

**Exploring women academics' perceptions of
workplace well-being in relation to personal and
job resources**

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Dissertation accepted in fulfilment of the requirements for the
degree Masters of Social Work in Social Work at the

North-West University

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Graduation: June 2021

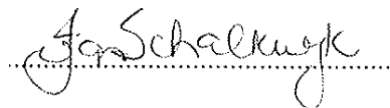
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This declaration of the supervisor and co-supervisor serves as an official statement confirming the contributions each researcher made to the study and manuscript. The authors hereby grant permission that the dissertation titled *Exploring women academics' perceptions of workplace well-being in relation to personal and job resources*, may be submitted for examination.

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I, Dr. Izanette Van Schalkwyk, grant permission for the student to submit this dissertation for examination purposes.



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Declaration by co-supervisor

I, Prof. C.H.M Bloem, grant permission for the student to submit this dissertation for examination purposes.



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Declaration by student

I, Bonita Maboeta, ID no: 7604220104089, hereby declare that this dissertation is a product of my own work and that I correctly acknowledged all authors and sources consulted for this dissertation. I also declare that this dissertation has not been submitted to any other university for examination purposes.



Mrs. B. Maboeta

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(2015/375453/07)

Date: 09/12/2020

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PREFACE

This dissertation is presented in article format as indicated in rule A.3.3.1.2 of the yearbook of the North-West University and as part of the Faculty of Health Science policy regarding the dissemination of research findings.

➤ For purposes of examining the articles are presented as part of a single document consisting of four parts that include an introduction, literature section, two scholarly articles and the conclusions and recommendations, followed by a consolidated reference list.

➤ The NWU Harvard method of referencing according to the requirement of North-West University was used for the main body of the dissertation. Since each article has been formatted according to the specific required guidelines for authors, this might imply that different referencing might be present in this dissertation.

➤ Article 1 will be submitted to the Southern African Journal of Social Work and Social Development. Article 2 will be submitted to the Social Work Journal

➤ The article format requirements have necessitated the repetition of certain research procedures, tables and figures.

➤ A combined reference list will only be provided at the end of the document as endnote was made use of.

➤ A letter of permission from the study promoters authorising the candidate to submit the thesis for examination is attached to this dissertation. Ethical clearance permissions are also attached to this dissertation as an addendum

ACKNOWLEDGEMENTS

I would like to express my thankfulness firstly to our heavenly Father, our creator, for granting me the ability to do everything.

I would then like to express my deepest gratitude to Dr Izanette Van Schalkwyk and Prof Retha Bloem, who guided me in such an inspirational and positive manner. Dr Van Schalkwyk for her guidance, knowledge, positivity and motivation, this study would not have materialised. Prof Bloem for inspiring me initially to do my masters of Social Work and also all the expertise provided.

I would also like to acknowledge the following important individuals for their ongoing support and motivation during this journey:

- **My parents, the late Mr and Mrs P.F. Petersen**, who has always supported me through life and set a brilliant example of hard work and dedication throughout my life.
- **My husband, Mark**, thank you for all your support and unconditional love. Also for all the cooking and motivating me during the challenging times.
- **My children, Zoë and Faye**, thank you for granting me the time to conduct this research love you very much.
- **My sister and her husband**, thank you for always listening to my stories, technical help and always motivating me. You both set a good example.
- **My fellow NWU students**, especially Yasin Nadat, for providing me with an ear and also resources to assist with my study.
- **Faadhila Cassim**, for the co-coding.
- I am also grateful for the North-West University for granting me the financial support in the form of a bursary.

ABSTRACT AND KEYWORDS

The availability and development of personal and job resources are substantial components of a positive work experience. This study aimed to explore women academics' perceptions of workplace well-being in relation to personal and job resources. While the so-called digital, or fourth industrial revolution is already present in our global village with its new technologies to facilitate the development of new working modes (including constructing job demands-resources at work), many women academics are still facing "old challenges" in the workplace. Although these unique challenges within higher education such as gender bias, sexual harassment, the double burden of womanhood, and role overload were not overlooked, the main reason for the study was to investigate the resources that can act as a buffer for women academics to withstand these stressors and strains and contribute to a better understanding for Social Work practices within the workplace.

There has been an active movement in Social Work towards the strength's perspective. Social Work approaches clients from an eco-systemic perspective, with a focus on the strengths of ecosystems as a whole. Within the working environment, certain job resources provide buffering towards ill health for employees and employees again bring personal resources to their workspaces.

Aim: This study aimed to elucidate and thereby gain in-depth insight into women academics' perceptions of workplace well-being in relation to personal and job resources. The direct subjective perceptions of these women are considered a valid source of knowledge, which need to be acknowledged and examined. The research aim of this study was to qualitatively explore and describe the perceptions of workplace well-being of women academics on job and personal resources.

Methodology: In this qualitative study, I used a descriptive, exploratory design in order to present a clear description of workplace well-being – particularly the role of personal and job resources - as experienced by women academics. Sampling was conducted through non-probability purposive sampling. Initially, I (the student researcher) identified a top university according to the Bricks rankings and obtained the necessary ethics, goodwill permission, and gatekeeper approvals. The participants consisted of 12 women academics who all voluntarily agreed to take part in the study. Data was gathered through a demographic questionnaire, field notes, reflective notes and semi-structured interviewing. Thematic data analysis was used for textual data as well as the qualitative software Atlas.ti 8.0.

Findings: In terms of personal resources, the study revealed that women in higher education make use of various personal resources comprising of skills and strengths directed by well-being and positive functioning in the workplace. These sets of skills and strengths associated with well-being practices indicate self-care skills and communication skills and strengths, which include cognitive coping, affective coping, behavioural coping and the use of character strengths. In terms of job resources, the thematic analysis revealed the specific aspects of psychological, social, organisational and physical resources constituting job resources for women academics in the workplace. It is recommended that the development and sustaining of personal resources be promoted in workplaces and that further research need to be conducted on strength use within the workplace. It is further recommended that future research investigate job resources from an organisational perspective specifically within the South African context of higher education. This study provided valuable and rich data in terms of the perceptions of women academics of well-being concerning job and personal resources. This research contributes significantly to research in Occupational Social Work, since it represents a real-life example of worthy efforts to enhance employee and organisational well-being in order to provide desirable outcomes for both organisations and employees. It also supports interventions in the field of strengths-based frameworks aimed at a better understanding for employees to enjoy hedonic (happy) as well as eudaimonic (meaningful) workplace experiences. The fostering of well-being in the workplace includes purposeful and intentional actions from both employees and workplaces.

Keywords

Higher education, flourishing, job resources, Occupational Social Work, personal resources, strengths perspective, well-being, work engagement, workplace well-being

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ABBREVIATIONS

COR	Conservation of Resources Theory
EWB	Emotional Well-being
JD-R	Job Demands-Resources Model
PSW	Psychological Well-being
SWB	Subjective well-being
VIA	Values in Action Inventory

CHAPTER 1

OVERVIEW OF THE STUDY

Introduction

This study aimed to explore and describe women academics' perspectives of workplace well-being with a particular focus on personal and job resources. Within the context of this study, women academics refer to women employed in academic positions at higher education institutions. This chapter provides an introduction and rationale for this study; highlights the study's objectives and its theoretical underpinnings; and defines the relevant concepts used. It concludes with a brief outline and description of the constituent chapters of the dissertation.

Contextualising the problem

1.1.1 Motivation for research

Women academics working at higher education institutions experience distinctive challenges pertaining to personal as well as job resources (De Paola & Bezuidenhout, 2016:3; Managa, 2013:3, 18, 19; Ogbogu, 2011a:83; Zulu, 2013:750). Although being employed is regarded as an indicator of well-being (Khumalo *et al.*, 2012:435), women are still being included less within the job market; women are still statistically under-represented in the work environment; furthermore, they face unique challenges that hinder their well-being in the workforce (Johansson *et al.*, 2007:685; Samad, 2006:52-54; Towler & Stuhlmacher, 2013:279-280). The current higher education context does not differ much from this. Even though women make up 50% of the South African population, they comprise 31% of the academic workforce of South African universities (HESA, 2011:2). In addition to this, women academics are still under-represented on professor and associate professor level in the South African context (Managa, 2013:17). Zulu (2013:750) denotes that research and publication is one of the most critical aspects of career advancement for academics, but various aspects hamper their research productivity. According to Higher Education South Africa (HESA 2014:11), only 24% of the academic staff on Professor level are women, and 37% are associate professors. Women are well represented in the lower levels of academic institutions as 51% are lecturers and 55% are junior lecturers (HESA, 2014:11). Some of these aspects are balancing the demands of obtaining a PhD, teaching and learning workloads, lack of time, work-life balance, area of specialisation and struggles in engaging in supportive networks (Zulu, 2013:750). Daily

limiting factors include continuous lack of workplace support, institutional structures, sexism (Butler-Adam, 2015), discrimination, sexual harassment, side-lining to remuneration discrepancies (Lameez, 2016), long working hours, and job demands (Fin24, 2016). John (2014) argues for continuous efforts to create an environment where women academics can flourish personally and professionally. Consequently, it is argued that job resources, as well as personal resources, should be strengthened while threats to well-being, are identified and addressed (Evans *et al.*, 2010:51). This stance is important since pro-active behaviour is crucial for positive work outcomes (Searle & Lee, 2015:46). It is evident from the above that well-being in the workplace is considered to be the outcome of the interaction between personal resources pertaining to employees' individual characteristics; and, job resources, namely organizational work environment resources (Biggio & Cortese, 2013:01).

When focussing specifically on job resources, various constructs are important and interplay towards the understanding of the work environment. These constructs are also interconnected and necessary for understanding the intertwined nature of the contextual work environment. These constructs include characteristics, demands, and engagement within the workplace. According to Bakker *et al.* (2010b:4), job resources comprises those physical, psychological, social, or organisational aspects of the job that are functional in achieving work goals, reducing job demands and the associated physiological and psychological costs stimulating personal growth, learning and development. Job resources create both intrinsic and extrinsic motivational roles (Bakker *et al.*, 2010b:4). Examples of these include a sense of autonomy and organisational and management support (Lesener *et al.*, 2019:78). Job resources for women academics could range from research funding, supervision expertise, infrastructure, remuneration, institutional culture to mentorship programmes. Job characteristics can be divided into two general categories, namely job resources and demands, such as workload, working hours and psychological demands; and these factors can either facilitate or undermine the positive impact of personal resources on work engagement and flourishing (Bakker & Sanz-Vergel, 2013:400). Job demands can be defined as physical, social or organisational aspects of the job that necessitates continued physical or mental effort and are directly associated with psychological and physiological costs (Demerouti & Bakker, 2011:2). Job demands and job resources are predictors of job engagement. Engagement, defined as a positive, fulfilling, work-related state of mind that is characterized by vigour, dedication, and absorption, is central to workplace well-being (Schaufeli *et al.*, 2002b:74). From this discussion, it is evident that the interaction of these important components of job resources contribute towards well-being in the workplace (Bakker *et al.*, 2010a:4). The personal resources of employees are vital in meeting job demands and the intentional strengthening of well-being toward the optimal use of job resources (Bakker & Sanz-Vergel, 2013:397).

According to Demerouti and Bakker (2011:3), personal resources mediate the relationship between job resources and work engagement and suggests that job resources contribute to the development of personal resources.

In understanding psychological capital, personal resources can be further defined as those positive self-evaluations that are linked to resiliency and refer to a persons' sense of ability to control and impact upon their environment successfully (Bakker & Demerouti, 2014b:13). Personal resources include aspects linked to life satisfaction, dispositional optimism, resilience, emotion regulation skills, happiness, humour, and empathy (Bos *et al.*, 2016:1; Mincu, 2015:397). We can argue that if women academics are flourishing, they will also demonstrate these qualities, such as in the workplace they will regularly experience positive emotions triggering expansive mindsets, that could enable them to discover and build a variety of personal resources – psychological, cognitive, social and physical - which in turn contribute to their well-being (Catalino & Fredrickson, 2011a:939). It has been proven that if persons flourish and have a mindset of positive self-evaluation, it can predict goal-setting, motivation, performance, job and life satisfaction and other favourable outcomes (Bakker & Demerouti, 2014b:13).

When conceptualizing work engagement and job resources, it is evident that these two concepts form an integral part in workplace well-being. Job resources are viewed as a predictor of personal resources and work engagement; and, in turn, personal resources and work engagement are predictors of job resources (Bakker & Demerouti, 2014b:13). This is supported by the Conservation of Resources theory of Hobfoll (1989a:520) where personal resources for example, self-esteem are viewed as a generator of other resources, which, in turn, may result in better well-being.

Ojedokun and Idemudia (2014:5825) describe well-being as a dynamic concept that includes subjective, social and psychological dimensions as well as health-related behaviours. Searle (2008:12) mentions that well-being is not simply the absence of psychopathology, but the presence of specific indicators (Catalino & Fredrickson, 2011a:938; Keyes, 2007a:95). In other words, the mere absence of disease and disorder cannot be equated with the presence of well-being, such as positive functioning, superior levels of health and the experience of mostly positive emotions (Keyes, 2005a). This understanding of well-being is used in a report by Schulte *et al.* (2015) by integrating well-being into a policy for work environments, where they defined well-being as, “a synonym for health and a summative term to describe a flourishing worker who benefits from a safe, supportive workplace, engages in satisfying work, and enjoys a fulfilling work life” (cited in Conway, 2016:10). Also, Bono *et al.* (2013:1619) emphasize the importance to consider the two distinct systems of positive and negative dynamics at work

when they investigate well-being in the workplace. For example, positive events in the workplace are not only associated with positive health (such as normal blood pressure), but also - perhaps via their resource-building capacities - negatively associated with stress (Bono *et al.*, 2013:1619). In this sense, it is needed to recognize the asymmetrical effects of well-being indicators and resources, for example, positive affect. Also, a South African study (Keyes *et al.*, 2008:190) supports the two-continua model of mental health and illness, namely that measures of mental health are correlated with, but distinct from, measures of mental illness. Clearly, when investigating employees' well-being, the clarification of resources, such as, personal and job resources, are needed in order to enable employees to fully-unlock the potential power of well-being in the workplace. In other words, efforts toward the intentional exploring of "what works well" in the workplace (Peterson & Seligman, 2012) are essential to implement in combination with efforts aiming at the managing of threats typical to human health (Hitge, 2020).

Comprehensive research studies investigated the negative aspects of work, such as addressing the sources of work stress, burnout (Schaufeli & Bakker, 2004b; Schaufeli *et al.*, 2009; Schaufeli *et al.*, 2002a; Schaufeli *et al.*, 2002b; Schaufeli & Taris, 2014) and ways to alleviate their undesirable effects. Similarly, when we focus mainly on getting rid of the negative facets of work, then the positive aspects of work are predominantly considered to play a buffering role (Bono *et al.* (2013:1601). In contrast to this standpoint, researchers started focussing more explicitly on the forceful energy or potency of positive/strength-building events (Saleebey, 2012; Seligman & Csikszentmihalyi, 2014; Waller, 2001) and positive organisational learning (Cameron & Dutton, 2003; Dutton *et al.*, 2007). Research about workplace well-being –especially for women academics - is of particular interest for the current research, since this is the researcher's field of interest (as a Social Worker) and current work environment. Occupational Social Work as a rather established and long standing focus in Social Work as the practice specialisation in which programmes and interventions are targeted specifically to the population of the workplace (Danto, 2011), offered a good fit for this study.

Occupational Social Work was already conceptualised in the early 80s as Social Workers employed in the "workplace" are those who are working in organisational assistance programmes or Employee Assistance Programmes (Googins & Godfrey, 1985:398). In recent years, Occupational Social Work included the implementation of programmes and interventions targeted specifically to the population of the workplace as an active community (Danto, 2011). It is important to mention that Hughes (2013:380) views Occupational Social Work as a developing field, seeing that Social Workers in practice continue to challenge the discourse and develop new perspectives. Interventions in Occupational Social Work cover a

wide range, such as, from substance abuse to executive coaching; from critical incident management to organisational consultation; from health and productivity to practice-based research; and, the field continues to develop (Hughes, 2013:380). In line with the international definition of Social Work which states: "Social Work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to Social Work. Underpinned by theories of Social Work, social sciences, humanities and indigenous knowledge, Social Work engages people and structures to address life challenges and enhance well-being" (Ornellas *et al.*, 2018:224). It is clear from this that organisational interventions are within the scope of practice of a Social Worker.

Although people spend a significant time at work, Bargal (1999:139) mentions that people experience work-related issues and problems beyond the physical presence of the workplace. Also, the focus of Occupational Social Work includes the understanding of employees, the organisations that employ them and the development of interventions aimed at improving the well-being of employees and organisations (Bargal, 1999:140). Since Occupational Social Work is continuously developing and dynamic as a practice specialization (Kurzman, 2013:1), the exploration of a specific unit of analysis, namely women within a higher education working environment will contribute towards the knowledge base of workplace dynamics and well-being in the work setting.

1.1.2 Problem statement

From the contextual discussion, it is evident that research in the field of employee well-being is needed but specific what impacts women's wellbeing in the workplace. It is also necessary to understand what are their perceptions of workplace well-being in relation to personal and job resources in order to understand workplace well-being within the context of Occupational Social Work.

It is also problematic to understand this context without sufficient South African data in a field that is relatively young (Terblanche & Taute, 2009:xiv).

Above all, we need scientific studies within the Social Work profession about women's well-being in the workplace, focusing specifically on the workplace well-being of women academics. In this way, the researcher applied the Social Work profession's aim toward the

strengthening of the person-in-environment approach by focusing on the psychosocial functioning of women within the workplace.

1.1.3 Envisaged theoretical contribution

Through this study, the ecosystems approach and strengths perspective is combined, and this blend contributes to assessing the potential and not merely the problems within the system. In other words, the study aimed to encourage Social Workers to operationalise the strengths approach effectively within the workplace. Although the strengths perspective is more than 30 years old, Rapp and Sullivan (2014:139) acknowledge that more research needs to be conducted in order to sustain the use and future development of this approach. This would lead to a better understanding of the nature of job and personal resources that influence women's well-being within the workplace.

Additionally, this study contributes to scientific knowledge by looking at those particular variables that are at play in the workplace that either enable or restrain women academics' workplace well-being. In this sense, it is important to mention that while several quantitative studies were conducted in South Africa, for example, studies about levels of well-being (Khumalo *et al.*, 2012); work and well-being (Santavirta & Kovero, 2005); attachment styles and well-being (Towler & Stuhlmacher, 2013); job satisfaction and well-being (Boyles & Shibata, 2009); and, workaholism, burnout, work engagement and well-being (Beukes & Botha, 2013; Mitonga-Monga & Mayer, 2020), this qualitative study was pivotal by developing a sufficient understanding ("verstehen") of this phenomenon.

Theoretical points of departure

The strengths perspective was used as the point of departure for this study. The researcher believes that strengths-based practice emphasises individuals strengths as well as that of the environment. The following meta-theoretical assumptions are presented: the researcher believes that the intentional enhancing/improving of potential strengths, such as affective coping (managing the environment) and interpersonal skills, will enable an individual to experience higher levels of well-being toward flourishing. Strength-based practice views people as resourceful, flourishing, and resilient in the face of adversity.

1.1.4 The strengths perspective

The strength perspective acknowledges the potential strengths of persons toward positive growth and change (Early & GlenMaye, 2000:118; Saleebey, 2009:1). Strengths are within individuals, groups, families, and organisations (Pulla, 2014:2). Saleebey (2012:26) denotes that “what we see are the most provocative problems and issues that need addressing. We look for what is wrong, symptoms, what might be failings, and underlying pathologies along with preliminary ideas of possible histories that would substantiate our initial ideas or assessments”. Since the focus of the current research is to investigate the resources that employees mostly need to flourish within the workplace, on job and personal resources, a strengths-based perspective enables Social Workers to resist the general propensity to revert to problem description (Saleebey, 2012). Pulla (2014:2) acknowledges that various groups like teachers, human resource managers and communities are increasingly looking at the strengths-based practices to understand and enhance their environments. Strength-based strategies are focussed on building and fostering hope by focussing on existing successes. An integral premise of this perspective is that we all have strengths, experiences, abilities and knowledge that can assist us in our lives (Pulla, 2014:2). This approach makes it possible for people to recognise and build on their strengths so that they can attain goals and retain or regain autonomy in their lives (Pulla, 2014:3). Simply put: strengths contribute positively to self-empowerment. Through practising from a strengths perspective, we are allowed to focus on identifying, mobilizing and honouring the resources, assets, wisdom of individuals and organisations (Pulla, 2014:3).

1.1.5 Well-being framework

The strength perspective can be linked effectively with the well-being framework, and particularly workplace well-being and related concepts. Workplace well-being is described as a healthy workforce meaning the presence of positive feelings of the employee, resulting in a happier and more productive employee (Harter *et al.*, 2003:1). Seemingly, employee well-being should not be viewed merely as within the physical realm but must include mental and emotional well-being (Singh, 2017:7). Employee well-being refers to physical, mental health, stress level, motivation, commitment, job satisfaction, morale, engagement, and climate (Grawitch *et al.*, 2006:133). According to Anitha (2014:312), workplace well-being is a holistic measure that enhances employee engagement. Job and personal resources are viewed as the primary predictors of work engagement (Bakker & Demerouti, 2008:209). Rossouw and Rothmann (2020:1) argue that as mental health is placed on a well-being continuum, so is workplace well-being. Rothmann (2013) developed a flourishing at work model based on Keyes (2002b) flourishing in Life Model. According to Rossouw and Rothmann (2020:1),

flourishing at work comprises out of emotional well-being, psychological well-being and social well-being with flourishers experiencing high levels of emotional well-being, psychological well-being, and social well-being. In agreement with this, Fredrickson (2004:1367) developed the broaden-and-build theory with a central proposition that positive states like flourishing broaden one's momentary thought-action repertoire. Flourishing, for example, spark innovation, excitement and engagement. According to the broad-and-build theory, positive emotions also promotes creativity, and ideas and social bonds, which in turn plays a role in building ones personal resources which includes physical, intellectual, social, and psychological resources (Fredrickson, 2004:1367).

Xanthopoulou *et al.* (2007) found that personal resources (e.g., self-efficacy and optimism) and job resources affect work engagement which is characterised by two core dimensions, namely vigour and dedication (Schaufeli & Bakker, 2004b:295; Schaufeli and Bakker, 2010 cited in Schultz *et al.*, 2012:450). Workplace well-being and work engagement can be differentiated (but not separated) from employees' personal resources. The positive impact of employees' personal resources on their work-environment (Bakker and Demerouti (2014b:12) is associated with the dynamics of aspects such as individuals' life satisfaction, dispositional optimism, resilience (Mincu, 2015:687), and emotion regulation strategies (Buruck *et al.*, 2016:1:1). Job resources refer to those aspects of the job that help to reduce job demands, achieve work goals or stimulate personal growth for example social support, supervisory coaching, performance feedback, opportunities for development and time control (Buruck *et al.*, 2016:1).

Constructs, such as job resources and personal resources of employees, are key to the Job-demands-resources (JD-R) model. The job resources model describes the interaction between job demands, job resources, and personal resources and the impact on engagement and burnout (Gauche *et al.*, 2017:2).

1.1.6 Job demand-resources model (JD-R)

The job demands-resources model puts forward that work environments can be divided into two broad categories, namely job demands and job resources (Demerouti *et al.*, 2001b:499). It is a theoretical framework which describes the effect demands and resources have on the well-being of employees (Schaufeli *et al.*, 2009). These resources include personal and job resources (Gauche *et al.*, 2017:2). This model is part of the theoretical understanding of well-being in the work environment, which is explored in this study.

The JD-R model specifies how job demands and resources interact and can predict the experience of job stress, such as burnout and work engagement (Demerouti & Bakker, 2011:1). According to this model, burnout follows two processes: first, the demanding aspects of work, in which job demands lead to exhaustion; and, second, a lack of job resources leading to disengagement through erosion of motivation (De Beer *et al.*, 2012a:528). Job demands, as indicated by Schaufeli and Bakker (2004b:296) entail workload, working overtime, role conflict, and role ambiguity or job autonomy. In contrast, job resources are organisational aspects of a job that are functional in achieving work goals and could reduce job demands, e.g. colleague support, development opportunities or participation in decision making (Demerouti *et al.*, 2001a:20). The model is based on the premise that employee health and well-being is a product from a balance between positive and negative and characterised by two distinct processes which include the health impairment process and motivational process (Bakker & Demerouti, 2007). In the instance where the availability of job resources is present, which leads to work engagement and organisational commitment, the motivational process is followed (Schaufeli & Bakker, 2004a). The health impairment route is followed in the case where job demands are present in light of limited job resources (Schaufeli & Bakker, 2004a). It has been proven that the presence of job resources have a buffering effect on job demands and the burnout process and has a positive effect on work engagement (Bakker & Demerouti, 2014b; De Beer *et al.*, 2012c). Schaufeli and Bakker (2004a) explain job resources as the physical, psychological, social or organisational aspects of the job that are functional in goal attainment, reducing job demands, and encourages personal growth and learning. Job resources can affect employee well-being negatively in cases where it is absent (Bakker *et al.*, 2007b). Gauche *et al.* (2017:3) describe that job resources has a dual function, firstly it supports (buffers) employees' demands and impacts positively on motivation and secondly results in positive organisational outcomes. Employers mostly provide job resources, but employees bring a vast majority of personal resources (strengths) to the work environment

Hobfoll *et al.* (2003a) define personal resources as positive self-evaluations that are linked to resiliency and the individuals' sense of their capability to regulate and impact successfully on their environment. Examples of personal resources are optimism, emotional and cognitive competencies, organisation-based self-esteem, resilience, and value orientation (Schaufeli & Taris, 2014). Gauche *et al.* (2017:4) acknowledge that research on the impact of personal resources on the well-being of employees is scant within the South African context. This study will contribute to this need through a qualitative inquiry. Xanthopoulou *et al.* (2007) found that personal resources, concerning the JD-R model, impact the relationship between job resources and work engagement which proposes that job resources may also nurture the development of personal resources.

Hobfoll's theory called the Conservation of Resources (COR) can explain the protection and maintenance of resources in personal and workplace contexts.

1.1.7 Conservation of Resources theory

The basic tenet of Hobfoll's protection of current conservation of resources (COR) theory holds that humans are motivated to protect their current resources and acquire new resources (acquisition) (Halbesleben *et al.*, 2014:1). The value of resources is subjective and is tied to peoples personal experiences and preferences (Halbesleben *et al.*, 2014:2). According to the COR theory, women would then try to protect their current resources or go through the process of acquiring new resources in order to sustain or enhance well-being (This will be discussed in chapter two as part of the literature overview).

While it is evident that women academics working at higher education institutions experience specific challenges of personal as well as job resources, the lens of theoretical frameworks such as strengths perspective and well-being theory enables researchers to understand the potential power of workplace well-being better.

It is thus necessary to formulate a research question to direct (not only solve) the stated problem but also to apply it to Social Work practice as the Social Work profession's aim toward the strengthening of the person-in-environment approach remains the core principle of the profession.

CONTRIBUTION OF STUDY

1.1.8 Aim and objectives

1.1.8.1 Research question

The following research question was formulated to direct this study towards the choices of research methodology and answering the research question.

In what ways do personal and job resources contribute to women academics' perceptions of workplace well-being?

1.1.8.2 Aim

This study aimed to elucidate and thereby gain in-depth insight into women academics' perceptions of workplace well-being in relation to personal and job resources. The direct subjective perceptions of these women are considered a valid source of knowledge, which need to be acknowledged and examined. The research aim of this study is to qualitatively

explore and describe the perceptions of workplace well-being of women academics on job and personal resources, using a qualitative descriptive design at a top-ranking (BRICS ranking) South African university (Collier, 2019).

1.1.8.3 Objectives

The following objectives for this study gave an operational framework for the research process and included the following:

- To explore and describe how job resources contribute to women academics' perceptions of workplace well-being.
- To explore and describe how personal resources contribute to women academics' perceptions of workplace well-being
- To conduct a literature overview to obtain the needed background knowledge
- To collect data via the conducting of semi-structured interviews with women academics.
- To analyse data; and, to perform a literature control in order to establish whether/or not the findings are congruent to existing literature including recent research, and specifically the Job demand-resources model (Demerouti & Bakker, 2011).
- To disseminate findings as a research report by preparing the findings of the research as two independent journal articles.

RESEARCH METHODOLOGY

The research methodology for this study is outlined below regarding the research design and approach, research process, and data analysis. The literature overview, which forms part of the research methodology, is presented as a separate chapter (chapter 2). The research approach and design will first be discussed, followed by participants and setting, data collection, data analysis, establishing trustworthiness and lastly ethical considerations.

1.1.9 Research approach and design

Creswell (2014:30) states the importance of the research approach since the approach is based on bringing together a worldview, such as the constructionist worldview about research, a specific design and research methods. It also provides information from real-world observations (Marshall & Rossman, 2014) which provides richness to information. The

qualitative research approach was used since the researcher sought to establish the meaning of the phenomenon, i.e. women academics, employed in academic institutions, perceptions of workplace well-being relating to personal and job resources from the views of the participants (Creswell, 2014:17). The qualitative approach can provide in-depth insights into the context and meaning of well-being for women academics in the workplace (Dowding, 2013:541). From this, it is evident that the qualitative approach was a good fit for the planned study since the research was conducted to explore women academic's well-being within the workplace on job and personal resources.

The researcher used a qualitative descriptive design as discussed by Sandelowski (2010:83) - which refers to the clear description of a phenomenon (workplace well-being) by those experiencing the phenomenon (women academics). The qualitative descriptive designs are less interpretive and lead to results that reflect the data more accurately (Sandelowski, 2010:78). The value of qualitative description is not merely the accumulation of the knowledge it can produce, but to present and treat research methods as living entities (Sandelowski, 2010:83) as the aim of the research study is to explore and describe the workplace well-being of women academics. In this sense the qualitative descriptive design entails the presentation of the "facts" in everyday language as the researcher will seek to describe the well-being of women academics' within the work setting and these descriptions will be in the form of summaries of individual interviews (Terre Blanche *et al.*, 2006:280). To summarize the process, a qualitative descriptive study was used to explore and describe (i.e. the research design as the how" of the study') the women academics ("who") perceptions and experiences of the well-being (i.e. the "what") in the work environment ("where?").

1.1.10 Participants and setting

1.1.10.1 Sample

Sampling is described as the process of selecting observation and the procedure for selecting units for observation (Babbie, 2015:230). For this study non-probability, purposive sampling (Dowding, 2013:239) was used in order to achieve representativeness or comparability (Teddle & Yu, 2007b:78). The inclusion and exclusion criteria were provided to the gatekeeper and appointed an independent mediator which are known to the participants. The gatekeeper appointed the independent mediator. A list of women academic employees, ranging from senior academic to professor, within the faculty of health and sciences who have been promoted within the past five years (2011-2016) was obtained from the mediator. The mediator sent an e-mail to all who matched the inclusion criteria and initially a total of 14 agreed to take part in the study. During the data collection process, two, however, cancelled the appointment

due to other engagements. Finally, 12 participants were selected, and the researcher constantly monitored if data saturation was achieved. It was clear that data saturation was obtained when no more significant new data were obtained.

1.1.10.2 Sample size and motivation for sample size

This qualitative research was conducted at one of the highest-ranking universities in South Africa (BRICS ranking). The sample consisted of 12 participants. While the sample size is of the utmost importance in quantitative research to generate statistical power to generalization, quality is more important than quantity in qualitative research (Tracy, 2019:138). Creswell and Báez (2020) delineate that sample size is determined by several factors like the intricacy of the phenomenon being studied, nature of qualitative design being used, the richness and extensive use of information, and the resources being used. Also, the number of participants relies on the richness of the data gathered, and Tracy (2019:138) indicates that the researchers should ask, during the research process, if the data have provided rich contributions to the research goal. If not, then more interviews are necessary (Tracy, 2019:138). Whereas a lack of interviews could produce shallow and stale contributions, too many interviews will result in a paralysing amount of data (Tracy, 2019:138). In the case where data saturation is reached, additional interviews will bring fewer and fewer insights (Tracy, 2019:138). In line with the stated sample approach, the information-rich data produced by the participants proved to be adequate, and data saturation was reached at the ninth interview. According to Creswell and Báez (2020) in qualitative research, it is not to specify the size, but rather to consider that size is a function of when data saturation occurs. As previously stated the sample size was adequate, since no new data were collected once data saturation was achieved (Creswell & Báez, 2020); and, the thematic codebook was complete (Guest *et al.*, 2006:78).

1.1.10.3 Inclusion and exclusion criteria

Inclusion criteria were used to select the participants (for the individual semi-structured interviews), namely women academics at the selected university. The appointment of an independent mediator ensured research integrity and ethical justification. The participants were unknown to the student, and the gatekeeper was requested to appoint a mediator in order to identify potential participants and have the initial contact with the participants. Both the gatekeeper and independent mediator are employees of the higher education institution where sampling was conducted. The inclusion and exclusion criteria were provided to the mediator and contact by the independent mediator was based on these criteria. The group

was known to the independent mediator, and she recruited potential participants according to the set inclusion and exclusion criteria.

The following inclusion criteria were used:

- Years of experience: promoted within five years (between 2011 and 2016)
- Faculties: Health and natural sciences
- Job levels: Senior lecturer, associate professor and professors
- Gender: Women
- Willingness to participate voluntarily
- Willingness to permit that individual interview may be recorded

The following exclusion criteria were used:

- Non-academic staff
- Women academics not working in the faculty of health or natural sciences.
- Job level: Junior women lecturers

1.1.10.4 Process of sample recruitment and informed consent

Once permission has been obtained by the North-West University's Health Research Ethics Committee (HREC) (NWU-0017-17-S1) (appendix D), ethics approval was also obtained from the selected university's (HUMREC201807-01) Humanities faculty Research Ethics committee. After this process was completed, an application for access to research participants was sent to the gatekeeper, namely the Executive Director of Human Resources. The (student) researcher contacted the gatekeeper to gain access to the organisation, and she appointed a mediator. Goodwill permission was obtained via the deans of the two faculties involved. The mediator received the ethics approval from the North-West University as well as from the participating university. A list of inclusion and exclusion criteria was sent to the mediator as well as the informed consent forms. The mediator made the initial contact with the participants.

The mediator received the following documents (via e-mail): i) the gatekeepers letter, ii) application form, iii) North-West University's HREC approval letter, iv) research proposal, and v) informed consent form. The necessary approval was obtained as well as the goodwill

consent from both the deans of the participating faculties. After all the necessary approvals were obtained, the mediator sent e-mails to the (potential) participants explaining the study as well as the informed consent forms. The participants then sent the informed consent forms to me (student researcher) at which point I sent them the biographical questionnaire for completion.

1.1.11 Data collection

1.1.11.1 The Research Process

The research process to be followed was chosen to obtain rich data about the experiential knowledge of women in the workplace. Before data were collected utilizing individual semi-structured interviews, each participant completed a demographic questionnaire (Annexure A) of 16 demographic questions in a close-ended format before the commencement of the interview. The purpose of this questionnaire was to provide a profile of the participants (Annexure C) and identify the nature of the participants in the study. For this reason, it was developed with the assistance of prof J.C Rothmann (Rothmann, 1996) who is an expert in the field of work well-being. Information obtained via this questionnaire was not analysed, but crucial aspects, for example, job level, years of experience, and age were confirmed through the questionnaire. The demographic questionnaire also contributed to the trustworthiness of the study by providing information about the boundaries of the study about the type of people who contributed to the data (Shenton, 2004:70).

1.1.11.2 Data collection

Semi-structured interviewing was used in order to provide the interviewer with a degree of freedom for participants to elaborate more on their thoughts and comments (Horton *et al.*, 2004:340). Creswell and Báez (2020) recommend semi-structured interviews with an interview protocol in most instances. Information was obtained through the subjective view of the participant (Hopf, 2004:203), which provides rich and descriptive data in contrast to the more restricted possibilities of standardized questionnaires. Semi-structured interviews were conducted with women academics, including different job levels varying from senior lecturer to professor.

The semi-structured interviews involved open-ended questions intended to elicit views and opinions from the participants (Roulston & Choi, 2018:81). The purpose for using semi-structured interviews was two-fold: Barriball and While (1994:330) noted that firstly, it is well suited for the exploration of the perceptions, opinions and experiences of participants regarding complex and sometimes sensitive issues, for example, investigating women

employees' well-being with particular reference to personal and job resources; secondly, participants can provide historical information about factors that influence their well-being in the workplace. The motivation for using semi-structured interviews is that the researcher plans to prompt from the participants the topics or themes closely related to the research questions under consideration (Rabionet, 2011:564). Rabionet (2011:564) suggests that the researchers start by crafting the interview protocol, for example, to carefully plan the interview with regards to the introduction and the questions to be asked. Creswell and Báez (2020) suggest a good example of an interview protocol which includes open-ended questions, a header, written out basic information with regards to the interview introduction and instructions, the first question as an icebreaker followed by four or five questions and ending off with a question to probe if you have left anything out. During the introduction information should be about confidentiality, consent, options to withdraw, and the use and the scopes of results in order to set the tone for the interview (Rabionet, 2011:564). An interview guide was used (Annexure B) and individual interviews were electronically recorded (Rabionet, 2011:565) with the participants' permission. With the commencement of the individual interviews, consent was once again confirmed, namely that the participants were willing to participate and giving permission for the interviews to be recorded. The questions were also tested with 5 mock participants in order to determine if the questions measure what they are intended to measure (cf. pilot study). The pilot study confirmed that the questions elucidated the intended responses.

Effective interviewing also includes various communication techniques such as the use of various types of questions, namely, main, probing and follow-up questions. Main questions guided the conversation (Annexure B); and when responses from participants lacked sufficient detail, the researcher asked probing questions (De Vos *et al.*, 2011:349). Probing is a technique for asking in a non-directive and unbiased manner a complete answer to a question (Rubin & Babbie, 2016:124). The participants were requested to explain/elaborate on their answers further when some matter was unclear to them or if a more detailed answer was needed. The questions in the interview guide were based upon the premise that according to the strengths perspective it is important to assess the social-political obstacles, personal/interpersonal obstacles (barriers) and social and political strengths and personal and interpersonal strengths (personal and job resources) (Saleebey, 2012:194). These four quadrants encompass job and personal resources, job strains and other barriers that need to be assessed. Women's well-being in this study with regards to personal and job resources will be investigated as to these four quadrants. Since well-being, embraces the presence of specific indicators toward optimal functioning and flourishing, the exploration of women's (i.e. women academics) job and personal resources are needed in order to develop a robust understanding of these resources within their work context. After data gathering was

concluded, transcriptions were done by the student researcher. Throughout the process of data gathering, the researcher kept called field notes as well as a reflexive diary.

The participants themselves organised the facilities where the interview sessions were hosted as all participants chose to have the interviews in their offices.

1.1.12 Data analysis

In qualitative data analysis, analysis means working through text passages and notes one by one for combined data units (Creswell, 2014:44). The student researcher transcribed the interviews as well as read through the data numerous times. The data were organised through Atlas.ti version 8.0. Qualitative Data Analysis (QDA) is the range of processes and procedures whereby the researcher moves from the qualitative data collected into some form of explanation, understanding or interpretation of the people and situations investigated. Braun and Clarke (2006:86) suggest six phases of analysis which was used for data analysis.

Firstly, the researcher familiarised herself with the data through reading it and re-reading the data, noting down the initial ideas. The researcher herself conducted transcription.

Secondly, coding was data-driven as an inductive process. Analysis of the data then started through working through text passages one by one to form aggregated data units, first in codes and then by collapsing the codes into themes (Creswell, 2014b:44). Interpretation focused coding was made use of alongside description-focused coding, as described by Adu (2019). According to Adu (2019), interpretation-focused coding is suitable when the main purpose of the study is exploring. With interpretation-focused coding, the aim is to scrutinize the indicators and to attach meaning to it. The researcher had to identify important information in the data and developed a code that represents the understanding (Adu, 2019). With regards to description-focused coding, certain behaviours, experiences or stories had to be described (Adu, 2019). In certain groups of data, I did not have to interpret the data, but codes could be closely connected to the empirical indicators (Adu, 2019). A codebook was developed in Atlas.ti in order to give meaning to the codes that were developed. All identifying information was removed from the transcriptions in order to maintain anonymity. All different types of documents were loaded onto Atlas.ti as Hermeneutic units. File names will be provided for these Hermeneutic units in order for the researcher to identify the participants.

Thirdly the researcher, study leader, and the co-coder had laborious discussions concerning the codes, and the necessary adjustments were made.

The researcher then started looking for themes by collating codes into potential themes and organising all relevant data to each potential theme (Braun & Clarke, 2006:87).

Next, the themes were reviewed through checking if the themes work with the coded extracts and the entire data sets and then generate a thematic map of the analysis (Braun & Clarke, 2006:87). The researcher and study leader scrutinised these data sets during online meetings, and amendments were made accordingly. The codebook has a set of codes, definitions and quotes to help for easy analysis.

The next process was to identify the subthemes and the main themes.

Finally, the report was produced. According to Braun and Clarke (2006:87), this is the final opportunity for analysis where examples can be extracted, the final analysis of selected extracts, relating the analysis to the research question and literature.

This means that a literature control will be done in order to establish whether the findings are congruent/ or not to existing literature including recent research, and models used in the current study, such as the Job demand-resources model (Demerouti & Bakker, 2011)

1.1.13 Establishing Trustworthiness

1.1.13.1 Trustworthiness

Lincoln and Guba (1985:289) argue that the establishment of trustworthiness of a research report lies in four questions truth value, applicability, consistency, and neutrality. After critical review, Seale (1999:468) notes that Lincoln and Guba (1985:43) developed their four-point criterion for naturalist inquires, namely credibility, transferability, dependability, and conformability. These measures are discussed briefly.

1.1.13.2 Credibility

The concern of truth-value was replaced by credibility (Seale, 1999:468). Van Rooyen *et al.* (2010:3) denote that credibility refers to the findings of the study be based on the discovery of human experience as it was experienced and observed by the participants. The researcher of this study ensured rigorous credibility in the following ways, namely via the use of a co-coder, triangulation, interviewing techniques and reflexivity. A co-coder was made use of during the process where codes were compared and rigorously discussed.

Interviewing techniques were more in the form of facilitation techniques. Personal and job resources were defined for participants during the interviews to provide clarity. Questions were

open-ended and when more clarity was needed probing was used. The following tips cited in Jacob and Furgerson (2012:3) will be followed 1) start with the basic questions, 2) use prompts (create probes for questions), 3) be willing to make “on the spot” revision to the interview protocol, and 4) do not make interviews too long. Also, keep the interview focussed, use listening skills and make sure that enough time is allocated for the interview in order to avoid disruptions (Jacob & Furgerson, 2012:8). During the phases of the interview, i.e. building rapport, apprehension phase, exploration phase, co-operative - participation and concluding the interview, various techniques (Whiting, 2008:37) were used. During the initial phase of the interview, the student researcher started with the basics such as providing background information about herself in order to warm up to the participant and build rapport (Jacob & Furgerson, 2012:3; Whiting, 2008:37).

Reflexivity was conducted by keeping a reflective journal to provide information about methodological decisions made and the reasons for making them (Teddlie & Tashakkori, 2009:296). Reflexivity was conducted throughout the research process.

1.1.13.3 Transferability

Transferability refers to the extent to which the findings could be implemented in different contexts and with other groups (Van Rooyen *et al.*, 2010:3). The boundaries of the transferability would be within the South African workplace context and for women, i.e. women academics only. The following methods would be used to ensure transferability:

Thick descriptions provided evidence for transferability of descriptions and conclusions from the qualitative investigations (Teddlie & Tashakkori, 2009:213). Detailed descriptions of all information was obtained during the interviews, and field notes assisted with this.

1.1.13.4 Dependability

Dependability refers to the extent to which the replication of the study in a similar context and with the same participants will produce the same results (Van Rooyen *et al.*, 2010:3). Strategies that were taken to ensure dependability was triangulation, audit trail, peer debriefing, and a compact description of the research methodology utilised.

1.1.13.5 Audit trail

All data gathering material (notes, audio recordings, questionnaires) were stored in a file, and some electronically and back-ups were made. A journal diary was kept, which clearly describe

the steps taken and the reflexivity within each step. Through this, each decision made by the researcher was justified and verified.

1.1.13.6 Peer debriefing/auditing

Upon completion of the initial analysis of data, the researcher sent her analysis along with the notes and drawings to her study leader and another peer in order to intensify the trustworthiness of the analysis. Extensive dialogue with the researcher's study leader was held via electronic communication in order to consider my data analysis was trustworthy.

1.1.13.7 Confirmability

Van Rooyen *et al.* (2010:3) view conformability as the criterion against which neutrality is measured. According to Van Rooyen *et al.* (2010:3), this refers to whether the results attained from the research can be confirmed by another. Member checking was conducted by sending the transcriptions to five of the participants in order to indicate if the transcriptions represent a true reflection of the interviews. Confirmability was attained through triangulation, auditing (peers and research material), and reflexivity. Auditing can be a useful tool in establishing confirmability (Seale, 1999:468). Auditing involved the provision of a methodologically self-critical account of how the research was done. In order to facilitate a dense description of the data, gathering and analysis were conducted.

ETHICAL CONSIDERATIONS

1.1.14 Ethical concerns

Insurance of confidentiality, privacy and anonymity was contained within the informed consent forms (see annexure D). All participants were interviewed in private offices, and recordings were password protected. All identifying information from transcriptions were also removed.

Participants' anonymity is to be respected by not exposing their identity. This will be done in the following manner: Participants names are replaced (P1, P2) with pseudo-names or codes to keep it confidential, and report findings will be anonymous (Driscoll, 2011:156; Murray & Beglar, 2009:32). Only the research has access to the identifying details of the participants. Findings will be kept safe by locking hard copies in locked cupboards in the researcher's office, and electronic data will be password protected. Data will be stored for five years after the student completed studies.

The researcher informed the participants about their right to privacy to protect the person by the use of letters of consent, permission to be interviewed and destruction of the audiotapes once the interviews are transcribed (De Vos *et al.*, 2011:119; Van Rooyen *et al.*, 2010:207).

Ethics approval was obtained from the Health Research ethics committee of North-West University (NWU-00017-17-S1) as well as the participating university's Humanities faculty research ethics committee (HS/16/8/15) (as mentioned in the previous section 1.6.1)

This study was rated as medium risk as humans are involved in the study employed in an organisation. The experience of participants in the semi-structured interviews was expected to be positive because they will have the opportunity to discuss their perceptions of personal and job resources as to work well-being. Appropriate steps were taken to mitigate the risks, for example, it was clear that two participants did experience emotional discomfort (they started to cry), but they were able to continue with the study. The (student) researcher employed remedial interventions, but these participants were already making use of the employee wellness services.

All the participants welcomed this opportunity and acknowledged having the chance to voice their experiences and perceptions. Everyone in this study signed the necessary informed consent forms and agreed voluntarily to be part of the study. This was reaffirmed during the interview process, as well. All audio recordings are stored in a password protected cloud-based software as back-ups and device is stored in a lock-up cabinet. Initially, the time factor was an ethical concern, but all the participants expected a longer interview than 40 minutes, and some indicated that it felt like a debriefing.

PARTICIPANTS

1.1.15 Insurance of confidentiality, privacy and anonymity

Participants' anonymity was respected by not exposing their identity. This was done in the following manner: Participants names were replaced (P1, P2) with pseudo-names or codes to keep it confidential, and report findings were anonymous (Driscoll, 2011:156; Murray & Beglar, 2009:32). Only the researcher (student) has access to the identifying details of the participants. Findings were kept safe by locking hard copies in locked cupboards in the researcher's office, and electronic data were password protected. Data will be stored for five years after the student completed studies (appointed time before graduation ceremony).

The researcher informed the participants about their right to privacy to protect them by the use of letters of consent, permission to be interviewed and destruction of the audiotapes once the interviews were transcribed (De Vos *et al.*, 2011:119; Van Rooyen *et al.*, 2010:207).

1.1.16 The Researcher in this study

The researcher is a registered Social Worker at the South African Council for Social service professionals with 20 years of experiences in the field of Social Work. Eighteen of the twenty years is experience in the workplace well-being area. The researcher attended an Atasti training course as well as an ethics course presented by HREC. The supervisor of the student, Dr. I. Van Schalkwyk, has numerous years of experience in postgraduate supervision and research within the field of Positive Psychology. Prof Retha Bloem is a registered Social Worker and established Social Work supervisor and functioned solely as a co-supervisor to ensure applicability towards the scope of Social Work practice.

RISK LEVEL OF STUDY

The risk level of the study is a medium risk as there was a potential risk of discomfort or emotional harm, but appropriate steps were taken to mitigate the risks. In some of the interviews, the participants did cry, but the researcher employed remedial interventions, and the participants were already making use of the employee wellness services.

DISSEMINATION OF RESULTS

Table 1-1: Dissemination of results

What, how and when	Participants	Management of participating in university	Academics
What	Manuscripts will be sent to participants once published.	Manuscripts will be sent to management when published.	The provision of a dissertation.
How	The manuscripts will be sent via e-mail	The manuscripts will be sent via e-mail	A dissertation in an article format for the possibility of publication.
When	After the dissertation has been examined.	After the dissertation has been examined.	After the dissertation has been examined.

SUMMARY

The dissertation was prepared and submitted for examination purposes; and, two journal articles were compiled to be submitted to selected journals. Information will be disseminated once an examination of the dissertation is completed. The structure of this dissertation (article format) is as follows:

Dissertation Structure

The dissertation is presented in the “dissertation-by-publication”/article format. This dissertation, therefore, consists of three traditional dissertation chapters (Introduction, Literature review, Integration of findings and Conclusion) as well as two scholarly articles that are presented as chapters three and four respectively (this is permissible within the North-West University regulations).

1.1.17 Chapter 1: Introduction

This first chapter, the introduction, provides a background to the study, followed by a discussion of the motivation for the study, and a presentation of the study’s aims and objectives. This chapter concludes with an outline of the dissertation.

1.1.18 Chapter 2: A literature overview

This chapter offers a literature overview of scholarly works on the theoretical perspectives underpinning this study. The summary of literature also includes literature to explain the position and challenges of women academics and possible impediments for their functioning at work.

1.1.19 Chapter 3: Scholarly article 1

The first scholarly article is entitled: A Social Work Perspective of Women’s Well-being in the Workplace: The role of Personal Resources (to be submitted to The Southern African Journal of Social Work and Social Development). This scholarly article offers empirical qualitative research about women academics’ perceptions of the role of personal resources for workplace well-being.

1.1.20 Chapter 4: Scholarly article 2

The second scholarly article is an empirical qualitative manuscript entitled: A Social Work Perspective of Women’s Well-being in the Workplace: The role of Job Resources (to be

submitted to the Social Work Journal). This manuscript describes women academics' perceptions of job resources for workplace well-being.

1.1.21 Chapter 5: Summary and conclusion

This final chapter draws together the conclusion of the key research findings, provides recommendations, outlines the limitations of the study, and provides suggestions for further research and final concluding reflections.

1.1.22 Modus operandi

1.1.22.1 Article format

Each of the scholarly articles included as chapters (Chapters 3-4) in the dissertation will comply with the guidelines of the selected journals. Therefore each chapter is presented as a complete unit, as well as being a coherent part of the entire dissertation. The reference lists of each of these articles have been omitted because of page limitations for the dissertation and are included in the reference list for the dissertation.

1.1.22.2 Complete list of references

The references of all five chapters are captured in the complete reference list at the end of the dissertation.

1.1.23 Summary

Chapter one consists of an overview of this study. Women are on the priority list for addressing the inequalities of the past. However, in order to attain job demands, it is shown that we need to prioritise personal and job resources within the context of higher education institutions. Therefore, the perceptions of women academics concerning the challenges as well as protective factors of job and personal recourses within the South African context were directives of this study.

CHAPTER 2

LITERATURE OVERVIEW

Introduction

This research aimed to explore women academics' perceptions of workplace well-being in relation to personal and job resources. This chapter presents the theoretical frameworks within which this study is situated, representing the dominant comprehensive theoretical framework for the study, supported and augmented by well-being theory, the Conservation of Resources model, and the Job-demands and Resources model (JD-R).

Theoretical points of departure

In this section, I discuss the theoretical perspectives of this research study. Firstly, I discuss the strengths perspective as the dominant theoretical framework for this study.

2.1.1 Strengths Perspective

Within the South African context, there has been a strong move towards the strengths perspective in terms of Social Work policy development and practice (Engelbrecht, 2010). In the discipline of Social Work, this perspective proposes a positive understanding of humankind to use in practice (Abdullah, 2015:164). Acknowledging the potential strengths of a person that helps her/him towards growth and change is the main premise of the strengths perspective (Saleebey, 2009:9). It also recognises the roster of resources existing within and around the individual, family, or community (Saleebey, 1996:297). In contrast to the medical model, Saleebey (2013:184) maintains that there should be a move from focusing on psychopathology to identifying strengths in service users and build from these. Saleebey (2012:26) denotes that versus a constraining lens of mainly challenges and problems, every environment has various resources referring to personal resources of employees, job resources, social resources, political resources or financial resources (Saleebey, 2012:20). For example, in assessing the environment, i.e. the workplace environment and the individual, the Social Worker needs to look for strengths (Saleebey, 2009:18), associated with job resources as well as personal resources. This point of departure was of key importance for the current study namely, to investigate the resources that employees mostly need to flourish within the workplace, pertaining to job and personal resources.

Social Workers assess from a strengths perspective are in a better position to revert to the general propensity of problem description (Saleebey, 2012). Jordan and Franklin (2020:25) argue that

when working with strengths, one moves away from pathologising or medical models, but rather acknowledge clients as equal in a collaborative relationship and look beyond oppressive systems. Thus, the strengths perspective provides a non-threatening and enabling lens through which the Social Worker assesses the client; and, this point of departure requires a shift away from focusing exclusively or predominantly on problems. Saleebey (2012:2) put this so tellingly, that “your eyes turn to possibilities”. In combination with the ecosystemic approach (Ahmed *et al.*, 2017), Social Workers can turn their eyes towards assessing the strengths of the client while taking into account the resources of the particular ecosystem. The approach is based on the premise of interdependence between phenomena in affecting, changing, and sustaining human life as well as the fit between clients and their environments (Ahmed *et al.*, 2017:48; Green & McDermott, 2010:2416). Thus, when Social Workers use a strengths perspective, to assess the strengths of the person as well as the environment, they intentionally attempt to influence both spheres (persons, such as women academics and environment, for example, within a work context) toward better outcomes.

Well-being approaches such as Keyes’ model of complete mental health and Frederickson’s broaden-and-build theory complement the strengths perspective in a discussion about women’s well-being in the workplace. Corresponding to the focus on strengths of Saleebey (2013), Peterson and Seligman (2012:5) classified character strengths of people in terms of categories of virtues and strengths as depicted in Table 2-1. They classified six broad categories of virtues which includes wisdom, courage, humanity, justice, temperance, and transcendence (Peterson & Seligman, 2012:29). Wisdom and knowledge refer to the intellectual strengths that encompass the attainment of the use of knowledge (Peterson & Seligman, 2012:29). The virtue of courage refers to emotional strengths that involve the assertion of the will to accomplish goals in the face of opposition (Peterson & Seligman, 2012:29). Thirdly, interpersonal strengths that involve tending and befriending falls under the virtue of humanity (Peterson & Seligman, 2012:30). Peterson and Seligman (2012:30) further classified the virtue of justice that involves civic strengths that underlie healthy community life. The virtue of temperance involves the strengths that protect against excess (Peterson & Seligman, 2012:30). Lastly, the virtue of transcendence refers to the strengths that forge connections to the larger universe and provide meaning (Peterson & Seligman, 2012:30).

Table 2-1: VIA Classification of character strengths and virtues (Peterson & Seligman, 2012:29)

Virtue of wisdom					
Creativity	Curiosity	Judgement	Love of learning	Perspective	
Virtue of courage					
Bravery	Perseverance	Honesty		Zest	
Virtue of Humanity			Virtue of justice		
Love	Kindness	Social intelligence	Teamwork	Fairness	Leadership
Virtue of Temperance					
Forgiveness	Humility	Prudence		Self-regulation	
Virtue of Transcendence					
Appreciation of beauty and excellence	Gratitude	Hope	Humour	Spirituality	

These categories of strengths and virtues are essential for service users to sustain and develop well-being.

From this, it is evident that the strengths perspective provides a lens to Social Workers that put the strengths and resources of people, communities, and their environments, rather than their problems and possible pathologies, at the centre of the helping process. It was created as a corrective and transformative challenge to predominant practices and policies that reduce people and their potential to deficits, pathologies, problems, and dysfunctions. While acknowledging the difficulties that clients experience, the strengths perspective never limits people to their traumas, problems, obstacles, illness, or adversity; rather, it addresses them as challenges, opportunities, and motivators for change. Therefore, the strengths-based approach could harbour the ameliorative and transformative method (Evans *et al.*, 2010:51). Finally, the strength-based perspective was used as the dominant theoretical framework for this research and acknowledges that individuals, as well as environments, have their own resources that must be built upon and conserved.

Another perspective linked to humans' social and linguistically constructed reality is the Conservation of Resource Theory [COR] (Hobfoll, 2001:187). This theory provides a reliable basis for understanding the processes involved with experiencing, coping with, and overcoming chronic and traumatic stress (Hobfoll, 2001:341) – which are part and parcel of many South Africans experience in the work-place, especially in 2020 due to unforeseen circumstances associated with the COVID 19-pandemic. According to the COR theory, resource loss is the foremost constituent in the stress process (Hobfoll, 2001:337).

2.1.2 Conservation of Resources theory (COR)

The COR theory postulates that individuals are motivated to “protect, procure, and preserve” resources (Hobfoll, 2001:341). Resources are anything that a person values and can be broken down into four categories: objects (e.g., house, phone), conditions (e.g., stable employment, good health), personal characteristics, (e.g., optimism, hope), and energies (e.g., knowledge). According to the COR theory, stress results when an individual's resources are threatened, depleted, or when investment(s) in new resources do not accrue adequately (Hobfoll *et al.*, 2018:103). Within the JD-R context, job demands threaten exactly these things.

The use of COR theory helps us address a focus on individuals and their resources rather than the environmental aspects of resources and factors that can deplete them (i.e., demands) (Chen & Fellenz, 2020:3). Ten Brummelhuis *et al.* (2012:376) refer to empirical studies showing that individuals use personal resources, such as job/home resources, to reduce demands and to support their performance in their respective domains. So, the COR theory suggests that individuals invest resources to protect themselves against or recover from resource loss and to acquire resources. When they acquire resources, they are better positioned to invest further and obtain additional resources (a resource gain spiral). They are more inclined to invest their available resources for additional resource gain. However, vulnerability to resource loss (a resource loss spiral) entails difficulties to obtain additional resources.

Individuals are significantly much more sensitive to resource losses than to resource gains (Hobfoll *et al.*, 2018:381). Resource gains are thus more noticeable in the light of loss (Hobfoll, 2001:343). Hobfoll (1989b) also further maintains that people have a paucity of various types of resources that are vulnerable to losing even more resources. Bakker and Demerouti (2018:3) assume that resources related to one another lie in a ‘web-like’ manner, and that resource loss occurs in spirals. Initial losses will be followed by more losses, followed by a depletion of resources for meeting the next threat or loss (Hobfoll, 2001:340). Bakker and Demerouti (2018:3) point out that resource loss also prevents the switching of the situation to gain cycles because there is a paucity in resources to invest in order to gain new resources. In the JD-R theory, it is referred to as loss cycles that eventually indicate the exhaustion of resources (Bakker & Demerouti, 2018:4). Bakker and Demerouti (2018:4) make an example of employees who experience high levels of job strain (constant bullying) which in turn leads to poor communication, high inaccuracy, and create conflicts, which add up to the already high job demands. The 7th predisposition in the JD-R theory refers to the fact that negative job strains lead to self-undermining behaviours, which results in higher job demands even higher levels of job strain (Bakker & Demerouti, 2018:4). The COR theory suggests that resource depletion is psychologically harmful and results in decreased levels of well-being (Rossouw & Rothmann, 2020:2). Organisations should strive to sustain existing

resources of employees or assist employees to enhance their resource development (Rossouw & Rothmann, 2020:3). The personal resources of employees are central to organisational resource development, especially in an engaged workplace.

In summary, research conducted with the COR theory as a point of departure shows that resource-poor environments could greatly undermine psychological well-being, for example, individuals' resilience coping (Hobfoll *et al.*, 2015:174). Of particular interest for the current research is that although humans, such as women academics invest a lot towards personal thriving, according to COR theory, the accumulation of resource losses is more influential and rapid than the accumulation of equivalent resource gains (Hobfoll & Lilly, 1993). Therefore, personal resources such as toughness/resilience and resistance to breakdown are instrumental to our understanding of the journey people make when they endure major and traumatic stressors, such as dealing with challenges associated with transformation in South African higher education institutes.

Although issues associated with clinical conditions are highly relevant in the South African context, most employees can be categorised as being part of the non-clinical population in this country. The reasoning of Keyes (2005a) that if health matters, the nurturing of well-being and positive human functioning should be focused on, in contrast to mainly treating disease and disorder. Since treating pathology alone is not enough to build functioning well "north of neutral" (Wissing, 2020:8) with regards to various levels and domains of individuals and groups, the description 'being well' demands attention. The definition of health as "a resource for everyday life, [and not just] the objective of living is a positive concept emphasizing social and personal resources, as well as physical health capacities" (World Health Organisation [WHO], 1986 in Wissing, 2020:8). This description of health fits well with the strength perspective and particularly well-being theory.

2.1.3 Well-being framework

According to Kowalski and Loretto (2017:2230), the increasing interest in well-being has also encompassed well-being at work. Reports such as 'Working for a Healthier Tomorrow' Black (2008) spurred attention to the importance of workplace well-being issues both for individual health and for organisational outcomes too. Of interest for the current research is that the relationship between work and well-being is far from straightforward. For example, Van Dierendonck *et al.* (2005:62) state that although high motivation and engagement at work are commendable, individuals most vulnerable to burnout are often those who are strongly involved

in their work. The role of forgiveness for healthy interpersonal functioning offers another example to illustrate the importance of well-being practices: it is well-known that interpersonal conflict at work has been linked to absenteeism, productivity, stress, mental health problems, and lower self-rated health – in contrast, healthy interpersonal functioning can add to worker productivity and increase personal and social resources associated with well-being practices, such as forgiveness (Toussaint *et al.*, 2018). Nevertheless, since people or human capital can provide companies (including higher educational institutions) with the competitive advantage in this century (Kowalski & Loretto, 2017:2230), a discussion of well-being and its conceptualising cannot be omitted.

Within the traditional medical model, well-being was typically defined in terms of the absence of mental illness (Keyes, 1998:121; Ryff & Keyes, 1995:720). However, Ryff (2014:10) states that health-protective features of psychological well-being must be present to reduce the risk of disease. This implies that intentional efforts are vital in order to maintain the presence of well-being for individuals, groups, and communities. Such reasoning is congruent with the advancement of strength-based approaches in research and practices investigating the matter of how does positive mental health relate to mental illness? While traditionally, mental illness and mental health have considered opposite ends of the same continuum, increasing evidence has indicated that this is not the case (Keyes, 2005b:540; Westerhof, 2013:55). More recent studies have indicated that while well-being and psychological distress are often associated with similar social and demographic characteristics in opposite directions (e.g. being divorced, having tertiary education or low income), these two variables do not represent exact opposite ends of a continuum of mental health (Keyes, 2005b; Teng *et al.*, 2015; Westerhof, 2013). An approach to the conceptualisation of mental health that reflects this notion of two continuums is the Complete State Model of mental health (Keyes, 2002b), which incorporates one continuum indicating the level of positive mental health, and one continuum indicating the level of mental illness or psychopathology. This dual continua approach operates under the assumption that an individual's mental health is a complete state that requires not merely the absence of mental illness, but also the presence of social, emotional, and psychological health (Keyes, 2005b; Westerhof, 2013). Clearly, a comprehensive picture of an individual's mental health cannot be drawn from the measurement of the single dimensions of mental health.

2.1.3.1 Keyes' model of complete mental health and flourishing

Mental health or personal well-being is characterised by the presence of flourishing (indicating high levels of well-being) (Keyes, 2007a). Keyes (2002b) developed a distinct classification of well-being on a continuum from languishing to flourishing. Flourishing individuals have positive mental health characterised by emotional, psychological, and social well-being (Keyes, 2005b;

Keyes & Annas, 2009). For Keyes, complete mental health encompasses emotional well-being (overall life satisfaction and positive affect); psychological well-being (six dimensions: self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, and positive relations with others); and, social well-being (five dimensions: social acceptance, social contribution, social actualisation, social coherence, and social integration (Keyes & Annas, 2009). Flourishing individuals experience positive human functioning and are actively and productively involved in life (Keyes, 2005a). This understanding of positive functioning fits well with the description of well-being as “a synonym for health and a summative term to describe a flourishing worker who benefits from a safe, supportive workplace, engages in satisfying work, and enjoys a fulfilling work-life” (cited in Conway, 2016:31). Keyes and Haidt (2003) have shown that languishing might be present even among individuals who could be perceived as successful in work and life. According to Strümpfer *et al.* (2009:165), mental illness, languishing, and flourishing are neither stable nor permanent conditions. Individuals can move from languishing to flourishing, or vice versa, due to both subjective and external conditions (Hitge & Van Schalkwyk, 2018; Moller & Rothmann, 2019).

The deliberate promotion of well-being, despite stressful and traumatic events even in low and middle-income countries like South Africa, is of crucial importance, given that it is now well established that stressful and traumatic events may serve as a trigger towards personal growth and positive change (Joseph & Linley, 2006:1050). These positive changes that have been observed following trauma and adversity have been variously labelled as adversarial growth, benefit-finding, and stress-related growth flourishing (Ryff & Singer, 1998:23). This understanding is of vital importance to overcome difficulties, for example, in the workplace in order to renegotiate what really matters in life (Tedeschi & Calhoun, 2004:1). Ryff (2014:10) also states that health-protective features of psychological well-being need to be present to reduce the risk for disease and promoting length of life. This implies that intentional efforts need to be made in order to maintain the presence of well-being. This is supported by more recent South African research showing that the intentional use of character strengths is effective to enhance personal well-being to manage daily stressors effectively as well as when “flourishing is under fire” (Hitge & Van Schalkwyk, 2018:15).

2.1.3.2 Subjective indicators - Well-being

The understanding of well-being as feeling well, such as the experience of a deep sense of peace, satisfaction and happiness internally and externally (Estes & Sirgy, 2017:3); and, functioning well is explained as the hedonic and eudaimonic approaches (Phillips, 2006:31; Sirgy, 2012:7). Connecting well-being with pleasure or happiness has a long history founded in the work of Aristippus, a Greek philosopher. He states that the goal of life is to experience the optimum

amount of pleasure and that happiness is the sum of one's hedonic moments (Ryan & Deci, 2001:144). The hedonic approach refers to the individual and accepts that the individual is driven to enhance personal freedom, self-preservation, self-enhancement and well-being consists of pleasure or happiness (Ryan & Deci, 2001:143; Sirgy, 2012:7). This is more a subjective focussed approach where there is more reliance on the individual and her/his own judgement about what makes him happy (Ryan & Deci, 2001:144; Sirgy, 2012:8). Hedonic enjoyment is expected to be sensed whenever pleasant effect accompanies the satisfaction of needs which encompasses the physical, intellectual, or social needs (Waterman, 1993:678). Differently, the eudaimonic tradition drives from the Aristotelian outset of the good life, prudence, reason, and righteousness (Sirgy, 2012:8). Eudaimonic theories uphold that not all desires would yield well-being when achieved and maintains that subjective happiness cannot be equated to well-being (Ryan & Deci, 2001:145). Waterman (1993:678) elucidates that the daimon refers to those capabilities of each individual, the realisation of which represents the greatest fulfilment in living of which each is capable. These are the potentialities that are shared and distinguish us from each other at the same time (Waterman, 1993:678). Ryan and Deci (2001:141) assert that the hedonic approach focusses on happiness and defines well-being in terms of pleasure achievement and pain circumvention whilst the eudaimonic approach focusses on meaning and self-realisation and defines well-being in terms to the degree to which a person is optimally functioning. In other words, if for example, women academics really enjoy their access to fine equipment and healthy social interacting, such gratitude could contribute to meaningful work experiences. For Estes and Sirgy (2019:3), these indicators of well-being are outcomes reached through a combination of personal reflection and interpersonal exchanges. Most research within the hedonic realm has used the assessment of subjective well-being (SWB) (Ryan & Deci, 2001:144). Both hedonic and eudaimonic perspectives denote important aspects of well-being (Henderson & Knight, 2012:196). Henderson and Knight (2012:196) put emphasis on the fact that the contrasts and comparison between hedonia and eudaimonia must be abandoned and that the inherent value of both must be recognised.

According to Ryan and Deci (2001:144), SWB comprises of three concepts, namely life satisfaction, the presence of positive mood and the absence of negative mood. Mental health is, however, measured on a continuum which encompasses complete and incomplete mental health (Keyes, 2002b:210). Chitanand *et al.* (2018) acknowledge that well-being has both an individual and a relational dimension. This description of well-being is used as a point of departure to discuss the well-being of women within the higher education setting particularly in terms of job and personal resources. Higher education contributes to the development of individuals, professionals, societies, and communities (Chitanand *et al.*, 2018:168). However, it is needed to shift the focus from individual happiness to group-level well-being with interventions that, for

example, target workplaces and communities (Strümpfer, 2013:12). This makes the unpacking and studying of employees' well-being in higher education inarguably worthwhile since women were central to this study.

Well-being and South African universities

2.1.4 Well-being in the workplace

The well-being of employees and its importance within the workplace has been established by various researchers (Anitha, 2014; Rothmann, 2013; Sieberhagen *et al.*, 2011; Vyas-Doorgapersad & Surujlal, 2014). Rossouw and Rothmann (2020:1) emphasise that the quality of a person's work life and their well-being is shaped by their perceived and actual job demands and resources. Similar to the mental health continuum as defined by Keyes, Rothmann (2013:128) and Rossouw and Rothmann (2020:1) also describe mental well-being in the workplace on a continuum varying between flourishing to languishing, with moderately mentally healthy individuals linking them. They also emphasise the deficit of the medical models explains positive human health or well-being. For example, studies from a medical model approach will typically focus on, for example, rate of attrition among women academics, such as dissatisfaction and burn-out due to difficult work conditions, including the fast-paced, continuous changes in the higher education system ("FEES MUST FALL") (Webb, 2019:627), and high accountability pressure (Struyven & Vanthournout, 2014). However, research conducted from the perspective of well-being will investigate issues related to "what works well" (Müller *et al.*, 2016:169; Seligman, 2018:333), such as, the notion of women academics' resilience by looking at those professionals who, despite the difficult work conditions, persist with commitment, emotional and psychological equilibrium and well-being (Bylieveldt *et al.*, in press).

Well-being research includes domains such as career, social, financial, and physical (Rath *et al.*, 2010:13) and studies about well-being in the workplace is well-documented (Luthans *et al.*, 2008; Rossouw & Rothmann, 2020; Rothmann, 2013). The literature ranges from focussing on stressors employees face (Rossouw & Rothmann, 2020:1), building blocks of well-being (Seligman, 2018:333), social capital, and employee well-being (Ko, 2019:1) The well-being model as advocated for by Seligman (2018:333) encompass positive emotion, engagement, relationships, meaning, and accomplishment. The location of well-being for employees on the continuum (from flourishing to languishing) is affected by their scores on the three dimensions of well-being that includes emotional well-being (EWB), psychological well-being (PSW), and social well-being (Rothmann *et al.*, 2019:241). Rothmann *et al.* (2019:241) propose a 10-factor model of flourishing at work which includes positive affect, low negative affect, and job satisfaction (three factors representing the dimensions of emotional well-being) engagement, meaningful work, relatedness,

autonomy, competence and learning (dimensions of psychological well-being), and social well-being. Clearly, well-being encompasses various domains such as social, psychological, cognitive, behavioural, spiritual as well as physical (Keyes & Shapiro, 2004:350; Keyes & Waterman, 2003; Keyes, 1998:121; Ojedokun & Idemudia, 2014:5825).

Finally, the enhancement of well-being in the work-place entails those intentional practices toward high wellness. For example, it was established that dispositional optimism had a tremendous direct positive effect on perceptions of job resources as well as indirect effects on burnout, work engagement, ill-health and organisational commitment (Barkhuizen *et al.*, 2014:322). Also, the experience of optimism can be triggered by authentic leadership, and the daily activating of positive emotions, such as zest and hopefulness are valuable personal resources for psychological capital toward job satisfaction (Amunkete & Rothmann, 2015:271).

Since the influence of context can never be ignored in the discussion of well-being (cf Prilleltensky 2012:13), it is of key importance to highlight information about the context for this study, namely higher education institutes, such as universities in the South African context. According to Fredua-Kwarteng (2019), African universities should engage in relevant empirical research production and dissemination based on the findings of the needs and aspirations assessment of African societies where they are located. In other words, the focus on the local should be of primary importance, in contrast, to meet mainly international acceptability or make an international impact.

2.1.4.1 Well-being and the role of context

Currently, African universities are faced with the exciting and also serious demands to achieve educational outcomes and to produce research focussed on the local. These challenges enforce a contextual understanding of our relatively collectivist African context and “ways of knowing” toward authentic indigenous research (Ebersöhn *et al.*, 2018:332). Besides, the resilient coping with rather non-ordinary events present the proverbial both sides of the coin, referring to the good and the bad. For example, in South Africa, the “FEES MUST FALL” campaign was sparked when Chumani Maxwele defiled the statue of Cecil John Rhodes 2015 on the campus of the University of Cape Town [UCT] with faeces (Pillay, 2016:155). In October 2015, throwing went into a full-blown student protest across South Africa for free higher education (Pillay, 2016:155). These protests encompassed decolonisation of the curriculum, free education and social justice, which eventually led to President Zuma announcing free education on 23 October 2015 (Pillay, 2016:155). Pillay (2016:156) strongly suggests that all these processes were fed by underlying energies such as abject poverty, inequality, social injustice, and exclusion. Thaver and Thaver (2018:16) postulates that post-1997 there were many attempts at reforming higher education, but the structures and cultures of the university regulated by Western norms, values, belief, and

practices persists. In South Africa, these processes severely affected the mental well-being of staff at the various higher education institutes not only because of the violence attached to it but also due to the controversial and necessary topics that were raised.

In order to illustrate the severe influential effect of being exposed to these processes, the researcher refers to the death of Professor Bogani Mayosi, who was employed at the University of Cape Town (UCT). In the reflective writing of Thaver and Thaver (2018:15) on the death of Professor Mayosi who committed suicide 27 July 2018, they provide information about the following: During the first week of Prof Mayosi's deanship his office was occupied with protesting students (Mayosi, 2018:697). Pressures came from students, staff for social justice, management and senior academics (Mayosi, 2018:697). In the case of Professor Mayosi, it seemed that the academic project and work needs were prioritised above the well-being. Mayosi (2018:697) denotes that he wanted to resign from the position and was also denied sabbatical leave. This is an example of how the presence or absence of job resource can impact on employee well-being as well as the wider organisation. The suicide of one employee at a workplace can surely affect the well-being of others. Thaver and Thaver (2018:16) does concur in that organisational demands impacted in this case on the well-being of this staff member and others within South African higher education institutions and all its structures. The process of the 'fees must fall' movement also entailed various actions which could affect/influence the well-being of staff in higher education due to various added stressors, such as impediments for personal safety, guilt feelings, putting some in a contradictory place (Thaver & Thaver, 2018:17). Clearly, this had a severe impact on the well-being of an employee where it should have been speaking to the organisation as a collective.

The death of Prof Mayosi also raises the question about the priority of the well-being of staff (Thaver & Thaver, 2018:17). Also, issues related to the addressing of the well-being of staff on micro-, meso- and macro-levels at institutions of higher learning are of importance in searching for answers to question, such as if universities provide adequate job resources for employees to cope with job demands? The well-being of academics within these institutions are critical (Chitanand *et al.*, 2018:168), but unpacking it and sustaining it, is a multifaceted exercise (Hitge & Van Schalkwyk, 2018:11). These matters are of the utmost importance within the higher education sector to fulfil expectations and demands that flourishing persons should deliver the required results. Growing demands are being placed on universities as it is expected that they are more professional in teaching, more productive in research and more entrepreneurial in everything (Teichler & Höhle, 2013:1). Within the South African context, universities also find themselves challenged with massive pressure to admit increasing numbers of disadvantaged students who are not able to pay fees and due to the weak secondary education system are also

not always ready for the higher education system (Coldwell *et al.*, 2016:2). The student researcher often find in practice that academics say that we have to play multiple roles like that of the Social Worker or psychologist. Nevertheless, the pressure for increased performance in research persists together with increasing student throughput (Coldwell *et al.*, 2016:2). So, in our context, the academic project consists of teaching and learning, committee work, administration and research; and, in many learning areas practical teaching while academics are facing additional stressors.

Time spent at work for academics are often more than required (Teichler & Höhle, 2013:98). The balancing act for academics are also often concerns between large numbers of students and teaching responsibilities (Teichler & Höhle, 2013:98). Coldwell *et al.* (2016:3) acknowledge the staff-student ratios and secondary educational standards impacts on academic citizenship as well as staff well-being. Since large numbers of students imply more teaching and learning activities, this impedes on time for personal research (Teichler & Höhle, 2013:99). Havergal (2015) maintains that an academic's work is more than just teaching and research; it includes the following:

- Mentoring
- Peer review of journal articles, scholarly monographs, serving on editorial board of a journal
- Psychosocial support to students
- Committee meetings and appointment panels
- Supporting junior academics and researchers
- Curriculum and qualification design
- Public engagement and outreach
- Board membership of academic organisations
- Writing references
- Applying for research funding and evaluation for funding bodies
- External examining
- Academic citizenship (building networks, developing an academic voice)
- Organising academic conferences and seminars

In South Africa, the helping aspect as delineated by Coldwell *et al.* (2016:3) of academic citizenship severely affects academic staff well-being. This again could impact negatively on needed outcomes in terms of research and publications; and, lack of time for research will impact one qualifying for a professorial position. In a survey conducted by Teichler and Höhle (2013:107),

45% of university professors indicated that they experience their jobs as a source of considerable strain, and it was even higher for junior academic staff. To conclude, high job demands and lack of job resources lead to job strain and if not managed effectively, could be counterproductive to the academic project.

Factors related to the socio-politico-economic environment of the South African context contribute and forms a big part of the landscape of academics. Coldwell *et al.* (2016:6) point to the fact that academic work consists of more than teaching and research since it has public service, professional service, institutional service, collegial service, and finally student service. Maphalala and Mpofu (2017:9336) argue that there is a double burden of womanhood in higher education. While there is a drive for gender equity in universities, fewer women enter the postgraduate space, as they are faced with patriarchal systems, carry more teaching and service load, sexual harassment, career breaks due to childrearing and work-life balance concerns (Maphalala & Mpofu, 2017:9336). Although this line of reasoning should embrace the fact that universities are highly in support of social justice, democracy and equal rights, Ogbogu (2011b:1) remind us that governance is male-dominated and patriarchal. Oppositely, John *et al.* (2020:66) claim that within the South African context there is a drive for equality, transformation, robust stance against gender-based violence and social justice taking gender to the forefront in debates (John *et al.*, 2020:66; SAHRC, 2017:vii). However, women, especially in academics are faced with unique well-being factors within the higher education sector. While structural and policy changes are being implemented, for example, equity policies, the well-being of women in these positions have been researched only in rare instances (Kele & Pietersen, 2015; Lemon & Garvis, 2014; Mayer *et al.*, 2015:103).

2.1.4.2 The well-being of women academics

Since 1994, the South African government's initiatives and laws on women have succeeded in many ways (Eynon, 2017:167), but despite these advances, Maphalala and Mpofu (2017:9331) and irrespective of all the gender equality commitments in place, women still face challenges in higher education (Maphalala & Mpofu, 2017:9331). In the light of matters (see above-mentioned), associated with women academics struggle with patriarchal structures, policies, and resources (Eynon, 2017:175); in South Africa, women have been second placed in the higher education echelons (Kele & Pietersen, 2015:13). Clearly, the well-being of women academics needs to be central since well-being encompasses the subjective, social, physical and psychological dimensions as well as health-related behaviours (Brim *et al.*, 2019; Keyes & Ryff, 1999:101). Estes and Sirgy (2017:3) emphasize the importance of well-being as vital for the progression towards a more completely developed human being. Also, Hitge and Van Schalkwyk (2018:553) have shown in a South African study that the experience of high wellness requires intentional

cultivation since sustainable well-being is a dynamic process. Hence, if academics' well-being is not intentionally promoted, then it is highly probable that they could experience signs and symptoms of health impairment such as burnout; or symptoms associated with repetitive strain injury (Barkhuizen *et al.*, 2014:323; Schultz *et al.*, 2012:449). This, in turn, can impact on the so-called academic project of teaching and learning, innovation and research.

Although women's advancement in the workplace has taken significant strides in the past 50 years, women are still under-represented in higher education institutions and universities across the globe – and, especially in the most powerful or influential posts (Yousaf & Schmiede, 2017:1). Factors like women reaching a care and glass ceiling (De Paola *et al.*, 2016:3; Grummell *et al.*, 2009:204; Ramohai & Marumo, 2016:135), the double burden of womanhood (Maphalala & Mpofu, 2017:9331) and gender inequality (Obers, 2014:1107; Peterson, 2011:619) still hinder full participation. Moreover, such incidences are aggravated due to a misalignment between job responsibilities and job demands to the extent that it affects well-being negatively (Franco-Santos *et al.*, 2017:711) For example, non-equitable distribution of committee work, teaching and learning and research loads can seriously add to the health impairment process (Grummell *et al.* (2009).

Various reasons could be found in the literature to explain the position and challenges of women academics and possible impediments for their functioning at work. These reasons are referred to as i) care and glass ceiling and sticky floors; ii) gendered workplaces; iii) Role overload; and, iv) discriminatory practices (De Paola *et al.*, 2016; Grummell *et al.*, 2009; Maphalala & Mpofu, 2017; Yousaf & Schmiede, 2017).

2.1.4.2.1 Reason 1: Care and Glass ceiling and sticky floors

The term glass ceiling was initially used as a perception or experience of individual women in the business world (Morgan, 2017:3). Glass-ceilings are reached when women reach the transparent barrier, and they are kept from rising further in corporations (Morgan, 2017:3). It is well-known that women in higher education do more of the informal care work (Blackmore & Sachs, 2000:4; Grummell *et al.*, 2009:193) and Grummell *et al.* (2009:193) and others (Blackmore & Sachs, 2000:4) agree that with a sole focus on research and focus on simplified, measurable performance indicators this can be problematic. Ramohai and Marumo (2016:137) point to the fact that 45% of teaching positions are still occupied by women whilst 34% of women are rather researchers at SA higher education institutions (DHET, 2019:42). Women generally experience a higher teaching load and also experience difficulties in funding (Maphalala & Mpofu, 2017:9337). Grummell *et al.* (2009:204) suggests that there is a care ceiling derived from women's' caring work in the home. This care ceiling has a spillover effect at work which men do not have (Grummell *et al.*, 2009:204). The expansion of neo-liberal individualistic policies has

aggravated the impact of the care ceiling, especially on senior managerial level (Grummell *et al.*, 2009:204). These Neo-liberal individualistic policies were based on care-free zones where senior male managers were care commanders with the assumption that women would do the primary caring in their lives (Grummell *et al.*, 2009:204). According to Grummell *et al.* (2009:204), senior women in higher education could not assume the care commander role, and they bear the cost of balancing care and paid work responsibilities. Women do face not only this care ceiling but also the glass ceiling. The glass ceiling refers to the intangible systemic barriers that prevent women from obtaining senior-level positions (Johnson, 2017:4).

A variety of publications and authors (CHE, 2016; DHET, 2019; Maphalala & Mpofu, 2017:9331; Ramohai & Marumo, 2016:134) identifies that there have been developments with regards to women gaining access to employment in higher education, but to some extent has reached a glass ceiling. Even though South Africa has been a democratic country since 1994, equity targets with regards to women in higher ranks of higher education is still a priority (CHE, 2016:312). Whilst the demographics in terms of the student population has changed, changes in staff demographics have been insignificant (CHE, 2016:72; DHET, 2019:29) and employed especially in junior positions (Maphalala & Mpofu, 2017:9336). To attain leadership positions, it requires individuals that have social networks to support their visions (Maphalala & Mpofu, 2017:9337). In a culture where there is still clear evidence of institutionalised forms of racism and sexism within South African higher education, it might not be easy to achieve (CHE, 2016:72; DHET, 2019:29). The delay in transformation can firstly be attributed to conservative institutional policies and cultures that resist change (CHE, 2016:292). Maphalala and Mpofu (2017:9332) argue that the existence of these policies does not translate into enabling environments that promote women's participation. Clearly, change for institutional cultures is imminent through active interventions. The perpetual glass ceiling and the sticky floor is still in existence. Johnson (2017:8) asserts that a primary indicator of the glass ceiling for women in higher education is the persistent pay gap. The glass ceiling refers to an invisible barrier to further progression for women on the top rungs of leadership (Eddy *et al.*, 2017:14). Women are often still more found in the feminized roles (Social Work, education, and nursing) rather than in the STEM (Science, technology, engineering and mathematics) fields. These feminized roles are also often the lesser paid jobs (Eddy *et al.*, 2017:13; Smith *et al.*, 2014:12). Statics from CHE (2016:281) indicates that although there is a steep rise of women being employed in higher education, only 29% of the posts of associate professors and associate professors are filled by women.

On the other hand, women comprise more than half of all lecturers and junior lecturers (CHE, 2016:281). However, only 37% of these women academics possessed a doctorate in 2012, compared to 63% of men (CHE, 2016:281). Eynon (2017:170) finds that women are still attracted

to those careers that are feminised as women still enrol in courses, such as, education, social, human, business, commerce and management. According to Eddy *et al.* (2017:6), parity in faculty ranks for gender exists only at the entry-level and, more often in feminised disciplines, with traditionally masculine disciplines being behind in terms of representation. Fewer women enrol and graduate in engineering and engineering technology. Within the science, technology, engineering and mathematics as a whole, women are still underrepresented (Eynon, 2017:169). However, if broken up further, twice as many women than men are enrolled in industrial arts, trades, technology, health care and health sciences as well as life sciences and physical sciences. In contrast, they are severely underrepresented in engineering and engineering technology (Eynon, 2017:170). Another glass ceiling factor is specific, academic career aspects holding specific challenges for women academics (Bezuidenhout & Cilliers, 2010:75).

Adding to this situation, in academics, the boundaries between organisational, professional, and personal life are often overlapping, and it is difficult especially for those with caregiving responsibilities outside the higher education (Bezuidenhout & Cilliers, 2010:75). Within South Africa, women often carry a double burden of sexism, racism, and workplace safety (Maphalala & Mpofu, 2017:9336; Mayer *et al.*, 2018:2).

While some rather obvious reasons are given for fewer women academics, other factors also need to be considered, such as institutions of higher learning are becoming more and more performance-based, leadership also becomes increasingly competitive and aggressive (Eddy *et al.*, 2017:25). Seemingly, some women often reject or resist competitive workplaces; and, consequently, they opt-out of these unhealthy workplace environments instead of persevering (Eddy *et al.*, 2017:25). Also, women often experience a “sticky floor”, that is the discriminatory hiring patterns that keep women condensed at the bottom of the job hierarchy (Morgan, 2017:9; Sobczak, 2018:52), or, a “glass ceiling” experience which denoting the phenomenon in which men dominate at the higher levels of management and women have limited progression (Sobczak, 2018:52). Women who often survive within this patriarchal structures often adapt to what is known as the Queen Bee syndrome (Sobczak, 2018:54)

Women in leadership often replicate and often advance the patriarchal nature of the workplace (Maphalala & Mpofu, 2017:9337). “Queen Bees” often display behaviour such as distancing themselves from other women and often express behaviours that lead to gender stereotyping (Sobczak, 2018:54) and attain leadership roles and prevent them from achieving the same (Maphalala & Mpofu, 2017:9337). So, external barriers for women academics could entail being exposed to paternalistic behaviour, sexual harassment, and queen bees.

2.1.4.2.2 Reason 2: Gendered workplaces

Work environments are still structured according to patriarchal norms and male power (Chowdhury & Gibson, 2019:475). Segregation often takes place within organisations with regards to jobs where jobs become gendered (McDowell, 1997). The feminisation of organisations often goes hand in hand with service-based work (McDowell, 1997). Managa (2013:16) acknowledges that women still face different pressures that hinder them from carrying out the academic project at the same speed. Academic workspaces are often gendered functioning around the idyllic worker model that assumes an employee only exists for work and has no other external responsibilities (Eddy *et al.*, 2017:7). In patriarchal terms, the ideal worker is viewed as an employee who is dedicated to working obligations above personal responsibilities (Eddy *et al.*, 2017:16). Most women still face aspects like dual roles of motherhood and career woman, the institutional culture of gender bias, workplace harassment, and disparities in salaries (Managa, 2013:16; Mazibuko, 2006:111; Morley, 2013:122; Valian, 2005:199).

The double burden of womanhood for black women in higher education is still highly prevalent (Maphalala & Mpofu, 2017:9336). Women do not only face the gender barrier but the racial divide as well (Maphalala & Mpofu, 2017:9336). Further, when women choose to become parents, it presents itself with different barriers than with men (Eddy *et al.*, 2017:16). According to Johnson (2017:11) in America, women in leadership positions are less likely to be married, less likely to have children, and more likely to have altered their career to care for a dependent. Women also often postpone childbearing until their careers are in place (Zulu, 2013:757). In some South African institutions of Higher learning, gender inequalities in terms of promotion still exist. Sadiq *et al.* (2019:424) note that the “fees must fall” protests paved the way for academics to discuss the promotion process, which allegedly was biased in terms of race and gender. Worldwide the topmost leadership positions are still dominated by men in higher education (Eddy *et al.*, 2017:5).

Even though women are more in numbers and graduate-level, they still get stuck at associate professor ranks (Eddy *et al.*, 2017:14). Often transformation is based on the premise that women must adapt to deeply gendered workplaces versus the workplaces rather changing. Women are often expected to fit in these cultures and work hard in order to achieve top positions. To develop work-life balance is extremely difficult to fit into the ‘ideal worker’ role. Eddy *et al.* (2017:17) state that critical tensions can inhibit women from “leaning in” to career advancement. As caregiving is still the primary role of women choices like opting out of full-time employment to care for children or choosing not to go up for promotion to full professor in the interest of maintaining a greater balance between work and home can have impacted severely on academic career advancement (Eddy *et al.*, 2017:17). Eddy *et al.* (2017:17) argue that academic workspaces are still based on group norms that define engagement based on male norms. The “ideal worker” norms are thus

still entrenched with the male-gendered type of norms where men are at work, and women are carers. Hence when women often have to make choices in academics, those are not always free choices, but choices based on organisational constraints (Eddy *et al.*, 2017:17).

These aspects impacts on the well-being of women academics and could serve as hurdles for flourishing in the workplace. In addition to this, academics are still managed according to male norms (Eynon, 2017:175; Sadiq *et al.*, 2019:423; Toth (1997:113). For example, it is still expected for a male to reach his tenure or full professorship within 15 years after completion of his PhD. A man can give his full attention to research, whilst his wife cooks, cleans, takes care of the children at home (Toth, 1997:119). Eynon (2017:175) refers to this as an environment defined by patriarchal attitudes. Women academics need to navigate this space without much preparation (Eynon, 2017:175). Zimmer (2020) states that the restrictions associated with the COVID-19 pandemic intensify the existing gender inequalities in higher education with a negative impact for women specifically. All these existing drivers and gender inequalities affect well-being negatively and create space for women to feel isolated and self-conscious (Eynon, 2017:175). Clearly, these factors and its influences emphasise the vital role of women academics' personal resources such as heightened alertness, self-awareness and assertiveness (Eynon, 2017:175). According to Bezuidenhout and Cilliers (2010:62), numerous women academics follow a somewhat lengthier career development path, as they are still primarily responsible for child-rearing. In addition to these reasons for system challenges, women academics are often treated as "high-risk" employees as they have parental, family, and household duties (Sobczak, 2018:53).

2.1.4.2.3 Reason 3: Role overload

Traditional and customary gender assigned roles put additional stress on women academics. There is a huge amount of pressure on women to provide care and support at home, which their male counterparts do not have (Eynon, 2017:175). This became even more evident during the COVID-19 pandemic. During the covid-19 pandemic, Zimmer (2020) argues that the gender gap in terms of research output has widened and parental roles of women are one of the contributing causes. Women taking the primary role as caregiver contributes to role overload between parental, house, and work duties (Bezuidenhout & Cilliers, 2010:62). Although women and men are equal, women still occupy the majority of the household tasks and parenting tasks. Bezuidenhout and Cilliers (2010:62) opine that these aspects contribute to a lengthier career development path and indirectly make women vulnerable to age discrimination. Obtaining a doctoral degree and publishing in accredited journals is a timeous process, and this is needed to reach a professorial level (Bezuidenhout & Cilliers, 2010:62). The question can also be asked who narrates the stories of women in higher education (Maphalala & Mpofu, 2017) and Maphalala and Mpofu (2017:9338) found that it is often men. Patriarchy and discriminatory practices in higher

education is still rife according to literature (Lange, 2020; Maphalala & Mpofu, 2017:9338; SAHRC, 2017; Zulu, 2013)

2.1.4.2.4 Reason 4: Discriminatory practices

Denmark and Paludi (2011:46) assert that universities can be viewed as gatekeepers for women professors and influence the advancement of women academics. Despite many changes, these gatekeeping practices still influence recruitment processes, career pathing, networks, job resources and employment opportunities (Sadiq *et al.*, 2019:423). Lange (2020:49) even asserts that is irrelevant if universities report statistically on women if the knowledge that these women create and transmit is not confronted in terms of its social epistemology and its potential to transform social practices. Patriarchy is still evident in South African higher education where men hold the primary power, and they dominate in control of ideas and certain privileges. Academics in South Africa are still characterized by patriarchal norms and would thus dictate who the gatekeepers are at universities (HESA, 2011:11; Managa, 2013:29). If these gatekeepers view women's roles as raising children and having cleaning duties, few women will be recruited within academics (Sobczak, 2018:53). According to Sadiq *et al.* (2019:56), there is still a need for women staff to be grown in higher education. As women are not necessarily the minority in higher education, but hold less senior positions and have slower upwards trajectory than men (Maphalala & Mpofu, 2017:9332). This concurs with Zulu (2013:750) emphasising the need for mentorship for women in higher education. Denmark and Paludi (2011:56) argue that when women engage in stereotypical male behaviour (being task-driven, strict, et cetera.), they are often not perceived similar to men and are often evaluated more negatively than when they conform to the women stereotypes (for example, caring, nurturing) (Angervall & Beach, 2020:347).

Seemingly, women do not only experience discrimination when it comes to recruitment, but also when it comes to career advancement. Women are less represented in senior research positions than men in South Africa (Managa, 2013:17; Maphalala & Mpofu, 2017:9337). Zulu (2013:755) attributes this to women obtaining PhD's later in life and women not contributing more to research than men (Maphalala & Mpofu, 2017:9337). This, in turn, could be exacerbated by the fact that women still have more household duties and childcare as well as more preoccupied with heavy teaching loads and caring roles in the workplace (Zulu, 2013:755). Women also still choose areas to work in that is less research intensive than others like, for example, education (Angervall & Beach, 2020:349). In a qualitative study conducted, it was found that women academics must work harder than men and that men are generally better integrated into managerial and research systems (Managa, 2013:22). Women often experience wage discrimination, sexual harassment in the workplace and step into a higher learning institution with a paternalistic background (Zhuwao *et al.*, 2019:1).

From this discussion, it is evident that there are still major contributors to be considered regarding women academics' overall well-being, especially in terms of professional environmental resources. In the following section, the role of employees' personal resources is briefly discussed.

Personal resources

The recent catastrophic impact of the Covid-19 pandemic on the economies of countries has provided a highly visible reminder on the importance of the personal resources of employees for the domain of work (Chen & Fellenz, 2020:1). Also, when employees invest willingly in an ongoing effort in work and solving job challenges, then they expend physical energy and deplete other available resources, such as time (Schaufeli & Bakker, 2001:229). In other words, individuals may acquire new personal resources and may deplete their existing personal resources during this engagement. According to Chen and Fellenz (2020:1), work engagement both generates and taxes personal resources.

Personal resources refer to those valuable internal strengths (Xanthopoulou *et al.*, 2007:123) like self-efficacy (Bandura, 1990:124; Schaufeli, 2017:121; Xanthopoulou *et al.*, 2007:124), resilience coping (Hartmann *et al.*, 2020:913; Smith *et al.*, 2010:166), and internal locus of control (Gray-Stanley & Muramatsu, 2011:2). Hobfoll *et al.* (2003b:632) view personal resources as those aspects of the self that are linked to resiliency and also linked to a persons' ability to control and impact upon their environment. Bakker and Demerouti (2018:3) define personal resources as the beliefs people hold concerning how much control they have in their (work) environment. According to Sandberg (2015:9), these personal strengths are pivotal indicators for women toward positive change, and personal resources obtained during states of positive emotions are durable (Fredrickson, 2001:222). Fredrickson (2001:218) argues that positive emotions build and broaden people's personal resources, ranging from physical and intellectual resources to social and psychological resources. Positive emotions are also identified as markers of flourishing (Fredrickson, 2001:218). Demerouti *et al.* (2001b) introduced the job demands-resources model which initially only emphasised job resources and job demands in relation to burnout. Personal resources were only later introduced in the model contributing to the motivational process in the JD-R model (Bakker & Demerouti, 2017a:275).

Xanthopoulou *et al.* (2007:121) found that personal resources mediated the relationship between job resources and engagement/exhaustion and influenced the perception of job resources. Demerouti *et al.* (2001b:499) initially indicated that the job demands-resources model proposed that working conditions could be categorised in two broad categories, namely job demands and job resources, and its relation to burnout. In addition to this, personal resources buffer the negative impact on employees when faced with work stressors (Cheung *et al.*, 2019:389). Cheung

et al. (2019:390) also highlight that personal resources like psychological capital and perceived employability place an important role in minimizing the stress resulting from something like job insecurity. Personal resources are crucial as they empower employees to withstand stress (Hobfoll, 2001), sustain employee engagement (Xanthopoulou *et al.*, 2009) and also flourish (Fredrickson, 2001) in the most challenging contexts of work organisations (Gilbert *et al.*, 2017:214).

Personal resources are also associated with strengths and strength use is connected to energy and feelings of geniuses and being purposeful in life (Mahomed & Rothmann, 2019:3). Strength use is associated with well-being and high resilience (Govindji & Linley, 2007:143). This process requires that we, i.e. women, develop our personal resources in the context of work and its resources. Various types of personal resources are identified in literature and studies have been conducted with regards to the relationship between personal resources and well-being in the workplace (Airila *et al.*, 2014; Bakker *et al.*, 2007b; Cheung *et al.*, 2019; Xanthopoulou *et al.*, 2007). Hitge and Van Schalkwyk (2018:562) acknowledge that although traits are static, a relationship exists between some traits and some character strengths. Xanthopoulou *et al.* (2007:124) identify three typical personal resources that form essential components of adaptability, namely self-efficacy, organisational based self-esteem, and optimism.

Women's optimism within the South African context can often be affected by the condition of their job resources (e.g. ethical environment, organisational trust) and indirectly their personal resources (Hough *et al.*, 2020:1135). Green *et al.* (2004:107) define optimism as a bias toward harbouring positive prospects across time and situations. In general, optimistic people tend to believe that the goals for their life will be realised and self-efficacy is strongly linked to it (Green & McDermott, 2010:107). Optimism is classified under the character strength of hope and the virtue of transcendence. This personal resource is associated with increases in self-esteem, self-rated health net of emotional stability and Andersson (2012:290) found it to be a unique durable psychological resource in the stress process. Optimism is also positively associated with work engagement (Hakanen & Lindbohm, 2008:283; Mäkikangas & Kinnunen, 2003:537; Xanthopoulou *et al.*, 2007:121). Personal resources include aspects like self-efficacy, mental and emotional competencies as well (Lorente *et al.*, 2014:200). The basic tenet is that the greater resources (personal resources and job resources) individuals possess, the less they are vulnerable to stress. In addition to this, they are more capable of forthcoming resource gain and be more shielded against ill-health (Airila *et al.*, 2014:90). This is discussed in terms of the Conservation of Resources theory (see chapter 2, section 2.2.2).

The motivation potential of personal resources as the individual's capacity to manage daily stressors effectively (Airila *et al.*, 2014:90) is linked to resilience (Hobfoll *et al.*, 2003b). Therefore

it places a predictive role in the perception of job resources (Lorente *et al.*, 2014:200) and an important role in the motivational process in the JD-R model. Consequently, it plays a key role in how people perceive job resources (Lorente *et al.*, 2014:200). Universities as a microcosm of society (Snodgrass, 2015) harbouring all the mentioned challenges associated with gendered workplaces, entrenched paternalistic cultures, high workloads and glass ceiling. Evidently, personal resources are crucial to buffer the effect of all these stressors in university communities.

South African (SA) universities represent microcosms where education, opportunities, and advancement is highly sought, although in the face of severe inequality, discrimination, and poverty (Snodgrass, 2015). According to Thaver and Thaver (2018:16), Western norms, values, belief, and practices have been normalised over some time at SA universities and became entrenched within the university structures. The unresponsiveness to fundamental human needs of social systems often leads to frustration and anger (Snodgrass, 2015). A recent SA example is the #feesmustfall protests in 2015 where students' anger offered fertile ground for collective action. Impatience set in as South Africa has been "transforming" since 1994 (Snodgrass, 2015). Thaver and Thaver (2018:15) questioned the degree of toxicity of the institutional culture, referring to the death of a highly accomplished academic such as Prof Mayosi who was driven to the point of hopelessness. These authors view this tragic death as symptomatic of the university and that the historical burden of Westernised systems should not be placed on the doorstep of individual academics, but rather on the whole higher education system in terms of a top-down approach of change (Thaver & Thaver, 2018:18). This is an apt example of a societal microcosm where the well-being of higher education institute encompasses the students, staff, and the communities they serve.

Chitanand *et al.* (2018:169) view higher education well-being not as a fixed entity, but as a process of becoming. Since one of the primary roles of universities is the transference and creation of knowledge, Chitanand *et al.* (2018:170) suggest that universities can enhance well-being through developing a combination of capabilities. This generation and transference of knowledge do, however, come with certain job demands. Universities in South Africa are often faced with challenges like students struggling to pay tuition fees, poor secondary school education, students with psychosocial needs and unprepared students for university (Coldwell *et al.*, 2016:2). Despite the presence of the disturbing dynamics linked to these factors and processes, academics still have to adhere to the job demands of the academic project of publish or perish, teaching and learning, community engagement, grant funding generation, and committee work. (Coldwell *et al.*, 2016). For women in academic institutions, these demands are frequently intensified and described in the literature as discriminatory, patriarchal (Mazibuko, 2006:110; Naicker, 2013:2) and, in certain instances, unsafe (sexual harassment) (Karami *et al.*,

2020:1). For this reason, women academics use of personal resources and job resources is imperative to sustain their endurance and well-being (Rath *et al.*, 2010:13).

The presence of personal resources and job resources contribute positively to workplace well-being. The Job demands-resources model of burnout (Demerouti *et al.*, 2001b:499) describes the role that personal resources, job resources, and job demands play in the well-being of employees.

Job demands and resources model (JD-R)

The job demands-resources model (JD-R) denotes that when job demands are high, and job resources are limited, it will lead to energy depletion (Demerouti *et al.*, 2001b:499). Emotional exhaustion will occur when one is exhausted by the emotional demands of ones work (Demerouti *et al.*, 2001b:499). In the first published article of the JD-R, Demerouti *et al.* (2001b:499) categorised working conditions into two broad categories of Job demands and job resources and job demands were primarily related to the exhaustion component of burnout and job resources to engagement. Later on, this was termed the health impairment process (job demands and burnout) and the motivational process (job resources and engagement) (Bakker & Demerouti, 2017b:274). The present-day version of the JD-R describes the relations among work characteristics (job demands and job resources) and work outcomes (especially health, well-being, motivation and work performance), taking personal resources (for example, resilience, personality characteristics) into account (Taris *et al.*, 2017:237).

According to Taris *et al.* (2017:238), there are three central basic assumptions made by the JD-R: i) the presence of high levels of job resources is presumed to lead to high job performance through high levels of motivation (the motivational process), ii) the presence of high levels of job demands is expected to lead to negative health outcomes through high levels of strain (health impairment process), and iii) job demands and job resources are presumed to interact. Bakker and Demerouti (2017a:274) propose the following (see Table 2.2).

Table 2-2: Propositions of the JD-R Model (Bakker & Demerouti, 2017b:274)

Proposition 1	
Job characteristics	Two classifications: Job demands Job resources
Proposition 2	
Job demands and resources prompt two very dissimilar processes	A health-impairment process A motivational process.
Proposition 3	
Job resources buffer impact of job demands on strain	
Proposition 4	
Job resources mostly influence motivation when job demands are high	
Proposition 5	
Personal resources (e.g. optimism and self-efficacy) may play a similar role like job resources	
Proposition 6	
Motivation has positive impact on job performance	Job strain has negative impact on job performance
Proposition 7	
Motivated employees likely to use job crafting behaviours	Leads to higher levels of job, personal resources and motivation levels

Job resources particularly stimulate motivation when the job demands are high. This is in line with Hobfoll (2001:346) view that all categories of resources gain their motivating potential and become particularly beneficial when needed.

Job resources can mitigate the influence of job demands on strain. Employees with a wealth of job resources available can cope better with their job demands. The adverse effects of high levels of demands on strain and health should be alleviated by the presence of high levels of resources (Taris *et al.*, 2017:238). In contrast to this, the grouping of high levels of resources and high levels of demands should result in a challenge and even higher levels of motivation than would be expected based on the main effects of demands and resources (Taris *et al.*, 2017:238).

Personal resources such as optimism and self-efficacy can play an equal part as job resources. Personal resources are defined as those beliefs people hold regarding how much control they have over their environment (Bakker & Demerouti, 2017a:275). Bakker and Demerouti (2017a:275) propose that personal resources have a direct positive effect on work engagement. Personal resources can serve as a buffer towards the undesirable impact of job demands on

strain and enhance the desirable impact of job demands on strain, as well as increase the desirable impact of job demands on motivation (Bakker & Demerouti, 2017a:275).

Motivation has a constructive impact on job performance, whereas job strain has a negative impact on job performance. Motivation promotes goal orientation and leads to focus on work tasks (Bakker & Demerouti, 2017a:275). In contrast, employees with high levels of exhaustion or health complaints lack the energetic resources to reach their goals (Bakker & Demerouti, 2017a:275). Employees who are engaged are motivated to remain engaged and create their own resources over time (Bakker & Demerouti, 2017a:275).

Bakker and Demerouti (2018:3) point to the fact that employees play an active role in interpreting and adapting their working conditions. They argue that employees influence their working environment in one of the following ways (Bakker & Demerouti, 2018:3):

Employees who are stressed and negatively influence their working environment and generate a loss cycle of job demands and strain; or employees who are engaged in their work and positively impact their working environment, stimulating a gain cycle of job resources and work engagement.

This is supported by Hobfoll's COR theory (Hobfoll, 1989b) as discussed in section 2.2.2.

Eroding of well-being in the workplace

Well-being is associated with positive functioning and Keyes (2002a:209) distinguishes between psychological-, emotional - and social well-being. Wijewantha *et al.* (2020:184) ascribe the eroding of well-being in the workplace to factors like increasing job demands, constant changes, corporate practices and job security. They describe the time at work as not a positive experience (Wijewantha *et al.*, 2020:184). Changes often entail learning new technology, working from home, long work hours or doing more with less human resources (Wijewantha *et al.*, 2020:185). This requires boundary management to contain the spill-over effect (*Kopperud et al.*, 2020:1) of home-work life in order for employees to have recovery time (Barber & Jenkins, 2014:259).

Unrealistic high job demands can lead to exhaustion, and people struggle to feel a sense of achievement at work when they are emotionally exhausted and feel indifferent or pessimistic (Rossouw & Rothmann, 2020:3). The more demands are put on job resources and personal resources to reach job demands; the more well-being will be affected. Rossouw and Rothmann (2020:10) state that if employees who do not possess enough resources due to cognitive, emotional or physical overload, then there is a high probability that they will feel powerless to cope.

Conclusion

Increasingly demands are placed in higher education on transformation and making it more inclusive (HESA, 2014:10). This calls for changes in structures and processes to create inclusive environments for women academics in all structures of universities (CHE, 2016; Johnson, 2017; Kele & Pietersen, 2015:11). Women are however faced with various impediments in reaching these demands as they face factors like the double burden of women hood, leadership as a challenge, queen bee syndrome and who is talking on behalf of women (Maphalala & Mpofu, 2017:9331). Well-being in South African universities is affected by high job demands, the political climate of the country (Pillay, 2016:155), student demands, and work-life balance. Well-being in academics is critical (Chitanand *et al.*, 2018:168). Also, the unpacking and sustaining of well-being in the work-place is a multifaceted exercise (Hitge & Van Schalkwyk, 2018:11). Women in higher education also face aspects like the care and the glass ceiling phenomenon (Bezuidenhout & Cilliers, 2010:75; Grummell *et al.*, 2009:193; Sobczak, 2018:52). The concerns of gendered workplaces, discriminatory practices and role overload are also mediating the workplace well-being effect for women academics. In order for women to thrive in these workplaces, they need personal resources (Xanthopoulou *et al.*, 2009:235), job resources (Demerouti *et al.*, 2001b) and balanced job demands (Bakker & Demerouti, 2007:309) in order to have a mediating effect on well-being (Bakker & Demerouti, 2017b:274).

The next chapter is presented as a manuscript (scholarly article) to explore and describe how personal resources contribute to women academics' perceptions of workplace well-being.

Title: A Social Work perspective of women academics' well-being in the workplace: the role of personal resources

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CHAPTER 3

A SOCIAL WORK PERSPECTIVE OF WOMEN'S WELL-BEING IN THE WORKPLACE: THE ROLE OF PERSONAL RESOURCES

Abstract

Constant evolution in higher education places enormous pressure on academics to deliver according to the academic project. Women in academics are faced with a myriad of challenges like the glass ceiling, the double-gender burden, gendered workplaces, unbalanced teaching loads, role conflict, areas of specialisation, safety concerns and accessing support networks. Effective managing of these challenges emphasises the role of personal resources in the workplace. Personal resources act as a buffer mediating the impact of job demands and improving the desirable impact on well-being. In the qualitative study on which this article is based, an exploratory and descriptive research design was used to explore the well-being experiences of women employed in academics at one of the top-rated South African universities. Purposive sampling was conducted by focussing on the natural and health sciences faculties in order to achieve representativeness. Data were gathered through a demographic questionnaire as well as 12 semi-structured interviews. Thematic data analysis was used for textual data as well as the qualitative software programme (Atlas.ti). The study revealed that women academics in higher education make use of various personal resources comprising of particular skills and strengths toward positive functioning in the workplace. These sets of skills and strengths associated with well-being practices indicate self-care and communication skills; and, strengths included cognitive coping, affective coping, and behavioural coping guided by character strengths. It is recommended that strength use for women academics should be intentionally encouraged from both a research and organisational perspective.

Keywords

Conservation of Resources, job demands-resources model, personal resources, strengths perspective, South Africa, women academics, well-being

Introduction

Universities are the generators and transferors of knowledge and innovation (Chitanand *et al.* (2018:168). While the well-being of employees in higher education is essential in the development of individuals, professionals, and the broader society, academics worldwide are facing increased

pressure in terms of job demands, such as increased research output, student throughput rates, higher student numbers and an increased focus on high-quality research and international publications (Coldwell *et al.*, 2016:2). Within the South African context, the occupational demands often outweigh the occupational resources (Poalses & Bezuidenhout, 2018:1). Job demands like time spent at work (Teichler & Höhle, 2013:98), unbalanced staff-student ratios (Coldwell *et al.*, 2016:3), mentoring, research work, psychosocial support to students, committee work, and writing references (Havergal, 2015), impacts on academic citizenship and staff well-being (Coldwell *et al.*, 2016:3). Consequently, challenging work becomes stressful, resulting in an exhausted, disengaging workforce (Poalses and Bezuidenhout (2018:1). In addition to this, Pillay (2016:155) reports that well-being in South African universities is affected by high job demands and the political climate.

The socio-politico-economic environmental aspects in South Africa form a big part of the landscape of academics in this country since higher education institutions are fraught with the process of addressing the history of social injustice, inequity, and discrimination. South African universities started to face accelerated change demands in 2015 when Chumani Maxwele threw faeces on the statue of Cecil John Rhodes 2015, which was followed by nation-wide student protests (Pillay, 2016:155). Pressures associated with this movement, called FEES MUST FALL (Webb, 2019:627) are worsened when academics in institutions often have to deal with additional difficulties, such as students' struggle to pay tuition fees, the poor secondary school education and, the psychosocial needs of many students (Coldwell *et al.*, 2016:2). This entails equity in appointments of staff in terms of race, equitable distribution of resources to students and equity in terms of gender in order to address the inequalities of the past. Also, the severe strain on financial resources and valuable personnel resources due to the higher pass rate demand and research output demand cannot be ignored (Coldwell *et al.*, 2016:3).

Women academics experience all of these, and additionally, they often have to deal with more care work, sexual harassment, and leadership challenges for women in higher education (Maphalala & Mpofu, 2017:9331). Factors like women reaching a care and glass ceiling (De Paola *et al.*, 2016:3; Grummell *et al.*, 2009:204; Ramohai & Marumo, 2016:135), the double burden of womanhood (Maphalala & Mpofu, 2017:9331), and gender inequality (Obers, 2014:1107; Peterson, 2011:619) hinder full participation in higher education. [see chapter 2, p. 43]. In such cases, there is often a misalignment between job responsibilities and job demands to the extent that it affects well-being negatively (Franco-Santos *et al.*, 2017:711). In addition, Eddy *et al.* (2017:16) concur that patriarchal structures still govern workplaces – including higher education institutes. All these factors hold serious threats to the well-being of women in higher education. Mahomed and Rothmann (2019:1) point out the vital role of personal resources and strengths of

employees such as resilience, optimism, and social support to navigate the challenging work space (Mahomed & Rothmann, 2019:1; Smith *et al.*, 2010:167). The focus of this study is to explore and describe the perceptions of workplace well-being of women academics' on personal resources.

This qualitative study aimed to investigate those particular personal strengths that are at play in the workplace that enable women academics' workplace well-being, since several quantitative studies were conducted in South Africa, for example, studies about levels of well-being (Khumalo *et al.*, 2012); work and well-being (Santavirta & Kovero, 2005); attachment styles and well-being (Towler & Stuhlmacher, 2013); job satisfaction and well-being (Boyles & Shibata, 2009); and, workaholism, burnout, and work engagement and well-being (Rothmann, 2013). Within the discipline of Social Work, a strengths perspective and well-being theory provided a good fit to operationalise employees, namely women academics' strengths effectively within the workplace.

Theoretical framework

In Social Work, the strength perspective offers a proper theoretical framework to acknowledge the potential strengths in persons that channel them towards growth and change (Abdullah, 2015:164; Saleebey, 2008:9), associated with positive human functioning (Peterson & Seligman, 2012:53) and positive affect (Littman-Ovadia *et al.*, 2017:527). In fact, authors like Saleebey (2013:184), Catalino and Fredrickson (2011b:938) and Keyes (2007b:95) suggest that there should be a move away from a primary focus on psychopathology, but acknowledge the presence of well-being indicators toward positive human health. In agreement with the focal point on strengths, Peterson and Seligman (2012:5) succeeded to categorise character strengths in terms of virtues and strengths (see Chapter 2). According to Park and Peterson (2008:86), character refers to those personality aspects that are morally esteemed, and good character is central to well-being (Huber *et al.*, 2020:415; Wagner *et al.*, 2020:307). Pang and Ruch (2019:150) found that the use of character strength influences people on a motivational level and leads to bolstering task performance at work and fosters health-related outcomes (Huber *et al.*, 2020:415).

The six broad categories of character strengths and virtues include wisdom, courage, humanity, justice, temperance, and transcendence (Peterson and Seligman (2012:29). Existing research indicates a positive correlation between certain character strengths (fairness, honesty, or kindness) and virtues and subjective well-being. Furthermore, fairness, honesty, love and judgement are positively associated with psychological well-being and work engagement (Huber *et al.*, 2020:415).

Well-Being

Mental health is defined as a grouping of subjective well-being comprising with indicators of hedonia (positive feelings toward life) and eudaimonia (positive functioning in life) (Keyes, 2002b:207; Keyes, 2005c:88). The presence of high levels of mental health is termed flourishing, and lower levels of mental health are defined as languishing (Keyes, 2002b:207). Keyes (2002b:207) depicts that flourishing and moderate mental health is linked to greater profiles of psychosocial functioning. According to Keyes' model of complete mental health, well-being can be divided in three categories namely psychological well-being (PWB), emotional well-being (EWB), and social well-being (SWB) (Keyes, 2002b:207-209). Similar to the mental health continuum as defined by Keyes, Rothmann (2013:128) also describes well-being in the workplace on a continuum varying between flourishing and languishing, with moderately mentally healthy individuals linking them. Rossouw and Rothmann (2020:1) describe flourishing at work as a multidimensional construct consisting of PWB, EWB, and SWB within the work context. Flourishing refers to the experience of high levels of emotional, psychological and social well-being, referring specifically to positive functioning in the work-place (Rossouw & Rothmann, 2020:1). In contrast, languishing employees experience low levels of emotional, psychological, and social well-being (Rossouw & Rothmann, 2020:2). The well-being of employees and its importance within the workplace has been established by various researchers (Anitha, 2014; Rothmann, 2013; Sieberhagen *et al.*, 2011; Vyas-Doorgapersad & Surujlal, 2014). However, since the experience of high wellness/well-being is not static (Hitge & Van Schalkwyk, 2018) health-protective features of psychological well-being need to be present to reduce risk for disease and promoting length as well as quality of life (Ryff, 2014:10). Evidently, high levels of well-being should be maintained intentionally in order to experience the benefits of positive human functioning – including workplace well-being.

Personal resources and job resources contribute positively to workplace well-being. Rossouw and Rothmann (2020:1) emphasise that the quality of persons' work life and their well-being is shaped by their perceived and actual job demands and resources (personal and job resources). The Job demands-resources model of burnout (Demerouti *et al.*, 2001b:499) describes the role of personal resources, job resources, and job demands in the well-being of employees.

Job demands and resources model

The job demands-resources model of Demerouti *et al.* (2001b) offers a classification of job characteristics as either job demands and job resources that have unique properties and predictive value (Bakker & Demerouti, 2018:2). Job demands are those features of a job that cost energy like working hours, complex tasks and workload (Bakker & Demerouti, 2018:2). Opposing

this, Bakker and Demerouti (2018:2) define job resources as those aspects of your job that helps employees face job demands and facilitates goal attainment. These job demands and resources have unique and independent effects on employee well-being (Bakker & Demerouti, 2018:2). A more recent model includes the role of personal resources (Bakker & Demerouti, 2017a:282; Taris *et al.*, 2017:237).

Personal resources

Personal and job resources are more associated with the motivation process and job demands with the health impairment process (Bakker & Demerouti, 2017b:274). The present-day version of the JD-R displays the relations among work characteristics (job demands and job resources) and work outcomes (especially health, well-being, motivation, and work performance), taking personal resources (e.g. resilience, personality characteristics) into account (Taris *et al.*, 2017:237). Personal resources such as optimism and self-efficacy can play an equal part as job resources (Bakker & Demerouti, 2017a:275). Bakker and Demerouti (2017a:275) propose that personal resources have a direct positive effect on work engagement. Personal resources can serve as a buffer towards the undesirable impact of job demands on strain and enhance the desirable impact of job demands on strain, and increase the desirable impact of job demands on motivation (Bakker & Demerouti, 2017a:275). Bakker and Demerouti (2018:3) further allude to the fact that (i) employees who are stressed and negatively influence their working environment, generate a loss cycle of job demands and strain; or (ii) employees who are engaged in their work and impact their working environment in a positive way, stimulate a gain cycle of job resources and work engagement.

This can be explained through Hobfoll's Conservation of Resources theory (COR) (Hobfoll, 1989b). Hobfoll *et al.* (2003a) describe personal resources as elements of the self that are generally connected to resilience and point to individuals' sense of capability to regulate and impact their environment successfully (Bakker & Demerouti, 2017b:275).

Conservation of Resources [COR] theory

According to the COR theory, resource loss is the foremost constituent in the stress process, therefore people do their utmost to obtain, retain, protect, and foster their resources (Hobfoll, 2001:337; Jin *et al.*, 2018:171). Within the JD-R context, job demands threaten exactly these resources in terms of the health impairment process. The COR theory suggests that resource depletion is psychologically harmful and results in decreased levels of well-being (Rossouw & Rothmann, 2020:2). Clearly, university communities should strive to sustain existing resources of

employees or assist employees to enhance their resource development (Rossouw & Rothmann, 2020:3).

In the sections 3.2 and 3.6 it was shown that institutions of higher education are constantly evolving, resulting in more pressure being put on academics to deliver according to the academic project. Women in academics are faced with a myriad of challenges like the glass ceiling, the double-gender burden, gendered workplaces, unbalanced teaching loads, role conflict, areas of specialisation, safety concerns, and accessing support networks. Effective managing of these challenges emphasises the role of personal resources in the workplace. Since personal resources can act as a buffer mediating the impact of job demands and improving the desirable impact on well-being, we need to investigate women academics' perceptions on how personal resources contribute to workplace well-being in the context of a South African higher education institution.

Research question

In the light of the stated research problem, the following research question directing the study was formulated: [From a Social Work perspective] How do personal resources contribute to women in academics' perceptions of workplace well-being?

Method

3.1.1 Research Design

In this qualitative study, a descriptive, exploratory design was used in order to present a clear description of workplace well-being – particularly the role of personal resources - as experienced by women academics (Sandelowski, 2010:83).

3.1.2 Procedure

Once ethical approval was obtained by both the North-West University and the partaking university, the needed procedures took place regarding participant recruitment. Sampling was conducted through non-probability purposive sampling (Dowding, 2013:239), and this was used to achieve higher representativeness or comparability (Teddlie & Yu, 2007a:78). Initially, we identified a top university according to the Bricks rankings and obtained the necessary ethics, goodwill, and gatekeeper approvals. An appointed mediator contacted potential participants; and, once they indicated their willingness to partake in the research study, informed consent forms were signed.

The participants consisted of 12 women academics who all voluntarily agreed to take part in the study. The sample inclusion criteria were: i) a woman academic employed at the selected higher

education institution and promoted within five years; ii) job levels ranging from senior lecturer to professor; iii) either in the health science or science faculty. All these women participants met the inclusion criteria, and the necessary appointments followed for the semi-structured interviews after submission of their informed consent forms (Annexure D of the dissertation).

3.1.3 Data collection

Data were collected through semi-structured interviews. Before the interviews, participants completed a demographic questionnaire (Annexure A of the dissertation); and the individual interviews were guided by an interview protocol (Annexure B of the dissertation). Semi-structured interviewing with open-ended questions were used in order to provide the interviewer with a degree of freedom for participants to elaborate more on their thoughts and comments (Horton *et al.*, 2004:340). Information was obtained through the subjective view of the participant (Hopf, 2004:203), which provided rich and descriptive data in contrast to the more restricted possibilities of standardized questionnaires.

The following information was obtained utilizing the socio-demographical questionnaires (see Table 3.1): i) Age: Most participants (50%), namely 6 out of 12 are in the age group 41-49; Out of the 12 participants, 25% (3) are between the age of 31-40; 50% (6) are in the age group 41-49 and, only 17% (2) is above the age of 51. Marital status: Most participants (67%), namely 8 are married; 25% (3) is single; and, 8% (1) is living with a life partner. Academic qualifications: Most participants, (83%), namely 10 out of 12 of the participants have their PhD; and, 2 (17%) are on the Masters degree level. Job level: Most participants (42%), namely 5 participants are on associate professor level; 33% (4) of the participants are on senior lecturer level, 42% (5) of the participants on associate professor level and, 25% (3) on professor level. Years employed at this university: Majority (67%) of the participants are employed ten years or longer in the institution whilst 25% (3) is employed 6 to 9 years; and 8% (1) for 13 months to 2 years. With regards to their period in their current position, 42% (5) are 6-9 years in their position, and 58% (7) are 2-5 years in their position. Only one employee was from natural sciences after many attempts to recruit more participants, 11 are from health sciences. Sixty-seven per cent (67%) (8) of the participants have children, whilst 33% (4) does not have children. 25% (3) of the participants have children under the age of five, 33% (4) between the age of six and 12, 8% (1) has children between the ages of thirteen and eighteen and 17% (2) have children older than nineteen years of age.

Table 3-1: Demographics of participants

Participant number	Age	Marital status	Qualifications	Job level	Employment Duration at this institution	Years in current position	Faculty
P1	41-49	Married	Master's degree	Senior lecturer	6-9 years	6-9 years	Health sciences
P2	50+	Married	PhD	Associate Professor	10+ years	2-5 years	Health sciences
P3	31-40	Single	PhD	Associate Professor	6-9 years	6-9 years	Health sciences
P4	41-49	Single	PhD	Associate Professor	10+ years	2-5 years	Health sciences
P5	51+	Married	PhD	Associate Professor	10+ years	6-9 years	Health sciences
P6	31-40	Single	PhD	Associate Professor	10+ years	2-5 years	Health sciences
P7	31-40	Married	PhD	Senior lecturer	13 months – 2 years	6-9 years	Health sciences
P8	51+	Married	Master's degree	Senior lecturer	10+ years	6-9 years	Health sciences
P9	41-49	Married	PhD	Professor	6-9 years	2-5 years	Science
P10	41-49	Living with life partner	PhD	Professor	10+ years	2-5 years	Health sciences
P11	41-49	Married	PhD	Senior lecturer	10+ years	2-5 years	Health sciences
P12	41-49	Married	PhD	Professor	10+ years	2-5 years	Health sciences

3.1.4 Data analysis

The process of Qualitative Data Analysis (QDA) and collected data were organised through Atlas.ti version 8.0 (see Annexure G). Data was then coded through an inductive process and then collapsed in themes and subthemes. The co-coder and coder compared and aligned codes accordingly after rigorous discussion. The next step was to identify subthemes. The six phases of thematic analysis suggested by Braun and Clarke (2006:86) were integral to this procedure. The thematic analysis took place through to searching for connections across emergent themes.

3.1.5 Trustworthiness

In order to ensure rigour and trustworthiness, we paid attention to verifying data using a co-coder, triangulation, input from the study leader, and reflective notes of the researcher. I used the criteria of Lincoln and Guba (1985:289) referring to who argued the establishing of trustworthiness of a research report lies in four questions truth value, applicability, consistency, and neutrality. Lincoln and Guba (1985:43) developed their own four-point criterion for naturalist inquires, namely credibility, transferability, dependability, and conformability. The researcher of this study ensured rigorous credibility using a co-coder, triangulation, interviewing techniques, and reflexivity. The codes were also discussed with the co-coder, study leader, and the researcher. The interviewing techniques were also more in the form of facilitation techniques, and the terms were defined to the participants in order to elicit credible responses. A reflective journal was kept on notes as well. The transferability would pertain to the South African workplace context for women employed in academics only. Detailed descriptions of all information were obtained during the interviews, and field notes assisted with this. In order to ensure dependability, the researcher made member checking, triangulation of data sources, peer debriefing, and an audit trail. The data of the semi-structured interviews were recorded; and, then transcribed by the (student) researcher as textual data which is to enhance dependability and confirmability.

Ethical considerations

Ethics approval was obtained from the Health Research ethics committee (NWU-00017-17-S1) of the North-West University as well as the participating university's Humanities faculty research ethics committee (HS/16/8/15). This study was rated as medium risk as (adult) humans were involved in the study employed in an organisation. The ethical consideration was always to minimise harm to participants. Two participants experienced emotional discomfort, and this was mitigated by the fact that they were making use of resources available to them to support them emotionally. Confidentiality was kept through conducting the interviews in a private office as well as storing the data in a confidential password protected manner.

Findings and discussion

The study findings are discussed in this section as main and sub-themes emerging from the data analysis of the personal semi-structured interviews by means of an inductive approach. The identified themes and sub-themes are structured as skills and strengths as core components of personal resources representing women academics' perceptions of workplace well-being. The two identified main themes (see annexure G) indicating primary personal resources for women academics in the workplace were identified as strengths and skills (see Table 3-2).

Table 3-2: Personal resources

Theme	Sub-theme	Descriptive words
Skills	Self-care skills	Planning ability Manage work-life balance Time management skills Mental health
	Communication skills	Ability to identify and verbalise needs Negotiation skills Listening skills
Strengths	Cognitive coping	Academic confidence Prudence Sense of seriousness Skills use Mentorship skills Resourcefulness Cognitive ability Future mindedness Self-efficacy
	Affective coping	Emotional intelligence Ambition Enthusiasm Imperviousness Resilience Empathy Positive self-evaluations Passion for work
	Behavioural coping	Assertiveness Ability utilisation Authenticity Self-motivation Uniqueness Acceptance Self Determination Autonomy Self-confident behaviour

Theme	Sub-theme	Descriptive words
	Character strengths	Vigour Kindness Love of learning Perseverance Humour Social intelligence Love Fairness Leadership Hope Bravery

3.1.6 Theme 1: Skills

Self-care and communication skills were key aspects of women academics' personal resources with specific reference to workplace well-being.

3.1.6.1 Sub-theme : Self-care skills

Self-care was displayed through the ability to plan, manage worklife balance, time management skills and mental health. Participants indicated that the ability to lock their office doors and plan impacted their work positively and assisted with time management.

P9 indicated that "I just lock my door now and don't answer" in order to make time for herself to complete her work. Participants also indicated that for them to create their own work-life balance was important.

P2 indicated "2 years working there I decided to work 5/8 when my youngest started school and I wanted to be there for them". This is also linked to job resources in terms of the ability of the workplace to work flexible hours. Some participants also indicated that they had to create a work-life balance for themselves. P10 said "So, yes I try not to do too much admin after hours, I try to do it really fast here".

Participants also indicated that they make use of counselling for self-care and P10 indicated that "... the resources I use are podcasts, mindfulness training and medication and things like that...". P4 also indicated "And the counselling helped just to process stuff". Mills *et al.* (2020:1138) emphasise the importance of self-care in supporting personal resources and sustaining capacity to meet workplace demands. To develop work-life balance and time management is important, as Zulu (2013:756) argues that women academics often struggle with the time balance between research and family life. Sirgy and Lee (2018:229) confirm that work-life balance leads to high

organisational performance, higher job satisfaction and firmer organisational commitment and individual well-being. Although some participants do experience the spillover effect, they did express their earnest desire to wanting to take control over it through effective time management.

3.1.6.2 Sub-theme : Communication skills

Participants also displayed communication skills like negotiation, listening, verbalising and identifying needs.

P8 mentioned that "... I think you have to develop skills that you can actually manage yourself, you have to be reflective, you have to be able to listen effectively ...".

Participants also displayed the ability to verbalising and identifying their needs as a personal resource.

P11 indicated that "So we can stand up and say in a meeting you don't judge me because I have to go home even though they will judge you, but at least you can say it" and P1 indicated "I can communicate eloquently". One participant mentioned, "Communicating effectively, listening effectively, managing and reflection, managing your own emotions, managing other people's emotions and all those sort things" (P8). Effective communication is a crucial skill for vital personal resources to making oneself understood by others and is a crucial skill to have (Goutam, 2013:85). Goutam (2013:85) asserts that workplace communication skills have become the most wanted aspect in organisations, and the ability to communicate effectively enables employees to form and sustain the much-needed working relationships. This skill thus creates a gain cycle as depicted by Bakker and Demerouti (2018:3) that the more employees are engaged in their work and positively impact their working environment, stimulating stimulate a gain cycle of job resources and work engagement. Effective communication skills are integral to create good relationships and this, in turn, promote the detection of creative actions, ideas and social bonds which in turn builds one's personal resources (Fredrickson, 2004:1367).

3.1.7 Theme 2: Strengths

The second main theme comprised of cognitive, affective, and behavioural coping interwoven with character strengths as core components of women academics' personal resources for workplace well-being.

3.1.7.1 Sub-theme: Cognitive coping

In terms of cognitive coping, the participants identified academic confidence as an important resource they use. P2 mentioned, "... I think my PhD helped in terms of that...to really see myself as an academic and equal to those people that I regarded as good academics...".

Participants also indicated that to have prudence and think about one's choices carefully is a good resource to have. To demonstrate prudence, P2 mentioned "when I made the decision to because work at this university when you go you go through a process - an ad hominem process... It did, of course, take me to have a good long hard look at my CV and my career journey up to this point...".

Cognitive coping is also displayed through the participants' sense of seriousness. With regards to skill use participants expressed that to be allowed to be innovative, creating their own space, increasing publications, having experience, running own training and to have skills to be a convenor convene skilfully are strengths, they can tap into to cope with everyday job demands.

P2 mentioned "So I think being allowed to innovate and to create your own space and to do the kind of things that both interest you and benefit the organisation" is a helpful personal resource to possess. Most participants expressed the ability to be resourceful and stated the following:

P7 "I think I am resourceful in finding things out."

P9 "My sense is that I always had to provide most of my own resources so even my computer I've purchased through grants that I have gotten".

The participants expressed cognitive ability, including facing challenges, ability to score high in exams and scholarly work just coming easily to them. P1 commented on this aspect as follows: "I cum lauded both my degrees."

Participants also displayed spoke about resources like self-efficacy to help them cope with job demands. The self-efficacy seems to be linked to cognitive ability.

P11 has indicated: "I am good at studying it is just something that comes been easy. I was an activist, I was hardly in school, I should have probably failed, but because I could study the night before and do really well, it was just a natural aptitude that was a personal resource".

P1 indicated that "I am very good at getting everybody behind a vision. I'm very good at what I do. I'm very competent in my various roles."

Participants also experienced being future-minded as a valued personal resource. Participants shared the following views:

“So for me personally I have to kind of make sure that in my head there are different options in case that if something does not work out”(P5).

Gauche *et al.* (2017:11) confirm that by capitalising on cognitive resources as a personal resource, one can enhance well-being and counter the risk of burnout. Rupert *et al.* (2015:171) support this finding by stating that cognitive strategies further assists in keeping perspective on one's work and in turn, this is important for reducing both emotional exhaustion and depersonalisation.

Participants in this study also seemed to use cognitive coping to become innovative, create their own unique spaces, increase publications, apply cognitive skills, be resourceful and perform professional tasks.

Some participants indicated that cognitive coping also assisted them in becoming more resourceful like P7

“I think I am resourceful in finding things out”.

Cognitive coping also contribute to the gain spiral as through this; participants can develop other resources. Additional words to describe cognitive coping include a sense of seriousness, possessing mentorship skills and being future-minded.

3.1.7.2 Sub-theme: Affective coping:

Participants employed affective coping as a personal resource through being ambitious, displaying emotional intelligence, enthusiasm, resilience, imperviousness, empathy, positive self-evaluations and their passion for work. Most of the participants ascribed their affective coping to resilience. P2 demonstrated her resilience through the following statement:

“So even if there is a stumbling block so even if there is aspects that should be done and are not done you have the reserve to navigate it, and it makes it easier if you completely rely on the bureaucratic processes to take their course it can be very frustrating I think I have accumulated those resources for myself over time it's made it easier. ...academic institutions are not easy environments to work in. ... as you may know. You constantly and I think this is when it comes to resilience you have to everyday is that you get up in the morning and you say to yourself I'm going to face a difficult this or a difficult for that so you can be able to motivate yourself”.

P5 expressed that;

“You know you have to take the knocks, you know you have to put in five grant applications to maybe get one funded”.

On response on how to cope with the job demand, P4 expressed that:

“So it is a self-confidence thing I think which women don't do very well, so I think you have to keep pushing and reminding ourselves that what we have to draw on you know. And you mentioned resilience there I think probably that is a good word to describe it”.

Imperviousness was expressed by participants as a personal resource in statements around “I think you probably have to have thick skin”.

Empathy as an affective coping mechanism was expressed by participants as a personal resource in statements such as “Empathy is a big part of being a good scientist at the end of the day” (P9). P3 communicated that “I think I am an optimistic person and I think I think I'm really resilient in terms of the workload. I think our job demands are extremely high”. P8 also referred to the need for “high skills in terms of empathy.” (P8).

Passion for work was also expressed as an affective coping mechanism that serves as a personal resource for participants. P3 expressed:

“If I didn't enjoy it would be soul destroying so I have been blessed all the years and also now in my current position to really to have the freedom to do the things that I really enjoy”.

P11 further expressed:

“...doing research is the driving force, I mean in terms of being able to go from one rank to the next we need to have a robust research profile”.

Participants employed affective coping through the use of emotional intelligence by using statements like “And just overall coping kind of skills and I think also being able to process one's emotions and make peace with them” (P8) and “Communicating effectively, listening effectively, managing and reflection, managing your own emotions, managing other people's emotions and all those sort things”(P8).

Through positive self-evaluations, participants also employed affective coping in statements around

“...really see myself as an academic and equal to those people that I regarded as good academics” (P2) and “So as a person, in general, I think I've got good self-esteem...”.

P1 also indicated

“I'm very good at what I do. I'm very competent in my various roles. I think my ability to express myself both written and spoken word has got me really far in life”.

P5 emphasised that

“You have to really have allot of self-confidence and put yourself forward in strength to actually succeed in many of these fields”.

Clearly, affective coping as a key personal resource was also employed as ambition and enthusiasm. Smith *et al.* (2010:174) identify resilience as a uniquely vital personal resource with a moderating effect on burnout and psychological health (García-Izquierdo *et al.*, 2018:228). In a study conducted by Colombo *et al.* (2020:8), it was found that people with positive estimations of the future with positive affect reported superior psychological well-being and psychological well-being seems to be strongly associated with resilience and coping skills. According to the participants, positive affect like passion for work and positive self-evaluations can contribute to psychological well-being.

3.1.7.3 Sub-theme: Behavioural coping

Behavioural coping was identified as a used resource by participants in terms of uniqueness, assertiveness, ability utilisation, being authentic, self-motivation; including altruism, acceptance, autonomy and creation of healthy boundaries. Wide-ranging experiences were shared with examples of behavioural coping like being unique as P1 indicated

“I will come to work in my hot pink with green eyeshadow and like nobody else would dream of doing it in this department”.

A few participants used their assertiveness, for example, P8 indicated that

“You know being able to say no when I just can’t do something”.

Extensive experiences were shared around being autonomous as a personal resource and P2 mentioned

“It is an incredible resource to be allowed to work without interference” and P7 “I tend to try and figure things out on my own”.

Van Yperen *et al.* (2016:183) emphasises that if there is a high need for autonomy amongst employees, then managers should provide opportunities for time and location working. When coping strategies are focussed on adaptive ways of coping, it can be associated with individuals’ well-being and lower stress levels (Antoniou & Mitsopoulou, 2017). Rational coping behaviours have been found to assist in overcoming work-related stressors and burnout (Antoniou *et al.*, 2013:349).

The second theme revealed strengths encompassing character strengths, cognitive coping, affective coping, behavioural coping and cognitive coping as integral to personal resources for women academics.

3.1.7.4 Sub-theme: Character Strengths

Character strengths as the most frequently used personal resources was emphasised by participants in the study, namely bravery, hope, leadership, fairness, love, social intelligence, humour, perseverance, love for learning, kindness and vigour.

P4 demonstrates her bravery by stating

“I feel like at this point I am not going to shut up anymore. I am not going to not challenge”.

Whilst P7 expresses these sentiments

“I am not afraid for asking for things”.

On the other hand, P9 indicated that

“...you have to be super tough”.

These comments demonstrate that these women use bravery as a personal resource in the working environment.

To further point to the character strengths the participants use leadership as strength as P1 mentioned

“So also leadership”. “So, I am very good at getting everybody behind a vision”.

P2 mentioned that

“Also had a lot of experience in the leadership and management real and then I was the deputy director and then the director at the Institute for 10 years and I started taking leadership positions in the school, and the head of the school was really good and supportive too to allow me to assume those leadership positions and let me run with it”.

In demonstrating fairness, P4 iterated that

“I have a strong sense of justice and when people are not treated fairly or getting what they deserve...”.

P2 further mentioned that

“So my interest in the academic domain was always in the social responsibility domain where what every search I did or any other activities I did was mainly as my role as a social activist contributing to the social responsible mandate of this institution but primarily trying to make some contribution to improving the lives of children and their families”.

This reiterates the fairness strength that the participants demonstrate.

In terms of love as a virtue, P4 indicated the following:

“So that's kind of a huge resource I know I have to do right by them, and I love them, I really love them [students]”.

Social intelligence as a character strength has been expressed as:

“You must be able to navigate and get *a*long with other people and I think I do that quite well not without difficulty...”. (P1); P8 further stated that
“Communicating effectively, listening effectively, managing and reflection, managing your own emotions, managing other people's emotions and all those sort things”.

Perseverance as a strength was demonstrated through the following comments:

“You know I think it is partly just grit and little sweat hard work”. (P10)
“But it was purely just me putting it out there and working very hard and facing a lot of flak with it. It's been a big challenge”. (P12)
“When things were heavy and difficult I just kept on pushing, because it was hard and I wanted to get out of that hardness into the light”. (P7)
“in basic science were doing medical research on what we feel are important problems in our country and so there is a lot of personal motivation to stay here and do that”. (P4)

Kindness is illustrated in the comments of P4 stating

“And it prompted me to write to the director of my institute you have to put out some kind of statement or something you know demonstrating that if you care, you must care...”.

This was in response to a student being brutally sexually assaulted.

Most participants expressed their love for learning as the strength that drives them in academic institutions. P7, for example, indicates

“I enjoy learning new things” and P1 studied further stating “...my master's degree had a leadership component and medication fellowship had a strong leadership component”.

To demonstrate vigour as a virtue P2 indicated that

“I think I'm beyond survival mode where I think I am right now I'm thriving in those things and transformative in my teaching in my engagement in the various committees that I work I can push boundaries I can be innovative and so forth”.

Seligman *et al.* (2004) developed a list of character strengths underlying certain virtues. Wagner *et al.* (2020:317) established that several strengths follow with orientations to well-being like zest, hope and gratitude. A strength like optimism, for example, mediates the relationship between emotional stability factors and emotional well-being as well as the relationship between personality facets (Serrano *et al.*, 2020:352). Clearly, the relevance of character strengths like vitality is closely linked to well-being (Brdar & Kashdan, 2010:151).

Women in this study displayed strengths like cognitive-, affective- and behavioural coping as personal resources in order to enhance and sustain their well-being. Interwoven with this is the

character strengths they identified, which facilitates their well-being in the workplace. This study has highlighted all these personal resources but has certain limitations.

Limitations

Despite its many strengths, this research presented several limitations.

Firstly the study was conducted at one university, and purposeful sampling was used in this research for the identification and selection of information-rich cases. Nevertheless, the potential for sampling bias could be a possible limitation (although there was no intentional bias in the purposive sampling), since, despite many efforts, most participants were from the department of health sciences. Moreover, this limits the generalisation of this study to other higher education institutions. Secondly, this study excluded the factor of race and only considered gender as a variable in well-being. P3 mentioned that “So I think there is a bit (thinking) so your study is about gender and not about race, but I think that is something that you cannot in our current climate ignore”. This is also an important consideration for future studies. Thirdly, another potential limitation could be that the study only focussed on the participants’ perspective and not the perspective of the organisation or their colleagues. A recommendation for future studies would be to follow a holistic approach in data gathering.

Conclusion and recommendations

Employees, namely, women academics, utilise a variety of personal resources linked to specific skills and strengths in the workplace to enhance strengthen and sustain their well-being. The dynamics of these personal resources add to their positive functioning and resilient coping. The findings fit well in Social Work respecting the personal skills of each client (Pease *et al.*, 2017:54) and the inherent strengths of individuals to cope with adversities (Rajeev & Jeena, 2020:338); and, valuing the unique strengths that they bring to the workplace (Van Woerkom *et al.*, 2016:22). Strength use should be allowed and promoted for women in academic institutions, and opportunities for such should be created intentionally.

In order to contribute significantly to the field of Occupational Social Work and Employee health as well as wellness research, it is recommended to create a further understanding of which personal resources pertaining to skills and strengths are imperative in higher education could impact on well-being to ensure organisations to foster and enhance such resources in the South African Higher Education work context. Future research could also include women and a focus on race with regards to personal resources in the South African higher education institutes. Since the cultivation of high well-being in the such a South African environment of work comprises more

than employees women academics' personal resources (Hitge & Van Schalkwyk, 2018:553), it is required to look at the role of job resources in the academic context.

Title: A Social Work perspective of women academics' well-being in the workplace: the role of job resources

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CHAPTER 4

A SOCIAL WORK PERSPECTIVE OF WOMEN'S WELL-BEING IN THE WORKPLACE: THE ROLE OF JOB RESOURCES

Abstract

Women in the workplace still face unique challenges with harmful effects for their well-being. This research aimed to explore and describe how job resources contribute to women academics' perceptions of workplace well-being within the context of higher education. In this qualitative study, an exploratory and descriptive research design was used. Purposive sampling was conducted at a top-rated university in South Africa. Data were gathered through 12 semi-structured interviews. Thematic analysis revealed the specific aspects of psychological, social, organisational, and physical resources constituting job resources for women academics in the workplace. It is recommended that future research investigate job resources also from an organisational perspective.

Keywords: Conservation of Resources, job demands-resources model, job resources, women academia, strengths perspective South Africa, well-being

INTRODUCTION

Globally and in post-apartheid South Africa higher education institutions are troubled with job demands like the development of individuals, transferring of knowledge, student throughput rates, increase in research output, increasing focus on high-quality research and international publications – including issues toward social relevance (Coldwell *et al.*, 2016). According to Poalses and Bezuidenhout (2018), when occupational demands outweigh occupational resources, then challenging work becomes stressful, resulting in an exhausted, disengaged workforce. In agreement to this, Pillay (2016) reports about the negative effects of high job demands and the political climate on the well-being of employees at South African universities. Furthermore, women are often faced with the double burden of women-hood in higher education, leadership challenges, challenges in research and publishing, ownership of the workmanship narratives (Maphalala & Mpofu, 2017), heavy teaching loads, role overload, discourse concerning the area of specialisation and lack of access to supportive networks (Zulu, 2013). Seemingly, these additional stressors should be addressed by organisations to prevent burnout and promote personal and social well-being (Gauche *et al.*, 2017). Job resources often provide support to employees to cope with daily work stressors.

Job resources can provide a buffering effect between job demands and the burnout process itself (Bakker & Demerouti, 2014a). Job-resources are defined as those physical, psychological, social or organisational features of the job that function in attaining work goals, decrease job demands as well as psychological and physiological costs to encourage personal growth and learning (Schaufeli & Bakker, 2004a).

LITERATURE REVIEW

4.1.1 Importance of job resources

Within the discipline of Social Work, there has been a shift from the identification of pathology and symptoms to an alternative model of focussing on strengths within a system (Guo & Tsui, 2010). This strengths-based model (person-in-environment) does not only focus on personal resources but also on discovering strengths within the environment of the service user (Guo & Tsui, 2010; Miley *et al.*, 2001). Work ecosystems refer to those complex systems involving both dynamic human and non-human actors as an interconnected system (Subramony *et al.*, 2018). In other words, in the workplace, the interconnected use of both human, for example, cognitive skills and non-human, e.g. office equipment, actors are part of these work ecosystems. Job resources and personal resources are often interwoven in this ecosystem. Xanthopoulou *et al.* (2007:121), for example, found that personal resources mediated the relationship between job resources and engagement/exhaustion.

Schaufeli and Bakker (2004a) explain the effects of job resources on employee well-being in terms of the job demands-resources (JD-R) model (Schaufeli & Bakker, 2004b).

Schaufeli and Bakker (2004a) propose the JD-R model as a theoretical outline used to comprehend the impact of demands and resources on the well-being of employees. The model is based on the premise that well-being exists resulting from a balance between positive (job resources) and negative job characteristics (excessive job demands) and delineate two processes that are, the health impairment process of *burnout* and a *motivational* process (Bakker & Demerouti, 2007) [see chapter 2, page 51].

The motivational process encompasses the use of job resources that leads to work engagement and organisational commitment (Schaufeli & Bakker, 2004a). Job resources mostly influence motivation when job demands are high (Bakker & Demerouti, 2017b), as Hobfoll's (2001) Conservation of Resources model explains that all kinds of resources have motivating potential which becomes particularly valuable when needed. On an individual level, job resources are mostly focussed on aspects, such as autonomy, feedback, development opportunities and engagement (Bakker, 2005; Bakker & Demerouti, 2007; Bakker & Demerouti, 2008). Job

resources at a collective or organisational level in the workplace ecosystem predicting well-being can be considered as collective job resources such as features of the group, social capital, interactions, leadership, performance management, management style, task clarity, information-sharing between colleagues and supervisors in the informal type of networks (Fagerlind *et al.*, 2013; Gauche *et al.*, 2017; Salanova *et al.*, 2006). Job resources are positively valued and contribute to the broaden-and-build or positive spiral effect of positive emotions experienced in the workplace (Fredrickson, 2001; Gauche *et al.*, 2017) [see chapter 2, page 53]. While these processes associated individual and collective job resources are part of the experience of women academics in higher education, they also experience unique challenges in terms of job resources and demands.

4.1.2 Women in higher education: Job demands and resources

Lack of job resources could result in a negative spiral correlating with a loss of resources for women and follow the health impairment route. For example, a South African study indicated the high probability for women in higher education to be at risk for gastroesophageal reflux disease and other health impairments (Mohammed *et al.*, 2019). South African universities started to face accelerated change demands in 2015 when Chumani Maxwele threw faeces on the statue of Cecil John Rhodes 2015 (in Cape Town) which was followed by nation-wide student protests (Pillay, 2016). The accumulating effect of these protests involved much more than #feesmustfall and changes regarding structural issues. In addition, the severe strain on financial resources and valuable personnel resources due to the higher pass rate demand and research output demand cannot be ignored (Coldwell *et al.*, 2016). Clearly, the sum of these mentioned factors indicates much more than “adapt or die”. Then also, it is well-documented that women in the workplace, such as women in academia are also exposed to care work, sexual harassment, the double burden of womanhood, glass ceiling, gender inequality and leadership challenge for women in higher education (De Paola *et al.*, 2018; Grummell *et al.*, 2009; Maphalala & Mpofu, 2017). The focus of this study was to explore and describe the perceptions of workplace well-being of women academics’ on job resources.

METHODOLOGY

In this qualitative study, we used a descriptive, exploratory design in order to obtain a good understanding of the phenomenon, namely workplace well-being – and the role of job resources as experienced by women academics. The research question was formulated in the following way: how do job resources contribute to women academic’s perceptions of workplace well-being.

4.1.3 Aim of the Study

This study aimed to qualitatively explore and describe women academics' perceptions of workplace wellbeing on job resources, through a qualitative descriptive design (semi-structured interviews) at a top-ranking (BRICS ranking) South African university (Collier, 2019).

4.1.4 Research design

In this qualitative study, we used a descriptive, exploratory design in order to present a clear description of workplace well-being – particularly the role of job resources - as experienced by women academics (Sandelowski, 2010:83).

4.1.5 Sampling

We used non-probability purposive sampling (Dowding, 2013) to achieve higher representativeness or comparability (Teddlie & Yu, 2007a). A top university, according to the Bricks rankings was identified, and the subsequent research process was following in obtaining the necessary ethical approval, goodwill permission and gatekeeper assistance. An independent appointed mediator contacted potential participants; and, once they indicated their willingness to partake in the research study, informed consent forms were signed and completed.

4.1.6 Participants

4.1.6.1 Inclusion and exclusion criteria

The participants consisted of 12 women academics who all voluntarily agreed to take part in the study. The sample inclusion criteria were: i) a woman academic employed at the selected higher education institution and promoted within five years; ii) job levels ranging from senior lecturer to professor; iii) either in the health science or science faculty. All these women participants met the inclusion criteria, and the necessary appointments followed for the semi-structured interviews after submission of their informed consent forms (Annexure D of the dissertation).

4.1.6.2 Participant recruitment

Sampling was conducted through non-probability purposive sampling (Dowding, 2013), and this was used to achieve higher representativeness or comparability (Teddlie & Yu, 2007a). Initially, we identified a top university according to the Bricks rankings and obtained the necessary ethics, goodwill, and gatekeeper approvals. An appointed mediator contacted potential participants; and, once they indicated their willingness to partake in the research study, informed consent forms were signed.

4.1.7 DATA-COLLECTION

Twelve participants completed a demographic questionnaire (Annexure A of the dissertation) followed by a personal semi-structured interview set out by an interview protocol (Annexure B of the dissertation). Semi-structured interviewing with open-ended questions was used (see Annexure B of the dissertation) in order to provide the interviewer with a degree of freedom for participants to elaborate more on their thoughts and comments. The first author, (i.e. the student researcher) also made (field) notes during and after these interviews.

4.1.8 DATA ANALYSIS

4.1.8.1 Familiarisation with data

Data gathered through semi-structured interviews were transcribed as the textual data for analysis. The textual versions of the data were read rigorously as well as the written field notes. In order to ensure rigour and trustworthiness, we paid attention to the criteria of Lincoln and Guba (1985) referring to truth value, applicability, consistency, and neutrality. The four-point criteria for naturalist inquiries of Lincoln and Guba (1985), namely credibility, transferability, dependability, and conformability, were used to ensure the trustworthiness of the qualitative study. Credibility was ensured by using a co-coder, triangulation, interviewing techniques, and reflexivity. During the process of analysis, the (student) researcher discussed the codes with a competent co-coder, study leader, and the researcher. The interviewing techniques were also more in the form of facilitation techniques, and the terms were defined to the participants in order to elicit credible responses. A reflective journal was kept on notes as well. The transferability on the South African workplace context would infer women employed in academia only. Detailed descriptions of all information were obtained during the interviews, and field notes assisted with this. In order to ensure dependability, the researcher did member checking, triangulation of data sources, peer debriefing, and an audit trail. The semi-structured interviews were recorded; then transcribed by the (student) researcher as textual data to enhance dependability and confirmability.

4.1.8.2 Coding

The process of Qualitative Data Analysis (QDA) and collected data were organised through Atlas.ti version 8.0. Data were coded through an inductive process and then collapsed in themes and sub-themes. The co-coder and coder compared and aligned codes accordingly after a rigorous discussion. The next step was to identify sub-themes. The six phases of thematic analysis suggested by Braun and Clarke (2006) were integral to this procedure to search for connections across emergent themes.

4.1.9 Ethical considerations

Ethics approval was obtained from the Health Research Ethics committee (NWU-00017-17-S1) of the North-West University as well as the participating university's Humanities faculty research ethics committee (HS/16/8/15). This study was rated as medium risk as (adult) humans were involved in the study employed in an organisation. The ethical consideration was always to minimise harm to participants. Two participants experienced emotional discomfort, and this was mitigated by the fact that they were making use of resources available to them to support them emotionally. Confidentiality was maintained through password protecting recordings, removing all identifying details from interview scripts, conducting interviews in private offices, and storing all data in a lock-up cabinet.

4.1.10 FINDINGS

The study findings are presented as themes emerging from the diligent process of data –analysis of the personal semi-structured interviews. The use of an inductive approach proved to be fruitful, and, in this section the findings are discussed in the light of existing scientific literature and illustrated through participants' verbatim.

The identified themes and sub-themes for job resources are structured as psychological resources, social resources, organisational, and physical resources as core components of job resources representing women academics' perceptions of well-being (see Table 2-1). The identified themes and sub-themes for job and personal demands are structured as mental health strains, academia as a profession, home-work interface, job demands, organisational culture and lack of job resources, physical strains and dynamics of work. Interestingly, the participants in this study classified job and personal demands concerning these themes, which are also incorporated in this study due to the important nature of the information.

4.1.11 Job resources

Table 4-1: Job resources

Theme	Sub-Theme	Descriptive words	Strains
Psychological resources	Inherent job aspects	Job feedback Job-specific skills Job difficulty level Experience Job autonomy	Life events impacting on choices Spillover effect Variety of roles Increase demands Lack of family-friendly environment Lack of work-life balance Treatment in academia Men controlling content Nature of work not recognised Multi-tasking Self-imposed job demand Challenge demands Emotional demand Job strain Cynicism
	Affective job aspects	Being heard Promotion of independence Affirmation Client satisfaction Satisfying work Job satisfaction Meaningful work Realism	Transformation needs Gender-based violence Lack of trust in institution Lack of staff consultation Lack of acknowledgement Apathy by staff Imposter syndrome Resistance to change Academic bullying Profession affecting self-confidence Absence of job satisfaction Student protests Death of colleague

Theme	Sub-Theme	Descriptive words	Strains
			Lack of appreciation Lack of sense of belonging Emotional demands Need to prove oneself Negative life event Lack of self-confidence Need for assertiveness
Social resources	Colleague support	Treatment at work Other women academics Expertise amongst colleagues Teamwork	Need for women-friendly resources Low team morale Lack of social support
	Management as a resource	Authentic leadership Management support Leadership skills Supervisor support Management style	Lack of support for leadership style Lack of mentorship Lack of leadership Lack of management support Interpersonal relationships at work Lack of leadership skills Lack of formal workplace support Need for more coaching Negative attitude of students Perceived lack of authentic leadership Lack of seniors mentoring students
	Job-related interaction	Collaboration opportunities Network building Coaching Mentorship	Fear of expressing oneself
	Professional and support staff support	Human resources support Change in organisation Library resources	Human resource strain Psycho-social health strain Lack of mental health support

Theme	Sub-Theme	Descriptive words	Strains
Well-being			
Organisation as a resource	Growth opportunities	Development opportunities	Privilege linked to gender
		Career Pathing	Lack of women-friendly HR policies
		Attending conferences	Gender functioning difference
		Meeting criteria	Perceived discrimination
		Career planning	Perceived systemic gender bias
			Non-gender friendly workplace
			Inequality between support and academic staff
			Sexual harassment
			Mental health strain
			Change resistance fatigue
			Turn over intention
	Time and workload	Balanced workload	High workload
		Reduced working hours	Non-equal division of work
		Flexible working hours	Constant performance
		Taking time off	High job demands
		Size of classes	Unbalanced task focus
		Time made available	Lack of workplace support in terms of childcare
			Time to apply for funding
			Lack of time
			Childcare responsibilities
			Impact of childcare on work
			Lack of parent-friendly working hours
	Job-related aspects	Performance management	Performance review process
		Job Design	Perceived bias in the promotional system
		Job content revision	Job content strain
			Control of job demand
			Student University readiness
			Needs of students

Theme	Sub-Theme	Descriptive words	Strains
Physical resources	Financial support	Grand funding Access to resources Financial resources Funding resources Salary	The mental health of students Student demands
			Job insecurity
	Office and technical support	Office Work location flexibility Physical job resources Cleaning of office	Physical environment Sick building Lack of space

Four main themes were identified as job resources to be categorised as (1) psychological, (2) social, (3) organisational, and (4) physical resources with numerous sub-themes. The sub-themes identified as psychological resources were inherent job aspects and affective job aspects.

4.1.11.1 Theme 1: Psychological resources

4.1.11.1.1 Sub-theme: Inherent job aspects

Participants perceived certain inherent job aspects like job-specific skills, job difficulty level, experience, job autonomy and job feedback as important capacities of psychological functioning in the workplace. In terms of job feedback participants expressed the following sentiments:

“My job offers me opportunities to find out how well I do my work. I receive sufficient information about the results of my work”. (P1)

With regards to job-specific skills as psychological resources participants P9 and P10 mentioned:

“The teaching you know, you are lucky if you are good teacher which some people are and some people are less good.” (P9)

“The other thing that could make a huge difference to this university is job shadowing” as sharing skills can serve as a job resource. (P10)

Participants also indicated that job autonomy is a great psychological resource at the job/in the workplace and expressed it in the following:

“I have control over how my work is carried out. I can participate in decision-making regarding my work. I can decide on my own how I go about doing my work” (P8)

Autonomy is positively associated with the employee’s job satisfaction (Demircioglu, 2020). Demircioglu (2020) even states that individuals strive to please three psychological needs of which the first is autonomy, the others are competence and relatedness. Job autonomy is deemed as important for organisational success and greater job satisfaction (Gözükara & Çolakoğlu, 2016). Job autonomy correlates positively with employees’ positive behaviours contributing to pro-organisational behaviour (Loi *et al.*, 2011).

Numerous participants identified experience as a psychological component of job resources within the workplace. The sentiments on this issue were:

“I think for 25 years on, and off I've learnt how to navigate the system and being able to navigate the administrative and support system I think releases resources for yourself to be able to do your job well.” (P2)

“I think, and this comes from some of my experience in this mentorship program. You know you have to take the knocks, you know you have to put in five grant applications to maybe get one funded.”(P5)

Brewer and Shapard (2004) found that there is a small negative correlation between the years of experience and emotional exhaustion, and this was confirmed in another study by Knani (2013). However, according to the participants of the current study, it does seem that experience assisted in managing resources better than before, which led to job resource creation. Bakker and Demerouti (2007) confirm that job resources buffer the impact of job demands on strain - including burnout.

It was interesting that participants also referred to the strains and its potential negative influence for a job, i.e. psychological resources, and, particularly those aspects inherent to the job. These strains were described as life events impacting choices; spill-over effect; the increasing demands of various roles; a lack of family and friends interaction (environment); lack of work-life balance; social interaction and lack of respectful treatment in academia; men controlling content; nature of work not recognised; multi-tasking (e.g. student supervision and applying for grants); self-imposed job demands such as taking on too much post-graduate students, job strains, and personal cynicism.

4.1.11.1.2 Sub-theme: Affective job aspects

Participants also spoke about their experiences which can be categorised as affective job aspects as psychological resources in the workplace. This sub-theme include experiences which can be described as the importance of ‘being heard’ in formal and informal meetings, promotion of independence, affirmation, satisfying work, client satisfaction, job satisfaction, meaningful work and realism. Participants shared the following views:

“He allows you to I think to handle the aspects that you are responsible for in a way that you see fit”. (P2) [Promotion of independence]

“That a real source of job satisfaction for me...And I think job satisfaction is important”. (P8) [Job satisfaction]

“You know I am talking about honours, Masters and PhD students who are these bright young people you know and helping them make their future”. (P4) [Satisfying work]

“...doing research is the driving force, I mean in terms of being able to go from one rank to the next we need to have a robust research profile”. (P11) [Realism]

“Yes that is all nice and good when it comes, but that’s never been my primary motivation so my motivation has always been to try and work towards things are actually for societal good so even if I am primarily working for my content work which is child health and in my teaching environment which is teaching for health managers leadership in the broader health system and it gives me, I think, it gives me that satisfaction that I am contributing to something for a broader purpose for a greater good. And as all of those aspects are for me the positive resources”. (P2) [Meaningful work]

The above-mentioned concurs with Dominguez *et al.* (2020) who state that affective commitment may act as a moderator in the relationship between job stressors and employees’ psychological tension. Skill utilisation, job autonomy, job satisfaction and meaningful work has previously been associated with engagement and commitment (Allan *et al.*, 2019; Bakker *et al.*, 2010a; Christian *et al.*, 2011; Steger *et al.*, 2012). Also, Stankovska *et al.* (2017) found that staff motivation is affected by job satisfaction with a positive correlation to high productivity in the organisation.

Various strains were identified which hold a potential threat for psychological resources in terms of well-being and healthy functioning. In terms of affective job aspects, participants identified strains such as needs to transform, gender-based violence, lack of trust in the institution, lack of staff consultation, too little acknowledgement, apathy by staff, imposter syndrome, resistance to change, academic bullying, profession demands affecting confidence (for example negative reviews by peers), absence of job satisfaction, student protests, death of a colleague, lack of appreciation, lack of a sense of belonging, emotional demands, and the need to prove oneself.

Despite these resources participants identified, they also perceived strain with regards to these psychological resources. This can be explained in terms of Hobfoll (1989b) Conservation of Resources theory where it is argued that strain experienced by individuals can be understood in relation to potential or actual loss of resources. Although participants experience a lack of appreciation, suffered the loss of a colleague and experience academic bullying, they were still able to conserve resources.

4.1.12 Theme 2: Social resources

Social resources refer to those non-tangible resources one gains from colleagues, peers and management through relationship building and communication. The sub-themes for social resources are reflected in colleague support, management as a resource, professional and support staff support and other job-related interaction.

4.1.12.1 Sub-theme: Colleague support

Participants 2 and 9 described vividly how their teams served as a resource to them:

“...team where we all understand the demands that they make upon one another, therefore, trying to be reasonable and I think the demands made on one another is really critical part of that I think in the university setting I work with people on different multiple levels both the I think the division in which I work I think I work with a really incredible team and the head of the division is a very supportive person, and I think she tries as in far as possible to support one regardless of work circumstances we may be facing, and that's really important”. (P2)

“...my strength comes from my support team...”. (P9)

Colleague support was also identified as crucial resources regarding mothering; and P1 expressed that “I also have the vast majority of my colleagues, many of them are also moms are incredibly supportive and um make plans, and we cover for each other, and that's within this department” and “...secretary who is amazing”. In agreement to this, P7 mentioned “Working with colleagues who are supportive and engaging... Colleagues I can relate to on an academic level and also related to aspects of work if I am studying or having a particular difficulty with a particular work-related aspect teaching, research or whatever that I can go to and ask.”

Various participants indicated that their direct line manager (supervisor support) served as a huge resource to them and is expressed in the following sentiments:

“So there is within our division within a school there is support if I was to reach out there will be people willing to listen I suppose”. (P3)

“My immediate supervisory and my colleagues that I work closer with...[are valued as positive resources]”. (P12)

Breevaart and Tims (2019) point out the benefits when employees gain social resources to enable them to cope more effectively at work. They found that in the case where employees may be exhausted, they craft social job resources (Breevaart & Tims, 2019). Further social support at work is also to be found to have an additive effect on affective commitment (Rousseau & Aubé, 2010).

4.1.12.2 Sub-theme: Management as a resource

Participants experienced authentic leadership, management support, leadership skills, supervisor support and management style in terms of management resources. In expressing this P6 indicated that “My direct line manager is sort of able to pick up gaps when necessary and is willing to help” and P9 indicated “the dean is another good support system”.

“...valuable resource for me was my head of department who is also a mentor and someone who I really respect and look up to”. (P1)

“So the overall head of the school it is also someone that is pretty supportive when I started my current position which was 2015 has been really supportive in a variety of ways he draws into entities that he feels would be beneficial to your career, but it also allows you to innovate and to do things that it pushes the boundaries he doesn't he is not a micromanager”. (P2)

“My current head of division is very much involved...”. (P8)

“...I've got one head of division who are really, I think she is incredibly supportive” (P11).

This finding is supported by Semedo *et al.* (2016) showing that authentic leadership does influence employees' affective commitment and job resourcefulness. In addition to this leadership style also influences job satisfaction, performance, well-being, and effectiveness (Alonderiene & Majauskaite, 2016; Inceoglu *et al.*, 2018; Strömberg, 2020; Sudha *et al.*, 2016).

4.1.12.3 Sub-theme: Job-related interaction

One of the sub-themes for social resources is also the type of job-related interactions participants experience in the workplace. These job-related interactions were described as collaboration opportunities, coaching, network building and mentorship. Participants positively identified coaching by either a professional coach or direct line manager as a supportive resource. This is reflected in the following responses:

“...she's paid for me to go on one on one coaching as well which she offered to anyone who was interested”. (P1)

“When I sat with my CV with the head of department or the head of the school he interestingly looked at my CV and pointed out academic merits of my CV which myself was blind to at that time”. (P2)

The mentorship was another job-related interaction that the participants identified as a positive contributor to their work functioning such as career planning, exposure to new experiences, direct

academic mentorship and personal growth. Participants experienced this as a tremendous positive resource, P12 mentioned her mentors' positive contribution to her career by stating "I would never have done a PhD if he have not suggested it in the first place and provided mentorship at that point". Other participants said the following: "...valuable resource for me was my head of department who is also a mentor and someone who I really respect and look up to". (P1).

Mentorship did not only contribute to career growth but helping with day to day tasks as well as P5 mentioned: "I guess having a mentor here at the university who would help with compiling my CV and just helps with generally talking about research direction and problems with students and all sorts of things".

Another job-related interaction that participants identified as being crucial to being a woman academic is network building and was expressed in the following sentiments:

"You should really build really good relationships and networks over time. ...and I think when I came back from my PhD you know when I went out of the country for a while, I actually realise how important it was to build up those relationships and networks that I did have".

"...I have relatively extensive international network and collaborations". (P3)

Job-related interactions like mentorship can be used to tackle complex human resources challenges (Yanow, 2020). Lunsford *et al.* (2017), Muschallik and Pull (2016) acknowledge that these interactions as valued resources are embedded in the educational process of higher education. Mentoring can support a sense of belonging in the institution and a discipline, increase self-efficacy and identity (Lunsford *et al.*, 2017). Although mentorship contributes positively to productivity (Muschallik & Pull, 2016), it was also found that not all benefit from mentorship (Lunsford *et al.*, 2017). Coaching, on the other hand, has a positive impact on creativity, autonomy, performance and motivation (Achi & Sleilati, 2016). Job-related interactions were a valued resource for participants.

4.1.12.4 Sub-theme: Professional and staff support

As depicted in table 2-1 professional and support staff as sub-theme is underpinned by human resource support, change in organisation, well-being and library resources. Most participants experienced various types of human resources support within their working environment as encouraging, and this is reflected in the following responses:

“...secretary who is amazing. So my administration team, my sort of second in charge also, so a huge army of supportive people are very facilitatory”. (P1)

“I have always enjoyed good support with regards to support services, and I think because I've been in the institution for so long”. (P2)

“...job resources that makes my work easier is when we employ specific people for project management to deal with the university system”. (P5)

“IT is generally responsive in terms of our computer issues, so I think from that point of view I think there is a structure that is visible, and that is comprehensible in terms of knowing how and what access it”. (P8)

Participants also indicated that the mental health services they receive from the workplace are a helpful resource.

“I guess something like mental health resources comes to mind and two years ago when I really needed counselling for mental health reasons I was referred to ICAS hotline and you get a few counseling sessions free with a registered psychologist”. (P4)

“So at the time of the student protest and things it floored me, and I spoke to a counsellor about that how students' attitudes and colleagues and stuff was really. And that was also, funnily enough, a work resource because it is ICAS” (P7).

Some, however, did not regard the wellness interventions as sufficient during times of adversity:

“So we have a head of department who decided to, after a colleague's suicide, decided to probably take it quite to heart now they are these wellness seminars, but I think they have fizzled out now. They were these wellness seminars how to cope with stress and whatever and whatever. I think the intent behind them is good, but it's almost like, it is not a solution for the stress”. (P4)

4.1.12.5 Strains: Social resources

Specific strains associated with a colleague and professional support were described as i)

Strains regarding colleague support: Participants perceived low team morale and lack of social support in certain instances contributing negatively to their well-being; ii) *Strains regarding management as a resource:* Participants experienced lack of supportive leadership style, lack of mentorship, - of leadership and - skills, - of management support, interpersonal relationships at work, lack of formal workplace support, need for more coaching, negative attitude of students and

perceived lack of authentic leadership as strains impacting negatively on their well-being; iii) *Strains regarding job-related interaction*: Participants experienced the fear of expressing themselves as a strain on their workplace well-being; iv) *Strains regarding professional, and support staff*: Participants experienced a human resource strain in terms of lack of human resource and lack of quality human resources. Even though some employees indicated that they make use of the mental health resources provided by the institution, some participants indicated they experience psycho-social health strain and lack of mental health support.

Other professional support and support staff services also seemed to have a positive impact on participants. A study conducted by Albrecht *et al.* (2018) confirmed that organisational resources like HR practices, clear organisational goals, strategic alignment and organisational autonomy are directly and indirectly linked to engagement. Participants also expressed that they made use of the Employee Assistance Program (EAP) of the organisation. EAP's within organisations have been associated with successfully addressing the psychosocial concerns of employees (Milot & Borkenhagen, 2018; Nunes *et al.*, 2018). EAP's are well known for enhancing the well-being of employees (Joseph *et al.*, 2018; Nunes *et al.*, 2018; Richmond *et al.*, 2016). Van Droogenbroeck *et al.* (2014) confirms that relationships with colleagues can act as a buffer against burnout. However, also, unfortunately, poor relationships can directly be related to emotional exhaustion and cynical depersonalisation.

4.1.13 Theme 3: Organisation as a resource

Participants spoke about certain aspects inherent to the organisation as a resource to them. This theme is about growth opportunities, time and workload and job-related aspects.

4.1.13.1 Sub-theme 3.1: Growth opportunities

Participants professed that growth opportunities within the workplace contributed positively to their perceptions of available job resources. This is reflected in comments such as:

“And because he gave me the opportunity to be the convener of a postgraduate diploma that she used to be in I think my teaching skills came to the fore and I love teaching, and I think I didn't know how much I'm going to enjoy it and I think I'm good at it”. (P2)

Organisational resources are directly linked to engagement (Albrecht *et al.*, 2018). Both talent management and career development as an effect on employee engagement and organisational effectiveness (Ali *et al.*, 2019). The presence of development and learning opportunities within an organisation has been proven to contribute positively to job satisfaction (Hanaysha, 2016). Thriving employees are committed to organisations because they are continuously learning and

flourishing at work (Abid, 2016). Abid (2016) states that learning at the workplace is crucial for enhancing expertise, which is also the groundwork for developing constructive voice behaviour [see personal resources: assertiveness chapter 3 p 68]. These research findings are also congruent with the findings of Biron and Eshed (2017) showing the relationship between career paths and lower burnout levels.

4.1.13.2 Sub-theme: Time and workload

The second sub-theme is time and workload, which participants delineated in terms of balanced workload, reduced working hours, flexible working hours, taking time off, size of classes and time made available to them. Participant 5 expressed their balanced workload through the following sentiments:

“I do not teach very much, I do the occasional lecture here and there, and I have research students which is teaching of course”. (P5)

In terms of flexible working hours, it seemed to be in support of work-life balance as participants expressed the following:

“...but my hours are allot more personal life and mom-friendly than my colleagues”.(P1)

“Within the workplace, I think that the big bonus here is the flexibility”. (P8)

“...find that the university is amenable to the kind of work-life balance that women often need because you must be able to fetch you child from school and I find that to be a really recent thing”. (P9)

Participants also indicated that they view small manageable class sizes as a resource as well as time made available through various resources like funding or management support.

“And then one of the line items, or budget items you can put it is called teaching relief so I was responsible for teaching neuro rehab to undergrad students and I teach four hours a week for five weeks for a particular module and so what I could do is that I could cost that out and say get somebody from a private practice or a therapist who would like to be interested in teaching”. (P7)

“I have an eight to four job so I do not do calls”. (P1)

Although South African universities are challenged with increased workloads (Botha & Swanepoel, 2015) some participants indicated that they have manageable class sizes, buying out of teaching relief, low amount of teaching and not having after hour work contributes to their well-

being. Agha *et al.* (2017) note the positive impact of work-life policies like having flexi-time options, job sharing and working from home affect the well-being of employees.

4.1.13.3 Sub-theme 3.3: Job-related aspects

Participants perceived job-related aspects like performance management, job design and job content revision as job resources. Examples of job-related aspects were discussed in terms of its contribution to well-being.

“... so my motivation has always been to try and work towards things are actually for societal good...I think, it gives me that satisfaction that I am contributing to something for a broader purpose for a greater good. And as all of those aspects are for me the positive resources”.

Moreover, P1 indicated that due to the redesigning of her job, she had more flexibility: “I do clinics, but my hours are a lot more personal life and mom-friendly than my colleagues”.

Wolter *et al.* (2019) discovered that in order to improve and protect the well-being of employees, it is crucial to promote job resources, for example, a supportive and fair organisational climate. This finding also shows that the impact of employees' ability to control the outcomes (pertained to job resources) also contributes to their well-being.

4.1.13.4 Strains: Organizational resources

The following strains and challenges impede participant' growth opportunities: i) Privilege linked to gender; ii) Lack of women-friendly HR policies; iii) Gender functioning difference; iv) Perceived discrimination; v) Perceived systemic gender bias; vi) Non-gender friendly workplace; vii) Inequality between support and academic staff; viii) Sexual harassment; ix) Mental health strain;x) Change resistance fatigue; xi) Turn over intention; xii) Need for women-friendly resources.

Participants experienced the following strains specific to time and workload: i) High workload; ii) Non-equal division of work; iii) Demand of constant performance; iv) High job demands; v) Unbalanced task focus; vi) Lack of workplace support in terms of childcare; vii) Time to apply for funding; viii) Lack of time; ix) Childcare responsibilities; x) Impact of childcare on work; xii) Lack of parent-friendly working hours.

Strains regarding job-related aspects were expressed as participants' experience of a discrepancy in performance review processes and the promotional system. Participants also identified the following as strains: i) Job content strain; ii) Control of job demand; iii) Student University readiness; iv) Needs of students; v) Mental health of students; vi) Student demands;

vii) Time constraint; viii) Long working hours. These strains can impact the emotional exhaustion of employees (Van Droogenbroeck *et al.*, 2014).

4.1.14 Theme 4: Physical resources

The final theme comprises those aspects of physical resources [related to job resources for workplace well-being], namely financial support; and, office and technical support.

4.1.14.1 Sub-theme: Financial support

Participants experienced grant funding, access to resources, financial resources and their salaries as valuable job resources that contributed to their well-being in the workplace. P9 mentioned that “My sense is that I always had to provide most of my own resources so even my computer I've purchased through grants that I have gotten”. Financial support also assisted with career-building as P 3 mentioned that “...PhD I got a partial PhD bursary”. In terms of salary as a resource, P6 indicated that “...having sufficient money. So I can pay for things. I can pay for somebody to clean my house I can pay for somebody to deal with stuff for me when I have to spend all my days at work to get whatever done”. Having access to funding is crucial to be successful in academia as P11 stated: “...for a robust research profile you obviously need money, grant applications and students”.

Physical job resources, such as financial support may have long term effects on engagement and work ability (Airila *et al.*, 2014). Some participants, however, indicated that they have to generate their own resources which put a strain on them. Nevertheless, other participants indicated that they did receive financial support which was a great job resource for them. Job resources, no matter if it is tangible or non-tangible, have been proven to have a buffering effect on burnout (Bakker and Demerouti, 2017b). Hence, in the workplace, the provision of financial support is imperative.

4.1.14.2 Sub-theme: Office and technical support

Participants also perceived having their own offices and someone to clean the office as a job resource. Various participants found being able to work from a remote location as a job resource as are expressed in these statements:

“The fact that I can work at home occasionally that also helped when I needed to be working at home”. (P7)

“...the positive for an academic is that you can be flexible go get the kind, go get them to their nanny or work from home or work in the evening from home”. (P9).

Technical support like having functional Wi-Fi, computers, printers, stationary, speed of the internet, having a nice office and having an office were identified by the participants as valuable physical resources. These are basic resources needed to perform tasks as an academic and participants indicated that having them contributes positively to their well-being. A participant did, however, indicate that their one building resembles sick building syndrome, and it is proven that sick building syndrome can impact physical health in various ways (Ghaffarianhoseini *et al.*, 2018).

4.1.14.3 Strains: Physical resources

Stains linked to financial support were mostly expressed by participants employed through grant funding and their experience of job insecurity as a major impediment.

Stains for well-being in the work-place linked to the office and technical support entailed participants' experiences of the physical environment, 'sick building' and lack of space.

PRACTICAL IMPLICATIONS

The findings revealed that women academics valued specific aspects of psychological, social, organisational, and physical resources as the main components of job resources for workplace well-being. This study also highlights the dire need for research on the strains women academics experience within the South African higher education fraternity. This study also identified organisational strengths and job-specific related strengths on which higher education institutions can build on. Leaders within the South African higher education sector should be made aware of both the internal and external resources needed to enhance and sustain women academics' well-being in the workplace and the necessity to mainstream well-being practices throughout the organisation. However, the challenge for most South African higher education institutions to operationalise such interventions on a micro and macro level in order to enhance employee wellbeing, should be reckoned with.

CONCLUSION

This study aimed to explore how job resources contribute to women academics' perceptions of workplace well-being. Job resources for women academics' well-being and work engagement can serve a dual purpose as on the one side; it can be for personal gain, and on the other hand, organisational gain. Thus, developing a better understanding of the impact of those specific psychological, social, organisational, and physical aspects that constitute job resources on the well-being of women academics in the workplace can empower both individuals and

organisations. Evidently, the constructive managing of known/identified strains is important in order for women academics to be thriving within higher education. Job resources may buffer the impact of job demands on strain and including burnout (Bakker et al., 2007), which in turn leads to wellbeing. In conherence with the definition of social work where social work interventions should be engaged in structures which address life challenges and enhance well-being” (Ornellas *et al.*, 2018:224).

RECOMMENDATIONS

The study displays numerous strengths and in light of this the following recommenations can be made:

- Futures studies can include the focus on including the organisational perspective in terms of job resources.
- Further studies can also embrace the external resources of employees, such as their social resources.
- Future studies can include mens’ experience of workplace well-being.
- Within the South African context, it is also suggested that research should explore the variables of wellbeing from a job resource perspective since the #feesmustfall campaign.
- Ultimately, we recommend that the findings of the current research should be used as an impetus for similar research at other South African and African higher education institutions toward higher levels of workplace well-being and the common good.

CHAPTER 5

SUMMARY AND CONCLUSION

Introduction

The availability and development of personal and job resources are substantial components of a positive work experience. This study aimed to explore women academics' perceptions of workplace well-being in relation to personal and job resources. While the so-called digital, or fourth industrial revolution, is already present in our global village with its new technologies to facilitate the development of new working modes (including constructing job demands-resources at work) (Kerksieck *et al.*, 2019:1), many women academics are still facing “old challenges” in the workplace. The entities of personal resources, psychological capital, job demands, burnout, work engagement and job resources were captured and theoretically framed the established theory called the job demands-resources (JD-R) theoretical model (Bakker & Demerouti, 2017a; Demerouti *et al.*, 2001b). The JD-R model considers the interplay of job demands and resources as relevant for overall job performance (Bakker & Demerouti, 2017a) and in combination with the strengths perspective as well as supportive theoretical models provided the comprehensive framework for this study.

The previous chapters of the dissertation covered the orientation and literature, findings, and discussions in the form of two scholarly articles of the research project. In the following sections of this chapter, I present the integration of the findings and discuss the significance thereof. I also include my insight obtained as part of the research process; the study's limitations and the impact of the findings on theory, practice and policy. Finally, I present my conclusion on the study as a whole.

Research Method Summary

The primary research question directing the research was formulated as: In what ways do personal and job resources contribute to women academics' perceptions of workplace well-being? In this qualitative study, an exploratory and descriptive research design was used to explore the well-being experiences of women employed in academic institutions at one of the top-rated South African universities. Purposive sampling was conducted by focussing on the natural and health sciences faculties in order to achieve representativeness. Data were collected through a demographic questionnaire (see Appendix A) and semi-structured interviews, using questions from an interview schedule with five main questions supported with secondary questions (see

Appendix B). Textual data gathered through 12 semi-structured interviews were the main source for thematic data analysis as well as the qualitative software programme (Atlas.ti 8.0). Findings acquired utilizing a combination of deductive (JD-R model), and inductive analysis was supported with existing literature from a variety of sources.

Findings were construed and understood by using the following theories (see Chapter 2): The strengths perspective (Saleebey, 2013); well-being theory (Fredrickson, 2004; Keyes, 2005c); JD-R theory (Bakker & Demerouti, 2017a); and, Conservation of Resources model [COR] (Hobfoll, 1989b).

5.3 Summary of Findings

5.1.1 Chapter 3 / Scholarly article 1 (Title: A Social Work Perspective of Women academics' well-being in the Workplace: The role of personal resources)

This qualitative study aimed to explore and describe workplace well-being – particularly the role of personal resources - as experienced by women academics at a top-ranking South African university. It was found that for women academics, personal resources contain specific skills and strengths as core components of workplace well-being. Skills designated broadly as self-care and communication skills were key aspects of women academics' personal resources with specific reference to workplace well-being; and, strengths were identified as cognitive, affective, and behavioural coping interwoven with character strengths. Evidently, the robust implementation/use of these specific skills and strengths sustain women academics' positive functioning and resilient coping in the workplace. The findings fit well in Social Work respecting the personal skills of each client (Pease *et al.*, 2017:54); the functionality of individuals' strengths to cope with adversities (Rajeev & Jeena, 2020:338); and, valuing the unique strengths that they bring to the workplace (Van Woerkom *et al.*, 2016:22).

5.1.1.1 Summary of findings

The depiction of personal resources as the presence and use of skills and strengths is associated with purposeful living, feelings of geniuses and positive functioning (Mahomed & Rothmann, 2019:3). Moreover, strength use is associated with high levels of well-being and high resilience (Govindji & Linley, 2007:143). Evidently, these identified types of personal resources related to cognitive and affective strengths, self-care and communication skills offer significant social and psychological capital for workplace well-being (Airila *et al.*, 2014; Bakker & Demerouti, 2007; Cheung *et al.*, 2019; Xanthopoulou *et al.*, 2007). This finding is echoed by various studies that personal resources in the workplace act as other 'job resources' in JD-R (Mayerl *et al.*, 2016), which affect *perceptions* of job demands (Boudrias *et al.*, 2011) by moderating the influence of

demands on outcomes (Grover *et al.*, 2018). Therefore, the mediating impact of personal resources regarding job demands is of key importance for work-place well-being (Gauche *et al.*, 2017:12; Xanthopoulou *et al.*, 2009:1051; Xanthopoulou *et al.*, 2012). Seemingly, the spill-over of personal resources in the workplace setting could encourage greater levels of personal and collective efficacy. These valuable personal resources to muster the numerous demands within the workplace, such as South African higher education institutes, should be intentionally protected and promoted (Hitge & Van Schalkwyk, 2018)

5.1.2 Chapter 4/ Scholarly article 2 (Title: A Social Work Perspective of Women Academics' well-being in the Workplace on Job Resources)

This qualitative study aimed to explore and describe workplace well-being – particularly the role of job resources - as experienced by women academics at a top-ranking South African university. In addition to job resources, the participants also highlighted the specific strains experienced within the workplace setting. Findings indicate crucial psychological, social, organisational, and physical job resources or workplace strengths as core components of workplace well-being. It was shown that women academics view specific aspects like job feedback, job-specific skills, job difficulty level, experience and autonomy as central to *psychological resources* for well-being within the workplace setting. Participants also identified strains, such as lack of work-and-life balance in this regard (see chapter 4, page 66).

Secondly, *psychological resources* were also designated as affective job aspects which encompass aspects like being heard, promotion of independence, affirmation, client satisfaction, satisfying work, job satisfaction, meaningful work and realism. In a South African study conducted by De Beer *et al.* (2012b), the buffering effect of job resources in order to prevent burnout was confirmed. In general, job resources and quality job resources assist employees to cope better with job demands and contribute positively to the well-being of employees (Gauche *et al.*, 2017). Women academics' experiences of particular strains in the workplace with regards to affective aspects in the workplace were voiced, as transformation needs, gender-based violence, lack of trust, lack of staff consultation, apathy by staff, imposter syndrome, resistance to change, academic bullying, profession affecting self-confidence, absence of job satisfaction, student protests, death of a colleague, lack of appreciation and lack of sense of belonging. Clearly, although the presence of job resources is positively associated with job engagement (Schaufeli & Bakker, 2004a); the absence or lack of job resources can have a negative impact on employee well-being (Bakker *et al.*, 2007a).

It was also found that job resources also include a *social aspect* in terms of colleague support, management, job-related interaction, professional and support staff support. Strains in these

areas were also identified [see chapter 4, page 66]. Job resources are represented in various forms, for example, social interaction at work, social cohesion, physical resources, development opportunities, job advancement, appreciation, financial rewards, goal and task clarity, performance management, leadership, management style, and networking (Gauche *et al.*, 2017). According to strength-based practices, environments have a variety of strengths and resources, and they should be put to use (Pulla, 2017:100).

The *organisation* was also identified as a job resource contributing to the well-being of women academics as it seems to be manifested through growth opportunities, time and workplace and job-related aspects. Identified strains - as depicted in chapter 4 (page 66) associated with the negative influence for women academics' well-being within the workplace - correlate with existing research showing the impact of role stress, job satisfaction and burnout (Pecino *et al.*, 2019:1). In contrast, positive organisational climates could lead to less stressed and burnout-employees and improved employee well-being (Pecino *et al.*, 2019).

Physical resources are also pertinent in dealing with job demands and have a clear link to promoting the well-being of women academics. Evidently, the provision of these resources facilitates the well-being of women academics. The addressing of strains in terms of this resource is vital to facilitate the well-being of women in the workplace. Physical workspaces predict employee engagement as the environment affects one's cognitive, emotional, and physical well-being (Gabriel & Asawo, 2017:867).

5.1.2.1 Summary of findings

The presence of job resources facilitates goal achievement and reduces those job demands that come at a high psychological and physiological cost (Bakker, 2011; Bakker & Demerouti, 2007). Job resources can present itself in the psychological, physical, social or organisational sphere and its main purpose is to reduce job demands and stimulate growth, learning and development (Bakker & Demerouti, 2017a:274). It is also clear that job resources instigate a motivational process (Bakker & Demerouti, 2017a); and, it also safeguards in a buffering manner against the negative impact of job demands (Bakker & Demerouti, 2017a; Xanthopoulou *et al.*, 2009). Job resources are most helpful in instances where it is needed as showed by Hobfoll *et al.* (2003b) in that all types of resources gain their motivating potential and become particularly useful when needed. Job demands and lack of resources is associated with disengagement and psychological ill-health of employees (Barkhuizen *et al.*, 2014). Clearly, a constant attentiveness in the workplace is vital to employ the necessary job resources in order to sustain and enhance the well-being of women academics toward desirable workplace outcomes.

Limitations

Considering the research study overall, the following limitations of the study should be stated. Firstly, the study was conducted at one South African university, and purposeful sampling was used for the identification and selection of information-rich cases. Nevertheless, the potential for sampling bias could be a possible limitation (although there was no intentional bias in the purposive sampling), since, despite many efforts, most participants were from the department of health sciences. Secondly, this study excluded the factor of race and only considered gender as a variable in well-being. P3 mentioned that “So I think there is a bit (thinking) so your study is about gender and not about race, but I think that is something that you cannot in our current climate ignore”. This is also an important consideration for future studies. Thirdly, another potential limitation could be the study focussed on the experience of personal and job resources from the employees’ perspective and not from the organisation’s perspective.

Despite these limitations, valuable recommendations are offered.

Recommendations (for future research)

5.1.3 Implication of findings

Further recommendations in term of theory, practice and policy will be discussed.

5.1.3.1 Theory

Seemingly, there is a paucity in research conducted within the discipline of Social Work from the person-in-environment perspective in terms of workplace well-being. Considering this and all those mentioned above, the following can be recommended:

- The participants did indicate that they experience strains at the workplace and future studies can focus on these strains that women experience in South African higher education institutes specifically from a well-being approach.
- There was only a focus on job resources from the perspective of the women and not from the perspective of the organisations; thus further study can also be conducted on job resources from an organisational perspective
- Race and gender combined seemed to be an important factor within this higher education setting as ample participants mentioned that race and gender could not be separated; hence a further study can also be conducted to measure the presence of well-being factors amongst women within the higher education sector and consider race.

- Some participants mentioned that men's experience of well-being in higher education would be helpful to explore in future toward workplace well-being. A comparative study can be conducted between different genders to explore their well-being from a job resource and personal resource perspective.

5.1.3.2 Practice

It is recommended that well-being and flourishing within the workplace should be planned and purposefully implemented to promote the well-being of employees. Considering this, the following can be recommended:

- Higher education institutions should assess the strengths and resources that their staff as well as their environments have and promote and enhance this actively.
- Higher education institutions should mainstream well-being within all the operational aspects of the business. It should not only be on wellness days, workshops etc., but in recruitment processes, onboarding, and basically on the whole lifespan of an employee within an organisation.
- Management within higher education put interventions in place to develop as well as sustain personal resources of their employees.
- All managers within higher education should receive training on what well-being entails and how to enhance it in a workplace as it has a dual purpose of personal gain as well as desirable organisational outcomes.
- The mission, vision and strategy of higher education institutions should be aligned to promote the well-being of their employees at all times.
- Strength use should be allowed and promoted for women academics, and opportunities for such should be created.
- Psychological job resources identified must be implemented and enhanced to sustain and create a flourishing workplace environment. It is also evident that the identified strains should be constructively managed within the organisation in order to create a working environment that promotes thriving and flourishing.

5.1.3.3 Policy

In terms of policy recommendations, the following can be recommended:

- Gender friendly policies should be considered within the workplace

- Work-life balance friendly policies and strategies should be developed and implemented within the higher education sector, which will promote women's equal stance within the sector and promote well-being.
- Many of the participants indicated that they must source their own job resources, from raising funds to pay their own salaries and to buy their own computers. With a drive for higher education to be more accessible and equitable for all genders, financial models should be adapted in order to provide women with access to higher education, employment, as well as the promotion of well-being as numerous women indicated that their positions are externally funded.

5.5 Reflections (overall and personal)

Workplace well-being provides dualistic benefits for the organisation as well as the employee. I am convinced that flourishing employees are more innovative, productive, creative, engaged, healthy and energetic. For this reason, I wanted to contribute to research about the fruitfulness of organisations providing fertile ground for workplace flourishing and desirable workplace outcomes. Organisations do, however, sometimes underestimate the impact of workplace well-being on workplace outcomes and tend to focus more on operational aspects for workplace outcomes. This journey made me realise that personal resources and job resources are crucial if not the most important part of optimal workplace outcomes and personal flourishing. It was also clear for me during the study that in the absence of job resources participants relied on their personal resources to create their own job resources. In some instances, it was workplace resources that the workplace should provide (like a computer et cetera). I also had the impression that management does not manage the socio-political climate well, by not preparing the organisation, not consulting with employees and leaving it up to the employees to face socio-political issues which they are not necessarily trained or mandated to do. Some of these participants, for example, had to face students during riots as well as negotiate with them, which should have rather be dealt with through organisational structures. Thaver and Thaver (2018) denoted that this exact type of thing can have disastrous effects, such as the suicide of a colleague. It was also clear that well-being in higher education institutions might be addressed one dimensional. For example, most of the participants only spoke about counselling provided during the riots and workshops were presented. I became increasingly aware during the study of the need for broader and more holistic well-being interventions to be considered in such times, for example, to initiate consultations with staff members by management and actively address concerns by staff members. The mentioning of specific strains as part of the participants' perceptions of workplace well-being, such as constant change and its negative impact for employees alert me of human resource practices in organisations to promote constant change in

management and management style. Change demands should also be managed more constructively, and engagement with staff as a resource is often also neglected. Some participants referred to a lack of staff communication, and this assisted me in understanding that sometimes it is the staff at grassroots that understands the operations of the organisation the best.

Over this journey, I also found a new respect for qualitative research. The semi-structured interviews elicited very rich data and more explanations of events that quantitative data ever could. It might be more time consuming than sending a questionnaire in the fact that you actually have to talk to someone for about 60 minutes. However, it definitely brought me more perspective on the research question and can lay the groundwork for quantitative exploration. It was time-consuming to arrange all the times as I [working and living in the North-West Province of South Africa] had to travel to participants in the Western Cape and appointments had to be set in the same period that I was there. I, however, experienced having face-to-face interviews with the participants as very thought-provoking and invigorating. I just had always to be aware that I am a Social Worker, and I should not step into the role as a Social Worker as at times it was difficult just to stay in the researcher role. Participants shared very intimate and private workplace moments which I had to treat like a researcher, and emotionally that was draining to myself. However, I have surely learnt the skill to act as a researcher and not a Social Worker. I also found it invigorating to have interviews with such optimistic and passionate participants. I was amazed by their optimism, innovation, intelligence and passion for their work and students. I did, however, realise how important it is for a wellness employee, Occupational Social Worker or organisational therapist to actually have such type of interviews with employees in the organisation they are working for as a needs assessment base for interventions.

I have also ascertained that we often underestimate what personal resources employees bring to an organisation, and we often treat employees like chess pieces in organisations as if the only resource they bring is qualifications and experience. Employees offer such a resource source of personal resources and this as a definite spillover effect in all the spheres of the organisations. I was, however, perplexed at the amount of academics who must raise funds for their own salaries whilst they are top-performing academics. Moreover, some did indicate the intention of wanting to leave the organisation because of this. It made me wonder if men are also equally appointed like this.

I was however amazed by the fact that all these academics were so open towards myself as some are medical doctors who are extremely busy (teaching, research and practice). However, they still were optimistic and contributing to my data with passion.

Through my literature study, it was a bit disappointing that Social Work does not have so much research based on the ecological approach within workplaces exploring the contributing factors in workspaces to psycho-social well-being of employees. The research was more focussed on the Employee assistance programme (EAP) and the effectiveness of EAP interventions. The workplace is a typical ecosystem where Occupational Social Work should explore through research and develop metrics and models aimed at enhancing the psycho-social well-being of individuals as well as the organisations.

I have also realised that most employees are willing and passionate contributors to organisations desirable outputs irrespective of the input of the organisation. A few of the participants I interviewed were paid through grants they have raised themselves, and it felt to me they would thrive irrespective of the higher education or research institution they were based at as they received minimal job resources from the workplace.

Conclusion

This study provided valuable and rich data in terms of the perceptions of women academics of well-being concerning job and personal resources. This research contributes significantly to research in Occupational Social Work. It represents a real-life example of worthy efforts to enhance employee and organisational well-being in order to provide desirable outcomes for both organisations and employees. It also supports the field of strengths-based interventions as it is aimed to understand what makes employees enjoy a hedonic (happy) experience as well as a eudaimonic (meaningful) workplace experience. The fostering of well-being in the workplace includes purposeful and intentional actions from both employees and workplaces. This was expressed tellingly by a participant with regards to personal resource development "...I really had to work hard to develop that for myself, and it did not just come on a silver platter."

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ANNEXURE A: DEMOGRAPHIC QUESTIONNAIRE

Complete the questionnaire and answer all the questions.

Mark with x where applicable.

Age 1. Indicate your age	31-40 years	
	40-50 years	
	50+ years	
Marital status 2. Indicate your marital status	Married	
	Single	
	Divorced	
	Widowed	
	Living with life partner	
Qualifications 3. Indicate your highest qualification	PhD	
	Masters	
	Hons / Post grad diploma	
	B degree	
Job level 4. Indicate job level	Professor	
	Associate Professor	
	Senior lecturer	
	Other: Please specify	
5. How long are you working in the Higher Education sector?	6-9 years	
	10 years +	
6. How long are you in your current position?	13 months-23 months	
	2-5 years	
	6-9 years	
7. Indicate your faculty	Natural sciences	
	Health sciences	
8. Do you have any children?		Number of Children in age group

If yes, how many children in following age groups?	0-23 months		
	2-3 years		
	4-5 years		
	6-12 years		
	13-18 years		
9. Who takes care of children whilst you are at work?	Day Care, Crèche or Kindergarten		
	After School Care		
	Family (grandmother, siblings, husband, wife etc.)		
	Alone at home after school		
	Other please specify:		
10. What is the cost of your child's care per month?	R1000-R2500		
	R2501-R 3500		
	R3501+		
	R3501+		
11. What type of housing do you live in?	Flat		
	Informal housing		
	House		
	Townhouse		
	Other: please specify		
12. Who lives with you at home?	Husband		
	Partner		
	Father		
	Siblings		
	Children		
	Other family		
	Nobody		
	Other: Please specify		

13. What is your approximate travel time to work?	Less than 30 minutes	
	Between 30 and 60 minutes	
	Between 1 and 2 hours	
	More than 2 hours	
14. How do you get to your work?	Drive my own car	
	Train	
	Taxi	
	Car pool	
	Bus	
	Walk	
	Other please specify:	

Please make sure that you have answered all the questions.

Thank you very much for your willingness to participate in the research.

ANNEXURE B: INTERVIEW GUIDE: PERSONAL INTERVIEWS

Please note that all interviews are electronically recorded. All information will be treated anonymously. You have been invited to be part of this research, because you are a women employed academics starting from senior lecturer to professor and also promoted within 5 years. Participants invited are also from either the faculty of health sciences or natural sciences. You have volunteered your participation to this study. You also granted permission that the individual interview may be audio recorded.

1. What are your perceptions of aspects in the workplace (**job resources**¹) that contribute (past and present) to your well-being in the work-place?
2. What are your perceptions of those aspects linked to your **personal resources**² that contribute (past and present) to your well-being in the work-place?
3. What are your perceptions about the **job demands** that women experience in your workplace? (Probe for past and present)

➤ The following sub-question can be used to probe if necessary:

- 3.1 Give me some examples of these job demands that you personally experience in the workplace?

4. What are your perceptions about the **obstacles** that you encountered in your career that could have hampered your performance/advancement?

¹ Job resources are those aspects of the job that help to reduce job demands, achieve work goals or stimulate personal growth for example social support, supervisory coaching, performance feedback, opportunities for development and time control (Buruck *et al.*, 2016:1)

² Personal resources are positive self-evaluations that refer to individuals' sense of ability to control and impact upon their environment successfully (Bakker & Demerouti, 2014). Personal resources are resources like life satisfaction, dispositional optimism, resilience (Mincu, 2015:687) and emotion regulation strategies (Buruck *et al.*, 2016:1) and recognizes resources such as life satisfaction, dispositional optimism and resilience as personal resources.

iii) Dispositional optimism can be defined as an expectation that more good and desirable things will happen than bad things will happen to us in the future (Scheier & Carver, 1985). This is an expectation that can also be a part of someone's personality trait, as there are some people who are inherently more optimistic than pessimistic (Peterson, 2000).

5. What are your perceptions about the **resources** (personal and job resources) which enable you as a woman to manage your job demands? (Probe for past and present)
6. Is there anything else you feel that I left out that you want to mention?

Thank you very much for taking part in this study and sharing this information with myself. This information will be published and the published information will be shared with you.

ANNEXURE C: DEMOGRAPHIC PROFILE OF PARTICIPANTS

Participant number	Age	Marital status	Qualifications	Job level	Do you have Children	Age of Children	Amount of children	Children	Amount of children	Caretaking of children	Costs of childcare	Nature of housing	Living in house with you	Travel time to work	Mode of transport to work
P1	40-50	Married	Masters degree	Senior lecturer	Yes	0-2 years	1		0	Nanny	R3501+	House	Children and partner	30-60 minutes	Own car
P2	50+	Married	Phd	Associate Professor	Yes	19+	2		0	None	0	House	Partner	<30 minutes	Own car
P3	31-40	Single	Phd	Associate Professor	No		0		0			House	Alone	1-2 hours	Own car
P4	40-50	Single	Phd	Associate Professor	No		0		0		0	Flat	Alone	<30 minutes	Own car
P5	50+	Married	Phd	Associate Professor	Yes	4-5 years	1		0	Day care, Kindergarden	R3501+	House	Children and partner	30-60 minutes	Own car
P6	31-40	Single	Phd	Associate Professor	No		0		0	None	0	Townhouse	Alone	<30 minutes	Walk
P7	31-40	Married	Phd	Senior lecturer	Yes	2-3 years	1	4-5 years	1	day care, after school care and nanny	R3501+	House	Children and partner	1-2 hours	Own car
P8	50+	Married	Masters degree	Senior lecturer	No				0			House	Husband	<30 minutes	Own car
P9	40-50	Married	Phd	Professor	Yes	6-12 years	1		0	After school care	R1000-R2500	House	Children and partner	<30 minutes	Own car
P10	40-50	Living with life partner	Phd	Professor	Yes	6-12 years	2		0	After school care	R1000-R2500	House	Children and partner	1-2 hours	Own car

Participant number	Age	Marital status	Qualifications	Job level	Do you have Children	Age of Children	Amount of children	Children	Amount of children	Caretaking of children	Costs of childcare	Nature of housing	Living in house with you	Travel time to work	Mode of transport to work
P11	40-50	Married	Phd	Senior lecturer	Yes	6-12 years	1	19+	1	Day care, Kindergarden	R2501-R3500	House	Children and partner	30-60 minutes	Own car
P12	40-50	Married	Phd	Professor	Yes	6-12 years	1	12-18 years	1	day care, after school care and nanny	R2501-R3500	House	Children and partner	<30 minutes	Own car

ANNEXURE D: INFORMED CONSENT FORMS



INFORMED CONSENT DOCUMENTATION FOR SEMI-STRUCTURED INTERVIEWS

TITLE OF THE RESEARCH STUDY: Exploring women academics' perceptions of workplace well-being in relation to personal and job resources

ETHICS REFERENCE NUMBERS:

PRINCIPAL INVESTIGATOR: Dr. I Van Schalkwyk

POST GRADUATE STUDENT: Bonita Maboeta

ADDRESS: 11 Orchid Avenue, Doringkruin, 2571

CONTACT NUMBER: 082 300 4487

You are being invited to take part in a **research study** that forms part of a thesis for completion of a masters degree in Social Work. Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research to you any questions about any part of this study that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is about and how you might be involved. Also, your participation is **entirely voluntary** and you are free to say no to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part now.

This study has been approved by the **Health Research Ethics Committee of the Faculty of Health Sciences of the North-West University (NWU-00017-17-S1)** and will be conducted according to the ethical guidelines and principles of Ethics in Health

Research: Principles, Processes and Structures (DoH, 2015) and other international ethical guidelines applicable to this study. It might be necessary for the research ethics committee members or other relevant people to inspect the research records.

1 What is this research study all about?

- The research focuses on exploring job resources and personal resources that contribute to women academics' workplace well-being from a strengths perspective. Participants from health and natural sciences will be included in this study. This will comprise out of women academics, ranging from Senior lecturer level to full professor level per faculty. This study will be conducted at the University of Cape Town.

2 Why have you been invited to participate?

- You, i.e. a woman academic, have been invited to be part of this research, because you comply with the inclusion criteria, namely you have the needed years of experience; you are working in either the faculty of health or natural sciences; you are employed at the job levels of senior lecturer/associate professor/professor; you are willing to participate voluntarily and give your permission that the individual semi-structured interview may be recorded.

3 What will be expected of you?

- You will be expected to complete a demographic questionnaire of 14 items prior to the interview which will take 5-10 minutes which will be followed by a 30-40 minute interview with 5 questions.
- Semi-structured interviews will also be electronically recorded.

4 Will you gain anything from taking part in this research?

- There will be no direct benefit for the participants. The indirect benefit would be the scientific contribution this study has pertaining to women academics workplace well-being in Universities.

5

6 Are there risks involved in you taking part in this research and what will be done to prevent them?

Risks	Precautionary measures
Emotional discomfort	The possible risks will be explained prior to the start of the interview in order for you as participant to make an informed decision about participation or not. Although some emotional discomfort could be part of personal interviews, there are no foreseen emotional risks when taking part in this proposed study, as you will be asked about your perceptions as a women academic of work well-being which is not a sensitive topic. However, there might be heightened emotional responses during the interview process, because you will provide information about your personal perceptions. This will be dealt

	with accordingly and respectfully, for example, you can take a break from the interview if necessary. If after the interview extreme emotional discomfort is experienced please contact your employee wellness for professional counselling at toll-free number is 0801 113 945 or USSD Code *134*905# to request a call back – See more at: http://www.hr.uct.ac.za/hr/benefits/org_health/counselling
Fatigue	Interviews will be focused and well-structured in order to avoid time waste. A well ventilated room will be made use of to combat fatigue.
Work time compromised	The participant will be informed prior to the interview about the duration of the interview. Time that is suitable for the participant will be taken into account. The participant will be given the option of having the interview conducted in an independent office.
The results of this study will be shared with the management of your workplace	7 Permission will be obtained from the participants to disseminate these results to management via the informed consent form. Upon obtaining of permission from participants the results of this study will be disseminated to UCT management upon completion in the format of the two planned journal articles in March 2020.

8

9 How will we protect your confidentiality and who will see your findings?

- Your privacy will be respected by conducting the interview in a room with a closed door, since an appropriate venue will be important in this matter. Confidentiality will be protected eliminating all identifying information from transcriptions; and, by deleting the interview from the audio recorder as soon as it is transferred to the computer. In order to protect your confidentiality you will be identified through a pseudonym or a code and the reporting of findings will be done anonymously.
- Only the researchers, transcribers, co-coder and language editor will be able to look at your findings, but all will sign confidentiality clauses. Findings will be kept safe by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected. As soon as data has been transcribed it will be deleted from the recorders. Data will be stored for 5 years, and then it will be destroyed by an appointed person working at NWU.

What will happen with the findings or samples?

- Do you agree that the results of this study be provided to your management?
Please tick ☐ Yes ☐ No
- The findings of this study will only be used for this study.
- Findings will be kept safe by locking hard copies in locked cupboards in the researcher's office and electronic data will be password protected.
- As soon as data has been transcribed it will be deleted from the recorders.
- Only researchers and co-coders will have access to the data and will be able to look at the findings.

How will you know about the results of this research?

- We will give you the results of this research June 2020.
- The results of this study will be disseminated in writing to your organisation upon completion of the research in June 2020.
- A written report i.e. summary of the research findings will be sent to as you electronically in June 2020 as well as verbal feedback will be provided through electronic media, for example, via skype or a conference call if desired.
- The results will be presented at conferences
- Two articles will be published in local scientific journals

Will you be paid to take part in this study and are there any costs for you?

- No payment will be provided for the study as no expenses will be incurred from the participants to partake in this study.

Is there anything else that you should know or do?

- You can contact Bonita Maboeta at 082 300 4487 if you have any further questions or have any problems.
- You can also contact the Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 1206 or carolien.vanzyl@nwu.ac.za if you have any concerns that were not answered about the research or if you have complaints about the research.
- You will receive a copy of this information and consent form for your own purposes.

Declaration by participant

By signing below, I agree to take part in the research study titled: Exploring women academics' perceptions of workplace well-being in relation to personal and job resources.

I declare that:

- I have read this information/it was explained to me by a trusted person in a language with which I am fluent and comfortable.
- The research was clearly explained to me.
- I have had a chance to ask questions to both the person getting the consent from me, as well as the researcher and all my questions have been answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be handled in a negative way if I do so.
- I may be asked to leave the study before it has finished, if the researcher feels it is in the best interest, or if I do not follow the study plan, as agreed to.

Signed at (*place*) on (*date*) 20....

.....

Signature of participant

10 Declaration by person obtaining consent

I (*name*) _____ declare that:

- I clearly and in detail explained the information in this document to
.....
- I did/did not use an interpreter.
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I gave him/her time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

.....

Signature of person obtaining consent

11

12

13 Declaration by researcher

I (*name*) Bonita Maboeta declare that:

- I explained the information in this document to
- I did not use an interpreter
- I encouraged her to ask questions and took adequate time to answer them or I was available should she want to ask any further questions.
- The informed consent was obtained by an independent person.
- I am satisfied that she adequately understands all aspects of the research, as described above.
- I am satisfied that she had time to discuss it with others if she wished to do so.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

ANNEXURE E: ETHICS APPROVAL LETTER



Private Bag X6001,
Potchefstroom South Africa
2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

**Faculty of Health Sciences Ethics
Office for Research, Training and
Support**

Health Research Ethics Committee (HREC)

Tel: 018-285 2291
Email: Wayne.Towers@nwu.ac.za

28 November 2017

To whom it may concern

APPROVAL OF THE RESEARCH STUDY FROM THE HEALTH RESEARCH ETHICS COMMITTEE (HREC) OF THE FACULTY OF HEALTH SCIENCES

14 Ethics number: NWU-00017-17-S1

Kindly use the ethics reference number provided above in all future correspondence or documents submitted to the administrative assistant of the Health Research Ethics Committee (HREC).

15 Study title: Exploring women academics' perceptions of workplace well-being in relation to personal and job resources

Study leader: Dr I van

Schalkwyk Student: B

Maboeta-12579513

Application type: Single s

Study Risk level: Medium

You are kindly informed that this application was reviewed at the Health Research Ethics Committee meeting held on 14/11/2017 of the Faculty of Health Sciences. Following review of the application, it has been decided that the study is approved. Approval in this letter means that **final ethics approval** was indeed granted for the **research methodology and the ethical aspects** of this study and that the HREC has **no further ethical concerns** relating to the research-ethics process, except for the outstanding documentation from you, which must be provided to the HREC by the researcher. It is important to mention that this letter indicates that there are no further ethical concerns that exist regarding the execution of the research.

A final ethics certificate will be issued upon the receipt of the following documentation:

- a. A copy of the approval letter from you as the representative of the appropriate ethics committee at the University of Cape Town (UCT). A copy of the permission letter from you as the appropriate gatekeeper at UCT.
- b. A copy of the goodwill permission letter from you as a Dean of one of the faculties from which participants will be recruited in this study.

The mentioned document, as indicated above, should be submitted to Ethics-HRECProcess@nwu.ac.za by the researcher, for review before the ethics approval certificate can be provided.

This approval is provided *for a year*, after which continuation of the study is dependent on receipt of an annual (or as otherwise stipulated time frame) monitoring report and the concomitant issuing of a letter of continuation for another year.

If you have any questions or need further assistance, please contact the Faculty of Health Sciences Ethics Office for Research, Training and Support at Ethics-HRECApply@nwu.ac.za.

Yours sincerely



Prof Wayne Towers
HREC Chairperson



Prof Minrie Greeff
Ethics Office Head

ANNEXURE F: DATA ANALYSIS PERSONAL RESOURCES

Project: Well-being of women in higher education

Report created by NWUUSER on 2020/08/03

(79) Codes in any of the groups: Personal resources

Created by Maboeta on 2020/07/01, **modified** by NWUUSER on 2020/07/30

Comment by Maboeta

Use own expertise to maintain level of job

1 Groups:

Personal resources

4 Quotations:

D 2: 2 25_9_2019.pdf - 2:40 And because he gave me the opportunity to be the convener of a postgra... (4:353 [4:607])

And because he gave me the opportunity to be the convener of a postgraduate diploma that she used to be in I think my teaching skills came to the fore and I love teaching and I think I didn't know how much I'm going to enjoy it and I think I'm good at it.

D 2: 2 25_9_2019.pdf - 2:81 Survival for me means that I have the ability every day no matter what... (6:1469 [6:1702])

Survival for me means that I have the ability every day no matter what the day hold even if it's going to be a difficult day but also not that I'm in a in a mode of survival where I can actually thrive to work in a transformative way.

D 5: 5 26_9_2019 cleaned.pdf - 5:35 They are very hard to get and so I think over this period it's kind of... (2:4962 [2:5140])

They are very hard to get and so I think over this period it's kind of content I have to draw on my past experiences to say well if it does not work out I will do something else.

D 11: 11_30_9_2019 cleaned.pdf - 11:30 but you have to be close or perceived as really good in order to succe... (3:710 [3:784]) but you have to be close or perceived as really good in order to succeed. S

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/01

1 Groups:

Personal resources

2 Quotations:

D 2: 2 25_9_2019.pdf - 2:65 I think the PhD helped in terms of that (5:1934 [5:1972])

I think the PhD helped in terms of that

D 2: 2 25_9_2019.pdf - 2:66 to really see myself as an academic and equal to those people that I r... (5:2057 [5:2176]) to really see myself as an academic and equal to those people that I regarded as good academics whatever that would mean

Created by NWUUSER on 2020/07/29

1 Groups:

Personal resources

1 Quotations:

D 6: 6 26_9_2019.pdf - 6:58 this university's processes are familiar to me. So they don't cause me... (6:3503 [6:3704])

this university's processes are familiar to me. So they don't cause me some anxiety, I know it will take me four months to get a post or six. And so now I understand that it is going to take that long.

Created by Maboeta on 2020/07/23, **modified** by NWUUSER on 2020/07/30

1 Groups:

Personal resources

2 Quotations:

D 6: 6 26_9_2019.pdf - 6:58 this university's processes are familiar to me. So they don't cause me... (6:3503 [6:3704])

this university's processes are familiar to me. So they don't cause me some anxiety, I know it will take me four months to get a post or six. And so now I understand that it is going to take that long.

D 11: 11_30_9_2019 cleaned.pdf - 11:31 o a resource was actually understanding ok, if I want to survive in th... (3:1255 [3:1411]) o a resource was actually understanding ok, if I want to survive in this environment I would have to become somebody and so I became that person to survive.

Created by Maboeta on 2020/07/01, **modified** by NWUUSER on 2020/07/29

Comment by Maboeta

Training to others not at the university.

1 Groups:

Personal resources

12 Quotations:

D 1: 1 23_9_2019.pdf - 1:23 I am actually invested in the people around me well-being so I'm not j... (2:2789 [2:2906])

I am actually invested in the people around me well-being so I'm not just interested in their work and them as people.

D 1: 1 23_9_2019.pdf - 1:24 So I think my personality has a very kind of Gregorian friendly compas... (2:2907 [2:3034])

So I think my personality has a very kind of Gregorian friendly compassionate person and it has helped me allot where I am now.

D 1: 1 23_9_2019.pdf - 1:123 invested in the people around me well-being so I'm not just interested... (2:2802 [2:2906]) invested in the people around me well-being so I'm not just interested in their work and them as people.

D 1: 1 23_9_2019.pdf - 1:132 You know everybody is treated equally and I am actually invested in th... (2:2747 [2:2906])

You know everybody is treated equally and I am actually invested in the people around me well-being so I'm not just interested in their work and them as people.

D 2: 2 25_9_2019.pdf - 2:31 So in my entire 10-year period at this Institute it was never with an... (3:1001 [3:1608])

So in my entire 10-year period at this Institute it was never with an academic goal in mind so I didn't have aspirations at that stage to become anything along the academic ranking so the aim of becoming a senior lecturer or associate professor was never there at all. It was more about the job and the only reason why I went to do my phd was because I was really interested so we really did a lot of policy work at the Institute without the theoretical background in policy studies or analysis so I wanted to do my PhD now after so many years because you learn the Siri of what you were doing in practical.

D 4: 4 26_9_1029 cleaned.pdf - 4:27 I think it's personal resources more than job resources a lot of peopl... (3:1256 [3:1517])

I think it's personal resources more than job resources a lot of people who stay in science, in basic science were doing medical research on what we feel are important problems in our country and so there is a lot of personal motivation to stay here and do that.

D 4: 4 26_9_1029 cleaned.pdf - 4:29 So there's that and there's also the opportunity to do it with student... (3:1633 [3:1842])

So there's that and there's also the opportunity to do it with students with young that's one of the major reasons that I'm here. Again not like a traditional resource but working with and shaping young minds.

D 4: 4 26_9_1029 cleaned.pdf - 4:30 You know I am talking about honors, Masters and PhD students who are t... (3:1843 [3:1981])

You know I am talking about honors, Masters and PhD students who are these bright young people you know and helping them make their future.

D 4: 4 26_9_1029 cleaned.pdf - 4:31 If I don't want to get out of the bed in the morning because of whatev... (3:2028 [3:2237])

If I don't want to get out of the bed in the morning because of whatever my obligations towards my students and my care for them is something that motivates me and it motivated me then and it motivates me now.

D 4: 4 26_9_1029 cleaned.pdf - 4:74 And it prompted me to write to the director of my institute you have t... (6:2068 [6:2521])

And it prompted me to write to the director of my institute you have to put out some kind of statement or something you know demonstrating that if you care you must care because

people, and she wasn't the only postgraduate student who came to me and say what is an institution saying and thinking what is our transformation committee doing to show those of us that are breaking so if you feel trauma (start crying), sorry I just feel emotional about this

D 4: 4 26_9_1029 cleaned.pdf - 4:90 So I guess it is the non-dominant groups but not all of them you know... (8:1126 [8:1526])

So I guess it is the non-dominant groups but not all of them you know they are also experiencing less that they are gaining less in the environment like advancement. I think women and black researchers here have to prove themselves more than white men I think that is something still very very strong here and so my perception is that we are still in a very patriarchal community or lack of community.

D 8: 8 27_9_2019 cleaned.pdf - 8:37 I think teaching opportunities external to the university are really n... (4:4006 [4:4078])

I think teaching opportunities external to the university are really nice

Created by NWUUSER on 2020/07/21

1 Groups:

Personal resources

1 Quotations:

D 9: 9 30_9_2019 cleaned.pdf - 9:38 I am quite ambitious (4:1803 [4:1823])

I am quite ambitious

Created by Maboeta on 2020/07/02, **modified** by Maboeta on 2020/07/02

1 Groups:

Personal resources

9 Quotations:

D 4: 4 26_9_1029 cleaned.pdf - 4:57 So I can see far more clearly what is wrong it means that you could id... (5:674 [5:781])

So I can see far more clearly what is wrong it means that you could identify sometimes what to do about it.

D 4: 4 26_9_1029 cleaned.pdf - 4:78 So that I've seen and I realise that I must help other staff see that... (7:302 [7:764])

So that I've seen and I realise that I must help other staff see that to you now when we grumbling about something and thinking how can people be like this like out of this meeting my head of department came is it over is getting the job done and this was asked me putting in a request from all heads of department because I wanted input into this new course we developing so I just emailed my head of division and said I don't want to have this meetings anymore.

D 5: 5 26_9_2919 cleaned.pdf - 5:59 I think it again comes from being able to manage things yourself and s... (4:1506 [4:1712])

I think it again comes from being able to manage things yourself and say no I cannot do that at 17h00 in the evening or 16h00, because I have to go pick up a child, you know we have to schedule another time

D 5: 5 26_9_2919 cleaned.pdf - 5:61 ut again it is about having enough confidence and seniority to say tha... (4:2011 [4:2248])

ut again it is about having enough confidence and seniority to say that time is not going to work if you want me to be on the call then you have to make another time. Or if you want me in this meeting it will have to be finished by 16h30.

D 6: 6 26_9_2019.pdf - 6:17 he division was in a difficult spot and I told them that I would not t... (2:2913 [2:3084])

he division was in a difficult spot and I told them that I would not take the job if they did not give it to me on the level of associate professor and they needed somebody

D 6: 6 26_9_2019.pdf - 6:19 assertive (2:3142 [2:3150]) assertive

D 8: 8 27_9_2019 cleaned.pdf - 8:33 You know being able to say no when I just can't do something. (4:2750 [4:2810])

You know being able to say no when I just can't do something.

D 9: 9 30_9_2019 cleaned.pdf - 9:72 I said well see I have a two year old and I am in fifty fifty with my... (7:3832 [8:14])

I said well see I have a two year old and I am in fifty fifty with my husband and luckily I have someone who can do that with me but I can't take on the head of department, still do my research, manage so that I do not let things fall apart, still do my research and not let my research fall away or the child support and not be

there for him.

D 10: 10_9_2019 cleaned.pdf - 10:31 Well just sometimes you get a talk, you have only attended two of 28 m... (4:1428 [4:1614])

Well just sometimes you get a talk, you have only attended two of 28 meetings this year, what is the story? And I say well it is not a good time for me it is after hours, I work flat out.

Created by Maboeta on 2020/07/03, **modified** by Maboeta on 2020/07/03

1 Groups:

Personal resources

1 Quotations:

D 1: 1 23_9_2019.pdf - 1:33 I will come to work in my hot pink with green eyeshadow and like nobod... (3:90 [3:209])

I will come to work in my hot pink with green eyeshadow and like nobody else would dream of doing it in this department.

Created by Maboeta on 2020/07/20, **modified** by NWUUSER on 2020/07/30

1 Groups:

Personal resources

1 Quotations:

D 7: 7_27_9 2019 cleaned.pdf - 7:27 I tend to try and figure things out on my own (3:3393 [3:3437])

I tend to try and figure things out on my own

Created by Maboeta on 2020/07/02

1 Groups:

Personal resources

1 Quotations:

D 4: 4_26_9_1029 cleaned.pdf - 4:83 So there is a strong thing for push for mentorship here so you have to... (7:2749 [7:3188])

So there is a strong thing for push for mentorship here so you have to mentor students so in addition to mentoring, I absolutely agree with that, but all the people that volunteered in the mentorship program are women or people of color and very few senior, so very few full professors, that's not to say that I'm not at that level of mentoring others but there are also more interested in their career and their professional status sound.

Created by Maboeta on 2020/07/01, **modified** by NWUUSER on 2020/07/21

Comment by Maboeta

Virtue of courage and strength is bravery. Valor, not shrinking from threat or challenge, facing fears, speaking up for what is right. Often being very tough or thick skin

1 Groups:

Personal resources

16 Quotations:

D 1: 1_23_9_2019.pdf - 1:131 Maybe just knowing that you have that ability, although I did not know... (3:1352 [3:1524])

Maybe just knowing that you have that ability, although I did not know it at the time, I know it now, but maybe have more confidence that you know you're not fearing failing

D 2: 2_25_9_2019.pdf - 2:83 enjoy that you are able to face some challenges on whatever may come y... (6:2500 [6:2577]) enjoy that you are able to face some challenges on whatever may come your way.

D 4: 4_26_9_1029 cleaned.pdf - 4:37 It is a staff grouping in support of students and that was we are not... (4:225 [4:678])

It is a staff grouping in support of students and that was we are not politically active anymore but maybe through this I made some very close friends and colleagues in that

grouping so that's beyond my department and people that I wouldn't work with for example people in public health that I wouldn't have the opportunity to work with and that was an amazing resource to be able to both channel your energy but also to discuss and make sense of things.

D 4: 4 26_9_1029 cleaned.pdf - 4:44 The main thing I think it is not even resilience that helps me cope it... (4:1826 [4:1933])

The main thing I think it is not even resilience that helps me cope it is the desire to change this place. I

D 4: 4 26_9_1029 cleaned.pdf - 4:46 And so you actually feel like, I feel like at this point I am not goin... (4:2112 [4:2232])

And so you actually feel like, I feel like at this point I am not going to shut up anymore. I am not going not challenge.

D 4: 4 26_9_1029 cleaned.pdf - 4:56 So I have developed a I don't know what you call attitude but I don't... (5:194 [5:323])

So I have developed a I don't know what you call attitude but I don't care anymore about challenging people, you know I'll do it.

D 4: 4 26_9_1029 cleaned.pdf - 4:69 So I think if you would really interrogate it of what a caring environ... (5:3831 [6:144])

So I think if you would really interrogate it of what a caring environment would be it would mean people getting involved in each other's struggles to make this place better, because at this stage there are so few that are engaged with what

students are struggling with and PASS staff or what academic staff or what women face. What black researchers and staff face there is very few.

D 4: 4 26_9_1029 cleaned.pdf - 4:91 And that is something we need to fight and if we don't we are not goin... (8:1528 [8:1613])

And that is something we need to fight and if we don't we are not going to transform.

D 7: 7_27_9 2019 cleaned.pdf - 7:26 I am not afraid of asking for things (3:3354 [3:3390])

I am not afraid of asking for things

D 7: 7_27_9 2019 cleaned.pdf - 7:29 I get scare when faced with new challenges, but I can push myself in a (3:3608 [4:13])

I get scare when faced with new challenges, but I can push myself in a
new direction

D 9: 9 30_9_2019 cleaned.pdf - 9:35 you have to be super tough (4:914 [4:939]) you have to be super tough

D 9: 9 30_9_2019 cleaned.pdf - 9:61 It was in the journal of science saying the profile of me and another... (7:298 [7:482])

It was in the journal of science saying the profile of me and another man who helped me to get him exposed eventually he was not exactly fired, but he was forced to resign his position

D 9: 9 30_9_2019 cleaned.pdf - 9:64 got involved in transformation and stuff, but it was for me enough is... (7:1928 [7:2006]) got involved in transformation and stuff, but it was for me enough is enough.

D 11: 11_30_9_2019 cleaned.pdf - 11:34 I was an activist I was hardly in high school I should have probably f... (3:2132 [3:2331])

I was an activist I was hardly in high school I should have probably failed, but because I could study the night before and do really well, it was just a natural aptitude that was a personal resource.

D 25: 12 7__10_2019.pdf - 25:25 It was not people handing things out to me I really had to fight my wa... (2:3731 [3:75])

It was not people handing things out to me I really had to fight my way up. And when I fight for my ad hominem promotion I was just very angry at the time and I wanted to prove something I did not actually expect to get it to be honest.

D 25: 12 7__10_2019.pdf - 25:26 But it was purely just me putting it out there and working very hard a... (3:77 [3:207])

But it was purely just me putting it out there and working very hard and facing a lot of flack with it. It's been a big challenge.

Created by Maboeta on 2020/06/30, **modified** by NWUUSER on 2020/08/03

1 Groups:

Personal resources

6 Quotations:

D 1: 1 23_9_2019.pdf - 1:29 So I am very good at getting everybody behind a vision (2:3286 [2:3340])

So I am very good at getting everybody behind a vision

D 1: 1 23_9_2019.pdf - 1:43 I cum lauded both my degrees and I think that

(3:1305 [3:1349])

I cum lauded both my degrees and I think that

D 1: 1 23_9_2019.pdf - 1:112 And then when the final results were posted our version of cum laude a... (6:2944 [6:3075])

And then when the final results were posted our version of cum laude at UCT is first class honors and our names are on the board. I

D 1: 1 23_9_2019.pdf - 1:129 I was not shy to ask questions or to query things or to challenge a te... (3:899 [3:985])

I was not shy to ask questions or to query things or to challenge a teacher or whatever

D 11: 11_30_9_2019 cleaned.pdf - 11:33 I'm good at studying it is just something that has been easy. (3:2004 [3:2064])

I'm good at studying it is just something that has been easy.

D 11: 11_30_9_2019 cleaned.pdf - 11:34 I was an activist I was hardly in high school I should have probably f... (3:2132 [3:2331])

I was an activist I was hardly in high school I should have probably failed, but because I could study the night before and do really well, it was just a natural aptitude that was a personal resource.

Created by Maboeta on 2020/07/03, **modified** by NWUUSER on 2020/07/30

1 Groups:

Personal resources

4 Quotations:

D 1: 1 23_9_2019.pdf - 1:122 I can communicate eloquently (2:2486 [2:2514])

I can communicate eloquently

D 1: 1 23_9_2019.pdf - 1:130 but I had the language to be able to do it (3:1024 [3:1066]) but I had the language to be able

to do it

D 11: 11_30_9_2019 cleaned.pdf - 11:23 So we can stand up and say in a meeting you don't judge me because I h... (2:2903 [2:3048])

So we can stand up and say in a meeting you don't judge me because I have to go home even though they will judge you, but at least you can say it.

D 11: 11_30_9_2019 cleaned.pdf - 11:24 you can demand that yes you should have an office for breastfeeding wh... (2:3069 [2:3232]) you can demand that yes you should have

an office for breastfeeding whether you are going to get it, that's another thing another case, but you can say it at least.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

1 Quotations:

D 1: 1 23_9_2019.pdf - 1:28 So I have nurtured that side of me. (2:3250 [2:3284])

So I have nurtured that side of me.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

4 Quotations:

D 1: 1 23_9_2019.pdf - 1:33 I will come to work in my hot pink with green eyeshadow and like nobod... (3:90 [3:209])

I will come to work in my hot pink with green eyeshadow and like nobody else would dream of doing it in this department.

D 1: 1 23_9_2019.pdf - 1:38 because I do not fit the mold and I think that people kind of enjoy th... (3:744 [3:844])

because I do not fit the mold and I think that people kind of enjoy that and gravitated towards that.

D 2: 2 25_9_2019.pdf - 2:8 So I think being allowed to innovate and to create your own space and... (1:2868 [1:3022])

So I think being allowed to innovate and to create your own space and to do the kind of things that are both interest to you and benefit the organisation.

D 10: 10_9_2019 cleaned.pdf - 10:18 What I came to realise is that if you want to be creative and if you a... (2:2735 [2:2902])

What I came to realise is that if you want to be creative and if you are going to be a leader you will have to be creative the only way to do that is to take time out.

Created by Maboeta on 2020/07/02, **modified** by Maboeta on 2020/07/02

Comment by Maboeta

Desire to change the manner in which the university functions structurally.

1 Groups:

Personal resources

2 Quotations:

D 4: 4 26_9_1029 cleaned.pdf - 4:44 The main thing I think it is not even resilience that helps me cope it... (4:1826 [4:1933])

The main thing I think it is not even resilience that helps me cope it is the desire to change this place. I

D 4: 4 26_9_1029 cleaned.pdf - 4:47 So the challenge of changing this place is a resource almost that I dr... (4:2488 [4:2579])

So the challenge of changing this place is a resource almost that I draw energy from to stay

Created by Maboeta on 2020/07/20, **modified** by Maboeta on 2020/07/20

1 Groups:

Personal resources

1 Quotations:

D 8: 8 27_9_2019 cleaned.pdf - 8:62 Communicating effectively, listening effectively, managing and reflect... (9:299 [9:460])

Communicating effectively, listening effectively, managing and reflection, managing your own emotions, managing other people's emotions and all those sort things.

Created by Maboeta on 2020/07/20, **modified** by Maboeta on 2020/07/20

1 Groups:

Personal resources

2 Quotations:

D 8: 8 27_9_2019 cleaned.pdf - 8:28 And just overall coping kind of skills and I think also being able to... (4:1379 [4:1494])

And just overall coping kind of skills and I think also being able to process ones emotions and make peace with them

D 8: 8 27_9_2019 cleaned.pdf - 8:62 Communicating effectively, listening effectively, managing and reflect... (9:299 [9:460])

Communicating effectively, listening effectively, managing and reflection, managing your own emotions, managing other people's emotions and all those sort things.

Created by Maboeta on 2020/07/02, **modified** by Maboeta on 2020/07/02

1 Groups:

Personal resources

4 Quotations:

D 4: 4 26_9_1029 cleaned.pdf - 4:74 And it prompted me to write to the director of my institute you have t... (6:2068 [6:2521])

And it prompted me to write to the director of my institute you have to put out some kind of statement or something you know demonstrating that if you care you must care because

people, and she wasn't the only postgraduate student who came to me and say what is an institution saying and thinking what is our transformation committee doing to show those of us that are breaking so if you feel trauma (start crying), sorry I just feel emotional about this

D 8: 8 27_9_2019 cleaned.pdf - 8:61 high skills in terms of empathy (8:3719 [8:3750]) high skills in terms of

empathy

D 9: 9 30_9_2019 cleaned.pdf - 9:41 Empathy is a big part of being a good scientist at the end of the day (4:3310 [4:3379])

Empathy is a big part of being a good scientist at the end of the day

D 11: 11_30_9_2019 cleaned.pdf - 11:39 What did affect me negatively was dealing with the students who were n... (4:763 [4:1038])

What did affect me negatively was dealing with the students who were not protesting and I felt really sorry for them that they were in that place. It was not necessarily that they had white privilege but because they weren't and they had to finish university and the funds etc

Created by Maboeta on 2020/07/01

1 Groups:

Personal resources

1 Quotations:

D 2: 2 25_9_2019.pdf - 2:20 If I didn't enjoy it would be soul destroying so I have been blessed a... (2:1198 [2:1383])

If I didn't enjoy it would be soul destroying so I have been blessed all the years and also now in my current position to really to have the freedom to do the things that I really enjoy.

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/01

1 Groups:

Personal resources

1 Quotations:

D 2: 2 25_9_2019.pdf - 2:82 I think I'm beyond survival mode where I think I am right now I'm thri... (6:2166 [6:2400])

I think I'm beyond survival mode where I think I am right now I'm thriving in those things and transformative in my teaching in my engagement in the various committees that I work I can push boundaries I can be innovative and so forth.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

Comment by Maboeta

Adhereing to principles of justice, not allowing feelings to bias decisions about others

1 Groups:

Personal resources

11 Quotations:

D 1: 1 23_9_2019.pdf - 1:19 I don't believe in hierarchy, so I treat everybody the same. I (2:2565 [2:2627])

I don't believe in hierarchy, so I treat everybody the same. I

D 1: 1 23_9_2019.pdf - 1:22 You know everybody is treated equally (2:2747 [2:2784])

You know everybody is treated equally

D 1: 1 23_9_2019.pdf - 1:37 You know I have treated everybody the same way. (3:518 [3:565])

You know I have treated everybody the same way.

D 2: 2 25_9_2019.pdf - 2:27 Whatever your definition of an academic is I always thought of myself... (3:455 [3:566])

Whatever your definition of an academic is I always thought of myself as a social activist doing some research.

D 2: 2 25_9_2019.pdf - 2:29 So my interest in the academic domain was always in the social respons... (3:644 [3:999])

So my interest in the academic domain was always in the social responsibility domain where what every search I did or any other activities I did was mainly as my role as a social activist contributing to the social responsible mandate of this institution but primarily trying to make some contribution to improving the lives of children and their families.

D 4: 4 26_9_1029 cleaned.pdf - 4:37 It is a staff grouping in support of students and that was we are not... (4:225 [4:678])

It is a staff grouping in support of students and that was we are not politically active anymore but maybe through this I made some very close friends and colleagues in that grouping so that's beyond my department and people that I wouldn't work with for example people in public health that I wouldn't have the opportunity to work with and that was an amazing resource to be able to both channel your energy but also to discuss and make sense of things.

D 4: 4 26_9_1029 cleaned.pdf - 4:44 The main thing I think it is not even resilience that helps me cope it... (4:1826 [4:1933])

The main thing I think it is not even resilience that helps me cope it is the desire to change this place. I

D 4: 4 26_9_1029 cleaned.pdf - 4:51 I have a strong sense of justice and when people are not treated fairl... (4:2969 [4:3070])

I have a strong sense of justice and when people are not treated fairly or getting what they deserve,

D 4: 4 26_9_1029 cleaned.pdf - 4:52 So there is a strong sense of justice so when people are not treated f... (4:3396 [4:3585])

So there is a strong sense of justice so when people are not treated fairly or not getting what they need or deserve they were students paying for their studies and fact sacrificing a lot so

D 4: 4 26_9_1029 cleaned.pdf - 4:70 So it is research focused so there is a big drive for the institute to... (6:618 [6:913])

So it is research focused so there is a big drive for the institute to transform because the full members and so the members are white still coloured and not a single black women,

black African woman. We had an associate member and she left because nobody was prepared to fight for her position.

D 4: 4 26_9_1029 cleaned.pdf - 4:90 So I guess it is the non-dominant groups but not all of them you know... (8:1126 [8:1526])

So I guess it is the non-dominant groups but not all of them you know they are also experiencing less that they are gaining less in the environment like advancement. I think women and black researchers here have to prove themselves more than white men I think that is something still very very strong here and so my perception is that we are still in a very patriarchal community or lack of community.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

1 Quotations:

D 8: 8 27_9_2019 cleaned.pdf - 8:28 And just overall coping kind of skills and I think also being able to... (4:1379 [4:1494])

And just overall coping kind of skills and I think also being able to process ones emotions and make peace with them

Created by Maboeta on 2020/07/14, **modified** by Maboeta on 2020/07/14

1 Groups:

Personal resources

2 Quotations:

D 5: 5 26_9_2019 cleaned.pdf - 5:34 So for me personally I have to kind of make sure that in my head there... (2:4537 [2:4678])

So for me personally I have to kind of make sure that in my head there are different options in cases that it if something does not work out.

D 10: 10_9_2019 cleaned.pdf - 10:16 The other thing that I found in my career is just say yes, to a lot of... (2:1530 [2:1817])

The other thing that I found in my career is just say yes, to a lot of things, you might work hard, but you know these people who run around saying no I am too busy I don't want to do it, I cannot speak there, no no no that is not important, I think that they loosing certain advantages.

Created by Maboeta on 2020/06/30, **modified** by NWUUSER on 2020/07/30

1 Groups:

Personal resources

3 Quotations:

D 2: 2 25_9_2019.pdf - 2:19 I really do work that I really enjoy for me getting up in the morning... (2:950 [2:1197])

I really do work that I really enjoy for me getting up in the morning and coming to work and getting to do the things that I love and enjoy is very important and helps me to survive in an environment where I can just do something that I just like.

D 4: 4 26_9_1029 cleaned.pdf - 4:79 I can grumble (moan) but I have a very privileged career I think. (7:1627 [7:1691])

I can grumble (moan) but I have a very privileged career I think.

D 4: 4 26_9_1029 cleaned.pdf - 4:97 And I think I was very fortunate to have a very good salary so having... (8:2805 [8:3124])

And I think I was very fortunate to have a very good salary so having financial security it's a huge thing that helps and it also helps as a woman but I was dependent I could have divorce I could split with ex I am financially independent and financially well so that is obviously a huge resource many women don't have.

Created by Maboeta on 2020/07/20, **modified** by NWUUSER on 2020/07/30

1 Groups:

Personal resources

2 Quotations:

D 7: 7_27_9_2019 cleaned.pdf - 7:44 Students will take your whole arm if you do not have good boundaries (5:894 [5:961])

Students will take your whole arm if you do not have good boundaries

D 10: 10_9_2019 cleaned.pdf - 10:18 What I came to realise is that if you want to be creative and if you a... (2:2735 [2:2902])

What I came to realise is that if you want to be creative and if you are going to be a leader you will have to be creative the only way to do that is to take time out.

Created by Maboeta on 2020/06/30, modified by Maboeta on 2020/06/30

Comment by Maboeta

Authenticity, being true to oneself, sincerity without pretense, integrity

1 Groups:

Personal resources

5 Quotations:

D 2: 2 25_9_2019.pdf - 2:32 I came back to the school of public health being surrounded then by be... (3:1709 [3:2191])

I came back to the school of public health being surrounded then by because the children's Institute were off campus it was in a different geographical space and you didn't have a lot to do with people at the main Faculty so we will not steeped in the kind of academic activities and environment and. So I think when I've arrived here I realised that if you want to stay and work in this academic space then you better start thinking about your career from an academic point of view.

D 2: 2 25_9_2019.pdf - 2:76 And to try, I think, I've learnt to shut down from negative voices, le... (5:4038 [6:63])

And to try, I think, I've learnt to shut down from negative voices, learn from them because I think sometimes those negative voices are really important lessons for you to learn and still be open

to learning but also not to the extent that will drag you down.

D 4: 4 26_9_1029 cleaned.pdf - 4:79 I can grumble (moan) but I have a very privileged career I think. (7:1627 [7:1691])

I can grumble (moan) but I have a very privileged career I think.

D 4: 4 26_9_1029 cleaned.pdf - 4:97 And I think I was very fortunate to have a very good salary so having... (8:2805 [8:3124])

And I think I was very fortunate to have a very good salary so having financial security it's a huge thing that helps and it also helps as a woman but I was dependent I could have divorce I could split with ex I am financially independent and financially well so that is obviously a huge resource many women don't have.

D 10: 10_9_2019 cleaned.pdf - 10:24 I was happy to be a bully and to be rough with people if I felt it was... (3:1478 [3:1803])

I was happy to be a bully and to be rough with people if I felt it was going to give patients better care, shout at people who were late and that. But I don't want to be that person I

would rather inspire people to come on time and you know find ways to make them accountable rather than trying to force them to do it my way.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

6 Quotations:

D 2: 2 25_9_2019.pdf - 2:39 . Although I did some teaching I really started to work very strongly... (4:218 [4:352])

. Although I did some teaching I really started to work very strongly in teaching on the teaching side of things and learn to love it.

D 2: 2 25_9_2019.pdf - 2:58 I think I am by nature a positive person (5:779 [5:819])

I think I am by nature a positive person

D 2: 2 25_9_2019.pdf - 2:81 Survival for me means that I have the ability every day no matter what... (6:1469 [6:1702])

Survival for me means that I have the ability every day no matter what the day hold even if it's going to be a difficult day but also not that I'm in a in a mode of survival where I can actually thrive to work in a transformative way.

D 2: 2 25_9_2019.pdf - 2:82 I think I'm beyond survival mode where I think I am right now I'm thri... (6:2166 [6:2400])

I think I'm beyond survival mode where I think I am right now I'm thriving in those things and transformative in my teaching in my engagement in the various committees that I work I can push boundaries I can be innovative and so forth.

D 4: 4 26_9_1029 cleaned.pdf - 4:33 Hearing how we haven't done right by our students and I will some peop... (3:2526 [3:2713])

Hearing how we haven't done right by our students and I will some people feel quite the opposite. But actually to say how can we do it better as well how can we shape and teach them better

D 5: 5 26_9_2019 cleaned.pdf - 5:31 And sort I have to keep reminding myself that you have enough positive... (2:4037 [2:4234])

And sort I have to keep reminding myself that you have enough positive record as a researcher and I have never been out of a job. And so you will have keep on reminding yourself that it will work ou

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

1 Quotations:

D 4: 4 26_9_1029 cleaned.pdf - 4:77 And I guess at one point I have to realise that I am senior staff and... (7:1 [7:298])

And I guess at one point I have to realise that I am senior staff and I think I am realising that that I can change and help someone because of who it's coming from because if it came from students nothing ticket crickets would happen but that I actually have power to challenge some of these thing

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

1 Quotations:

D 1: 1 23_9_2019.pdf - 1:21 I have a great sense of humor and people really respond to that both p... (2:2641 [2:2846])

I have a great sense of humor and people really respond to that both patient and students and colleagues. You know everybody is treated equally and I am actually invested in the people around me well-being

Created by Maboeta on 2020/07/14, **modified** by Maboeta on 2020/07/14

Comment by Maboeta |
Thick skinned.

1 Groups:

Personal resources

2 Quotations:

D 5: 5 26_9_2919 cleaned.pdf - 5:27 I think you probably have to have thick skin. (2:3438 [2:3483])

I think you probably have to have thick skin.

D 5: 5 26_9_2919 cleaned.pdf - 5:49 You know you have to take the knocks, you know you have to put in five... (3:3378 [3:3491])

You know you have to take the knocks, you know you have to put in five grant applications to maybe get one funded.

Created by Maboeta on 2020/07/01

Comment by Maboeta

Latitude of decision making in job.

1 Groups:

Personal resources

1 Quotations:

D 2: 2_25_9_2019.pdf - 2:12 It is an incredible resource to be allowed to work without interference... (1:3023 [1:3094])

It is an incredible resource to be allowed to work without interference.

1 Groups:

Personal resources

2 Quotations:

D 11: 11_30_9_2019 cleaned.pdf - 11:3 robust research profile you obviously need money, grant applications an... (1:1319 [1:1439])

robust research profile you obviously need money, grant applications and students and you also need to go to conferences.

D 11: 11_30_9_2019 cleaned.pdf - 11:7 But that obviously affects my career because that's not really. So get... (1:1950 [1:2307])

But that obviously affects my career because that's not really. So getting grant money is an issue because then I can't collaborate because I'm not at conferences so that means that my collaborations are minimal but that's also exacerbated by my personality so I can't really distinguish between how reality is and all the complications that come with them.

Created by Maboeta on 2020/07/20, **modified** by Maboeta on 2020/07/20

1 Groups:

Personal resources

2 Quotations:

D 7: 7_27_9 2019 cleaned.pdf - 7:55 I think I said I am a person who looks in first (6:1613 [6:1659])

I think I said I am a person who looks in first

D 10: 10_9_2019 cleaned.pdf - 10:24 I was happy to be a bully and to be rough with people if I felt it was... (3:1478 [3:1803])

I was happy to be a bully and to be rough with people if I felt it was going to give patients better care, shout at people who were late and that. But I don't want to be that person I would rather inspire people to come on time and you know find ways to make them accountable rather than trying to force them to do it my way.

Created by Maboeta on 2020/07/03, **modified** by Maboeta on 2020/07/03

1 Groups:

Personal resources

1 Quotations:

D 1: 1_23_9_2019.pdf - 1:123 invested in the people around me well-being so I'm not just interested... (2:2802 [2:2906]) invested in the people around me well-being so I'm not just interested in their work and them as people.

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/01

1 Groups:

Personal resources

3 Quotations:

D 2: 2_25_9_2019.pdf - 2:44 I think it was the Peer publication side that I managed to beef up whi... (4:744 [4:1211])

I think it was the Peer publication side that I managed to beef up while I was here and did I realise that that was a little bit of a shortcoming but having said that the university fortunately in their otherwise short-sighted nature that recognises the importance of publications other than peer review publications and in the variety on the publications that I did have on that CV for other audiences such as policy makers, decision makers, civil Society in general.

D 2: 2_25_9_2019.pdf - 2:109 And I guess an obstacle for those of us who work in social responsibil... (8:2332 [8:2618])

And I guess an obstacle for those of us who work in social responsibility area it was not given the same recognition as opposed to those who work in a hard-nosed academic research capacity so we have to work really hard to get those social responsibility aspects recognised and on par.

D 2: 2 25_9_2019.pdf - 2:110 It could be you know if you spend 80% of your time on activities that'... (8:2642 [8:2843])

It could be you know if you spend 80% of your time on activities that's not recognised to the same extent then it would take you longer to reach your academic promotional goals in comparison to others.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

Comment by Maboeta

Generosity, nurturance, care, compassion, altruism, doing for others

1 Groups:

Personal resources

10 Quotations:

D 1: 1 23_9_2019.pdf - 1:23 I am actually invested in the people around me well-being so I'm not j... (2:2789 [2:2906])

I am actually invested in the people around me well-being so I'm not just interested in their work and them as people.

D 1: 1 23_9_2019.pdf - 1:24 So I think my personality has a very kind of Gregorian friendly compas... (2:2907 [2:3034])

So I think my personality has a very kind of Gregorian friendly compassionate person and it has helped me allot where I am now.

D 1: 1 23_9_2019.pdf - 1:118 I do, so that is another resource, secretary who is amazing. (2:660 [2:720])

I do, so that is another resource, secretary who is amazing.

D 2: 2 25_9_2019.pdf - 2:21 Also I think the aspects that I am involved in teaching or whether res... (2:1385 [2:1502])

Also I think the aspects that I am involved in teaching or whether research for me also has a broader societal purpose

D 2: 2 25_9_2019.pdf - 2:22 my work has never been about the actual project itself and for the acc... (2:1514 [2:1629]) my work has never been about the actual project itself and for the accolades that it brings for me as an individual.

D 2: 2 25_9_2019.pdf - 2:23 but that's never been my primary motivation so my motivation has always... (2:1676 [2:2133]) but that's never been my primary motivation so my motivation has always been to try and work towards things are actually for societal good so even if I am primarily working for my content work which is child health and in my teaching environment which is teaching for health managers leadership in the broader health system and it gives me, I think, it gives me that satisfaction that I am contributing to something for a broader purpose for a greater good.

D 2: 2 25_9_2019.pdf - 2:28 Teaching with the hope that it will actually contribute to the broader... (3:567 [3:643])

Teaching with the hope that it will actually contribute to the broader good.

D 2: 2 25_9_2019.pdf - 2:31 So in my entire 10-year period at this Institute it was never with an... (3:1001 [3:1608])

So in my entire 10-year period at this Institute it was never with an academic goal in mind so I didn't have aspirations at that stage to become anything along the academic ranking so the aim of becoming a senior lecturer or associate professor was never there at all. It was more about the job and the only reason why I went to do my phd was because I was really interested so we really did a lot of policy work at the Institute without the theoretical background in policy studies or analysis so I wanted to do my PhD now after so many years because you learn the Siri of what you were doing in practical.

D 2: 2 25_9_2019.pdf - 2:50 And they advised and mentored you and so on and now not having that I... (4:2421 [4:2820])

And they advised and mentored you and so on and now not having that I am able to see opportunities for mentoring so now I can say to others hey come let us look at your CV and then see what you need to do to get to the next level so I so it's I think it's also good now that I can reflect on my own experience in order to be that kind of important support to others that might not otherwise have it.

D 4: 4 26_9_1029 cleaned.pdf - 4:74 And it prompted me to write to the director of my institute you have t... (6:2068 [6:2521])

And it prompted me to write to the director of my institute you have to put out some kind of statement or something you know demonstrating that if you care you must care because

people, and she wasn't the only postgraduate student who came to me and say what is an institution saying and thinking what is our transformation committee doing to show those of us that are breaking so if you feel trauma (start crying), sorry I just feel emotional about this

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

Comment by Maboeta

Organizing a group of activities to get things done, positively influencing others

1 Groups:

Personal resources

19 Quotations:

D 1: 1 23_9_2019.pdf - 1:25 I also think I have innately quite strong leadership skills (2:3035 [2:3094])

I also think I have innately quite strong leadership skills

D 1: 1 23_9_2019.pdf - 1:29 So I am very good at getting everybody behind a vision (2:3286 [2:3340])

So I am very good at getting everybody behind a vision

D 1: 1 23_9_2019.pdf - 1:31 In fact throughout all my life I have been singled out for leadership... (2:3510 [2:3617])

In fact throughout all my life I have been singled out for leadership roles, whether formally or informally.

D 1: 1 23_9_2019.pdf - 1:35 So also leadership. (3:448 [3:466]) So also leadership.

D 1: 1 23_9_2019.pdf - 1:36 I was class representative for a number of years. (3:468 [3:516])

I was class representative for a number of years.

D 1: 1 23_9_2019.pdf - 1:97 So to have had that constantly kind of shoved back in our faces was ju... (6:109 [6:186])

So to have had that constantly kind of shoved back in our faces was just awful

D 1: 1 23_9_2019.pdf - 1:113 I was class representative (6:3212 [6:3238])

I was class representative

D 1: 1 23_9_2019.pdf - 1:126 So I am very good at getting everybody behind a vision (2:3286 [2:3339])

So I am very good at getting everybody behind a vision

D 1: 1 23_9_2019.pdf - 1:127 ecause I have done the work to see like what are the best strategies. (2:3407 [2:3475]) ecause I have done the work to see like what are the best strategies.

D 1: 1 23_9_2019.pdf - 1:128 I was class representative for a number of years. (3:468 [3:517])

I was class representative for a number of years.

D 2: 2 25_9_2019.pdf - 2:10 I think I have enjoyed that as particularly from the head of the schoo... (1:3189 [2:13])

I think I have enjoyed that as particularly from the head of the school it's getting to be treated that way within

the division.

D 2: 2 25_9_2019.pdf - 2:46 Also had a lot of experience in the leadership and management real and... (4:1623 [4:1977])

Also had a lot of experience in the leadership and management real and then I was the deputy director and then the director at the children's Institute for 10 years and I started taking leadership positions in the school and the head of the school was really good and supportive too to allow me to assume those leadership positions and let me run with it

D 2: 2 25_9_2019.pdf - 2:50 And they advised and mentored you and so on and now not having that I... (4:2421 [4:2820])

And they advised and mentored you and so on and now not having that I am able to see opportunities for mentoring so now I can say to others hey come let us look at your CV and then see what you need to do to get to the next level so I so it's I think it's also good now that I can reflect on my own experience in order to be that kind of important support to others that might not otherwise have it.

D 2: 2 25_9_2019.pdf - 2:54 I realised the difficulty of managing people in the line Management in... (4:3646 [4:4009])

I realised the difficulty of managing people in the line Management in a way where you just managing and navigating relationships whether the people are on par with you or senior to you and people outside your institution. I think I do that very well I think I relate to people very well people that I work with that forms support functions I work with very well.

D 4: 4 26_9_1029 cleaned.pdf - 4:44 The main thing I think it is not even resilience that helps me cope it... (4:1826 [4:1933])

The main thing I think it is not even resilience that helps me cope it is the desire to change this place. I

D 4: 4 26_9_1029 cleaned.pdf - 4:74 And it prompted me to write to the director of my institute you have t... (6:2068 [6:2521])

And it prompted me to write to the director of my institute you have to put out some kind of statement or something you know demonstrating that if you care you must care because

people, and she wasn't the only postgraduate student who came to me and say what is an institution saying and thinking what is our transformation committee doing to show those of us that are breaking so if you feel trauma (start crying), sorry I just feel emotional about this

D 4: 4 26_9_1029 cleaned.pdf - 4:77 And I guess at one point I have to realise that I am senior staff and... (7:1 [7:298])

And I guess at one point I have to realise that I am senior staff and I think I am realising that that I can change and help someone because of who it's coming from because if it came from students nothing ticket crickets would happen but that I actually have power to challenge some of these thing

D 10: 10_9_2019 cleaned.pdf - 10:20 ut I also somebody like Brene Brown, I am sure you know her, she is re... (2:3172 [2:3499])

ut I also somebody like Brene Brown, I am sure you know her, she is really a great role model for how to be a leader that is in the new style not just in the old style well this is in the old style and this is what you do, but actually lead with heart and have a soft front and a strong back and get things done, be vulnerable.

D 10: 10_9_2019 cleaned.pdf - 10:24 I was happy to be a bully and to be rough with people if I felt it was... (3:1478 [3:1803])

I was happy to be a bully and to be rough with people if I felt it was going to give patients better care, shout at people who were late and that. But I don't want to be that person I would rather inspire people to come on time and you know find ways to make them accountable rather than trying to force them to do it my way.

Created by Maboeta on 2020/07/20, **modified** by Maboeta on 2020/07/20

1 Groups:

Personal resources

2 Quotations:

D 8: 8 27_9_2019 cleaned.pdf - 8:21 I think if you've worked for province and the hospital setting for a l... (4:171 [4:453])

I think if you've worked for province and the hospital setting for a long time, I think you have to develop skills that you can actually manage yourself, you have to be reflective, you have to be able to listen, you have to be able to listen effectively. you have to work in a team.

D 8: 8 27_9_2019 cleaned.pdf - 8:62 Communicating effectively, listening effectively, managing and reflect... (9:299 [9:460])

Communicating effectively, listening effectively, managing and reflection, managing your own emotions, managing other people's emotions and all those sort things.

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/01

1 Groups:

Personal resources

5 Quotations:

D 2: 2 25_9_2019.pdf - 2:52 o first and foremost I think I'm a very personable person so and that... (4:3256 [4:3461])

o first and foremost I think I'm a very personable person so and that in an environment that is the academic environment that have to engage with a variety of people outside the academia and in the academia

D 2: 2 25_9_2019.pdf - 2:53 You must be able to navigate and get a/ong with with other people and... (4:3465 [4:3590])

You must be able to navigate and get a/ong with with other people and I think I do that quite well not without difficulty but.

D 2: 2 25_9_2019.pdf - 2:55 You should really build really good relationships and networks over ti... (4:4011 [5:195])

You should really build really good relationships and networks over time

and I think when I came back from my PhD you know when I went out of the country for a while I actually realise how important it was to build up those relationships and networks that I did have.

D 4: 4_26_9_1029 cleaned.pdf - 4:32 So that's kind of a huge resource I know I have to do right by them an... (3:2238 [3:2340])

So that's kind of a huge resource I know I have to do right by them and I love them, I really love them

D 4: 4_26_9_1029 cleaned.pdf - 4:50 And I care a lot (4:2934 [4:2950])

And I care a lot

Created by Maboeta on 2020/07/23

1 Groups:

Personal resources

1 Quotations:

D 11: 11_30_9_2019 cleaned.pdf - 11:1 doing research is the driving force, I mean in terms of being able to... (1:1168 [1:1307])

doing research is the driving force, I mean in terms of being able to go from one rank to the next we need to have a robust research profile

Created by Maboeta on 2020/07/20, **modified** by NWUUSER on 2020/07/30

Comment by Maboeta

Fits into love of learning and systematically adding to knowledge And cognitive ability

1 Groups:

Personal resources

1 Quotations:

D 7: 7_27_9_2019 cleaned.pdf - 7:21 It is a fantastic course and like I have learnt so much about how to d... (3:1610 [3:1736])

It is a fantastic course and like I have learnt so much about how to do teaching and technology, innovative teaching practices.

Created by Maboeta on 2020/07/22, **modified** by Maboeta on 2020/07/22

1 Groups:

Personal resources

1 Quotations:

D 10: 10_9_2019 cleaned.pdf - 10:25 Thankfully Rheumatology it is not the most after-hours type of work, i... (3:2558 [3:2780])

Thankfully Rheumatology it is not the most after-hours type of work, it is not like being an Obstetrician where you catch babies all hours of the night or a cardiac surgeon who gets called for a stabbed chest at any time. S

Created by Maboeta on 2020/07/15, **modified** by Maboeta on 2020/07/15

1 Groups:

Personal resources

1 Quotations:

D 6: 6_26_9_2019.pdf - 6:18 The division was in a difficult spot and I told them that I would not... (2:2912 [2:3085])

The division was in a difficult spot and I told them that I would not take the job if they did not give it to me on the level of associate professor and they needed somebody.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

Comment by Maboeta

The virtue is Virtue of Transcendence and strength is hope.

1 Groups:

Personal resources

16 Quotations:

D 1: 1_23_9_2019.pdf - 1:9 So I have a whole other arm of incredibly supportive colleagues in the... (2:259 [2:451])

So I have a whole other arm of incredibly supportive colleagues in the whole health sciences education sector of the university. Um, so ja, I'm just the people around me are mostly incredible.

D 1: 1_23_9_2019.pdf - 1:88 I learnt so much from my students about what they were going through,... (5:2490 [5:2640])

I learnt so much from my students about what they were going through, what the perceptions were, the kind of things that were happening in the faculty.

D 1: 1_23_9_2019.pdf - 1:118 I do, so that is another resource, secretary who is amazing. (2:660 [2:720])

I do, so that is another resource, secretary who is amazing.

D 2: 2 25_9_2019.pdf - 2:17 So even if there is a stumbling block so even if there is aspects that... (2:573 [2:919])

So even if there is a stumbling block so even if there is aspects that should be done and are not done you have the reserve to navigate it and it makes it easier if you completely rely on the bureaucratic processes to take their course it can be very frustrating I think I have accumulated those resources for myself over time it's made it easier.

D 2: 2 25_9_2019.pdf - 2:18 So even if there is a stumbling block so even if there is aspects that... (2:573 [2:920])

So even if there is a stumbling block so even if there is aspects that should be done and are not done you have the reserve to navigate it and it makes it easier if you completely rely on the bureaucratic processes to take their course it can be very frustrating I think I have accumulated those resources for myself over time it's made it easier.

D 2: 2 25_9_2019.pdf - 2:39 . Although I did some teaching I really started to work very strongly... (4:218 [4:352])

. Although I did some teaching I really started to work very strongly in teaching on the teaching side of things and learn to love it.

D 2: 2 25_9_2019.pdf - 2:58 I think I am by nature a positive person (5:779 [5:819])

I think I am by nature a positive person

D 2: 2 25_9_2019.pdf - 2:70 I think to affirm yourself in the most positive of ways (5:2707 [5:2761])

I think to affirm yourself in the most positive of ways

D 2: 2 25_9_2019.pdf - 2:81 Survival for me means that I have the ability every day no matter what... (6:1469 [6:1702])

Survival for me means that I have the ability every day no matter what the day hold even if it's going to be a difficult day but also not that I'm in a in a mode of survival where I can actually thrive to work in a transformative way.

D 2: 2 25_9_2019.pdf - 2:82 I think I'm beyond survival mode where I think I am right now I'm thri... (6:2166 [6:2400])

I think I'm beyond survival mode where I think I am right now I'm thriving in those things and transformative in my teaching in my engagement in the various committees that I work I can push boundaries I can be innovative and so forth.

D 2: 2 25_9_2019.pdf - 2:83 enjoy that you are able to face some challenges on whatever may come y... (6:2500 [6:2577]) enjoy that you are able to face some challenges on whatever may come your way.

D 3: 3 25_9_2019.pdf - 3:13 I think I am an optimistic person and I think I think

I'm really resil... (2:2854 [2:2952])

I think I am an optimistic person and I think I think I'm really resilient in terms of the workload

D 4: 4 26_9_1029 cleaned.pdf - 4:33 Hearing how we haven't done right by our students and I will some peop... (3:2526 [3:2713])

Hearing how we haven't done right by our students and I will some people feel quite the opposite. But actually to say how can we do it better as well how can we shape and teach them better

D 5: 5 26_9_2919 cleaned.pdf - 5:31 And sort I have to keep reminding myself that you have enough positive... (2:4037 [2:4234])

And sort I have to keep reminding myself that you have enough positive record as a researcher and I have never been out of a job. And so you will have keep on reminding yourself that it will work ou

D 7: 7_27_9 2019 cleaned.pdf - 7:9 Reflecting on what I have like sometimes we focus on what we don't hav... (2:44 [2:114])

Reflecting on what I have like sometimes we focus on what we don't have

D 10: 10_9_2019 cleaned.pdf - 10:14 The other thing that I found in my career is just say yes, to a lot of... (2:1530 [2:1608])

The other thing that I found in my career is just say yes, to a lot of things,

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

Comment by Maboeta

Persistence, industry, finishing what one starts, overcoming obstacles.

1 Groups:

Personal resources

13 Quotations:

D 2: 2 25_9_2019.pdf - 2:60 You constantly and I think this is when it comes to resilience you hav... (5:975 [5:1214])

You constantly and I think this is when it comes to resilience you have to everyday is that you get up in the morning and you say to yourself I'm going to face a difficult this or a difficult for that so you can be able to motivate yourself

D 2: 2 25_9_2019.pdf - 2:69 so it takes hard work it takes constant work

(5:2662 [5:2705]) so it takes hard work it takes
constant work

D 4: 4 26_9_1029 cleaned.pdf - 4:46 And so you actually feel like, I feel like at this point I am not goin... (4:2112 [4:2232])

And so you actually feel like, I feel like at this point I am not going to shut up anymore. I am not going not challenge.

D 4: 4 26_9_1029 cleaned.pdf - 4:48 Maybe because had some wins but I am not deterred when we don't so and... (4:2582 [4:2730])

Maybe because had some wins but I am not deterred when we don't so and actually I've never thought of it as a resource but it kind of is personally.

D 5: 5 26_9_2919 cleaned.pdf - 5:35 They are very hard to get and so I think over this period it's kind of... (2:4962 [2:5140])

They are very hard to get and so I think over this period it's kind of content I have to draw on my past experiences to say well if it does not work out I will do something else.

D 6: 6 26_9_2019.pdf - 6:23 I am just very stubborn (3:493 [3:515])

I am just very stubborn

D 6: 6 26_9_2019.pdf - 6:24 So it is just stubbornness and resignation. (3:716 [3:758])

So it is just stubbornness and resignation.

D 7: 7_27_9 2019 cleaned.pdf - 7:32 Like I said I am strong (4:924 [4:946])

Like I said I am strong

D 7: 7_27_9 2019 cleaned.pdf - 7:33 When things were heavy and difficult I just kept on pushing, because i... (4:964 [4:1101])

When things were heavy and difficult I just kept on pushing, because it was hard and I wanted to get out of that hardness into the light.

D 10: 10_9_2019 cleaned.pdf - 10:12 You know I think it is partly just grit and little sweat hard work (2:1290 [2:1356])

You know I think it is partly just grit and little sweat hard work

D 11: 11_30_9_2019 cleaned.pdf - 11:55 ou know the weird thing is when people ask you is that people can alwa... (5:3455 [5:3821]) ou know the weird thing is when people ask you is that people can always give you very clear other people can give me very clear instances of barriers for it's just like a sense that everything was really hard and if I'd had a choice I would just have stayed at home in my room with the door closed. So that would be the barrier, opening the door, leaving the house.

D 25: 12 7__10_2019.pdf - 25:25 It was not people handing things out to me I really had to fight my wa... (2:3731 [3:75])

It was not people handing things out to me I really had to fight my way up. And when I fight for my ad hominem promotion I was just very angry at the time and I wanted to prove something I did not actually expect to get it to be honest.

D 25: 12 7__10_2019.pdf - 25:26 But it was purely just me putting it out there and working very hard a... (3:77 [3:207])

But it was purely just me putting it out there and working very hard and facing a lot of flack with it. It's been a big challenge.

Created by Maboeta on 2020/06/30, **modified** by NWUUSER on 2020/07/30

Comment by Maboeta

Listening when people want to teach you new skills. And willingness to learn new skills

1 Groups:

Personal resources

10 Quotations:

D 1: 1 23_9_2019.pdf - 1:27 my master's degree had a leadership component and medication fellowshi... (2:3143 [2:3249]) my master's degree had a leadership component and medication fellowship had a strong leadership component.

D 1: 1 23_9_2019.pdf - 1:28 So I have nurtured that side of me. (2:3250 [2:3284])

So I have nurtured that side of me.

D 1: 1 23_9_2019.pdf - 1:125 So I have nurtured that side of me. (2:3250 [2:3285])

So I have nurtured that side of me.

D 2: 2 25_9_2019.pdf - 2:76 And to try, I think, I've learnt to shut down from negative voices, le... (5:4038 [6:63])

And to try, I think, I've learnt to shut down from negative voices, learn from them because I think sometimes those negative voices are really important lessons for you to learn and still be open

to learning but also not to the extent that will drag you down.

D 4: 4 26_9_1029 cleaned.pdf - 4:28 The work is interesting and it's challenging so it's not boring at all... (3:1519 [3:1620])

The work is interesting and it's challenging so it's not boring at all wish it was sometimes you know

D 7: 7_27_9 2019 cleaned.pdf - 7:21 It is a fantastic course and like I have learnt so much about how to d... (3:1610 [3:1736])

It is a fantastic course and like I have learnt so much about how to do teaching and technology, innovative teaching practices.

D 7: 7_27_9 2019 cleaned.pdf - 7:28 I enjoy learning new things (3:3578 [3:3605])

I enjoy learning new things

D 10: 10_9_2019 cleaned.pdf - 10:13 heeding when people give me a suggestions and not ignoring, (2:1361 [2:1420]) heeding when people give me a suggestions and not ignoring,

D 11: 11_30_9_2019 cleaned.pdf - 11:52 because to become somebody else it means you have to one if you are an... (5:2769 [5:2979]) because to become somebody else it means you have to one if you are anxious about speaking in front of a crowd you have to learn and so you have to work through your anxiety to go up every single day and lecture

D 25: 12_7_10_2019.pdf - 25:20 There has certainly been some financial support in terms of getting to... (2:2537 [2:2736])

There has certainly been some financial support in terms of getting to congresses, facilitation and identification of congresses I could go to, again that is something my supervisory is really good at

Created by Maboeta on 2020/07/02, modified by Maboeta on 2020/07/02

1 Groups:

Personal resources

2 Quotations:

D 4: 4_26_9_1029 cleaned.pdf - 4:27 I think it's personal resources more than job resources a lot of peopl... (3:1256 [3:1517])

I think it's personal resources more than job resources a lot of people who stay in science, in basic science were doing medical research on what we feel are important problems in our country and so there is a lot of personal motivation to stay here and do that.

D 9: 9_30_9_2019 cleaned.pdf - 9:50 I had to hire an au pair because I cannot do this anymore, but you hav... (5:3142 [5:3261])

I had to hire an au pair because I cannot do this anymore, but you have to find extra resources to be able to do that.

Created by Maboeta on 2020/07/01, **modified** by NWUUSER on 2020/07/30

Comment by Maboeta

Wisdom, providing wise counsel, taking the big picture view

1 Groups:

Personal resources

6 Quotations:

D 2: 2 25_9_2019.pdf - 2:32 I came back to the school of public health being surrounded then by be... (3:1709 [3:2191])

I came back to the school of public health being surrounded then by because the children's Institute were off campus it was in a different geographical space and you didn't have a lot to do with people at the main Faculty so we will not steeped in the kind of academic activities and environment and. So I think when I've arrived here I realised that if you want to stay and work in this academic space then you better start thinking about your career from an academic point of view.

D 2: 2 25_9_2019.pdf - 2:60 You constantly and I think this is when it comes to resilience you hav... (5:975 [5:1214])

You constantly and I think this is when it comes to resilience you have to everyday is that you get up in the morning and you say to yourself I'm going to face a difficult this or a difficult for that so you can be able to motivate yourself

D 2: 2 25_9_2019.pdf - 2:103 I suppose of aspects working in an Institute where academics strong or... (8:772 [8:909])

I suppose of aspects working in an Institute where academics strong orientation was quite contrary to what was in the rest of The Faculty.

D 3: 3 25_9_2019.pdf - 3:9 And I also went through Ad hominem process 2 years ago and that is and... (1:3424 [2:42])

And I also went through Ad hominem process 2 years ago and that is and that is another form of peer review performance assessment I suppose which again is incredibly stressful in our

environment and is a massive application.

D 4: 4 26_9_1029 cleaned.pdf - 4:77 And I guess at one point I have to realise that I am senior staff and... (7:1 [7:298])

And I guess at one point I have to realise that I am senior staff and I think I am realising that that I can change and help someone because of who it's coming from because if it came from students nothing ticket crickets would happen but that I actually have power to challenge some of these thing

D 11: 11_30_9_2019 cleaned.pdf - 11:31 o a resource was actually understanding ok, if I want to survive in th... (3:1255 [3:1411]) o a resource was actually understanding ok, if I want to survive in this environment I would have to become somebody and so I became that person to survive.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

4 Quotations:

D 1: 1 23_9_2019.pdf - 1:32 I actually think my physical stature, my height actually has a, becaus... (2:3694 [3:9])

I actually think my physical stature, my height actually has a, because I know allot of people that experience sexism and harassment in the workplace and I can't really say that it has happened to me in any huge degree and I think it's because people are a little intimidated because I do not fit the mold, because I am not of small demeanor.

D 1: 1 23_9_2019.pdf - 1:67 I am this feisty big, loud who just you know. (4:3389 [4:3434])

I am this feisty big, loud who just you know.

D 2: 2 25_9_2019.pdf - 2:97 have to assert yourself both in a physical way so if you're small or w... (7:2363 [7:2620])

have to assert yourself both in a physical way so if you're small or with a soft voice and a black woman I think it is my experience that you are not quite heard the same way and when it's only when people really get to know you that they actually hear you.

D 2: 2 25_9_2019.pdf - 2:99 I think in general wherever you are in academic spaces it is required... (7:3122 [7:3416])

I think in general wherever you are in academic spaces it is required of you to assert yourself in one way or another and if you're unable to do that you'll probably for the most part feel unheard and

unseen they don't come and fetch you where you are you have to both physically and otherwise.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

1 Quotations:

D 1: 1 23_9_2019.pdf - 1:20 I like touch (2:2627 [2:2638])

I like touch

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/01

1 Groups:

Personal resources

1 Quotations:

D 2: 2 25_9_2019.pdf - 2:33 And then I sat down with my CV not having crafted out my career with a... (3:2193 [3:2618])

And then I sat down with my CV not having crafted out my career with an academic career in mind and looked back and realised that because of the kind of work that we did do at the children's Institute I've actually amassed a lot of I think cudos and a lot of aspects that stood me well in an academic environment and even though my primary driver was not academic progress at that time and that was quite interesting to note.

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/01

1 Groups:

Personal resources

2 Quotations:

D 2: 2 25_9_2019.pdf - 2:64 So as a person in general I think I've got good selfesteem (5:1374 [5:1432])

So as a person in general I think I've got good self-esteem

D 2: 2 25_9_2019.pdf - 2:66 to really see myself as an academic and equal to those people that I r... (5:2057 [5:2176]) to really see myself as an academic and equal to those people that I regarded as good academics whatever that would mean

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

Comment by Maboeta

Careful about one's choices, cautious

1 Groups:

Personal resources

1 Quotations:

D 2: 2 25_9_2019.pdf - 2:32 I came back to the school of public health being surrounded then by be... (3:1709 [3:2191])

I came back to the school of public health being surrounded then by because the children's Institute were off campus it was in a different geographical space and you didn't have a lot to do with people at the main Faculty so we will not steeped in the kind of academic activities and environment and. So I think when I've arrived here I realised that if you want to stay and work in this academic space then you better start thinking about your career from an academic point of view.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

14 Quotations:

D 1: 1 23_9_2019.pdf - 1:89 So I don't regret having being exposed to that, because it has made me... (5:2642 [5:2787])

So I don't regret having being exposed to that, because it has made me a better teacher and gave me a lot of insight, but it was very traumatic. I

D 2: 2 25_9_2019.pdf - 2:17 So even if there is a stumbling block so even if there is aspects that... (2:573 [2:919])

So even if there is a stumbling block so even if there is aspects that should be done and are not done you have the reserve to navigate it and it makes it easier if you completely rely on the bureaucratic processes to take their course it can be very frustrating I think I have accumulated those resources for myself over time it's made it easier.

D 2: 2 25_9_2019.pdf - 2:18 So even if there is a stumbling block so even if there is aspects that... (2:573 [2:920])

So even if there is a stumbling block so even if there is aspects that should be done and are not done you have the reserve to navigate it and it makes it easier if you completely

rely on the bureaucratic processes to take their course it can be very frustrating I think I have accumulated those resources for myself over time it's made it easier.

D 2: 2 25_9_2019.pdf - 2:60 You constantly and I think this is when it comes to resilience you hav... (5:975 [5:1214])

You constantly and I think this is when it comes to resilience you have to everyday is that you get up in the morning and you say to yourself I'm going to face a difficult this or a difficult for that so you can be able to motivate yourself

D 2: 2 25_9_2019.pdf - 2:79 You have to develop and amass a certain type of resilience to motivate... (6:317 [6:460])

You have to develop and amass a certain type of resilience to motivate yourself on a day to day basis otherwise it becomes difficult to survive.

D 3: 3 25_9_2019.pdf - 3:13 I think I am an optimistic person and I think I think I'm really resil... (2:2854 [2:2952])

I think I am an optimistic person and I think I think I'm really resilient in terms of the workload

D 3: 3 25_9_2019.pdf - 3:14 It sounds a little bit ridiculous to say about yourself but I am relat... (2:2955 [2:3227])

It sounds a little bit ridiculous to say about yourself but I am relatively high functioning I work 12-hour days 7 days a week kind of thing. And I think in a sense my workload is relatively heavy so there is a sense of resilience personal resilience in the face of that. I

D 4: 4 26_9_1029 cleaned.pdf - 4:39 And to actually have a group of people who think it's a certain way po... (4:888 [4:1298])

And to actually have a group of people who think it's a certain way politically and care about the students in a certain way actually make sense out of a lot of those things I think these professional and personal resources are not they are not the mainstream I

mean the institutional ones. They are the ones we formed just to survive in the institution when the formal structures fail you or are pretty absent.

D 4: 4 26_9_1029 cleaned.pdf - 4:40 I have very low expectations of the institution so to form these less... (4:1380 [4:1525])

I have very low expectations of the institution so to form these less formal structures these personal structures as well as your own resilience.

D 4: 4 26_9_1029 cleaned.pdf - 4:56 So I have developed a I don't know what you call attitude but I don't... (5:194 [5:323])

So I have developed a I don't know what you call attitude but I don't care anymore about challenging people, you know I'll do it.

D 5: 5 26_9_2019 cleaned.pdf - 5:33 And you mentioned resilience there I think probably that is a good wor... (2:4449 [2:4536])

And you mentioned resilience there I think probably that is a good word to describe it.

D 5: 5 26_9_2019 cleaned.pdf - 5:36 So I think this is what resilience is it is the ability not to fall in... (2:5141 [2:5266])

So I think this is what resilience is it is the ability not to fall in a heap when you do not get your grant in this context.

D 5: 5 26_9_2019 cleaned.pdf - 5:49 You know you have to take the knocks, you know you have to put in five... (3:3378 [3:3491])

You know you have to take the knocks, you know you have to put in five grant applications to maybe get one funded.

D 8: 8 27_9_2019 cleaned.pdf - 8:20 I think I am quite resilient. (4:141 [4:169]) I think I am quite resilient.

Created by Maboeta on 2020/07/20, **modified** by NWUUSER on 2020/07/29

1 Groups:

Personal resources

6 Quotations:

D 5: 5 26_9_2019 cleaned.pdf - 5:18 So currently we try to build that as the mentorship program because it... (2:302 [2:404])

So currently we try to build that as the mentorship program because it has been a, we think it is a gap

D 7: 7_27_9_2019 cleaned.pdf - 7:25 I think I am resourceful in finding things out (3:3212 [3:3257])

I think I am resourceful in finding things out

D 8: 8 27_9_2019 cleaned.pdf - 8:6 I am doing courses for instance offering courses to earn money to go t... (1:2851 [1:2963])

I am doing courses for instance offering courses to earn money to go to my research fund so that I do my research

D 9: 9 30_9_2019 cleaned.pdf - 9:1 My sense is that I always had to provide most of my own resources so e... (1:1336 [1:1470])

My sense is that I always had to provide most of my own resources so even my computer I've purchased through grants that I have gotten

D 9: 9 30_9_2019 cleaned.pdf - 9:50 I had to hire an au pair because I cannot do this anymore, but you hav... (5:3142 [5:3261])

I had to hire an au pair because I cannot do this anymore, but you have to find extra resources to be able to do that.

D 10: 10_9_2019 cleaned.pdf - 10:38 I think those are things I find myself. (5:329 [5:369])

I think those are things I find myself.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

7 Quotations:

D 1: 1 23_9_2019.pdf - 1:30 I hate conflict resolution I can do now much better (2:3352 [2:3403])

I hate conflict resolution I can do now much better

D 1: 1 23_9_2019.pdf - 1:42 I mean I would be nervous doing it, (3:987 [3:1022])

I mean I would be nervous doing it,

D 1: 1 23_9_2019.pdf - 1:125 So I have nurtured that side of me. (2:3250 [2:3285])

So I have nurtured that side of me.

D 2: 2 25_9_2019.pdf - 2:32 I came back to the school of public health being surrounded then by be... (3:1709 [3:2191])

I came back to the school of public health being surrounded then by because the children's Institute were off campus it was in a different geographical space and you didn't have a lot to do with people at the main Faculty so we will not steeped in the kind of academic activities and environment and. So I think when I've arrived here I realised that if you want to stay and work in this academic space then you better start thinking about your career from an academic point of view.

D 2: 2 25_9_2019.pdf - 2:77 It's an ongoing journey I think of self-awareness, self-reflection, gr... (6:65 [6:243])

It's an ongoing journey I think of self-awareness, self-reflection, growth spurts, sometimes growth stagnations sometimes regression and so forth and it's just an ongoing journey.

D 4: 4 26_9_1029 cleaned.pdf - 4:49 I take things very seriously (4:2878 [4:2905])

I take things very seriously

D 8: 8 27_9_2019 cleaned.pdf - 8:21 I think if you've worked for province and the hospital setting for a l... (4:171 [4:453])

I think if you've worked for province and the hospital setting for a long time, I think you have to develop skills that you can actually manage yourself, you have to be reflective, you have to be able to listen, you have to be able to listen effectively. you have to work in a team.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

10 Quotations:

D 1: 1 23_9_2019.pdf - 1:18 I'm very good at what I do. I'm very competent in my various roles. l... (2:2231 [2:2394])

I'm very good at what I do. I'm very competent in my various roles. I think my ability to express myself both written and spoken word has got me really far in life

D 1: 1 23_9_2019.pdf - 1:40 I was not shy to ask questions or to query things or to challenge a te... (3:899 [3:986])

I was not shy to ask questions or to query things or to challenge a teacher or whatever.

D 1: 1 23_9_2019.pdf - 1:121 I'm very good at what I do. (2:2232 [2:2258]) I'm very good at what I do.

D 1: 1 23_9_2019.pdf - 1:131 Maybe just knowing that you have that ability, although I did not know... (3:1352 [3:1524])

Maybe just knowing that you have that ability, although I did not know it at the time, I know it now, but maybe have more confidence that you know you're not fearing failing

D 2: 2 25_9_2019.pdf - 2:61 Self-esteem is a really interesting thing in that because I think that... (5:1217 [5:1323])

Self-esteem is a really interesting thing in that because I think that you have different kinds of esteems

D 2: 2 25_9_2019.pdf - 2:64 So as a person in general I think I've got good selfesteem (5:1374 [5:1432])

So as a person in general I think I've got good self-esteem

D 5: 5 26_9_2019 cleaned.pdf - 5:32 So it is a self-confidence thing I think which women don't do very wel... (2:4238 [2:4407])

So it is a self-confidence thing I think which women don't do very well so I think you have to keep pushing and reminding ourselves that what we have to draw on you know.

D 5: 5 26_9_2019 cleaned.pdf - 5:46 You have to really have allot of selfconfidence and put yourself forw... (3:2576 [3:2706])

You have to really have allot of self-confidence and put yourself forward in strength to actually succeed in many of these fields.

D 11: 11_30_9_2019 cleaned.pdf - 11:30 but you have to be close or perceived as really good in order to succe... (3:710 [3:784]) but you have to be close or perceived as really good in order to succeed. S

D 11: 11_30_9_2019 cleaned.pdf - 11:33 I'm good at studying it is just something that has been easy. (3:2004 [3:2064])

I'm good at studying it is just something that has been easy.

Created by Maboeta on 2020/07/02, **modified** by NWUUSER on 2020/07/30

Comment by Maboeta

Ability to make own job related decisions. Work idependently.

1 Groups:

Personal resources

1 Quotations:

D 25: 12 7__10_2019.pdf - 25:8 So he has been always, I guess I am the master of my own time. (2:125 [2:186])

So he has been always, I guess I am the master of my own time.

Created by Maboeta on 2020/07/20, **modified** by Maboeta on 2020/07/20

Comment by Maboeta

Critical thinking, thinking through all the sides, not jumping to conclusions.

1 Groups:

Personal resources

1 Quotations:

D 7: 7_27_9 2019 cleaned.pdf - 7:30 I think I am quite perception of what my needs are and my role is, but... (4:16 [4:147])

I think I am quite perception of what my needs are and my role is, but when I become aware I become self-critical for not doing it.

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/01

1 Groups:

Personal resources

2 Quotations:

D 2: 2_25_9 2019.pdf - 2:75 I think it's both my own personal motivations as I've said to you and... (5:3886 [5:4036])

I think it's both my own personal motivations as I've said to you and I have learnt to draw on colleagues that actually are positive influences for me.

D 25: 12_7__10_2019.pdf - 25:25 It was not people handing things out to me I really had to fight my wa... (2:3731 [3:75])

It was not people handing things out to me I really had to fight my way up. And when I fight for my ad hominem promotion I was just very angry at the time and I wanted to prove something I did not actually expect to get it to be honest.

Created by Maboeta on 2020/07/20, **modified** by Maboeta on 2020/07/24

2 Groups:

Personal resources /
Wellbeing

2 Quotations:

D 8: 8_27_9_2019 cleaned.pdf - 8:32 I think resilience is actually the word and I think I'm kind of good a... (4:2634 [4:2750])

I think resilience is actually the word and I think I'm kind of good at self-care in terms of just managing myself. Y

D 10: 10_9_2019 cleaned.pdf - 10:15 But then the resources I use they podcasts, mindfulness training and m... (2:2024 [2:2151])

But then the resources I use they podcasts, mindfulness training and meditation and things like that, but it is quite informal.

Created by Maboeta on 2020/07/02, modified by Maboeta on 2020/07/02

1 Groups:

Personal resources

1 Quotations:

D 25: 12 7__10_2019.pdf - 25:11 Any ideas that I have he just tells me to run with them, but then I do... (2:681 [2:776])

Any ideas that I have he just tells me to run with them, but then I do them quite independently.

Created by Maboeta on 2020/06/30, modified by NWUUSER on 2020/07/30

Comment by Maboeta

Self efficacy is the extent or strength of ones belief in one's own ability to complete tasks and reach goals.

1 Groups:

Personal resources

18 Quotations:

D 1: 1 23_9_2019.pdf - 1:18 I'm very good at what I do. I'm very competent in my various roles. I... (2:2231 [2:2394])

I'm very good at what I do. I'm very competent in my various roles. I think my ability to express myself both written and spoken word has got me really far in life

D 1: 1 23_9_2019.pdf - 1:29 So I am very good at getting everybody behind a vision (2:3286 [2:3340])

So I am very good at getting everybody behind a vision

D 1: 1 23_9_2019.pdf - 1:39 And also again the ability to speak with confidence. (3:846 [3:898])

And also again the ability to speak with confidence.

D 1: 1 23_9_2019.pdf - 1:41 but I had the language to be able to do it and I think and I think I h... (3:1024 [3:1302]) but I had the language to be able to do it and I think and I think I had the look I do not know to what extent this has helped my career because people who also don't do brilliant academically also do find jobs, but I was a really good student both undergraduate and postgraduate

D 1: 1 23_9_2019.pdf - 1:43 I cum lauded both my degrees and I think that

(3:1305 [3:1349])

I cum lauded both my degrees and I think that

D 2: 2 25_9_2019.pdf - 2:7 He allows you to I think to handle the aspects that you are responsible... (1:2765 [1:2866])

He allows you to I think to handle the aspects that you are responsible for in a way that you see fit.

D 2: 2 25_9_2019.pdf - 2:8 So I think being allowed to innovate and to create your own space and... (1:2868 [1:3022])

So I think being allowed to innovate and to create your own space and to do the kind of things that are both interest to you and benefit the organisation.

D 2: 2 25_9_2019.pdf - 2:15 i've learnt how to navigate the system and being able to navigate the... (2:397 [2:499]) i've learnt how to navigate the system and being able to navigate the administrative and support system

D 2: 2 25_9_2019.pdf - 2:16 I think for 25 years on and off i've learnt how to navigate the system... (2:365 [2:572])

I think for 25 years on and off i've learnt how to navigate the system and being able to navigate the administrative and support system I think releases resources for yourself to be able to do your job well.

D 4: 4 26_9_1029 cleaned.pdf - 4:39 And to actually have a group of people who think it's a certain way po... (4:888 [4:1298])

And to actually have a group of people who think it's a certain way politically and care about the students in a certain way actually make sense out of a lot of those things I think these professional and personal resources are not they are not the mainstream I

mean the institutional ones. They are the ones we formed just to survive in the institution when the formal structures fail you or are pretty absent.

D 4: 4 26_9_1029 cleaned.pdf - 4:84 I am the academic that I want to be if you compare it to how people ar... (7:3189 [7:3510])

I am the academic that I want to be if you compare it to how people are judged for promotion those things count less so article in top journals count way more than changing and caring for the people around you so I think it is a symptom of the institution and the processes that the value certain people more than others.

D 6: 6 26_9_2019.pdf - 6:4 if you drill down enough there is aspects of specific classes or small... (1:2031 [1:2296])

if you drill down enough there is aspects of specific classes or small groups of people that offer support for each other but there is basically not anything it is basically people who become friends as opposed to anything that is generated from the workplace itself

D 9: 9 30_9_2019 cleaned.pdf - 9:1 My sense is that I always had to provide most of my own resources so e... (1:1336 [1:1470])

My sense is that I always had to provide most of my own resources so even my computer I've purchased through grants that I have gotten

D 25: 12 7__10_2019.pdf - 25:8 So he has been always, I guess I am the master of my own time. (2:125 [2:186])

So he has been always, I guess I am the master of my own time.

D 25: 12 7__10_2019.pdf - 25:11 Any ideas that I have he just tells me to run with them, but then I do... (2:681 [2:776])

Any ideas that I have he just tells me to run with them, but then I do them quite independently.

D 25: 12 7__10_2019.pdf - 25:22 A lot of it I must confess was my own doing, it's been quite a lonely... (2:3128 [2:3214])

A lot of it I must confess was my own doing, it's been quite a lonely path in many ways

D 25: 12 7__10_2019.pdf - 25:23 Where I really tried to prove myself and felt I had to prove myself a... (2:3217 [2:3306])

Where I really tried to prove myself and felt I had to prove myself a lot over the years.

D 25: 12 7__10_2019.pdf - 25:25 It was not people handing things out to me I really had to fight my wa... (2:3731 [3:75])

It was not people handing things out to me I really had to fight my way up. And when I fight for my ad hominem promotion I was just very angry at the time and I

wanted to prove something I did not actually expect to get it to be honest.

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/20

1 Groups:

Personal resources

3 Quotations:

D 2: 2 25_9_2019.pdf - 2:77 It's an ongoing journey I think of self-awareness, self-reflection, gr... (6:65 [6:243])

It's an ongoing journey I think of self-awareness, self-reflection, growth spurts, sometimes growth stagnations sometimes regression and so forth and it's just an ongoing journey.

D 4: 4 26_9_1029 cleaned.pdf - 4:34 ome of those personal resources are people friends and family and that... (3:3314 [3:3535]) ome of those personal resources are people friends and family and that help you take your mind off work and all give you perspective on work and how it is only one part of your life even if it feels like it is a lot more.

D 8: 8 27_9_2019 cleaned.pdf - 8:21 I think if you've worked for province and the hospital setting for a l... (4:171 [4:453])

I think if you've worked for province and the hospital setting for a long time, I think you have to develop skills that you can actually manage yourself, you have to be reflective, you have to be able to listen, you have to be able to listen effectively. you have to work in a team.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

4 Quotations:

D 2: 2 25_9_2019.pdf - 2:74 And one needs to be able to rise up to that and I used to find that qu... (5:3677 [5:3789])

And one needs to be able to rise up to that and I used to find that quite difficult and then I got better and it.

D 2: 2 25_9_2019.pdf - 2:76 And to try, I think, I've learnt to shut down from negative voices, le... (5:4038 [6:63])

And to try, I think, I've learnt to shut down from negative voices, learn from them because I think sometimes those negative voices are really important lessons for you to learn and still be open

to learning but also not to the extent that will drag you down.

D 2: 2 25_9_2019.pdf - 2:81 Survival for me means that I have the ability every day no matter what... (6:1469 [6:1702])

Survival for me means that I have the ability every day no matter what the day hold even if it's going to be a difficult day but also not that I'm in a in a mode of survival where I can actually thrive to work in a transformative way.

D 4: 4 26_9_1029 cleaned.pdf - 4:43 And the counseling helped to just processing stuff. (4:1774 [4:1824])

And the counseling helped to just processing stuff.

Created by Maboeta on 2020/07/02, **modified** by Maboeta on 2020/07/02

1 Groups:

Personal resources

1 Quotations:

D 4: 4 26_9_1029 cleaned.pdf - 4:49 I take things very seriously (4:2878 [4:2905])

I take things very seriously

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/02

1 Groups:

Personal resources

7 Quotations:

D 2: 2 25_9_2019.pdf - 2:29 So my interest in the academic domain was always in the social respons... (3:644 [3:999])

So my interest in the academic domain was always in the social responsibility domain where what every search I did or any other activities I did was mainly as my role as a social activist contributing to the social responsible mandate of this institution but primarily trying to make some contribution to improving the lives of children and their families.

D 2: 2 25_9_2019.pdf - 2:67 teaching contributions and social impact and contributions are also ex... (5:2376 [5:2571]) teaching contributions and social impact and contributions are also extremely important because there is a skewed and favoritism of our research above other above the other things in this Faculty

D 4: 4 26_9_1029 cleaned.pdf - 4:51 I have a strong sense of justice and when people are not treated fairl... (4:2969 [4:3070])

I have a strong sense of justice and when people are not treated fairly or getting what they deserve,

D 4: 4 26_9_1029 cleaned.pdf - 4:52 So there is a strong sense of justice so when people are not treated f... (4:3396 [4:3585])

So there is a strong sense of justice so when people are not treated fairly or not getting what they need or deserve they were students paying for their studies and fact sacrificing a lot so

D 4: 4 26_9_1029 cleaned.pdf - 4:90 So I guess it is the non-dominant groups but not all of them you know... (8:1126 [8:1526])

So I guess it is the non-dominant groups but not all of them you know they are also experiencing less that they are gaining less in the environment like advancement. I think women and black researchers here have to prove themselves more than white men I think that is something still very very strong here and so my perception is that we are still in a very patriarchal community or lack of community.

D 11: 11_30_9_2019 cleaned.pdf - 11:37 o for me because I am historically an activist I fully support their s... (3:3815 [3:3928]) o for me because I am historically an activist I fully support their struggle and their position in their protest.

D 11: 11_30_9_2019 cleaned.pdf - 11:38 I support them, I support the staff who also experiencing their own tr... (4:248 [4:363])

I support them, I support the staff who also experiencing their own trauma because of all the things that happened.

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/01

1 Groups:

Personal resources

7 Quotations:

D 2: 2 25_9_2019.pdf - 2:8 So I think being allowed to innovate and to create your own space and... (1:2868 [1:3022])

So I think being allowed to innovate and to create your own space and to do the kind of things that are both interest to you and benefit the organisation.

D 2: 2 25_9_2019.pdf - 2:36 So I then had beef up my publications in order to be eligible for my a... (3:3466 [3:3773])

So I then had beef up my publications in order to be eligible for my associate professorship and I did get support from people who mentored me in the art of writing to an academic audience not in a very deliberate way but people that I did work on with publications I think were a source of mentorship to me.

D 2: 2 25_9_2019.pdf - 2:43 And because he gave me the opportunity to be the convener of a postgra... (4:353 [4:743])

And because he gave me the opportunity to be the convener of a postgraduate diploma that she used to be in I think my teaching skills came to the fore and I love teaching and I think I didn't know how much I'm going to enjoy it and I think I'm good at it. So being

able to get that opportunity to be able to be leading that program I think it definitely enhance the teaching side of things.

D 2: 2 25_9_2019.pdf - 2:46 Also had a lot of experience in the leadership and management real and... (4:1623 [4:1977])

Also had a lot of experience in the leadership and management real and then I was the deputy director and then the director at the children's Institute for 10 years and I started taking leadership positions in the school and the head of the school was really good and supportive too to allow me to assume those leadership positions and let me run with it

D 2: 2 25_9_2019.pdf - 2:67 teaching contributions and social impact and contributions are also ex... (5:2376 [5:2571])

teaching contributions and social impact and contributions are also extremely important because there is a skewed and favoritism of our research above other above the other things in this Faculty

D 3: 3 25_9_2019.pdf - 3:11 We run training on help for research grants making applications and th... (2:2114 [2:2256])

We run training on help for research grants making applications and things training that develops researcher capacity and that kind of things.

D 3: 3 25_9_2019.pdf - 3:12 Often I am running those processes (laughing (2:2387 [2:2430])

Often I am running those processes (laughing

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

Comment by Maboeta

Aware of the motives and feelings of oneself and others, know what makes others tick

1 Groups:

Personal resources

9 Quotations:

D 1: 1 23_9_2019.pdf - 1:44 I think the social skills that contribute to the success here. (3:1692 [3:1755])

I think the social skills that contribute to the success here.

D 1: 1 23_9_2019.pdf - 1:88 I learnt so much from my students about what they were going through,... (5:2490 [5:2640])

I learnt so much from my students about what they were going through, what the perceptions were, the kind of things that were happening in the faculty.

D 1: 1 23_9_2019.pdf - 1:89 So I don't regret having being exposed to that, because it has made me... (5:2642 [5:2787])

So I don't regret having being exposed to that, because it has made me a better teacher and gave me a lot of insight, but it was very traumatic. I

D 2: 2 25_9_2019.pdf - 2:32 I came back to the school of public health being surrounded then by be... (3:1709 [3:2191])

I came back to the school of public health being surrounded then by because the children's Institute were off campus it was in a different geographical space and you didn't have a lot to do with people at the main Faculty so we will not steeped in the kind of academic activities and environment and. So I think when I've arrived here I realised that if you want to stay and work in this academic space then you better start thinking about your career from an academic point of view.

D 4: 4 26_9_1029 cleaned.pdf - 4:39 And to actually have a group of people who think it's a certain way po... (4:888 [4:1298])

And to actually have a group of people who think it's a certain way politically and care about the students in a certain way actually make sense out of a lot of those things I think these professional and personal resources are not they are not the mainstream I

mean the institutional ones. They are the ones we formed just to survive in the institution when the formal structures fail you or are pretty absent.

D 4: 4 26_9_1029 cleaned.pdf - 4:57 So I can see far more clearly what is wrong it means that you could id... (5:674 [5:781])

So I can see far more clearly what is wrong it means that you could identify sometimes what to do about it.

D 4: 4 26_9_1029 cleaned.pdf - 4:69 So I think if you would really interrogate it of what a caring environ... (5:3831 [6:144])

So I think if you would really interrogate it of what a caring environment would be it would mean people getting involved in each other's struggles to make this place better, because at this stage there are so few that are engaged with what

students are struggling with and PASS staff or what academic staff or what women face. What black researchers and staff face there is very few.

D 8: 8 27_9_2019 cleaned.pdf - 8:62 Communicating effectively, listening effectively, managing and reflect... (9:299 [9:460])

Communicating effectively, listening effectively, managing and reflection, managing your own emotions, managing other people's emotions and all those sort things.

D 9: 9 30_9_2019 cleaned.pdf - 9:40 Because not everybody should go into academia, not everybody wants to... (4:2659 [4:2944])

Because not everybody should go into academia, not everybody wants to go into academia, not even everyone wants to go into science maybe they got a science degree and they actually want to go and become something very different, maybe start their own business or write children's books.

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/01

1 Groups:

Personal resources

4 Quotations:

D 2: 2 25_9_2019.pdf - 2:51 So first and foremost I think I'm a very personable person so and that... (4:3255 [4:3463])

So first and foremost I think I'm a very personable person so and that in an environment that is the academic environment that have to engage with a variety of people outside the academia and in the academia .

D 2: 2 25_9_2019.pdf - 2:53 You must be able to navigate and get *a*long with with other people and... (4:3465 [4:3590])

You must be able to navigate and get *a*long with with other people and I think I do that quite well not without difficulty but.

D 2: 2 25_9_2019.pdf - 2:54 I realised the difficulty of managing people in the line Management in... (4:3646 [4:4009])

I realised the difficulty of managing people in the line Management in a way where you just managing and navigating relationships whether the people are on par with you or senior to you and people outside your institution. I think I do that very well I think I relate to people very well people that I work with that forms support functions I work with very well.

D 2: 2 25_9_2019.pdf - 2:55 You should really build really good relationships and networks over ti... (4:4011 [5:195])

You should really build really good relationships and networks over time

and I think when I came back from my PhD you know when I went out of the country for a while I actually realise how important it was to build up those relationships and networks that I did have.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

2 Groups:

Personal resources /
Wellbeing

3 Quotations:

D 2: 2 25_9_2019.pdf - 2:56 The second thing is that I think I have a very deep Faith Christian co... (5:239 [5:317])

The second thing is that I think I have a very deep Faith Christian commitment.

D 2: 2 25_9_2019.pdf - 2:57 And that is the most powerful resource that I have in my life whether... (5:319 [5:777])

And that is the most powerful resource that I have in my life whether things when they go your way when they don't go your way with it extremely difficult or extremely favorable that is what I default to for support for comfort for direction for advice and so on. Without that I would be floundering for most of the time I think so my Christian faith and my Christian walk are paramount. It is the central aspect of my life and that is what I rely on heavily.

D 2: 2 25_9_2019.pdf - 2:114 So I think my religion and my with my woman friends are the thing that... (9:1515 [9:1612])

So I think my religion and my with my woman friends are the thing that are really very important.

Created by Maboeta on 2020/07/16, **modified** by NWUUSER on 2020/07/30

1 Groups:

Personal resources

12 Quotations:

D 2: 2 25_9_2019.pdf - 2:72 I get a lot of affirmation from my students on the teaching side of th... (5:3378 [5:3485])

I get a lot of affirmation from my students on the teaching side of things and that's a huge positive for me

D 4: 4 26_9_1029 cleaned.pdf - 4:31 If I don't want to get out of the bed in the morning because of whatev... (3:2028 [3:2237])

If I don't want to get out of the bed in the morning because of whatever my obligations towards my students and my care for them is something that motivates me and it motivated me then and it motivates me now.

D 6: 6 26_9_2019.pdf - 6:27 there are nice aspects and the aspects are the students (3:857 [3:912])

there are nice aspects and the aspects are the students

D 6: 6 26_9_2019.pdf - 6:28 The students are nice like they are young and enthusiastic and it's ni... (3:1133 [3:1300])

The students are nice like they are young and enthusiastic and it's nice to be able to engage with them and to try and help them on their way where ever they are going.

D 8: 8 27_9_2019 cleaned.pdf - 8:35 So I think it is heavily linked with job satisfaction where I get allo... (4:3040 [4:3309])

So I think it is heavily linked with job satisfaction where I get a/lot of job satisfaction is in my clinical work and not only individually with patients, but my clinical work with students as well, because I really see how they change and I only see them for six weeks

D 8: 8 27_9_2019 cleaned.pdf - 8:36 That's hugely exciting and gratifying to hear the students saying I ge... (4:3433 [4:3693])

That's hugely exciting and gratifying to hear the students saying I get it and they discuss it and they are able to do it themselves and that's really nice that they do not think that you are some sort of dinosaur who does not know what the hell they are doing.

D 8: 8 27_9_2019 cleaned.pdf - 8:38 I find seeing my post graduate students progressing really nice (4:4194 [5:61])

I

find seeing my post graduate students progressing really nice

D 9: 9 30_9_2019 cleaned.pdf - 9:5 So I think I have a very good relationship with my students (1:2526 [1:2584])

So I think I have a very good relationship with my students

D 9: 9 30_9_2019 cleaned.pdf - 9:6 they provide a lot for me just in terms of support and it has always b... (1:2669 [1:2789])

they provide a lot for me just in terms of support and it has always been that way so from that perspective my students

D 9: 9 30_9_2019 cleaned.pdf - 9:73 it's a support system with your students

(8:931 [8:971]) it's a support system with
your students

D 11: 11_30_9_2019 cleaned.pdf - 11:2 robust research profile you obviously need money, grant applications a... (1:1318 [1:1399])

robust research profile you obviously need money, grant applications and students

D 11: 11_30_9_2019 cleaned.pdf - 11:56 I'm lucky that I have some one or two good post graduate students who... (6:219 [6:418])

I'm lucky that I have some one or two good post graduate students who can take some of the brunt away from the because she is becoming quite independent so because she is becoming independent an asset

Created by Maboeta on 2020/07/02

1 Groups:

Personal resources

1 Quotations:

D 4: 4_26_9_1029 cleaned.pdf - 4:95 In the past I used to it wasn't really a balanced life, I had some pur... (8:2312 [8:2618])

In the past I used to it wasn't really a balanced life, I had some pursuit outside of work that allowed me just to put things in perspective. We use to travel allot. We use to travel whenever we could so that was just there's a world out there beyond this university and the work so it was other interests.

Created by NWUUSER on 2020/07/21

1 Groups:

Personal resources

1 Quotations:

D 9: 9_30_9_2019 cleaned.pdf - 9:49 I just lock my door now and just don't answer. (5:2963 [5:3009])

I just lock my door now and just don't answer.

Created by Maboeta on 2020/06/30, **modified** by Maboeta on 2020/06/30

1 Groups:

Personal resources

2 Quotations:

D 1: 1 23_9_2019.pdf - 1:33 I will come to work in my hot pink with green eyeshadow and like nobod... (3:90 [3:209])

I will come to work in my hot pink with green eyeshadow and like nobody else would dream of doing it in this department.

D 1: 1 23_9_2019.pdf - 1:38 because I do not fit the mold and I think that people kind of enjoy th... (3:744 [3:844])

because I do not fit the mold and I think that people kind of enjoy that and gravitated towards that.

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/01

Comment by Maboeta

Under the VIA classification of Character strengths and virtues under the Virtue of Courage is the strength of zest which includes vigor, enthusiasm for life, vitality

1 Groups:

Personal resources

3 Quotations:

D 2: 2 25_9_2019.pdf - 2:82 I think I'm beyond survival mode where I think I am right now I'm thri... (6:2166 [6:2400])

I think I'm beyond survival mode where I think I am right now I'm thriving in those things and transformative in my teaching in my engagement in the various committees that I work I can push boundaries I can be innovative and so forth.

D 2: 2 25_9_2019.pdf - 2:83 enjoy that you are able to face some challenges on whatever may come y... (6:2500 [6:2577]) enjoy that you are able to face some challenges on whatever may come your way.

D 2: 2 25_9_2019.pdf - 2:111 sounding horribly stereotypical I think multitasking and being able to... (8:3206 [8:3575])

sounding horribly stereotypical I think multitasking and being able to navigate all the different facets of your life if I compare it to my partner who's a very accomplished person and in the institution as well I think you have to manage all facets of your career you have to manage home not just children at home but the whole maintenance to manage your social network

2 Groups:

Personal resources /
Wellbeing

24 Quotations:

D 1: 1 23_9_2019.pdf - 1:6 And I said to her yes if I finish early, some days I go home and she's... (1:2457 [1:2586])

And I said to her yes if I finish early, some days I go home and she's like good that's absolutely fine it's not a problem at all,

D 1: 1 23_9_2019.pdf - 1:51 , but my hours are allot more personal life and mom friendly than my c... (3:2156 [3:2235])

, but my hours are allot more personal life and mom friendly than my colleagues.

D 1: 1 23_9_2019.pdf - 1:54 So if you're a mom and you are busy with theater lists and something g... (3:2619 [3:2791])

So if you're a mom and you are busy with theater lists and something goes wrong you could be there until seven pm or get home much later and not see your child the whole day

D 1: 1 23_9_2019.pdf - 1:56 So that can disrupt your weekends your home life. (3:2907 [3:2955])

So that can disrupt your weekends your home life.

D 1: 1 23_9_2019.pdf - 1:59 So even when you get home as a parent you're probably still going to b... (3:3340 [3:3514])

So even when you get home as a parent you're probably still going to be checking your emails to manage this excessively load of announcements and things that are going around.

D 1: 1 23_9_2019.pdf - 1:116 She has an annual meeting with every staff member to see how we are. I... (1:2240 [1:2400])

She has an annual meeting with every staff member to see how we are. I just had mine last week and she is really interested am I managing the work life balance.

D 2: 2 25_9_2019.pdf - 2:86 And on a personal level for myself the things I've struggled with earl... (6:3250 [6:3634])

And on a personal level for myself the things I've struggled with earlier on in my career in this Institute my children were very young when I started when I did my registrar training I arrived here with a one year old and in my third year I had my second child so I had very

young children and doing full-time studies and working and having a young family was hard. It was very hard.

D 2: 2 25_9_2019.pdf - 2:89 2 years working there I decided to work 5/8 when my youngest started s... (6:3909 [7:163]) 2 years working there I decided to work 5/8 when

my youngest started school I wanted to be there for them. So I did that for a few years where I worked 5/8 but I still packed a full day's work into a 5/8 position

D 2: 2 25_9_2019.pdf - 2:93 So it wasn't even in some of the more friendly family environments to... (7:652 [7:838])

So it wasn't even in some of the more friendly family environments to get a family and work-life balance and you felt was appropriate for you at the time then it wasn't straight forward.

D 2: 2 25_9_2019.pdf - 2:100 issues certainly around having had a family having to raise young chil... (7:3455 [7:3722]) issues certainly around having had a family having to raise young children and so forth and so on I'm finding it incredibly difficult to balance it all I don't imagine ever easy and if you didn't have a really strong family network or social support it was difficult.

D 2: 2 25_9_2019.pdf - 2:111 sounding horribly stereotypical I think multitasking and being able to... (8:3206 [8:3575])

sounding horribly stereotypical I think multitasking and being able to navigate all the different facets of your life if I compare it to my partner who's a very accomplished person and in the institution as well I think you have to manage all facets of your career you have to manage home not just children at home but the whole maintenance to manage your social network

D 4: 4 26_9_1029 cleaned.pdf - 4:94 And our relationship didn't last and is not unrelated to this work and... (8:2103 [8:2312])

And our relationship didn't last and is not unrelated to this work and the workload so the mind you have to have on your career to make it to here. And all the energy that it takes away from the relationship. I

D 4: 4 26_9_1029 cleaned.pdf - 4:95 In the past I used to it wasn't really a balanced life, I had some pur... (8:2312 [8:2618])

In the past I used to it wasn't really a balanced life, I had some pursuit outside of work that allowed me just to put things in perspective. We use to travel allot. We use to travel whenever we could so that was just there's a world out there beyond this university and the work so it was other interests.

D 5: 5 26_9_2019 cleaned.pdf - 5:55 I do not do very well at all. I have got a 4 year old child at home so... (4:839 [4:955])

I do not do very well at all. I have got a 4 year old child at home so balancing all that is actually quite difficult

D 5: 5 26_9_2019 cleaned.pdf - 5:56 So I only work 4 days a week. So actually that is a good thing, because... (4:958 [4:1095])

So I only work 4 days a week. So actually that is a good thing, because I can do that I can just drop down to four days a week and it help

D 5: 5 26_9_2019 cleaned.pdf - 5:59 I think it again comes from being able to manage things yourself and s... (4:1506 [4:1712])

I think it again comes from being able to manage things yourself and say no I cannot do that at 17h00 in the evening or 16h00, because I have to go pick up a child, you know we have to schedule another time

D 9: 9 30_9_2019 cleaned.pdf - 9:4 find that the university is amenable to the kind of work life balance... (1:2094 [1:2285]) find that the university is amenable to the kind of work life balance that women often need because you must be able to fetch you child from school and I find that to be a really recent thing

D 9: 9 30_9_2019 cleaned.pdf - 9:72 I said well see I have a two year old and I am in fifty fifty with my... (7:3832 [8:14])

I said well see I have a two year old and I am in fifty fifty with my husband and luckily I have someone who can do that with me but I can't take on the head of department, still do my research, manage so that I do not let things fall apart, still do my research and not let my research fall away or the child support and not be there for him.

D 10: 10_9_2019 cleaned.pdf - 10:17 I think they do not know about balance and about the fact that family... (2:2611 [2:2734])

I think they do not know about balance and about the fact that family actually comes first and they do not understand that.

D 10: 10_9_2019 cleaned.pdf - 10:18 What I came to realise is that if you want to be creative and if you a... (2:2735 [2:2902])

What I came to realise is that if you want to be creative and if you are going to be a leader you will have to be creative the only way to do that is to take time out.

D 10: 10_9_2019 cleaned.pdf - 10:25 Thankfully Rheumatology it is not the most after-hours type of work, i... (3:2558 [3:2780])

Thankfully Rheumatology it is not the most after-hours type of work, it is not like being an Obstetrician where you catch babies all hours of the night or a cardiac surgeon who gets called for a stabbed chest at any time. S

D 10: 10_9_2019 cleaned.pdf - 10:33 So yes I try not to do too much admin after hours I try to do it reall... (4:2503 [4:2585])

So yes I try not to do too much admin after hours I try to do it really fast here.

D 10: 10_9_2019 cleaned.pdf - 10:44 This idea that you should work 16 hours and be the last one in here an... (5:2757 [5:3079])

This idea that you should work 16 hours and be the last one in here and be visibly wasting away and desperately unhappy and stressed that's also quite an old idea that he who can have a little competition to see who can work harder and a little bit later and actually we should just be working better, cleverer and happier.

D 10: 10_9_2019 cleaned.pdf - 10:45 Be less ambitious, less concentrating on the hard outcomes like how ma... (5:3308 [5:3635])

Be less ambitious, less concentrating on the hard outcomes like how many papers did you get published and how many students got A's and how many people raved about you behind your back and so you can be happy and make people in your world happy and students inspired then you have done a lot. You've taught them balance you've.

Created by Maboeta on 2020/07/01, **modified** by Maboeta on 2020/07/01

Comment by Maboeta |
Enthusiasm

1 Groups:

Personal resources

3 Quotations:

D 2: 2_25_9_2019.pdf - 2:23 but that's never been my primary motivation so my motivation has always... (2:1676 [2:2133]) but that's never been my primary motivation so my motivation has always been to try and work towards things are actually for societal good so even if I am primarily working for my content work which is child health and in my teaching environment which is teaching for health managers leadership in the broader health system and it gives me, I think, it gives me that satisfaction that I am contributing to something for a broader purpose for a greater good.

D 4: 4_26_9_1029 cleaned.pdf - 4:44 The main thing I think it is not even resilience that helps me cope it... (4:1826 [4:1933])

The main thing I think it is not even resilience that helps me cope it is the desire to change this place. I

D 10: 10_9_2019 cleaned.pdf - 10:14 The other thing that I found in my career is just say yes, to a lot of... (2:1530 [2:1608])

The other thing that I found in my career is just say yes, to a lot of things,

ANNEXURE G: THEMATIC ANALYSIS PERSONAL RESOURCES

