|
| Intention to Leave | 2013.000       | -.677 | .499 |

The results in Table 5.17 show no statistically significant difference in the perceptions of intention to leave ( $Z = -.677$ ;  $p > 0.05$ ) between respondents with partners and those without partners.

#### Academic vs Support Staff

**Table 5.18: Mann-Whitney Test - Intention to Leave by Academic and Support staff**

| Dimension          | Mann-Whitney U | Z     | P    |
|--------------------|----------------|-------|------|
| Intention to Leave | 404.500        | -.481 | .631 |

The results in Table 5.18 show there is no statistically significant difference in the perception of intention to leave ( $Z = -.481$ ;  $p > 0.05$ ) between academic and support staff

## Age

**Table 5.19: Kruskal-Wallis Test – Intention to Leave by Age Groups**

| Dimension          | Kruskal Wallis Chi-Square | df | p    |
|--------------------|---------------------------|----|------|
| Intention to Leave | 1.212                     | 3  | .750 |

Table 5.19 shows that there no statistically significant difference in the perception of intention to leave (Chi – Square = 1.212; df = 3;  $p > 0.05$ ) between the various age groups.

## Population Groups

**Table 5.20: Kruskal-Wallis Test – Intention to Leave by Population Groups**

| Dimension          | Kruskal Wallis Chi-Square | df | p    |
|--------------------|---------------------------|----|------|
| Intention to Leave | 3.025                     | 2  | .220 |

Table 5.20 shows that there is no statistically significant difference in the perception of intention to leave (Chi – Square = 3.025; df = 2;  $p > 0.05$ ) between the various population groups.

## Marital Status

**Table 5.21: Kruskal-Wallis Test – Intention to Leave by Marital Status**

| Dimension          | Kruskal Wallis Chi-Square | df | p    |
|--------------------|---------------------------|----|------|
| Intention to Leave | 3.025                     | 2  | .220 |

The results of the Kruskal-Wallis Test reflects no statistically significant differences in the perceptions of intention to leave between various categories of marital status (Chi – Square = 3.025; df = 2;  $p > 0.05$ ).

## Highest Qualification

**Table 5.22: Kruskal-Wallis Test – Intention to Leave by Highest Qualification**

| Dimension          | Kruskal Wallis Chi-Square | df | p    |
|--------------------|---------------------------|----|------|
| Intention to Leave | 1.157                     | 3  | .763 |

The results of the Kruskal-Wallis Test reflects no statistically significant differences in the perceptions of intention to leave between levels of highest qualification (Chi – Square = 1.157; df = 3;  $p > 0.05$ ).

### Years In Current Employment

**Table 5.23: Kruskal-Wallis Test – Intention to Leave by Years in Current Employment**

| Dimension          | Kruskal Wallis Chi-Square | df | p     |
|--------------------|---------------------------|----|-------|
| Intention to Leave | 8.789                     | 3  | .032* |

The results of the Kruskal-Wallis Test reflects a statistically significant difference in intention to leave between categories of years in current employment (Chi – Square = 8.789; df = 3;  $p < 0.05$ ).

### 5.3.4 Hypothesis 4

The variance in intention to leave will be significantly explained by the work life conflict dimensions of work to family conflict and family to work conflict.

#### 5.3.4.1 Multiple Regression Analysis

Results of the multiple regression analysis are shown in the tables below.

**Table 5.24: Model Summary**

| R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------------------|----------|-------------------|----------------------------|
| .361 <sup>b</sup> | .130     | .121              | 1.11266                    |

The model summary shows that 13% of the variance in intention to leave can be explained by work to family conflict and family to work conflict. This means that 87% of the variance in intention to leave is due to other factors.

**Table 5.25: ANOVA<sup>c</sup>**

| Model             | Sum of Squares | df  | Mean Square | F      | p                 |
|-------------------|----------------|-----|-------------|--------|-------------------|
| <b>Regression</b> | 34.668         | 2   | 17.334      | 14.001 | .000 <sup>b</sup> |
| <b>Residual</b>   | 231.508        | 187 | 1.238       |        |                   |
| <b>Total</b>      | 266.175        | 189 |             |        |                   |

The analysis of variance (ANOVA) is significant indicating that the multiple regression model has explanatory power.

**Table 5.26: Coefficients<sup>a</sup>**

| Model                         | Unstandardized Coefficients |            | Standardized Coefficients | t     | p    |
|-------------------------------|-----------------------------|------------|---------------------------|-------|------|
|                               | B                           | Std. Error | Beta                      |       |      |
| (Constant)                    | 1.538                       | .275       |                           | 5.589 | .000 |
| Work to Family Conflict Scale | .247                        | .081       | .233                      | 3.069 | .002 |
| Family to Work Conflict Scale | .271                        | .107       | .192                      | 2.526 | .012 |

The standardized beta coefficients show that both work to family conflict and family to work conflict are significant predictors of intention to leave. However, the beta coefficients are low revealing that these dimensions are not strong predictors of intention to leave. The beta coefficient of work to family conflict ( $B = .235$ ) has a slightly higher predictive value compared to family to work conflict ( $B = .192$ ).

## **5.4 Reliability and Validity**

### **5.4.1 Reliability**

Inter-item consistency reliability was established using Cronbach's Coefficient Alpha. The results for the work life conflict dimensions and intention to leave are shown in Table 5.27 below.

**Table 5.27: Reliability Statistics**

| <b>Variable</b>         | <b>Cronbach's Alpha</b> | <b>No of Items</b> |
|-------------------------|-------------------------|--------------------|
| Work to Family Conflict | .941                    | 5                  |
| Family to Work Conflict | .903                    | 5                  |
| Intention to Leave      | .895                    | 3                  |

The results show that the work life dimensions of work to family conflict, family to work conflict and intention to leave have very high inter-item consistency reliability.

### **5.4.2 Validity**

Factorial validity was used to establish the validity of the questionnaire. The Kaiser – Meyer – Olkin measure of sampling adequacy ( $KMO = .876$ ) and Barlett's test of severity (approx. Chi – Square = 1943.846;  $df = 78$ ;  $Sig = .000$ ) indicate that factor analysis can be performed.

A principal component analysis extracted three (3) components. Thereafter a Varimax rotation was done to make the components (factors) interpretable. The results are shown in Table 5.28 below.

**Table 5.28: Rotated Component Matrix**

|     | Component |      |      |
|-----|-----------|------|------|
|     | 1         | 2    | 3    |
| Q12 | .906      |      |      |
| Q13 | .889      |      |      |
| Q15 | .857      |      |      |
| Q14 | .851      |      |      |
| Q11 | .844      |      |      |
| Q18 |           | .902 |      |
| Q19 |           | .844 |      |
| Q20 |           | .835 |      |
| Q17 |           | .790 |      |
| Q16 |           | .750 |      |
| Q21 |           |      | .907 |
| Q22 |           |      | .895 |
| Q23 |           |      | .865 |

**Component (Factor) 1 - Work to Family Conflict**

Component 1 deals with issues relating to the time the job takes makes it difficult to fulfil family responsibilities (highest loading), things at home do not get done because of demands of the job, plans for family activities have to be changed due to work-related obligations, work causing strain, thereby making it difficult to fulfil family responsibilities and the demands of work interfere with home and family life (lowest loading).

**Component (Factor) 2 – Family to Work Conflict**

Component 2 relates to not being able to complete work activities due to family demands (highest loading), home life interfering with work responsibilities, family-related strain interfering with the ability to perform job-related duties, having to put off work activities because of time constraints due to home demands and the demands of family interfering with work-related activities (lowest loading).

**Component (Factor) 3 – Intention to Leave**

Component 3 contains 3 measurement items and deals with changing jobs if the opportunity arose (highest loading), often looking for job opportunities outside current employment and the desire to work in employment not related to the current profession (lowest loading).



### **5.5. Conclusion**

This chapter set out the detailed results of the data collected in this research, which provides the foundation for the next two chapters. Chapter six will provide a detailed interpretation and discussion of the results.

## **CHAPTER SIX**

### **DISCUSSION OF RESULTS**

#### **6.1 Introduction**

Chapter six provides a detailed interpretation and discussion of the research results. Reference is made to key findings from previous literature, and comparisons are made in terms of similarities and differences in relation to the findings between this study and other studies. Where the findings differ from that of previous research, possible reasons are provided for the differences. Descriptive statistics (means) will first be discussed and thereafter the inferential statistics.

#### **6.2 Descriptive Statistics**

Means was used to determine the overall perceptions of the variables. Responses to the work life conflict dimensions and intention to leave are discussed below.

##### **6.2.1 Work to Family Conflict**

Work to family conflict takes place when the demands and responsibilities of work make it problematic to fulfil family role responsibilities. Examples of work to family conflict include taking work home to complete, thereby not being able to spend quality time with the family, or missing a child's sporting event due to long hours at the office.

The results in Table 5.4 in chapter five indicate that subjects slightly agree that work to family conflict is experienced ( $m = 3.16$ ). The mean score for work to family conflict is above the midpoint (3), meaning that low levels of work to family conflict are experienced. Similar studies such as the one conducted by Haar (2004), examined work family conflict and turnover intentions amongst 1 000 government employees. Haar (2004) found that low levels of work to family conflict were experienced among the respondents.

A study by Wiley (1987) amongst 191 MBA students and graduate students on the relationship between work/nonwork role conflict and job-related outcomes used twenty-two Likert-type items to measure work/nonwork role conflict, where the responses were factor analysed resulting in four factors being identified. The four factors together with mean scores were job/person conflict ( $m = 2.54$ ), overload ( $m = 3.45$ ), job/family conflict ( $m = 2.48$ ) and family/job conflict ( $m = 2.13$ ) (Wiley, 1987). The job-related outcomes measured in the Wiley (1987) study were life satisfaction ( $m = 3.90$ ), job satisfaction ( $m = 3.63$ ), job involvement ( $m = 3.92$ ) and organisational commitment (3.18). The findings by Wiley (1987) indicated that increasing levels of job involvement and organisational commitment may result

in greater perceptions, by the individual or his/her family, that the person is not fulfilling family role obligations. Wiley's findings support previous research findings by Greenhaus and Beutell (1985) that increased levels of work commitment can have disruptive effects on the individual.

Similarly, in a study by Frone et al. (1992a) on the prevalence of work family conflict found the mean score for work to family conflict to be 2.21. Frone et al. (1992a) conducted their study amongst a randomly drawn sample of 631 employed adults, using a two-item measure of work to family conflict and a five-point frequency-based scale where 1=almost never/never and 5=almost always/always. In terms of the outcomes, Frone et al. (1992a) found that work to family conflict was more prevalent than family to work conflict ( $m = 1.39$ ), meaning that family boundaries are more permeable than work boundaries, i.e., it is easier for work demands to crossover and impact on the family, than the other way around. Likewise, Eagle et al. (1997) found in their study on interrole conflicts and permeability of work and family domains amongst a sample of 393 respondents that family boundaries were more permeable than work boundaries, meaning that work demands were allowed to intrude into the family role. The mean score for work to family conflict was 2.76, and family to work conflict was 1.94 (Eagle et al., (1997). This was found using Frone et al.'s (1992a) two-item measure of work to family conflict and the five-point frequency-based scales (Eagle et al., 1997).

On the other hand, findings by Blomme et al. (2010a), using a 5-item measure for work-family conflict and a 5-point Likert scale ranging from 1=totally disagree to 5=totally agree, showed a low mean score of 1.96 for work-family conflict. Blomme et al. (2010a) examined work family conflict as a cause for turnover intentions amongst 247 employees in the hospitality industry, and they found that work family conflict was positively related to turnover intentions. They also found that employees, who reported higher levels of work family conflict, also reported higher intention to leave. A further study conducted by Rost and Mostert (2007) focused on the employee's interaction between work and home in the earthmoving industry in South Africa, with specific reference to the prevalence of work-home interaction and home-work interaction. A cross sectional survey was undertaken among 528 employees with paired samples t-tests showing that employees reported higher levels of negative work to home interference ( $m = 1.00$ ) than negative home to work interference ( $m = 0.55$ ), suggesting that individuals are more prone to prioritise work over family matters (Rost & Mostert, 2007).

The outcome of the current study suggests that educators in the sample, like employees in many other professions, find that the demands and responsibilities of work do interfere with

family responsibilities, albeit not to a high degree. Possible reasons for educators experiencing low levels of work to family conflict include taking work home regularly, for example, to mark test or exam papers, prepare for the next day's teaching or catching up with administrative work. Education is a stressful and pressurised environment. Therefore, it is possible that educators experience fatigue, anxiety and depression which are transferred to the home environment in the form of role spill-over.

With regard to permeability between work and family boundaries, Wiley (1987), Frone et al. (1992a) and Eagle et al. (1997) stated that subjects in their studies reported greater prevalence of work interfering with family, thereby supporting the boundary theory, wherein the boundary between work and family are flexible, allowing work demands and responsibilities to intrude into the family role. Hall and Richter (1988) and Boyar et al. (2003) provided further support for boundary theory since they also found that family boundaries are more permeable than work boundaries, suggesting that the possibility of work crossing over into the family life is more frequent and apparent. In the current study, it was found that the respondents experienced a slight prevalence of work to family conflict meaning that the boundary between work and home are permeable and allows for work to interfere with family.

#### **6.2.2 Family to Work Conflict**

Family to work conflict occurs when the demands and responsibilities of family make it challenging to fulfil work responsibilities, for example, work absenteeism or poor performance can be as a result of a child's prolonged illness.

The results in Table 5.4 in chapter five where the mean is 2.25 indicates that subjects disagree that family to work conflict is experienced, meaning that, on average, the educators in this study displayed below midpoint levels of family to work conflict, indicating that they disagreed to experiencing family to work conflict. Similar mean scores were found by Haar (2004) for family to work conflict. The results by Haar (2004), using a 7-item measure for family to work conflict, coded on a 5-point scale ranging from 1=strongly disagree to 5=strongly agree, showed the mean score for family to work conflict was 2.0. Haar (2004) stated that this mean score for family to work conflict indicated that, on average, the employees in the sample displayed low levels of family to work conflict.

Eagle et al. (1997) also found a low mean score for family to work conflict ( $m = 1.94$ ), when compared to work to family conflict ( $m = 2.21$ ), indicating that work to family conflict was more prevalent than family to work conflict. Eagle et al. (1997) used Frone et al.'s (1992a) two-item measure of family to work conflict and the five-point frequency-

based scales. Rost and Mostert (2007) reported the mean score for negative home to work interference to be 0.55, suggesting that individuals are prone to reduced efforts at home and they may choose home time to either complete work related activities or to recover from the stress and conflicts of work, rather than to focus on the responsibilities of home.

It can, therefore, be seen that the prevalence of family to work conflict is slightly higher in the current study than in the study by Haar (2004). The prevalence of family to work conflict in the current study is also higher than those found in the Eagle et al. (1997) and Rost and Mostert (2007) studies.

With regard to family to work permeability, this study supports the findings of Wiley (1987), Frone et al. (1992a) and Eagle et al. (1997) in terms of family to work conflict being less prevalent than work to family conflict. Hall and Richter (1988) and Rost and Mostert (2007) also reported in their study that family to work conflict is less prevalent, indicating that work boundaries are not as permeable as family boundaries. Therefore, it is uncommon for family demands to enter and/or influence work.

### **6.2.3 Intention to Leave**

Intention to leave refers to an individual's perceptions about the possibility of leaving an organisation. Thoughts about leaving an organisation occur long before the person actually makes a decision to leave, and can impact on the person's work performance and behaviour.

The results in Table 5.4 in chapter five where the mean score for intention to leave is 2.93 indicate that subjects are not sure whether to leave or stay, suggesting that, on average, the educators in the study indicated slightly below midpoint levels for turnover intentions. In comparison, results by Blomme et al. (2010a) found a mean score of 2.65 for intention to leave, and 1.96 for work family conflict. Blomme et al. (2010a) examined work family conflict as a cause for turnover intentions amongst 247 employees in the hospitality industry, using a three item measure for turnover intentions and a 5-point Likert scale ranging from 1=totally disagree to 5=totally agree. They discovered that work family conflict was positively related to turnover intentions. Similarly, in a study examining organisational climate, organisational commitment and intention to leave amongst nurses in Taiwan, Liou and Cheng (2010) reported a mean score of 2.42 for intention to leave. Liou and Cheng (2010) analysed the data received from 486 respondents and found that the subjects did not have a strong intention to leave their jobs, despite experiencing low commitment to the organisation.

Likewise, Haar (2004) examined work family conflict using a single item measure for turnover intentions, coded on a 5 point scale ranging from 1 = strongly disagree to 5 = strongly agree. The mean was found to be 2.2 for turnover intentions which is below the midpoint of 3 indicating a low level of turnover intentions amongst the respondents (Haar, 2004).

Results of the current study, therefore, indicate that educators in the sample are not entirely convinced about leaving or staying in the profession. Despite slightly agreeing that work to family conflict is experienced, educators are uncertain about their intentions to leave the profession. This could be explained by organisational identification (Van Dick et al., 2004), meaning that it is very possible that educators form strong bonds with the people they work with or with the organisation they work in. Findings by Van Dick et al. (2004) indicate that organisational identification is strongly related to turnover intentions meaning that employees with high organisational identification experience low turnover intentions. Another reason that possibly makes educators unsure about whether to leave or stay could be due to social networks, wherein employees form strong relationships with co-workers and feel a sense of commitment to them making it very difficult to consider leaving the profession (Moynihan & Pandey, 2007).

Further reasons for educators being unsure about their intentions include organisational climate and organisational commitment. In their study amongst nurses in Taiwan, Liou and Cheng (2010) found that organisational climate, organisational commitment and intention to leave were inter-related, wherein a good organisational climate may increase employees organisational commitment and thereby decrease intention to leave. The same theory could be true for educators meaning that the creation of a good organisational climate may positively influence their commitment to the organisation and to the profession, thereby reducing their intention to leave.

On the other hand, possible reasons for educators considering whether or not to leave are numerous and these include poor discipline of the scholars, too many curriculum changes, lack of involvement by the scholar's parents, unrealistic teacher/pupil ratios, poor pay and little or no promotional opportunities. These factors will be discussed in greater detail in the content analysis section below.

### **6.3 Inferential Statistics**

Inferential statistics were used to establish the relationship between the dimensions of work life conflict and intention to leave, the influence of the biographical variables on the work life

conflict dimensions and intention to leave, as well as to determine which of the dimensions predict intention to leave.

### **6.3.1 Relationship between work life conflict and intention to leave among Educators**

The relationship between work life conflict and intention to leave among educators is discussed below.

#### **6.3.1.1 Work to Family Conflict and Intention to Leave**

There is a statistically positive and significant correlation between the work life conflict dimension of work to family conflict and intention to leave ( $\rho = .315$ ;  $p < 0.01$ ). The results indicate that subjects who experience high levels of work to family conflict are more intent to leave. Although the correlation is significant, it is not strong which may explain why subjects reported that their experience of work to family conflict is low and are not sure of their intention to leave or stay.

In support of this finding, Boyar et al. (2003) also found that work to family conflict was positively and significantly related to turnover intentions. The study by Boyar et al. (2003) was conducted amongst a group of 432 factory workers and utilised structural equation modelling for data analysis. However, the article brief did not report on the strength of the correlation. In the study by Haar (2004), the same conclusion was reached where turnover intentions were found to be significantly correlated with work to family conflict ( $r=.27$ ,  $p < .01$ ). Findings by Blomme et al. (2010a) showed that work-family conflict was positively related to turnover intentions ( $r=0.45$ ,  $p<0.001$ ). All three of these studies, therefore, found that employees, who reported higher levels of work family conflict, also reported higher levels of intention to leave. The correlation coefficient was stronger for the Blomme et al. (2010a) study than the correlation coefficient for the current study, and the study by Haar (2004).

In the study by Wiley (1987), it was found that, collectively, the role conflict variables were significantly related to all three of the outcome measures of life satisfaction ( $R^2=.11$ ,  $p<.001$ ), job satisfaction ( $R^2=.08$ ,  $p<.001$ ), job involvement ( $R^2=.11$ ,  $p<.001$ ) ( $R^2=.13$ ,  $p<.001$ ). Wiley (1987) found that conflict between job and family roles was negatively related to satisfaction measures and positively related to job involvement and organisational commitment, implying that certain of the job-related attitudes can result in higher levels of interrole conflict. In terms of the current study, this means that where the job involvement and organisational commitment are higher, then the levels of work life conflict are also higher.

On the other hand, findings by Post et al. (2009) showed that work interfering with family had no direct or indirect impact on intention to leave. Post et al. (2009) showed that neither work interfering with family nor family interfering with work had any direct impact on intention to leave the profession amongst scientists and engineers working in research and development department. Post et al. (2009) explain that this could be due to individuals in this profession having invested far too much in acquiring the occupation-specific skills, and will, therefore, not easily quit. The same justification may hold true for educators since they are found to be unsure about whether to leave the profession despite slightly agreeing that low levels of work to family conflict are experienced. Most educators have invested all their time and efforts in the specific skills required by the education profession and may not be inclined to leave.

#### **6.3.1.2 Family to Work Conflict and Intention to Leave**

The results show a statistically positive and significant correlation between the work life conflict dimension of family to work conflict and intention to leave ( $\rho = .283$ ;  $p < 0.01$ ), indicating that subjects, who experience high levels of family to work conflict, also experience high levels of intention to leave, and subjects who experience low levels of family to work conflict experience low levels of intention to leave. Although the correlation is significant, it is a weak correlation. This may explain why subjects disagreed that they experienced family to work conflict and were uncertain about whether they intend to leave.

The results of this study support those of Boyar et al. (2003) who found that family to work conflict was positively and significantly related to turnover intentions. In contrast, findings by Post et al. (2009) found that family to work conflict had no direct impact on intention to leave. However, they did find that family interfering with work indirectly increases intention to leave through work dissatisfaction. Haar's (2004) results also did not find a significant correlation between family to work conflict and turnover intentions ( $r=.18$ ).

Overall, the strength of the correlation in this study is below moderate. However, work to family conflict has a stronger relationship with intention to leave than family to work conflict and intention to leave.

#### **6.3.2 Influence of the biographic variables on work life conflict dimensions**

The influence of the various biographic variables on the two work life conflict dimensions will be explained separately below.



### **6.3.2.1 Academic and Support Staff**

#### **Work to family conflict**

The results indicate a significant difference in the perception of work to family conflict between academic staff and support staff ( $Z = -2.152$ ;  $p < 0.05$ ). The work to family conflict mean score for academic staff is 3.19 and for support staff is 2.16. This demonstrates that the academic staff in the sample slightly agreed to experiencing work to family conflict. However, the support staff in the sample disagreed to experiencing work to family conflict. Work to family conflict is, therefore, more prevalent among academic staff than among the support staff.

#### **Family to work conflict**

Results show no significant difference in the perception of family to work conflict between academic and support staff ( $Z = -.746$ ;  $p > 0.05$ ). The family to work conflict mean score for academic staff is 2.25 and for support staff is 2.00, meaning that subjects disagree that they experience family to work conflict which explains the overall family to work conflict mean score of  $m = 2.24$ . The mean scores also indicate that there is no significant difference in the prevalence of family to work conflict among the academic staff than the support staff.

### **6.3.2.2 Population Group**

#### **Work to family conflict**

Testing of the biographic variable of population groups revealed a significant difference in the perception of work to family conflict (Chi – Square = 8.107;  $df = 2$ ;  $p < 0.05$ ). The work to family conflict mean score for Black educators is 2.59, Coloured educators is 2.67 and Indian educators is 3.26. Work to family conflict is, therefore, more prevalent among Indian educators than among the Coloured and Black educators. Indian educators experience low levels of work to family conflict.

The overall work to family conflict mean score of 3.16 is, therefore, influenced to a large degree by the perceptions of the Indian educators towards work to family conflict. This shows why the population groups in the sample slightly agreed to experiencing work to family conflict.

#### **Family to work conflict**

There is no significant difference in the perception of family to work conflict between the population groups (Chi – Square = .290;  $df = 2$ ;  $p > 0.05$ ). The family to work conflict mean score for Black educators is 2.21, Coloured educators is 2.17 and Indian educators is 2.25, indicating that the prevalence of family to work conflict is quite similar between the various

population groups in this study. This means that subjects in all the population groups disagreed that they experience family to work conflict which explains the overall family to work conflict mean score of  $m = 2.25$ .

### **6.3.2.3 Gender**

#### **Work to family conflict**

With regard to gender, the results show that there is no statistically significant difference in the perception of work to family conflict ( $Z = -1.343$ ;  $p > 0.05$ ). The mean scores are 3.0 for males and 3.23 for females for the work to family scale, meaning that males and females are quite similar in their perceptions of work to family conflict. The mean scores also indicate that there is no significant difference in the prevalence of work to family conflict among females than among the males.

#### **Family to work conflict**

The results show no statistically significant difference in the perception of family to work conflict ( $Z = -.707$ ;  $p > 0.05$ ) between males and females. The mean scores are 2.16 for males and 2.28 for females for family to work conflict scale, indicating that there are no major differences in the perceptions of family to work conflict between males and females. The mean scores also indicate that there is no significant difference in the prevalence of family to work conflict among females than among the males.

The above outcomes for work to family conflict and family to work conflict indicates that gender does not influence the work life conflict dimensions, thereby supporting previous findings by Frone et al. (1992a) and Eagle et al. (1997) that there was no evidence of gender differences in permeability of work and family boundaries.

### **6.3.2.4 Dependents**

#### **Work to family conflict**

The results show no statistically significant difference in the perception of work to family conflict ( $Z = -.700$ ;  $p > 0.05$ ) between respondents with dependents and those without dependents. The work to family conflict mean score for those respondents with dependents ( $m = 3.19$ ) is very similar to the mean score for those respondents without dependents ( $m = 3.0$ ), indicating that the experiences of work to family conflict is very much the same for both groups of respondents. There is also no significant difference in the prevalence of work to family conflict among the respondents with dependents than among those without dependents.

### **Family to work conflict**

There is no statistically significant difference in the perception of family to work conflict ( $Z = -.338$ ;  $p > 0.05$ ) between respondents with dependents and those without dependents. The family to work conflict mean score for those respondents with dependents ( $m = 2.25$ ) is very similar to the mean score for those respondents without dependents ( $m = 2.17$ ). This suggests that the experiences of family to work conflict by both groups of respondents are the same. The mean scores also indicate that there is no significant difference in the prevalence of family to work conflict among the respondents with dependents than among those without dependents.

### **6.3.2.5 Partners**

#### **Work to family conflict**

With regard to partners, the results show no statistically significant difference in the perception of work to family conflict ( $Z = -.610$ ;  $p > 0.05$ ) between respondents with partners and those without partners. The work to family conflict mean score for those respondents with partners ( $m = 3.22$ ) is very similar to the mean score for those respondents without partners ( $m = 3.07$ ), indicating that the experiences of work to family conflict are very much the same for both groups of respondents. Both groups experience low levels of work to family conflict.

#### **Family to work conflict**

The results show no statistically significant difference in the perception of family to work conflict ( $Z = -.739$ ;  $p > 0.05$ ) between respondents with partners and those without partners. The family to work conflict mean score for those respondents with partners ( $m = 2.20$ ) is very similar to the mean score for those respondents without partners ( $m = 2.32$ ), thereby suggesting that the family to work conflict being experienced by both groups of respondents is the same.

### **6.3.2.6 Age Groups**

#### **Work to family conflict**

There is no statistically significant difference in the perception of work to family conflict (Chi – Square = 1.121;  $df = 3$ ;  $p > 0.05$ ) between the various age groups. The work to family conflict mean scores are very close for the various age categories starting with the 20 to 25 age group ( $m = 2.70$ ), 26 to 45 ( $m = 3.18$ ), 46 to 60 ( $m = 3.19$ ) and, finally, the over 60 age group ( $m = 2.92$ ). This indicates that there are no significant differences in the perceptions of work to family conflict amongst the different age groups. The prevalence of work to family conflict is, however, higher in the 26 to 45 and 46 to 60 age groups than in

the 20 to 25 and over 60 age groups. Respondents in the 26 to 45 and 46 to 60 age groups experience low levels of work to family conflict.

### **Family to work conflict**

The results show no statistically significant difference in the perception of family to work conflict (Chi – Square = 2.233;  $df = 3$ ;  $p > 0.05$ ) between the various age groups. The family to work conflict mean scores are very close for the various age categories starting with the 20 to 25 age group ( $m = 2.13$ ), 26 to 45 ( $m = 2.14$ ), 46 to 60 ( $m = 2.33$ ) and, finally, the over 60 age group ( $m = 2.56$ ). This indicates that there are no significant differences in the perceptions of family to work conflict amongst the different age groups, and there is also no significant difference in the prevalence of family to work conflict amongst the different age groups.

### **6.3.2.7 Marital Status**

#### **Work to family conflict**

With regard to marital status, there is no statistically significant differences in mean scores in the perceptions of work to family conflict (Chi – Square = 2.116;  $df = 3$ ;  $p > 0.05$ ) between the various categories. The work to family conflict mean scores are very close for the various groups of marital status from being single ( $m = 2.95$ ), married ( $m = 3.22$ ), divorced ( $m = 2.82$ ) and widowed ( $m = 3.33$ ), indicating that there are no significant differences in the perceptions of work to family conflict amongst the different categories of marital status. The prevalence of work to family conflict is slightly higher among married and widowed respondents than among the single and divorced respondents. Married and widowed educators reported experiencing low levels of work to family conflict.

#### **Family to work conflict**

There is no statistically significant differences in mean scores in the perceptions of family to work conflict (Chi – Square = .705;  $df = 3$ ;  $p > 0.05$ ) between the various categories of marital status. The family to work conflict mean scores are quite similar for the various marital status categories from being single ( $m = 2.24$ ), married ( $m = 2.23$ ), divorced ( $m = 2.22$ ) and widowed ( $m = 2.66$ ). This indicates that there are no significant differences in the perceptions of family to work conflict amongst the different categories of marital status. The prevalence of family to work conflict is quite similar amongst the various marital status groups.

### **6.3.2.8 Highest Qualification**

#### **Work to family conflict**

Results show there is no statistically significant differences in mean scores in the perceptions of work to family conflict ( $\text{Chi-Square} = 5.514$ ;  $\text{df} = 3$ ;  $p > 0.05$ ) between the various categories of highest qualifications. The work to family conflict mean scores are defined in terms of matric ( $m = 2.95$ ), certificate ( $m = 1.70$ ), national diploma ( $m = 3.27$ ) and degree ( $m = 3.16$ ) and shows no significant differences in the perceptions of work to family conflict amongst the different categories of marital status. The prevalence of work to family conflict is higher among those respondents who have national diplomas, degrees and matric certificates than among those respondents who have a certificate. Respondents with national diplomas and degrees experience low levels of work to family conflict.

#### **Family to work conflict**

There is no statistically significant differences in mean scores in the perceptions of family to work conflict ( $\text{Chi-Square} = 6.640$ ;  $\text{df} = 3$ ;  $p > 0.05$ ) between the various categories of highest qualifications. The family to work conflict mean scores are defined in terms of matric ( $m = 1.83$ ), certificate ( $m = 1.00$ ), national diploma ( $m = 2.17$ ) and degree ( $m = 2.31$ ). This shows that there are no significant differences in the perceptions of family to work conflict amongst the different categories of highest qualifications. The prevalence of family to work conflict is higher among those respondents who have national diplomas and degrees than among those respondents who have a matric certificate and a certificate.

### **6.3.2.9 Years in current employment**

#### **Work to family conflict**

Regarding years in current employment, there is no statistically significant difference in mean scores in the perceptions of work to family conflict ( $\text{Chi-Square} = 2.556$ ;  $\text{df} = 3$ ;  $p > 0.05$ ) between the various categories. The work to family conflict mean scores are defined in terms of under 1 year in current employment ( $m = 3.2$ ), 1-5 years ( $m = 2.88$ ), 6-10 years ( $m = 3.05$ ) and over 10 years ( $m = 3.23$ ). The mean scores show no significant differences in the perceptions of work to family conflict amongst the different categories of years in current employment. The prevalence of work to family conflict is higher among those respondents whose length of service is over 10 years, under 1 year and 6-10 years in employment than those respondents whose length of service is 1-5 years. Respondents whose length of service is over 10 years, under 1 year and 6-10 years in employment experience low levels of work to family conflict.

### **Family to work conflict**

There is no statistically significant difference in mean scores in the perceptions of family to work conflict ( $\text{Chi-Square} = .843$ ;  $\text{df} = 3$ ;  $p > 0.05$ ) between the various categories of Years in current employment. The family to work conflict mean scores are defined in terms of under 1 year in current employment ( $m = 2.20$ ), 1-5 years ( $m = 2.11$ ), 6-10 years ( $m = 2.29$ ) and over 10 years ( $m = 2.26$ ), showing no significant differences in the perceptions of family to work conflict amongst the different categories of years in current employment. The prevalence of family to work conflict is quite similar amongst the various categories of years in current employment.

### **6.3.3 Influence of the biographic variables on intention to leave**

The influence of the various biographic variables on intention to leave is discussed in detail below.

#### **6.3.3.1 Length of Employment (Years in Current Employment)**

The only biographic variable that showed a statistically significant difference in the perceptions of intention to leave is the various categories of years in current employment ( $\text{Chi-Square} = 8.789$ ;  $\text{df} = 3$ ;  $p < 0.05$ ). The intention to leave mean scores for the various categories of years in current employment are 3.66 for under 1 year, 2.43 for 1 to 5 years, 2.77 for 6 to 10 years, and 3.02 for over 10 years. These results indicate that the educators in the study who are in the under 1 year category of years in current employment expressed the strongest intention to leave. This suggests that new entrants into the profession experience greater intention to leave. Similar results were discovered by Blomme, , Rheede & Tromp (2010b) who found that the younger the respondents, the more likely they are to leave.

The majority of the educators in the study belong to the over 10 years' category with their mean score falling at the midpoint level, indicating that they are unsure of whether to leave or stay in the profession.

#### **6.3.3.2 Gender**

The results show no statistically significant difference in the perception of intention to leave ( $Z = -.947$ ;  $p > 0.05$ ) between males and females. The mean scores are 3.05 for males and 2.87 for females for the intention to leave scale, indicating that there are no major differences in the perceptions of family to work conflict between males and females, indicating that gender does not influence intention to leave. There is also no significant difference in the prevalence of intention to leave amongst the genders.

#### **6.3.3.3 Dependents**

With regard to dependents, the results show no statistically significant difference in the perception of intention to leave ( $Z = -.658$ ;  $p > 0.05$ ) between respondents with dependents and those without dependents. The intention to leave mean score for those respondents with dependents ( $m = 2.94$ ) is very close to the mean score for those respondents without dependents ( $m = 2.82$ ), meaning that the prevalence of intention to leave is quite similar between the two groups. This suggests that the intention to leave experienced by both groups of respondents is the same, i.e., both groups are unsure whether or not to leave.

#### **6.3.3.4 Partners**

There are no statistically significant difference in the perception of intention to leave ( $Z = -.677$ ;  $p > 0.05$ ) between respondents with partners and those without partners. The intention to leave mean score for those respondents with partners ( $m = 2.93$ ) is very similar to the mean score for those respondents without partners ( $m = 2.79$ ), indicating that the experiences of intention to leave is very much the same for both groups of respondents, and the prevalence of intention to leave is also very similar between the two groups.

#### **6.3.3.5 Academic and Support Staff**

Results show no significant difference in the perception of intention to leave between academic and support staff ( $Z = -.481$ ;  $p > 0.05$ ). The intention to leave mean score for academic staff is 2.92 and for support staff is 3.20. This means that the academic staff are unsure of their intention to leave whilst support staff display low levels of intention to leave. The prevalence of intention to leave is higher for the support staff than the academic staff.

#### **6.3.3.6 Age Groups**

There is no statistically significant difference in the perception of intention to leave (Chi – Square = 1.121;  $df = 3$ ;  $p > 0.05$ ) between the various age groups. The intention to leave mean scores are very close for the various age categories starting with the 20 to 25 age group ( $m = 2.94$ ), 26 to 45 ( $m = 3.01$ ), 46 to 60 ( $m = 2.85$ ) and, finally, the over 60 age group ( $m = 2.66$ ). This indicates that there are no significant differences in the perceptions of intention to leave amongst the different age groups, and the prevalence of intention to leave is also quite similar between the various age groups.

#### **6.3.3.7 Population Group**

Testing of the biographic variable of population groups revealed no significant difference in the perception of intention to leave (Chi – Square = 3.025;  $df = 2$ ;  $p > 0.05$ ). The intention to leave mean score for Black educators is 3.00, Coloured educators is 3.62 and Indian educators

is 2.88. The overall intention to leave mean score of 2.93 is, therefore, influenced to a large degree by the perceptions of the Indian educators towards intention to leave, which explains why the various population groups in the sample slightly agreed to experiencing intention to leave. The prevalence of intention to leave is highest amongst the Coloured educators, followed by Black educators. Coloured educators experience low levels of intention to leave, whilst Black educators and Indian educators are unsure of whether to leave or stay.

#### **6.3.3.8 Marital Status**

The results show that there is no statistically significant difference in mean scores in the perceptions of intention to leave (Chi – Square = 3.025; df = 2;  $p > 0.05$ ) between the various categories of marital status. The intention to leave mean scores are quite similar for the various marital status categories from being single ( $m = 2.83$ ), married ( $m = 2.92$ ), divorced ( $m = 3.47$ ) and widowed ( $m = 3.11$ ). This indicates that there are no significant differences in the perceptions of intention to leave amongst the different categories of marital status. The prevalence of intention to leave is highest amongst divorced educators, followed by widowed educators, and then the married and single educators. Divorced and widowed educators experience low levels of intention to leave, whilst married and single educators are unsure of whether to leave or stay.

#### **6.3.3.9 Highest Qualification**

There is no statistically significant differences in mean scores in the perceptions of Intention to leave (Chi – Square = 1.157; df = 3;  $p > 0.05$ ) between the various categories of highest qualifications. The intention to leave mean scores are defined in terms of matric ( $m = 3.05$ ), certificate ( $m = 2.16$ ), national diploma ( $m = 2.91$ ) and degree ( $m = 2.94$ ) and shows no significant differences in the perceptions of intention to leave amongst the different categories of marital status. Educators with a matric certificate experience low levels of intention to leave, whilst educators with certificates, national diplomas and degrees are unsure of whether to leave or stay.

Findings by Post et al. (2009) indicate that older respondents had lower turnover intentions and higher qualified employees were less inclined to leave the research and development department. The current study, however, shows that none of these biographic variables has any influence on intention to leave. Epstein (1992, cited by Post et al., 2009:28) discusses the “survivor effect”, which refers to difficulty experienced in entering the science and engineering fields. Therefore, those that are ‘in’ are less likely to leave. This could very well be true for the education profession. Educators are less likely to find alternate work outside



the profession, and re-entry into education could prove to be difficult due to affirmative action and employment equity measures in South Africa.

#### **6.3.4 Work life conflict as a predictor of intention to leave**

The results of multiple regression analysis indicate that 13% of the variance in intention to leave can be explained by work to family conflict and family to work conflict. This means that 87% of the variance in intention to leave is due to other factors. Previous studies that have taken place with respect to teachers, specifically, deal with intention to leave predictors such as burnout, job stress, organisational commitment, leadership styles, job satisfaction, pay and promotion.

Van Dick et al. (2004) explain that both organisational identification and job satisfaction are predictors of turnover whereas Noor (2011) notes that job satisfaction and organisational commitment are responsible for partly mediating the relationship between occupational stress and ITL. Malik and Usman (2011), on the other hand, note that stress is one of the major predictors of work life conflict and it is the cause of growing turnover intentions amongst workers.

Jackson, Schwab and Schuler (1986, cited by Weisberg & Sagie, 1999) note that burnout is a significant predictor of turnover intentions and actual turnover. In a study conducted amongst female teachers in Israel, Weisberg and Sagie (1999) found physical and mental exhaustion to be major predictors of intention to leave.

The standardized beta coefficients of the current study show that both dimensions of work life conflict are significant predictors of intention to leave. However, the beta coefficients are low, indicating that the two dimensions are not strong predictors of intention to leave. The beta coefficient of work to family conflict ( $B = .235$ ) does have a marginally higher predictive value compared to family to work conflict ( $B = .192$ ). In the Haar (2004) study, work to family conflict was found to be significantly related to intention to leave ( $B = .49$ ), and the same predictor value was found for the family to work interaction with intention to leave ( $B = .30$ ), thereby indicating a much stronger ability for the two work life conflict dimensions in these two studies to predict intention to leave than the outcome of the current study.

Although both dimensions of work life conflict in the current study are not strong predictors of intention to leave, they are nonetheless significant predictors of intention to leave. Both Blomme et al. (2010a) and Haar (2004) found that employees with greater levels of work life conflict were likely to predict higher turnover intentions. Burke (1988, cited by Netemeyer et

al., 1996) also found that intention to leave was positively related to work to family conflict and family to work conflict. Therefore, employees are more likely to consider quitting when conflict increases (Haar, 2004).

#### **6.4 Content Analysis**

Responses to the open-ended question ‘what other aspects of work life conflict would you like to mention’ produced answers such as pressure, too much administrative work, poor scholar discipline, workplace conflict, religious commitments, too much travel, frustration and system shortfalls.

The second open-ended question ‘apart from work life conflict, what other factors would prompt you to leave the teaching profession’ drew responses such as too much administrative work, poor salary, no scope to progress, poor discipline, large classes, ill health, retirement, stress and curriculum changes, pursue further studies, workplace conflict and poor support from parents.

Many of these answers suggest that organisational support and more resources may be required to alleviate educator’s administrative burdens and system shortfalls, and also to cope with scholar discipline and large class sizes. Blomme et al. (2010a) found that the less organisational support that is perceived by employees, the more inclined they are to leave. This means that greater organisational support is required in order to improve the balance between work and home, and it also plays an important role in retaining educated employees (Blomme et al., 2010a).

Some of the answers provided overlapped for both questions. These include poor discipline, workplace conflict and too much administrative work. It is possible that educators consider these factors as impacting on their work demands, thus adding to their work life conflict and prompting them to consider leaving.

Cinamon et al. (2011) undertook a study to investigate the relationship between teachers’ occupation-specific variables and work family conflict, where work family conflict is also split into family to work conflict and work to family conflict. The findings of the study showed that both dimensions of work family conflict were related to occupation-specific variables including student behaviour, teacher relation with parents and manager support (Cinamon et al., 2011). It was found that the greater the student misbehaviour, the greater the level of work to family conflict and family to work conflict. So too, was the relationship with student’s parents (Cinamon et al., 2011). Increased levels of manager support resulted in reduced work

to family conflict and family to work conflict (Cinamon et al., 2011). Responses to the open-ended questions in the current study also indicate that student misbehaviour and parent participation play a role in the levels of work life conflict and intention to leave experienced by educators.

The study by Wiley (1987) found that role conflict variables were significantly related to all the job-related outcome measures of life satisfaction, job satisfaction, job involvement and organisational commitment. The findings indicate that high levels of job involvement and organisational commitment may result in less personal resources being allocated to other significant life/family roles, leading to the conclusion that work and non-work roles are correlated to personal and work-related variables (Wiley, 1987).

Pay and promotion have been found to be factors that predict intention to leave, as found in this study (poor salary and no progress), and in other studies by South African researchers (Mwamwenda, 1995; Du Toit, 1994; Steyn & van Wyk, 1999, all cited by ELRC, 2005b). Further, Grissmer and Kirby (1992, cited by Shapira-Lishchinsky & Rosenblatt, 2009) reported that the starting salaries of teachers is lower than that of professionals in other sectors of the economy, and the compensation system of teachers does not take into account their expertise and quality of work. In support of this, the results of the current study found that educators in the 'under one year' category has the most significant influence on intention to leave, which implies that new entrants into the profession experience greater intention to leave. If we relate this finding to those of the Mwamwenda (1995, cited by ELRC, 2005b), Du Toit (1994, cited by ELRC, 2005b) and Steyn and van Wyk (1999, cited by ELRC, 2005b) on pay and promotion, it is possible that pay and promotion has an impact on new educators, thereby influencing their intention to leave.

As previously mentioned, results of a study by Waters and Bardoel (2006, cited by Noor, 2011) amongst academic staff found that they were highly stressed due to increased teaching loads, ratio of staff to student, pressure to attract external funds, and lack of recognition and reward. It can be seen in the current study also, that teacher workloads, staff to student ratio and insufficient recognition and reward are major concerns for many educators.

In the study by Weisberg and Sagie (1999), reasons provided by teachers for their physical exhaustion were class sizes (being approximately 40 students of various cultural backgrounds being in one class), shabby buildings and classrooms, heavy teacher workloads, and relatively low wages. It is interesting to note that from the responses received in the current study, the same reasons are provided and the schooling conditions can be described as similar to that of

Israel in terms of teacher student ratios, inadequate facilities, heavy workloads and low salaries.

Finally, the open-ended questions provided insight into what other aspects of work life conflict, apart from work to family conflict and family to work to conflict that influence intention to leave. The answers reveal that religious commitments and the need for further studies are aspects that the educators consider as impacting on work life conflict. This, in turn supports the broader definition of work life conflict, thereby showing that work life conflict does incorporate aspects other than family demands alone.

## **6.5 Conclusion**

This chapter discussed the results and key findings of the study, and drew comparisons with the findings of previous studies. Results indicate that subjects in this study slightly agree that work to family conflict is experienced while subjects disagree that family to work conflict is experienced. At the same time, subjects are not sure whether to leave or stay in the education profession.

Overall, the responses to this study indicate that work life conflict plays a minor role in the lives of educators. However it does have an impact on their intention to leave. The conclusion, therefore, is that work life conflict is a significant predictor of intention to leave within the education profession. However, it is not a strong predictor.

Content analysis revealed that factors such as excessive administrative work, poor salary, no scope to progress, poor discipline, large classes, ill health, retirement, stress, curriculum changes, further studies, workplace conflict and poor support from parents to be amongst the main reasons for educators wanting to leave the profession.

## **CHAPTER SEVEN**

### **CONCLUSION**

#### **7.1 Introduction**

The final chapter of this study presents the research objectives and a brief summary of results. Based on the research findings, recommendations are made and proposals for future research are offered.

#### **7.2 Conclusion (Summary of the Results)**

Each of the research objectives will be listed and explained in terms of the extent to which each was achieved or not achieved.

##### **7.2.1 The relationship between Work Life Conflict and Intention to Leave**

The first objective of the study was to examine the relationship between work life conflict and intention to leave among educators. Overall, the results showed that there is a positive and significant relationship between the work life conflict dimensions of work to family conflict and family to work conflict and Intention to Leave. This means that the objective of examining the relationship between the variables of work life conflict and intention to leave has been achieved since it was found that there is a relationship between the two: work life conflict dimensions and intention to leave. The strength of the correlation in both instances, however, is not strong, but, the work to family dimension displays a stronger relationship with intention to leave than family to work conflict.

##### **7.2.2 Extent to which educators experience Work Life Conflict**

The second objective was to determine the extent to which educators experience work life conflict. Based on the difficult conditions in which educators work in South Africa, it was expected that educators will experience a high degree of work life conflict, particularly in the form of work to family conflict. It was found, however, that the subjects slightly agree that work to family conflict is experienced, and disagree that family to work conflict is experienced. This suggests that the subjects in the study experience low levels of work to family conflict and do not experience family to work conflict.

The average percentages for the five work to family conflict statements and the five family to work conflict statements provide an indication of the overall distribution of responses. With regard to work to family conflict, those who agreed/strongly agreed was 49.8%, those who neither agreed nor disagreed was 12.2% and the average percentage for those who disagreed/strongly disagreed was 38.0%. This shows that low levels of work to family

conflict are experienced amongst the respondents (below 50%). In terms of family to work conflict, 14.6% for agreed/strongly agreed, 11.5% neither agreed nor disagreed and 73.9% disagreed/strongly disagreed. The large majority of respondents did not agree to experiencing family to work conflict (73.9%).

Generally, it can be concluded that the second objective was achieved in that the extent to which educators experience work life conflict has been determined.

### **7.2.3 Extent to which educators experience Intention to Leave**

The third objective was to assess the extent to which educators experience intention to leave. It was found that educators are unsure about whether or not to leave. With regard to the three intention to leave statements, the average percentage for those who agreed/strongly agreed was 39.5%. The average percentage for those who neither agreed nor disagreed was 15.2% and the average percentage for those who disagreed/strongly disagreed was 45.3%. It can be seen from the percentages that educators are not sure about their intention to leave.

Therefore, the third objective to determine the extent to which educators experience intention to leave has been achieved.

### **7.2.4 Influence of biographic variables on Work Life Conflict**

The fourth objective to examine the various biographic variables and their influence on the work life conflict dimensions displayed varying responses. Results indicate a significant difference in the perception of work to family conflict between academic staff and support staff ( $Z = -2.152$ ;  $p < 0.05$ ). The results also show that academic staff in the survey experienced higher work to family conflict ( $m = 3.19$ ) than support staff ( $m = 2.16$ ).

Testing of the biographic variable of population groups revealed a significant difference in the perception of work to family conflict (Chi – Square = 8.107;  $df = 2$ ;  $p < 0.05$ ). The results indicate that the work to family conflict mean score for Indian educators ( $m = 3.26$ ) is higher than that of the mean for Black educators ( $m = 2.59$ ) and Coloured educators ( $m = 2.67$ ). This suggests that Indian educators in the study experience higher levels of work to family conflict than Black and Coloured educators.

The other biographic variables of gender, age, marital status, qualification, years' in current employment, respondents' with or without dependents and respondents with or without partners showed no significant difference in the perceptions of the two work life conflict dimensions.

Overall, the fourth objective was partly achieved for the two variables of academic and support staff and population groups, for the work to family dimension only. The objective was not achieved for the remaining biographic variables.

#### **7.2.5 Influence of biographic variables on Intention to Leave**

The fifth objective was to determine the influence of the various biographic variables on intention to leave. It was found that only length of employment (years in current employment) displayed a significant difference in the perceptions of intention to leave. Results showed a statistically significant difference in the perceptions of intention to leave in the various categories of years in current employment (Chi – Square = 8.789; df = 3;  $p < 0.05$ ). These results indicate that the educators in the study, who are in the under one year category of years in current employment, expressed the strongest intention to leave.

The rest of the biographic variables (gender, respondents with or without dependents, respondents with or without employed partners, academic or support staff, age, population groups, marital status and qualification) produced no significant difference in the perceptions of intention to leave.

The fifth objective was, therefore, achieved for length of employment, but not for any of the other biographic variables.

#### **7.2.6 Extent to which Work Life Conflict dimensions predict Intention to Leave**

The sixth and final objective was to assess the degree to which work life conflict dimensions predict intention to leave. The outcome of multiple regression analysis showed that only 13% of the variance in intention to leave can be explained by work life conflict. The standardised beta coefficients found that both dimensions of work life conflict are significant predictors of intention to leave. However, they are not strong predictors.

It can, therefore, be concluded that the sixth objective has been partly achieved since it was found that both dimensions of work life conflict predict intention to leave. The objective was partly unaccomplished due to the finding that the work life conflict dimensions are not strong predictors of intention to leave.

### **7.3 Recommendations**

Based on the above findings and discussion, it is apparent that work life conflict is not a strong predictor of intention to leave amongst educators in the study. There are other variables that are stronger predictors of intention to leave than work life conflict.

#### **7.3.1 Recommendations for the Schools/Department of Education**

Recommendations for schools and the Department of Education in KZN include:

With regard to the academic group and population groups, where it was found that low levels of work life conflict are experienced, it is recommended that more support mechanisms are provided to educators to ease their workloads which may, in turn, further reduce their low levels of work life conflict. Further recommendations include the implementation of work life balance initiatives such as the introduction of family friendly workplace practices. This will enhance the educator's overall wellbeing and reduce their stress levels, particularly so in South Africa where the Department of Basic Education (2014) statistics indicate that more than two thirds of educators (69%) are female.

The current study also found that 70% of the respondents are female, therefore, the dual or multiple role expectations of educators in South Africa are quite relevant. Further, the current study found that 77.9% of the respondents are married, and 85.8% have dependents in their care, further indicating that most of the educators have multiple roles to fulfil. Rost and Mostert (2007) noted that the importance of integration between work and family demands are vital.

The Education Department is well placed to offer educators family friendly work environments to assist with improving their work life conflict issues. Such family friendly environments include the option of having the educator's children school in the same school as the educator, thereby ensuring that the child is safe and well taken care of, including the saving on transport costs as the parent and child can travel together. Further options that the department can consider are the introduction of crèches and aftercare facilities for the children of educators. The availability of a crèche at schools will provide the parent with much reassurance and happiness knowing that the child is close by and they can easily interact with the child. The same applies to aftercare facilities. Educators often spend extra time at school after hours, and would benefit greatly from being able to continue working while their child/children is/are being taken care of close by.



As mentioned by Lewis and Lewis (1996), family friendly workplace practices are considered to be highly desirable, and can decrease work family conflict. Lewis and Lewis (1996) also stated that FFWP practices can reduce absenteeism and staff turnover, and also help in attracting and retaining high performing employees. These measures can increase educator's levels of commitment to the profession and their overall quality of effective service delivery.

Responses to the open-ended questions drew answers such as excessive administrative work, poor salary, no scope to progress, poor discipline, large classes, ill health, retirement, stress, curriculum changes, further studies, workplace conflict and poor support from parents as being amongst the reasons for educators in this study wanting to leave the profession. Most of these findings are in line with problems listed in studies mentioned earlier, namely OECD (2008) who noted perceived low salaries, poor benefits, inadequate incentives, lack of development opportunities, work overload, lack of discipline, large class sizes and role conflicts, amongst others, as problems reported by educators. These problems can also be addressed by providing more supportive mechanisms to ease workloads and reduce stress. It is also recommended that more educators per school are employed in order to assist with curriculum changes, large classes and poor discipline amongst pupils.

Educators in the under one year in current employment indicated that they experienced the strongest intention to leave amongst all the other categories of length in employment. This further exasperates the problem of teacher shortages when considering that 20 000 to 30 000 new teachers are already required to enter the education system every year over the next decade (Gordon, 2009). If new entrants into the teaching profession are indicating the highest intentions to leave, then the problem of teacher supply is likely to get worse over the years. It is recommended that efforts be made to retain educators, particularly in this category. Initiatives that may be considered include greater administrative support to the educators, increased support from management in the schooling system, employment of more educators per school in order to distribute the workload more evenly, and the re-introduction of guidance councillors at schools since they are better equipped to deal with disorderly scholars. The issue of pay and incentives should also be relooked at as major motivator in retention strategies for new entrants.

Aspects such as class sizes, workload, stress and lack of learner discipline were also identified in the ELRC reports (2005a & 2005b), therefore it is also recommended that other initiatives aimed at curbing intention to leave be considered, such as stress management, time management, and improving inter-personal relationships. These programmes will help

educators to deal with their challenges and to cope more effectively. In addition, other non-monetary solutions such as special study leave, training and continuous professional development will help to improve teacher retention (Pitsoe, 2013)

### **7.3.2 Recommendations for Future Research**

It may be possible to help the educators who experience work life conflict by focusing on the other variables identified during this research that impact on their intention to leave. By addressing these other variables, inevitably the low levels of work life conflict may be reduced even further. Based on the findings of this study, it is recommended that future research focus on occupation-specific variables as a predictor of intention to leave. The responses to the two open-ended questions in this study indicate that occupation-specific factors have an impact on educators' intention to leave. However, more research is required to identify and establish the significance and strength of each variable.

A second area for future research relates specifically to new entrants into the education profession. It is a concern that educators in the under one year of employment category experienced the strongest levels of intention to leave than educators in the other categories of length in employment. Future studies can investigate this aspect of intention to leave in greater detail in an effort to identify the specific reasons why new entrants into the profession experience higher levels of intention to leave, and how the issue can be resolved. In a country faced with a shortage of educators, it is imperative that the focus now shifts to attracting and retaining young educators.

### **7.4 Conclusion**

Overall, the results indicate that there is a relationship between work life conflict and intention to leave amongst the respondents, although the relationship is not strong. It was found that subjects in this study slightly agreed to experiencing work to family conflict. However, subjects disagreed that family to work conflict is experienced. Academic staff in the survey reported experiencing higher work to family conflict than support staff, with Indian educators reporting higher levels of work to family conflict than other population groups.

It was also found that the respondents are unsure of their intention to leave, with educators in the under one year category of years in current employment expressing the strongest intention to leave. Both dimensions of work life conflict were found to be significant predictors of intention to leave. However, they are not strong predictors. Results indicate that 87% of the variance in intention to leave can be explained by other variables, thus

leading to the conclusion that work life conflict is not a strong predictor of intention to leave amongst educators in the study.

It is recommended that the Department of Education look into ways of eradicating intention to leave, particularly amongst new entrants into the profession. In terms of reducing intention to leave, the main focus should be concentrated on factors other than work life conflict, such as reducing workload and administrative burdens, reducing workplace conflict, and reducing teacher/pupil ratios.

Recommendations for future studies include an examination of occupation-specific variables as predictors of intention to leave, as well as investigations into new entrants into the education profession and their intention to leave.

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**UNIVERSITY OF KWA-ZULU NATAL****School of Management, IT and Governance****MCom Research Project 2012****QUESTIONNAIRE**

This questionnaire will be used to determine the relationship between work-life conflict and the educator's intention to leave the education profession. Your participation in the research is voluntary.

**HOW TO ANSWER THE QUESTIONS**

Place a cross 'X' in the box that contains your answer. There are 25 questions in total.

\*\*\*\*\*

**RESEARCH QUESTIONS****Demographic Data**

|   |                  |           |             |                  |               |
|---|------------------|-----------|-------------|------------------|---------------|
| 1. Age  | Under 20         | 20-25     | 26-45       | 46-60            | Over 60       |
| 2. Gender   |                  |           |             | Male             | Female        |
| 3. Population Group   | Black            | Coloured  | White       | Indian           |               |
| 4. Marital Status   | Single           | Married   | Divorced    | Widowed          |               |
| 5. Do you have dependents in your care, i.e. children/elderly/disabled/grandchildren? |                  |           |             | Yes              | No            |
| 6. Age group of children  | N/A              | Under 10  | 10-18       | Over 18          |               |
| 7. Is your spouse or partner in full-time employment?                                 | N/A              |           | Yes         | No               |               |
| 8. Your Highest level of education  | Less than Matric | Matric    | Certificate | National Diploma | Degree        |
| 9. What Position do you hold at work?   |                  |           |             | Academic Staff   | Support Staff |
| 10. How many years in current employment?   | Under 1 year     | 1-5 years | 6-10 years  | Over 10 years    |               |

**Work-Life Conflict** - measured in two dimensions i.e. work to family interference & family to work interference.

| <b><u>Work to Family Scale</u></b>  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neither Agree nor Disagree</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|---|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|
| 11. The demands of my work interfere with my home and family life                             | 1                        | 2               | 3                                 | 4            | 5                     |
| 12. The amount of time my job takes up makes it difficult to fulfill family responsibilities. | 1                        | 2               | 3                                 | 4            | 5                     |
| 13. Things I want to do at home do not get done because of the demands my job puts on me.     | 1                        | 2               | 3                                 | 4            | 5                     |
| 14. My job produces strain that makes it difficult to fulfill family duties.                  | 1                        | 2               | 3                                 | 4            | 5                     |
| 15. Due to work-related duties, I have to make changes to my plans for family activities.     | 1                        | 2               | 3                                 | 4            | 5                     |

| <b><u>Family to Work Conflict Scale</u></b>  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neither Agree nor Disagree</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|--|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|
| 16. The demands of my family or spouse/partner interfere with work-related activities.   | 1                        | 2               | 3                                 | 4            | 5                     |
| 17. I have to put off doing things at work because of demands on my time at home.  | 1                        | 2               | 3                                 | 4            | 5                     |
| 18. Things I want to do at work don't get done because of the demands of my family or spouse/partner.  | 1                        | 2               | 3                                 | 4            | 5                     |
| 19. My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime. | 1                        | 2               | 3                                 | 4            | 5                     |
| 20. Family-related strain interferes with my ability to perform job-related duties.  | 1                        | 2               | 3                                 | 4            | 5                     |

#### **Questions relating to Intention to Leave Current Employment**

| <b><u>Intention To Leave</u></b>  | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neither Agree nor Disagree</b> | <b>Agree</b> | <b>Strongly Agree</b> |
|---|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|
| 21. I would change jobs as soon as a better opportunity came along.         | 1                        | 2               | 3                                 | 4            | 5                     |
| 22. I often look for job opportunities outside my current employment.       | 1                        | 2               | 3                                 | 4            | 5                     |
| 23. I wish I could work in employment not related to my current profession. | 1                        | 2               | 3                                 | 4            | 5                     |

#### **Work-Life Conflict and Intention to Leave : Open-ended questions**

|  |   |
|--|---|
| 24. What other aspects of work-life conflict would you like to mention?                                  | <div style="border-bottom: 1px dashed black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px dashed black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px dashed black; height: 1.2em;"></div> |
| 25. Apart from work-life conflict, what other factors would prompt you to leave the teaching profession? | <div style="border-bottom: 1px dashed black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px dashed black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-bottom: 1px dashed black; height: 1.2em;"></div> |

#### **END OF QUESTIONNAIRE**

**Thank You for taking the time to complete this questionnaire.**

**Tholsie Ridhoo**

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**Ethical Clearance Number: HSS/0068/012M**

**Statistical Methodology and Results****Statistical Methodology**

SPSS version 19.0 (SPSS Inc., Chicago, Illinois, USA) was used to analyze the data. A p value <0.05 was considered as statistically significant.

**Descriptive Statistics**

Descriptive statistics in the form of frequency (Count) & percentage were computed. The percentages are graphically presented using graphs.

**Test for Normal distribution**

The results of the Kolmogorov-Smirnov indicates that the dimensions do not follow a normal distribution. Non-parametric tests were computed.

**One-Sample Kolmogorov-Smirnov Test**

|                               | N   | Kolmogorov-Smirnov Z | p    |
|-------------------------------|-----|----------------------|------|
| Work to Family Scale          | 190 | 1.802                | .003 |
| Family to Work Conflict Scale | 190 | 2.188                | .000 |
| Intention to Leave            | 190 | 1.439                | .032 |

**Inferential Comparisons**

Differences in mean scores for the dimensions were compared using the Mann-Whitney test for gender and the Kruskal-Wallis anova test for the other biographical variables.

**Correlations**

Spearman correlations were computed to compare the linear relationships between the dimensions.



**Table 1a : Frequency table for biographical variables**

|                  |          | Count | %      |
|------------------|----------|-------|--------|
| Age              | Under 20 | 0     | .0%    |
|                  | 20-25    | 6     | 3.2%   |
|                  | 26-45    | 91    | 47.9%  |
|                  | 46-60    | 88    | 46.3%  |
|                  | Over 60  | 5     | 2.6%   |
|                  | Total    | 190   | 100.0% |
| Gender           | Male     | 57    | 30.0%  |
|                  | Female   | 133   | 70.0%  |
|                  | Total    | 190   | 100.0% |
| Population Group | Black    | 21    | 11.1%  |
|                  | Coloured | 8     | 4.2%   |
|                  | White    | 0     | .0%    |
|                  | Indian   | 161   | 84.7%  |
|                  | Total    | 190   | 100.0% |
| Marital Status   | Single   | 32    | 16.8%  |
|                  | Married  | 148   | 77.9%  |
|                  | Divorced | 7     | 3.7%   |
|                  | Widowed  | 3     | 1.6%   |
|                  | Total    | 190   | 100.0% |

**Table 1b : Frequency table for biographical variables**

|  |                  | Count | %      |
|--|------------------|-------|--------|
| Do you have dependents in your care, i.e. children/elderly/disabled/grandchildren? | Yes              | 163   | 85.8%  |
|  | No               | 27    | 14.2%  |
|  | Total            | 190   | 100.0% |
| Is your spouse or partner in full-time employment?                                 | Yes              | 132   | 69.5%  |
|  | No               | 33    | 17.4%  |
|  | N/A              | 25    | 13.2%  |
|  | Total            | 190   | 100.0% |
| Your Highest level of education  | Less than matric | 0     | .0%    |
|  | Matric           | 6     | 3.2%   |
|  | Certificate      | 2     | 1.1%   |
|  | National Diploma | 57    | 30.0%  |
|  | Degree           | 125   | 65.8%  |
|  | Total            | 190   | 100.0% |
| What Position do you hold at work?   | Academic Staff   | 185   | 97.4%  |
|  | Support Staff    | 5     | 2.6%   |
|  | Total            | 190   | 100.0% |
| How many years in current employment?  | Under 1 year     | 5     | 2.6%   |
|  | 1-5 years        | 27    | 14.2%  |
|  | 6-10 years       | 24    | 12.6%  |
|  | Over 10 years    | 134   | 70.5%  |
|  | Total            | 190   | 100.0% |

**Table 1c : Frequency table for biographical variables**

| Age group of children |                | Responses |         |
|-----------------------|----------------|-----------|---------|
|                       |                | N         | Percent |
| Q6                    | N/A            | 14        | 6.9%    |
|                       | Under 10 years | 43        | 21.2%   |
|                       | 10-18          | 69        | 34.0%   |
|                       | 18 years       | 77        | 37.9%   |
| Total                 |                | 203       | 100.0%  |

**Table 2a : Frequency table for questions related to Work to Family Scale**

|     | Strongly disagree |       | Disagree |       | Neither agree nor disagree |       | Agree |       | Strongly agree |       | Total |        |
|-----|-------------------|-------|----------|-------|----------------------------|-------|-------|-------|----------------|-------|-------|--------|
|     | Count             | %     | Count    | %     | Count                      | %     | Count | %     | Count          | %     | Count | %      |
| Q11 | 17                | 8.9%  | 43       | 22.6% | 20                         | 10.5% | 79    | 41.6% | 31             | 16.3% | 190   | 100.0% |
| Q12 | 20                | 10.5% | 64       | 33.7% | 23                         | 12.1% | 58    | 30.5% | 25             | 13.2% | 190   | 100.0% |
| Q13 | 21                | 11.1% | 56       | 29.5% | 25                         | 13.2% | 62    | 32.6% | 26             | 13.7% | 190   | 100.0% |
| Q14 | 17                | 8.9%  | 66       | 34.7% | 22                         | 11.6% | 60    | 31.6% | 25             | 13.2% | 190   | 100.0% |
| Q15 | 14                | 7.4%  | 43       | 22.6% | 26                         | 13.7% | 81    | 42.6% | 26             | 13.7% | 190   | 100.0% |

**Table 2b : Frequency table for questions related to Family to Work Conflict Scale**

|     | Strongly disagree |       | Disagree |       | Neither agree nor disagree |       | Agree |       | Strongly agree |      | Total |        |
|-----|-------------------|-------|----------|-------|----------------------------|-------|-------|-------|----------------|------|-------|--------|
|     | Count             | %     | Count    | %     | Count                      | %     | Count | %     | Count          | %    | Count | %      |
| Q16 | 33                | 17.4% | 89       | 46.8% | 22                         | 11.6% | 38    | 20.0% | 8              | 4.2% | 190   | 100.0% |
| Q17 | 34                | 17.9% | 109      | 57.4% | 21                         | 11.1% | 21    | 11.1% | 5              | 2.6% | 190   | 100.0% |
| Q18 | 39                | 20.5% | 113      | 59.5% | 19                         | 10.0% | 14    | 7.4%  | 5              | 2.6% | 190   | 100.0% |
| Q19 | 39                | 20.5% | 103      | 54.2% | 25                         | 13.2% | 18    | 9.5%  | 5              | 2.6% | 190   | 100.0% |
| Q20 | 38                | 20.0% | 105      | 55.3% | 22                         | 11.6% | 19    | 10.0% | 6              | 3.2% | 190   | 100.0% |

**Table 2c : Frequency table for questions related to Intention to Leave**

|     | Strongly disagree |       | Disagree |       | Neither agree nor disagree |       | Agree |       | Strongly agree |       | Total |        |
|-----|-------------------|-------|----------|-------|----------------------------|-------|-------|-------|----------------|-------|-------|--------|
|     | Count             | %     | Count    | %     | Count                      | %     | Count | %     | Count          | %     | Count | %      |
| Q21 | 27                | 14.2% | 41       | 21.6% | 23                         | 12.1% | 59    | 31.1% | 40             | 21.1% | 190   | 100.0% |
| Q22 | 32                | 16.8% | 66       | 34.7% | 32                         | 16.8% | 42    | 22.1% | 18             | 9.5%  | 190   | 100.0% |
| Q23 | 30                | 15.8% | 62       | 32.6% | 32                         | 16.8% | 42    | 22.1% | 24             | 12.6% | 190   | 100.0% |

**Table 3 : Descriptive Statistics**

|                               | N   | Minimum | Maximum | Mean   | Std. Deviation |
|-------------------------------|-----|---------|---------|--------|----------------|
| Work to Family Scale          | 190 | 1.00    | 5.00    | 3.1642 | 1.11706        |
| Family to Work Conflict Scale | 190 | 1.00    | 5.00    | 2.2453 | .83916         |
| Intention to Leave            | 190 | 1.00    | 5.00    | 2.9298 | 1.18673        |

**Table 3 : Inter-correlations between dimensions**

|                               |                         | Correlations         |                               |                    |
|-------------------------------|-------------------------|----------------------|-------------------------------|--------------------|
|                               |                         | Spearman's rho       |                               |                    |
|                               |                         | Work to Family Scale | Family to Work Conflict Scale | Intention to Leave |
| Work to Family Scale          | Correlation Coefficient | 1.000                | .430**                        | .315**             |
|                               | p                       | .                    | .000                          | .000               |
|                               | N                       | 190                  | 190                           | 190                |
| Family to Work Conflict Scale | Correlation Coefficient | .430**               | 1.000                         | .283**             |
|                               | p                       | .000                 | .                             | .000               |
|                               | N                       | 190                  | 190                           | 190                |
| Intention to Leave            | Correlation Coefficient | .315**               | .283**                        | 1.000              |
|                               | p                       | .000                 | .000                          | .                  |
|                               | N                       | 190                  | 190                           | 190                |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table above reflects significant low strength correlations amongst the dimensions

**Table 4 : Comparison of mean ranks between male and female using the Mann-Whitney test**

|                               |        | Mean   | Std.<br>Deviation | N   | Mann-<br>Whitney<br>U | Z      | p    |
|-------------------------------|--------|--------|-------------------|-----|-----------------------|--------|------|
| Work to Family Scale          | Male   | 3.0000 | 1.17838           | 57  | 3326.000              | -1.343 | .179 |
|                               | Female | 3.2346 | 1.08670           | 133 |                       |        |      |
|                               | Total  | 3.1642 | 1.11706           | 190 |                       |        |      |
| Family to Work Conflict Scale | Male   | 2.1614 | .82413            | 57  | 3549.000              | -.707  | .479 |
|                               | Female | 2.2812 | .84604            | 133 |                       |        |      |
|                               | Total  | 2.2453 | .83916            | 190 |                       |        |      |
| Intention to Leave            | Male   | 3.0526 | 1.26740           | 57  | 3463.500              | -.947  | .344 |
|                               | Female | 2.8772 | 1.15140           | 133 |                       |        |      |
|                               | Total  | 2.9298 | 1.18673           | 190 |                       |        |      |

The results of the Mann-Whitney reflect no significant differences in mean ranks between male and female at the 95% level ( $p>0.05$ )

**Table 5 : Comparison of mean ranks between those with dependents and those without dependents using the Mann-Whitney test**

| Do you have dependents<br>in your care, i.e.<br>children/elderly/disabled/<br>grand children? |       | Mean   | Std.<br>Deviation | N   | Mann-<br>Whitney<br>U | Z     | p    |
|---|-------|--------|-------------------|-----|-----------------------|-------|------|
| Work to   | Yes   | 3.1914 | 1.09462           | 163 | 2016.000              | -.700 | .484 |
| Family  | No    | 3.0000 | 1.25392           | 27  |                       |       |      |
| Scale   | Total | 3.1642 | 1.11706           | 190 |                       |       |      |
| Family to   | Yes   | 2.2577 | .85280            | 163 | 2112.500              | -.338 | .735 |
| Work  | No    | 2.1704 | .76199            | 27  |                       |       |      |
| Conflict  | Total | 2.2453 | .83916            | 190 |                       |       |      |
| Scale   |       |        |                   |     |                       |       |      |
| Intention to  | Yes   | 2.9468 | 1.20750           | 163 | 2027.500              | -.658 | .511 |
| Leave   | No    | 2.8272 | 1.06767           | 27  |                       |       |      |
|   | Total | 2.9298 | 1.18673           | 190 |                       |       |      |

The results of the Mann-Whitney reflect no significant differences in mean ranks between those with dependents and those without dependents at the 95% level ( $p>0.05$ )

**Table 6 : Comparison of mean ranks between those with a full-time employed partner and those without using the Mann-Whitney test (N/A were excluded from this test)**

| Is your spouse or partner in full-time employment? |       | Mean   | Std. Deviation | N   | Mann-Whitney U | Z     | p    |
|--|-------|--------|----------------|-----|----------------|-------|------|
| Work to Family Scale                               | Yes   | 3.2273 | 1.07256        | 132 | 2029.000       | -.610 | .542 |
|  | No    | 3.0788 | 1.21340        | 33  |                |       |      |
|  | Total | 3.1976 | 1.09989        | 165 |                |       |      |
| Family to Work Conflict Scale                      | Yes   | 2.2091 | .85956         | 132 | 1999.500       | -.739 | .460 |
|  | No    | 2.3273 | .84826         | 33  |                |       |      |
|  | Total | 2.2327 | .85605         | 165 |                |       |      |
| Intention to Leave                                 | Yes   | 2.9343 | 1.19260        | 132 | 2013.000       | -.677 | .499 |
|  | No    | 2.7980 | 1.30421        | 33  |                |       |      |
|  | Total | 2.9071 | 1.21284        | 165 |                |       |      |

The results of the Mann-Whitney reflect no significant differences in mean ranks between those with a full-time employed partner and those without at the 95% level ( $p > 0.05$ )



**Table 7 : Comparison of mean ranks between Academic & Support staff using the Mann-Whitney test**

|                                  | What Position<br>do you hold at<br>work? | Mean   | Std.<br>Deviation | N   | Mann-<br>Whitney<br>U | Z      | p     |
|----------------------------------|--|--------|-------------------|-----|-----------------------|--------|-------|
| Work to Family<br>Scale          | Academic Staff                           | 3.1914 | 1.11430           | 185 | 202.500               | -2.152 | .031* |
|                                  | Support Staff                            | 2.1600 | .74027            | 5   |                       |        |       |
|                                  | Total                                    | 3.1642 | 1.11706           | 190 |                       |        |       |
| Family to Work<br>Conflict Scale | Academic Staff                           | 2.2519 | .84307            | 185 | 373.500               | -.746  | .456  |
|                                  | Support Staff                            | 2.0000 | .70711            | 5   |                       |        |       |
|                                  | Total                                    | 2.2453 | .83916            | 190 |                       |        |       |
| Intention to Leave               | Academic Staff                           | 2.9225 | 1.19100           | 185 | 404.500               | -.481  | .631  |
|                                  | Support Staff                            | 3.2000 | 1.09545           | 5   |                       |        |       |
|                                  | Total                                    | 2.9298 | 1.18673           | 190 |                       |        |       |

The results of the Mann-Whitney reflect a significant difference in Work to Family Scale between Academic & Support staff at the 95% level ( $p < 0.05$ )

There are no significant differences in mean ranks between Academic & Support staff with regards to Family to Work Conflict Scale and Intention to Leave at the 95% level ( $p > 0.05$ )

**Table 8 : Comparison of mean ranks between age groups using the Kruskal-Wallis test**

|                                  | Age     | Mean   | Std.<br>Deviation | N   | Kruskal<br>Wallis<br>Chisquare | df | p    |
|----------------------------------|---------|--------|-------------------|-----|--------------------------------|----|------|
| Work to Family Scale             | 20-25   | 2.7000 | 1.33716           | 6   | 1.121                          | 3  | .772 |
|                                  | 26-45   | 3.1824 | 1.07234           | 91  |                                |    |      |
|                                  | 46-60   | 3.1909 | 1.14828           | 88  |                                |    |      |
|                                  | Over 60 | 2.9200 | 1.32363           | 5   |                                |    |      |
|                                  | Total   | 3.1642 | 1.11706           | 190 |                                |    |      |
| Family to Work<br>Conflict Scale | 20-25   | 2.1333 | .67725            | 6   | 2.233                          | 3  | .525 |
|                                  | 26-45   | 2.1473 | .80765            | 91  |                                |    |      |
|                                  | 46-60   | 2.3364 | .87916            | 88  |                                |    |      |
|                                  | Over 60 | 2.5600 | .81731            | 5   |                                |    |      |
|                                  | Total   | 2.2453 | .83916            | 190 |                                |    |      |
| Intention to Leave               | 20-25   | 2.9444 | 1.02017           | 6   | 1.212                          | 3  | .750 |
|                                  | 26-45   | 3.0147 | 1.20176           | 91  |                                |    |      |
|                                  | 46-60   | 2.8561 | 1.17856           | 88  |                                |    |      |
|                                  | Over 60 | 2.6667 | 1.47196           | 5   |                                |    |      |
|                                  | Total   | 2.9298 | 1.18673           | 190 |                                |    |      |

The results of the Mann-Whitney reflect no significant differences in mean ranks between age groups at the 95% level ( $p > 0.05$ )

**Table 9 : Comparison of mean ranks between race groups using the Kruskal-Wallis test**

|                               | Population Group | Mean   | Std. Deviation | N   | Kruskal Wallis Chisquare | df | p      |
|-------------------------------|------------------|--------|----------------|-----|--------------------------|----|--------|
| Work to Family Scale          | Black            | 2.5905 | 1.01878        | 21  | 8.107                    | 2  | .017 * |
|                               | Coloured         | 2.6750 | 1.21391        | 8   |                          |    |        |
|                               | Indian           | 3.2634 | 1.10214        | 161 |                          |    |        |
|                               | Total            | 3.1642 | 1.11706        | 190 |                          |    |        |
| Family to Work Conflict Scale | Black            | 2.2095 | .81111         | 21  | .290                     | 2  | .865   |
|                               | Coloured         | 2.1750 | 1.11835        | 8   |                          |    |        |
|                               | Indian           | 2.2534 | .83329         | 161 |                          |    |        |
|                               | Total            | 2.2453 | .83916         | 190 |                          |    |        |
| Intention to Leave            | Black            | 3.0000 | 1.06458        | 21  | 3.025                    | 2  | .220   |
|                               | Coloured         | 3.6250 | 1.37365        | 8   |                          |    |        |
|                               | Indian           | 2.8861 | 1.18855        | 161 |                          |    |        |
|                               | Total            | 2.9298 | 1.18673        | 190 |                          |    |        |

The results of the Mann-Whitney reflect a significant difference in Work to Family Scale between race groups at the 95% level ( $p < 0.05$ )

There are no significant differences in mean ranks between race groups with regards to Family to Work Conflict Scale and Intention to Leave at the 95% level ( $p > 0.05$ )

**Table 10 : Comparison of mean ranks between categories of marital status using the Kruskal-Wallis test**

|                                  |          | Mean   | Std.<br>Deviation | N   | Kruskal<br>Wallis<br>Chisquare | df | p    |
|----------------------------------|----------|--------|-------------------|-----|--------------------------------|----|------|
| Work to Family Scale             | Single   | 2.9563 | 1.09631           | 32  | 2.116                          | 3  | .549 |
|                                  | Married  | 3.2216 | 1.11371           | 148 |                                |    |      |
|                                  | Divorced | 2.8286 | 1.21890           | 7   |                                |    |      |
|                                  | Widowed  | 3.3333 | 1.51438           | 3   |                                |    |      |
|                                  | Total    | 3.1642 | 1.11706           | 190 |                                |    |      |
| Family to Work<br>Conflict Scale | Single   | 2.2438 | .73920            | 32  | .705                           | 3  | .872 |
|                                  | Married  | 2.2378 | .86672            | 148 |                                |    |      |
|                                  | Divorced | 2.2286 | .64734            | 7   |                                |    |      |
|                                  | Widowed  | 2.6667 | 1.15470           | 3   |                                |    |      |
|                                  | Total    | 2.2453 | .83916            | 190 |                                |    |      |
| Intention to Leave               | Single   | 2.8333 | 1.19137           | 32  | 2.285                          | 3  | .515 |
|                                  | Married  | 2.9212 | 1.19924           | 148 |                                |    |      |
|                                  | Divorced | 3.4762 | 1.01575           | 7   |                                |    |      |
|                                  | Widowed  | 3.1111 | 1.01835           | 3   |                                |    |      |
|                                  | Total    | 2.9298 | 1.18673           | 190 |                                |    |      |

The results of the Mann-Whitney reflect no significant differences in mean ranks between the categories of marital status at the 95% level ( $p > 0.05$ )

**Table 11 : Comparison of mean ranks between levels of Highest Qualification using the Kruskal-Wallis test**

| Your Highest level of education |                  | Mean   | Std. Deviation | N   | Kruskal Wallis Chisquare | df | p    |
|---------------------------------|------------------|--------|----------------|-----|--------------------------|----|------|
| Work to Family Scale            | Matric           | 2.5333 | 1.79183        | 6   | 5.514                    | 3  | .138 |
|                                 | Certificate      | 1.7000 | .42426         | 2   |                          |    |      |
|                                 | National Diploma | 3.2772 | .96714         | 57  |                          |    |      |
|                                 | Degree           | 3.1664 | 1.13528        | 125 |                          |    |      |
|                                 | Total            | 3.1642 | 1.11706        | 190 |                          |    |      |
| Family to Work Conflict Scale   | Matric           | 1.8333 | .68605         | 6   | 6.640                    | 3  | .084 |
|                                 | Certificate      | 1.0000 | .00000         | 2   |                          |    |      |
|                                 | National Diploma | 2.1789 | .73259         | 57  |                          |    |      |
|                                 | Degree           | 2.3152 | .87851         | 125 |                          |    |      |
|                                 | Total            | 2.2453 | .83916         | 190 |                          |    |      |
| Intention to Leave              | Matric           | 3.0556 | 1.27221        | 6   | 1.157                    | 3  | .763 |
|                                 | Certificate      | 2.1667 | .23570         | 2   |                          |    |      |
|                                 | National Diploma | 2.9181 | 1.15518        | 57  |                          |    |      |
|                                 | Degree           | 2.9413 | 1.21155        | 125 |                          |    |      |
|                                 | Total            | 2.9298 | 1.18673        | 190 |                          |    |      |

The results of the Mann-Whitney reflect no significant differences in mean ranks between levels of highest qualification at the 95% level ( $p>0.05$ )

**Table 12 : Comparison of mean ranks between categories of years in current employment using the Kruskal-Wallis test**

|                               | How many years in current employment? | Mean   | Std. Deviation | N   | Kruskal Wallis Chisquare | df | p     |
|-------------------------------|---------------------------------------|--------|----------------|-----|--------------------------|----|-------|
| Work to Family Scale          | Under 1 year                          | 3.2000 | 1.86548        | 5   | 2.556                    | 3  | .465  |
|                               | 1-5 years                             | 2.8889 | 1.12910        | 27  |                          |    |       |
|                               | 6-10 years                            | 3.0500 | 1.12095        | 24  |                          |    |       |
|                               | Over 10 years                         | 3.2388 | 1.08565        | 134 |                          |    |       |
|                               | Total                                 | 3.1642 | 1.11706        | 190 |                          |    |       |
| Family to Work Conflict Scale | Under 1 year                          | 2.2000 | .93808         | 5   | .843                     | 3  | .839  |
|                               | 1-5 years                             | 2.1111 | .74696         | 27  |                          |    |       |
|                               | 6-10 years                            | 2.2917 | .80860         | 24  |                          |    |       |
|                               | Over 10 years                         | 2.2657 | .86460         | 134 |                          |    |       |
|                               | Total                                 | 2.2453 | .83916         | 190 |                          |    |       |
| Intention to Leave            | Under 1 year                          | 3.6667 | 1.08012        | 5   | 8.789                    | 3  | .032* |
|                               | 1-5 years                             | 2.4321 | 1.04110        | 27  |                          |    |       |
|                               | 6-10 years                            | 2.7778 | 1.39241        | 24  |                          |    |       |
|                               | Over 10 years                         | 3.0299 | 1.15504        | 134 |                          |    |       |
|                               | Total                                 | 2.9298 | 1.18673        | 190 |                          |    |       |

The results of the Mann-Whitney reflect a significant difference in Intention to leave between categories of years in current employment at the 95% level ( $p < 0.05$ )

There are no significant differences in mean ranks between categories of years in employment with regards to Family to Work Conflict Scale and Intention to Leave at the 95% level ( $p > 0.05$ )

## Multiple Regression

**Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .317 <sup>a</sup> | .101     | .096              | 1.12847                    |
| 2     | .361 <sup>b</sup> | .130     | .121              | 1.11266                    |

a. Predictors: (Constant), Work to Family Scale

b. Predictors: (Constant), Work to Family Scale, Family to Work Conflict Scale

**ANOVA<sup>c</sup>**

| Model |            | Sum of Squares | df  | Mean Square | F      | p                 |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 2     | Regression | 34.668         | 2   | 17.334      | 14.001 | .000 <sup>b</sup> |
|       | Residual   | 231.508        | 187 | 1.238       |        |                   |
|       | Total      | 266.175        | 189 |             |        |                   |

a. Predictors: (Constant), Work to Family Scale

b. Predictors: (Constant), Work to Family Scale, Family to Work Conflict Scale

c. Dependent Variable: Intention to Leave

**Coefficients<sup>a</sup>**

|   |                               | Unstandardized Coefficients |            | Standardized Coefficients | t     | p    |
|---|-------------------------------|-----------------------------|------------|---------------------------|-------|------|
|   |                               | B                           | Std. Error | Beta                      |       |      |
| 1 | (Constant)                    | 1.864                       | .247       |                           | 7.561 | .000 |
|   | Work to Family Scale          | .337                        | .073       | .317                      | 4.585 | .000 |
| 2 | (Constant)                    | 1.538                       | .275       |                           | 5.589 | .000 |
|   | Work to Family Scale          | .247                        | .081       | .233                      | 3.069 | .002 |
|   | Family to Work Conflict Scale | .271                        | .107       | .192                      | 2.526 | .012 |

a. Dependent Variable: Intention to Leave

**Excluded Variables<sup>b</sup>**

|   |                               | Beta In           | t     | p    | Partial Correlation | Collinearity Statistics |
|---|-------------------------------|-------------------|-------|------|---------------------|-------------------------|
|   |                               |                   |       |      | n                   | Tolerance               |
| 1 | Family to Work Conflict Scale | .192 <sup>a</sup> | 2.526 | .012 | .182                | .807                    |

a. Predictors in the Model: (Constant), Work to Family Scale

b. Dependent Variable: Intention to Leave

**Factor Analysis, Reliability and Frequencies**

**KMO and Bartlett's Test**

|  |                    |
|--|--------------------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | .876               |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square |
|  | 1943.846           |
|  | df                 |
|  | 78                 |
|  | Sig.               |
|  | .000               |

| Component | Rotation Sums of Squared Loadings |               |              |
|-----------|-----------------------------------|---------------|--------------|
|           | Total                             | % of Variance | Cumulative % |
| 1         | 4.042                             | 31.095        | 31.095       |
| 2         | 3.653                             | 28.102        | 59.197       |
| 3         | 2.558                             | 19.674        | 78.871       |

**Rotated Component Matrix<sup>a</sup>**

|     | Component |      |      |
|-----|-----------|------|------|
|     | 1         | 2    | 3    |
| Q12 | .906      |      |      |
| Q13 | .889      |      |      |
| Q15 | .857      |      |      |
| Q14 | .851      |      |      |
| Q11 | .844      |      |      |
| Q18 |           | .902 |      |
| Q19 |           | .844 |      |
| Q20 |           | .835 |      |
| Q17 |           | .790 |      |
| Q16 |           | .750 |      |
| Q21 |           |      | .907 |
| Q22 |           |      | .895 |
| Q23 |           |      | .865 |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.



### Component Transformation Matrix

| Component | 1     | 2     | 3     |
|-----------|-------|-------|-------|
| 1         | .695  | .618  | .368  |
| 2         | -.664 | .748  | -.001 |
| 3         | -.276 | -.243 | .930  |

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

### Reliability

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .941             | 5          |

#### Item-Total Statistics

|     | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|-----|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| Q11 | 12.48                      | 20.674                         | .793                             | .936                             |
| Q12 | 12.80                      | 19.790                         | .872                             | .922                             |
| Q13 | 12.74                      | 19.613                         | .887                             | .919                             |
| Q14 | 12.77                      | 20.094                         | .855                             | .925                             |
| Q15 | 12.49                      | 21.119                         | .799                             | .935                             |

### Reliability

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .903             | 5          |

### Item-Total Statistics

|     | Scale Mean if<br>Item Deleted | Scale Variance if<br>Item Deleted | Corrected Item-<br>Total Correlation | Cronbach's Alpha<br>if Item Deleted |
|-----|-------------------------------|-----------------------------------|--------------------------------------|-------------------------------------|
| Q16 | 8.76                          | 11.020                            | .716                                 | .895                                |
| Q17 | 8.99                          | 11.878                            | .727                                 | .889                                |
| Q18 | 9.11                          | 11.460                            | .864                                 | .861                                |
| Q19 | 9.03                          | 11.861                            | .730                                 | .888                                |
| Q20 | 9.02                          | 11.476                            | .778                                 | .878                                |

### Reliability

#### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .895             | 3          |

### Item-Total Statistics

|     | Scale Mean if<br>Item Deleted | Scale Variance if<br>Item Deleted | Corrected Item-<br>Total Correlation | Cronbach's Alpha<br>if Item Deleted |
|-----|-------------------------------|-----------------------------------|--------------------------------------|-------------------------------------|
| Q21 | 5.56                          | 5.571                             | .802                                 | .844                                |
| Q22 | 6.06                          | 6.123                             | .810                                 | .838                                |
| Q23 | 5.96                          | 6.093                             | .772                                 | .868                                |

**Table 1 : Frequency table for biographical variables**

|  |                  | Count | %      |
|--|------------------|-------|--------|
| Age  | Under 20         | 0     | .0%    |
|  | 20-25            | 6     | 3.2%   |
|  | 26-45            | 91    | 47.9%  |
|  | 46-60            | 88    | 46.3%  |
|  | Over 60          | 5     | 2.6%   |
|  | Total            | 190   | 100.0% |
| Gender   | Male             | 57    | 30.0%  |
|  | Female           | 133   | 70.0%  |
|  | Total            | 190   | 100.0% |
| Population Group   | Black            | 21    | 11.1%  |
|  | Coloured         | 8     | 4.2%   |
|  | White            | 0     | .0%    |
|  | Indian           | 161   | 84.7%  |
|  | Total            | 190   | 100.0% |
| Marital Status   | Single           | 32    | 16.8%  |
|  | Married          | 148   | 77.9%  |
|  | Divorced         | 7     | 3.7%   |
|  | Widowed          | 3     | 1.6%   |
|  | Total            | 190   | 100.0% |
| Do you have dependents in your care, i.e. children/elderly/disabled/grandchildren? | Yes              | 163   | 85.8%  |
|  | No               | 27    | 14.2%  |
|  | Total            | 190   | 100.0% |
| Is your spouse or partner in full-time employment?                                 | Yes              | 132   | 69.5%  |
|  | No               | 33    | 17.4%  |
|  | N/A              | 25    | 13.2%  |
|  | Total            | 190   | 100.0% |
| Your Highest level of education  | Less than matric | 0     | .0%    |
|  | Matric           | 6     | 3.2%   |
|  | Certificate      | 2     | 1.1%   |
|  | National Diploma | 57    | 30.0%  |
|  | Degree           | 125   | 65.8%  |
|  | Total            | 190   | 100.0% |
| What Position do you hold at work?   | Academic Staff   | 185   | 97.4%  |
|  | Support Staff    | 5     | 2.6%   |
|  | Total            | 190   | 100.0% |
| How many years in current employment?  | Under 1 year     | 5     | 2.6%   |
|  | 1-5 years        | 27    | 14.2%  |
|  | 6-10 years       | 24    | 12.6%  |
|  | Over 10 years    | 134   | 70.5%  |
|  | Total            | 190   | 100.0% |

**Table 2 : Frequency table for Lickert scale questions**

|     | Strongly disagree |       | Disagree |       | Neither agree nor disagree |       | Agree |       | Strongly agree |       | Total |        |
|-----|-------------------|-------|----------|-------|----------------------------|-------|-------|-------|----------------|-------|-------|--------|
|     | Count             | %     | Count    | %     | Count                      | %     | Count | %     | Count          | %     | Count | %      |
| Q11 | 17                | 8.9%  | 43       | 22.6% | 20                         | 10.5% | 79    | 41.6% | 31             | 16.3% | 190   | 100.0% |
| Q12 | 20                | 10.5% | 64       | 33.7% | 23                         | 12.1% | 58    | 30.5% | 25             | 13.2% | 190   | 100.0% |
| Q13 | 21                | 11.1% | 56       | 29.5% | 25                         | 13.2% | 62    | 32.6% | 26             | 13.7% | 190   | 100.0% |
| Q14 | 17                | 8.9%  | 66       | 34.7% | 22                         | 11.6% | 60    | 31.6% | 25             | 13.2% | 190   | 100.0% |
| Q15 | 14                | 7.4%  | 43       | 22.6% | 26                         | 13.7% | 81    | 42.6% | 26             | 13.7% | 190   | 100.0% |
| Q16 | 33                | 17.4% | 89       | 46.8% | 22                         | 11.6% | 38    | 20.0% | 8              | 4.2%  | 190   | 100.0% |
| Q17 | 34                | 17.9% | 109      | 57.4% | 21                         | 11.1% | 21    | 11.1% | 5              | 2.6%  | 190   | 100.0% |
| Q18 | 39                | 20.5% | 113      | 59.5% | 19                         | 10.0% | 14    | 7.4%  | 5              | 2.6%  | 190   | 100.0% |
| Q19 | 39                | 20.5% | 103      | 54.2% | 25                         | 13.2% | 18    | 9.5%  | 5              | 2.6%  | 190   | 100.0% |
| Q20 | 38                | 20.0% | 105      | 55.3% | 22                         | 11.6% | 19    | 10.0% | 6              | 3.2%  | 190   | 100.0% |
| Q21 | 27                | 14.2% | 41       | 21.6% | 23                         | 12.1% | 59    | 31.1% | 40             | 21.1% | 190   | 100.0% |
| Q22 | 32                | 16.8% | 66       | 34.7% | 32                         | 16.8% | 42    | 22.1% | 18             | 9.5%  | 190   | 100.0% |
| Q23 | 30                | 15.8% | 62       | 32.6% | 32                         | 16.8% | 42    | 22.1% | 24             | 12.6% | 190   | 100.0% |