

ROLE CONFLICT EXPERIENCED BY MARRIED

BLACK WOMAN EDUCATORS

BY

MAPULA GERTRUDE KHUMALO

B.A., HED, B.ED.

Dissertation submitted for the degree Magister Educationis in Educational Management at the
Potchefstroomse Universiteit vir Christelike Hoër Onderwys

Supervisor: Professor P.C. van der Westhuizen

Potchefstroom

2004

ACKNOWLEDGEMENTS

- I thank God Almighty, above all, who gave me strength and sustenance to complete this study.

I wish to express my sincere gratitude to the following:

- My experienced and trusted supervisor, Professor P.C. van der Westhuizen, for his expert guidance, assistance, patience, support and encouragement throughout the duration of this project.
- Prof. L.A. Greyvenstein, for the language editing.
- Professor H.S. Steyn, Head of the Department of Statistical Consultancy Services, Potchefstroomse Universiteit vir Christelike Hoër Onderwys, for his assistance with the analysis of the data of this research.
- Ms Elmari du Plessis, for her help with the Afrikaans translation.
- Ms Vivian Mooki, for her assistance regarding editing of the typing.
- The library staff for their willing and valuable assistance in the course of this research.
- Secondary school woman educators in the Zeerust District North West Province, who participated in the study by completing the questionnaires.
- The Department of Education, North West Province for allowing me contact with the respondents associated with the empirical study.
- My husband, Jairus, whose encouragement and unflinching support I will always cherish.
- My sons, Itumeleng, Tebogo and Thebe for their assistance that made things easier for me, as well as their encouragement and assistance especially when it came to typing.
- My sister, Elizabeth, who always gave me that motherly support.

OPSOMMING

Rolkonflik soos ervaar deur vroulik getroude swart opvoeders

Sleutelwoorde: *Opvoeder, onderwyser, moeder, tuisteskepper, rolkonflik, vrou(e), rol.*

Die doel van die studie was om, deur middel van literatuur- en empiriese ondersoeke, die aard van die rolkonflik ervaar deur getroude, swart, vroulike opvoeders vas te stel. Die empiriese ondersoek was ook gerig op die vasstelling van diè rol faktore wat tot 'n groter mate ervaar word en diè faktore wat tot 'n kleiner mate ervaar word.

Hoofstuk 1 handel oor die probleemstelling, die doel van die navorsing en die metodes wat gebruik is om die doel van die studie te bereik.

Die tweede hoofstuk lig die aard van die vrou se rol uit. Die beskrywing van die rolle is gegee. Die hoofstuk gee ook 'n bespreking van die wetlike raamwerk van die vrou se rol soos bepaal deur die wetgewing van die Republiek van Suid-Afrika, soos meestal begelei deur die grondwet. (Laasgenoemde is steeds die land se hoogste reg.) 'n Bespreking van die aard van vroue se rol binne die huis is gegee. Besprekings oor die vrou as tuisteskepper en 'n moeder, die fisiese, spirituele, morele, sosiale en emosionele welstand is ook gegee. Die aard van vroue se rol buite hul tuiste is ook behandel.

In die derde hoofstuk is die aard van rolkonflik ondersoek. Die beskrywing van rolkonflik is uiteengesit. Aandag is geskenk aan die bespreking van beide intra- en inter-rolkonflik. Faktore wat bydra tot 'n vroulike opvoeder se ervaring van intra-rolkonflik binne haar huis en professie is bespreek. Bydraende faktore tot inter-rolkonflik is ook geïdentifiseer en bespreek.

Die empiriese navorsingsontwerp, vraelyste as navorsings middel en die konstruksie van die vraelys is in hoofstuk vier bespreek. Die noukeurig voltooide vraelyste wat vanaf die vroulike respondente ontvang is, is empiries geanaliseer en geïnterpreteer in hierdie hoofstuk.

Die laaste hoofstuk, hoofstuk vyf, werp lig op die samevatting van al die hoofstukke, navorsings bevindings en aanbevelings gebaseer op die bevindings, sowel as finale stellings.

Navorsingsbevindings toon dat die meeste van die respondente verwag dat hul eggenote hul fisies en psigologies sal ondersteun. Daar is ook bevind dat saam met 'n gebrek aan

ondersteuning vanaf eggenote, tydbeperkings ook 'n groot bydraende faktor is tot die rolkonflik by vroulike swart opvoeders. Afgesien van hul harde werk, is hul nie instaat om alles wat hul moet, te bereik nie. Daar moet aan hierdie twee faktore: Gebrek aan eggenoot ondersteuning en tydbeperkings, die nodige aandag geskenk word in toekomstige navorsing.

SUMMARY

Role conflict experienced by married black woman educators

Key words: educator, teacher, mother, homemaker, role conflict, woman, role.

The purpose of this study was to determine the nature of role conflict experienced by married black woman educators by means of a review of literature and an empirical investigation. The empirical study was also aimed at determining role conflict factors experienced to a great extent and those experienced to a slight extent.

Chapter 1 deals with the problem statement, aims of the research and the methods employed to achieve the purpose of the study.

The second chapter highlights the nature of the woman's role. The description of the role was given. This chapter also provided a discussion of the legal framework on the role of a woman as indicated by the legislation of the Republic of South Africa, mostly guided by the Constitution, which remains the supreme law of the country. The discussion of the nature of women's role within the home was given. Discussions on a woman as a homemaker and a mother and the physical, spiritual, moral, social, and emotional welfare were given. The nature of women's roles outside the home was presented.

In the third chapter the nature of role conflict was investigated. The description of role conflict was laid out. Attention was given to a discussion of both the intra-role conflict and inter-role conflict. Factors contributing to a woman educator experiencing intra-role conflict within her home and profession were discussed. Factors contributing towards inter-role conflict were also identified and discussed.

The empirical research design, questionnaire as research tool and the construction of the questionnaire were discussed in chapter four. The duly completed questionnaires returned by the woman educators as respondents were empirically analysed and interpreted in this chapter.

The last chapter, chapter five, gives a summary of all the chapters, the research findings and recommendations based on the research findings derived from the previous chapters as well as an ultimate statement.

The research findings indicate that most of the respondents expect their husbands to support them physically and psychologically. It is found that in addition to lack of support from husbands, time constraints are another main contributing factor towards role conflict experienced by woman educators. Despite their hard work, they are unable to accomplish all that they need to. These two factors: lack of spouse support and time constraints, need to be given the necessary attention in future research.

TABLE OF CONTENTS

Acknowledgements	ii
Opsomming	ii
Summary	iv
List of tables	x
CHAPTER 1	1
ORIENTATION	1
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT	1
1.3 AIMS OF THE RESEARCH	3
1.4 METHODS OF RESEARCH	3
1.4.1 Literature study	3
1.4.2 Empirical research	3
1.5 CHAPTER ARRANGEMENT	4
CHAPTER 2	5
THE NATURE OF THE WOMAN'S ROLE	5
2.1 INTRODUCTION	5
2.2 DESCRIPTION OF ROLE	5
2.2.1 Role expectation	6
2.2.2 Role understanding	9
2.2.3 Role commitment	11
2.2.4 Role prescription	12
2.2.5 Role set	13
2.2.6 Role conflict	15
2.2.7 Conclusion	15
2.3 LEGAL FRAMEWORK OF THE ROLE OF A WOMAN	16
2.3.1 The Constitution of the Republic of South Africa 1996	16
2.3.2 The Labour Relation Act of 1995	18
2.3.3 South African Schools Act 1996	20
2.3.4 The Employment Equity Act of 1998	21
2.3.5 Conclusion	23

2.4	THE NATURE OF WOMEN'S ROLE AT HOME	23
2.4.1	A woman as a homemaker	23
2.4.2	A woman's role as a mother	26
2.4.2.1	Physical welfare	26
2.4.2.2	Spiritual and moral welfare	29
2.4.2.3	Social welfare and ethics of care	30
2.4.2.4	Emotional welfare	32
2.4.3	Conclusion	34
2.5	THE NATURE OF WOMEN'S ROLE OUTSIDE THE HOME	34
2.5.1	The woman as undismissable part of the labour force	34
2.5.2	The equal arbitration ideal of woman in the work place	36
2.5.3	Promotion possibility of women in recognised professions	37
2.5.4	Career counselling pertaining to girls' evolution	39
2.5.5	Conclusion	41
2.6	SUMMARY	41
 CHAPTER 3		42
THE NATURE OF ROLE CONFLICT		42
3.1	INTRODUCTION	42
3.2	DESCRIPTION OF ROLE CONFLICT	42
3.3	INTRA-ROLE CONFLICT	44
3.3.1	Factors contributing for a woman educator to experience intra-role conflict within her home	44
3.3.1.1	Role conflict within the mother role	44
3.3.1.2	Role conflict experienced by a woman as a caregiver	45
3.3.1.3	Intra-role conflict experienced by a woman as a homemaker	46
3.3.2	Factors contributing for a woman educator to experience intra-role conflict within her profession	47
3.3.2.1	Gender discrimination as a factor of intra-role conflict	48
3.3.2.2	Role ambiguity as a factor of intra-role conflict	49
3.3.2.3	Job satisfaction as a factor of intra-role conflict	50
3.4	INTER-ROLE CONFLICT	52
3.4.1	Role conflict and inter-role behaviour	53
3.4.2	Role conflict and inter-role psychological aspect	55
3.4.3	Family duties as professional barriers to women educators	56

3.4.4	Lack of support from the partner or spouse	57
3.4.5	Cultural factors	59
3.4.6	Time related role conflict	60
3.4.7	Stress related role conflict	63
3.4.8	Financial status as a role conflict factor	64
3.5	SUMMARY	65
 CHAPTER 4		66
EMPIRICAL RESEARCH		66
4.1	INTRODUCTION	66
4.2	RESEARCH DESIGN	66
4.2.1	A questionnaire as research instrument	66
4.2.2	Advantages of mail questionnaires	67
4.2.3	Disadvantages of mail questionnaires	68
4.2.4	Construction of questionnaire	69
4.2.5	Population sampling	70
4.2.6	Administrative procedures	71
4.2.7	Statistic analysis	71
4.3	INTERPRETATION OF DATA	71
4.3.1	General information	71
4.3.2	Intra-role conflict	75
4.3.2.1	Intra-role conflict experienced at home	75
4.3.2.2	Intra-role conflict experienced within the profession	80
4.3.3	Inter-role conflict	85
4.3.3.1	Inter-role conflict experienced within the two roles that are home and career	85
4.4	CONCLUSION	97
4.5	SUMMARY	98
 CHAPTER 5		99
SUMMARY, FINDINGS AND RECOMMENDATIONS		99
5.1	INTRODUCTION	99
5.2	SUMMARY	99

5.3	FINDINGS	100
5.3.1	Findings with regard to research aim 1	100
5.3.2	Findings with regard to research aim 2	101
5.3.3	Findings with regard to research aim 3	103
5.3.3.1	Factors experienced to a great extent	103
5.3.3.2	Factors experienced to a slight extent	104
5.4	RECOMMENDATIONS AND MOTIVATIONS	105
5.4.1	Recommendation 1	105
5.4.2	Recommendation 2	105
5.4.3	Recommendation 3	105
5.4.4	Recommendation 4	106
5.5	CONCLUSION	106
	References	107
	Appendix A	122
	Appendix B	123
	Appendix C	124

LIST OF TABLES

4.1	Table of general information	72
4.2	Intra-role conflict experienced at home	76
4.3	Intra-role conflict experienced within the profession	81
4.4	Inter-role conflict experienced within the two roles of home and career	87

CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

In this chapter, attention is given to the problem statement and the aim of this research. The research methods that include a literature study and the empirical research are briefly discussed. The arrangement of chapters is also indicated.

1.2 PROBLEM STATEMENT

Jones (1993:136) describes role conflict as uncomfortable feelings that result when two of the roles that a person takes on have different expectations that are conflicting. Jones (ibid.) further defines role overload as something that happens when an individual has a limited amount of time and energy, yet has many roles to handle, so the individual feels overwhelmed and cannot handle all of the roles with ease.

Career women seem to experience more conflict than in the ordinary sense of the word so it may be said that they experience role overload. As Jones (1993:136) indicates, an individual who fulfills two or more roles that are incompatible or in conflict with one another experiences role conflict. Women experience conflict between work and home. According to Eckenrode and Gore (1990:36), women experience conflict between work and family responsibility significantly more often than men. Horberg (1989:555) found that women experience role conflict at an average of two or three times a week and are engaged in a continuous tug of war between their responsibilities at work and their responsibilities of their families.

Role conflict experienced by woman educators tends to diminish their collective capacity to operate effectively and productively in the workplace (Sebakwane, 1994:92). Eckenrode and Gore's (1990:86) sample of USA working women revealed that conflict situations occur most frequently at the beginning and end of the woman's workday. For example, these women have to rush to get their children ready in the morning so that they themselves would not be late

for work and often have to leave earlier than they would have liked because of their children. Their husbands admit that their wives experience role conflict significantly more than they, themselves did.

Married woman educators are overworking themselves and tend to experience burnout. This is proved by Erasmus (1995:27) and Van der Linde et al. (1999: 194 – 196) when saying that working women have too much to do and too little time. High demands are made on the time and commitment of working women. Smith (1995:14) states that the involvement of married women in the labour market could have a profound influence on their marriage and family life. This may be due to the fact that the women's labour force participation could increase the possibility of role conflict between work and family roles, since women are increasingly defining their work role as an additional primary role.

The dual role of working women limits their ability to advance (Erasmus 1998:26). According to Sebakwane (1998:26) many women have, to a certain degree, internalised the attitudes and role expectations about women, and they have learnt to fit neatly into the stereotypes. This can be a major handicap in the development of their individual personalities, their abilities and career potentials.

The research carried out by Rapmund (1996:15) indicates that factors such as coping with unusual situations and increased responsibility in the workplace are in conflict with the woman's role but support the masculine role. The following problems listed by Adler et al. (1993:27) indicate that many mothers recognise anxiety and guilt in combining the role of family career with their professional career :

- Having a young child limits the amount of commitment that can be made
- Putting your children first definitely hinders your career. Difficult choices have to be made
- Having children is usually detrimental to a woman's career
- The guilt and having to make choices that mean personal compromise and sacrifices.

Abroad and in South Africa much has been written about role conflict, but it is theoretical and hypothetical in essence. The only empirical (quantitative data) that has been identified was the research done by Murray (1994). But this research was done

among white woman educators. No research has been done among black woman educators and to what extent they experience their dual role as conflict role.

As black woman educators form the majority of personnel in the teaching profession, it is necessary to determine to what extent they experience their dual role as conflict role. The necessity of this research includes productivity and effectiveness. It is necessary to determine how much their dual role affects productivity and effectiveness in their working field and how their work affects their families.

1.3 AIMS OF THE RESEARCH

- Research aim 1: Determines the nature of woman's role
- Research aim 2: Determines the nature of role conflict
- Research aim 3: Determines empirically to what extent married black woman educators experience their dual role as conflict role.

1.4 METHODS OF RESEARCH

1.4.1 Literature study

A literature study of secondary and primary sources was conducted with the aim of collecting information on role conflict. A DIALOG research was done with the help of the following descriptors: educator / school educator / educator / conflict / role conflict / family / families / home.

1.4.2 Empirical research

- **Questionnaire**

Murray's (1994) questionnaire on role conflict was used as basis as research for the empirical research and will be adjusted, based on the literature study. The aim of the questionnaire is to determine *to what extent* married black woman educators are experiencing role conflict.

- **Population**

A research will be based on secondary schools in North West Province (n=200). From the population, a systematic sample of schools (n=30) will be drawn. In each of these

schools, married black woman educators permanently appointed in post level 1 and 2 (n = approx.200) will form the study population.

- **Statistical analysis**

Statistical techniques will be selected with the help of Statistical Consultancy Services of the Potchefstroom University.

1.5 CHAPTER ARRANGEMENT

Chapter 1: Orientation

Chapter 2: The nature of the woman's work role

Chapter 3: The nature of role conflict

Chapter 4: Empirical research.

Chapter 5: Summary, findings and recommendations.

CHAPTER 2

THE NATURE OF THE WOMAN'S WORK ROLE

2.1 INTRODUCTION

A century ago it was believed that a woman's place is in the home. A husband was regarded as the sole breadwinner and provider, while the wife's role was qualified by her domesticity, the bearing and nurturing of children and the creation of the family. Although there is a change in this notion today, a woman's participation in the labour market is largely still viewed as her secondary role. Despite this view a woman worker still contributes significantly to the economy of the country. If all the wives employed in the civil service, commerce and industry were suddenly forced to stay at home; the entire country would be thrown out of gear.

The working married women are, however experiencing role conflict between being a mother and homemaker and being a salaried employee. The issue of role conflict will be fully discussed in Chapter 3.

In this chapter, the nature of the woman's role in the home and outside the home is discussed. The nature of a woman's role according to history and the legal determinants on women's work role in society will also be discussed. This will be done with the help of relevant literature.

2.2 DESCRIPTION OF ROLE

Redelinguys et al. (1999:56) describe roles as different positions that any person has to fulfil in society which in the case of a working woman, the following roles are seen as the most important: spouse, mother and employee. The Oxford dictionary describes role as a person's task or duty.

A woman has two roles, namely work and family role. Broman (1990:747) indicates that the work and family roles consist of the male work role, the female work role, the male family role and female family role.

These four roles are sufficient to describe the major work performed in the market place and in the household and they are found both on a macrosociological level and at the individual level (Broman, *ibid.*).

The female role consists of an occupation role, marital role, parental role and home care role. Married professional women are responsible for all these roles (Aryee, 1992:819). Marital, parental and home care is family roles while occupation is a work role. A parental role consists of childbearing and caring for the sick. According to Mac Dermid (1994:2), home care concerns all the household chores like cleaning the house, cooking, doing laundry and clothing care. Married professional women perceive their work as their other primary role and devote long hours to it (Aryee, 1992:817).

The term “role” is more comprehensive than “post”. A role includes the total pattern of expected behaviour, interaction and sentiments of a person in the specific post. It depends on the status a person has in a specific organisation. The role of an education leader includes, among others, effectiveness, satisfaction, leadership and morale and role expectations may differ from school to school (Murray, 1994:8).

The following concepts concerning woman’s role will be discussed: role expectation, role understanding, role commitment, role prescription and role set.

2.2.1 Role Expectation

A role is a pattern of behaviour perceived by an employee as behaviour that is expected and role expectation refers to the set of expected behaviour engaged in while performing the job (Ilgen & Hollenbeck, 1991:21). Role expectation refers to the expectations which one person has of someone else’s behaviour within a certain role (Van der Westhuizen, 2002:91). Different people of different categories are expected to perform different roles, for example, brides are expected to perform household activities, priests to be examples of dignity, ship captains to uphold strict discipline and the soccer coaches to be drivers with winning motivation as their only objective (Murray, 1994:9).

Mothers are expected to guide and encourage developing a talent in a particular area (Chao, 1996:410). To make this expectation possible, Wiechers (1990:15) indicates that, at home, mothers must create a learning environment that exercises a multiplicative influence and children must have respect and regard for the family. Parents should teach their children to have regard for the family, should offer more family stability and the mother should play a direct role in ensuring success. To add to this, Oosthuizen (2003:195) says that the parent is expected to offer the child attention and love by involvement in the school activities of the child and this serves as proof of the parent’s love for her child.

Louw, Van Ede, & Louw (1999:526) indicate that women are expected to play an expressive role, which means that they have to be kind-hearted, nurturing, lenient and sensitive regarding the needs of others. Sigelman and Shaffer (1995:30) feel that these personality traits benefit the woman in her role as wife and mother, for instance in maintaining the functioning of the family and being successful in her task as child-minder.

From the society at large there are certain expectations of which a girl becomes aware. There are contrasting expectations emanating from society, home, school and the ever-present stereotyped feminine sex role. The intellectually gifted girl is especially at risk as far as conflict is concerned. In her capacities as a gifted person and a woman the following conflicting social expectations exist (Wiechers, 1990:18):

- She receives the message that one should use her talents, but also that as a woman she should be selfless, caring and supportive
- Her good achievement at school is recognised, but she also receives the message that it is unfeminine to be too dynamic and capable
- Developing her talents to the full vs. selfless nurturing service
- Being economical and selfish in energy expenditure vs. spending large amounts of time and energy on others
- Being active, alert and exploring vs. passivity and dependence
- Embarking on challenging careers, often those traditionally followed by men vs. seeing her career as of less importance than that of her husband
- Having a challenging job vs. being a housewife.

Napholz (1995:22) shows that there is considerable evidence that women's role is viewed by society through complex filters that are broad gender role expectations, work and family role ideologies and occupational stereotypes.

In schools there are women educators who are expected to teach the learners very well and sincerely. For them to teach very sincerely they are expected to prepare their lessons very well and sometimes they have to study to be able to bring new ideas and developments to the class (Johnsrud, 1995:27). Young people have to be helped to get to higher-level careers. Women educators are expected to teach them very carefully and well and must give them hope so that they are worthy citizens. Both women and men work long hours teaching and the workload and responsibilities expected from them are similar (Johnsrud, 1995:29). The public expects women

educators to know everything about guidance and education of children. Claesson and Brice (1990:16) indicates that women educators are expected to be super mothers or super women and the public seek educators as active agents rather than passive workers.

Educators have very different views of the futures awaiting their learners. Girls, even those with outstanding academic records, are expected to enter subordinate and conventionally feminine occupations and unlike boys, are seen as immersed in domestic commitments. Only when a girl's behaviour in class sharply contradicts the feminine stereotype are her educators likely to imagine her in a career at odds with highly traditional expectations (Wiechers, 1990:19). It is expected of the women educator to provide female role models for younger high potential women, which is of crucial importance in the South African context (Erasmus, 1998:37).

Brunner (1998:164) indicates that when people put a woman in a position that has been predominantly held by men, the expectation in the business community is to see a man. When they see a woman, their expectation is that she is to do everything the woman of the culture has always done – that is pay attention to detail, to be caring and to do everything expected from a woman. Plus, the expectation is that she will also do what people expect a man to do.

Woman managers are expected to keep their gender simple in order to focus on their primary purpose of organising their administrative work and Brunner (1998:166) states that this simplifies their agenda and keeps their purpose uncontested.

From the above it is clear that:

- There are certain roles that are expected from different people of different categories
- Mothers are expected to give full support to their children in life as primary educators
- Women are expected to be kind-hearted, nurturing, lenient and sensitive to other people's needs
- The society is expecting its children to learn well so that in future when they are adults they should be able to carry out work and family responsibilities as expected
- Women educators are not expected just to teach, but to teach very sincerely, carefully and well.

The above discussion shows the roles expected of a woman. Role understanding will be discussed in the following paragraph.

2.2.2 Role understanding

It should be noted that every specific role has a strong influence on the person in that particular role and it is, therefore, important for a person to know and understand the role expected of her (Murray, 1994:9). Role understanding means that one should understand what other people expect (Van der Westhuizen, 2002:91). For people to understand their jobs, roles are clearly defined by policies, procedures, rules and regulations set forth by the role maker or the manager.

Women workers need to understand and be fairly clear about what is expected of them in fulfilling their role in order for them to feel good about their work (Jones, 1993:137). Everyone's work should be clearly described and defined. Managers and workers each have their own responsibilities and a clear distinction must be made between their responsibilities for a better understanding of their role (Brunner, 1998:169).

Images people have of themselves in different situations and in performing different roles all contribute to their sense of self-identity and role understanding. Two important related images or components of the self are how people see themselves as individuals (self-image) and as females or males (gender-role image) (Haider, 1996:51). Women's perceptions are their views, images or opinions of themselves or others. A woman should feel secure in her role. To feel secure enables a person to operate and to produce an outcome that tells a woman that she is able to function and is in control of her life situations, while to feel insecure is to know that she is unable to cope and is losing control.

A woman who does not think by herself for herself feels insecure; she lacks a personal and social perspective. The society needs confident educators whom learners can look up to regardless of their gender; they need the women educators to be up to the same standard of thought as the male ones (Haider, 1996:52).

Tiedje et al. (1990:64) indicate that women in the professional occupations view work as another primary role while Wiechers (1990:14) makes mention of the fact that in the past, and even today, in rural areas underachievement is noticed among black women. This is because they wrongly understand their role. They seem to be satisfied with their lower status and lower wages and their domestic responsibilities take top priority. The reason why women form a basically conformist and subordinate work identity is partly because work identity is secondary

to a home identity, quitting work or working part-time is more natural for them than engaging over the quality of life (Wiechers, 1990:15).

It is important for a woman school manager to understand her role and have positive perceptions of leadership. Shum and Cheng (1996:180) state that they should understand that in their leadership they should be able to:

- Emphasise human relationships and seek to lead through facilitation and empowerment
- Keep staff performance above the bottom line, set clear directions, hold people accountable for results and try to solve organisational problems with new policies and rules
- Network different types of people and groups, create coalitions, build a power base and negotiate compromise among different interests
- Pay diligent attention to myths, rituals, ceremonies, stories and other symbolic forms to direct the socially constructed meanings in school.

A sense of efficacy refers an educator's perception that his/ her teaching is worth the effort and that it leads to the success of students and is personally satisfying (Shum & Cheng, 1997:168). A sense of role perception is inclusive of understanding thereof. Educators must understand that the educator's sense of efficacy, sense of community and sense of professional interest are three of the more important job attitudes which relate to educator performance (Shum & Cheng, 1997:168).

It seems from the above that:

- It is important for a woman to know and understand the role expected of her
- For a person to understand her role, her work should be clearly described and defined. Role ambiguity should be avoided
- Understanding a role makes a person develop self-confidence and feel secure in her role
- It is important for a woman educator to regard both work and family role as primary roles. If she regards one of these roles as secondary role, she will not pay enough attention to it
- An educator must understand that her efforts should lead to the learners' success
- The woman school manager should understand her role and must have a positive perception of leadership.

Once a woman understands and accepts her role, she will become committed to it. Role commitment will be discussed in the following paragraph.

2.2.3 Role commitment

Louw, Van Ede, & Louw (1999:584) define commitment as whole-heartedness and perseverance. Role commitment consists of loyalty towards one's role, a feeling of responsibility towards one's role and willingness to exert greater effort than that typically prescribed for role incumbents (Zimble & Ortlepp, 1996:10). Aryee (1992:816) indicates that a person's commitment to a role indicates the amount of time and energy devoted to that role. Role commitment is defined as the subjective response to how one sets priority for work and relationship roles (Napholz, 1995:24).

In his research, Aryee (1992:819) found that women are committed to four life roles. These are an occupational role, marital role, parental role and home care role. According to Herkelmann et al. (1993:127), many women who grew up with messages of care and nurturing settled happily into these traditional roles while others, out of necessity or desire entered the labour market. To Facione (1994:159), a woman who is wife, mother and employee encounters an accumulation of disparate roles, each requiring deep commitment.

Ellinger and Beckman (1997:625) indicate that in Korea, there is no question about who assumes responsibility for a child's education and but the mother is clearly in charge. Coetzee and Cronje (1996:86) show that in South Africa, mothers are also committed in their children's education as in Korea.

An educator with a strong sense of professional interest is committed to attending seminars, exchanging new ideas in teaching with colleagues in order to improve teaching techniques and further professional development (Shum & Cheng, (1997:168). Women educators are committed to the value of the community and to the intellectual and social development of their learners. Women and minorities are reported to invest more time and energy in their teaching and to derive more satisfaction from it (Oslen et al., 1995:268).

The impression by the society that women are marginal and unreliable workers who work only for pin money and are less committed than their male counterparts was not found by the accounts of the women interviewed by Lemmer (1990:219). All informants she had revealed a

strong commitment to work ethics, often seeing their own diligence in sharp contrast to that of younger or male colleagues. Fare-Bonnet (1996:319) states that some schools have women heads whom are committed to administrative and team-leading tasks.

From the above it is evident that:

- To be committed to a role shows loyalty to that role and it includes perseverance and whole-heartedness
- A woman may be committed to an occupational role, marital role, parental role and home care role. She needs to be deeply committed to each of these roles
- Mothers are in charge of their children's education
- Educators are to expand their subject knowledge so as to improve their teaching
- Women are highly committed to their roles.

There are certain roles that are prescribed for a woman. Therefore role prescription will be discussed next.

2.2.4 Role prescription

There are different roles, which are carried out or expected to be carried out by different people in different categories. There are roles prescribed for a woman as a wife, mother or as a homemaker and roles prescribed for her as a manager or a subordinate at the workplace. Role prescription refers to the general norms for the role as prescribed by the community and it refers to what the general pattern of behaviour ought to be (Van der Westhuizen, 2002:91).

According to Erasmus (1998:26), in the past women were allowed only a little education because formal education was a threat to men and, therefore, women had to do household duties only. Today the role of a woman has changed and many women work outside the home and work as professionals e.g. educators. Although they are employed to perform duties outside the home they still fulfil their traditional roles of wife, mother and homemaker. There is much expected from a woman by the society.

After marriage, she is expected to have children. From this a family is created. The basis of a stable family rests on the willingness and ability of men and women to marry, bear and rear children and fulfil socially prescribed familial roles (Staples, 1990:1006). As a married woman with a family, she has to fulfil family work. Mac Dermid (1994) defines family work as anything outside of paid employment from cooking and the laundry to childcare and elderly care.

Husbands expect their wives to carry out domestic functions such as cooking and cleaning, giving birth to children and socialising them, providing sexual gratification, companionship and emotional support to them (Erasmus, 1998:35).

Even if a woman has a very important role as that of a wife, mother and child rearing, she also has a role to play in the labour market (Haider, 1996:150). Empowering women in the work place is important but should not overshadow the valuable role women need to play as wife and mother (Erasmus, 1998:36). In the management role, a manager is expected to plan, organise, give commands, co-ordinate and to control (Van der Westhuizen, 2002:91). Francoise and Bonnet (1996:393) state that in France, heads of secondary schools, unlike their primary school colleagues, do not teach, but they have heavy workloads and in certain schools these are very taxing.

From the above it seems that:

- The community prescribes the roles of a wife, mother and homemaker for a woman
- The above-mentioned roles are regarded as traditional roles. Although women are to carry out these roles they are still expected to carry out work roles
- Women can also be managers at their work.

In the next paragraph, role set will be discussed.

2.2.5 Role set

There may be different groups in an organisation which, according to the hierarchical structure function so that the authority figure of a lower or subgroup, e.g. educator with learner is subservient to the subordinates of a higher subgroup e.g. school manager in relation to circuit manager (Van der Westhuizen, 2002:91). The role set is, therefore, always dynamic because there is a continual interplay between main groups and subgroups, figure of authority and subordinates.

Evetts (1997:23) indicates that in most cases women educators need an initial push and to be told to apply for promotional posts before they do so. In her research she made mention of women educators who said that inspectors and other people said they'd been in post level one for too long and that they should now apply for promotion posts. It is often suggested that

women do not put themselves forward for promotion and that this is the main explanation for the few women in promotion posts (Erasmus, 1998:26).

The following points are to be taken into consideration when studying role set (Van der Westhuizen, 2002:71).

- Authority is embodied in the office and not in the person
- There is a clearly defined hierarchy, which determines each official's office and duties
- Appointments are made according to ability and specialisation
- Patterns of behaviour and regulations are clearly prescribed
- Promotion is based on seniority
- Decision-making is only done by the top official and then moves down through the ranks of the hierarchy to subordinates
- There are fixed salary scales for each office with relevant pension benefits.

Scheduled teaching time in school per post level as determined in the Education Law and Policy Handbook, 2000 is as follows:

Primary school:

Post level 1: between 85% and 92%

Post level 2: between 85% and 90%

Deputy Principal: 60%

Principal: between 10% and 92% depending on which post level appointed to.

Secondary school

Post level 1: between 85% and 90%

Post level 2: 85%

Deputy Principal: 60%

Principal: between 5% and 60% depending on which post level appointed to.

From the above it is clear that:

- Role set has to do with the hierarchical structure in the workplace
- Some potential women do not apply for promotional posts until they are told by other people to do so
- Top officials make decisions and then send them down through the ranks of the hierarchy to subordinates
- The higher the rank of an educator, the less teaching periods she has.

The concept of role conflict will be discussed next.

2.2.6 Role Conflict

Role conflict is the extent to which a person experiences pressure within one role that is incompatible with the pressure that arises with another role (Zimbler & Ortlepp, 1996:10). Role conflict refers to the incompatibility in demands or expectations a role incumbent faces (Van der Westhuizen, 2002:91). According to Tiedje et al. (1990:64), there are various causes of role conflict, for instance the conflict between two people (interpersonal conflict) and the conflict between the role expectation of a person and his intellectual or social abilities (intra-personal conflict).

The concept role conflict will be thoroughly discussed in chapter three.

2.2.7 Conclusion

Women are expected to give support to their children as primary educators and to carry out other family responsibilities. For a woman to understand her role, her work should be clearly described and defined. Role ambiguity should be avoided. A woman may be committed to an occupational role, marital role, parental role and home care role. These roles are prescribed by the society for a woman. The role set has to do with the hierarchical structure of the organisation's authority figure and subordinates.

The role of a woman as prescribed by legislation will be discussed next.

2.3 LEGAL FRAMEWORK OF THE ROLE OF A WOMAN

2.3.1 The Constitution of the Republic of South Africa 1996

- **Equality**

The South African Constitution Act of 1996 came into operation on the 4th February 1997 (Oosthuizen, 2003:21). In terms of Section 2 of the Constitution of South Africa 1996, the Constitution is the supreme law of the country and any law or conduct of any person or body which is inconsistent with it is invalid.

In terms of Section 3(b) of the Constitution of South Africa (SA 1996) all citizens in South Africa are equally subject to the duties and responsibilities of this country. The introduction of the Bill of Rights in 1996 has put discrimination in the past. In terms of Section 9 of the Constitution of South Africa (1996) no person, even the state may unfairly discriminate directly or indirectly against a woman due to her gender. According to Kaufman et al. (1997:118), gender is not difference, gender is hierarchy and the idea of gender difference helps to keep male dominance in place.

In terms of Section 22 of the Constitution of South Africa (1996) every citizen has the right to choose his or her occupation or profession freely. Women can also choose their occupation or profession freely. Everyone may decide freely how to manage her protected interests and in the case of protected actions and roles, how to act (Rautenbach et al., 1998:11). This simply shows that the belief that a woman's place is in the kitchen does not exist any more. Women have a role to play both inside the home and outside the home. It is not surprising to see a woman occupying a professional post. All citizens of South Africa have accepted this practice since it is stipulated by the Constitution, which is the supreme law of the country. Participation of women in the labour market is very important. It is something that cannot be done away with.

In terms of Section 39(a) of the Constitution of South Africa (1996) the values that underlie an open and democratic society based on human dignity, equality and freedom must be promoted. The Constitution of South Africa has drastically improved the status and dignity of a woman. Women are free to perform any role, including those roles, which were regarded as male orientated roles.

In terms of Section 9 (1-2) of the Constitution of South Africa (1) everyone is equal before the law and has the right to equal protection and benefit of the law, (2) this equality includes the full and equal enjoyment of all rights. All people have equal access to education and equal educational treatment.

In terms of Section 28 (1) (b) of the Constitution of South Africa (1996) every child has the right to family care or parental care. Child and family care is one of a woman's roles as a wife, mother and homemaker. In the previous paragraph we noticed that a woman also has the freedom to education. She may then acquire a career and then work outside home while she is still a wife, mother and homemaker.

- **The Bill of Rights**

In terms of Section 7 (1) of the South African Constitution (1996) the Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom.

All women are entitled to equal rights as men. The Bill supports the following women's rights:

- **Participation**

The status, responsibility and the role of a woman were improved since the establishment of the new Constitution in 1996. In terms of Section 19 (3 a-b) of the Constitution of South Africa (1996) women, like all other South African citizens have the right (a) to vote in elections for any legislative body established in terms of the Constitution and to do so in secret (b) to stand for public office and if elected to hold office. Rautenbach (1998:17) adds by stating that these positions are no more reserved for men. In terms of section 19 (1 a-c) of the Constitution of South Africa (1996) every citizen (including women) is free to make political choices, which includes the right to: (a) form a political party; (b) participate in the activities of, or recruit members for a political party and (c) campaign for a party or cause.

In terms of Section 17 of the Constitution of South Africa (1996) everyone has the right to participate in a peaceful and unarmed demonstration or picketing and to present a petition.

- **Employment**

In terms of Section 22 of the Constitution of South Africa 1996, every citizen has the right to choose their trade; occupation or profession and this may be regulated by law. Women and men have equal employment opportunities, professional and vocational training, equal remuneration for equal work, equal benefits regarding housing subsidies, childcare facilities and medical care (Rautenbach et al., 1998:18).

- **Social measures**

In term of Section 18 of the Constitution of South Africa (1996) everyone has the right to freedom of association. Both men and women have equal rights to participate in recreation activities, sports and all aspects of cultural life.

It is noticed from the above that:

- The Constitution of South Africa is the supreme law of the country and there is no other law that is above it
- This constitution aims to promote the guiding principle of equality and liberty
- Women are also free to choose occupations or professions according to their own interests
- The Constitution promotes human dignity, equality and freedom
- Everyone is equal before the law and has the right to equal protection and benefit of the law
- All children have the right to family care or parental care
- Women also have the right to vote and to stand for public office
- Women like other citizens are also free to participate in the activities of a political party
- Men and women have equal employment opportunities
- Everyone including women is free to associate.

The Labour Relation Act of 1995 will be discussed next.

2.3.2 Labour Relation Act 1995

In terms of Section 1 of the Labour Relation Act of 1995, the purpose of this act is to advance the economic development, social justice, labour peace and the democratisation of the workplace by fulfilling the primary objectives of this act.

In terms of Section 4 (1-2) of the Labour Relation Act of 1995:

- (1) Every employee (including women) has the right:
 - a. To participate in forming a trade union or federation of trade unions
 - b. To join a trade union, subject to its constitution.

- (2) Every member of a union has the right, subject to the constitution of that trade union:
 - a. To participate in its lawful activities
 - b. To participate in the election of any of its office-bearers, officials or trade union representatives
 - c. To stand for election and be eligible for appointment as an office bearer or official and, if elected or appointed, to hold office
 - d. To stand for election and be eligible for appointment as a trade union representative and, if elected or appointed, to carry out the functions of a trade union representative in terms of this act or any collective agreement.

Some women work in domestic sectors. In terms of Section 17(1) of the Labour Relations Act of 1995, domestic sector means the employment of employees engaged in domestic work in their employer's homes or on the property on which the home is situated. Women in this sector may join trade unions and be protected by these unions when unfairly treated by their employers. Women may also be elected as trade union representatives by other union members to represent them in a workplace.

This is supported by Section 23 (2) (a-b) of the Constitution of South Africa 1996 which stipulates that every worker has the right to form and join a trade union, to participate in the activities and programs of a trade union.

In terms of Section 5 (1) of the Labour Relation Act of 1995, no person may discriminate against an employee for exercising any right conferred by this act. The increase in the participation of women in the South African labour market emphasises that the opinions and experiences of South African working women should be heard and rightfully recognised.

Fair pay, equal treatment, safe and family friendly work places are some of the issues that should be addressed in order to reshape work force policy so that women can be employed and

fulfil their potential (Erasmus, 1998:25). While the labour Relations Act does outlaw discrimination in the workplace, few women take employers to court because litigation is expensive. Few women are legally literate and cannot depend on their unions to support them. Because unions have their own history of sexism, few women have the courage to challenge the power relations between their employers and themselves, especially as they are dependent on their jobs (Levitz, 1995: 27).

Women in the workplace may also be elected to be trade union representatives. In terms of Section 14(4)(a) of the Labour Relation Act of 1995, a trade union representative has the right to perform the following function: at the request of an employee in the workplace, to assist and represent the employee in grievance and disciplinary proceedings.

From the above it seems that:

- This act aims at improving working conditions at the workplace
- It opens up the right of participation in the trade union for every employee
- Domestic workers may also join trade unions
- The Labour Relation Act outlaws discrimination in the workplace
- One of the roles of the trade unions representative is to assist and represent employees in grievance and disciplinary proceedings.

In the following paragraph, the South African Schools Act of 1996 will be discussed.

2.3.3 South African Schools Act 1996

In terms of the preamble of the South African Schools Act of 1996, South Africans require, amongst others, a new national system for schools which will redress past injustice in education provision and combat racism and sexism and all other forms of unfair discrimination. This indicates that there should not be any unfair discrimination against women, even in terms of their roles. For a long time, the number of female educators found was largely concentrated in primary schools. Educators confined to their classrooms were all that they could be as they could not occupy managerial positions such as principal, subject adviser, etc. Now there are more women principals and more women are seen at high schools as well. This act has, therefore, proved effective in allowing women educators to be more involved in all roles and activities at their work place.

As primary educators of their children, parents have a greater responsibility in the education of their children and the running of the school (Oosthuizen, 2003:195). In terms of Section 16(1) of the South African Schools Act 1996, the governance of every public school is vested in its governing body. Women as parents may be members of the governing body and may be involved in the governing of the public school.

From the discussion above it seems that:

- Women are also allowed to have a say in the education of their children
- There should not be any unfair discrimination against women even in terms of their roles
- The school governing body of which women are also members governs every public school.

The Employment Equity Act 1998 will be discussed next.

2.3.4 The Employment Equity Act of 1998

In terms of Section 2 (a-b) of the Employment Equity Act of 1998, the purpose of the employment equity act is to promote equal opportunity and fair treatment in employment through the elimination of unfair discrimination. Equal opportunities mean that equal opportunities for female educators in areas such as appointments, task distribution, responsibilities and promotion must be actively advanced. Women educators should be treated fairly, which means equitably, honestly and justly when applying for a post and after they have been appointed (South African National Tutor Services, 2000).

The Employment Equity Act of 1998 prohibits unfair discrimination in the work place. In terms of Section 6 (1) of the Employment Equity Act of 1998, no person may unfairly discriminate directly or indirectly against an employee because of pregnancy, marital status or family responsibility. Women are highly protected by this act. In terms of Section 54 (a) of the Employment Equity Act 1998, a woman has family responsibilities that are as important as her paid job. Her employer should acknowledge and be able to understand her family responsibility as long as it does not unnecessarily interfere with her work.

In terms of Section 13 (1) of the Employment Equity Act of 1998, every designated employer must, in order to achieve employment equity, implement affirmative action measures for people from designated groups. This act is calling for equity or balance in the work place, especially for

gender equity. Van der Westhuizen (2002:558) indicates that the affirmative action has resulted in the scrapping of discriminatory laws and there is more parity in the service conditions of women and their counterparts. He further states that equal rights have been implemented on all levels, including management levels, which makes it easier for women to have equal opportunities as far as top management is concerned.

In terms of Section 15 (2) of the Employment Equity Act of 1998, the affirmative action measures implemented by a designated employer should, therefore, include measures to identify and eliminate employment barriers, including unfair discrimination, which adversely affect people from designated groups. Section 20 (1) of the Employment Equity Act 1998 indicates that it is important for the employer to prepare and implement an employment equity plan, which will achieve reasonable progress towards employment equity in the employer's workplace.

In terms of Section 6 (2)(a) of the Employment Equity Act of 1998, it is not unfair discrimination to take affirmative action measures consistent with the purpose of this act. The balance of the number of men and women in the working place is encouraged, especially for black women. Affirmative action rectifies and amends so that the position of disadvantaged groups such as women in schools and education at large can be made equal to those groups who have been advantaged in the past (Erasmus, 1998:20). In terms of Section 8 of the Employment Equity Act of 1998, psychological testing and other similar assessments of an employee are prohibited.

This meter stick is because in the past it was used with the intention of selecting men for the job and not women. This act, therefore, opens up any job for any qualified women. Women should be allowed to perform any role in this country as long as they are capable (Redelinghuys et al., 1999). This act, together with the Constitution, has broadened the role of a woman.

From the above it seems that:

- The aim of the Employment Equity Act of 1998 is to promote equal opportunity, fair treatment in the workplace and to implement affirmative action
- This act prohibits unfair discrimination against women in the workplace
- The affirmative action has resulted in the scrapping of the discriminatory law that existed in the past
- Psychological testing and other similar assessments of an employee are prohibited.

2.3.5 Conclusion

The Constitution grants women equal protection and benefit in their roles just as for men. The Labour Relation Act of 1995 aims at improving working conditions at the workplace and it outlaws discrimination. The South African Schools Act allows women to participate in the governance of public schools. The Employment Equity Act of 1998 prohibits unfair discrimination and promotes affirmative action in the workplace.

2.4 THE NATURE OF WOMEN'S ROLE AT HOME

2.4.1 A woman as homemaker

The role of homemaker is defined as manager of a household with beneficiaries ranging from residents as guests and persons or groups to whom services and objects are provided also requires constant involvement in the public world (Lopata, 1993:180). Home and family roles may be particularly laden with normative expectation and, therefore, concretely demand a woman's time and energy (Bradburn, 1995:1523).

The basis of a stable family rests on the willingness and ability of men and women to marry, bear and rear children, and fulfil socially prescribed familial roles (Staples, 1990: 1006). Traditionally, women are the ones responsible for the household tasks such as feeding, cleaning, looking after children and providing care for the sick and the elderly (Kishor & Neitzel, 1996:55). Staples (1990:1006) agrees when saying that women's role is traditionally defined as the carrying out of domestic functions such as cooking and cleaning, giving birth to and socialising children, as well as providing sexual gratification, companionship and emotional support to their husband. Married women are willing and able to fulfil such roles. In societies where a man pays a price for a bride, he partly pays for her services as a mother (Staples, 1990:1007). The roles of men on the other hand are more narrowly confined to economic provision and family leadership. The mother, however, has a major responsibility of seeing to it that the household runs smoothly and efficiently (Stanfield, 1996:7).

Women's sphere has its own contributions to make in the form of running the household competently and taking care of all of its members (Lopata, 1993:178). Women carry the main responsibility for everyday housework and childcare (Wilson, 1997:176). Family work is defined as anything outside of paid employment from cooking and doing the laundry to childcare and elder care. Housework could be split into categories such as cooking, cleaning the house,

laundry and clothing care (Tingey et al., 1996:186). All these are seen as women's household activities. Out door work and home repairs are seen as men's work.

Household activities and two activities that are seen as shared housework are pet care and managing finances (Mac Dermid, 1994:2).

Munshi (1998:583) indicates that science has now stepped into the kitchen as well and, keeping in line with the spirit of changing times, housework itself has been redesigned as a scientific discourse. He has noticed that appliances such as washing machines, microwave ovens, and vacuum cleaners are making the work easier for a woman at home.

Men contribute to the decrease in the time women spend on family work by also taking part in some of the tasks such as cooking, cleaning and doing laundry. According to Mac Dermid (1994:3), the participation of men in these, usually perceived as women's, activities allow for the development of women in other fields. Women with children do more housework than those without children. Coetzee and Cronje (1995:81) indicates that currently social scientists are struggling to define the concept of a family because so many variations are to be found, even within one particular society, there is no universal family. Families change over time as family members reproduce, grow up, leave the household, divorce or die.

The degree, to which a family aspires to a high standard of domestic living, is expected to be set by the mother/wife as the homemaker. This high standard refers to the level of cleanliness, food preparation and social activities. Vella (1994:194) states that within the traditional type of family, in which the mother is home during the day, these activities can be accomplished with more ease.

Vermeulen (1998:239) indicates that the working woman also has to fulfil the traditional roles at home even though she does not always have the daytime hours for it. Every woman would like to have a clean house, a house she can be proud of to invite people in to see and have well-cooked meals for her family (Eckenrode & Gore 1990: 75). Vella (1994:194) feels that husbands and wives should both do the housework. The housework should not be the responsibility of the wife only.

Kishor and Neitzel (1996:56) indicate that sometimes a woman as a home maker may find herself too busy to carry out all the roles expected of her. In such a case she will then pay someone external to the household to keep the household running smoothly (Wilson,

1997:176). Such a person is hired to do house cleaning, laundry, cooking and caring for the children when the mother is at work. Stanfield (1996:43) argues that even if an external person is employed, not all labour items are left in the hands of this helper and some remain the responsibility of the mother like grocery shopping, financial planning and making social planning. A woman is in a way an overall manager of everything in and about the household (Stanfield, 1996: 44).

The house is the framework for the family. There is a sense of community in the house. Household division of labour is an important issue in most of families (Stanfield, 1996:28). They have different ways of dividing it up and different reasons for the way they do it. In this way the household activities become easier for a woman as the homemaker to manage. A household that operates smoothly and efficiently experiences less role strain than a household which does not operate smoothly (Stanfield, 1996:15).

Domestic responsibilities are demanding. These demands may lead to self-employment with the advantage of working from home. At home, this self-employed woman is able to work in the presence of young children (Kishor & Neitzel, (1996:42). Self-employment is a form of legitimate activity, it has the potential to develop into a large-scale enterprise and it allows a woman to earn an income within the security of her home. The popularity and success of self-employment among women is evidence that it provides them with an efficient means of intermeshing the demands of both work and home (Lewenhak, 1992:104).

Male migration to cities for easy income is a massive, socially disruptive pattern which is leaving more and more rural women as the real head of the household, but without sources of income adequate to meet even the minimum basic needs of their young and old dependents (Koen, 1994:17). The woman's dilemma is acute. The family's well-being is increasingly her responsibility yet there is no commensurate amount of resources to enable her to provide for such survival needs (Haider, 1996:19). Such a woman with limited access to resources is expected to survive.

From the above it seems that:

- A homemaker has to do with the managing of the household
- The traditional role of a woman as a homemaker is still in the hands of a woman despite all the western changes that affected the woman's role

- Housework led to unbearable workloads for modern woman until technological equipment was introduced to her kitchen. Some women are making use of appliances such as washing machines, microwave ovens etc. in their homes
- In some homes the members of the family are to help the mother share the household role
- Some women who are too busy to carry out all the housework pay someone to do the household chores and to keep the household running smoothly
- Some women are self-employed. This enables them to earn an income within the security of their homes
- In rural areas some men migrate to cities for work and leave the entire household as the responsibility of the women
- A woman's role as a mother will be discussed next. Issues like physical welfare, spiritual and moral welfare, social welfare and emotional welfare will get attention.

2.4.2 A woman's role as a mother

2.4.2.1 Physical Welfare

Welfare as a sector concerns both males and females. It is mostly women who seek and provide support. The groups needing help are children, people with disabilities, elderly people and young mothers. These are seen as groups that are most vulnerable in society (Mac Dermid, 1994). According to Lund (1997:29) women render paid and unpaid services in such cases. The unpaid work or informal care refers to the work which people, mainly women, do in the household to care for the sick and/or disabled people, whether children, adults or the elderly. Women spend a large period of their lives doing caring work.

Caring may be demanding and costly. The following are some of the types of costs of care, which can affect women as caregivers (Lund, 1997:30):

- The care-giver spends much no-waged time
- The care-giver gives up waged time: for example if her partner or someone in the family is disabled she may need to take some of her own work, for which she could be getting paid, and take care of a disabled person
- The care-giver gives up career prospects: For example by moving from a full-time to a part-time job

- The care-giver gives up her own accommodation and move to the place of the person who needs the care, or the person in need of care will move into the home of the care-giver
- Direct financial expenditure on goods and services, for example food and laundry.

Caring for the older and disabled relatives can be very time consuming and unpredictable. Most care takes place in the home and involves care by relatives, particularly women. This becomes a major barrier especially for working women as they continue, regardless of their paid jobs, to shoulder the major responsibility of caring for the family. If men as husbands were to share the household responsibilities more significantly with their wives then it would not be such a burden on the women (Select Committee on Education and Employment, Seventh Report 1998: 1073).

Mother/wife must take care of dependents that are at home. The conceptual definition of dependents is that they are people who cannot take care of themselves. The operational definition, therefore, includes elderly parents and chronically ill family members (Stanfield, 1996: 16). The presence of dependents in a family can be very demanding. For example, when a mother is taking care of elderly parents and must see that they are clean, warm enough when it is winter, that they get healthy food in time and that they take medication properly if they are under any medical treatment (Louw & Van Eden, 1999:56). According to Lewenhak (1992:105), chronically ill people within the family need the mother to remind or advise them to consult the doctor monthly and to see to it that they take their medication as prescribed by the medical practitioner.

Women may get into a situation where they are unable to give appropriate care on a short or a longer-term basis. Some people have such severe disabilities that they cannot be cared for at home. Many frail elderly people need full-time care outside their homes. Although institutional care is not always the best form of care, sometimes it is the only alternative (Lund, 1997: 32). Institutional care for the elderly has always provided a paid job for many women.

The assumption in our society that a mother must be home fulltime surfaces frequently, especially when a story breaks in the mass media about alleged abuse of children in day care centres (Lopata, 1993: 182). The fact that children are so dependent on their mothers, at most one quarter of their lives is ignored due to the belief that they must be kept from strong commitments to education and a career before and even after that period (Vermeulen, 1998:239).

Vella (1994:194) indicates that mothers are often perceived as the people who should be responsible for the health and welfare of their children for twenty-four hours a day. A pre-school child is likely to suffer if his or her mother works and, therefore, finds less time to spend with her child (Lopata, 1993:182). Even though the family may have domestic help to ease the physical overload of household work, the wife/mother still has the emotional strain that goes with the nature of care she has to provide. It is the wife/mother who has the responsibility to make sure that the children are ready for school or day-care every morning, caring for them during school holidays and deciding on the best school arrangement for the children (Stanfield, 1996: 8). This clearly indicates how significantly the mother's care is needed by the whole family, particularly the children. Mac Dermid (1994:3) also indicates that women are still responsible for providing most of the family care.

According to Danster (1993:10), younger children depend on their mother's physical care. Children need their mothers to wash them, dress them, and give them breakfast before they go to school or pre-school and to prepare their lunch box every morning (Eckenrode & Gore, 1990). Women most bear the sole responsibility for the care and well being of children (Lewenhak, 1992: 105).

The mothers of school-going children are faced with problems of supervision after school hours. They must prepare midday meals as children must have something to eat when they come back from school (Lewenhak, 1992: 106). Despite all these, Louw, Van Ede, & Louw (1999:219) state that the Batswana mothers enjoy their physical involvement with their babies.

Oosthuizen (2003:195) indicates that a mother as a parent is obliged to care for the physical welfare of the child. He indicates further that although the educator has a supervisory role to look after the physical welfare of the learners in her care, it does not deprive the parents of the duty to keep a watchful eye over the physical safety of the child in the case of extramural activities.

The above indicates that:

- Women spend a large period of their lives doing caring work
- Caring for the elderly people and disabled relatives is the responsibility of a woman
- Younger children also depend on their mother's physical care
- A woman is generally a caregiver.

A woman also has a role of maintaining her family's spiritual and moral welfare. This will be discussed next.

2.4.2.2 Spiritual and Moral Welfare

Both the society and parents have an interest in the welfare of children within the austere framework of a contractarian morality. A woman responds morally to another when she gives that person respectful treatment, regardless of whether or not she can engage in beneficial co-operative interaction with him, simply in virtue of the fact that she is a person (Voice, 1993: 124).

The family also has a juridical facet. As is the case with any social relationship, it consists of those holding authority and those subject to it. In this case it is the parents, not only the father, who are the holders of authority (Van der Walt, 1993:22).

Growth in a child's personal responsibility is curtailed when mothers simply give commands. Equally, a child will not know what responsibility entails if there are no rules what so ever. The family rules should, therefore, not rest merely on tradition or contingency, but the mother has to be convinced that she acts in the way which God wants her to fulfil her responsibility towards her family, even if it is not perfect (Van der Walt, 1993:24). Children should not be expected to obey rules blindly. It has to be explained to them why obedience is to the benefit of the whole family.

This is the reason why the apostle Paul not only exhorts children in conjunction with the well-known commandment (Exodus 20:12) that they have to honour their parents (Ephesians 6:1-3). He also enjoins parents not to humiliate their children or deal with them cruelly so that they should become rebellious (Verse 4 of the Good News Bible). A mother, as a parent should not break her children but guide them towards maturity in a tactful manner.

In the New Testament of the Good News Bible, Christ Himself sets the example by being obedient to his earthly parents (Luke 2:51). Motherly love has a caring character while the love of a child has a more trusting nature. If a mother does not care for her children, she is then failing to play her role as a mother. If the children do not trust their mother, they will not respect her.

Lopata (1993:178) indicates that society has a rationally defensible moral concern with children and mothers as parents have a rationally defensible claim against others not to damage the well being of their children. He further shows that women's sphere has a duty and responsibility to uphold and transmit the moral standards of society.

From the above it is evident that:

- Not only the father holds authority but also the mother. With her authority, she promotes spiritual and moral welfare of the family
- The transmission of religion to the child takes place through the influence of the mother on the life of the child
- Mothers must act in the way in which God wants them to fulfil their responsibilities towards their families even if not perfect
- Mothers protect the spiritual and moral being of their children.

The social welfare and ethic of care are also the role of a woman and will be discussed next.

2.4.2.3 Social welfare and ethics of care

Louw, Van Ede, & Louw (1999:9) see socialisation as the lifelong process by which individuals acquire the beliefs, customs, attitudes, values and roles of their culture or social group in order to be integrated into and accepted by society. With children, Plug et al. (1997) state that socialisation refers to the process by which the child learns to conform to the moral standards, role expectations and requirements of acceptable behaviour of her particular community and culture.

Socialisation is an important issue because it teaches the child to be independent. Ozga (1993:85) describes motherhood's tasks as teaching children how to do without their parents and to teach them to grow up and be independent. It is the task of a mother to help the child to be able to socialise with other people. When the young child enters school for the first time and when the young child is launched from home to the pre-school, it is the mother's obligation to assist the child to be able to socialise and acclimatise himself with the new environment (Wilson, 1997:10).

Parenting styles also play a role in the development of empathy, which is a characteristic of socialisation. Klimes-Dougan and Kistner (1990) indicate that parents who are warm, encouraging and empathetic towards their children, have children who are empathetic towards others.

Mothers can foster pro-social behaviour by giving verbal approval for the desired behaviour or by rewarding it (Cole & Cole, 1993:22). Mothers are the most important socialisation agents who teach their children social behaviour such as not to be noisy at table, not to play with their food, to respect other people, etc. (Louw, Van Ede, & Louw, 1999:224).

Mothers influence their children's socialisation in three ways (Bukatko & Daehler, 1996):

- Mothers socialise their children through direct teaching, by showing them, for instance how to eat and to dress themselves
- Mothers act as important role models through their interaction with their children. Parents who are loving, warm and responsive will have children who are warm and responsive towards others
- Mothers control certain aspects of the child's social life that could have an influence on their social development, such as the neighbourhood in which they live and the organising of visits to friends.

The ways in which the family lives and relaxes are examples of the social aspect of family life. This refers to how a family develops its own customs, styles, tastes and fashions.

The following social factors may be considered essential to optimal being (Shantall, 1993:40):

- the need to feel recognised and acknowledged as a unique person,
- by significant others who relate to people warmly and show personal interest in them and
- who direct or encourage and in a sense release people to find meaningful goals.

Mothers should advise their children to socialise with people who will not cause damage to their academic achievement and intellectual self-actualisation (Wiechers, 1990:15). Parents expect girls and boys to behave differently. An example of this is that parents, relatives and child-minders see pre-school boys as outdoor children and girls as indoor children. Girls, in contrast to boys, are encouraged to play quiet games and not to be venturesome daredevils (Wiechers, 1990:16). This is the way mothers tend to anticipate their children's personalities. While boys

are encouraged to be adventurous and to take risks, girls tend to be kept close to their mothers' apron strings.

According to Lemmer (1990:232), women are interested in contributing to the welfare of people in general. They feel powerful and satisfied when they are able to manifest caring and helping behaviour satisfying social relationships. Adequate room to manifest care in the work place and at home are very important to them. Lack of opportunity to show care is accompanied by diminished job satisfaction and sense of failure as the mother or homemaker. Ethical caring, the relation in which people meet the others morally, arises out of natural caring or that relation in which we respond as one, caring out of love or natural inclination. The relation of natural caring is identified as the human condition that people consciously or unconsciously perceive as good (Brunner, 1998:166).

It is noted from the above that:

- Normal households are one aim of the social services carried out by a woman
- Women are interested in contributing to the welfare of people in general
- Mothers are the most important socialisation agents of their children
- Mothers control certain aspects of the child's social life
- It is the mother's role to advise her children to socialise with good people who will not damage their reputation.

In the next section emotional welfare is discussed.

2.4.2.4 Emotional welfare

Women's sphere is a place for emotional sustenance and for healing the hurt inflicted by the outside world (Lopata, 1993:178).

The wives and mothers who leave home and go to work affect the social and emotional welfare of their families. In America, the economic institution of the affluent society had been built upon the assumption that men in important professional and managerial occupations could devote their whole attention to such demands, having a backup person in the home (wife). She solves all family and domestic problems, often also the husband's occupational problems (Lopata, 1993:181).

In the absence of the back up wives, what would happen to the husband who are in extremely demanding occupations? The extreme involvement of wives in their own careers might contribute, in certain instances, to their husbands' lower level of productivity at their formal work (Lopata, 1993:182). The old folk expression, "behind every successful man there is a women" refers not only to the emotional side of the relationship but also to the whole complex of domestic support activities for which the wife/ mother traditionally is responsible (Stanfield, 1996: 5). When a husband is emotionally frustrated, disturbed or discouraged, his wife gives him emotional support or boosts his emotions so as to be able to cope with the challenges of life and be able to face the next day and its demands with a smile (Stanfield, 1996:6).

A woman is always there to create a warm relationship with the family. This involves parents who set clear rules and tend to have non-aggressive, independent and harmonious children (Van Niekerk, 1993:35). A child, whose early relationship with his parents is poor, is more likely to end up bullying his peers. A mother is always there to offer the child emotional support, to guide him/her and to give him/her the general support he needs. She also assists him/her with his affairs outside the home. The loving care of children by their mothers is very important. One could, therefore, generally state that family love is marked by fidelity and loyalty towards the mother/parents and children. In a healthy family life all the members of the family stand together through good times as well as bad times. Love is a command that often demands of us self-denial and sacrifice (Van der Walt, 1995: 25).

Emotional support starts from babyhood. When a baby cries, his or her mother is inclined to become anxious and tends to him/her immediately. Emotional neglect is not accepted. The parental/maternal attitude has a very great effect on the child's development and also on his or her independence and achievement motivation (Wiechers, 1990:16). A mother is always selfless, caring and supportive.

From the above it seems that:

- The wife is there to give emotional support to both husband and children
- She supports her husband even with occupational problems
- A mother is always there to give the child emotional support, to guide him/her and to give him/her the general support he needs.

2.4.3 Conclusion

The traditional role of a woman as a homemaker is still in the hands of a woman, despite all the western changes that affect the women's role. She is a caregiver. She gives physical care to her children, husband, elderly people and disabled relatives. Mothers protect the spiritual and moral being of their children. It is the mother's role to advise her children to socialise with good people who will not damage their reputation. A mother is always there to give her child emotional support, to guide him and to give him the general support he needs.

2.5 THE NATURE OF WOMEN'S ROLE OUTSIDE THE HOME

2.5.1 The woman as undismissable part of the labour force

Since the Second World War women have increasingly entered the job market with the intention of pursuing careers (Redelinghuys et al., 1999:54). During this century, women have been entering the labour force in large numbers (Mac Dermid, 1994:2). Burlew and Johnson (1992:26) indicate that women have been at the centre of dramatic changes in the workplace due to their increased participation. Today the woman worker is the backbone of South Africa's economy (Te Groen-Hoberg, 1990:553).

Erasmus (1998:25) indicates that the increase in the participation of women in the South African labour market emphasises that the opinions and experiences of South African working women should be heard. Organisations make use of the very best human resources available, including women. Zimble and Ortlepp (1996:9) make mention of the fact that the increase of women entering the labour market has been caused by two factors, namely the increasing number of women who are the sole support of their families and desire of many women to combine career and motherhood. The employment of married women in South Africa appears to be crucially influenced by the internal structure of family obligations (the presence and age of children), balancing the family resources (husband's income) and access to domestic help (Dancaster, 1993:10). Te Groen-Hoberg (1990:554) states that in today's economic climate few women can rely on their husbands alone as a sole supporter of their families and it is evident that no single factor can adequately explain the re-entry of women into the South African labour market.

Redelinghuys et al. (1999:57) indicate that apart from the fact that the family gains financially from women's labour participation, women who are working and who find their careers fulfilling, tend to be happier and more content with life in general.

Smit (1996:136) states that women who have careers do not have a negative effect on the marital relationship, but rather enhance it. This positive attitude is projected onto their children and their spouses. Rapmund (1996:17) in addition indicates that children who grow up in a family where the mother works tend to have a more egalitarian view of gender roles and are less prone to stereotypical thinking on gender roles.

Lemmer (1990:229) in her research found that work makes it possible for working women to care for their children financially. If women are dismissed from work the families may suffer. Traditionally it was assumed that women did not support families and thus lower salaries were justified unlike today where a woman is also responsible for the maintenance of the family financially (Flynn et al., 1990:341).

Kishor and Neitzel (1996:49) found it important for a woman to be employed because employment benefits her by broadening her horizon. Women want to play a part in the world of work, want to hold management jobs and are getting ready for that day (Wilson, 1997:206). He further indicates that social forces are gradually coming to accept that women are the future wealth of the country.

According to Olsen et al. (1995:267), eighty percent of the new entrants into the labour force over the next decade will be women and minorities. Women are working in both the public and private sectors. Lund (1997:29) indicates that the development of social services allows women to work and creates a larger labour market within which they can find employment.

Women educators are reported to invest more time and energy in their teaching and derive more satisfaction from it due to their commitment to the values of the community and to the intellectual and social development of their learners (Olsen et al., 1995:268).

From the above it seems that:

- Women have entered the labour market in large numbers

- Married women are employed to balance the family resources such as the husbands' income. Single women with or without children are also compelled to work so as to survive
- Employment benefits a woman by broadening her horizon or knowledge
- Women are employed in both the public and private sectors.

In the next paragraph, the equal arbitration ideal of the women in the work force will be discussed.

2.5.2 The equal arbitration ideal of woman in the work force

The equality of women should not be based on legal principles that recognise and affirm the reality of women's lives and priorities (Kaufman et al., 1997:126). The full legal equality of women requires major changes in legal, cultural, social and economic beliefs and organisation that support the full participation of women in society as women and not as gender neutral persons who conform to a dominant male world (Turkel, 1996:190).

Prohibiting discrimination against women aims at enabling women to maximise their individual and collective potential and not simply at according women identical treatment to men. It is concerned with affording women maximum opportunities for growth in all areas (Ngaba, 1995:84).

The legal and cultural equality of women cannot be fully accomplished in a social structure in which male standards of success, competition and individual responsibilities to family are dominant and taken for granted as neutral (Kaufman et al., 1997:125). These authors indicate that women are not fully equal when they are assimilated into male culture and social life or when they become equal to the extent that they are treated just like men. In their research, Olsen et al. (1995:269) indicate that people perceive women as less competent than men despite information indicating that work qualifications and background are identical and this gender bias is exacerbated when women are employed in a traditionally male dominated field. In this way, gender discrimination stands in the way of women to achieve their career goals. Johnsrud (1995:29) states that her philosophy is that being a woman could be a disadvantage but if a woman puts in 120 percent, if she does much better than men, then she could overcome being a woman.

Because of inequities in South Africa education in the past, educational attainment among South Africans varies, not only according to race, but also according to gender (Erasmus, 1998:26). It should be ensured that through education and training, financing programmes and employment, all citizens have equal opportunities of developing and realising their natural talents and potential to the full (Camerer, 1994:422).

From the above it seems that:

- Women participate in society as women not as gender-neutral persons who conform to a dominant male world
- Women are protected against gender discrimination and this enables them to perform
- Culturally women are not seen as equal to men but legally they are
- Both men and women have equal opportunities to develop and realise their talents and potential.

The promotion possibility of women in recognised professions will be discussed next.

2.5.3 Promotion possibility of women in recognised professions

A greater degree of proportional representation and more active participation by women in educational jobs are essential (Wilson, 1997:106). Women are not being taken into consideration for promotion to higher management levels. This may happen because they are not seen as equal to men or because the men dominating the positions in top management do not take women's careers seriously (Redelinghuys, 1999:60). This creates a glass ceiling for women that might be very difficult or impossible to break through (Erasmus, 1998:26).

According to Burlew and Johnson (1992:44), women are more likely than their male counterparts to attain top level or supervisory positions and encounter negative attitudes about their suitability for traditionally masculine professions. Redelinghuys (1999:56) noticed that women who achieve managerial status are still a minority and this is because organisations are not women friendly, meaning that organisations are still male-dominated and women employees have to adapt to this predominantly male environment.

Lack of the necessary experience in educational management posts and existing discrimination towards women in the educational profession are the two factors encountered as barriers by most respondents (Van der Westhuizen, 2002:542).

Kaufman et al. (1997:120) mention that the belief that women can be successful administrators continues to be anecdotally proven despite their limited numbers. Sergiovanni (1992:138) asserts that women are underrepresented among principals of successful schools. Lee et al. (1995:263) argue that women working in schools have been found to have less organisational control than men.

Although men and women administrators perform many of the same tasks in carrying out their work, Conner and Sharp (1992:338) state that they tend to emphasise different aspects of the job. They indicate that women emphasise relationships while men emphasise task accomplishment. Fave-Bonnet (1996:399) mentions that women leaders are sincere, attentive to others and quick in analysing a situation and proposing constructive solutions. To Shum and Cheng (1997:166), reality shows an extreme heterogeneity in managerial styles, both with men and women, which does not allow for any generalisation. In their research, Conner and Sharp (1992:338) showed that women administrators take a more active stance towards instructional leadership in terms of supervisory practices, concern with learners' individual differences, knowledge of curriculum, teaching methods and the objectives of teaching.

According to Olsen et al. (1995:270), there is a persistent tendency to ascribe to women and minorities traits, behaviours and attitudes that make them inappropriate or deficient as managers whether it be an enervating conflict between work and family life or an irrational fear of success. A woman in a managerial position must overcome fear and loneliness because once a woman is in such a position, she is rejected by other women and gets a cold shoulder from men who feel threatened of being subordinate to a woman (Wilson, 1997:206).

According to Levine (1990:126) women are very uncomfortable vying for power and even more uncomfortable achieving it. Central to their concern is the loss of relationships and the isolation that might result. Staples (1995:1010) shows that a woman in a promotional post may be satisfied with her husband's role but her high income may threaten the husband's authority and status, undermining his self-concept so that he becomes unhappy.

Women are underrepresented in management and men particularly dominant in senior management positions (Bagilhole, 1996:11). Every woman has the right to be elected to any public office for which she qualifies (Camerer, 1994:422). Lund (1997:29) noticed that although the social services employ largely women, men are found disproportionately at senior levels in

both the public and private sectors. This shows that promoting women in the work place is still a problem.

From the above it seems that:

- The equity or balance of men and women in promotion posts is important and need not be ignored
- Women still experience a glass ceiling when it comes to promotion. Although the new legislation have opened up gates for women to be employed in any position in the work place, some people still have the old concept that men can make better managers than women. Men are still found disproportionately at senior levels in both the public and private sectors
- Discrimination and lack of experience are other factors that prevent women from being promoted
- Women in promotion posts emphasise relationships while men emphasise tasks
- Women in managerial positions suffer from barriers like fear, loneliness and rejection by other women and men who feel threatened of being subordinate to a woman.

Career counselling pertaining to girls' evolution will be discussed next.

2.5.4 Career counselling pertaining to girls' evolution

Despite career counselling, very few girls leave school with clear and realistic future career plans, therefore, it is imperative that more should be done to ensure adequate career counselling including long-term career planning for the adolescent girl at school level (Te Groen-Hoberg, 1990:553). Entry into the work force and the establishment of a career has been considered as a task of early adulthood (Flynn et al., 1990:344). Johnsrud (1995:29) indicates that our young people are very important and have to be encouraged to get to higher-level careers. Educators have to prepare and teach both boys and girls very well and sincerely. It is important for a vocational guidance educator to guide learners not just to find a job, but also to let them know that they are valuable and precious (Lemmer, 1990:226).

Schools need to provide all children with opportunities to fulfil their developmental needs and to shape their future (Conner & Sharp, 1992:339). According to Rupmund (1996:15), females whose attitudes to career choice are traditional may underachieve academically and occupationally, therefore young girls should be properly guided and be made aware of career

options. Fave-Bonnet (1996:389) indicates that girls exclude themselves from scientific and technical tracks and choose objectively less socially fulfilling tracks. They anticipate a future where they will have to conciliate professional and family life and are less interested in school and social values, which focus on mathematics, competition and hierarchic functions of monitoring.

In the past, the society expected the schools to produce girls who fulfilled the ideal of femininity defined by the domestic ideology and who would enhance the family's status while she lived at home and eventually attract a husband of the same social rank as the family (Jordan 1991:449). Preparing a child for a career starts from home and from childhood.

Ozga (1993:85) states that parents, as primary educators, have to teach their children to grow up and be independent and understand that they will be working tomorrow. Gone are those days when parents felt that girls get married and it is a waste of time and money to send them to college (Ozga, *ibid.*). Girls also need to go to tertiary education and obtain a career of their own choice, which will enable them to get a better living and contribute positively to the economy of the country.

According to Vella (1994:191), it was found that females' attitudes towards working women are developed in their youth and result in substantial reductions in their human capital investment, labour supply and rates of return to education. Furthermore, it was found that these attitudes are determined outside the educational process. Flynn et al. (1990:377) noticed that some young women move from being dependent on parents to being dependent on their husbands and do not develop a strong sense of self-worth or identity.

Young women need to be career guided so as to alleviate the problem of fear of risk taking and a lack of confidence. It must be noted that the older the learners, the more their education consist of imparting knowledge of specialised skills required in paid jobs to them (Lewenhak, 1992:189).

From the above it is evident that:

- Female career choice appears to be in a state of transition, therefore, young girls have to be assisted to make a right choice of careers.
- Vocational guidance educators should not only advise them to pursue only the female orientated careers like teaching, nursing and clerical work but should encourage them

also to take up the masculine occupations or careers like engineering, medicine, chemistry, law etc.

- Parents also have a major role to play in the preparation of their children's future career. They must help them to grow up and become independent thinkers and be able to make their own decisions.
- Some young women move from depending on their parents to depending on their husbands. To prevent this, proper career guidance for girls is needed.

2.5.5 Conclusion

Women have entered the labour market in large numbers. They are protected against gender discrimination and this enables them to perform. Young girls have to be assisted to make a right choice of career.

2.6 SUMMARY

In this chapter, the nature of woman's role is discussed. The discussion includes the description of role, the legal framework of the role of the women, the nature of woman's role at home and the nature of woman's role outside the home.

It is clear from the content of this chapter that although women are also full-time employees, managers, and sometimes employers at a professional level, their primary role still lies with their duties as mothers, homemakers, wives, and care-givers at home to their families. Women are committed to four life roles, being occupational role, marital role, parental role, and home care role. Women are often perceived as people who should be responsible for the health and welfare of their children twenty-four hours a day.

Research has also shown that a large number of married women are involved in professional occupations, although there are still some barriers which prevent some of them to be appointed as managers or even applying for promotion posts.

The mother as a primary educator, and the career guidance educator has the responsibility of guiding the girls to choose their future careers wisely.

In the next chapter, role conflict experienced by married women is discussed.

CHAPTER 3

THE NATURE OF ROLE CONFLICT

3.1 INTRODUCTION

In this chapter, the nature of role conflict is discussed. The discussion embraces both intra-role conflict and inter-role conflict experienced by women.

The discussion of intra-role conflict concentrates on the role conflict experienced by a woman within the home since there are a number of roles expected of her. Factors contributing to a woman educator to experience role conflict within her home are discussed. In this section the following are to be discussed: role conflict within the mother role, a woman as a care-giver and a woman as a homemaker. From the above it is indicated how a woman educator is faced with more than one role within the home.

Under intra-role conflict, factors contributing to a woman educator to experience role conflict within her profession are also discussed. This section embraces sub-headings like gender discrimination, role ambiguity and job satisfaction. Here it is indicated how a woman educator is faced with more than one role within teaching.

The second part of this chapter is concerning inter-role conflict. This indicates that there are roles that a woman is expected to perform within the home and at work simultaneously.

3.2 DESCRIPTION OF ROLE CONFLICT

As a new form for sex role behaviour emerges in our society, many women are experiencing conflict between home and career roles (Farmer, 1998:9). Home-career conflict is described by Tipping and Farmer (1991:111) as a psychological state often below the level of awareness, arising when two or more important values are perceived as incompatible. Facoine (1994:159) describes multiple roles as a type of role pressure particularly relevant to married women who often simultaneously perform roles of wife, mother and employee.

Roles are defined as sets of behaviours that individuals occupying specific positions within a group are expected to perform (Baron & Burne, 1997:437). According to Redelinghuys et al. (1999:56), roles refer to different positions that any person has to fulfil in society. Role is a

psychological concept with behaviour enactment arising from interaction with other human beings (Owens, 1991:63). Jianling (2000:68) sees a role as how social psychologists express an individual's position and status in the system of social relationships.

Ilgen and Hollenbeck (1991:126) see a role as a pattern of behaviours perceived by an employee as behaviours that are expected. They further indicate that although role expectations may seem to refer to various job tasks, the literature distinguishes between job tasks and roles with the latter being the set of expected behaviours engaged in while performing the job tasks. Thus a role can be described as a pattern of behaviour expected of a person or a part played by or responsibility assigned to a person in relation to the joint or communal efforts for the benefit of all.

According to the Oxford Dictionary conflict means being in opposition or disagreement with. Conflict may arise in situations where the norms and objectives of an individual's profession are inconsistent with those of the organisation within which the professional is employed (Fisher, 2001:145). Therefore conflict can be described as a situation in a relationship where there is no more cooperation or the parties are at a loggerhead.

Role conflict is a situation in which people are expected to perform two or more roles which they feel are incompatible (Plug et al., 1997; Jones, 1993:136). A person may receive contradictory expectations from the same sender. She may also receive conflicting expectations from more than one supervisor (Johnson et al., 1998:28). The extent of role conflict is associated with job demands, work hours and divided attention between work and family responsibilities and crises (Louw et al., 1998:542). Role conflict occurs when two or more roles have to be fulfilled simultaneously and the nature of these roles are so contradictory that reconciling the demands of the different roles is difficult (Redelinghuys et al., 1999:56). Role conflict exists when an employee faces incompatible expectations such that compliance with one expectation would make it difficult or impossible to comply effectively with the other expectations (Fisher, 2001:144). Role conflict may be defined as the incongruity of the expectations associated with a role.

In this chapter, the discussion of role conflict will be divided into two parts namely intra-role conflict and inter-role conflict.

3.3 INTRA-ROLE CONFLICT

Intra-role conflict occurs when an individual has to violate personal values or standards in order to do the job (Schwab et al., 1990:588).

A married woman educator has important roles to play at home as a mother, care-giver and as a homemaker. According to Murray (1994:41), the most important aspect in the woman's life is that she has to bring children on earth and this makes her the central person in the family. The care-giving task is almost entirely in the hands of the mother during all developmental stages (Louw et al., 1998:542).

Family obligations and domestic labour includes much more than household tasks. Tingey et al. (1996:184) maintain that domestic labour includes: (a) housework tasks, such as cooking, doing laundry and cleaning the house, (b) child care, and more recently, researchers have broadened the definition to integrate (c) emotional labour. All these tasks cause a woman to experience intra-role conflict since she is expected to perform them simultaneously.

Role conflict is especially acute where women experience the division labour in the family as unfair and want their husbands to be more actively involved in household matters (Redelinghuys et al., 1999:57).

3.3.1 Factors contributing to a woman educator to experience intra-role conflict within her home

3.3.1.1 Role conflict within the mother role

As soon as a woman becomes a mother, her focus turns to the child (Vermeulen & Minor 1998:238). Parenting brings with it new demands on the time and energy of parents and therefore, mothers with pre-scholers will have difficulty in balancing family demands which are the cause of role conflict (Aryee, 1992:816).

The demands associated with raising young children cause many mothers to become more nurturing and self-sacrificing (Louw et al., 1997:528). There is a clear perception that mothers experience more role conflict during their children's babyhood and their primary school years than during their pre-school years. During the primary school years, a mother's role may again

be viewed as more important as her child enters school and embarks on more serious activities (Coetzee & Cronje, 1995:86).

Women as wives and mothers experience role conflict because they are to teach love, discipline, self-worth and values in the home simultaneously for the sake of having hope of a more orderly and stable society (Erasmus, 1998:28). Motherhood is to teach our children to grow up and be independent and not ignoring other roles like homemaking and care-giving that lead a woman to experience intra-role conflict (Ozga, 1993:85).

Since motherhood is one of the roles that demand more from women in terms of time and energy, most women's friendly practices focus on alleviating the pressure caused by the role conflict to mothers (Redelinguys et al., 1999:59). Haider (1996:105) maintains that role conflict is noticed because women often put their children's and family's needs before their own, at the expense of their own health.

In the next paragraph a woman as a care-giver will be discussed.

3.3.1.2 Role conflict experienced by a woman as a caregiver

Care giving here refers to the work which people, mainly women do in the household to care for sick or disabled people, whether children or adults or elderly people (Lund, 1997:29). Facoine (1994:160) and Abel and Nelson (1990:28) indicate that women are the providers of family health care needs and thus often must assume the role of family care-giver for elderly, sick or disabled relatives who live either in the home or nearby. It is noticed that care-giving, like other family roles may compete with other obligations for women's time and attention and therefore cause her to experience role conflict (Bradburn et al., 1995:1524).

Since women are expected to be primary care-givers regardless of other roles that need their attention at the same time (Baines et al., 1992:22), it is not surprising that they feel pulled apart when a child falls ill on examination day (Home, 1998:95). Role conflict arises when women as caregivers are forced to deal simultaneously with several urgent matters (Tiedje et al., 1990:64).

Due to the role conflict experienced by married women, older siblings play an important role in black communities in caring for and teaching younger siblings (Coetzee & Cronje, 1995:87). In the upper class homes, the mother is substituted by the nanny in the caring for the young to alleviate role conflict. There is a direct link between the extent of role conflict that a woman

experiences and the availability or unavailability of childcare (Redelinghuys et al., 1999:59). Childcare as a factor of role conflict cannot be arranged and scheduled as easily as household tasks (Tingey et al., 1996:188). Doing laundry, vacuuming and cleaning bathrooms can be done late at night, early in the morning or briefly put off, but childcare cannot. The idea that care for the home and family belongs exclusively to women is pervasive (Johnsrud, 1995:21).

In the next paragraph intra-role conflict experienced by a married woman as a homemaker will be discussed.

3.3.1.3 Intra-role conflict experienced by a married woman as a homemaker

A married woman as a homemaker may experience role conflict due to the following roles which may make demands from her simultaneously: cooking, doing the dishes, laundry, cleaning the bathrooms, grocery shopping and straightening the house (Tingey et al., 1996:186).

In the family domain, Aryee (1992:815) has identified lack of spouse support as a source of intra-role conflict. He further indicates that spouses with pro-feminist attitudes have been shown to participate in household chores and childcare as well as providing the necessary emotional support to enable the partner to manage the demands arising from one's participation in the home.

Due to role conflict, some women use family support services like convenience foods, canteen meals, laundry services etc. to enable them to manage other household activities (Wilson, 1997:106).

From the above it seems that the following factors playing a role in role conflict should be investigated in the empirical section in Chapter 4:

- When a woman becomes a mother she faces a problem of balancing mothering responsibilities and family demands that emanate simultaneously and cause her to experience role conflict
- Mothers experience more role conflict during their children's babyhood and their primary school years than during their pre-school years
- A woman suffers from role conflict because of the children and family's needs that demand her attention simultaneously and cause her own needs and health to suffer

- Caregiving also competes with other obligations for women's time and attention and leads a woman to experience role conflict
- In black communities older siblings assist with the caring of the younger siblings to alleviate role conflict experienced by the mother. The use of nannies is managed by the upper class
- Role conflict within the home is caused by factors or roles like cleaning the house, cooking, laundry etc. that need the woman's attention simultaneously
- Lack of spouse support with household activities is one source of intra-role conflict. If the spouse could assist the wife with her role she would experience less role conflict
- Some women use support services like convenience foods, canteen meals, laundry etc. to reduce role conflict.

In the next paragraph, factors contributing to a woman educator to experience role conflict within her profession will be discussed.

3.3.2 Factors contributing to a woman educator to experience role conflict within her profession

Murray (1994:55) suggests that the negative or positive experience of role conflict depends on an individual's competence to perform in certain situations. Thus, the more competent an individual is, the lesser role conflict will be experienced.

Claesson and Brice (1990:18) found personal relationships with children and an ethic of caring to be the most important characteristics of a truly professional or real educator. Although fulfilling these characteristics in class, a woman educator is still expected to teach at the same time. Even if most obstacles causing role conflict are structural, women tend to blame themselves rather than question whether role expectations are reasonable (Edwards, 1993:23). He further indicates that workplace supports can make multiple role occupancy easier through schedule flexibility, leave provisions, financial support and positive attitudes.

Women educators in Johnsrud's (1995:27) research indicate that it is expected that they should teach the children well and sincerely. They feel that if they teach their classes very well, they have to prepare and at the same time study so that they can bring new ideas and developments to the class. Women educators experience role conflict when they attend workshops which are scheduled at times when they should be with their children in classes (Home, 1998:95).

Role conflict may be caused by the fact that woman educators are able to recognise neglected learners and attending to their problems takes much of their instruction time (Monau, 1995:25).

A school manager experiences role conflict since her role involves long hours, often for relatively little extra remuneration, increased stress, a more bureaucratic workload and more distance from the heart of the primary classroom or the creativity of involvement in curriculum development (Wilson, 1997:213). She is associated with high organisational effectiveness, a strong organisational culture, positive principal-educator relationships, more participation in decision-making, high educator spirit and professionalism, more educator job satisfaction and commitment and more learner performance, particularly concerning learner attitudes to their schools and learning (Shung & Cheng, 1997:166).

Gender discrimination will be discussed next.

3.3.2.1 Gender discrimination as a factor of intra-role conflict

Being black and a woman may expose black women to certain common experiences while on the other hand, women educators' work lives are characterised by role conflict and gender divisions (Sebakwane, 1994:84). She further indicates that one source of these divisions lies in the discrimination that many women experience in the construction of their careers and articulation of their views.

Gender discrimination tends to be more prevalent in fields or disciplines traditionally dominated by men, therefore, fewer female educators can be expected to have fewer or no administrative roles and responsibilities in educational management (Monau, 1995:14). Role conflict is experienced by women educators as a result of a series of failed attempts to obtain managerial positions, which lead them to stop applying for promotional posts (Greyvenstein, 1991:307). Management is traditionally viewed as a male-dominated area and any woman who encroaches on the area is likely to be rejected by both female and male educators (Van der Westhuizen & Hillebrand, 1990:274).

Role conflict may be caused by the fact that the majority of work units and departments adopt the following in gender selection: under the same conditions, they want the male graduates not the females. Even when a female graduate has better qualifications than a male, managers still want the male and may accept a female only if there is no choice. The reason for this is that women will marry and have children, with maternity leave and baby-feeding time (Fan Wen &

Gu Guanhua, 2000:75). In contrast, equal rights have been implemented on all levels, including management issues, which makes it easier for women to have equal opportunities as far as top management posts are concerned (Van der Westhuizen, 2002:558).

One assumption that can be made is that organisations are not women-friendly, meaning that organisations are still male-dominated and women employees have to adapt to this predominantly male environment or stagnate in their careers (Redelinguys et al., 1999:55). The masculine sex-role orientation represents dominant, unfriendly, instrumental and control behaviour (Korabik, 1990; Martin, 1993:26). Women principals with feminine sex-role orientation may show empathetic, sensitive and collaborative attitudes, with good interpersonal skills (Shum & Cheng, 1997:167). Male educators criticise this type of behaviour and this causes a woman principal to experience role conflict in her career. Due to this pressure, women principals may need to strive towards a balance in their sex-role orientation and other leadership functions to gain leadership success (Martin, 1993:126; Shum & Cheng, 1997:168).

Working women in Redelinguys' (1999:64) research indicate that gender discrimination stands in their way to achieve their career goals, not role conflict.

In the next paragraph role ambiguity as a factor in role conflict will be discussed.

3.3.2.2 Role ambiguity as a factor of intra-role conflict

Role ambiguity arises when the role prescription contains contradictory elements or is vague. Those who must perform their roles under the conditions of ambiguity and tension, develop dysfunctional ways of coping with the situation (Owen, 1991:64). Role ambiguity refers to a situation in which the role expectations are unclear (Ilgen & Hollenbeck, 1991; Jones, 1993:136). However, the results of Jackson and Schuler's (2000:33) studies indicate that role ambiguity as a role conflict factor is both significantly and negatively related to job performance. Role ambiguity tends to be associated with negatively valued states such as stress and low job satisfaction, which lead to role conflict (Jones, 1993:137).

It is expected that individuals, who occupy work roles that are ambiguous, conflictual and perceive their workload to be more than they can handle would experience negative emotions, fatigue and tension (Aryee, 1992:817). The greater the conditions of role conflict, role ambiguity and overload, the more likely they are to produce burnout symptoms for the individuals who experience them (Fogarty et al., 2000).

Role ambiguity as a factor of role conflict will reflect how certain an educator is of her duties and responsibilities as well as the amount of authority she has within the school (Schwab, 1990:589). He also indicates that clarity of policies and sanctions regarding educator behaviour is an important aspect of role ambiguity. In less complex jobs, the roles are more clearly defined by policies, procedures, rules and regulations set forth by the role maker and the manager and the employee will experience less role conflict. Role ambiguity in these positions, therefore, should not be as great as in more complex jobs (Arvey & Anderson, 1997:526).

Role ambiguity represents a lack of information about what behaviours are appropriate and role ambiguity weakens the links between effort to performance and performance to reward contingencies (Jackson & Schuler, 2000:37). Individuals who have a high need for clarity in their work settings are more prone to experience role conflict, dissatisfaction and tension under conditions of high ambiguity (O'Driscoll & Beehr, 2000). Role ambiguity might be expected to lead to lower performance in some jobs, simply because workers do not know how to direct their efforts most effectively (Conley & Woosley, 2000:183). Because role conflict as well as role ambiguity can be sources of uncertainty for employees (Frone et al., 1994:45), it seems logical that need for clarity may function as a buffer against the negative consequences of this variable as well.

Job satisfaction will be discussed next.

3.3.2.3 Job satisfaction as a factor of intra-role conflict

Van der Westhuizen and Du Toit (1994:145) describe work satisfaction as a pleasant or positive emotional condition as a result of an individual's evaluation of work experience. Fisher (2001:146) indicates that job satisfaction arises when an individual perceives his or her job as fulfilling values that are considered important to that individual. Alternatively, job dissatisfaction results when a job, for whatever reason, fails to fulfil job-related values and this causes a woman educator to experience role conflict.

Job satisfaction as a factor of role conflict is also related to status and seniority. An educator with a positive position of leadership tends to feel that her teaching is worth the effort and is personally satisfied with it (Shung & Cheng, 1997:179). The higher a woman's position within the work place, the greater her reported satisfaction and the lesser the role conflict (Zeitz, 1990:420). Also the longer she has been on the job, the greater her job satisfaction.

Baron and Byrne (1997:500) have noticed that women performing jobs in which they must repeat the same over and over again and follow the same daily routine often report low levels of job satisfaction, which lead to role conflict. Role conflict is also noticed where low levels of satisfaction are reported by persons working in fields that do not interest them (Day & Bedian, 1991:45). According to Judge and Watanabe (1993:945), the more individuals are satisfied with aspects of their lives outside work, the higher the level of job satisfaction they report and the lesser role conflict they experience.

To the extent that women and minority faculty claim significant intrinsic satisfaction from their academic work (regardless of its nature, for example, research or teaching) and they should be more satisfied with their position overall (Olsen et al., 1995:273). Erasmus (1998:26) indicates that when people are asked what they want most from their jobs, the typical answers would be that there should be mutual respect among co-workers, the work should be interesting, recognition for work well done and opportunities to develop skills. High job satisfaction causes people to experience fewer problems and less role conflict at work.

From the above it seems that the following factors playing a role in role conflict must be investigated in the empirical section in Chapter 4:

- Role conflict occurs in class when a woman educator has to create personal relationship with children, caring for them and teaching them at the same time
- Woman educators experience role conflict since they are expected to teach the children well and sincerely, but sometimes are to attend workshops during school hours
- Role conflict is noticed when woman educators attend to neglected learners' problems during teaching time
- A woman as a school manager has to see to it that educators are satisfied within their job and learners are learning well at the same time
- Woman educator's work is characterised by role conflict caused by gender division, which is noticed when male educators do not take their views into consideration. Men undermine women's views
- Women experience role conflict when work units appoint men and not women even if they have better qualifications than they do
- Role ambiguity as a role conflict factor has a negative effect on job performance and job satisfaction

- A woman who experiences role ambiguity and role conflict at her work may experience negative emotions, fatigue and tension
- Clear and understandable policies will prevent role ambiguity and, therefore, role conflict will lessen
- Role ambiguity leads to one not knowing which behaviours are appropriate and which are not
- The higher the position a woman has within the workplace, the greater she experiences satisfaction and satisfaction leads to less role conflict
- Women who follow the same routine often report role conflict due to low levels of job satisfaction they experience
- Improved work conditions lead to job satisfaction and less role conflict.

In the next paragraph, inter-role conflict will be discussed.

3.4 INTER-ROLE CONFLICT

The discussion in this section will be based on inter-role conflict experienced by a woman educator. Work-family conflict is a form of inter-role conflict in which the role pressures and family domains are mutually incompatible in some respect. Fulfilling the demands of one role is made more difficult by requirements of the other role. The inter-role conflict experienced by an individual is characterised as arising when there is insufficient time, personal resources or too much personal strain or distress to fulfil all one's role obligations simultaneously.

Inter-role conflict is defined by Zimble and Ortlepp (1996:588) as the extent to which a person experiences pressures within one role that are incompatible with the pressures that arise within another role. Schwab et al. (1990:588) states that inter role conflict arises when an individual has to perform several different roles within an organisation, which require different or incompatible behaviours.

Work-family conflict is a form of inter-role conflict in which role pressures from the work and family domains are mutually incompatible in some respect, so that participation in one role is made more difficult by virtue of participation in the other roles (Aryee, 1992:814). Multiple role realism, according to Smith Mc Cracken and Weitzman (1997:149), is the recognition that simultaneous work and family involvement is a complex and potentially stressful lifestyle and it

results in an awareness of the need for careful planning and consideration of the interface between work and family roles.

Inter-role conflict will be discussed under different headings. It will be indicated how role conflict factors cause a woman educator to experience inter-role or role conflict.

3.4.1 Role conflict and inter-role behaviour

The incompatibility in coping with work and family roles simultaneously is called inter-role conflict (Chiu et al., 1998:319). The two types of inter-role conflict are work-family inter-role conflict and family-work inter-role conflict and these two constructs are distinctive (Chiu et al., 1998:320). Hammer et al. (1998:220) define work-family conflict as a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect.

Behaviour-based conflict occurs when specific behaviour required in the role is incompatible with behaviour expected in another role (Carlson et al., 2000:250). As Smith (1991) and Edwards (1993) point out, many multiple-role women have difficulty anticipating the impact of these combined role demands.

Aryee (1992:814) noted that women's multiple roles tend to be salient simultaneously while men operate sequentially. The implication is that women may experience more role conflict as a result of the simultaneity of their multiple roles. Married professional women, by virtue of the investment in their training are likely to perceive their work as another primary role and thereby enhance the possibility of work-family conflict (Small & Riley, 1990:53). The social role of women educators as modern career women in a multidimensional life of the social school, family and personal areas has a multiple character. This multiplicity will necessarily cause role conflicts because of the different demands of the different roles. Such multiple inter-role conflicts will inevitably have a major impact on the work, study and life of women educators (Stephens, 2001:25).

Women in South Africa are slowly adapting to the demands of working life (Zimble & Ortlepp, 1996:14). The findings of Monau (1995:25) show that dual roles have advantages and problems. The advantages are that children are viewed as multifaceted individuals both at home and at school, the establishment of a relationship is influenced by motherhood and the experience and knowledge of child development help the mother to cope with child rearing.

Children whose mother is an educator, expect her to spend time with them when she comes home from work, while she has to do other household duties. High expectations put on these dual role women by their learners at school, and their children at home lead to their failure to balance expectations and reality. Women are more likely to view roles outside the home as competing with their family responsibilities rather than complementary to them (Bradburn et al., 1995:1526).

Employed women experience role conflict since they continue to do the bulk of the home work regardless of their status, hours or pay (Chester & Grossman, 1990:54). Consequently, the individual who finds both career and family life equally satisfying experiences equivalent pressures to invest in both domains (Napholz, 1995:23). If pressures to participate in both domains are equal, the highest degree of work-family conflict may be expected (Lobel, 1991:509).

Erasmus (1998:26) maintains that role conflict occurs when working women are to meet the challenges of the job and do a full day's work, while having to do other responsibilities such as childcare, care of the elderly and domestic duties. He also noticed that in this process, they may neglect their husbands and/or children and the end result is sometimes single parenthood with daunting challenges to ensure survival.

The presence of young children in a family, the uneven distribution of domestic responsibilities between male and female partners, career breaks and the psychological status of combining the dual role of parenthood and teaching are all factors which contribute to inter-role conflict (Wilson, 1997:213). Ozga (1993:85) mentions that a woman has family concerns and commitments as well as loyalty to and enthusiasm for her work outside the home at the same time.

Johnsrud (1995:32) indicates that women in her research secured academic jobs and are managing to juggle both the personal and professional but not always as well as they might like because of role conflict.

Women in non-traditional careers may be assumed to have more role conflict or strain than women in traditional careers (Burlew & Johnson, 1992:60). Women's multiple roles are likely to be salient simultaneously and due to this one might expect a woman's workday to be frequently interrupted by family matters (Eckenrode & Gore, 1990:86). According to Aryee (1992:814),

professional women are expected to be committed to their work just like men at the same time as they are normatively required to give priority to their families.

It is evident from the above that role conflict in behaviour of women manifests itself in the fact that:

- Women experience role conflict due to the simultaneity of their multiple roles
- If the pressures to participate in both career and family are equal, the highest degree of work-family conflict is expected
- Working women experience role conflict since they have other responsibilities that need their attention simultaneously like child-care, care of the elderly and domestic duties
- Role conflict may lead to fatigue depression and stress since professional women do more family work than men but are still expected to be committed to their work just like men.

3.4.2 Role conflict and inter-role psychological aspects

A career woman has to be a homemaker, a supportive wife and mother, and at the same time a good worker. Van Zyl and Pietersen (1999:77) are of the opinion that the typical career woman experiences role conflict due to a lack of social support in the form of emotional support from family members and lack of access to information and advice on problems experienced.

Regarding middle class and professional women, working women experiences more marital satisfaction than non-working women (Louw et al., 1998:543). This is especially true in cases where husbands support their wives' career involvement and are proud of their achievements (Walker & Willston, 1985). Du Toit (1992:131), Facione (1994:161) and Louw et al. (1998:543) indicate that working women experience high levels of integration in their marriages and, therefore, employment does not necessarily lead to an unfulfilling and unsatisfactory marital relationship. Women who have more roles to fulfil are physically and psychologically healthier than women who are full-time mothers and homemakers (Redelinghuys, 1999:58).

Traditional female mindset formed over long periods of time. Enormous pressure is brought to bear on them by the conflict of multiple roles in present day life and this causes many women educators to be unable to shake off the mentality of dependence on men and, to a certain extent, hampers them from utilising their ability to achieve (Jianling, 2000:69).

Some working women feel particularly guilty when they have to leave a baby in the care of someone else (Craig, 1996:56). Role conflict makes working women expect little help with household duties from their children because of the sense of guilt they experience for being away from them so many hours per day (Morgan & Hensley, 1998:305). According to Monau (1995:13), there is no way in which women can have confidence in their careers if they appear to result in disruptions caused by family matters. He further indicates that the desire to do everything for their learners may cause educator/mothers to neglect the needs of their families.

Many female educators experience the changes in the South African educational system as traumatic (Van der Linde et al., 1999:192). They indicate that adjustments associated with these changes together with the woman educators' normal duties and busy work schedules, result in continuous role conflict and stress experience.

From the above it seems that:

- Career women need to have social support in the form of emotional support from family members to alleviate the pressure of role conflict
- Women who have more roles to fulfil (although these roles are conflicting) are physically and psychologically healthier than women who are full-time mothers and homemakers
- Women experiencing role conflict will not have confidence in their careers if they appear to result in disruption caused by family matters
- Many women educators experience the changes in the South African education system as traumatic since these changes cause them to experience role conflict.

3.4.3 Family duties as professional barriers to woman educators

Barriers are aspects of educational and work experiences that eliminate occupations or other choices from consideration or continuation (Vermeulen & Minor, 1998:241).

Family and household responsibilities are regarded throughout the world as one of the most important barriers to the professional progress of women and the phenomenon also applies to women in educational management (Van der Westhuizen, 2002:556). He further indicates that relationship between the broad spectrum of family duties on the one hand, and career demands on the other for married women in educational management will always entail conflicting role demands and expectations.

Women with family responsibilities are the fastest growing group, but they are also vulnerable to role strain due to conflicting demands and constant role overload (Home, 1998:85). The lives of married women professionals with young children are complicated “juggling acts” in which conflicting role demands and time constraints often detract from overall quality of life (Eckenrode & Gore, 1990:90). Women educators who experience role conflict in Johnsrud’s (1995:31) research indicate that men can study for many hours a day but they (women educators) can study just two to three hours a day because of family work. It is not as easy for professional women to delegate their household and family duties even if there is a more structured division of household duties on a larger scale (Van der Westhuizen, 2002:556).

The Setswana-speaking educator often experiences her double role as less demanding because there is a larger distribution of responsibilities and a better mutual support system in the family than with Afrikaans-speaking educators (Van der Linde et al., 1999:195).

From the above it is evident that:

- Role conflict factors like family and household responsibilities are regarded throughout the world as one of the most important barriers to the professional progress of women
- Women educators experiencing role conflict can study fewer hours a day compared to men due to family work
- The Setswana speaking educator often experiences her double role as demanding since it needs her attention simultaneously.

3.4.4 Lack of support from the partner or spouse

The support the woman expects from her spouse is significant at two levels. At a physical level, the male partner may take over certain tasks normally done by the woman. At a psychological level, the partner may support his wife emotionally and psychologically in her decision to have a career (Redelinghuys et al., 1999:56). Chiu et al. (1998:320) found a negative relationship between spouse and inter-role conflict.

Role conflict is especially acute where women experience the division of labour in the family as unfair and want their husbands to be more actively involved in household matters. Coetzee and Cronje (1995:82) describe the father as the forgotten parent. They say this because in earlier

times, child rearing was accepted to be the domain of women and until today, there is no clearly prescribed fathering role for men.

Woman educators experience role conflict since husbands want wives to be sweet and gentle, virtuous and understanding: they do not want wives to be too capable and to stand out in the crowd. They hope that wives have a sense of dependence on husbands so that the marriage relationship can reach equilibrium and stability (Drake et al., 2002:170).

A spouse who supports his wife's career will also be more willing to alleviate the pressure the wife feels from role conflict by physically helping in and around the house (Richmond-Abbot, 1992:232; Du Toit, 1992:130). Today men are more willing to provide support by assisting in the management of the household and taking over tasks traditionally assigned to women. In spite of this, literature suggests that women still seem to experience role conflict (Redelinguys et al., 1999:61). Burley (1995:486) assumes that physical support does not alleviate role conflict and, although men are giving physical support, women still deem the division of labour in the household as unfair. The spouse's attitude towards the woman's labour participation will, therefore, also provide an indication of the extent of role conflict experienced.

Jonhsrud (1995:21) indicates that the strict division of roles and obligations between women and men in the home is slowly changing, but for many employed women, it has been the use of maids or the help of relatives that has made their dual responsibilities possible. The positive benefits of work may also not be realised for those women lacking the supportiveness of their husbands (Eckenrode & Gore, 1990:10).

From the above it seems that:

- The male partner is expected to support his wife physically and psychologically to alleviate role conflict
- Role conflict is especially acute where women experience the division of labour in a family as unfair and want their husbands to be more actively involved in household matters
- A spouse who supports his wife's career will also be more willing to alleviate the pressure the wife feels from her other roles by physically helping in and around the house

- Many employed women make use of maids or the help of relatives to make their dual role possible.

3.4.5 Cultural factors

The problems (including role conflict) faced by professional women in their work and personal lives cannot be meaningfully investigated without examining the cultural themes and the value systems that bear on the roles of women in society (Aryee, 1992:833). A woman's primary allegiance ought to be the family and that of men be providers of economic as well as social status (Aryee, *ibid.*).

Traditionally, women are expected to put their families before their careers and view the husband or male partners as the main provider of the family (Redelinghuys et al., 1999:56). Traditionally women have the responsibility for the labour associated with social organisation (e.g. church volunteer work and neighbourhood projects) and with family and cultural celebrations (Facoine, 1994:160).

Role conflict is experienced by women in many homes, cultures and environments, where they are viewed as secondary to the whim of the male and of little or no account (Erasmus, 1998:28). He further indicates that the family unit must be stable and cohesive if a stable society is to be built. Haider (1996:150) indicates that qualitative studies provide more data on men's attitudes towards women working outside the home and it seems that most men are reported as "not minding", as long as family life does not suffer. The implications of this are that women are expected to be able to cope with two jobs paid employment and running a home and if this happens, men are happy with the situation.

Van der Linde et al. (1999:195) maintain that the traditional Afrikaans-speaking woman has a strict Christian upbringing, which often requires her to make rigid decisions between right and wrong. On the other hand, the Setswana culture does not expect much from the woman in this respect and she is less dependent on rigid rules and decisions than her Afrikaans colleague.

From the above it seems that:

- Culturally the woman's primary role is within the family and the man is the provider of economic as well as social status and this contributes to the role conflict experienced by a woman
- Role conflict is noticed because traditionally women are responsible for the labour associated with social organisation (e.g. church volunteer work) and the family and cultural celebrations
- Traditional Afrikaans speaking women are more dependent on rigid rules and decisions than the Setswana speaking women.

3.4.6 Time related role conflict

Time-based conflict may occur when time devoted to one role makes it difficult to participate in another role (Carlson, 2000:250). Married professional women who work long hours may have difficulty in balancing work-family demands and hence induce work-family conflict (Aryee, 1992:817). De Witt (Van der Westhuizen, 2002:557) indicates that to occupy a top management position and bring up a baby makes unbelievable demands on women both in time and energy. It does not matter what clever plans she makes to reduce the number of duties, she would not be able to rid herself off them completely.

When a dual role results in time conflict, women educators generally have the following three choices (Fan Wen & Gu Guanhau, 2000:77):

- To tip the scale towards the family (put the family first and career second)
- To put family and career on a par. In an attempt to spread limited energy and time on family and career, they do an average job in both
- To tip the scale towards the career, or put the career first and family second.

Erasmus (1998:27) indicate that working women have too much to do in too little time. A woman's time and energy is limited and she often finds it hard to plan both the role of educator

and of woman, thus giving rise to a certain imbalance between the two which leads to role conflict (Jianling, 2000:69). He noticed that relaxing their hold on either side will bring dissatisfaction and cause the women educator themselves to lose their mental equilibrium. Women working long hours, women engaged in heavy workloads which require energy intensive, low-technology work and women with large household sizes all face conflicts in time allocation for nutritional needs and medical care (Haider, 1996:107).

The time and energy of an individual is limited, but as a good educator, responsibility and obligation are unlimited. As a good mother and wife, the responsibility and obligation are also limited. To get two unlimiteds from one limited can only arouse a lot of contradictions and conflicts (Jianling, 2000:67).

Women who participated in Vermeulen and Minor's (1998:238) research indicate that they work and do not have enough time for their children and cannot easily afford a nanny and a housekeeper. Smaller children have a greater need for emotional and physical caring, placing more demands on the mother's time, which leads to role conflict (Redelinghuys et al., 1999:56). When children are older, women would not only have more time to devote to a career but older women, according to Du Toit (1992:129) also tend to manage their time better and will, therefore, experience less role conflict. Derry and Gallant (1993:436) list time management as one of the primary ways to ease the strain for the working mother who experiences role conflict. This includes encouraging mothers to make time for themselves through relaxation, exercise and proper diet.

The problems women encounter at home as a result of balancing multiple roles reflect a lack of time to keep up with all the things they want to get done (Eckenrode & Gore, 1990:74). In their research, women reported that by the time they have done all they need to do, they are too tired for their husbands, to exercise, to put on makeup, to study and improve their careers.

Morgan and Hensley (1998:305) noticed that self-reliance leaves women fatigued to the point that they make little time for self-care. In their research, women experiencing role conflict reported that they neglect themselves because they feel as if they don't do enough for the children or at work and that they have a lack of time to attend to themselves as women. Facoine

(1994:159) indicates that role overload is for the wife and the husband's insufficient involvement in the family work is noticed.

Women educators work long hours at teaching, advising, administering, research and writing, doing so out of a strong sense of obligation to their learners and their institutions (Johnsrud, 1995:29). To make time available so as to cope with role conflict, some women will cut back on activities like lunch, leisure activities and sleep in order to have more time for work and will try to work as hard and efficiently as possible in order to meet all role demands (Eckenrode & Gore, 1990:87).

Stephens (2001:24) indicates that the time and energy of an individual is limited, but as a good educator, responsibility and obligation are unlimited. As a good mother and wife, the responsibility and obligation are also unlimited. Oster et al. (1999:222) state that work and family conflict as predictors of inter-role conflict, work conflict and family conflict (arising from incompatible work and family pressures) occur when the workload from job and family is too great to perform the role adequately. Time that should be spent on other roles is of course being reduced.

From the above it seems that:

- Married professional women who work long hours may have difficulty in balancing work-family demands and this may lead to work-family conflict
- Working women experience role conflict since they have too much to do and too little time
- Smaller children have a greater need for emotional and physical caring, placing more demands on the mother's time
- The problems women encounter at home as a result of balancing multiple roles reflect a lack of time to keep up with all the things they wanted to get done
- Working women experience role overload, which is a factor of role conflict
- To make time available and reduce role conflict some women will cut back on activities like lunch, leisure activities and sleep in order to have more time for work and will work hard to meet the role demands.

3.4.7 Stress related conflict

Role stress occurs when a role contains excess expectations and when there are too many things to do (Jones, 1993:136). Stress might be experienced because work schedules interfere with family life and women feel that they do not have enough time to spend with their children or they are tired after a hard day's work and do not have enough energy to attend to family responsibilities (Redelinguys et al., 1999:55). Work-family related conflict pertains to the stress created by attempting to balance career and personal life (Drake et al., 2002:170).

Working mothers can be subject to role conflict due to stress (Tingey et al., 1996:183) largely as a consequence of heavy responsibilities for household tasks and childcare in combination with employment demands. They point out that stress is greatest among working mothers when demands are high at both work and home. There is some evidence that the greater the number of young children in the home, the higher the workload and role strain, especially if the mother is employed. This finding applies equally to white women (Coetzee & Cronje, 1995:82). Hammer et al. (1998:220) state that when people experience a greater amount of stress in coping with the demands of work and family, there are negative consequences both on and off the job which may lead to role conflict. The perception exists that society in general tends to expect mothers and wives to put their families before their careers and women will, therefore, experience stress if they deviate from this norm (Redelinguys et al., 1999:56).

Role overload as one cause of stress is defined as the general sense of having so many role demands or obligations that the individual feels unable to perform them all adequately (Harenstam, 2001). Employed mothers are frequently vulnerable to this type of stress, which leads them to experience role conflict (Harenstam, *ibid.*). According to Facoine (1994:160), stress contributes to role conflict since it makes it difficult for women to carry out multiple roles to meet their own needs and those of others. Arguments at work on a particular day might make it particularly difficult to cope with arguments at home at the end of the day and other kinds of simultaneous stresses might create a synergistic effect that promotes high distresses (Eckenrode & Gore, 1990:107). Increased demands made on educators, sudden changes or a great extent of role confusion can however, dramatically increase the stress levels of educators (De Witt in Van der Westhuizen, 2002:330).

From the above it seems that:

- Working mothers may be subject to role conflict due to stress that may be caused by heavy responsibilities for household tasks and childcare together with employment demands
- Stress makes it difficult for women to carry out multiple roles and this makes them experience role conflict.

3.4.8 Financial status as a role conflict factor

Van Zyl and Pietersen (1999:77) are of the opinion that more and more traditional housewives will become career women as a result of the poor economic situation in South Africa. From Home's (1998:85) research it is noted that income is the only life situation predictor with lower income increasing vulnerability to role conflict.

The woman's income is regarded as being supplementary to that of the husband, therefore, her career is also regarded as supplementary to her basic family duties (Van der Westhuizen, 2002:558; Claesson & Brice, 1990:18; Vermeulen & Minor, 1998:239). Most women are caring for young families while continuing to be either sole provider or co-contributor to their families' economic well being (Home, 1998:85).

To reduce role conflict, women who plan to be mothers need to have a flexible career and source of economic support during the time that they are experiencing heavy child care responsibilities (Vermeulen & Minor, 1998:239). In Erasmus' (1998:27) research, women indicate that a lower income makes it difficult for them to cope with role conflict because they can't find quality child and elderly care and meet family responsibilities. The majority of all women of reproductive age all over the world face the need to combine economic productive work and child bearing and caring roles (Haider, 1996:150). He further indicates that the dual responsibility falls heaviest on low-income women in developing countries whose economic contribution is increasingly vital for the survival of the family. The wife may be satisfied with the husband's role, but her high income may threaten the husband's authority and status, undermining his self-concept so that he becomes unhappy (Staples, 1985:1011).

From the above it seems that:

- Income is the only life situation predictor, with lower income increasing vulnerability to role conflict
- The woman's income is regarded as being supplementary to that of the husband and her career as supplementary to her basic family duties
- Lower income makes it difficult for working women to cope with role conflict because they cannot afford child or elderly care centres
- The wife's higher salary may be a threat to her husband.

3.5 SUMMARY

In this chapter, the nature of role conflict is discussed. The discussion includes factors contributing to a woman educator to experience intra-role conflict within her home and at work, as well as factors causing her to experience inter-role conflict.

It is clear from the contents of this chapter that woman educators have dual roles that are conflicting. They are to perform their primary role of a homemaker, a mother and a caregiver and also their professional role as an educator. It is noted that these two roles need the woman's attention simultaneously and, therefore, she experiences role conflict.

CHAPTER 4

EMPIRICAL RESEARCH

4.1 INTRODUCTION

The focus in this chapter will be on the research design whereby the mail questionnaire is used as a research method to collect data on the role conflict experienced by black married woman educators. The questionnaire as a research instrument will be discussed. The advantages and disadvantages of the mail questionnaire, the construction of the questionnaire, the validation of the questionnaire, population and sampling, statistic analysis and interpretation of data will also be discussed.

4.2 RESEARCH DESIGN

The research design refers to the type of study to be undertaken in order to provide acceptable answers to the research problem or questions (Mouton, 2001:49). The research design involves a set of decisions regarding what topic is to be studied among what population with what research methods for what purpose (Babbie, 2002:106). For the purpose of this study, it was decided to make use of a quantitative survey design. In the following paragraphs it will be motivated why it was decided to use this type of research.

4.2.1 A questionnaire as research instrument

The questionnaire is a highly structured data collection technique whereby each respondent is asked the same set of questions (De Vaus, 1990:80). A questionnaire is a most widely used technique and is the best instrument for obtaining information from widely spread sources. A structured, closed, mail questionnaire is chosen as the measuring instrument. A questionnaire is an appropriate research method for collecting information directly from people about their feelings, opinions, motivations, plans, beliefs and personal educational and financial backgrounds (Kitavi, 1995:197; Neuman, 1997:33).

The questionnaire is used because it satisfies assumptions on which questionnaires are based (Wolf, 1997:479), viz.

- That the respondents can read and understand the questions
- That the respondents are in the position to supply the information to answer the questions
- That the possibility of willingness to answer the questions exists.

The suitability of the questionnaire is premised on the fact that respondents are educators and will be very much interested in the final outcome of the research and its implications for the improvement of their situation as educators (Xaba, 1996:91).

Researchers may mail questionnaires to respondents who will answer the questions and then mail them back to the researcher. Mail questionnaires do have advantages as well as disadvantages. These will be discussed in the next paragraph.

4.2.2 Advantages of mail questionnaires

The advantages of mail questionnaires are (De Vaus, 1990:103; Neuman, 1997:251; Salkind, 2000:136):

- Mail questionnaires are the least demanding in terms of staffing requirements
- A large mail survey can be conducted by one or two staff members
- A researcher can send questionnaires to a wide geographical area
- The respondent can complete the questionnaire when it is convenient and can check personal records or consult with others if necessary
- Mail questionnaires offer anonymity and avoid interviewer bias. Due to this anonymity, people may be willing to be truthful
- The questionnaire does not require a trained staff of field workers
- The respondent rates of mail questionnaires may be high for a target population that is well educated or has a strong interest in the topic or the survey organisation

- Mail questionnaires are probably the best at obtaining accurate answers
- Mail questionnaires are cheaper than one-on-one interviews
- Mail questionnaires save time since they allow individuals to complete them without any direct assistance or intervention from the researcher
- Permission from education authorities can be given easily since the contents of the questionnaire can be pre-viewed
- Processing is made easy by the questionnaire being carefully structured and pre-coded as well as not using of open-ended questions.

4.2.3 Disadvantages of mail questionnaires

Disadvantages of mail questionnaires are (De Vaus, 1990:100; Neuman, 1997:251):

- With the mail questionnaires, it is much more difficult to control who fills out the questionnaire. Although one asks the person who receives the mail questionnaire to pass it on to the appropriate person, one cannot be sure that this happens
- A researcher cannot control the conditions under which a mail questionnaire is completed
- No one is present to clarify questions or to probe for more information when respondents give incomplete answers
- Different respondents can complete the questionnaire weeks apart or answer questions in a different order than intended by researchers
- Mail questionnaires provide no control over the order in which people answer questions, thus obscuring the extent to which answers might be affected by later questions
- The main problem with mail questionnaires is a low response rate since people do not always complete and return questionnaires
- In mail questionnaires respondents may simply give up if they find the questionnaire difficult
- Mail questionnaires also have difficulty in coping with boring questions.
- Researchers cannot visually observe the respondent's reactions to questions, physical characteristics or the setting

- The mail questionnaire format limits the kinds of questions that a researcher can use. Questions requiring visual aids, many contingency questions, and complex questions do poorly in mail questionnaires
- Open-ended questions are best used in situations where people are able to give their answer verbally rather than in writing as many people experience greater difficulty putting their ideas in writing
- Mail questionnaires are, therefore, not well suited to open-ended questions
- Mail questionnaires are ill suited for the illiterate or near illiterate in English
- Questionnaires mailed to illiterate respondents are not likely to be returned. If they are completed and returned, questions are probably misunderstood and the answers are then meaningless.

In spite of these disadvantages, the questionnaire is still a valid instrument for data collection and is still commonly and widely used.

4.2.4 Construction of questionnaire

The questionnaire is adjusted from Murray's questionnaire where she was researching role conflict among white woman educators. Now role conflict among black woman educators is researched. A total of sixty three questions are used in the questionnaire. The questions are designed to elicit response from woman educators to what extent they experience role conflict.

The questionnaire is formed by five sections that is, section A consisting of ten questions, Section B five questions, Section C nine questions, Section D twelve questions and Section E thirty two questions. In Section A, the personal particulars of the respondent are given and in Section B the socio-economical status of her school is supplied. Sections C, D and E indicate to what extent the respondents experience intra as well as inter-role conflict. The questions in these three sections are based on Chapter 3.

The following is the summarised format of the questionnaire:

Section A: Personal particulars - questions 1-6

Section B: Socio-economic status of school – questions 7-11

Section C: Role conflict experienced within the home

Negative role conflict: questions 12-20

Positive role conflict: questions – none

Section D: Role conflict experienced within her profession

Negative role conflict: questions 21, 22, 23, 24, 25, 26, 27, 29, 31 and 32

Positive role conflict: questions 28 and 30

Section E: Role conflict experienced within the two roles being the home and career

Negative role conflict: questions 33, 34, 35, 35, 36, 39, 40, 41, 42, 43, 45, 48, 49, 50, 51, 52, 53, 54, 56, 57, 58, 59, 60, 61, 62 and 63

Positive role conflict: questions 37, 38, 44, 46 and 47.

The 4-point scale is used to determine to what extent role conflict is experienced.

The scale that was used was:

1=no extent

2=slight extent

3=an extent

4=great extent.

4.2.5 Population sampling

The research was based on secondary schools in North West Province. From the population, a systematic sample of schools (n=30) was drawn from the Zeerust District. The target group for the empirical study included black woman educators permanently appointed in post level 1 and 2 (n= approx. 200). A list of secondary schools and number of woman educators was obtained from the Zeerust district office.

4.2.6 Administrative procedures

A letter requesting permission to conduct research in the Zeerust district was handed to the district manager on the 23rd of May 2002. The researcher delivered the questionnaires personally to schools and then collected them personally.

4.2.7 Statistic analysis

Suitable statistical techniques were determined and used with the help of the Statistical Consultancy Services of Potchefstroomse Universiteit vir Christelike Hoër Onderwys. A computer-aided statistical analysis was employed. The analysis reflected statistics like frequency distribution, percentages and mean scores.

4.3 INTERPRETATION OF DATA

4.3.1 General information

The aim of the questions in Section A and B was firstly to determine personal particulars (appendix A, questions 1-6) with the aim of determining the respondents' age, whether they are married or not, their post level, academic and professional qualifications and years of teaching experience.

Secondly, to collect some general information about the school environment of respondents (see appendix A, questions 7-11) in order to have the socio-economic status and the type of the school, official language used, the area in which the school is situated and the number of staff members in the school.

The above responses are summarised in Table 4.1:

Table 4.1: General information

Section A

1	Age	N	%
	20-25	3	1.8
	26-30	21	12.6
	31-40	102	61.5
	41-50	33	19.9
	51-60	6	3.6
	61+	1	0.6
	Total	166	100.0
2	Marital status		
	Married	120	72.7
	Divorced	6	3.6
	Single parent	37	22.4
	Widow	2	1.3
	Total	165	100.0
3	Post level		
	Post level 1	117	70.5
	Post level 2	49	29.5
	Total	166	100.0
4	Academic qualification		
	Bachelors degree	59	69.0
	Honours degree	24	28.2
	Masters degree	2	2.4
	Doctors degree	-	-
	Total	85	100.0

5	Professional qualification		
	2-year diploma	4	2.6
	3-year diploma	94	61.0
	4-year diploma	17	11.1
	Diploma in further education	39	25.3
	Total	154	100.0
6	Number of completed years teaching experience		
	0-3	11	6.6
	4-6	19	11.5
	7-10	81	48.8
	11-15	23	13.9
	16-20	22	13.3
	21-25	10	6.0
	Total	166	100
7	Socio-economic status of the school		
	Low	29	17.5
	Average	113	68.1
	Above	7	4.2
	Very mixed	11	6.6
	Mixed	6	3.6
	Total	166	100.0
8	Type of school		
	Secondary/combined: S3 (less than 630 learners)	84	50.9
	Secondary/Combined: S4 (more than 630 learners)	46	27.9
	Comprehensive school: S3 (less than 500 learners)	18	10.9
	Comprehensive school: S4 (more than 500 learners)	17	10.3
	Total	165	100

9	Official languages		
	Afrikaans	1	0.6
	English	145	87.4
	Dual medium	20	12.0
	Parallel medium	0	0.0
	Total	166	100.0
10	Area in which the school is situated		
	Urban	10	6.1
	Semi-rural	71	43.6
	Country	82	50.3
	Total	163	100.0
11	Number of staff		
	< 10	0	00.0
	11-20	5	3.0
	21-30	56	33.7
	31-40	67	40.4
	41-50	38	22.9
	> 50	0	00.0
	Total	166	100.0

- Profile of respondents

From the personal particulars, it seems that the majority of the respondents' age group is 31-40 years (61.5%), 72.7% are married and 70.5% of respondents are in post level 1. The majority of respondents have bachelor degrees (69.4%) and have at least a 3 year diploma in further education (97.4%). The majority of respondents (62.7%) have at least between 7-15 years teaching experience.

From the above it seems that the respondents are 31-40 years and are adults who have children. The respondents are relevant enough to this research since 72.7% of them are married and are educators as well. Most of them are still in post level 1, 70.5% compared with 29.5% in post

level 2. The majority of the respondents have bachelor degrees (69.4%) and only a few have higher degrees. It seems that there is a problem that stops them from obtaining higher degrees. It is pleasing to note that all respondents are qualified educators and have 7-15 years of teaching experience.

- **Profile of the school**

From the school's profile it seems that the socio-economic status of most of the schools is average (68.1%) and that they are secondary schools of S3 (50.9%) they have less than 630 learners with English as the official language (87.4%). Most schools are situated in semi-urban and country areas (93.9%) and the number of staff is 21-40 (74.1%).

From the above it seems that the socio-economic status of the schools where the respondents work is average which means that teachers will need to work hard in order to meet the standard of education expected of them. S3 secondary schools are big schools, therefore, respondents do get enough challenges in their work. Although the woman educators are black, the medium of instruction in their schools is English.

The majority of the respondents' schools are in semi-urban and in country areas. The respondents are in big schools that consist of 21-40 staff members.

4.3.2 Intra-role conflict

4.3.2.1 Intra-role conflict experienced at home

The aim of these questions was to determine to what extent married black woman educators experience role conflict at home (see appendix 12 - 20).

The responses are summarised in Table 4.2.

Table 4.2: Intra role conflict experienced at home

RANK	QUESTION NO.	QUESTIONS	MEAN SCORE
1	18	Do roles like cleaning the house, cooking, laundry, and so on demand your attention simultaneously?	3.30
2	15	Does care giving demand your time and attention simultaneously?	3.12
3	19	Do you lack your spouse's support with household activities?	2.83
4	12	Do you face problems of balancing mothering responsibilities and family demands?	2.74
5	16	Do older siblings assist with the caring of the younger siblings?	2.63
6	14	Do children and family needs cause your own needs and health to suffer?	2.42
7	13	Do you experience role conflict during your child's babyhood and primary school years compared to their pre-school years?	2.15
8	17	Do you make use of nannies?	2.11
9	20	Do you use support services like convenience foods, canteen meals, laundry, etc?	1.53

Only those responses with mean scores above 3.00 (75%) and those below 2.00 (50%) will be discussed separately and in detail in this section.

Rank 1 (question 18): Do roles like cleaning the house, cooking, laundry, and so on demand your time simultaneously? (Mean score: 3.30)

The fact that roles like cleaning the house, cooking, laundry and so on demand the woman's attention simultaneously is ranked first (Table 4.2). This question affects 82.5% respondents to a great extent. The finding corresponds with the literature study which indicates that a married woman as a home maker experiences role conflict due to the following roles which she might be expected to play simultaneously: cooking, washing dishes, laundry, cleaning the house, etc. (Par. 3.3.1.3). Another finding is that a married woman as a homemaker has many roles to perform within her home. Since all these roles need a woman's attention simultaneously they cause her to experience intra-role conflict (Par. 3.3.1.3). The literature shows that it does not matter what clever plans she makes to reduce the number of duties, she would not be able to rid herself of them completely (Par. 3.4.6).

The reason for all these roles to demand a woman's attention simultaneously simply indicates that women do not plan their time properly (Par. 3.4.6). This role conflict may be caused by lack of spouse support with the household activities (Par. 3.3.1.3). The other reason may be that family obligations and domestic labour include much more than household tasks. Domestic labour includes:

- Housework tasks such as cooking, doing laundry and cleaning the house
- Child care and, more recently, researchers have broaden the definition to integrate and emotional labour.

All these tasks cause a woman to experience intra-role conflict to a great extent since she is expected to perform them simultaneously (Par. 3.3). Working women expect little help with household duties from their children because of the sense of guilt they experience for being away from them for so many hours per day (Par. 3.4.2).

Rank 2 (question 15): Does care-giving demand your time and attention simultaneously? (Mean score: 3.12)

The fact that care giving which also demands the woman educators' time and attention simultaneously is ranked second (Table 4.2). This results in the woman educators experiencing intra-role conflict to a great extent. This confirms the literature as it is reported that childcare, as a factor of role conflict, cannot be arranged and scheduled as easily as household tasks. Doing

laundry, vacuuming and cleaning bathrooms can be done late at night, early in the morning or briefly put off, but child-care cannot (Par. 3.3.1.2).

The other reason is that there is a direct link between the extent of intra-role conflict that a woman experiences and the unavailability of child care centres (Par. 3.3.1.2). Most of the respondents are in rural areas where childcare centres are still scarce (Table 4.1).

Respondents experience intra-role conflict to a great extent since they are expected to be primary care-givers regardless of other roles that need their attention at the same time (Par. 3.3.1.2). The literature study also shows that women are providers of family health care needs and thus often must assume the role of family care-giver for elderly, sick or disabled relatives who live either in the home or nearby. The other reason for woman educators to experience intra-role conflict may be that care giving, like other family roles, may compete with other obligations for their time and attention simultaneously (Par. 3.3.1.2).

Intra-role conflict factors with a mean score between 2.83 and 2.11 (items 19, 12, 16, 14, 13, and 17) are experienced to an extent by the respondents

According to the findings in this research, more respondents (mean score 2.83) indicate that they lack support from their spouses to an extent (question 19 - 2.83). In the family domain, lack of spouse support is indicated as a source of intra-role conflict (Par. 3.3.1.3). The literature further indicates that role conflict is especially acute where woman experience the division of labour in the family as unfair and want their husbands to be more actively involved in household matters (Par. 3.3). In the literature study, it is shown that respondents who do not lack their spouses' support are those who have spouses with pro-feminist attitudes. These have been shown to participate in household chores and childcare as well as providing the necessary emotional support to enable the partner to manage the demands arising from one's participation at home (Par.3.3.1.3).

Woman educators also face problems of balancing mothering responsibilities and other family demands to an extent (question 12 - 2.74). This is in line with the literature which indicates that parenting brings with it new demands on the time and energy of parents and, therefore, mothers with pre-schoolers will have difficulty in balancing family demands which are the cause of role conflict (Par. 3.3.1.1). Only an average percentage of the respondents make use of older siblings to assist with the caring of the younger siblings to alleviate intra-role conflict (question 16 - 2.63). The literature has shown that due to the role conflict experienced by married

women, older siblings play an important role in black communities in caring for and teaching younger siblings (Par. 3.3.1.2).

Children and family needs cause the woman educators' own needs and health to suffer (question 14 - 2.42). This is experienced to an extent since only a few respondents indicated that their own needs and health suffer due to their children and family needs. It is, therefore, not in line with the literature which indicates that intra-role conflict is noticed because women often put their children's and family needs before their own at the expense of even their own health (Par. 3.3.1.1). The reason for this is that most of the respondents fall within the combined age category of 31-40 years (Table 4.1), which means that they are still young and healthy and do not yet have health problems that come with age. Health problems can tend to disturb people from paying attention to the needs of their children and family.

Findings in this research show that woman educators do not make use of nannies to an extent (question 17 - 2.11). The literature indicates that in the upper class homes, the mother is substituted by a nanny in the caring of the young and, therefore, alleviates intra-role conflict (Par. 3.3.1.2). Since the finding indicate that only a few woman educators make use of nannies, it seems most of them are not of the upper class as stated by literature. The other reason for not making use of nannies might be that they cannot afford paying them or they believe in bringing up their own children personally (Par. 3.4.6). Some women do not make use of nannies because they feel a particular guilt when they have to leave a baby in the care of someone else (Par. 3.4.2).

Rank 9 (question 20): Do you use support services like convenience food, canteen meals, laundry services, etc. (Mean score: 1.53)

For this question to be ranked last and as a slight problem simply indicates that it is not in line with literature findings. The literature shows that due to intra-role conflict some women use family support services like canteen meals, convenience foods, laundry services and so on to allow them to manage other household activities (Par. 3.3.1.3). According to the findings (Table 4.2) the respondents do not use these family support services. The majority of the respondents are in post-level one (Table 4.1). Their lower income makes it difficult for them to cope with intra-role conflict because they cannot afford to pay for support services (Par. 3.4.9). Another reason is that these services are not available in townships and/or in rural areas. Most of the respondents are in townships and in rural areas (Table 4.1). Black women who stay in a city or town do have access to these services.

4.3.2.2 Intra role conflict experienced within the profession

The aim of these questions was to determine to what extent married woman educators experience intra-role conflict at work (see appendix: questions 21 – 32).

The response is given and summarised in Table 4.3.

Table 4.3 Intra role conflict experienced within the profession

RANK	Q. - NO.	QUESTION	MEAN SCORE
1	21	Do you create personal relationships with learners, caring for them and teaching them at the same time?	3.49
2	32	Do improved work conditions cause you to experience job satisfaction?	3.12
3	22	Do you attend workshops during school hours?	2.94
4	28	Do clear and understandable policies prevent role ambiguity?	2.74
5	26	Does ambiguity have a negative effect on your job performance and your job satisfaction?	2.65
6	29	Does role ambiguity cause you not to know which behaviour is appropriate and which is not?	2.61
7	23	Do you attend to neglected learner's problems during educators' time?	2.59
8	27	Do you experience negative emotions, fatigue and tension due to ambiguity and role conflict?	2.56
9	30	Do you experience satisfaction due to your higher position within the workplace?	2.37
10	31	Does your daily routine cause you to experience low job satisfaction?	2.22
11	25	Do you think work units appoint men and not women even if they are better qualified than them?	2.16
12	24	Do male educators undermine woman educator's views?	2.06

Only those responses with mean score above 3.00 (75%) and those below 2.00 (50%) will be discussed separately and in detail in this section.

Rank 1 (question 21): Do you create personal relationship with learners, caring for them and teaching at the same time? (Mean score: 3.49)

The point that woman educators create personal relationships with learners, caring for them and teaching them at the same time is ranked first (Table 4.3). This question affects the respondents to a great extent. This finding is in the line with the literature study.

The woman educators experience intra-role conflict in class due to the following three roles that need to be performed at the same time:

- Creating personal relationships with the learners
- Caring for them
- Teaching them (Par. 3.3.2).

The reason for this is that learners are viewed as multifaceted individuals both at home and at school and the establishment of a relationship is influenced by motherhood (Par. 3.4.1). The literature found personal relationships with children and/or learners and an ethic of caring to be the most important characteristics of a truly professional or real educator (Par. 3.3.2).

Although fulfilling these characteristics in class a woman educator is still expected to teach at the same time which leads to intra-role conflict (Par. 3.3.2). This simply shows that black woman educators experience intra-role conflict to a great extent within their profession (Table 4.3). This intra-role conflict is caused by the fact that even if there are structural obstacles, women tend to blame themselves rather than ask whether their role expectations are reasonable. Workplace support can make multiple role occupancy easier through schedule flexibility, leave provisions and positive attitudes (Par. 3.3.2).

Rank 2 (question 32): Do improved work conditions cause you to experience job satisfaction? (Mean score: 3.12)

The fact that improved work conditions cause woman educators to experience job satisfaction is ranked second in this section (Table 4.3). This question affects most respondents to a great extent. This finding is in line with the literature finding which indicates that when people are asked what they want most from their jobs, the typical answers would be that there should be

mutual respect among co-workers, the work should be interesting, recognition for work well done, and opportunities to develop skills (Par. 3.3.2.3). This is why the respondents believe that improved work conditions may allow them to experience job satisfaction (Par. 3.3.2.3).

Intra-role conflict experienced within the profession with a mean score between 2.94 and 2.06 (items 22, 28, 26, 29, 23, 27, 30, 31 and 25) are experienced to an extent by the respondents

The findings indicate that woman educators do attend workshops during school hours (question 22 - 2.94). The literature study states very clearly that woman educators experience intra-role conflict when they are to attend workshops, which are scheduled at times when they had to be with their learners in their classes (Par. 3.3.2). Despite the workshops they have to attend during school hours, they are still expected to teach the learners very well and sincerely (Par. 3.3.3.2). The reason for holding workshops during school hours is that they (educators) must be at home after school fulfilling their household duties (Par. 3.4.3).

Most of the respondents have responded with agreement to an extent to question 28 (Table 4.3) that clear and understandable policies prevent role ambiguity. The literature shows that clarity of policies and sanctions regarding educator behaviour is an important aspect of role ambiguity. In less complex jobs the roles are more clearly defined by policies, procedures, rules and regulations set forth by the role maker and the manager and the employee will experience less intra-role conflict (Par. 3.3.2.2). This simply means that the policies in schools should be very clear and understandable to prevent intra-role conflict among woman educators.

Role ambiguity is seen to have an effect on job performance and job satisfaction to an extent for the respondents (question 26 - 2.65). Because role conflict as well as role ambiguity can be sources of uncertainty for employees, it seems to be a buffer against the negative consequences of this variable (Par. 3.3.2.2).

The idea that role ambiguity causes the respondents not to know which behaviour is appropriate and which is not is experienced to an extent (question 29 - 2.61). The literature study also shows that role ambiguity represents a lack of information about what behaviours are appropriate (Par. 3.3.2.2).

The sense that the respondents attend to neglected learners' problems during teaching time (question 23 - 2.59) is experienced to an extent. It contrasts with the literature findings (Par.

3.3.2) which depict that role conflict may be caused by the fact that women educators are able to recognise neglected learners and attending to their problems takes much of their time for instruction. Question 27 (mean score 2.56) says woman educators experience negative emotions, fatigue and tension due to role ambiguity and role conflict is experienced to an extent. It is not in line with the literature that indicates that individuals who occupy work roles that are ambiguous, experience negative emotions, fatigue and tension (Par. 3.3.2.2).

The reason for the respondents experiencing intra-role conflict to an extent due to role ambiguity might be that they do not experience role ambiguity. In less complex jobs the roles are made clearly defined by policies, procedures, rules and regulations set forth by the role maker and the manager and the employee will experience less role conflict (Par. 3.3.2.2).

According to Table 4.3, most of the woman educators experience satisfaction due to their higher positions within the workplace to an extent (question 30 - 2.37). This opposes the literature study that indicates that the higher a woman's position within the work place, the greater her reported satisfaction and the lesser the intra-role conflict (Par. 3.3.2.3). The reason for this is because 70,5% of the respondents are not in higher positions but in post level one (Table 4.1). Thus, there is a medium relation between a higher position and experiencing intra-role conflict.

Question 31 and 25 are also experienced to an extent by the respondents. They indicated that their daily routine does not cause them to experience low job satisfaction (question 31 - 2.22). The findings show that women performing jobs in which they must repeat the same over and over again and follow the same daily routine often report low level of job satisfaction which leads to intra-role conflict (Par. 3.3.2.3).

The reason why intra-role conflict is experienced to an extent is because the more individuals are satisfied with aspects of their lives outside work, the higher the level of job satisfaction they report and the lesser role conflict they experience (Par. 3.3.2.3). To tendency to follow the same daily routine is in itself a cultural factor.

The respondents do experience intra-role conflict to an extent where their work units appoint men even if women have better qualifications than them (question 25 - 2.16). The literature study, which is opposed by the finding above, states that the majority of work units and departments adopt the following in gender selection: under the same conditions they prefer male graduates not females. Even when a female graduate has obtained better qualifications than a male, managers still prefer male to females (Par. 3.3.2.1). The medium response may

be due to the fact that equal rights have been implemented on all levels including management issues which make it easier for women to have equal opportunities as far as top management posts are concerned (Par. 3.3.2.1).

The issue that male educators undermine woman educators' views (question 24 – 2.06) is experienced to an extent. The respondents agree to an extent with the literature findings that one source of the division lies in the discrimination that many women experience in the construction of their careers and their articulation of their views (Par. 3.3.2.1).

Synthesis

In this section it seems from the results that no factor is experienced to play no role or a slight role in experiencing intra-role conflict. All the factors in the workplace play a role to an extent or to a great extent. This can be ascribed to the fact that according to the literature, workplaces are usually experienced as stressful and thus play a role in contributing to role conflict.

4.3.3 Inter-role conflict

4.3.3.1 Inter-role conflict experienced within the two roles that are home and career.

The aim of this section (question 33 - 63) was to determine to what extent married black woman educators experience inter-role conflict within the two roles of home and career.

Table 4.4 shows a rank order of prioritisation of the role conflict experienced by the respondents.

Table 4.4: Inter-role conflict experienced within the two roles of home and career

RANK	QUESTION NUMBER	QUESTIONS	MEAN SCORE
1	43	Do you expect your husband to support you physically and psychologically?	3.51
2	57	Do you work hard to meet the role demands?	3.36
3	36	Do you lack social and emotional support from your family to alleviate the pressure of role conflict?	3.27
4	52	Do you have too much to do and too little time?	3.19
5	42	Do you see your double role as demanding	3.18
6	49	Are you involved in social organisations (e.g. church volunteer work) and the family and culture celebrations?	3.18
7	53	Do smaller children have a greater need for emotional and physical caring and placing more demands on your time?	3.15
8	54	Do you lack time to keep up with all the things you want to get done?	3.10
9	58	Do you experience stress caused by heavy responsibilities for household tasks and childcare together with employment demands	3.09
10	33	Do you feel the role conflict when both career and family pressures are equal?	3.07
10	41	Does family work cause you to study fewer hours compared to men?	3.07
12	34	Does your work need your attention simultaneously with caring for children and elderly people?	3.06

13	35	Do you experience fatigue, depression and stress because you have to do more family work than men and still be expected to be committed to your work just like them?	3.03
13	55	Do you experience role overload?	3.03
15	60	Does your income predict your life situation?	3.02
16	45	Do you want your husband to be more actively involved in household matters?	2.93
17	39	Do you feel traumatic due to the changes in the South African education system?	2.92
18	51	Do you work for long hours and find it difficult to balance your work-family demands?	2.86
19	59	Does stress make it difficult for you to carry out multiple roles?	2.75
20	56	Do you cut back on activities like lunch, leisure and sleep in order to have more time for work?	2.62
21	37	Do you feel physically and psychologically healthier than women who are full-time mothers and homemakers?	2.59
22	62	Do you feel you cannot afford child or elderly care centres due to lower income?	2.58
23	44	Do you feel the division of labour in your family as unfair?	2.48
24	47	Do you make use of maids or the help of relatives to make your dual role possible?	2.43
25	46	Does your spouse support your career and physically help in and around the house?	2.41
26	40	Are family and household responsibilities barriers to your professional progress?	2.36
27	61	Is your income regarded as being supplementary to that of your husband?	2.34

28	38	Do you feel not confident enough in your career when family matters disrupt your work?	2.29
29	50	Do you believe in rigid rules and decisions?	2.26
30	48	Do you see your primary role culturally as being within the family and the man as provider of economic as well as social status?	2.13
31	63	Is your higher salary a threat to your husband?	1.84

Table 4.4 indicates that most of the items (items 43, 57, 36, 52, 42, 49, 53, 54, 58, 33, 41, 34, 35, 55) are ranked as factors that cause the respondents to experience inter-role conflict to a great extent.

Only those responses with a mean score above 3.00 (75%) and those below 2.00 (50%) will be discussed separately and in detail in this section.

Rank 1 (question 43): Do you expect your husband to support you physically and psychologically? (Mean score: 3.51)

The idea that women are expecting physical and psychological support from their husbands is ranked first (Table 4.4). Women experience inter-role conflict to a great extent if only the role expectations exist while their expectation of support from their husbands does not materialise. This confirms the literature assertions as it is reported that support that women expect from their spouses is significant at two levels at a physical level where the male partner may take over certain tasks normally done by the women and at a psychological level where the partner may support his wife emotionally and psychologically (Par.3.4.4). Women believe that a spouse who supports his wife's career will also be more willing to alleviate the pressure she feels from role conflict by physically helping in and around the house (Par.3.4.4).

Rank 2 (question 57): Do you work hard to meet the role demands? (Mean score: 3.36)

Table 4.4 shows that the fact that the respondents work hard to meet the role demands is ranked second. The finding corresponds with the literature study which indicates that woman educators work as hard and efficiently as possible in order to meet all role demands (Par. 3.4.6). For them to work hard they are forced by the fact that time and energy of an individual is limited, but as good educators, responsibility and obligations are unlimited. The other reason is that as a good mother and wife, the responsibility and obligation areas are also unlimited. To have two unlimited from one limited can only arouse a lot of contradictions and inter-role conflict (Par. 3.4.6). Although they work hard to overcome role conflict, they still experience inter-role conflict to a great extent.

Rank 3 (question 36): Do you need social and emotional support from your family to alleviate the pressure of inter-role conflict? (Mean score: 3.27)

The fact that women lack social and emotional support from their families to alleviate the pressure of role conflict is ranked third (Table 4.4). This confirms the literature finding that the typical career woman experiences inter-role conflict due to a lack of social support in the form of emotional support from family members, or she has access to information and advice on problems experienced both at home and at work (Par. 3.4.2). Lack of social and emotional support from the respondents' families leads them to experience role conflict to a great extent. Self-reliance leaves women fatigued to the point that they make little time for self-care (Par. 3.4.6). Women are expected to be able to cope with two jobs: paid employment and running a home and if this happens, men are happy with the situation (Par.3.4.5). Women experience inter-role conflict if their needs are not met.

Rank 4 (question 52): Do you have too much to do and too little time? (Mean score: 3.19)

The fourth rank is the fact that woman educators have too much to do and too little time (Table 4.4). This is in line with the literature findings as working women have too much to do in too little time. The reason being that a woman's time and energy is limited and she often finds it hard to plan both the role of educator and woman, thus giving rise to a certain imbalance between the two which leads to inter-role conflict, women working long hours, women engaged in heavy workloads which require intensive energy, low-technology work and women with large household sizes all face inter-role conflict in time allocation (Par. 3.4.6). The literature also shows that the problems women encounter at home and at work as a result of balancing multiple roles reflects a lack of time to keep up with all the things they want to get done (Par. 3.4.6). Due to this the woman educators experience inter-role conflict to a great extent.

Rank 5 (questions 42 and 49): Do you see your double role as demanding? (question 42). Are you involved in social organisations (e.g. church volunteer work) and the family and cultural celebrations? (question 49) (Mean score: 3.18)

The idea that women's double roles are demanding and need women to be involved in other social organisations, family and cultural celebrations is ranked fifth (Table 4.4). It is not surprising to see questions 42 and 49 sharing the same rank since the respondents found their double role as demanding while they still have to take part in the community activities which increase their roles (Table 4.4). Women educators experience this problem to a great extent. This finding is in line with the literature study that indicates that the Setswana-speaking educators often experience their double role as demanding because there is a large distribution of responsibilities and a better mutual support system in the family than with Afrikaans-speaking educators (Par. 3.4.3).

Respondents see their double role as demanding since they have family concerns and commitments as well as loyalty to and enthusiasm for their work outside the home time which leads to inter-role conflict (Par. 3.4.1). Employed women experience role conflict because they continue to do the bulk of the homework regardless of their status, working hours or pay (Par. 3.4.1). It is too much for a career woman because she has to be a homemaker, a supportive wife and mother and at the same time a good worker (Par. 3.4.2).

The finding in question 49 is in line with the literature that states that traditionally women have the responsibility for the labour associated with social organisation (e.g. church volunteer work and neighbourhood projects) and with family and cultural celebrations (Par. 3.4.5). This is a traditional or cultural demand for a woman.

Rank 7 (question 53): Do smaller children have a greater need for emotional and physical caring and placing more demands on your time? (Mean score: 3.15)

The issue of smaller children having a greater need for emotional and physical caring is ranked seventh (Table 4.4). The finding is in harmony with the literature study that smaller children have a greater need for emotional and physical caring, placing more demands on the mother's time which leads to inter-role conflict (Par. 3.4.6). This factor is experienced to a great extent. The reason for women not to cope with this is that they are working and do not have enough time for their children and cannot easily afford nannies (Par. 3.4.6). Another finding is that the

lives of married woman professionals with young children are complicated “juggling acts” in which conflicting role demands and time shortages often detract from overall quality of life (Par. 3.4.3). Since women are expected to be primary care-givers regardless of other roles that need their attention at the same time, it is not surprising they feel pulled apart when a child falls ill on examination day (Par. 3.3.1.2).

Rank 8 (question 54): Do you lack time to keep up with all the things you wanted to get done? (Mean Score: 3.10)

It is shocking to see how woman educators lack time to meet their role demands. The fact that women lack time to keep up with all the things they wanted to get done is ranked eighth (Table 4.4). This is in line with the literature finding assertion. The inter-role conflict women encounter at home and at work as a result of balancing multiple roles reflects a lack of time to keep up with all the things they wanted to get done. Women report that by the time they have done all they need to do, they are too tired for their husbands, to exercise, to put on make up, to study and improved their careers (Par. 3.4.6).

This inter-role conflict is caused by the fact that traditional female mindset formed over long periods of time and enormous pressure brought to bear on them by the conflict of multiple roles in present day life and cause many women educators to be unable to shake off the mentality of dependence on men and, to a certain extent, hamper them from utilising their ability to achieve (Par. 3.4.2). Their need of time is in conflict with role expectations.

Rank 9 (question 58): Do you experience stress caused by heavy responsibilities for household tasks and childcare together with employment demands? (Mean score: 3.09)

The fact that women educators experience stress due to heavy responsibilities for household tasks and childcare together with employment demands is ranked ninth (Table 4.4). The finding corresponds with the literature study that working mothers can be subject to inter-role conflict due to stress largely as a consequence of heavy responsibilities for household tasks and childcare in combination with employment demands (Par. 3.4.7).

Stress is greatest among working mothers when demands are high at both work and home. The greater the number of young children in the home, the higher the workload and role strain, especially if the mother is employed and also has to fulfil employment demands which cause her to experience inter-role conflict (Par. 3.4.7). The perception exists that society in general

tends to expect mothers and wives to put their families before their careers and will therefore experience stress if they deviate from this norm (Par. 3.4.7).

Rank 10 (question 33 and 41): Do you feel the role conflict when both career and family pressures are equal? (question 33). Does family work cause you to study fewer hours as compared to men? (question 41) (Mean score: 3.07)

The point that women educators feel the inter-role conflict when both career and family pressure are equal is ranked tenth (Table 4.4). This is in line with the literature finding that if the pressures to participate in both career and family are equal, the highest degree of work-family conflict maybe expected (Par. 3.4.1). Woman educators continue to do the bulk of the homework regardless of their status, hours or pay. They are more likely to view roles outside the home as competing with their family responsibilities rather than complementary to them (Par. 3.4.1).

The tenth rank is the sense that family work causes women educators to study fewer hours as compared to men (Table 4.4). This corresponds with the literature finding. Men can study many hours a day but woman educators can study just two to three hours a day because of family work (Par. 3.4.3). The reason for this, is that women's multiple roles tend to be salient simultaneously while men's role operate sequentially (Par. 3.4.1).

Rank 12 (question 34): Does your work need your attention simultaneously with caring of children and elderly people? (Mean score: 3.06)

It is interesting to see how role conflict experienced by woman educators is clearly laid out here. The fact that work needs attention simultaneously with caring of children and elderly people is ranked twelfth (Table 4.4). This is in harmony with the literature findings that inter-role conflict occurs when working women are to meet the challenges of the job and doing a full day's work while having to do other responsibilities such as childcare, care of the elderly and domestic duties. In this process they may neglect their husbands and/or children and the end result is sometimes single parenthood with daunting challenges to ensure survival (Par. 3.4.1). Working women experience inter-role conflict because they are the providers of family health care needs and thus often must assume the role of family care giver for elderly sick or disabled relatives who live either in the home or nearby while they also have to fulfil their career demands (Par. 3.3.1.2).

Rank 13 (questions 35 and 55): Do you experience fatigue, depression and stress because you have to do more family work than men and still be expected to be committed to your work just like them? (question 35). Do you experience role overload? (question 55). (Mean score: 3.03)

From Table 4.4 it is noticed that the idea of the respondents experiencing fatigue, depression and stress because they have to do more family work than men and are still expected to be committed to their work just like them is ranked thirteenth. This is in line with the literature finding that professional women are expected to be committed to their work just like men and at the same time they are normatively required to give priority to their families (Par.3.4.1). The reason for the respondents to experience inter-role conflict to a great extent is because of the uneven distribution of domestic responsibilities between male and female partners (Par. 3.4.1).

The point that the respondents experience role overload is also ranked thirteenth (Table 4.4). This is in harmony with the literature findings that say role overload is for the wife. The husband's insufficient involvement in the family work is noticed (Par. 3.4.6). Women with family responsibilities are the fastest growing group and they are also vulnerable to constant role overload that cause them to experience inter-role conflict to a great extent (Par. 3.3.3).

Rank 15 (question 60): Does your income predict your life situation (Mean score: 3.02).

The fact that the woman educators' income predicts their life situation is ranked fifteenth (Table 4.4). This confirms the literature study which shows that income is only a life situation predictor with lower income increasing vulnerability to inter-role conflict (Par. 3.4.8). This is supported by the fact that the dual responsibility falls heaviest on low-income woman in developing countries whose economic contribution is increasingly vital for the survival of the family (Par. 3.4.8). The women's lower income makes it difficult for them to cope with inter-role conflict because they cannot afford quality child and elderly care and to meet family responsibilities (Par. 3.4.8) and this causes them to experience role conflict to a great extent. In the upper class homes, the mother is substituted by the nanny in the caring for the young (Par. 3.3.1.2).

Inter-role conflict factors with a mean score between 2.93 and 2.13 (items 45, 39, 51, 59, 56, 37, 62, 44, 47, 46, 40, 61, 38, 50 and 48) are experienced to an extent by the respondents (cf. Table 4.4).

The issue of women wanting their husbands to be more actively involved in household matters affects the respondents to an extent (question 45 – 2.93). The literature indicates that role conflict is especially acute where women experience the division of labour in the family as unfair and want their husbands to be more actively involved in household matters to alleviate inter-role conflict (Par. 3.4.4). The fact that this is experienced to an extent may be because in earlier times, child rearing was accepted to be the domain of women and until today there is no clearly prescribed fathering role for men. The father is described as the forgotten parent (Par. 3.4.4).

The respondents feel traumatic due to the changes in the South African education system (question 39 – 2.92). Many woman educators experience the changes in the South African education system as traumatic to an extent (Par. 3.4.2). Women educators feel that adjustments associated with these changes together with the woman educators' normal duties and busy work schedules, results in continuous inter-role conflict and stress experience to an extent (Par. 3.4.2). The increased demands made on them, sudden changes or a greater extent of role confusion can however dramatically increase the stress levels of educators (Par. 3.4.7).

The respondents are affected to an extent by the fact that they work for long hours and find it difficult to balance their work and family demands. This is experienced by the respondents to an extent (question 51 – 2.86). The literature finding indicates that married professional women who work long hours may have difficulty in balancing work and family demands and hence induce work and family conflict (Par. 3.4.6). It does not matter what clever plans a woman educator makes to reduce the number of duties, she would not be able to rid herself of them completely and will still experience inter-role conflict (Par. 3.4.6). Many multiple role women have difficulty anticipating the impact of these combined role demands (Par. 3.4.1).

Stress makes it difficult for some respondents to carry out multiple roles (question 59 - 2.75). This factor affects the respondents to an extent. The literature finding indicates that stress contributes to role conflict since it makes it difficult for women to carry out multiple roles to meet their own needs and those of others (Par. 3.4.7). The reason for this is that when people experience a greater amount of stress in coping with the demands of work and family, there are negative consequences both on and off the job which may lead to inter-role conflict (Par. 3.4.7).

Women educators cut back on activities like lunch, leisure and sleep in order to have more time for work (question 56 - 2.62). This affects the respondents to an extent. This is in line with the literature finding that to make time available so as to cope with role conflict, some women will cut back on such activities and will try to work as hard and efficiently as possible in order to meet all role demands (Par. 3.4.6). This is caused by the fact that the time and energy of an individual is limited but an educator's responsibility and obligations are unlimited. As mother and wife, the responsibility and obligations are also unlimited (Par. 3.4.6).

Women educators feel physically and psychologically healthier than women who are full-time mothers and homemakers to an extent (question 37 - 2.59). The literature finding states that the women who have more roles to fulfill are physically and psychologically healthier than women who are fulltime mothers and homemakers (Par. 3.4.2).

This may be due to the fact that professional women experience more marital satisfaction than the full time mothers and homemakers as the literature indicates. This is especially true in cases where husbands support their wives' career involvement and are proud of their achievements (Par. 3.4.2).

Some respondents feel they cannot afford child or elderly care centres due to lower income (question 62 - 2.58). This factor is experienced by the respondents to an extent. This is in line with the literature finding that women indicate that a lower income makes it difficult for them to cope with inter-role conflict because they cannot afford quality child and elderly care to meet family responsibilities (Par. 3.4.8).

Most of the respondents are in post level one and have three years diploma, which give them an average salary that makes it difficult for them to afford care centres (Par. 4.2).

Women feel the division of labour in their families as unfair to an extent (question 44 - 2.48). To women, physical support does not alleviate inter-role conflict and although men are giving physical support, women still feel not satisfied. The spouse's attitude towards the woman's labour participation will, therefore, also provide an indication of the extent of inter-role conflict experienced (Par. 3.4.4).

The respondents make use of maids or the help of relatives to make their dual role possible to an extent (question 47 - 2.43). The literature finding indicates that many employed women make use of maids or the help of relatives to make their dual responsibilities possible (Par. 3.4.). The benefits of work may not be realised for those women lacking the supportiveness of

their husbands (Par. 3.4.4). Working women do not have enough time but cannot easily afford housekeepers and this causes them to experience inter-role conflict (Par. 3.4.6).

The fact that the respondents' spouses support their career and physically help in and around the house is experienced to an extent (question 46 - 2.41). The literature shows that a spouse who supports his wife's career will also be more willing to alleviate the pressure she feels from inter-role conflict by physically helping in and around the house (Par. 3.4.4). Today men are more willing to provide support by assisting in the management of the household and taking over tasks traditionally assigned to women (Par. 3.4.4). Those who are not supported by their husbands want them to be more actively involved in household matters.

The respondents feel that family and household responsibilities are barriers to their professional progress to an extent (question 40 – 2.36). It is surprising to see respondents not regarding this factor as a great issue. According to the literature finding, family and household responsibilities are regarded throughout the world as one of the most important barriers to the professional progress of women (Par. 3.4.3).

The respondents experience this factor to an extent since it is not as easy for professional women to delegate their household and family duties even if there is a more structured division of household duties on a far larger scale (Par. 3.4.3).

The income of the respondents is regarded as being supplementary to that of their husbands to an extent (question 61 – 2.34). The literature finding shows that the woman's income is regarded as being supplementary to that of the husband, therefore her career is also regarded as supplementary to her basic family duties (Par. 3.4.7). This may be due to the fact that traditionally women are expected to put their families before their careers and view the husband or male partners as the main provider for the family (Par. 3.4.5). The qualitative studies provide more data on men's attitudes towards women working outside the home and it seems that most men are reported as "not minding" as long as family life does not suffer (Par. 3.4.5).

The point that women do not feel confident enough in their careers when family matters disrupt their work is also experienced to an extent (question 38 – 2.29). The literature finding indicates that there is no way in which women can have confidence in their careers if it appears to result in disruption caused by family matters (Par. 3.4.2). To these woman educators, the desire to do every thing for their learners such as their academic needs may cause them to neglect the needs of their families (Par. 3.4.2).

Respondents believe to an extent in rigid rules and decisions stipulated for them to follow with regard to the upbringing of their children (question 50 – 2.26) as a fact that causes inter-role conflict. The literature states that the traditional Afrikaans – speaking woman has a strict Christian upbringing that often requires her to make rigid decisions between right and wrong. The Setswana culture does not expect much from the woman in this respect and she is less dependent on rigid rules and decisions than her Afrikaans colleague (Par. 3.4.5).

Woman educators see their primary role culturally as being within the family and the man as provider of economic as well as social status to an extent (question 48 – 2.13). The literature findings indicates that a woman's primary allegiance ought to be the family and that of men to be providers of economic as well as social status (Par. 3.4.5). Inter-role conflict is experienced by women in many homes, cultures and environments, where they are viewed as secondary to the whim of the male and of little or no account (Par. 3.4.5).

Rank 31 (question 63): Is your salary a threat to your husband? (Mean score: 1.84)

The idea that the women's higher salary is a threat to their husbands is ranked last and as of a slight extent (Table 4.4). This factor is not in line with the literature study that shows that the wife may be satisfied with the husband's role, but her high income may threaten the husband's authority and status, undermining his self-concept so that he becomes unhappy (Par. 3.4.7). According to the findings in Table 4.4, the respondents' higher salaries are not threats to their husbands. It is possible that some respondents do not earn more than their husbands earn and those with higher salaries their husbands are comfortable with this. The other reason might be that people are struggling financially and money that is brought home is appreciated since it alleviates the struggle.

4.4 CONCLUSION

In this section it seems from the results that 50% of the factors are experienced to a great extent, 50% to an extent and only two factors are experienced to a slight extent in experiencing inter-role conflict. This can be ascribed to the fact that according to the results, inter-role conflict is a burning issue experienced by woman educators.

4.5 SUMMARY

This chapter presented the research design and the empirical data analysis and interpretation of the data collected.

The questionnaire was chosen as a research instrument for its advantages and was distributed to certain black educators in the North West Province. The next chapter will present the summary, findings and recommendations.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter a summary of the research regarding the role conflict experienced by married black woman educators is presented. The focus will be on the findings regarding the research aims exposed in Chapter 1, the literature study on role conflict experienced by woman educators (Chapter 2) and the extent to which women educators experience role conflict. Finally, recommendations based on the research findings will be presented.

5.2 SUMMARY

In Chapter 1, the rationale of this study is outlined. The study focused on the role conflict experienced by married black woman educators. The chapter serves to guide the reader through the contents of the research study. The problem statement was indicated, the aims were laid out, the research methodology was briefly outlined and the arrangement of the chapters was also outlined.

The second chapter focuses predominantly on the nature of the woman's role, clearly giving a description of the role. It includes role expectations, role understanding, role commitment, role prescription as well as role set. This chapter also provided an overview regarding the legal framework on the role of a woman as indicated by the legislation. The discussion of the nature of women's role within the home comprised discussions on a woman as a homemaker and as a mother and the physical, spiritual, moral, social and emotional welfare. The nature of woman's role outside the home was also presented.

The investigation of the nature of role conflict is the subject of chapter three, within which a clear description of role conflict is laid out. Attention is given to the discussion of both the intra and inter-role conflict, as well as their overlap factors. Factors influencing intra-role conflict were categorised according to the following headings:

- Factors contributing to a woman educator to experience intra-role conflict within her home

- Factors contributing to a woman educator to experience intra-role conflict within her profession.

The discussion of factors contributing to a woman educator to experience intra-role conflict within her home included factors of role conflict within the mother role and factors of role conflict experienced by a woman as a care-giver and homemaker. Intra-role conflict experienced by a woman within her profession included a discussion on factors like gender discrimination, role ambiguity and job satisfaction.

Eight factors contributing towards inter-role conflict were identified and discussed.

In chapter 4, the empirical aspects of the study were presented. The chapter included a discussion of the design of the study, population and sample, method of gathering data, advantages and disadvantages of questionnaires as research tool and the development of the questionnaire items. Attention was given to the presentation, analysis and interpretation of the data. The responses to each question item were presented in the form of tables indicating frequencies and percentages, followed by a summary of the chapter.

5.3 FINDINGS

5.3.1 Findings with regard to research aim 1

The first aim of this research was to determine the nature of the woman's role (Par. 1.2). From the literature review the following findings were made:

- The role of a woman is primarily three fold: she is a spouse, a mother and an employee (Par. 2.2)
- The role set is always dynamic given the continual interplay between main groups and subgroups, figures of authority and subordinates (Par. 2.2.5)
- For a woman to know her role properly, she has to know, understand and be committed to the prescribed role (Par. 2.2.2). The community prescribes roles
- The responsibility of running a household competently is made even more demanding by the presence of dependants

- As part of her role a woman also has a duty and responsibility to uphold and transmit the moral standards of society (Par. 2.4.2.4).
- It is part of a mother's responsibility to take up the role of a socialisation agent in teaching her children acceptable social norms and behaviour (Par. 2.4.2.3)
- The Bill of Rights promoted women to have equal employment opportunities, professional and vocational training and equal remuneration for equal work (Par. 2.3.1)
- Today women are found to be a significant part of the backbone of the South African economy (Par. 2.5.1). Prohibiting discrimination against women enables women to maximise their individual and collective potential
- Women leaders are sincere, attentive, quick in analysing a situation and proposing constructive solutions
- Women administrators are seen to take a more active stance towards instructional leadership in terms of supervisory practices, concern with learners' individual differences, knowledge of curriculum, teaching methods and objectives of teaching (Par. 2.5.3)
- Preparing a child for a career starts from home from childhood. Career guidance is not done enough both at home and at school. Only a few girls leave school with clear and realistic career plans.

5.3.2 Findings with regard to research aim 2

Research aim 2 was to conduct a literature review to determine the nature of role conflict (Par.1.2). From a literature review the following findings were made:

- The contradictory nature of roles makes it difficult to reconcile the roles' demands, leading to even greater conflict (Par. 3.2)
- Family obligations are fragmented into many tasks that are expected to be performed simultaneously, often competing for time (Par. 3.3)

- **Motherhood is the most demanding role especially in terms of time and energy (Par. 3.3.1.1)**
- **Low levels of job satisfaction as well as role ambiguity are factors significantly contributing to role conflict (Par. 3.3.2.2, 3.3.2.3). Women working in fields that do not interest them experience low levels of job satisfaction. Role ambiguity leads to stress and role conflict**
- **The traditional dependency syndrome is still existing. Women are unable to shake off the mentality of dependence on men, which unfortunately results to hampering their ability to achieve (Par. 3.4.2)**
- **Mothers of younger children (babies) and those of primary school level experience more role conflict than during pre-school years (Par. 3.3.1.1)**
- **A great part of motherhood and bringing up children includes teaching (Par. 3.3.1.1). Mothers teach children to grow up and be independent**
- **Women tend to put their children's and family needs before their own, sometimes at the expense of their own health (Par. 3.3.1.1)**
- **The intra-role conflict within the home is intensified by the complexity/ multiplicity of domestic labour that has been found to include housework tasks, childcare and emotional labour**
- **There is a direct relationship between the extent of experiencing role conflict and the use of childcare services, because unlike other roles that can be put on hold, childcare cannot and continues to compete with other obligations**
- **It is also found that to alleviate role conflict nannies are mostly used by the more affluent families, while in others, older siblings can become substitute mothers**
- **Lack of spouse support is a source of role-conflict (Par. 3.4.4)**

- Aspects or factors such as unreasonable and unrealistic role expectation, lack of competence and a simultaneous demand for time by special learners and workshop attendance among others, are major contributors to role conflict for a woman educator in her work (Par. 3.3.2)
- Role ambiguity is a definite element/factor contributing to role conflict as workers do not know how to direct their efforts most effectively. Educators whose work descriptions are vague, carry contradictory demands, lack clarity and experience conflict of their unclear role and have their job performance negatively influenced
- Although South African women are slowly adapting to the demands of a working life they continue to experience behaviour-based conflict when the specific behaviours of their different roles are incompatible with one other (Par. 3.4.1).

5.3.3 Findings with regard to research aim 3

Findings with regard to the empirical investigation (research aim 3), which is to determine empirically to what extent married woman educators experience role conflict (Par. 1.2), the following findings were made:

5.3.3.1 Factors experienced to a great extent

It appeared that factors of role conflict experienced to a great extent are of two different levels:

Intra-role conflict

- Roles like cleaning the house, cooking, laundry, washing the dishes etc. are the factors experienced to a great extent to contribute to intra-role conflict (question 18, Table 4.2)
- The fact that care-giving demands the women's time and attention simultaneously is a factor experienced to a great extent to contribute to intra-role conflict (question 15, Table 4.2)

- The idea that woman educators create personal relationships with learners, caring for them and teaching them at the same time is a factor experienced to a great extent to contribute to intra-role conflict (question 21, Table 4.3)
- Because improved work conditions cause woman educators to experience job satisfaction is a factor experienced to a great extent to contribute to intra-role conflict (question 32, Table 4.3).

Inter-role conflict

- The fact that woman educators expect their husbands to support them physically and psychologically is experienced to a great extent to contribute to inter-role conflict (question 43, Table 4.4)
- Since woman educators work hard to meet their role demands, this factor is experienced to a great extent to contribute to inter-role conflict (question 57, Table 4.4)
- The fact that they lack social support and emotional support from their families to alleviate the pressure of role conflict is experienced to a great extent to contribute to inter-role conflict (question 36, Table 4.4).

5.3.3.2 Factors experienced to a slight extent

Factors of role conflict experienced by woman educators to a slight extent are on two different levels:

Intra-role conflict

- The use of support services like convenience foods, canteen meals, laundry etc. is experienced to a slight extent to contribute to intra-role conflict (question 20, Table 4.2).

Inter-role conflict

- The fact that woman educators' salaries are threats to their husbands is experienced to a slight extent to contribute to inter-role conflict (question 63, Table 4.4).

5.4 RECOMMENDATIONS

5.4.1 Recommendation 1

Time management is one of the primary ways to ease the strain for the working mother who experiences role conflict. This includes encouraging mothers to make time for themselves through relaxation, exercise and proper diet.

Motivation

A woman's time and energy is limited and she often finds it hard to plan both the role of teacher and of woman, thus giving rise to a certain imbalance between the two which leads to role conflict.

5.4.2 Recommendation 2

The workplace supports can make multiple role occupancy easier through schedule flexibility, leave provisions and positive attitudes. There should be mutual respect among co-workers, the work should be interesting, there should be recognition for work well done and opportunities to develop skills. High job satisfaction causes women to experience fewer problems and less role conflict at work.

Motivation

Even if most obstacles causing role conflict are structural, women tend to blame themselves rather than question whether role expectations are reasonable.

5.4.3 Recommendation 3

The more competent an individual is, the lesser role conflict will be experienced.

Motivation

The negative or positive experience of role conflict depends on an individual's competence to perform in certain situations.

5.4.4 Recommendation 4

Husbands should provide support by assisting in the management of the household tasks and child rearing to alleviate role conflict experienced by women.

Motivation

In earlier times child rearing was accepted to be the domain of women and until today there is no clearly prescribed fathering role for men. The father is described as the forgotten parent.

5.5 CONCLUSION

Woman educators experience more inter-role conflict than intra-role conflict. From the findings, woman educators seem to have a limited amount of time and energy, yet have dual roles to handle. They then cannot handle all the roles with ease.

REFERENCES

- ABEL, E. K. & NELSON, M.K. (eds.). 1990. *Circles of care: work and identity in women's lives*. New York : SUNY Press.
- ADLER, S., LANEY, J. & PARKER, M. 1993. *Managing women – Feminism and power in educational management*. Buckingham : Open University Press.
- ALDRIDGE, J. 2003. Role conflict and the dilemma of Palestinian teachers in Israel. *Childhood education*, 76 (3) 187.
- ANDERSON, G. 1990. *Fundamentals of Educational Research*. United Kingdom : The Falmer Press.
- ANON. 1987. Home front. *Leadership SA*, 6 (5): 141-144.
- ANON. 1993. How are the children coping. *The Transvaal educational news*, June.
- APPLE, M. W. 1985. Teaching and "Women's work" : A comparative Historical and Ideological Analysis. *Educators college record*, 86 (3): 455-473, spring.
- ARVEY, R.D. & ANDERSON, N. 1997. Complex interactions influencing international human resource management. (In P.C. Early and M. Erez (Eds.), *New perspectives on international industrial / organizational psychology*, 524-532. San Francisco, CA: Jossey-Bass).
- ARYEE, S. 1992. Antecedents and outcomes of work-family conflict among married professional women: Evidence from Singapore. *Human relations*, 45 (8): 813-837.
- BABBIE, E. 2002. *The basic of social research*. Belmont, C. A: Thomson Learning.
- BAGILHOLE, B. 1996. *Women, Work and Equal Opportunity*. England : Ashgate Publishing Company.
- BAINES, C., EVANS, P. & NEYSMITH, S. 1992. Confronting women's caring: Challenges for practices and policy. *Affilia*, 7(1): 21-44.

- BARBER, K.M. & ALLEN, K.R. 1992. *Women and Families: Feminist Reconstruction*. New York : Guilford.
- BARLING, J. 1990. *Employment, stress and family functioning*. England : John Wiley & Sons Ltd.
- BARON, A.R. & BYRNE, D. 1997. *Social Psychology*. Massachusetts : Allyn & Bacon.
- BARROW, L. 1999. An analysis of women's return to work, decisions following first birth. *Economic Inquiry: an electronic journal*, 37 (3): 432-451, Jul. [Available on Internet:] <http://search.global.epnet.com> [Date of access: 01 Mar. 2000].
- BEHR, A.L. 1990. *Empirical Research Methods of the Human Sciences*. Durban : Butterworth Publishers.
- BEYERS, M. 2001. Problems experienced by women re-entering into the education profession. Potchefstroom : PU vir CHO. (Dissertation-M. Ed.)
- BIBLE. 1994. *Good News Bible: Today's English Version*. Cape Town : Bible Society of South Africa.
- BRADBURN, E.M., MOEN, P. & DEMPSTER-Mc CLAIN, D. 1995. Women's return to school following the transition to motherhood. *Social Forces*, 73(4): 1517-1551.
- BROMAN, C.L. 1990. Household work and family life satisfaction of blacks. *Journal of marriage and the family*, 50(3): 743-749.
- BRUNNER, C.C. 1998. Women superintendents: Strategies for success. *Journal of educational administration*, 36(2):160-181.
- BUKATKO, D. & DAEHLER, M.W. 1996. *Child development: A tropical approach*. Boston : Houghton Mifflin.
- BURLEW, A. K. & JOHNSON, J. L. 1992. Role conflict and career advancement among African American women in Non-traditional professions. *Career development quarterly*, 40:30-52, June.

BURLEY, K.M. 1995. Family variables as mediators of the relationship between work-family conflict and marital adjustment among dual-career men and women. *The journal of social psychology*, 135(4): 483-497.

CAMERER, S. 1994. Equal before the law: a woman's view of a bill of human rights. *De rebus*, 422-425, May.

CARLSON, D. S., KACMAR, K. M. & WILLIAMS, L. J. 2000. Construction and initial validation of a Multidimensional Measure of Work-Family conflict. *Journal of vocational behaviour*, 56:249-276.

CHAO, R. K. 1996. Chinese and European American Mother's beliefs about the role of parenting in children's school success. *Journal of cross-cultural psychology*, 27(4): 403-423, July.

CHESTER, N.L. & GROSSMAN, H.Y. 1990. Introduction: Learning about women and their work through their two accounts. (In Grossman, H.Y. & Chester, N.L. (Eds.). *The experience and meaning of work in women's lives* p.1-9. Hillsdale, N.J. Erlbaum.)

CHIU, R. K. & MAN, J. S. W. 1998. Effects of role conflict and role satisfactions on stress of three professions in Hong Kong. *Journal of managerial psychology*, 13(5/6):318. [Available on Internet:] <http://global.epnet.com> [Date of access: 09 Mar. 2001].

CLAESSON, M. A. & BRICE, R. A. 1990. Educator/Mother: Effects of a dual role. *American educational research journal*, 26(1):1-23, Spring.

COETZEE, C. H. & CRONJϩ, E. M. 1996. Perceptions of parenting task performance: a comparison of single-earner and dual-earner families. *South African journal of psychology*, 26(2):179-201.

COLE, M. & COLE, S.R. 1993. *The development of children* (2nd ed.). New York : Scientific American books.

CONLEY, S. & WOOSLEY, S. A. 2000. Educator role-stress, higher order needs and work outcomes. *Journal of educational administration*, 38(2) :179-201.

- CONNER, N. L. & SHARP, W. L. 1992. Restructuring schools: Will there be a place for women? *Clearing House*, 65(6): 321-345.
- CRAIG, G. J. 1996. *Human Development* 7th ed. Upper Saddle River, NJ: Prentice-Hall.
- DANCASTER, L. 1993. Accommodating women in the workplace (Part 2): A typical employment for working mothers. *South African journal of labour relations*, 17(2): 3-14, June.
- DANSTER, L. 1993. Accommodating women in the workplace. *South African journal of labour relations*, 17(2): 3-14, June.
- DAY, D.V. & BEDIAN, A.G. 1991. Work climate and type: A status as predictors of job satisfaction: A test of the international perspective. *Journal of vocational behaviour*, 38:39-52.
- DE KLERK, J. 1996. Die vrou in die onderwys: spieëlbeeld van diskriminasie of lugspieeling? *Die Unie*, 92(4):100-103.
- DERRY, P. & GALLAND, S. 1993. Motherhood issues in the psychotherapy of employed mothers. *Psychiatric Annals*, 23: 432-437.
- DE VAUS, D.A. 1990. *Surveys in Social Research*. United Kingdom : Academic Division of Unwin Hyman Ltd.
- DE WITT, J.T. 2002. The role of women in educational Management. (In Van der Westhuizen, P.C. (ed.) *Effective Educational Management*. Pretoria : Kagiso Tertiary, p. 515-590.)
- DRAKE, D. & EDWARD, P. 2002. Perception of occupational stress and strategies for avoiding burnout: Case studies of two female teacher-coaches. *Physical educator*, 59(40):170.
- DU TOIT, D. 1992. Die Professionele Oriëntasie en Gesinslewe van die Werkende Getroude Vrou. *Suid-Afrikaanse tydskrif vir die Sosiologie*, 23(4): 123-132.
- ECKENRODE, J. & GORE, S., ed. 1990. *Stress between work and family*. New York : Plenum Press.
- EDWARDS, R. 1993. *Mature women students*. London : Taylor & Francis.

- EGAN, G. 1998. *The skilled helper*. Chicago: Brooks/Cole publishing company.
- EISENHAUER, J. E., WILLOWER, D. J. & LICATA, J. W. 1995. Role conflict, Role Ambiguity and school principals' job robustness. *Journal of experimental education*, 53(2):86-90.
- ELLINGER, T. R. & BECKHAM, G. M. 1997. South Korea: Placing Education on top of the Family agenda. *Phi Delta Kappan*, 615-630, April.
- EMMONS, C., BIERNAT, M., TIEDJIE, L.B., LANG, L. & WARTMAN, C.B. 1990. Stress, support and coping among women professionals with pre-school children. (In Eckenrode & Gore. *Stress between work and family*. New York and London : Plenum Press.)
- ERASMUS, B. 1997. Women power: aspects of work life. *Agenda*, 35:35-44.
- ERASMUS, B. 1998. Women power: aspects of working life in the late 1990's. *Management Today*, 14(5): 25-29, June.
- ERDWINS, C. J. 2001. The relationship of woman's role strain to social support, role satisfaction and self-efficacy. *Family Relations*, 50(3):230-239, July. [Available on Internet:] <http://globalvgw9.global.epnet.com> [Date of access: 09 March 2001].
- EVETTS, J. 1987. Becoming career ambitious: the career strategies of married women who became primary head educators in the 1960's and 1970's. *Educational review*, 39(1):21-33.
- FACOINE, N. C. 1994. Role overload and health: The married mother in the waged labour force. *Department of Physiological nursing, university of California, USA*, 15:157-167, March/April.
- FARMER, H.S. 1998. Development of a measure of home-career conflict related to career motivation in college women. *Sex Roles*, 10(9):1-15.
- FAN WEN, E. & GU GUANHUA, P.S. 2000. The role conflict in the occupational adjustment of female students in educator schools. *Chinese education and society*, 33(4):75, Jul/Aug.
- FAVE-BONNET, M.F. 1996. Women in educational management in France. *European journal of education*, 31(4):389-401.

FISHER, R. T. 2001. Role stress, the Type Behaviour Pattern and External Editor Job satisfaction and Performance. *Behavioural research in Accounting*, 13. [Available on Internet:] <http://globalvgw9.global.epnet.com> [Date of access: 09 March 2001].

FLYNN, C. A., VAN DER POD N. M. & BROWN, W. E. 1989. Re-entry women's workshop: program and evaluation. *Journal of college students development*, 30: 377-378, July.

FOGARTY, T. J., SINGH, J., RHOADS, G. K. & MOORE, R. K. 2000. Antecedents and consequences of burnout in accounting: Beyond the stress model. *Behavioral research in Accounting*, 12:31-37.

FORSECE, D.P. & RICHER, S. 1973. *Social Research Methods*. USA : Prentice-Hall.

FOSU – AMOAH, Y. 1999. Negotiation with learners as a managerial task of the school principal. PU vir CHO. (Dissertation M Ed.)

FRONE, M.R., RUSSELL, M. & BARNES, G.M. 1994. Work-family conflict and health-related outcomes: A study of employed parents in two community samples. *Journal of occupational health psychology*, 1:43-56.

GREYVENSTEIN, L.A. 1996. Women: The secondary species in education? *South African journal of education*, 16(2): 75-81.

GROEN-HOBERG, S.M. 1989. Demand for equity in education and the influence of the hidden curriculum in formal education on the role expectancy of white women in South Africa. *South African journal of education*, 9(3): 551-558.

HAIDER, R. 1996. *Gender and Development*. Egypt : The American University in Cairo Press.

HAMMER, L. B. & GRIGSBY, T. D. 1998. The conflicting demands of work, family and school among ... *Journal of psychology*, 132(2):220-7, March. [Available on Internet:] <http://globalvgw9.global.epnet.com> [Date of access 09 March 2001].

HERKELMANN, K., DEMMISON, T. & BRANHAM, R. 1993. Women in transition: choices and conflicts. *Education*, 114(1):127-141.

- HOME, A. M. 1998. Predicting role conflict, overload and contagion in adult women university students with families and jobs. *Adult education quarterly*, 48(2):85-97, Winter.
- HORNBY, A.S. 1990. Oxford Advanced Learner's Dictionary of Current English. Britain : University Printing House.
- HUYSAMEN, G.K. 1996. Metodologie vir die sosiale en gedragwetenskappe. Half way House : International Thomson.
- ILGEN, D.R. & HOLLENBECK, J.R. 1991. The structure of work: Job design and roles. (In M.D. Dunnette & L.M. Hough (Eds.), *Handbook of industrial and organisational psychology*: Palo Alto, CA: Consulting Psychologists Press.)
- JACKSON, S.E. & SCHULER, R.S. 2000. A meta-analysis of the relationship between role ambiguity, role conflict and job performance. *Journal of management*, 26(1):15-155.
- JIANLING, L. 2000. Women educators' role conflict and its management. *Chinese education and society*. 33:63, Jul/Aug.
- JOHNSON, J. D. & LA FRANCE, B. H.; et al. 1998. The impact of formalisation, role conflict, role ... *Evaluation and the Health professions*, 21(1):March. [Available on Internet:] <http://globalvgw9.global.epnet.com> [Date of access 09 March 2001].
- JOHNSRUD, L. K. 1995. Korean academic women: Multiple roles, multiple challenges. *Higher education*, 30: 17-35.
- JONES, M.L. 1993. Role conflict: cause of burnouts or energizer? *Social Work*, 17(2): 136-141.
- JORDAN, E. 1991. "Making good wives and mothers?" The transformation of middle class girls' education in nineteenth century Britain. *History of education quarterly*, 31(4):440-462, Winter.
- JUDGE, T.A., & WATANABE, S. 1993. Another look at the job-life satisfaction relationships. *Journal of applied psychology*, 78:939-948.

- KAUFMAN, R., WESTLAND, C. & ENGVALL, R. 1997. The dichotomy between the concept of professionalism and the reality of sexism in teaching. *Journal of educator education*, 48(2):118-128, March – April.
- KISHOR, S. & NEITZEL, K. 1996. The status of women: Indicators for twenty-five countries. Macro International Inc. Calverton : Maryland USA.
- KITAVI, M.W. 1995. The induction of beginning school principals in Kenya. Potchefstroom : PU vir CHO. (Thesis-Ph. D.)
- KLIMES-DOUGAN, B. & KISTNER, J. 1990. Physically abused preschoolers' responses to peers'
- KOEN, E. 1994. Woman's employment: a threat to the family? *Welfare focus*, 29:13-18.
- KORABIK, K. 1990. "Androgyny and leadership style". *Journal of business ethics*, 283-92.
- KWELA, S.M. 2001. Organisational commitment and job satisfaction of non-academic personnel at a tertiary education institution. Vanderbijlpark : PU vir CHO. (Mini-dissertation-M.A.)
- LANE, M.M. 1991. Die vrou in die onderwys. *Education culture*, 14(1): 12-15.
- LEE, V.E., LOEB, S. & MARKS, H.M. 1995. Gender differences in secondary school Educators' control over classroom and school policy. *American journal of education*, 103(3):259-301.
- LEMMER, E. M. 1990. The re-entry of women into the labour market and the implications for educational provision. Pretoria : UNISA. (Dissertation – D. Ed.)
- LEPHOLLETSE, A.M.M. 2001. An analysis of the factors that influence the participation of secondary school science students in classroom communication. Potchefstroom : PU vir CHO. (Dissertation – M Ed.)
- LEVINE, S.L. 1990. Men's and women's development: How are they different? In promoting adult growth in schools: The promise of professional development. Boston : Allyn & Bacon.

LEWENHAK, S. 1992. The revaluation of women's work. London : Earthscan Publications Limited.

LIVITZ, E. 1995. Women in South Africa: From transition to governance. *Gender issues* : 25-27, August.

LOATE, I.M. & MARAIS, J.L. 1996. Stress and stress management strategies among Batswana woman lecturers. *South African journal of higher education*, 10(2): 92-100.

LOBEL, S.A. 1991. Allocation of investment in work and family roles: Alternative theories and implications for research. *Academy of Management Review*, 16(3), 507-521.

LOMBARD, K. V. 1999. Women's rising market opportunities and increased labour force participation. *Economic Inquiry: an electronic journal*, 37 (2): 195, April. March. [Available on Internet:] <http://search.global.epnet.com> [Date of access: 01 March 2001].

LOOCK, M.E. & VAN STADEN, D.A. 1985. Heart rate response in urban black male and female or near-maximal treadmill stress tests. *A journal for research in sports, physical education and recreation*, 8(1): 27-43.

LOPATA, H. Z. 1993. The Interweave of Public and Private: Women's challenge to American society. *Journal of marriage and the family*, 55:176-190, February.

LOURENS, J.F. 1996. Seksuele teistering van die vrou in die werksituasie. *Sacta criminological*, 9(1): 91-99.

LOUW, D.A., VAN EDE, D.M. & LOUW, A.E. 1999. Human development. 2nd ed. Pretoria : Kagiso Tertiary.

LUND, F. 1997. It costs to care: Women's paid and unpaid work in the Welfare field. *Social work in practice*, 21-33, August.

MABHELE, N. 1996. Childcare promises sleep at night and more income. *Agenda*.

Mac DERMID, S. M. 1994. To research on work-family relationships: A collection of "top tens". [Available on internet: <http://www.cfs.purdue.edu/cFF/annotate.html>. [Date of access: 25 June 2000].

MARTIN, Y. 1993. "Sex-role orientation, coping strategy and prospective women administrators". *Educational management and administration*, 21(2):26-49.

Mc WILLIAMS, E. 1996. Seductress or school marm: on the improbability of the great female educator. *Interchange*, 27(1): 1-11.

MONAU, N. A. 1995. Under-representation of female educators in management positions in high schools. Potchefstroom : PU vir CHO. (Dissertation – M. Ed.)

MORGAN, B. & HENSLEY, L. 1998. Supporting working mothers through group work: A multi-modal psycho-educational approach. *Journal for specialists in group work*, 23(3): 298-311, September.

MORRIS, A. & VAN GLINOW, M.A. 1990. Women and minorities in management. *American psychologist*, 25(1):45-53.

MOUTON, J. 2000. How to succeed in your Master's and Doctoral Studies. South Africa : Van Schaik.

MUNSHI, S. 1998. Wife/mother/daughter-in-law: multiple avatars of homemaker in the 1990s. Indian advertising. *Media, culture and society*, 20:573-591.

MURRAY, M. 1994. Die beweerde rolkonflik by die getroude onderwyseres. Potchefstroom : PU vir CHO. (Skripsie – M. Ed.)

NAPHOLZ, L. 1995. Indexes of psychological well-being and role commitment among working women. *Journal of employment counselling*, 32(1): 22-31, March.

NIEMEYER, E. 1998. T.R.C. seminar: women in education: comment. *The Transvaal education news*, 86(9): 22.

NEUMAN, W. L. 1997. *Social research Methods: Qualitative and Quantitative approaches*. Boston: Allyn & Bacon.

NGABA, S. 1995. Cedaw: Eliminating discrimination against women. *Agenda*, 27: 81-89.

O'DRISOLL, M.P. & BEEHR, T.A. 2000. Moderating Effects of Perceived control and Need for Clarity on the Relationship Between Role Stressors and Employee affective Reactions. *Journal of social psychology*, 140:151-159.

OOSTHUIZEN, I.J. 2003. *Aspects of Educational Law*. 3rd ed. Van Schaik : Pretoria.

OSLEN, D, MAPLE, S.A. & STAGE, F.K. 1995. Women and Minority Faculty Job Satisfaction. *Journal of higher education*, 66(3): 253-271, May/June.

OSTER, K.A. & SCANNELL, E.D. 1999. Change in role perception, role conflict, and psychological health of working mothers. *Psychological reports*, 84(1): 221-230, February.

OWENS, R.G. 1991. *Organisational Behaviour in Education*. London : Allyn & Bacon.

OZGA, J. 1993. *Women in Educational Management*. Buckingham-Philadelphia : Open University Press.

PLUG, C., LOUW, D.A. & MEYER, W.F. 1997. *Verklarende en vertalende sielkunde woordeboek*. Johannesburg : Heinemann.

POLASKY, L. J. & HOLAHAN, C. K. 1998. Maternal Self-discrepancies, Inter-role conflict, and Negative affect among married professional women with Children. *Journal of family psychology*, 12(3): 388-401.

RAPMUND, V. 1996. Female Career Choice. *Unisa Psychology*, 23(1): 15-21.

RAUTENBACH, I.M. & MALHERBE, E.F.J. 1998. *What does the Constitution say?* Pretoria : J.L. Van Schaik Publishers.

- REDELINGHUYS, N., BOTES, L.J.S. & DE WET, M. 1999. Role conflict among women employees: fact or fiction. *Society in transition*, 30(1): 54. [Available on internet:] <http://search.global.epnet.com> [Date of access: 15 May, 2000].
- RICHMOND-ABBOL, M. 1992. *Musculine and Feminine: Gender roles over the life cycle*. USA: Mc Graw-Hill.
- SALKIND, N.J. 2000. *Exploring Research*. Upper Saddle River, N. J: Prentice-Hall.
- SCHWAB, R.L., IWANICKI, E.F. & PIERSON, D.A. 1990. Assessing role conflict and role ambiguity; A cross validation study. *Educational and psychological measurement*, 43:587-593.
- SEBAKWANE, S. 1994. Gender Relations in Lebowa Secondary Schools. *Perspectives in education*, 15(1): 83-100.
- SERGIOVANNI, T.J. 1992. *Moral leadership*. San Francisco : Jessey-Bass.
- SHANTALL, H.M. 1993. Health personality development during childhood. *Unisa Psychologia*, 20(1): 40-47.
- SHUM, L.C. & CHENG, Y.C. 1997. Perceptions of women principals leadership and educators' work attitudes. *Journal of educational administration*, 35(2):165-184.
- SIGELMAN, C.K. & SHAFFER, D.R. 1995. *Life span human development (2nd ed.)*. Pacific Grove, C.A. : Brooks / Cole.
- SMALL, S. & RILEY, D. 1990. Towards a multidimensional assessment of work spillover into family life. *Journal of marriage and family*, 52:51-61.
- SMITH, R. 1996. Huweliksintegrasi en beroepsatisfaksie: die aard van die ervaring van die vrou in die dubbelinkomstegesin. *South African journal of sociology*, 27(4):135-143.
- SMIT, R. & STEYN, A.F. 1996. Huweliksintegrasi en beroepsatisfaksie van die werkende getroude vrou: die inpak van biografiese vir anderlikes. *South African journal of sociology*, 27(3):106-162.

- SMITH, R. 1995. Stres in die dubbelinkomstegesin: is daar hoop op verligting. *South African journal of sociology*, 26(4):134-143.
- SMITH, M.C , CRACKEN, R. & WEITZMAN, L.M. 1997. Relationship of personal agency, problem solving, appraisal and traditionality of career choice to women's attitudes toward multiple role planning. *Journal of counselling psychology*, 44(2):149-159.
- REPUBLIC OF SOUTH AFRICA. 1995. Labour Relations Act. *Government Gazette*, 366: 16861, Dec. 13. (Regulation Gazette No. 1877.)
- REPUBLIC OF SOUTH AFRICA. 1996 a. Constitution of the Republic of South Africa as adopted by the Constitutional Assembly on 8 May 1996 and as amended on 11 October 1996. (B 34B-96). ISBN: 0-260-20716-7).
- REPUBLIC OF SOUTH AFRICA. 1996 b. South African Schools Act. (No. 84 of 1996.). *Government Gazette*, 377, Nov. 15. (Regulation Gazette No. 17579.)
- REPUBLIC OF SOUTH AFRICA. 1998. Employment Equity Act. *Government Gazette*, 400: 19370, Oct. 19. (Regulation Gazette No. 1323.)
- STANFIELD, J.B. 1996. Married with careers: coping with role strain. Singapore : Brookfield USA.
- STAPLES, R. 1990. Changes in Black Family Structure: The Conflict between Family Ideology and Structural Conditions. *Journal of marriage and the family*, 47:1005-1013, November.
- STEPHENS, M., TOWNSEND, A., MARTIRE, L. & DRULEY, J. 2001. Balancing parent care with other roles: Inter-role conflict of adult daughter caregivers. *Journal of Gerontology series B: Psychological sciences & Social sciences*, 56(1):24-45.
- SUN, J.C. 1999. University Officials as Administrators & Mediators: The Dual Role Conflict & Confidentiality Problems. *Brigham young university education & law journal*, Summer. [Available on Internet:] <http://globalvgw9.globalepnet.com> [Date of access: 09 Mar. 2001].

- TE GROEN-HOBERG, S.M. 1989. Demand for equality in education and the influence of the "hidden curriculum" in formal education on the role expectancy of white women in South Africa. *South African journal of education*, 9(3):549-560.
- THOMAS, R.M. 1998. *Conducting Educational Research*. USA : Bergin & Garvey.
- TIEDJE, L.B., WORTMAN, C.B. & DOWNEY, G. 1990. Women with Multiple Roles: Role – Compatibility Perceptions, Satisfaction, and Mental Health. *Journal of marriage and the family*, 52:63-72, February.
- TINGEY, H., KIGER, G. & RILEY, P.J. 1996. Juggling Multiple Roles: Perceptions of Working Mothers. *The Social science journal*, 33(2):183-191.
- TIPPING, L.M. & FARMER, H.S. 1991. A home-career conflict measure: career counseling implications. *Measurement and evaluation in counseling and development*, 24:111-118.
- TURKEL, G. 1996. *Law and society: Critical approaches*. Boston : Allyn & Bacon.
- VAN DER LINDE, A.H., VAN DER WESTHUIZEN, P.C. & WISSING, M.P. 1999. *South African journal of education*, 19(3):192-196.
- VAN DER WALT, B. 1995. A new Vision for South Africa. *Woord & Daad*, 22(1):20-45, Winter.
- VAN DER WESTHUIZEN, P.C. 2002. *Effective Educational Management*. Pretoria : Kagiso Tertiary.
- VAN DER WESTHUIZEN, P.C. & DU TOIT, S.C. 1994. Werksbevrediging by die swart onderwyseres. *South African journal of education*, 14(3): 145-149.
- VAN DER WESTHUIZEN, P.C. & HILLEBRAND, I.J. 1990. Faktore wat die werkmotivering van die onderwyseres beïnvloed. *South African journal of education*, 10(3): 269-275.
- VAN NIEKERK, S.L. 1993. *The school bully*. Institute for behaviourology: Pretoria.
- VAN ZYL, E. & PIETERSEN, C. 1999. An investigation into work stress experienced by a group of secondary school teachers. *South African journal of education*, 19(1):74-78, Feb.

- VELLA, F. 1994. Gender Roles and Human Capital Investment: The Relationship between traditional attitudes and female labour market performance. *Economica*, 61:191-211.
- VERMEULEN, M.E. & MINOR, C.W. 1998. Context of career decisions: Women reared in a rural community. *The career development quarterly*, 46:239, March.
- VOICE, P. 1993. What do children deserve? S.A. *Tydskrif Wysb.*, 12(4):122-125.
- WALKER, L. & WALLSTON, B. 1985. Social adaptation: A review of dual earner family literature. (In L.L' Abate (Ed.). *The handbook of family psychology and therapy*. Homewood : IL: Dorsey.)
- WATSON, L. 1989. Career planning. *The Transvaal educational news*, 67(8): 8-10.
- WIECHERS, E. 1990. Educating to nowhere or child rearing practices and subsequent female underachievement. *Tydskrif vir tegniese en beroepsowerwys*, 15-21, September.
- WISON, M. 1997. *Women in Educational Management*. Europe : Paul Chapman Publishing Ltd.
- WOLF, R.M. 1997. Questionnaires. (In Keeves, J.P. Ed. 1997. *Educational research methodology and measurement: An international handbook*. Oxford: Pergamon, 478-482 p.)
- XABA, M.I. 1996. Factors influencing the job satisfaction of senior educators in schools predominantly attended by black students. Vanderbijlpark : PU vir CHO. (Dissertation-M. Ed.)
- ZEITZ, G 1990. Age and work satisfaction in a government agency: A situational perspective. *Human relations*, 43: 419-438.
- ZIMBLER, Y. N. & ORTLEPP, K. 1996. The relationship between maternal employment status, maternal employment experience and children's scholastic achievement. *South African journal of education*, 16 (1): 9-15.

APPENDIX A

ENQ. : M.G .Khumalo
TEL : 014-5440466
CELL. : 0722609801

P.O. Box 115
Swartruggens
2835
23 May 2002

The District Manager
Zeerust District Office
Private Bag X6335
Zeerust

Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEACH IN SCHOOLS

I hereby request permission to use woman educators in secondary schools to complete questionnaires of a research for M.Ed. Degree in Education Management.

I am a principal of a high school in Zeerust Circuit. I am registered with the University of Potchefstroom for Christian Higher Education. My research topic is "Role conflict experienced by married black woman educators".

The research proposal has already been accepted by the University. I am at present working on the fourth chapter that has to do with the questionnaire. I am willing to submit the questionnaire and promise not to distribute any to educators before your approval.

I thank you in anticipation

Yours in Education

M.G. KHUMALO

APPENDIX B

Tel: 014-5440 466

Cell: 0722609801

M.G. Khumalo

P.O. Box 116

Swartruggens

2835

Dear Colleague

I am presently undertaking research to determine to what extent do black married woman educators experience role conflict due to their double roles.

I therefore request your assistance in completing the attached questionnaire. Please be assured of the confidentiality with which your responses will be treated and be assured that this questionnaire is to be used for study purposes only. Therefore do not fill in your name or the name of your school and do not put a school stamp anywhere on the questionnaire.

Please complete the questionnaire and hand it to your contact person as soon as you possibly can. In the event of you having received this questionnaire by mail, kindly use the stamped self-addressed envelope and mail it back to me.

Permission to conduct this study in schools has been granted by the North West Department of Education (see attached letter).

Allow me to thank you in advance for taking your time and your co-operation on this crucial issue.

Yours sincerely

M.G. Khumalo

Researcher

APPENDIX C

QUESTIONNAIRE

			(1-3)
--	--	--	-------

Please provide your answers by writing an "X" in the particular space given.

SECTION A

Personal particulars (Mark applicable)

1. Age:

20 – 25	1
26 – 30	2
31 – 40	3
41 – 50	4
51 – 60	5
60+	6

(4)

2. Marital Status:

Married	1
Divorced	2
Single parent	3
Widower	4

(5)

3. Post Level:

Level 1	1
Level 2	2

(6)

4. Academic Qualifications:

B-degree	1
Honors	2
M-degree	3
Doctors-degree	4
	(7)

5. Professional qualifications:

2-Year diploma	1
3-Year diploma	2
4-Year diploma	3
Diploma in further Education	4
	(8)

6. Number of completed years teaching experience:

0 – 3	1
4 – 6	2
7 – 10	3
11 – 15	4
16 – 20	5
21 – 25	6
	(9)

SECTION B

7. Socio-economic status of your school:

Low	1
Average	2
Above	3
Very mixed	4
Mixed	5

(10)

8. Type of school:

Secondary/Combined: S3 (Less than 630 learners)

Secondary/Combined: S4 (more than 630 learners)

Comprehensive school: S3 (less than 500 learners)
(with technical or agricultural field of study)

Comprehensive school: S4 (more than 500 learners)
(with technical or agricultural field of study)

1
2
3
4

(11)

9. Official language of the school:

Afrikaans	1
English	2
Dual medium	3
Parallel medium	4

(12)

10. Area in which your school is situated:

Urban	1
Semi-urban	2
Country	3
	(13)

11. Number of staff:

Less than 10	1
11 – 20	2
21 – 30	3
31 – 40	4
41 – 50	5
50+	6
	(14)

SECTION C

INSTRUCTION FOR THE COMPLETION OF THE QUESTIONNAIRE

This research is applicable to women educators who have children. The research concerns the experiencing of the homemaker, the role of teaching and the two roles together. Different experiences of women in dual roles have been identified by research. You are requested to read the question and then to indicate your personal awareness or experience on 4 – point scale.

NO EXTENT	SLIGHT EXTENT	AN EXTENT	GREAT EXTENT
-----------	---------------	-----------	--------------

To what extent:

12.	Do you face problems of balancing mothering responsibilities and family demands?	1	2	3	4	(15)
13.	Do you experience role conflict during your children's babyhood and primary school years compared to their pre-school years?	1	2	3	4	(16)
14.	Do children and family need cause your own needs and health to suffer?	1	2	3	4	(17)
15.	Does care giving demand your time and attention simultaneously?	1	2	3	4	(18)
16.	Do older siblings assist with the caring of the younger siblings?	1	2	3	4	(19)
17.	Do you make use of nannies?	1	2	3	4	(20)
18.	Do roles like cleaning the house, cooking, laundry, etc demand your attention simultaneously?	1	2	3	4	(21)
19.	Do you lack spouse support with household activities?	1	2	3	4	(22)
20.	Do you use support services like convenience foods, canteen meals, laundry, etc?	1	2	3	4	(23)

SECTION D:

Role conflict experienced within your profession.

NO EXTENT	SLIGHT EXTENT	AN EXTENT	GREAT EXTENT
-----------	---------------	-----------	--------------

To what extent:

21.	Do you create a personal relationship with children caring for them and teaching them at the same time?	1	2	3	4	(24)
22.	Do you attend workshops during school hours?	1	2	3	4	(25)
23.	Do you attend to neglected pupils' problems during teaching time?	1	2	3	4	(26)
24.	Do male teachers undermine women educator's views?	1	2	3	4	(27)
25.	Do work units appoint men and not women even if they have better qualifications than them?	1	2	3	4	(28)
26.	Does role ambiguity have negative effect on your job performance and your job satisfaction?	1	2	3	4	(29)
27.	Do you experience negative emotions, fatigue and tension due to role ambiguity and role conflict?	1	2	3	4	(30)
28.	Do clear and understandable policies prevent role ambiguity?	1	2	3	4	(31)
29.	Does role ambiguity cause you not to know which behavior is appropriate and which are not?	1	2	3	4	(32)
30.	Do you experience satisfaction due to your higher position within the workplace?	1	2	3	4	(33)
31.	Does your daily routine cause you to experience low job satisfaction?	1	2	3	4	(34)
32.	Do improved work conditions cause you to experience job satisfaction?	1	2	3	4	(35)

SECTION E:

Role conflict experienced within the two roles that are home and career.

NO EXTENT	SLIGHT EXTENT	AN EXTENT	GREAT EXTENT
-----------	---------------	-----------	--------------

To what extent:

33.	Do you feel the role conflict when both career and family pressures are equal?	1	2	3	4	(36)
34.	Does your work need your attention simultaneously with caring of children and elderly people??	1	2	3	4	(37)
35.	Do you experience fatigue, depression and stress because you have to do more family work than men and still be expected to be committed to your work just like them?	1	2	3	4	(38)
36.	Do you need social and emotional support from your family to alleviate the pressure to role conflict?	1	2	3	4	(39)
37.	Do you feel physically and psychologically healthier than women who are full – time mothers and homemakers?	1	2	3	4	(40)
38.	Do you feel confident enough in your career when family matters disrupt your work?	1	2	3	4	(41)
39.	Do you feel traumatic due to the changes in the South African education system?	1	2	3	4	(42)
40.	Are family and household responsibilities barriers to your professional progress?	1	2	3	4	(43)
41.	Do family work cause you to study fewer hours as compared to men?	1	2	3	4	(44)
42.	Do you see your double role as demanding?	1	2	3	4	(45)
43.	Do you expect your husband to support you physically and psychologically?	1	2	3	4	(46)
44.	Do you feel the division of labour in your family as unfair?	1	2	3	4	(47)

To what extent:

NO EXTENT	SLIGHT EXTENT	AN EXTENT	GREAT EXTENT
-----------	---------------	-----------	--------------

45.	Do you want your husband to be more actively involved in household matters?	1	2	3	4	(48)
46.	Does your spouse support your career, and physically helps in and around the house?	1	2	3	4	(49)
47.	Do you make use of maids or the help of relatives to make your dual role possible?	1	2	3	4	(50)
48.	Do you see your primary role culturally as being within the family and the man as provider of economics as well as social status?	1	2	3	4	(51)
49.	Are you involved in social organisations (e.g. church volunteer work) and the family and cultural celebrations?	1	2	3	4	(52)
50.	Do you believe in rigid rules and decisions?	1	2	3	4	(53)
51.	Do you work for long hours and have it difficult to balance your work-family demands?	1	2	3	4	(54)
52.	Do you have too much to do and too little time?	1	2	3	4	(55)
53.	Do smaller children have a greater need for emotional and physical caring and placing more demands on your time?	1	2	3	4	(56)
54.	Do you lack time to keep up with all the things you wanted to get done?	1	2	3	4	(57)
55.	Do you experience role overload?	1	2	3	4	(58)
56.	Do you cut back on activities like lunch, leisure and sleep in order to have more time for work?	1	2	3	4	(59)
57.	Do you work hard to meet the role demands?	1	2	3	4	(60)
58.	Do you experience stress caused by heavy responsibilities for household tasks and childcare together with employment demands?	1	2	3	4	(61)
59.	Does stress make it difficult for you to carry out multiple roles?	1	2	3	4	(62)
60.	Does your income predict your life situation?	1	2	3	4	(63)