

**EXPLORING THE RELATIONSHIP BETWEEN WORK AND
NON-WORK ROLES OF PARENTING MALES AT A HIGHER
EDUCATION INSTITUTION**

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COMMENTS

The reader should bear the following in mind:

- The editorial style as well as the references referred to in this mini-dissertation follow the format prescribed by the Publication Manual (5th edition) of the American Psychological Association (APA). This practice is in line with the policy of the Programme in Industrial Psychology of the North-West University, Potchefstroom Campus, to use the APA style in all scientific documents as from January 1999.
- The mini-dissertation is submitted in the form of a research article.

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ABSTRACT

Title: Exploring the relationship between work and non-work roles of parenting males at a higher education institution.

Key terms: Work roles, non-work roles, non-work-to-work spillover, positive spillover, negative spillover, antecedents, consequences, working fathers, accumulation of multiple roles, academic staff, and higher education institution.

In today's society, there are two very important domains in the life of an employed individual, namely work and home. Within the home (or non-work) domain, different life roles emerge. These roles differ from one person to the next. Since both work and non-work roles encompass the individual's whole life, it is necessary to investigate what the different life roles are and how they influence an individual's multiple roles, whether positively or negatively. The objective of this study was to investigate the different roles that working fathers experience, to identify how these fathers experience the interaction between multiple roles, and the consequences of being involved in multiple roles.

Since the dramatic changes within the economic, political and social climate has give rise to more women entering the workforce, a large amount of research has been dedicated to investigate the consequence of these changes within different spheres of life. However, this study focussed on the different roles fulfilled by the parental male, specifically investigating working fathers at a higher education institution.

A research design from a qualitative experimental approach was used to conduct this study. The participants consisted of 10 working fathers, who are lectures at a specific higher education institute and who differ with regard to age as well as educational and socio-economic status. Semi-structured interviews with the selected participants were used to collect the necessary data. Content analysis was used to analyse, reduce and interpret the data obtained from the participants. The results indicated that the working fathers in this study has specific non-work (home domain) roles, namely roles regarding leisure, spirituality, leadership roles in the community, family (parental, extended family, spousal) as well as a work role and being a financial provider. Most of them fulfil all of the above-mentioned

roles, which help them, for example, to buffer stress, to clear their thoughts by doing some type of sport, to be more patient in various aspects of their life, and to help them with better communication at home as well as at work. The interaction within these multiple roles does however also affect them negatively, for instance participants find it difficult to place all of their focus on their family when the workload is heavy. Some of them were used to taking work home, but since they have children, time after hours is too limited to work. The working fathers also mentioned that it is difficult to concentrate at work when there is tension at home or when finance is a concern.

Recommendations for future research were made.

OPSOMMING

Titel: 'n Ondersoek na die verhouding tussen werk en nie-werksrolle van manlike ouers by 'n hoëropvoedkundigeinstelling.

Sleutelwoorde: Werksrolle, nie-werksrolle, nie-werk-tot-werkoorvloei, positiewe oorvloei, negatiewe oorvloei, voorafgaande faktore, nagevolge, werkende vaders, veelvuldige rol-akkumulاسie, akademiese personeel, hoëronderwysinstelling.

In vandag se samelewing is daar twee baie belangrike domeine in die lewe van 'n werkende individu: werk en huis. In die domein van die huis (of nie-werk) kom verskillende rolle na vore. Hierdie rolle verskil van persoon tot persoon. Aangesien 'n individu se lewe beide werk en nie-werksrolle behels, is dit noodsaaklik om ondersoek in te stel na die verskillende lewensrolle en die wyses waarop dit die individu se veelvuldige rolle beïnvloed, hetsy positief of negatief. Die doelwit van hierdie studie was om insae te kry in die verskillende rolle wat werkende vaders ervaar, om te identifiseer hoe die werkende ouers die interaksie tussen veelvuldige rolle ervaar en die gevolge van betrokkenheid in veelvuldige rolle.

Die dramatiese veranderings in die ekonomiese, politiese en sosiale klimaat wat veroorsaak dat meer vroue die werksmag betree, het gelei tot 'n groot toename in navorsing gerig op die effek wat genoemde veranderings op die verskillende lewensfere het. Hierdie studie het egter op die verskillende rolle wat deur die werkende vader vervul word, gefokus, met besondere klem op werkende vaders by 'n hoëronderwysinstelling.

'n Navorsingsontwerp vanuit 'n kwalitatiewe eksperimentele benadering is vir die uitvoering van die studie gebruik. Die deelnemers het bestaan uit 10 werkende vaders, naamlik manlike lektore by 'n spesifieke hoëronderwysinstelling wat verskil het ten opsigte van ouderdom asook opvoedkundige en sosio-ekonomiese status. Semi-gestruktureerde onderhoude met die gekose deelnemers is gebruik om die data te versamel. Inhoudsanalise is gebruik om die data (wat van die onderskeie deelnemers verkry is), te analiseer, te reduseer en te interpreteer. Die resultate toon dat die werkende vaders in hierdie studie wel spesifieke nie-werksrolle het, naamlik rolle ten opsigte van ontspanning, die geestelike lewe, leierskapsrolle in die gemeenskap, rolle in die gesin (ouerskap, uitgebreide gesin, eggenoot), asook 'n werksrol en

om 'n finansiële voorsiener te wees. Die meeste van die werkende vaders vervul al die bogenoemde rolle, wat onder andere help om hulle teen stres te beskerm, om hul gedagtes te vernuwe deur aan die een of ander sport deel te neem, om meer geduldig te wees in verskeie aspekte van hul lewens, maar ook om hulle te help om beter by die huis sowel as by die werk te kommunikeer. Dit beïnvloed hulle egter ook op 'n negatiewe manier. Die werkende vaders vind dit moeilik om hulle totale fokus en aandag op hul gesin te vestig wanneer hulle 'n hoë werkslading het. Party van die werkende vaders was daaraan gewoond om saans werk huis toe te neem, maar vandat hul kinders het, beperk dit hulle produktiwiteit nauurs. Daar is bevind dat die werkende vaders dit moeilik vind om by die werk produktief te wees wanneer daar wrywing by die huis is of wanneer hulle finansiële bekommernisse het.

Aanbevelings vir verdere navorsing is gemaak.

CHAPTER 1

INTRODUCTION

This mini-dissertation focusses on the different roles that working fathers fulfil, in order to identify how these fathers experience the interaction between multiple roles, and what the consequences of being involved in multiple roles are. In this chapter, the problem statement is discussed. This is followed by the research objectives and specific objectives. The research design and research method are explained, and these are then followed by the chapter layout and the chapter summary.

1.1 PROBLEM STATEMENT

Since South Africa's first democratic election in April 1994, immense changes have occurred in the composition of the South African workforce, as well as in the nature of work itself (Schreuder & Theron, 2001). The traditional South African household, in which the man was the only breadwinner and the woman took care of the children at home, is increasingly being replaced by dual-career couples (Lewis & Cooper, 2005). This has an influence on the dynamics of the non-work and work life of employed individuals (Marais, Mostert, Geurts & Taris, 2009). Lewis and Cooper (2005) mention that more men and women are working longer hours and therefore report increasing demands at their workplaces. Furthermore, Sulsky and Smith (2005) found that these demographic and structural changes in the workforce as well as in the non-work structure have affected both non-work roles and work roles and their interrelation with each other.

To motivate people to engage in their work role is a common problem in any organisation, complicated by the existence of multiple roles due to the spillover of one's attitude, behaviour and emotion associated within one role towards the other (Edwards & Rothbard, 2000). Rothbard (2001) maintains that people are increasingly being challenged to actively engage in multiple roles, as careers have become more complex than in the past. Today people have no other choice but to engage in both work roles and non-work roles and the consequence of non-work engagement on work is of prime importance (Rothbard, 2001).

Edwards and Rothbard (2000) and Greenhaus and Powell (2006) note that organisational researchers have recently been paying increased attention to the relationship between work roles and non-work roles. Geurts and Demerouti (2003) define *non-work roles* as “activities and obligations beyond an individual’s family situation as well as activities and responsibilities within the family domain,” whereas *work roles* signify “a set of tasks an individual performs while occupying a position in an organisation”. These definitions suggest that the work and non-work domains entail different roles. According to Frone (2003), a distinction can be drawn between home roles (e.g. family roles, religious roles, roles in the community and leisure roles) and work roles (e.g. employee, manager and union representative) (Geurts et al. 2005) while Small and Riley (1990) also identify multiple life roles, namely that of parental, spousal or partner, and roles regarding elder care, home care and leisure. Many studies limit their investigation to three main roles, that of spouse, parent and employee (cf. Hall, 1992; Hunt & Annandale, 1993). However, other roles have also been identified, such as caregiver, volunteer, teacher, and then there are instrumental roles, leisure roles, social roles, and being an adult child (i.e. caring for a dependent parent) (Bourne, Wilson, Lester & Kickul, 2009; Matthews & Power, 2002; Westman & Piotrkowski, 1999). Role identities are important sources of psychological well-being as the role requirements attached to each role give purpose, meaning and direction to one’s life (Thoits, 1983).

The relationship, and more specifically the spillover process between non-work and work domains, has developed into an enormous amount of attraction of academic interest, more than was the case several years ago (Stevens, Minnotte, Mannon & Kiger, 2007). *Spillover* is generally defined as “a process in which emotion, mood and behaviour in one domain (family or workplace) accumulate within a person to be transferred into the other domain” (Leiter & Durup, 1996; Roehling, Moen & Batt, 2003; Westman, 2005). It can involve the fluctuation of emotions from one role to another. Both positive (i.e. satisfaction) and negative (i.e. tension) spillover can occur between the two roles (Geurts et al., 2005). The demand for research on the specific interactions between different roles is imperative (Demerouti, Geurts & Kompier, 2004). Research clearly indicates that employees find it difficult to combine work and domestic obligations, and that work roles and home roles could influence each other in a negative way (Geurts & Demerouti, 2003; Grzywacz & Marks, 2000; Van Hooff et al., 2005). Krause (2003) states that a substantial amount of evidence suggests that the

conflict experienced due to balancing multiple roles, particularly those involved within the work and family domains, contribute to negative psychological and physical well-being of individuals.

Negative spillover is a form of inter-role conflict that involves the extent to which individuals feel that the demands of paid work and family roles are incompatible so that participation in either role is difficult because of the other role (Greenhaus & Beutell, 1985; Nomaguchi, 2009). According to Voydanoff (2004), the demand–resource perspective suggests that people experience greater work–family conflict when demands of paid work and family responsibilities are high, while resources that help them manage such demands are less, or perceptions of demands that they feel they must fulfil are higher.

According to Geurts and Demerouti (2003), negative work–family spillover could be based on role characteristics that affect time involvement, strain or behaviour in one domain that is incompatible with fulfilling the role in the other domain. Greenhaus and Beutell (1985) distinguish three types of work–family conflict:

- 1) time-based conflict (time pressures associated with one role prevent a person from fulfilling the expectations in another role);
- 2) strain-based conflict (strain experienced in one role intrudes into and interferes with participation in another role); and
- 3) behaviour-based conflict (specific behaviours required in one role are incompatible with behaviour expectations within another role).

Time and strain-based conflict become visible when the fulfilment of demands in one domain is difficult owing to the time devoted to and strain produced in the other domain (Geurts et al., 2005).

Negative spillover takes place when problems and conflicts in the work drain and preoccupy individuals, impacting negatively on their behaviour and experiences regarding their non-work roles (Roehling et al., 2003). A study by Galinsky, Johnson and Fredman (1993) indicated that 83% of working mothers and 72% of working fathers reported that they experience conflict between their job demands and their need to spend more time with their families. Research also indicates that parental involvement is negatively affected by workplace demands (Yeung, Sandberg, Davis-Kean & Hofferth, 2001).

Although most of the research on spillover has focussed on the negative side of spillover (Stoddard & Madsen, 2007), studies have shown that positive spillover does occur between the non-work and work domains (Carlson, Kacmar, Wayne & Grzywacz 2006; Greenhaus & Powell, 2006). Positive spillover takes place when satisfaction and stimulation in the work role translate into high levels of energy and satisfaction in the non-work role (Carlson et al., 2006; Greenhaus & Powell, 2006; Roehling et al., 2003). According to Frone (2003) as well as Greenhaus and Powell (2006), positive spillover asserts that experiences in either role generate resources that may be profitably used in the other role, thereby enhancing the quality of life.

Grzywacz and Marks (2000) suggest that the impact of family on work life is evaluated positively more often than negatively by both male and female workers. They also note the possibility that involvement in multiple roles can have a positive impact on well-being through exposure to more than one source of satisfaction and/or support, which can in turn be harnessed to spill over to other domains. More recent research findings show that by participating in multiple roles, individuals can gain various benefits and this can increase the quality of their daily lives (Greenhaus & Powell, 2006; Nordenmark, 2002). Positive spillover from the non-work domains to the work domain seems just as strong, and therefore also deserves recognition (Kirchmeyer, 1992b). Demerouti et al. (2004) state that the non-work domain is the one domain that has failed to receive recognition for its positive impact on the work role. Kirchmeyer (1992b) maintains that parenting helps in developing self-management skills such as patience and time management. She also found that work in the community was said to develop one's managerial abilities such as teamwork, delegation and presenting ideas. Difficulties with regard to balancing work and family demands can also influence leisure activities, parent-child relationships and home management (Stoner, Robins & Russell-Chapin, 2005; Weigel, Weigel, Berger, Cook & DelCampo, 1995).

It appears that involvement in multiple roles have negative and positive consequences (Geurts & Demerouti, 2003). Bourne et al. (2009) point out that taking part in multiple roles leaves one emotionally exhausted as a result of all the various demands made by both work and non-work roles. Alternatively, multiple roles may influence the gradient in psychological distress when other resources are limited (for example, among single parents or those on low incomes) (Khlat, Sermet & LePape, 2000). Multiple role accumulation might contribute to a

complex cognitive representation of the self that in turn can moderate the outcomes of stress (Linville, 1987).

Negative family–work spillover has also been shown to have relation to family outcomes, for example, family–work conflict was related to marital and parental dissatisfaction (Kinnunen & Mauno, 1998). In a study by Geurts et al. (2005), negative interaction between home and work domains was associated with a higher level of fatigue; therefore, interference from both domains hamper recovery, which yields negative load reactions.

Nomaguchi (2009) suggests that having young children may be related to higher work–family conflict because young children demand parents’ intensive commitment. Moreover, dissatisfaction with either family or work roles can have a negative spillover consequence on parents’ other multiple roles (Williams & Alliger, 1994). Involved fathers have become the ideal fatherhood, although breadwinning remains central in men’s definitions of a good father (Winslow, 2005). In recent years, fathers pursuing both ideals have often expressed a great deal of conflict between the desire to spend more time with their children and the demands of earning a living (Townsend, 2002).

Benefits gained from performing several roles may increase an individual’s privileges and resources in his/her social environment, act as a steppingstone for problems or failures in any single life domain, assist in establishing social and economic status and security and enhance feelings of self-worth (Grzywacz & Marks, 2000). People who therefore participate in multiple roles appear to have the best health and mental well-being, which emphasises the benefits of multiple role involvement (Geurts et al., 2005). Participation in multiple roles might therefore provide the individual with a larger number of opportunities and resources, which can be applied to promote growth and better functioning in other life domains (Grzywacz & Marks, 2000). Work and family role accumulation enhances social networks and resources that are instrumental to balancing work and family commitments (Greenhaus & Powell, 2006).

Sieber (1974) classifies the positive outcomes of multiple role accumulation as follows:

- 1) role privileges (the greater the number of roles accumulated, the larger the number of privileges that can be enjoyed);
- 2) status security (a supportive family was regarded as being helpful in overcoming difficulties and disappointments at work);
- 3) status enhancement (the by-products of one role, such as personal contacts, are also invested in other roles), and
- 4) enrichment of the personality. In this regard, Crouter (1984) found that workers reported the skills and attitudes acquired in the family domain, for example, to be useful on the job.

More recently, Grzywacz and Marks (2000) again focussed on the fact that holding more roles is associated with advanced self-esteem and greater job satisfaction in the case of employed women, and it is not related to overall life stress. The authors also found that positive spillover from family to the work role is associated with better mental health and more positive psychological well-being. Benefits of multiple role involvement may also lead to gratification, more positive self-esteem as well as a positive emotional response to that role (Grzywacz & Marks, 2000; Rothbard, 2001; Wayne, Musisca & Fleeson, 2004). Positive spillover from family to the work domain is also associated with a lower risk of depression and problem drinking (Grzywacz & Bass, 2003).

One's mood is a potential mechanism that may explain spillover, where a satisfying or dissatisfying job is expected to lead to positive affect and negative consequences respectively, which in turn, could influence satisfaction in another role through their influence on role engagement and performance (Heller & Watson, 2005; Rothbard, 2001). Various empirical reports show that spouse support and having the opportunity to discuss work problems at home might enable workers to cope better with the pressures at work (Demerouti et al., 2004; Eby, Casper, Lockwood, Bordeaux & Brinley, 2005; Gattiker & Larwood, 1990; Voydanoff, 2004). As individuals increasingly gain resources through ongoing participation in one role (i.e. family or work), their emotional state and mood in that specific role increase; this can subsequently help their performance in the other role (Greenhaus & Powell, 2006).

An important limitation regarding current work–home interaction (Emslie, Hunt & Macintyre, 2004) is that the experience of the interaction between various roles has been largely ignored in the case of working fathers. Most of the work–home interaction literature tends to focus on employed women and their demands, having both work and family responsibilities (Jones & McKenna, 2002; Marais & Mostert, 2008; Morrison, 2005; Thompson, Kirk & Brown, 2005). The roles of the father in the family are a growing concern and reflect current re-examining of the male role. However, in the case of working fathers, the impact of the participation in multiple roles is not yet well understood (Aryee, Srinivas & Tan, 2005).

De Klerk and Mostert (2010) point out that the various demographic and structural changes in the workforce and family structure have affected both work and family roles. Different life options for men and for women prescribe the internalisation of gender role ideology. For women, it implies a prioritisation of family over work, whereas for men, this life option implies a prioritisation of work/family over family (Aryee et al., 2005). Rajadhyaksha and Bhatnagar (2000) report that woman in India are less committed to the work role than men. This has implications for the way men and women assign their time and energy resources to work and family roles. Men will automatically be motivated to invest more time and resources to enhance their performance in the work role, given that men identify with the work role more than the home/family role (Aryee et al., 2005).

A father performs his role in a more sequential manner, i.e. a father's various roles (spouse, worker, parent and self) become salient at different times; however, men would forego family activities in favour of work commitments (e.g. working late at the office) (Bianchi, Milkie, Sayer & Robinson, 2000). In the non-work domain (consisting of activities such as parenting, recreation and work in the community), parenting has been recognised for contributing favourably to the worker role (Byron, 2005).

Although male dignity is nowadays linked to success at work, men are becoming more involved with their families, and their priorities may perhaps even be shifting away from work (Theunissen, Van Vuuren & Visser, 2003). Men are praised for short-range family commitments, even though it is more difficult for them to take advantage of family policies on a long-term basis (O'Connor, 2005). Apart from all the workplace pressures, men continue

to conform to traditional gender roles in order to obtain the benefits of being male. Although men are contributing more to family life, studies confirm that mothers generally still do more of the basic housework (O'Connor, 2005; Voydanoff, 1988). However, results from South African studies consistently show that males experience higher levels of negative work–family interaction (Marais & Mostert, 2008; Pieterse & Mostert, 2005; Rost & Mostert, 2007). Studies showed that men who have an eldest child of younger than five years experience more positive spillover from work to family roles than men who have no children whatsoever (Grzywacz & Butler, 2005; Grzywacz & Marks, 2000). Furthermore, parents without children appear to have lower levels of negative work–family interaction than parents with children, but at the same time parents with children experience higher levels of positive family–work interaction than couples who have no children (Marais & Mostert, 2008). Grzywacz and Marks (2000) found that men reported less positive spillover from work to family roles than women.

The higher education landscape in South Africa is also changing. The post-apartheid government of South Africa has been aiming to redress consequences of the apartheid era and to move towards a democratic society. Since the realities of globalisation require of higher education institutions to become internationally competitive (Du Toit, 2000), the educational system has become one of the focus areas of redress (Coetzee & Rothmann, 2005). Kinnunen, Feldt, Geurts and Pulkkinen (2006) maintain that the roles of occupational and socio-economic status, both of which correlate with education, have been studied rarely in international research. The main issue for academics is work intensification and the need for a university-wide workload planning system, which realistically reflects the time such academics spend on their roles and responsibilities (Doherty & Manfredi, 2006). There is evidence that workers involved in high levels of personal interaction as lecturers are particularly vulnerable to occupational stress (Tytherleigh, 2003), which could spill over into the non-work domain.

From a historical perspective and in contrast to other types of organisations, working in an academic sphere has generally been considered relatively stress-free and highly satisfying (Willie & Stecklein, 1982). Watts et al. (1991) found that 75% of university workers who reported work overload, long working hours and lack of support were still satisfied with their jobs. Doyle and Hind (1998) found that 40% of academic personnel at universities in their

sample who reported long working hours and high levels of burnout still found their jobs intrinsically motivating, pleasing and potentially rewarding. A possible explanation for the above-mentioned might be the differences in the work context factors, for example, higher levels of autonomy and a collegiate culture, which emphasises consensual decision-making and shared values (French, Caplan & Harrison, 1982).

Lacy and Sheehan (1997) and Molnnis (1996, 1999) assert that there is a difference in the ways academics experience their working conditions. Their disciplines and related teaching and research tasks motivate the academics intrinsically. An international survey of academic professions was conducted, using data from 14 countries, of which the results show that significant changes had taken place in higher education (Altbach, 1996). Seldin (1991) found that the stress levels of academic and administrative personnel have increased and are likely to worsen. Lacy and Sheehan (1997) found that the job satisfaction levels experienced by academics in Australia, Germany, Hong Kong, Israel, Mexico, Sweden and the United Kingdom showed that less than 50% of British academics were generally satisfied with their jobs.

Currently, no South African studies could be found with regard to the experience and consequences of the involvement in multiple roles of working fathers in the academe. Therefore, a qualitative exploratory approach will be used to explore the complexity of the connections between the different life roles of working fathers at a higher education institution as well as the understanding of their personal viewpoints (Kvale, 1996). A qualitative exploratory approach is especially beneficial to this study since participants are allowed to describe what is meaningful or important to them in their own words rather than being restricted to predetermined categories regarding non-work and work life interaction. With this strategy, the true essence of a person's experiences can be realised (Rothmann, Gerber, Lubbe, Sieberhagen & Rothmann, 1998). According to Franks, Schurink and Fourie (2006) as well as McClellan and Uys (2009), there is a limited amount of qualitative studies focussing on South African working fathers; consequently, very little is known about the specific way in which working fathers at a higher education institution within a South African context experience the interaction between their multiple roles. More in-depth qualitative research involving working fathers, who are currently career- and family-focussed and engaged in full-time work, is needed in order to obtain knowledge of how they experience

and attach meaning to their different life roles and the way they manage it in their everyday life situation.

In the light of the preceding discussion, the objective of this study was to gain in dept knowledge of these working fathers from a higher education institution and the effect that their different life roles have on their lives.

The following research questions emerge from the above-mentioned problem statement:

- What are the different roles employed individuals fulfil according to literature?
- What are the different roles that working fathers fulfil?
- How do working fathers experience the interaction between multiple roles?
- What are the consequences of being involved in multiple roles?
- What recommendations can be made for future research and practice?

1.2 RESEARCH OBJECTIVES

The research objectives can be divided into a general objective and specific objectives.

1.2.1 General objective

The general objective of this study was to gain in dept knowledge of these working fathers from a higher education institution and the effect that their different life roles have on their lives.

1.2.2 Specific objectives

The specific objectives of the research were the following:

- to gain understanding regarding the different roles employed individuals experience according to literature;
- to determine what the different roles are that working fathers fulfil;
- to identify how working fathers experience the interaction between multiple roles;

- to identify what the consequences are of being involved in multiple roles; and
- to make recommendations for future research and practice.

1.3 PARADIGM PERSPECTIVE OF THE RESEARCH

The intellectual climate and the market of intellectual resources, which directed the research, included a certain paradigm perspective (Mouton & Marais, 1992).

1.3.1 The intellectual climate

Intellectual climate refers to a collection of beliefs, values and assumptions that do not directly deal with the epistemological views of the scientific research practice because it normally originates in a non-epistemological context. It refers to the variety of non-epistemological value systems/beliefs that are underwritten in any given period in a discipline (Mouton & Marais, 1992).

This research falls within the boundaries of the behavioural sciences and more specifically Industrial Psychology. Industrial Psychology refers to the scientific study of people within their working surroundings. The above-mentioned implies scientific observation, evaluation, optimal utilisation and influencing of normal and to a lesser degree, deviant, behaviour in interaction with the environment (physical, psychological, social and organisational) as manifested in the world of work (Munchinsky, Kriek & Schreuder, 2002).

Occupational Health Psychology and Career Psychology are the sub-disciplines of Industrial Psychology on which the focus will fall in this research. Occupational Health Psychology is concerned with psychological factors, which contribute to occupational health and well-being. It deals with psychological reactions to physical and non-physical work conditions, as well as behaviour, which have implications for health (Spector, 2006). Career psychology, on the other hand, focusses on people –

- thinking about careers;
- preparing for a career;
- entering the world of work;

- pursuing and changing occupations; and
- leaving the world of work to devote whatever knowledge and energies they have, to leisure activities that may resemble in content the work role that they did for pay or which may involve quite different types of knowledge and skill (Vondracek, 2001).

1.3.2 Meta-theoretical assumptions

Two paradigms are relevant to this research. Firstly, the literature review was done within the ecological system theory, and secondly, the empirical study was done within the phenomenological and functionalistic paradigms.

1.3.3 Literature review

By assuming that work–personal life interaction is a joint function of “process”, person, context and time characteristics, the ecological system theory goes beyond the individual and deterministic approach of role theory (Grzywacz & Marks, 2000).

1.3.4 Empirical study

In the word “phenomenon”, the central idea of the phenomenological paradigm is expressed. The researcher is interested in the meaning a person attributes to his/her experiences of reality, his/her world and his/her relationships, within the phenomenological paradigm. Simply through the person’s cognitive experience, which must be circumscribed and understood, the true essence of the person can be realised (Rothmann et al., 1998).

The functionalist paradigm holds a view of the social world which “regards society as ontologically prior to man [sic] and seek[s] to place man and his activities within that wider social context” (Burrell & Morgan, 1979, p. 106). Functionalism is a view characterised by a concern for providing explanations of the status quo, actuality, social integration, social order, consensus, need satisfaction and solidarity (Zeichner & Gore, 1990). It approaches those general sociological concerns from a standpoint that tends to be positivist, realist, homothetic and determinist (Burrell & Morgan, 1979, p. 26). Functionalism is based on a conception of science that emphasises the possibility of objective inquiry capable of

providing true explanatory and predictive knowledge of an external reality (Zeichner & Gore, 1990). Functionalists tend to assume the standpoint of the observer, attempting “to relate what *they* observe to what *they* regard as important elements in a wider social context” (Burrell & Morgan, 1979, p. 107).

1.3.5 The market of intellectual resources

The collection of beliefs that directly involves the epistemological status of scientific statements refers to the market of intellectual resources. The two main types of epistemological beliefs are theoretical beliefs and methodological beliefs (Mouton & Marais, 1992).

1.3.6 Theoretical beliefs

Theoretical beliefs may be described as all beliefs that can make testable judgments regarding social phenomena. These are all judgments regarding the *what* and *why* of human phenomena and it includes all conceptual definitions and all models and theories of the research (Mouton & Marais, 1992).

1.3.6.1 Conceptual definitions

Below is the appropriate conceptual definition of work–personal life interaction:

During the last few decades, the outlook on family and work have evolved and developed considerably. In most of the studies, the work and family roles are conceived to be two conflicting domains – family roles conflict with work roles, and work roles conflict with family. The most widely cited definition of work–family conflict describes such conflict as

“... a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect. Therefore, participation in the work (family) role is made more difficult by virtue of participation in the family (work) role” (Greenhaus & Beutell, 1985, p. 77).

The first efforts to address levels of work–family conflict emphasised balance, and therefore individuals should strive for work–family balance. Difficulties were also encountered with the concept of balance. The possibility that both domains may also influence each other in a positive way by transferring positive attributes is ignored by this conception. Frone (2003) argues that there is no explicit definition of the phrase “work–family balance” or an explanation of what it means for family and work life to be “in balance”. Many researchers point out that work–family balance represents a vague notion that work and family life are somehow integrated or harmonious, or that work–family balance is a lack of conflict of interference between work and family roles. To achieve balance also implies taking away from one sphere and applying balance to the other. It also suggested a similar solution for everyone – a 50/50 investment. A further problem with the word “balance” is that it suggests that work is not a part of one’s life but rather something separate. The balance notion leads to a quick-fix solution to work–family conflict (Lewis & Cooper, 2005).

According to Burke (2004), there are recent writings that emphasise work–family integration, or additional appropriately work–life integration/harmonisation, as a more useful statement of the problem. These terms legitimise a number of different work–family investments or arrangements and apply to single employees without spouses or children, who still work, have families and personal lives outside the working place. Work and family roles can in fact be mutually reinforcing, and some employees can integrate or harmonise their work and family roles by choosing to keep the two domains quite separate (Lewis & Cooper, 2005). Other related terms that are being used in the literature are “work–home interaction” or “work–home interference”.

1.3.6.2 Models and theories

Mouton and Marais (1992) define a *theory* as “a set of consistent constructs (concepts), definitions and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting the phenomena”. The current research was based on the spillover theory, the multiple role theory, and the role enhancement theory.

The spillover theory suggests that a working spouse's experiences will be transferred into the non-work domain and similarly, the non-work domain experiences can be transferred into the work domain (Edwards & Rothbard, 2000). This theory states that the relationship between the affective responses in one's work life and non-work life is mutual, meaning that affective responses are transferred from one domain, e.g. non-work domain to another, e.g. the work domain (Geurts & Demerouti, 2003; Leiter & Durup, 1996). The spillover theory explains how strain may result from the intersecting relationship of two separate work environments, i.e. work and non-work domain. This model makes it clear that boundaries do exist between home and work role. Up until now, those boundaries are permeable. The model posits that, although acknowledging that work and home roles often have stressful exposures in common, these exposures occasionally "spill over" from one environment to another and can lead to work/non-work conflict that results in negative health outcomes (Frone, Russell & Barnes, 1996; Grzywacz & Marks, 2000).

The idea is not new that people hold multiple roles; therefore, the management of such roles has important outcomes (Marks, 1977; Sieber, 1974). According to the multiple role theory, there are three theoretical explanations of how multiple roles (e.g. employee, parental, and spousal) may affect health: role strain, the role context approach, and role enhancement (Moen, Dempster-McClain & Williams, 1989). The increase of roles can lead to role strain, because with the enhancement in roles, there are additional demands and obligations that participation in each role entails.

The role context theory proposes that, regardless of the number of roles, the context and characteristics of each particular role are important factors in determining whether the role accumulation produces favourable or negative health consequences. This theory acknowledges that the role of an employee may significantly differ from the role of a parent, spouse or caregiver.

The role enhancement theory states that additional roles can lead to better health outcomes because support, prestige and resources accompany every new role (Moen et al., 1989). Bourne et al. (2009) acknowledge that role accumulation might result in role strain, but they also suggest that it affords individual opportunities for rewards, such as self-enrichment. Marks and MacDermid (1996) suggest that role theories need to acknowledge that individuals

actively organise themselves within their roles and that the construction of roles might explain the negative and positive outcomes of attempts to balance multiple roles.

Barnett (1998) explains that the role enhancement theory suggests that participation in multiple roles provides a larger number of opportunities and resources to the individual, and it can, in turn, be used to promote growth and better functioning in other domains of life. Studying the benefits of multiple roles has been neglected within the work/nonwork domain (Marks, 1977; Sieber, 1974). From the perspective of this theory, multiple roles bring rewards such as income and heightened self-esteem (Barnett & Hyde, 2001). The positive concepts, namely resource enhancement (Kirchmeyer, 1992a), positive spillover (Grzywacz & Marks, 2000) facilitation and enrichment (Frone, 2003) come into general focus. The concepts explained above are used as synonyms that refer to the process by which participation in one role is made easier by a good deal of participation in the other (Frone, 2003).

1.3.7 Methodological beliefs

Mouton and Marais (1992) point out that methodological beliefs can be defined as “beliefs that make judgments regarding the nature and structure of scientific research and science. The empirical study is presented within the phenomenological and functionalistic frameworks.

1.4 RESEARCH METHOD

The research method for this mini-dissertation consisted of a literature review and an empirical study. The results obtained are presented in the form of a research article. This section focusses on the empirical study that consisted of a literature review, research design, participants and data collection method, pilot study, field notes, physical setting, trustworthiness, data analysis and ethical aspects.

1.4.1 Literature review

The literature review comprised research into non-work and work roles, the way these roles influence each other in a positive and negative manner, what the positive and negative

consequences of multiple role occupation were, and how these were experienced by working fathers. Since a separate chapter was not targeted for a literature review, a brief literature review was compiled for purposes of the article.

1.4.2 Research design

A qualitative design from a phenomenological approach was used to conduct the present study. Within this approach, the researcher was interested in the meaning the participants attributed to their subjective experiences of reality, their world and their relationships. A person's cognitive experiences have to be understood and defined because it is only through this that the true essence of a person's experiences can be realised (Rothmann et al., 1998). Through the above, the researcher was able to understand and personal viewpoints of the participants. The objective of this study was to gain in dept knowledge of these working fathers from a higher education institution and the effect that their different life roles have on their lives.

1.4.3 Participants and procedure

In order to select the participants for this study, a higher education institution was used, and it included different faculties, for instance Commerce and Administration, Educational Sciences, Engineering, Economic and Management Sciences, Health Sciences, Human and Social Sciences, Law, Natural Sciences, and Theology. To select male personnel from this higher education institution, a criterion sampling was used. The selection criteria included the following:

- males;
- with children under the age of 10;
- working as academic staff members at the higher education institute;
- in full-time employment of the institute; and
- Afrikaans- or English-speaking.

A letter was handed to the lecturers of the higher education institution requesting permission to conduct research amongst them, explaining the importance the study holds for working fathers and for the university. In this letter, it was made clear what the research objectives

were and what the research procedure would be. The importance of the research as well as the procedure that would be followed was explained to the selected participants. After completion of the study, the participants and the university were informed about the research findings.

1.4.4 Data collection method

Semi-structured interviews with the selected participants were used to collect the necessary data. The selected participants were requested to sign informed consent forms after being notified of the importance and the objective of the study. An interview schedule was designed and evaluated before conducting any interviews. By asking a number of pre-determined questions, this schedule had to enable the researcher to gather the correct information from the selected participants. The questions that were asked were formulated in such a way that they enabled the participant to contribute freely to the conversation. The formulation of these pre-determined questions was determined by means of a pilot study that had been conducted beforehand. The pilot study assisted the researcher in formulating clear and understandable questions. Any potential problems regarding the manner of questioning would have been identified and corrected by means of the pilot study. The data of all the conducted interviews were recorded on audiotape and then transcribed verbatim and checked by independent researchers. The participants had been informed that they could withdraw from the study at any stage throughout the interviews.

The non-verbal response SOLAR technique (Egan, 2002) (i.e. face squarely, open body posture, leaning slightly forward, eye contact, relatively relaxed) was used during the interviews. Other interview techniques (communication) were also used during the interviews and include the following:

- a) paraphrasing (a verbal response in which the researcher enhanced meaning by stating the participant's words in another form but with the same meaning);
- b) minimal verbal response (a verbal response that correlated with occasional nodding to show the participant that the researcher was listening);
- c) summarising (summarising the participant's ideas, feelings and thoughts verbalised during the interview, to show that the researcher understood what the participant was saying);

- d) probing (deepening the response to a question that the researcher posed to the participant);
- e) reflecting (reflect over something important that the person said in order to get him to expand on the idea); and
- f) clarification (to embrace the technique that was used to get clarity on unclear statements, e.g. “Could you tell me more about ...”).

1.4.5 Pilot study

A pilot study is normally small in comparison with the main experiment and therefore can provide only limited information on the sources and magnitude of variation of response measures (Lancaster, Dodd & Williamson, 2004). A pilot study can reveal deficiencies in the design of a proposed experiment or procedure and these can then be addressed before time and resources are expended on large-scale studies (Lancaster et al., 2004). A pilot study was conducted beforehand to enable the researcher to identify potential unforeseen problems which could occur during the main research. Conducting the pilot study allowed for the gain of practical knowledge and insight into potential problems. Consequently, the researcher was able to make the required modifications to the data-gathering methods. An interview schedule was designed and evaluated. By asking a number of pre-determined questions, this schedule had to enable the researcher to gather the correct information from the selected participants.

1.4.6 Field notes

Field notes are a written account of the things the researcher hears and sees in the course of the interview (Mahlomaholo & Nkoane, 2002). This included the manner in which the participants acted or reacted when answering the questions as well as their behaviour during the interview (e.g. being distant when asked questions, long pauses in between the conversations and staring outside the window). Other notes reflected on what the participants said during the interview, to compensate on the researcher’s listening skills when reflecting, summarising, and clarifying on what the participant had said. Field notes helped the researcher to remember what she experienced during the interview. It included both

interpretation and empirical observations. The researcher wrote down her preconceptions, emotions, expectations and prejudices after each interview.

1.4.7 Physical setting

All interviews took place where it best suited the participant in order to meet his demands. To ensure that the participant was relaxed and focussed at all times, attention was given to the *climate/atmosphere* of the venue. It was important for the researcher to make sure that the setting for the participant was private, comfortable and disturbance-free.

1.4.8 Trustworthiness

According to Van Niekerk (2002), there is a growing opinion among researchers that qualitative research does not yield the desired results and is not trustworthy. However, there are clear rules and criteria to comply with (Van Niekerk, 2002). Guba's (1981) strategies for qualitative research were applied in this study to ensure the trustworthiness of the findings:

- firstly, credibility was obtained by checking field notes, triangulation, peer examination and independent coding;
- secondly, transferability was obtained through comparison of adequate descriptive data as well as dense description of the data;
- thirdly, dependability was gained by means of an audit, keeping unprocessed material, giving a clear and full description of the research method used, and lastly applying the same procedure throughout triangulation, peer examination and code–decode procedure and;
- fourthly, conformability was attained by maintaining an appropriate distance therefore to influence the research, but also triangulation and code–decode procedure (Krefting, 1991).

1.4.9 Data analysis

According to Patton (2001), qualitative research studies are unique and they therefore demand unique strategies for analysis. Qualitative data analysis consists of identifying, coding, and categorising patterns found in the data (Patton, 2001). Data analysis is a process

of inspecting, cleaning, transforming and modelling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains (Creswell, 2003).

The audiotapes of the interviews were transliterated verbatim. The central task was to identify common themes in people's descriptions of their experiences of diversity by means of content analysis (Leady & Ormrod, 2001; Struwig & Stead, 2001). Content analysis was used to analyse, quantify and interpret the research data systematically and objectively. The process of interpretative phenomenological analysis started with reading through all the data to obtain a general sense of the information (Creswell, 2003). Thereafter, initial coding took place. After the coding of the categories, the interview material was structured. The transcriptions were adapted to the study. This included distinguishing between essential and non-essential material as guided by the objective of this study, and the underlying presuppositions. Thereafter meanings of the transcriptions were paraphrased into scientific statements or themes. Both the understanding of the participants and the researcher's perspective have been incorporated into these themes. Next, shared themes were identified, coded and grouped into categories of meaning. These themes were also checked and verified by an industrial psychologist to confirm or criticise to ensure validity. Lastly, the occurrence of themes between the participants was compared, in order to compare the experiences of each participant's life roles to each other (Bauer, 2000; Creswell, 2003; Flick, 2002; Kvale, 1996; Smith, Jarman & Osborn, 1999). In this study, the exact words of the participants were reported.

1.4.10 Ethical aspects

Conducting research is an ethical enterprise (Struwig & Stead, 2001). Ethics can be described as "system of moral, behaviours and rules. Research ethics provide researchers with a code of moral guidelines on how to conduct research in a morally acceptable way" (Struwig & Stead, 2001). Firstly, there are the researcher's qualifications and competence to undertake a particular research project. Secondly, it is also important to ensure that the researcher upholds the standards of his/her profession and that he/she accepts responsibility for his/her actions. Thirdly, it is important to ensure that the welfare of others is the major concern of the

researcher. Lastly, ethical aspects that should be considered by the researcher include the following (Kvale, 1996):

- *Informed consent* – Before any interview takes place, the researcher should ensure that the participants voluntarily agree to take part in the research. Only then should the participants be briefed on the purpose and procedure of the interviews. The researcher should explain who would have access to the interview and should ensure anonymity. Only then should the participants give their informed consent by signing a document.
- *Confidentiality* – The privacy of the participants involved in the research should be highly respected. The anonymity of their participation in the research should be well communicated and explained to them prior to the interviews. The participants should also be informed that the information they provide would be destroyed after the tapes had been transcribed. All the participants have to be ensured though that no names would be linked to interviews recorded.
- *Deception* – The researcher should attempt not to mislead or deceive participants and should at all times be honest, fair and respectful towards the participants. In this study, the interviews were not too long. The participants were fully informed about the goal of the research and interviews, the procedure thereafter, the use of the tape recorder and field notes.

1.5 CHAPTER LAYOUT

The chapters in the mini-dissertation are presented as follows:

Chapter 1: Introduction

Chapter 2: Research article

Chapter 3: Conclusion, limitations and recommendations

1.6 CHAPTER SUMMARY

This chapter focussed on the problem statement and research objectives of this study, as well as the research method that was used and the research procedure that was followed. This was followed by a brief layout of the chapters that follow.

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CHAPTER 2

RESEARCH ARTICLE

EXPLORING THE RELATIONSHIP BETWEEN WORK AND NON-WORK ROLES OF PARENTING MALES AT A HIGHER EDUCATION INSTITUTION

ABSTRACT

The purpose of this study was to investigate the different roles that working fathers fulfil; to identify how working fathers experience the interaction between multiple roles; and the consequences of being involved in multiple roles. A research design from a qualitative exploratory approach was used. The participants consisted of 10 working fathers, who are lecturers and who differ with regard to age, education and socio-economic status. Semi-structured interviews were used to collect the data. Content analysis was used to analyse, reduce and interpret the data obtained from the participants. The results indicated the presence of various work and non-work roles within the lives of working fathers. Non-work roles included family, leisure, spiritual, financial provider, and leadership roles in the community, whereas work roles included being a lecturer and a researcher. In addition, positive and negative interactions between work and non-work roles were identified. Being a parent consequently has some consequences on the participants, which they described as demanding and time consuming. Participation in multiple non-work roles leads to the acquirement of certain skills, including learning how to buffer stress, how to clear their thoughts, and patience.

Key terms: Work roles, non-work roles, non-work-to-work spillover, positive spillover, negative spillover, antecedents, consequences, working fathers, accumulation of multiple roles, academic staff, higher education institution.

OPSOMMING

Die doel van hierdie studie was om ondersoek in te stel na die verskillende rolle wat werkende vaders ervaar, om te vas te stel hoe werkende vaders die interaksie tussen veelvuldige meervoudige rolle ervaar, en die gevolge van betrokkenheid by meervoudige rolle. 'n Navorsingsontwerp vanuit 'n kwalitatiewe eksperimentele benadering is gebruik in hierdie studie. Die deelnemers het bestaan uit 10 werkende vaders wat verskil ten opsigte van ouderdom, wat almal lektore was en wat verskil het ten opsigte van opvoedkundige en sosio-ekonomiese status. Semi-gestruktureerde onderhoude (met die gekose deelnemers) is gebruik om die data te versamel. Inhoudsanalise is gebruik om die data wat van die deelnemers verkry is, te analiseer, te reduseer en te interpreteer. Die resultate het positiewe en negatiewe invloede in die lewens van die werkende vaders ten opsigte van werk- en nie-werkrolle aangedui. Nie-werkrolle sluit in rolle in die gesin, rolle ten opsigte van ontspanning, die geestelike

lewe, rol as finansiële voorsiener en leierskapsrolle in die gemeenskap, terwyl die werkrolle dié van dosent en navorser insluit. Daarbenewens is positiewe en negatiewe interaksie tussen werk- en nie-werkrolle aangedui. Om 'n ouer te wees, het sekere gevolge wat die deelnemers as veeleisend en tydrowend beskryf. Deelname aan veelvuldige nie-werksrolle lei tot sekere vaardighede soos hoe om spanning te verminder, om hulle gedagtes te vernuwe en geduld.

Slutelwoorde: Werksrolle, nie-werksrolle, nie-werk-tot-werkoorvloei, positiewe oorfloei, negatiewe oorfloei, voorafgaande faktore, nagevolge, werkende vaders, veelvoudige rol-akkumulاسie, akademiese personeel, hoëronderrwysinstelling.

On a day-to-day basis, people are generally involved in multiple roles, and the management of such roles commonly has fundamental outcomes (Khlat, Sermet & LePape, 2000). Studies have revealed that there are various roles in which a person may take part, for example, roles in the family, the role of parent or spouse, religious roles, leisure roles, roles in the community, roles regarding household income, household time demands, and elder care. (Frone, 2003; Jennings & McDougald, 2007; Kotzé, 2005; Small & Riley, 1990). Within the context of work–family studies, it is important to specifically study gender and parental roles (Higgins, Duxbury & Lee, 1994), especially since the number of dual-earner couples and of employed persons with care-giving responsibilities is rapidly increasing, changing the face of traditional held views regarding involvement in multiple roles (Gregory & Milner, 2005). These days, family responsibilities are starting to become more important for men – fathers’ increased involvement in the family domain (which includes home chores and child-care) is not only needed, but fathers want to participate more in family life (Mayrhofer, Meyer, Schiffinger & Schmidt, 2008). The study on which this article is based, focussed on the relationship between the different life-roles working fathers at a higher education institution hold.

Greater integration within multiple roles provides flexibility and enables employees to cope with the multiple demands in their lives. In addition, integration reduces the effort needed to transition back and forth between roles (Ashforth, Kreiner & Fugate, 2000). Taking on multiple roles furthermore requires the fulfilment of multiple obligations and responsibilities toward various others, both in the work domain (e.g. their employer, superior, colleagues and subordinates) and in their non-work domain (e.g. friends, spouse, children and the extended family) (Geurts & Demerouti, 2003). The interface between work and family suggests that these two domains cannot be seen as interdependent, and that events in one sphere invade upon the other sphere (Duxbury, 2004; Jones, Burke & Westman, 2006). The invasion of one sphere upon another can have either a positive or a negative impact on a person (Bulger, Matthews & Hoffman, 2007; Greenhaus & Beutell, 1985).

The spillover theory provides a sound theoretical perspective regarding the relationship between the different roles or domains in which a person is involved. This theory suggests that spillover takes place when one carries positive or negative attitudes, skills, beliefs, strain, behaviours, moods and emotions from the non-work domain into the work domain, and vice

versa (Almeida, Wethington & Chandler, 1999; Edwards & Rothbard, 2000; Geurts & Demerouti, 2003; Leiter & Durup, 1996). Geurts and Demerouti (2003) suggest that when one's functioning at home is hampered by demands from the work domain or the other way round, the interaction may be negative. The interaction between both domains can also be positive, for instance, when one's functioning at home is facilitated by demands from the work domain, or the other way round (Geurts & Demerouti, 2003). Negative spillover therefore occurs when problems and conflicts in one domain drain and preoccupy individuals, negatively influencing their behaviour and experiences within another domain (see Roehling, Moen & Batt, 2003). There are three different types of negative spillover (conflict):

- 1) time-based conflict (time devoted in one role makes it difficult to participate in another role);
- 2) strain-based conflict (strain experienced in one role intrudes upon and interferes with participation in another role); and
- 3) behaviour-based conflict (specific behaviours required in one role are incompatible with behavioural expectation in another role) (Van Hooff et al., 2005; Voydanoff, 2004).

Positive spillover, on the other hand, enhances one's performance in the other domain and occurs when satisfaction at work translates into high levels of energy and satisfaction in the non-work domain (Roehling et al., 2003). The positive emotional responses from engagement in one role may increase engagement in another role (Rothbard, 2001), enhancing the quality of life (Greenhaus & Powell, 2006). This is evident in the positive effect that social support from the family life has on work life (Grzywacz & Marks, 2000; Kinnunen, Fieldt, Geurts & Pulkkinen, 2006). To promote growth and better functioning in other life domains, the role enhancement theory proposes that participation in multiple roles provides a greater number of opportunities and resources to individuals (Grzywacz & Marks, 2000). The role enhancement theory is based on a view that, having multiple roles can bring rewards, like an income, a good self-esteem, and opportunities for social relationships (Barnett & Hyde, 2001). Managing multiple roles may therefore also create energy (Marks, 1977). From this viewpoint, the benefits of having multiple roles give rise to a positive consequence on well-being and this outweighs the costs associated with such roles, leading to fulfilment rather than strain (Kinnunen et al., 2006; Rothbard, 2001).

Today people are increasingly expected to actively engage in multiple roles since their careers have become more complex (Rothbard, 2001). Strain and conflicts between the demands of work and family can inevitably develop when managing multiple roles such as an employee, parent and spouse (McClellan & Uys, 2009). Consequently, multiple roles may help people to learn how to use their time efficiently so they do not feel overloaded (Kotzé, 2005); and increase their life satisfaction by providing opportunities for greater social involvement and personal achievement (Rothbard & Edwards, 2003). Other benefits of multiple role involvement include role privileges and status, good health, mental well-being, a sense of purpose in life, role privileges, skills and an enhanced self-esteem (Grzywacz & Marks, 2000; Thoits, 1991; Wayne, Musisca & Fleeson, 2004). Participation in one role is therefore made easier by virtue of participation in another role (Frone, 2003), since participating in multiple roles might provide a greater number of resources and opportunities that could promote growth and better functioning in other domains of life (Grzywacz & Marks, 2000).

Traditional “two-parent families” regard the mother as the homemaker and nurturer while they see the father as the family breadwinner (Theunissen, Van Vuuren & Visser, 2003). Over the last two decades, these roles have evolved towards a situation where most of the work–non-work interaction literature focusses mostly on how employed women deal with the demands of having work and non-work responsibilities, as well as the consequence of men taking on parenting and household duties (Jones & McKenna, 2002; Morrison, 2005). Nowadays, family responsibilities are becoming more important for men, detracting energy from the work domain (Mayrhofer et al., 2008). It is central for work–family studies to concentrate on the change in parental roles (Gregory & Milner, 2008), since a father’s role in the non-work domain is evidently of increasing concern, needing some re-examination (Baxter, 2007; Geurts & Demerouti, 2003).

Grzywacz and Marks (2000) state that both genders tend to evaluate the impact of having multiple roles in the non-work domain on the working life positively than negatively. It is assumed by Geurts and Demerouti (2003) that home demands, like domestic obligations, which require a great deal of effort and time and the lack of home resources (e.g. lack of support from the spouse) to fulfil the task requirements will be associated with negative load consequences that hamper one’s functioning in the work domain. On the other hand, when

there are home resources like domestic help or support from the spouse, which enable the individual to deal with the demanding aspects of the home domain, it will be associated with positive load consequences that will increase one's functioning at work (Geurts & Demerouti, 2003).

Non-work-related support, particularly from spouses, makes one's situation less stressful by providing emotional support, instrumental aid, or perhaps providing greater flexibility or control over one's situation (Nasurdin & Hsia, 2008). For men, working many hours to provide a stable income for the family is part of the "good provider" role (Nomaguchi, 2009). Men see their paid work as a major contribution to their families' well-being despite the fact that their paid work may take time away from their families (Bianchi, Robinson & Milkie, 2006). Likewise, the domain-specific antecedents of the non-work domain interfering with work conflict lie within the family domain and include stressors such as low spousal support (Erdwins, Buffardi, Casper & O'Brien, 2001), the number of hours devoted to household work, and parental demands (Fu & Shaffer, 2001). Therefore, when men become more involved in the parenting of their children, there will be an increase in role obligations, and this might have a negative impact on the quality of his relationships with others in both the work and the non-work domain (Smith, 2003).

Considering the above-mentioned arguments, the research objectives of the study being reported here were:

- to investigate the different roles that working fathers fulfil;
- to identify how working fathers experience the interaction between multiple roles; and
- to study the consequences of being involved in multiple roles.

The potential value-add of the study includes the fact that fatherhood received limited attention from social scientists during most of the 20th century (Lamb, 2004). Research on fathers and their role in family functioning has been minimal, as family-process research focussed primarily on mothers' well-being and parenting (Coley, 2001). Furthermore, researchers now recognise that fathers play an important multidimensional role in their children's lives (Lamb, 2004), yet researchers are struggling to capture the complex domain of father involvement with currently available methodologies and data (Coley, 2001). In addition, the study being reported here, focussed specifically on working fathers within the

higher educational system. This will add value to current research since the educational system has become an important focus area of redress for the post-apartheid government of South Africa (Coetzee & Rothmann, 2005), and the realities of globalisation require of higher education institutions to become internationally competitive (Du Toit, 2000). Doherty and Manfredi (2006) found that one of the main issues for academics is work intensification, which reflects the time they spend on their roles and responsibilities. Gregory and Milner (2005) indicated that involvement of a working father in his child's life will enhance the father's academic performance, suggesting that active fathering roles are also good for men personally, productivity at work and relationships with men's spouses.

Using a qualitative exploratory approach, the researcher explored the full complexity of the connections between the different life roles of working fathers at a higher education institution as well as their understanding of their personal viewpoints. Regarding the qualitative exploratory approach, the true essence of a person's experiences can be realised (Rothmann, Gerber, Lubbe, Sieberhagen & Rothmann, 1998). A qualitative approach was especially beneficial to this study since participants were allowed to describe in their own words what is meaningful or important to them rather than being restricted to predetermined categories regarding non-work and work-life interaction. According to Franks, Schurink and Fourie (2006) as well as McClellan and Uys (2009), there is limited amount of qualitative studies, consequently very little is known about the specific way in which working fathers at a higher education institution within a South African context experience the interaction between their multiple roles. Subsequently, the research design will be discussed. This includes the research approach, participants' profile, data collection strategies, approach to analysing the data, and relevant ethical aspects. This will be followed by the findings and a discussion thereof.

RESEARCH DESIGN

Research approach

The study on which this article is based, was qualitative by nature and investigated the research questions from a qualitative exploratory approach. Within this approach, the researcher was interested in the meaning that people attribute to their relationships, their world as well as their subjective experiences of reality. A person's cognitive experiences have to be understood and defined because it is only through this that the true essence of a person's experiences can be realised (Rothmann et al., 1998). Through this, the researcher was able to understand and represent personal points of view. The general objective of this study was to gain in dept knowledge of these working fathers from a higher education institution and the effect that their different life roles have on their lives.

A *theory* is defined as “a set of interrelated constructs (concepts), definitions and propositions that present a systematic view of a phenomenon by specifying relations among variables, with the purpose of explaining and predicting the phenomenon” (Mouton & Marais, 1992). The research being reported here, was based on the ecological system theory, the spillover theory, the multiple role theory, the role context theory, and the role enhancement theory. The ecological system theory goes beyond the individual and deterministic approach of role theory by assuming that work–personal life interaction is a joint function of “process”, person, context and time characteristics (Grzywacz & Marks, 2000). The spillover theory suggests that a working spouse's experiences will carry over into the non-work domain and similarly, the non-work domain experiences can carry over into a person's work domain (Crouter, 1984; Piotrkowski, 1979). When considering the multiple role theory, three theoretical explanations are given of how multiple roles (e.g. employee, parent, and spouse) may affect health: role strain, the role context approach and role enhancement (Moen, 1991). The role context theory proposes that, regardless of the number of roles, the context and characteristics of each particular role are important factors in determining whether the role accumulation produces favourable or negative health consequences (Moen, 1991). Lastly, the role enhancement theory states that additional roles can lead to better health outcomes because support, prestige and resources accompany every new role and also afford individual opportunities for rewards, such as self-enrichment (Moen, 1991).

Participants

Qualitative sampling takes place by using purposive sampling, semi-structured or interactive interviews to collect data, mainly data relating to people's judgements, attitudes, preferences, priorities or perceptions about a certain subject (Denzin & Lincoln, 2005). A purposive sample is a non-representative subset of some larger population, and is constructed to serve a very specific need or purpose (Weisner et al., 2001). Criterion sampling involves selecting cases that meet some predetermined criterion of importance (Patton, 2001). Academic staff members from a higher education institution in the North West province were purposefully sampled using the criterion sampling method. The selection criteria included the following:

- 1) males;
- 2) with children under the age of 10;
- 3) working as academic staff members at the higher education institute;
- 4) in full-time employment of the higher education institute; and
- 5) Afrikaans- or English-speaking.

The participants represented different faculties, namely Arts, Commerce and Administration, Educational Sciences, Engineering, Economic and Management Sciences, Health Sciences, Human and Social Sciences, Law, Natural Sciences, Science and Technology, and Theology. The participants were all white males, from between 30 and 60 years of age with approximately 10 to 19 years' of work experience. Most of the participants were Afrikaans-speaking and possessed a doctoral degree.

Data collection method

The following constituted the procedure for data collection within this study: a pilot study, pre-interview procedures, qualitative individual interviews, field notes and trustworthiness.

Pilot study. A pilot study is normally small in comparison with the main experiment and therefore can provide only limited information on the sources and magnitude of variation of response measures (Lancaster, Dodd & Williamson, 2004). A pilot study can reveal deficiencies in the design of a proposed experiment or procedure and these can then be addressed before time and resources are expended on large scale studies (Lancaster et al., 2004). A pilot study was conducted beforehand to enable the researcher to identify potential

unforeseen problems which might appear during the main research. Conducting the pilot study allowed for the gain of practical knowledge and insight into potential problems. Consequently, the researcher was able to make the required modifications to the data gathering methods. An interview schedule was designed and evaluated. By asking a number of pre-determined questions, this schedule enabled the researcher to gather the correct information from the selected participants.

Pre-interview procedures. A workshop on interviewing skills and techniques used during interviews was conducted by an expert and attended by the researcher. During this workshop, questions that were not clear were refined and adjusted with the help of the expert. Prior to the interview, the researcher used the help of inter-mediators to get hold of each participant. Before the interviews, the goal and the procedure of the study and interview were verbally explained, and with the permission of the participant, tape recorders were used. Each participant also completed a consent form. All interviews took place where it best suited the participants. Attention was given to the temperature of the room to ensure that the participants were relaxed and focussed at all times. Furthermore, the researcher always made sure that the setting was comfortable, private and disturbance-free.

Interviews. A semi-structured interview mainly consists of open-ended questions based on topics one wants to cover in the interview. The interview focusses on key topics, but there are also opportunities to discuss some areas of interest in more detail. The interviewer has the opportunity to explore answers more widely, or other areas of discussion can be introduced by the interviewee. The interviewer may also have a set of prompts should the interviewee struggle to answer any of the questions (Horton, Macve & Geert, 2004). In this study, the data was collected by using semi-structured interviews with the selected participants. The interviews were non-directive, with four central questions:

- What are the different roles you participate in as a working father?
- What does each role entail?
- How do you experience the interaction within these different multiple roles?
- What are the consequences of being involved in these multiple roles?

Formulating the questions appropriately enabled the participants to contribute freely to the conversation. The data of all the conducted interviews was recorded on audiotape. The non-verbal response technique SOLAR (Egan, 2002) (i.e. face squarely, open body posture,

leaning slightly forward, eye contact, relatively relaxed) was used during the interviews. Other interview techniques (communication) included paraphrasing, minimal verbal response, summarising, probing, reflecting and clarification.

Field notes. Field notes are a written account of the things the researcher hears and sees during the course of the interview (Mahlomaholo & Nkoane, 2002). This includes the manner in which the participants act or react when answering the questions as well as their behaviour during the interview (e.g. being distant when asked questions, long pauses in between the conversations, staring out the window). Other notes reflect on what the participants say during the interview, to compensate on the researcher's listening skills when reflecting, summarising, and clarifying what the participant had said. During and immediately after each interview conducted for this study, field notes regarding each specific interview were written down. Field notes helped the researcher to remember what she had experienced during the interview. It included both interpretation and empirical observations. The researcher wrote down her preconceptions, emotions, expectations and prejudices after each interview.

Trustworthiness. According to Van Niekerk (2002), there is a growing opinion among researchers that qualitative research does not yield the desired results and is not trustworthy. However, there are clear rules and criteria to comply with (Van Niekerk, 2002). Guba's (1981) strategies for qualitative research were applied in this study to ensure the trustworthiness of the findings:

- firstly, credibility was obtained by checking field notes, triangulation, peer examination and independent coding;
- secondly, transferability was obtained through comparison of adequate descriptive data and as well as dense description of the data;
- thirdly, dependability was achieved by means of an audit, keeping unprocessed material and giving a clear and full description of the research method used, and lastly applying the same procedure throughout triangulation, peer examination and code–decode procedure and;
- fourthly, conformability was attained by maintaining an appropriate distance in order not to influence the research, but also by means of triangulation and the code–decode procedure (Krefting, 1991).

Analysis of data

Data analysis is a process of inspecting, cleaning, transforming, and modelling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains (Creswell, 2003). According to Patton (2001), qualitative research studies are unique and they demand unique strategies for analysis. Qualitative data analysis consists of identifying, coding, and categorising patterns found in the data (Patton, 2001).

The audiotapes of the interviews were transcribed verbatim. The central task was to identify common themes in people's descriptions of their experiences of diversity by means of content analysis (Leady & Ormrod, 2001; Struwig & Stead, 2001). Content analysis was used to analyse, quantify and interpret the research data systematically and objectively. The process of interpretative qualitative exploratory analysis started with reading through the data to obtain a general sense of the information (Creswell, 2003). Thereafter, initial coding took place. After the coding of the categories, the interview material was structured. The transcriptions were made adaptable to the study. This included distinguishing between essential and non-essential material as guided by the objective of this study and the underlying presuppositions. Thereafter, meanings of the transcriptions were paraphrased into scientific statements or themes. Both the understanding of the participants and the researcher's perspective have been incorporated into these themes. Next, shared themes were identified, coded and grouped into categories of meaning. Lastly, the occurrence of themes between the participants was compared, in order to be able to compare the experiences of each participant's life roles to each other (Bauer, 2000; Creswell, 2003; Flick, 2002; Smith, Jarman & Osborn, 1999). In this study, the exact words of the participants were reported. These themes were checked and verified by an industrial psychologist to confirm the trustworthiness and to ensure validity.

Ethical aspects

Conducting research is an ethical enterprise (Struwig & Stead, 2001). Ethics can be described as "system of moral, behaviours and rules". Research ethics provide researchers with a code

of moral guidelines on how to conduct research in a morally acceptable way (Struwig & Stead, 2001). Firstly, there are the researcher's qualifications and competence to undertake a particular research project. Secondly, it is also important to ensure that the researcher upholds the standards of his/her profession and accept responsibility for his/her actions. Thirdly, it is important to ensure that the welfare of others is the major concern of the researcher. Lastly, ethical aspects that should be considered by the researcher include the following (Kvale, 1996):

- *Informed consent* – Before any interview takes place, the researcher should ensure that the participants voluntarily agree to take part in the research. Only then should the participants be briefed on the purpose and procedure of the interviews. The researcher should explain who would have access to the interview and should ensure anonymity. Only then should the participants give their informed consent by signing a document. After the researcher made sure that the interview process was clear to the participant and that the participation is voluntary, the participant signed a consent form.
- *Confidentiality* – The privacy of the participants involved in the research should be highly respected. The anonymity of their participation in the research should be well communicated and explained to them prior to the interviews. The participants should also be informed that the information they provide would be destroyed after the tapes had been transcribed. All the participants have to be ensured though that no names would be linked to interviews recorded. The researcher made it clear to the participants that everything being discussed during the interview will be handled with confidentiality and respect as well as their names will be kept anonymous during the whole research study.
- *Deception* – The researcher should attempt not to mislead or deceive participants and should at all times be honest, fair and respectful towards the participants. During this study, the interviews were not too long. The participants were fully informed about the goal of the research and interviews, the procedure thereafter, the use of the tape recorder and field notes.

FINDINGS

A summary of the results of this study is presented in Table 1. Each of the identified themes (and sub-themes if applicable) will then be discussed and extracted constructs will be presented below each (sub-) theme discussion. The findings of this study indicated the presence of three major themes with sub-themes (when discovered). These include:

- (1) identified roles;
- (2) experiences of interaction between multiple roles (sub-theme 1: responsibilities of multiple roles; sub-theme 2: attitudes divided into attitudes and perceptions transferred between multiple roles, as well as attitudes and expectations within multiple roles); and sub-theme 3: skills utilised between roles); and
- (3) consequences associated with involvement in multiple roles (sub-theme 1: positive consequences associated with involvement in multiple roles; and sub-theme 2: negative consequences associated with involvement in multiple roles).

Below in Table 1, each role is described and its descriptive terms provided. A discussion of these roles will follow Table 1. After each extracted theme (sub-theme), the responses of the working fathers were mentioned during the interviews to show that it does correspond with the discussion of the themes (sub-themes).

Table 1:

Identified themes

Theme	Sub-themes (if applicable)	Associated meaning
<i>Identified roles</i>		<ul style="list-style-type: none"> Lecturer; Researcher, Spouse, Parent (at times, acting as both mother and father), Attending church, Financial provider, Leisure activities (e.g. taking part in sport, hobby or socialising with friends), etc.
<i>Experiences of interaction between multiple roles</i>	Sub-theme 1: Responsibilities of multiple roles	<ul style="list-style-type: none"> Spouse (e.g. being supportive towards wife, providing security, acceptance, love); Parent (e.g. being role model for children, providing in their physical and emotional needs, teaching them life skills); Religious (e.g. caring for people); Friends (e.g. attending social gatherings, giving and receiving support, being loyal); Financial (managing the household's finances effectively, providing in family's financial needs).
	Sub-theme 2: Attitudes <ul style="list-style-type: none"> Attitudes and perceptions transferred between multiple roles 	<ul style="list-style-type: none"> Parent (e.g. not hypocritical, always honest and patient); Religious role cultivates humility and helping with sound decision-making; Sport (handling mistakes maturely).
	<ul style="list-style-type: none"> Attitudes and perceptions transferred within multiple roles 	<ul style="list-style-type: none"> Multiple roles can be time-consuming and demanding; Needs role clarity regarding certain roles (e.g. parental and spousal role); Need to feel supported throughout multiple roles.
	Sub-theme 3: Skills utilised between roles	<ul style="list-style-type: none"> Effective communication; Negotiation proficiency; Empathy taught in spousal and parental role; Skills taught through sport (perseverance, patience, etc.); People and social skills are learned through sharing friendships.
<i>Consequences associated with involvement in multiple roles</i>	Sub-theme 1: Positive consequences of involvement in multiple roles	<ul style="list-style-type: none"> Feelings of relaxation at home (e.g. transferred to workplace); Coping well with life when supported (e.g. support from spouse); Energised when playing sport (e.g. more productive in workplace); Friendships generate support groups.
	Sub-theme 2: Negative consequences of involvement in multiple roles	<ul style="list-style-type: none"> Difficult pursuing more roles (e.g. children demanding and parental role time-consuming); Conflict at work affects home life (e.g. feeling stressed due to work demands); Feelings of exhaustion (physically and psychologically tired due to multiple roles); Multiple roles – some roles get neglected when spending too much time in one role.

Theme 1: Identified roles

Participants identified the multiple roles they fulfilled in depth. These roles included both work and non-work roles. Illustrations of work roles included statements the participants made about being a lecturer and a researcher. Participants expressed that significant non-work roles they fulfil include being a spouse and a parent (at times being both the father and the mother figure in the home), with participating in religious activities being another very significant non-work role. Other non-work roles that were mentioned during the interviews, but only to a moderate extent, included being the family's financial provider, partaking in and/or watching sport, as well as socialising with friends and practicing a hobby of some sort. The results did however convey certain roles that were participant-specific. These consisted of roles such as being a private practicing lawyer, a farmer, chairman of a nature resort, committee member of a nursery school, fulfilling the role of house father at a student residence, and being a writer for an overseas newspaper. The following examples, taken from participants from the higher education institute, can be provided to illustrate some of the above-mentioned identified roles:

“Lecturer; Researcher; An academic; Researcher in a research project; A husband for my wife; A father for my daughters; Caregiver; Mother as well sometimes; Elder at church; Attending church; I present catechism; Involved with the children’s services at church; Involved at church; Teach class at church; Breadwinner; Manager of my finances; Provider for my family; Squash; Golf; Play league squash and I am also a runner; Tennis; Do hunting; I am an active sport enthusiast; Enjoy just walking around; Hobby; Brewer; Go out with people; Some colleagues are also my friends; Having friends; The house father at the ladies’ residence; Committee member of the nursery; I have a farm business; Chairman of the nature resort; A lawyer; Own private practice; Write a column for a Dutch newspaper.”

Theme 2: Experiences of interaction between multiple roles

During this study, it became evident that one of the themes that emerged from the participants’ responses, is the experiences of interaction between multiple roles. These experiences were divided into three sub-themes:

- (1) responsibilities of multiple roles;

- (2) attitudes that will be divided into two additional sub-themes (attitudes and perceptions transferred between multiple roles; and attitudes and expectations within multiple roles); and
- (3) skills utilised between roles.

Sub-theme 1: Responsibilities of multiple roles

Fulfilling multiple roles will subsequently be associated with various responsibilities within these roles. The participants elaborated extensively on the responsibilities that accompany being a spouse and a parent. Spousal responsibilities specifically included actively helping in and around the house, being a companion and friend to their wives, providing their spouses with support, love, acceptance, security and encouragement. The participants further indicated that it is their responsibility to identify and address problems within their marriages, as well as cultivate open communication between them. Within the parental role, the participants explicated the following responsibilities towards their children:

- being a role model;
- providing love and support;
- providing in their children's physical and emotional needs;
- equipping the children with religious principles;
- teaching them life skills;
- communicating with their children, spending quality time with them and attending activities they partake in;
- disciplining them; and
- being a friend and confidant towards their children.

Besides the responsibilities of being a spouse and a parent, the participants elaborated to an extent on the responsibilities required by their religious, friendship and financial roles. Regarding their religious roles, the importance of attending church, caring for people in the church and fulfilling leadership roles within the church were some of the responsibilities that were mentioned. The responsibilities regarding friendship roles included initiating friendships, attending social gatherings, giving and receiving support, sharing with friends, caring about friends and being loyal. Participants indicated that managing the household finances effectively and providing in their family's financial needs were weighty

responsibilities linked to their financial roles. There were other multiple role responsibilities that were not found across all participants' responses; these included doing an adequate amount of research each year, reading more about the relevant subject field, addressing student-related issues and problems, cultivating trust and respect with the students, attending hobby-related functions, and formulating business and contingency business plans. The following quotes resulted from the participants' responses explaining their responsibilities regarding their multiple roles they pursue:

“Supporting my wife at work; Accept her as is; Wash dishes; My wife wants security; Important to support her spiritually; To be a friend for my wife; Be her soul mate; Help around the house; Handyman around the house; Give her absolute freedom in everything; being married is a partnership; Providing safety and security; Women need a lot of love and attention; Unconditional love; Help her take care of the children; Being a good listener; Driving the children around; Attend my children’s school functions; Try to attend most of their activities; Help them bath and help feed; Comfort children; Giving children advice; Be an example for my child; Teach them about Christianity; Be my child’s protector; Spending time with my children; Important to communicate with children; Giving unconditional love and acceptance; Exchange nappies; Providing physical needs and emotional support for my child; Be someone who listens and educates; Discipline my children; Be their friend; Teaching them life skills; Supporting them; Learned certain lesson in my life and I want to carry it over to his children; Involved in children’s services; Helping people at church; Active in the church; Elder in the church; Religious role to be a king; Priest and prophet in the house; Attending church; Initiating friendship; Social connection with people; Supporting friends; Listen and giving advice; Showing you care; Being a friend is matter of loyalty; Need to have a healthy financial aspect; Important to earn enough money to let my children study at a university; There is financial implications if you want to retire; Need to work on a budget; Goal is to be debt-free; Read about my subject field; Address issues of the students; Make work-related decisions; People should trust me; Cultivate respect within the workplace; Be positive; say “hi” and to ask his colleagues how they are doing; Being a brewer entails beer tasting and presentations.”

Sub-theme 2: Attitudes

Another sub-theme that emerged during the interviews was the presence of attitudes. Two additional sub-themes regarding attitudes were identified: attitudes and perceptions transferred *between* multiple roles, and attitudes and expectations *within* multiple roles.

Attitudes and perceptions transferred between multiple roles

The participants described at length the transference of attitudes and perceptions between their different roles; however, only some of these attitudes and perceptions were present across all the participants' responses. These included the transference of attitudes and perceptions that were developed within the parental role and which were applied within their other roles. Participants mentioned that being a parent changed their frame of reference regarding themselves and the world around them, teaching them that they should always be themselves, not be hypocritical, be honest and patient, and to acknowledge achievements of those around them within their various roles. Another role that influenced the rest of the participants' roles was their religious role, which created a firm foundation from which the participants approached their other roles. This role cultivated attitudes and perceptions of humility, sound decision-making, and actively living out their beliefs; which they in turn applied across all other roles.

The last two attitudes that were identified across many of the participants' responses were those of frustration and conflict. Participants indicated that when frustration and/or conflict develops within one role, it inevitably transfers to other roles. Individual attitudes and perceptions that were not identified across all participants' responses were also noted. These included:

- the inability to achieve all proposed goals in one role affected the ability to achieve all proposed goals in other roles;
- the attitude that needs within certain roles should be identified and addressed and consequently transferred to other roles;
- the religious role caused one participant to be more caring, thankful, positive and persevering in other roles;
- the sporting role taught another participant to handle mistakes within all his other roles in a mature manner; and
- working with students gave yet another participant insight into his own daughter's behaviour.

The following quote illustrates the participants' attitudes and perceptions transferred between their multiple roles:

“All the roles that I have to fulfil have an influence on my work; The dices will not always fall in the correct position that you want it to; Can't always get my way; Try not to be a hypocrite; Different needs being addressed; Being humble; Honesty; Patience; Now that I have children I look different at life; To be a more complete human being; Time spent with people; Rewarding or boosting important; Children does not think like grownups; Role model; Honesty in the workplace; Any parent just wants the best for his child; To be thankful; Stay positive; Perseverance; Manifests in my decision-making and in my presenting of class as well as in my writing; In the end everyone is equal; Apply religion to my workplace; One's outlook in life is being influenced by one's religion; Influence your decisions and your thinking style; Christianity is my motive in life; Emotions get carried over to my work when having conflict with my wife; Receiving support makes it easier dealing with frustrations at work; Contradictory expectations of one role; It is irritating; Unconsciously I use my family as an escape route and usually you hurt the people the closest to you; When discouraged at home I feel discouraged at work; Drained because of all the demands being a father; You will receive something back when you give something of yourself to a friend; Not to wear an eye blinder in life; Everyone treated as separate individuals; Take care after those around you; How do you handle mistakes; Have their own personalities and characteristics.”

Attitudes and expectations within multiple roles

This sub-theme was only moderately represented among the participants. A reasonable number of participants indicated that participating in multiple roles was time-consuming and demanding, and also impacted on their availability or willingness to participate in other roles. Some of the participants also indicated the importance of having a clear understanding of what is expected of them within their various roles and what they can expect from the different roles; whether it is the parental, spousal or work role. Participants specifically indicated that support from other roles and being the best within their specific roles were some of the expectations they had. Lastly, two participants specifically indicated that their parental, spousal and work roles developed an attitude of gratitude, appreciation, happiness, fulfilment and enjoyment within them.

The participants indicated through the following quotes their attitudes and expectations within the multiple roles they fulfil:

“Try to ignore being part of committees and forums; You neglect your family; Drained because of all the demands being a father; All the roles that I have to fulfil have an influence on my work; Contradictory expectations of one role; Both have definite roles to fulfil; My wife’s money is her money; She does not have to ask me when she wants to buy something; Balance within the marriage; Believe in teamwork; A husband and wife have certain roles to fulfil within any household; Easy to handle problems when you give and get support; Important within a marriage to meet each other halfway; Helping each other out; High standards; A person’s personality does have a influence on the other roles that one fulfils; Do not see my role as being a provider, Being a parent and having a religious role as different compartments; You then realise what you have when you remove away from your situation.”

Sub-theme 3: Skills utilised between roles

Participating in multiple roles provides the participants with the opportunity to develop certain skills in one role that can also be used in their other roles. The parenting and spousal roles were the most prevalent and taught the participants skills they applied within their other roles. Being married and having children taught them to be more forgiving, understanding and empathetic towards other people as well as to communicate openly and effectively and to negotiate with proficiency. The participants indicated that being married helped them to have a better understanding towards their female colleagues and women in general. The amount of skills the participants obtained within their non-work roles seemed to be applied to their work role and some of it within their other non-work roles. The skills participants applied within their work role differed between participants and included skills such as communication, patience, financial discipline, people skills, being empathetic, and being understanding. The participants indicated the importance of time management when fulfilling various roles.

Some participants agreed that interacting with people in the non-work domain helped them to enhance their people skills within the workplace. Partaking in sport or a hobby taught participants skills such as patience, perseverance, healthy competitiveness, encouragement and being focus-driven, which are important when trying to reach a goal at work. Sharing friendships taught some of the participants to develop their people and social skills and to apply it consequently throughout their various other life roles. Certain skills regarding

participation in community activities that was prevalent among only one or two participants included sensitivity for and caring towards other's feelings, as well as compassion. Similarly, one participant indicated the skills he applies in his various other roles he learned at work. These now have a positive influence on his decision-making as a council member of a nursery school. Lastly, according to one working father, he learned that one cannot always be successful in life and that he has to deal with setbacks, while another participant indicated that he taught himself through his participation in sport to be more encouraging towards his colleagues and initiating teamwork. The following examples, taken from participants, can be provided to illustrate some of the above-mentioned skills utilised between multiple roles:

“Better communication skills by sharing friendships; Communicate effectively; Understand how to communicate better; Forgiveness; More understanding; Understanding younger people better; Understand students better since I got children; Definitely show empathy; Understand what being a woman is much better; More understanding towards female colleagues; Learn more about women; Big advantage in the presenting of my class; Be patient with a student; Increased negotiation proficiency; Financial discipline; Certain financial requirements you can implement; More mature in thoughts and in the things that you do; Be empathetic with the people at work; Empathy towards others; Learned time management and prioritising; Experiences of life knowledge about people; Will not always be successful; Golf helps me to be patient and to have perseverance in the workplace; With sport goes healthy competition; Encourage one another; You have that motivation in yourself; One is never too old to learn; Not being hypocritical; More sensitive towards others; Compassion towards others; Social skills; Shows you how to react toward people in the workplace; The experiences I have learned in my work I brought there; Skills from the workplace like PowerPoint presentations; Better decision-making; Sometimes you win and sometimes you lose; Encouraging of people which is a positive thing; Generate teamwork within the workplace.”

Theme 3: Consequences

During this study, it became clear that one of the themes which emerged from the participants' responses is the presence of consequences. These consequences were divided into two sub-themes: (1) positive consequences associated with involvement in multiple roles; and (2) negative consequences associated with involvement in multiple roles as discussed below.

Sub-theme 1: Positive consequence associated with involvement in multiple roles

Due to the participants' diverse roles, it is important for them to maintain a healthy balance between their multiple roles since maintaining a healthy balance is important for their well-being. According to the participants, the spousal role has the most significant importance for them. When the participants feel relaxed and supported at home, they transfer such positive feelings to work, consequently coping better with overall life and being more supportive towards others. Being married helps the participants take on more roles since they are supported by their spouses; consequently, they have more time available to fulfil other roles. Furthermore, partaking in sport makes the participants feel good about themselves, leaving them energised and productive within their workplace. Similarly, they stated that sport is physically and spiritually good for their health. Their enjoyment in the above facilitates their performance in it. Having friends has positive consequences on the participants' multiple roles which help them to generate new friendships and support groups. Consequently, the religious role seemed to have a positive consequence on the participants therefore teaching them good life principles (i.e. helps them with decision-making and overall life). A number of participants indicated that time management is an important factor when participating in various roles, especially that of being a parent; while only some participants stated that they take less work home during the evenings since becoming parents, as they regard it important to spend more quality time with their children and building relationships with them.

Furthermore, participants elaborated that the consideration of their families was at the forefront when making any type of decision within any of their other roles since they feel responsible for their families' well-being. There are certain positive consequences of participation in multiple roles that were prevalent among only one or two individuals (e.g. cultivating a new appreciation for work; flexible working hours that enable the respondent to participate in other roles; feeling satisfied due to achievement of work goals). Prevalent themes amongst only one or two participants included the parental role calming the participants down, teaching them more patience and developed within them a love for young people, wanting to teach students about life. Lastly, one participant mentioned being involved in a friendship role signifies being involved in a give-and-receive relationship that enriches one's life by making you feeling more appreciated.

The following quotes regarding the positive consequences with involvement in multiple roles serves as illustration from the above:

“Cannot spend 24 hours at work and one needs to maintain balance; The fact that I can totally relax at home enables me to handle any situation better at work; When you give support at home ... you will probably be supportive at work; Easy to handle problems when supported; She supports me when doing work during the evenings; She creates a safe haven; We share certain responsibilities; It gives me a resting place; She is making me cope at work easier; She understands what my work is all about; Makes the work environment difficult if not able to shut down at home; Sport makes me feel physically good; It open up my thoughts; Release stress through playing sport; Sport help me forget about things happening at work; See sport as a relaxation; Escape valve and puts you in a positive state of mind; Physical good; Spiritually good; Positive consequences; I feel good about myself when I do good in sport; Get strength for the next day; More productive; When reaching something in the workplace I feel good about myself; Relationships easier at work; Become friends with your colleagues; Sharing friendships is for me extremely stimulating; Learn a lot about the Bible; Being religious keeps you grounded; Christianity is a necessity; Being spiritual has a huge positive impact on my work itself; Everything is interlinked when I think of my children; Looks different at life when you have children; Appreciation for my work; Satisfaction; Developed a love for young people; Establish friendships enriches my life.”

Sub-theme 2: Negative consequence associated with involvement in multiple roles

The parental role seemed to have the most significant negative consequences on the participants' other roles. The participants mentioned that they cannot always take part in the roles they might want to pursue due to their children taking up a lot of their time and attention; consequently, enhancing feelings of exhaustion. Additionally, fulfilling too many roles prevents participants being the effective parents they want to be, causing them to neglect themselves as well as their spouses. One participant reported that, within the spousal role and having to take his wife into consideration, there are certain roles he cannot participate in due to the amount of time these roles take up. Some of the participants mentioned that, when unpleasant things happen at home, the negative emotions will be transferred to the workplace and vice versa. Similarly, the consequence of conflict at work influences their home life (e.g. feeling stressed). In general, being the main financial provider seemed to be a stressor for some of the participants; consequently, affecting their families in a negative manner.

Furthermore, the participants indicated that by taking part in multiple roles leaves less time to participate in any additional roles over and above those in which they already participate. Their current roles also keep them very busy; consequently, leaving them feeling tired and exhausted, unwilling to take on any new roles since their current roles are too demanding. Only a few of the participants indicated that as more time is spent in one role, the more another role gets neglected. Furthermore, certain consequences of participating in multiple roles that were prevalent among only one or two individuals included negative consequences (e.g. feeling drained and physically and psychologically stressed). In addition, while not regretting being a parent, one participant stated that he would have put his available time into his work if he had not been a parent. The following extracted constructs from the working fathers serves as illustration:

“Negative influence on me being a dad; No time for sport when having children; Children slow you down; Huge challenge these days to be a parent; Limits my time; Neglecting them; With infants it is very demanding; Either your home or your work; When there is conflict at home ... you will bring it in some way to the work; Depending on my relationship with my wife at home ... will have an impact on my state of mind at work; Not enough time; Work setup has a huge impact on one’s other roles; When stressed under my director at work ... you cannot help but to take it home; Needs to work hard to provide for family; Time issue for me; Influences my available time; Takes up a lot of time; At this moment I am a little tired because of the children who are demanding; Rather try to leave those things and try to spend more time at home; I neglect myself and my wife; It takes a lot of my attention; Productivity should be planned very carefully; Would have worked more.”

DISCUSSION

Work is an important activity for individuals. It is not only a means of survival, but also a major way of expressing and developing oneself and a source of social recognition (Harpaz, 1986). Non-work roles are assumed to be dynamic over time and they are also affected by external events (Kanfer, Chen & Pritchard, 2008). Literature asserts that the boundaries between work and non-work are becoming indistinguishable; therefore, compelling research to explore the interference and interconnectedness of the non-work and work roles, as well as investigating participation in multiple roles (Geurts et al., 2005; Scott, 2000). Perrone, Webb, Wright, Jackson and Ksiazak (2006) state that individuals occupy many different roles during

the course of their lives, including career, home and family, community, study and leisure. The presence of children, the employee status of one's partner, the form of partnership and household, these all influence the perception of one's state of mind and have negative consequences on the experienced work environment (Mayrhofer et al., 2008). Research findings indicate engaging in multiple roles brings about individual benefits such as expanding skills and resources, which outweigh the costs and the conflict associated with involvement in other roles (Barnett & Hyde, 2001; Rothbard, 2001). This indicates the importance of research that investigates the prevalence of, interaction between, and consequences of the multiple roles people engage in.

The aim of this study was to investigate the different roles that working fathers fulfil, to identify how working fathers experience the interaction between multiple roles, and the consequences of being involved in multiple roles. A qualitative exploratory design was used to understand the world from the participants' viewpoint and to unfold the meaning of the fathers' experiences of their work and non-work roles prior to any scientific explanations. A qualitative exploratory approach was especially beneficial for this study as participants were allowed to describe what is meaningful or essential to them using their own words rather than being limited to predetermined categories regarding work and non-work interaction. Although the participants' experiences differed regarding the ways in which they balanced their multiple roles, distinct themes emerged from the interviews. These main themes included identified roles, experience of interaction between multiple roles, and consequences associated with involvement in multiple roles.

These themes will be discussed below, with additional supporting literature to assist in the exploration of different roles working fathers fulfil.

Theme 1: Identified roles

Literature states that non-work and work are not separate domains anymore but rather highly interrelated. *Work* is defined as "a set of prescribed responsibilities that one performs while occupying a position in an organisation", whereas *non-work* refers to "activities and responsibilities within the non-work domain, as well as beyond a person's family situation" (Duxbury, 2004; Geurts & Demerouti, 2003; Jones et al., 2006). The information gathered

through the interviews indicated the presence of various work and non-work roles within the lives of working fathers at a higher education institution. Non-work roles the participants identified were as follows: family (parental, extended family, husband), leisure (active participation in sport, socialising with friends, etc.), spiritual (various religious activities), financial provider, leadership roles in the community (chairman of nature reserve resort, committee member of nursery school). The worker roles these participants fulfil in order to provide for their families mostly include being a lecturer and a researcher. Participants also identified work-related roles where they apply skills obtained through their work, such as being a writer for a Dutch newspaper. These findings correlate with past research results where the non-work domain consists of roles in terms of finance and leisure, being a spouse and parent, having a family, fulfilling roles in the community or religious roles, taking care of the elderly, demands made on time by the household (Frone; 2003; Jennings & McDougald, 2007; Kotzé, 2005).

Theme 2: Experiences of interaction between multiple roles

During this study, it became evident that one of the themes that emerged from the participants' responses deals with the experiences of interaction between multiple roles. These experiences were divided into three sub-themes:

- (1) responsibilities of multiple roles;
- (2) attitudes that will be divided into two additional sub-themes (attitudes and perceptions transferred between multiple roles; and attitudes and expectations within multiple roles); and
- (3) skills utilised between roles.

Sub-theme 1: Responsibilities of multiple roles

The participants recognised that engaging in multiple roles creates various responsibilities they need to fulfil. *Work* has been defined as “formal paid employment, market work, or work that is performed in return for a wage” (Ransome, 2007). The participants indicated the responsibilities associated with their work-related roles mainly consist of being the financial provider. This entails having strict financial discipline and having to provide for the welfare

and physical needs of their families, as well as saving to provide for them in their old age, or when their children go to university.

According to the participants, the responsibilities within the family role include both spousal and parental responsibilities such as being a partner, friend, good companion, provider, protector as well as soul mate, as well as being a caregiver, role model, protector, confidant, and someone who spends quality time with his children. Williams, Sawyer and Wahlstrom (2005) define *family* as “two or more individuals who share living quarters and who occupy interdependent roles with the purpose of accomplishing shared goals”. Literature states that family responsibilities are an important factor influencing the amount of time and energy individuals are able and willing to devote to work. It may include duties like elder care, obligations towards “chosen” family members, or responsibilities in the community (Mayrhofer et al., 2008).

Since South Africa’s first democratic election in April 1994, immense changes have occurred in the composition of the South African workforce, as well as in the nature of work itself in the country (Schreuder & Theron, 2001). South Africa’s workforce today includes more women and is more representative of all races than the traditional South African household where the man was the only earner and the woman took care of the children at home. This traditional family is increasingly being replaced by dual-career couples (Lewis & Cooper, 2005). This means that men have to fulfil an increasing number of responsibilities at home, as indicated by Nomaguchi (2009) and they also have to devote more time than before to taking care of domestic chores like cooking and cleaning since women are spending more of their time at work while they devote less time to the household.

According to Tanfer and Mott (1997), the term “parent” includes all the childrearing activities, role responsibilities, and duties that fathers are expected to fulfil. Becoming a father, therefore means reordering priorities and making a commitment to care for children, both emotionally and physically (Arendell, 2000), explicating the current study’s findings that being a parent can be extremely demanding and time-consuming. Furthermore, the responsibilities of the participants’ religious roles showed a relationship with the participants’ parental role. The participants reported spending a lot of their time on religious activities with their children, like reading the Bible, praying with them and helping out at the children’s

services at Sundays. Literature shows that the importance of religion to parents is directly related to spiritual socialisation, suggesting that parents are more likely to be spiritually involved and to take their children to congregational activities (Becker & Hofmeister, 2001; Myers, 1996).

Laudet, Morgen and White (2006) define *spirituality* as “a subjective experience that exists within and outside of traditional religious systems”. *Spirituality* is also defined as “the engagement to explore – and deeply and meaningfully connect one’s inner self – to the known world and beyond” (Kale, 2004, p. 93), as well as “the desire to find ultimate purpose in life and to live accordingly” (Marques, Dhiman & King, 2005). Placing a great importance on their belief system, the participants reported that it is necessary to teach their children about the Bible. They see themselves as the head of the household, making their daily decisions based on their religion and living according to it. Activities such as reading the Bible, praying, caring for other people, and being involved in the children’s services at church encapsulate the responsibilities the participants related to their spiritual role. Research clearly shows that spirituality is significantly important to the greater majority of men, and that men are becoming more expressive about their religious role (Becker & Hofmeister, 2001).

Sub-theme 2: Attitudes

Another theme that emerged during the interviews was the presence of attitudes. Two additional sub-themes regarding attitudes were identified, namely attitudes and perceptions transferred *between* multiple roles, and attitudes and expectations *within* multiple roles.

Attitude and perceptions transferred between multiple roles

Some participants acknowledged that there are certain attitudes and perceptions that were transferred within their multiple roles. The participants recognised the fact that they cannot always be successful in life since they are only human and learn from their mistakes. There has been a general consensus that work and non-work roles influence each other in both a positive and a negative way where time, attitudes, stress, emotions and behaviour spill over between work and non-work (Carnicer, Sánchez & Pérez, 2004). The participants reported

that they try to stay humble while trying to fulfil their needs in the various roles in which they participate because it is important to them. A few of the working fathers indicated that they feel frustrated in their work circumstances at times; consequently, taking it out on their families or the people who get into contact with them. Family involvement and satisfaction for fathers are negatively affected by workplace pressures (Haas, 1992; La Valle, Arthur, Millward, Scott & Claydon, 2002). More importantly, spiritual beliefs also affect performance at work in terms of exhibiting moral and ethical behaviour in the workplace (Perrone et al., 2006).

Tlou's (2008) study investigated how Setswana police officers experience their work, personal lives and the interference between these two domains. The participants believed that their religion was their most potent source of strength (Tlou, 2008). Due to the importance working fathers place on their religion, they believe making decisions, being caring towards others and living their daily lives according to their religion are made easier. Taking the parental role very seriously, the participants indicated attitudes and perceptions towards being a father, which include always being yourself, having patience and being honest. According to Coltrane (1996), being a father signifies reordering priorities and making a commitment to care for children, both emotionally and physically.

Attitudes and expectations within multiple roles

According to the person–environment fit theory (see Edwards, 2008) and the need fulfilment theories (see Rice, McFarlin, Hunt & Near, 1985), the fit between individuals' needs and their work resources impact such individuals' attitudes through the fulfilment of needs. Taking part in multiple roles influences a certain number of the participants' willingness to participate in other possible roles they would like to pursue since their current roles are somewhat demanding. According to Geurts et al. (2005) and Montgomery, Peeters, Schaufeli and Den Ouden (2003), family life can benefit from work (i.e. via the buffer role of support) and work in return can benefit family life (i.e. via the work skills generalising to the family environment), despite the large focus in the literature on interference. Working fathers in this study mentioned that they want to be supported within all of the various life roles they are currently participating in.

Sub-theme 3: Skills utilised between roles

Grzywacz and Marks (2000) stated that participation in certain roles might generate resources and opportunities within an individual to promote growth and better functioning in other life roles. As individuals engage in multiple roles they experience benefits by expanding their skills and resources, which outweigh the costs and the conflict associated with involvement in other roles (Barnett & Hyde, 2001; Rothbard, 2001). The participants recognised that being involved in multiple roles provides them with the opportunity to develop certain skills in one role which can be used in another. Some of the skills the participants gained from either their work or non-work roles are: forgiveness, avoiding being a hypocrite, time management, to be focus-driven, recognising that one cannot always be successful in life, negotiation proficiency, healthy competitiveness and motivation, compassion and understanding towards other people, the knowledge that one can do anything when you put your mind to it, realising that one is never too old to learn, encouragement for one another, and teamwork.

In the non-work domain (consisting of activities such as parenting, recreation and community work), parenting has been recognised for contributing favourably to work (Byron, 2005). According to Kirchmeyer (1992), whose study examined the nature and predictors of the spillover from non-work domains to work, a business school alumni's observations indicated that the types of skills developed outside the work situation are useful at work and also vary in the non-work domain. During the current study, the working fathers indicated that the spousal and the parenting roles are most significant for them, as this is where they learned most of their skills, which they also utilise in the various other life roles they pursue. Some of the spousal and parenting skills the working fathers obtained correspond with each other. Duxbury (2004) and Kirchmeyer (1992) state that parenting helps in developing self-management skills, such as time management and patience. Important skills the working fathers apply in the workplace relate to students and colleagues because they report that parenthood made them more understanding, giving them more empathy, patience and forgiveness than before. The fact that people hold different personalities taught the participants to improve their people and social skills in various other roles. Furthermore, participating in sport taught the participants patience and perseverance as well as healthy competition in the workplace where certain goals need to be reached. The work role holds

much importance for the participants, therefore making them feel that prioritising things (time management) are skills learned.

Consequences

A last theme that emerged during the interviews was that dealing with the presence of consequences. Two additional sub-themes regarding consequences were identified: positive consequences associated with involvement in multiple roles; negative consequences associated with involvement in multiple roles.

Sub-theme 1: Positive consequences associated with involvement in multiple roles

Geurts and Dikkers (2002) argue that individuals who discuss their work-related aggravations and problems with their spouse, experience less stress; therefore, having a supportive and understanding spouse can serve as a coping mechanism or as a buffer in the work situation. Moreover, being married makes the participants feel more relaxed at home due to their spouses' support, which also includes open communication; consequently, making them cope better, especially at work and in other life domains. Marriage may also serve as a source of support to sustain one's spouse through work stress (Grzywacz & Marks, 2000). Having a family (spouse and children) motivates the participants to put effort into their work in order to provide for their families' needs as they feel they are the main financial providers. Marital quality and spousal support are explicitly important for men to overcome work-related stress when having difficulties at work (Demerouti, Geurts & Kompier, 2004; Eby, Casper, Lockwood, Bordeaux & Brinley, 2005). Men currently contribute more to the household than in the past by helping their spouses with chores around the house (Nomaguchi, 2009). Most of the participants contributing within the household feel relieved that their spouses also contribute to the household, making it possible for them to actively participate in sport.

Additionally, taking part in hobbies (i.e. sport) releases stress and tension and this has a positive consequence on the participants' well-being. O'Driscoll's (1996) findings assume that experiences outside of the workplace may lead to enhancement of individuals' well-being and organisational productivity. Participants in the current study agreed that being active in sport is good for their health and that it has a calming effect on them. Shared leisure

experiences have positive benefits for the quality of family relationships, in terms of family stability, family interaction and family satisfaction (Haworth & Lewis, 2005). The consequence of having friends enriches the participants' lives and also their feeling of being supported.

Moreover, according to Grzywacz and Marks (2000), participating in multiple roles might provide a greater number of resources and opportunities to a person, promoting growth and better functioning in that person's domains of life. The participants' reported that, when multiple roles are fulfilling and satisfying, their state of mind is calm at work with less tension. A worker's commitments in other domains may provide multiple opportunities for satisfaction and resource gaining and may energise such worker for work (Ruderman, Ohlott, Panzer & King, 2002). Positive aspects of engagement in the non-work domain will have a positive consequence for the individual in the work domain and vice versa (Allis & O'Driscoll, 2008; Bellavic & Frone, 2005). The working fathers who took part in the current research appreciate their work more since they are the main providers for their families' well-being and needs. Similarly, the parenting males¹ reported that they feel they can use their work experiences positively in various other roles, and when they experience emotions of joy in the workplace these emotions spill over to their home domain. One working father mentioned that being a parent increased his love and caring for young people (i.e. students).

Lastly, the working fathers in the current study regarded their religious role as extremely significant, indicating that being religious makes their other roles a lot easier, feeling relaxed and content. According to Peltzer and Koenig (2005), people with strong religious faith report higher levels of life satisfaction, greater happiness, and less negative psychological consequences of disturbing life events than people without religious affiliations. The working fathers who took part in the current research indicated that engaging in religious activities gives hope and strength, and provides meaning during stressful periods in their lives so it constitutes a coping mechanism for them.

¹ The term parenting males will be used throughout this study to refer to the sample group, as oppose to *fathers*, since being a father will prove to also be one of the roles represented in this study.

Sub-theme 2: Negative consequences associated with involvement in multiple roles

The working fathers in the current research seemed to agree that they lose their temper at home occasionally, which makes them carry negative emotions over to their work and vice versa. Demands from work are permitted to intrude more in family roles than vice versa (Kinnunen & Mauno, 1998; Kossek & Ozeki, 1998). Similarly, it became evident that, if the participants were not parents, they would have had more time to pursue more roles. Pieterse and Mostert (2005) found that males reported more negative work-to-non-work interference. Children limit their time when they want to work in the evenings since the parenting males attend some of their children's sporting activities during their work hours. According to Edwards and Rothbard (2000), men's careers are affected by their parental responsibilities. Therefore, being a parent is demanding and made the working in the current study feel emotionally drained some days.

The participants acknowledged that more time spent in one role means less time spent in another, resulting in conflict between the domains (Allis & O'Driscoll, 2008; Bellavic & Frone, 2005). Occasionally, the working fathers need to fulfil the role of both parents at the same time; which they find draining. They did not want to get involved in more roles than they already participated in because of limited time divided between their parental and spousal roles. The participants seemed to agree they usually spend more time in roles they perceive as more important resulting in neglect of their other roles (e.g. they neglect doing sport when they have to choose between participating in sport and their families). Depending on the importance of a role held by an individual, that person will spend more time and energy on it, leaving less time and energy for another role (Greenhaus & Powell, 2006).

On the other hand, the working fathers reported that they find it difficult to concentrate on their work role when there is stress or conflicting incidents in their other roles. Similarly, when there is stress at work, it affects their other roles as well. The working fathers seemed to feel that being involved in multiple roles occasionally leaves them with feelings of exhaustion. Consequently, they do not want to participate in any new roles than what they already participate in since they find it difficult spending quality time in the current roles they already pursue. The working fathers taking part in the study agreed that they find it difficult to switch off between their various roles when each role needs a certain amount of attention.

Taking part in multiple roles keeps these working fathers very busy, leaving them stressed at times.

RECOMMENDATIONS AND LIMITATIONS

Work-home research enhances existing knowledge regarding the processes between the home and the work environment. This study was conducted among employees from a certain occupational and demographic group (i.e. white males at a higher education institution). Future studies could therefore investigate higher education institutions in the rest of South Africa. Little is known about the experience of work-home interaction among different demographic and occupational groups in South Africa. This limits the study's scope in terms of generalisation of the findings to a variety of job settings and groups of workers (Struwig & Stead, 2003). It therefore seems plausible to reason that South African working fathers could experience interaction different from working fathers in other countries and that each cultural group could experience work-home interaction in different ways due to their different backgrounds, therefore attach different meanings to their multiple roles, experience different antecedents and consequences and use different strategies to deal with work-home interaction issues.

Another recommendation relates to the conducting of quantitative research, using questionnaires to assess how working fathers experience the non-work-to-work life interaction. Researchers could also use the roles identified in the present study to develop valid and reliable questionnaires aimed at measuring the prevalence of these roles in a quantitative design. To expand the knowledge of work-home interaction in South Africa, it is also recommended that personality variables (e.g. extraversion, see Grzywacz & Marks, 2000) that could influence the interaction between the home and work domain, be investigated. It is furthermore recommended that longitudinal studies within this research domain be carried out. A longitudinal design is relevant when the researcher wishes to investigate changes due to the passage of time (Huysamen, 2001). Longitudinal research is particularly significant in the study of the work-family domain because individuals may alternate their emphases on work and family activities in the short run to achieve balance in the long term.

Future recommendations that can be made in terms of the organisation is that it can encourage the integration of work and personal activities by enabling employees to work from home (either through flexi-time or by providing instrumental support necessary to work from home), creating more stronger social networks with colleagues (e.g. social interaction, coaching and mentoring) and providing possible opportunities to celebrate work success with family members. Time-management training can be provided to those working fathers who find it difficult to manage their time, since managing time at work and home is among the strategies identified by the participants. Another recommendation that can be made is that the organisation can support positive interaction between work and home by providing relaxation time and recreational opportunities to employees. Such strategies can include leave policies that would force employees to take long periods of consecutive leave.

Limitations of this study include:

- the use of a specific organisation (i.e. a specific higher education institution), where the sample size consisted of working fathers only;
- the sample size of the study;
- the method for data gathering; and
- the interviews took place in Afrikaans, giving rise to the possibility of questioning the validity of the translation process, whether or not the meaning of the participants' words had kept their significance.

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CHAPTER 3

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

In this chapter, conclusions regarding the results of the empirical study are given according to the general and specific objectives. The recommendations of this research are discussed, followed by the limitations regarding the research.

3.1 CONCLUSION

The first objective of this study was to determine the different roles working fathers have to fulfil according to literature. According to a theoretical study by Frone (2003), researchers have suggested that the two primary domains for any individual are the non-work and work domains. Literature states that, although the myth of separate work and non-work worlds is now virtually shattered, the non-work domain has failed to receive recognition for its positive impact on work (Ashforth, Kreiner & Fugate, 2000). The study of relationships between specific non-work and work roles other than the family role are relatively limited (e.g. Allis & O'Driscoll, 2008; Greenhaus & Beutell, 1985). This may be due to the difficulty of positioning separate non-work activities in a particular non-work domain, as well as to distinguish the boundaries between the different non-work domains (Allis & O'Driscoll, 2008).

Non-work roles the participants identified were as follows: family (parental, extended family, spousal), leisure (active participation in sport, socialising with friends), spiritual (various religious activities), financial provider, leadership roles in the community (chairman of nature reserve resort, committee member of nursery school). Most participants fulfil two roles in order to provide for their families, namely being a lecturer and a researcher. These working fathers also identified work-related roles where they apply skills obtained through their work, such as being a private partitioning lawyer or a writer for a Dutch newspaper. These findings correlate with findings by Donald and Linington (2007) as well as Evandrou and Glaser (2004) stating the various roles someone can participate in, for example, those related to being a spouse or a parent, having a career, doing paid work or housework or fulfilling kinship and roles in the community. In addition, people manage a variety of roles such as

roles relating to the family, religious roles, leisure roles, or roles relating to household income, household time demands, elder care, etc. (Frone, 2003; Jennings & McDougald, 2007; Kotzé, 2005).

The second objective of the study was to identify how working fathers experience the interaction between multiple roles. The working fathers in this study agreed that when things are going well at home, it is most likely that their state of mind will be positive in their work environment and vice versa. According to Geurts, Rutte and Peeters (1999), findings substantiate the fact that factors at work, such as long working hours and pressure, can have an influence on individuals' personal lives. The participants reported that they occasionally, feel drained since their parenting role is demanding at times. Positive aspects of engagement in the non-work domain will have a positive consequence for the individual in the work domain (Bellavic & Frone (2005). The participants reported feeling supported by their spouses, making them cope better and feeling motivated to deal with work stressors. Stoner, Robin and Russell-Chapin (2005) support these findings and say that prioritising, delegating, support of spouses, and the positive nature of managerial experience are some of the main strategies individuals use in order to cope. Working fathers regard their religion as important, and believe making decisions, being caring towards others and living their daily lives according to their religion are made easier thanks to their religious beliefs. Spiritual beliefs affect performance at work in terms of exhibiting moral and ethical behaviour in the workplace (Perrone, Webb, Wright, Jackson & Ksiazak, 2006).

As individuals interact in multiple roles, they experience benefits by expanding their skills and resources, which outweigh the costs and the conflict associated with involvement in other roles (Barnett & Hyde, 2001; Rothbard, 2001). The participants recognised that being involved in multiple roles provides them with the opportunity to develop certain skills in one role, which can be used in another. The working fathers indicated that the spousal and parental roles are most significant for the participants as this is where they learned most of their skills which they also utilise in the various other life roles they pursue. Important skills the participants apply to their workplaces as a result of parenthood are patience, empathy, forgiveness and more understanding towards their colleagues and students. Parenting helped them to develop self-management skills, such as time management and patience (Duxbury & Higgins, 2003). Seeing the worker role as important, the participants felt that time

management is a skill that they learned as a result of being a parent. The participants furthermore reported taking part in various leisure activities, like sport, which taught them patience, perseverance and healthy competition in the workplace where certain goals need to be reached.

The third objective of this study was to determine the consequences of being involved in multiple roles, therefore including both positive and negative consequences. When having difficulties at work, marital quality is particularly important for men to overcome work-related stress (Grzywacz & Marks, 2000). Demands from work are permitted to intrude more in family roles than vice versa (Kinnunen & Mauno, 1998; Kossek & Ozeki, 1998). Similarly, the working fathers in this study felt they could use their work experiences positively in other various roles and when they experience emotions of joy in the workplace, the joy spills over to their home domain. Having a family motivates the participants to put effort into their work in order to provide for their families' needs. They therefore appreciate the work role more since they are the main financial providers for their families. Additionally, the participants indicated that taking part in hobbies releases stress and tension and has a positive consequence on their well-being (O'Driscoll, Brough & Kalliath, 2004).

Experiences outside of the workplace may lead to enhancement for individuals' well-being and organisational productivity (O'Driscoll, 1996). The participants' religious role is significantly vital, indicating that being religious makes their other roles a lot easier and leaves them feeling more relaxed and content. According to Peltzer and Koenig (2005), persons with strong religious faith report higher levels of life satisfaction, greater happiness, and less negative psychological consequences of disturbing life events. Engaging in religious activities gives hope and strength, and provides meaning for the working fathers during stressful periods in their lives. Getting support, including open communication and being married, makes the participants feel more relaxed at home; consequently, making them cope better, especially at work. According to Grzywacz and Marks (2000), marriage may serve as a source of support to sustain one's spouse through work stress.

In addition to the above, the working fathers taking part in this study, seemed to agree that they occasionally lose their temper at home, which makes them carry the negative emotions over to their work and vice versa. This confirmed the findings by Geurts and Demerouti

(2003) that a poor interaction between work and personal life can lead to several negative consequences, including physical consequences (e.g. headache, back pain, upset stomach, tiredness), and psychological consequences (e.g. stress). The working fathers disagree about getting involved in more roles than they already participate in because of limited time as a result of their parental and spousal roles. Likewise, it became evident that, if the participants were not parents, they would have had more time to pursue more roles since they would have had more time available. Pieterse and Mostert (2005) found that males reported more negative work-to-non-work interference. Children limit their time when they want to work in the evenings since the participants attend some of their children's sporting activities during their work hours. According to Edwards and Rothbard (2000), men's careers are affected by their parental responsibilities. Therefore, being a parent is demanding and also makes the working fathers feel emotionally drained some days.

3.2 LIMITATIONS OF THIS RESEARCH

Although this research provided some valuable findings, it is not without limitations. The following limitations with regard to this study were indicated:

The first limitation during this study was a limitation regarding the homogeneity of the sample, since only one organisation (i.e. a specific higher education institution) and only working fathers were included. Therefore, the researcher's findings cannot be generalised to other occupations. Every institution has its own set of characteristics, which constitute the organisational culture, and therefore the participants' experiences could have been influenced by the culture of the higher education institution where this study took place. The results of this study may furthermore not be representative of all working fathers within various higher education institutions due to the convenience sampling that only included representatives at a specific higher education institution.

The sample size of the study is another limitation. According to Bajramovic, Emmerton and Tett (2004), a small sample size limits the ability to draw any conclusions with the aim of extrapolating data to the general population. It is evident that the concept of sample size has not been discussed or considered as a valid addition for qualitative researchers in relation to qualitative research (Onwuegbuzie & Leech, 2005). With sampling, it is important to

interpretive research since many qualitative studies involve making generalisations and assumptions according to what the participants are saying (Onwuegbuzie & Leech, 2005). If the sample size is too small, it is difficult to achieve data saturation, and if the sample is too big, it is difficult to undertake a deep case-orientated analysis (Sandelowski, 1995).

Furthermore, although nine out of the ten participants were Afrikaans-speaking, the interviews took place in Afrikaans. This might question the validity of the translation process and whether or not the meaning of the participants' words kept their significance. The interviews only took place in the participants' work environment and therefore there is a possibility that, if the interviews had taken place outside the work environment the outcome might have been different. They then might have been more relaxed without any distractions like meetings at work that they had to attend or students with requests regarding their examination results. The working fathers also had a very busy and limited time schedule and therefore they could just have answered the questions as quickly as they could in order to get it over, potentially influencing some of the results obtained.

3.3 RECOMMENDATIONS

Despite the limitations of this study, the present findings may have important implications for future research and practice. For future reference, qualitative as well as quantitative research methods need to be used to make sure that the results are valid and reliable. It is furthermore recommended that longitudinal studies within this research domain be carried out. As argued by O'Driscoll et al. (2004), the use of a longitudinal approach would fundamentally be able to determine whether the consequences of the predictor variables continue over time. Therefore, longitudinal research is particularly significant in the study of work–family boundaries as individuals may alternate their emphasis on work and family activities in the short run to achieve balance in the long term.

It is recommended that personality variables that could influence the interaction between the home and work domain be investigated to expand the knowledge of work–home interaction in South Africa. For example, extraversion (Grzywacz & Marks, 2000) could have an influence on the home and the work domain. Elevated levels of extraversion are associated with less negative spillover and more positive spillover in both directions (Grzywacz &

Marks, 2000). Grandey and Cropanzano (1999) found that high levels of extraversion and self-esteem are associated with lower levels of work-home conflict, and the other way around. Furthermore, the results are only applicable to a specific organisation (i.e. a certain higher education institution), where the small sample size (10) consisted of working fathers only. This makes it difficult to generalise the results to other higher education institutions. Future studies should therefore also focus on whether or not these results are similar within other higher education institutions of South Africa.

Future recommendations that can be made in terms of the organisation is that it can encourage the integration of work and personal activities by enabling employees to work from home (either through flexi-time or by providing instrumental support necessary to work from home), creating more stronger social networks with colleagues (e.g. social interaction, coaching and mentoring) and providing possible opportunities to celebrate work success with family members. Time-management training can be provided to those working fathers who find it difficult to manage their time, since managing time at work and home is among the strategies identified by the participants. Another recommendation that can be made is that the organisation can support positive interaction between work and home by providing relaxation time and recreational opportunities to employees. Such strategies can include leave policies that would force employees to take long periods of consecutive leave.

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APPENDIX A: INFORMED CONSENT

Please read this document carefully before you agree to participate in this study

- Research Title:** Exploring the relationship between work and non-work roles of parenting males at a higher education institution
- Research Purpose:** The general objective of this study was to gain in dept knowledge of these working fathers from a higher education institution and the effect that their different life roles have on their lives.
- Criteria:** My mini-dissertation's criteria for my study include: Working fathers; lecturer at NWU; having children under 10 years of age; Afrikaans- or English-speaking.
- Researcher:** Yolande Britz
- Telephone Number:** 082 487 7479

We appreciate your willingness to be interviewed for this research project.

- Your involvement in this study is voluntary, therefore you are not obliged to divulge information you would prefer to remain private, and you may withdraw from this study at any time.
- The researcher will treat the information you provide as confidential. You will not be identified in any document, including the interview transcripts and the research report. No one, other than the researcher, will be informed that you participated in this research.
- Should you have any queries about the research, now or in the future, you are welcome to contact the project leader at the above cell phone number.
- Your contribution to my study will be greatly appreciated. Participation in this study will be conducted in the form of an interview and confidentiality will be insured at all times.

I understand the contents of this document and agree to participate in this research.

Name:

Date:

Signature:

APPENDIX B: EXTRACTION OF TRANSCRIPTION

All interviews were transcribed verbatim from the audiotapes video tapes recorded during the interviews. The following is an extract from one of the transcriptions of an interview conducted with one of the working fathers.

Ek wil net eerstens dankie sê vir die tyd wat mnr. aan my afstaan. Ons kan begin sodra meneer reg is.

Ek doen dit met graagte. Ek is reg.

Wat is die verskillende rolle wat jy vervul?

Goed, eerstens 'n eggenoot, 'n man vir my vrou. Tweedens vir my kind 'n pa. Dan gee ek katkisasie. Ek het 'n boerdery. Ek is 'n aktiewe sportentoesias. Dan jag ek ook en dan die finansiële deel.

Om man te wees. Wat behels en beteken die rol van man-wees vir jou?

Ek dink dit is baie belangrik, omdat mens in 'n huwelik is. Dit is baie meer gee. Mens moet bereid wees om te gee en dan sal mens ook ontvang. Dit is baie lekker as die span goed doen en dan die ander voordeel wat ek ook nou het, is my vrou is ook 'n dosent. Daar is baie begrip vir mekaar se werksituasie. As jy die aand by die huis kom en jy moet werk doen. Daar is begrip vir mekaar, en ek dink dit is 'n baie groot voordeel.

Ok. Beïnvloed die feit dat jy 'n man is vir jou vrou die werk?

Ek dink regtig dit beïnvloed. Ek dink as jy gelukkig by die huis in jou gesinslewe is, dan sal dit ook oorgedra word na die werk. 'n Ou is 'n persoon en 'n mens se emosie is deel van 'n mens se mens-wees. So as jy gelukkig is by die huis sal jy ook gelukkig wees by die werk.

Ok. Wat is die vaardighede wat jy in die huwelik of altans by jou vrou geleer het wat tot die werk oorgedra kan word?

Ek dink mens leer maar van mekaar. Ek dink die tyd is belangrik. Ek dink ons kom redelik oor die weg want ons het soortgelyke goed. En dan ook respek en dan kommunikasie wat ook baie belangrik is. Ek dink as 'n ou goed kan kommunikeer, maak nie saak waar nie, dan sal dit net tot voordeel wees.

So, kommunikasie en respek is tog twee goed wat mens in die werksplek moet toepas.

Dit is so ja. Dit is goed wat oralste voorkom.

Ok. Om pa vir jou seun te wees. Wat beteken dit? Wat behels dit?

Ek dink dit is 'n baie groot uitdaging om 'n ouer te wees deesdae. Daar is nie 'n handleiding wat sê hoe om jou kinders groot te maak nie. So dit is maar baie leer en uitvind oor goed. Ek dink dis belangrik, want enige ouer wil altyd net die beste vir sy kind hê. Ek dink dit is ook 'n groot motivering as jy werk toe kom en sy ek wil ook graag my beste lewer. En dan ook die voorbeeld wat jy stel vir jou kind. As hy sien jy is gedissiplineerd, jy werk hard, dan gaan jou kind dit ook doen.

OK.

So die voorbeeld is belangrik. Ek dink dis elke pa se droom jou kind sal opkyk na jou toe en jou as sy rolmodel kan beskou.

OK. Hoe beïnvloed die pa-wees-rol jou werk? Wat is die goed wat jy by jou kind geleer het wat jy in die werksplek kan toepas.

Eerlikheid is vir my baie belangrik en 'n kind sê eerlik vir jou hy voel nie lekker nie. So ek dink eerlikheid is een ding wat in die werksplek ook baie belangrik is. Een van die vaste goed wat 'n ou het, is eerlikheid. Kommunikasie is nou weer 'n ander ding. As hy sien hoe om goed te kommunikeer sal hy dit weer in die skool kan toepas. En so kan ek ook by hom leer om beter te kommunikeer en meer geduld met die studente te hê.

Jy gesê dat jy wel betrokke is by die kerk met katkisasie. Kan jy my net 'n bietjie meer vertel wat dit behels?

Ag, ek gee katkisasie by die kerk vir die graad sewes en graad agts. Weereens omdat deesdae is daar 'n neiging dat al hoe minder mense kerk toe gaan. So, daai jongmense wat in die kerk is ... ek wil graag hê ... dis vir my 'n uitdaging om hulle daar te kry, om hulle te leer van Christenskap, uhm om as dankbare Christene te lewe sodat hulle in die skool ook as ligdraers van Christus kan wees, sodat ander mense kan sien maar hoekom is hulle so anders. Wat maak hulle so besonders. En dit is 'n moeilike ding deesdae in vandag se lewe. Ek dink uhm 'n ou se werk wat jy in die gemeente doen in die tipe van goed is ook, as ek dit moet terugbring na die universiteit toe is, jou naaste. Kyk na jou naaste. Begin daarso. Jou Christenskap is jou dryfveer in die lewe, 'n vaste fondament waarop jy bou. Ek voel hier waar ek met studente ook werk, dat studente besig is om hulle self te ontdek en as ek hierso iemand kan help. Ek weet hulle akademiese uitgang is ook belangrik, maar dat hulle ook persoonlik kan baat vind. Dit is vir my wonderlik 'n student wat af is hier by jou te kom sit en gesels en hy stap hier uit met 'n glimlag en hy kan weer aangaan. Ek dink dit is belangrik ... daai naasteliefde.

So, jy pas jou Christenskap definitief hier in die werksplek toe.

Ja. Ja nee, verseker.

En dit maak dit vir jou 'n beter plek? Met ander woorde, dit maak dit vir jou makliker om met probleme te werk?

Dit is so, ja. Ons leer die studente dit is nie 'n probleem nie, maar eerder 'n uitdaging. Dit is al waaroor dit gaan en dis wonderlik vir my om in hierdie posisie te wees. Dis 'n groot voorreg en mens moet elke dag dankbaar wees jy is gesond, jy het 'n werk. Buite, die realiteit lyk nie so goed nie, maar mens moet altyd positief bly.

OK. Jy't gesê jy het ook 'n boerdery. Wat doen jy daar?

Ag, ek is maar so 'n naweekboer. Ag, dis net bietjie iets anderste, 'n belangstelling. Het van kleins af maar op die plaas grootgeword en ek beplan ook om dit later 'n besigheid te maak. So dis ook in die toekoms.

Is dit 'n stokperdjie huidiglik?

Ja, dis 'n skokperdjie.

OK. Beïnvloed boerdery jou werk?

Nee, ek glo nie so nie. Ek dink weereens dit is maar 'n toepassing van goed wat 'n mens vir die studente leer. Ek bedoel daar is sekere finansiële vereistes wat jy ook daar gaan toepas.

So, jy kan die konsep van boerdery met die studente toepas en dis 'n vaardigheid wat jy hulle kan leer?

Ja, want daar oefen jy prakties dit uit.

OK, so dit gaan beide kante toe. Van die werk na die huis en van die huis na die werk.

Ja, dis presies so.

Goed. Kan jy vir my van die vaardighede noem wat jy by die boerdery aangeleer het wat jy in jou werk kan toepas?

Ek dink finansiële dissipline en dan maar ook verder dissipline. Ek dink harde werk. Dit is nie altyd maklik nie. As mens gaan kyk na die baie eienskappe wat 'n entrepreneur het. Hy neem maar risiko's. 'n Ou probeer om dit maar so laag as moontlik te hou. Jy doen maar jou huiswerk voor die tyd. 'n Ou moet deursettingsvermoë hê. 'n Ou moet fokus hou. Jy moet weet waarheen jy op pad is. As 'n ou nie daai goed het nie, dan ... dan ... dan gaan 'n ou nie ver kom nie.

OK. Jy het gesê jy kyk sport. Wat is die tipe sport waarvan jy hou?

Ag, ek hou maar van rugby en krieket en dan nou die Olimpiese Spele. Dit is weer iets anders. Ek probeer ... Hmm ... Ek het my so ingeleef daarin, ek probeer ... Hmmm ... 'n Ou raak so emosioneel daarby betrokke. Dis nie altyd goed nie. Dis nie goed vir 'n ou se gesondheid en alles nie. [deelnemer lag]. Ek probeer regtig om dit net as ontspanning, en nie as 'n spanningsvolle avontuur te sien nie.

Sal jy miskien sê toe jy so erg was oor sport dat dit jou werk beïnvloed het?

Ja, ek dink so want as 'n ou se span verloor Saterdag dan sal jy 'n paar dae teleurgesteld wees en dalk vies wees. So ek dink dit kan 'n invloed hê op jou werk.

OK. Is daar enige vaardighede wat jy van die sport geleer het wat jy kan oordra werk toe?

Ja, ek dink die vaardigheid is maar partykeer gaan jy wen en partykeer gaan jy verloor. Alles gaan nie altyd suksesvol wees nie. Die lewenspad het sy opdraandes en sowel ook sy afdraandes en ek dink dis 'n belangrike ding wat 'n ou daar kan leer. Alles gaan nie altyd vir jou reg ... die dobbelstene gaan nie altyd vir jou reg val nie.

Mmm ... Jy het gesê jy jag ook. Wat doen jy wanneer jy jag? Wat jag jy? Hoe werk dit?

Ag, ons het maar 'n plaas. Ek is nou nie die grootste jagter wat daar is nie. Dit gaan vir my maar net om lekker in die bos te wees, lekker te ontspan, geestelik te vergeet van alles, net om weer krag te kry. Uhm, miskien om partykeer net diep te dink oor goed. Goedjies wat 'n ou dalk pla. Daar het jy 'n rustige atmosfeer om te dink, maar ek probeer so ver moontlik om enigsins glad nie daar oor werk te dink nie. Ek probeer daar net om te ontspan. 'n Ou kan geestelik daar net ontspan. Dit is vir my lekker. Dit is vir my 'n speletjie. Dit gaan nie net oor doodskiet van bokke of wat ook al nie. Dit gaan oor dit is wonderlik die bosveld, die atmosfeer en daai rustigheid, omdat ek tussen studente is heeldag en personeel, is dit vir my lekker ook om net alleen te wees om net weer bietjie daai rustigheid in myself net weer te vind.

Uhm, jy het nou gepraat van geestelik. Jy ontspan geestelik. Verduidelik my net bietjie van dit.

Ek dink 'n ou kan net rustig gaan dink en jy is naby aan die natuur. Jy begin weer waardeer, want jy sit elke dag in 'n kantoor. So daar is jy naby aan die natuur, jy sien wonderlike goed. Jy sien hoe die blomme groei, die diere. Dit laat jou net weer besef jy is maar 'n ou spikkeltjie op die aarde en jy is eintlik baie bevoorreg om al hierdie goed te kan beleef.

Is daar enige vaardighede wat jy kan oordra vanaf jag na jou werksplek?

Ek dink dis belangrik dat as 'n ou 'n geweer in die hand het, het jy 'n groot verantwoordelikheid. So, die dissipline wat jy moet toepas en so ook in die werksplek. Mens het ook 'n verantwoordelikheid. 'n Verantwoordelikheid teenoor jouself en 'n verantwoordelikheid teenoor die studente. Geduld. Jy moet geduldig wees. Ek dink baie van ons het 'n probleem met die geduld. So dit is altyd iets waaraan 'n ou kan werk.

OK, en laastens het jy genoem van die finansies. Vertel my bietjie meer van die finansies.

Ja, dis ... Ek's in daai gelukkige posisie dat ek gaan al hoe meer na die finansiële goed toe. Op skool het ek Wiskunde en Rekeningkunde gegee. Dit is mos maar baie sommetjies, en ek hou ook baie van somme. So, ek is in daai bevoorregte posisie. Ek kan dit vir die studente leer, maar ek kan dit ook prakties by die huis toepas en soos wat ek vir jou gesê het, ek het ook 'n kontrak daar by die Landbou Kollege ook. Toegepaste Boerderybestuur gee. So dit is nou weer die boerdery saam met die finansiële bestuur alles saam. So ek is regtig bevoorreg dat ek dit kan toepas, dit kan leer vir studente, maar dit ook self in jou eie begroting baie noukeurig moet doen.

Mmm, ok. So daar is wel vaardighede wat oorgedra kan word soos wat jy nou net genoem het.

Ja, dit kom nou weer terug na dissipline is 'n wye ding, daai finansiële dissipline wat ook al is vir my belangrik.

So, dit gaan van beide werk na die huis en van die werk na die huis.

Dit gaan wedersyds werk, ja. [stilte]

Ons is klaar as daar niks verder is waaraan jy kan dink nie. Baie dankie vir jou tyd.

APPENDIX C: EXAMPLE OF FIELD NOTES AFTER INTERVIEW

Veldnotas

My afspraak met [naam] was op 19 Augustus 2008 om 11:00. Die onderhoud het plaasgevind in die deelnemer se kantoor waar hy gemaklik gevoel het. Die atmosfeer was rustig en hy het baie op sy gemak voorgekom. Hy het nie haastig gelyk nie en was baie vriendelik wat my outomaties ook tuis laat voel het. Die deelnemer het maklik gepraat sonder weerstand op die vrae. Hy het deurentyd oogkontak behou met sy hande op die stoel se handleunings. Hy het met een keer in sy stoel teruggeleun en hardop gelag ten opsigte van die feit dat om sport te kyk nie goed vir sy gesondheid is nie. Hy kom voor as iemand wat goeie mensvaardighede het. Dit kom duidelik na vore dat hy 'n passie vir mense het. Die deelnemer het persoonlike informasie wat mens kan sien van sy hart af kom met my gedeel. Tydens die onderhoud was daar geen steurings nie. Hy het die foon van die mikkie afgehaal.

APPENDIX D: WORK PROTOCOL FOR CO-CODER

Thank you for agreeing to act as data analysis co-coder for this study. Please follow this outlined protocol for co-coding. Please feel free to contact me should you have any questions.

The data analysis pack contains the following:

- Tape-records of the interview
- Field notes for each interview
- Transcriptions of each interview
- Initial themes identified from transcriptions

Analysis protocol

- Analysis was planned for prior to interviews.
- The initial analysis started during interviews through reflecting, clarifying and summarising. Observations regarding the setting, comfort levels of participants and any factors for special mention have been documented in the field notes.
- Meaning can be derived by referring back to each of the questions asked by the researcher and noting themes for each question.
- Categorising can be done in the following way:
 - Distil themes by writing and re-writing.
 - Deconstruct the responses from the participants.
 - Create codes for specific responses
 - Reintegrate, organise and reduce the data around central themes and relationships between themes.
- Identify sub-themes and themes are mentioned by the participant.
- Check whether themes make theoretical sense by using historical knowledge about the research subject.

Kind regards

Yolande Britz

(Number: 082 487 7479)

APPENDIX E: LETTER FROM LANGUAGE EDITOR

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DECLARATION

I hereby certify that the mini-dissertation of **YOLANDE BRITZ** was properly language edited.

Title of mini-dissertation:

EXPLORING THE RELATIONSHIP BETWEEN WORK AND NON-WORK ROLES OF PARENTING MALES AT A HIGHER EDUCATION INSTITUTION

JACKIE VILJOEN

Strand

South Africa

23 May 2010