UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

EXPLORING THE DESIRED FEATURES OF A FAMILY-FRIENDLY PROGRAMME

by

CORNELIA MARGARETHA MARIA VERMEULEN

Submitted in partial fulfilment for the degree

MAGISTER COMMERCII
(Industrial and Organisational Psychology)

in the

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

at the

UNIVERSITY OF PRETORIA

Supervisor: Prof J.A.Nel

Co-supervisor: Dr S.M. O'Neil

PRETORIA   **SEPTEMBER 2016**

EDITING NOTES

- This mini-dissertation is written in article format. Owing to it being a mini-dissertation, no page restrictions apply.

- In this mini-dissertation, the student referred to herself as the researcher.

- The 6th edition of the APA referencing style was used in most instances, and the format of the *South African Journal of Industrial Psychology* was utilised.

- The key words include terms that are not evident in the title of the mini-dissertation.

- The terms *work-life balance* and *work-family balance* have similar meanings and will be used interchangeably.

- The terms *work-life conflict* and *work-family conflict* have similar meanings and will be used interchangeably.

- In the findings section, Table 3 and 4 of this mini-dissertation contain four columns unlike the other table that contains only three. This means that there is a theme, subtheme, feature and a sample response column. The other tables only contain a theme, subtheme and sample response column.

- This mini-dissertation was edited by an accredited language editor, Corrie Geldenhuys.

ACKNOWLEDGEMENTS

I wish to express my gratitude to the following people without whom the completion of this study would not have been possible:

- Our Heavenly Father for the opportunity and guidance He has given me;

- My husband and mother for all their support and love during all the good and difficult times;

- My friends and family for their understanding and care;

- Professor Alewyn Nel, my supervisor, for his excellent guidance, inspiration and remarkable support;

- Dr. Sumari O'Neil, my co-supervisor, for her excellent guidance and mentoring;

- Christa Smit for all her support and motivation;

- Corrie Geldenhuys, my editor for her skills and effort; and

- The participants of this study who were willing to give some of their time to assist me with this study and who shared their opinions and thoughts.

DECLARATION

I, Cornelia, Margaretha, Maria Vermeulen, declare that *Exploring the desired features of a family-friendly programme* is my own, unaided work both in content and execution. All the resources I used in this study are cited and referred to in the reference list by means of a comprehensive referencing system. Apart from the normal guidance from my study leaders, I have received no assistance, except as stated in the acknowledgements.

I declare that the content of this thesis has never been used before for any qualification at any higher education institution.

I, Cornelia, Margaretha, Maria Vermeulen, declare that the language in this thesis/dissertation was edited by Corrie Geldenhuys (MA Linguistics UFS).

Cornelia, Maragertha, Maria Vermeulen
Date: 2016-09-30

Signature

iii

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

APPENDICES

EXPLORING THE DESIRED FEATURES OF A FAMILY-FRIENDLY PROGRAMME

ABSTRACT

Orientation: Rapid changes in the workforce, such as increases in working women and dual-earner couples and single parent families, have led to increases for both men and women in their work and household responsibilities. Employees who are unable to fulfil both work and non-work roles efficiently may experience problems with their health and psychological state, have reduced job satisfaction, burnout, higher absenteeism and work tension. In order to assist employees during these turbulent times many organisations have implemented family-friendly programmes to accommodate employees. The specific needs of employees in the South African context in terms of family-friendly programme seem to be unknown.

Research purpose: The main purpose of this study was to investigate the receptiveness of South African working mothers towards a family-friendly programme and to determine the desired features of such a programme.

Motivation for the study: Research regarding the use and benefits of family-friendly programmes was done in the United States, Europe, the United Kingdom and Asia. However, the specific needs of employees in the South African context in terms of family-friendly programmes seem to be unknown. Therefore, in this study, the focus will be to explore the receptiveness of working mothers towards a family-friendly programme, as well what an effective family-family programme might entail for them in the South African context.

Research approach, design and method: The research was conducted using a qualitative research design within the interpretivism paradigm. A combined convenient and purposive non-probability sample ($N = 11$) was taken from working mothers employed at a printing and bar coding organisation in Gauteng. Data was collected by means of semi-structured interviews and analysed by making use of thematic analysis.

Main findings: The results of this study indicate that working mothers experience work-life conflict and they would make use of family-friendly programmes if their organisations could

provide these programmes. They would like features such as a day-care facility, transport service, flexible working hours, working from home, career guidance, a support group for parents and a baby room.

Practical/Managerial implications: This research identified that there is a need for family-friendly programmes in the South African context. Such programmes can assist employees in reducing work-life conflict and, mostly likely, enhance job satisfaction and work engagement.

Contribution/Value-add: This study can possibly create awareness about the need for family-friendly programmes in South Africa and provide management with insight about the desired features of such a programme. This study further adds value to the limited research about the needs and desired features of a family-friendly programme in the South African context.

Key words: Working mothers, work-life balance, work-life conflict, work-life balance programmes, qualitative research.

INTRODUCTION

Due to the ever-changing and dynamic business environment of today, organisations need human capital in order to gain competitive advantage (Maier, Brad, Nicoara, & Maier, 2014). Organisations, however, not only need human capital; they need to retain human capital, since employees make a significant contribution towards the organisation (Bakker & Schaufeli, 2008; Lawler, 2008). Human capital is related to human capabilities and skills and it is seen as a form of production resources, over and above machinery and money. The need for human capital has increased tremendously since the 1900s (Calo, 2008; Michaels, Handfield-Jones, & Axelrod, 2001). Since human capital is such a significant resource, the management of work and family roles has become a significant factor. This concept is referred to as work-life balance and the mismanagement of these two roles results in work-life conflict. Work-life conflict has surfaced due to technological advances, increases in working females, dual-earner couples, single-parent families and working hours (Aryee, Srinivas, & Tan, 2005; Dulk & Peper, 2007; Koekemoer & Mostert, 2010; Veiga, Baldridge, & Eddleston, 2004). Work-life concerns were not only voiced by working females but also by working males. By the end of the 1980s, work-life conflict was seen as an issue that affects both genders, their families and their place of work (Bird, 2006; Smith, 2010). Consequences of work-life conflict include increased turnover, absenteeism, stress, work tension, burnout; reduced productivity and job satisfaction (Abendroth, Van der Lippe, & Maas, 2012; Grandey, 2001; Jang, Park, & Zippay, 2011). Employees may further also experience problems with their health and psychological state (Franks, Schurink, & Fourie, 2006; Jang et al., 2011).

Although work-life balance/conflict applies to both males and females in the workplace (Bird, 2006; Smith, 2010), this study focuses only on females. The reason for this is two-fold. Firstly, female involvement in the global labour market has increased since the 1970's (Bond, Galinsky, & Swanberg, 1998; O'Neil, Hopkins, & Bilimoria, 2008; Yarwood & Locke, 2016). From reviewing the South African censuses conducted in 2011 and 2016, it appears as if the total percentage female workforce versus the total workforce increased from 44% to 45%, whereas the total percentage male workforce versus the total workforce went down (Statistics South Africa, 2016). The reasons for this increase can be ascribed to aspects such as better implementation of the Employment Equity Act and global economic changes (Fernandez, 2013; Mostert, 2009; Van den Berg & Van Zyl, 1998). The South African workforce is now almost equally distributed across gender with males comprising 55% of the workforce and females comprising 45% (Statistics South Africa, 2016).

3

Secondly, females are seen as more vulnerable to the stress that results from work-life conflict (Crompton & Lyonette, 2006; Jang et al., 2011). Traditionally, women identify themselves with the roles related to interpersonal relationship and caring, in contrast to men, who focus on roles such as their careers and work (Jang et al., 2011). Feminist scholars indicate that working females still have a "second shift" of duties (cooking and other household work) after a full day of work (Barnett & Hyde, 2001; Barnett, 2004; Frank et al., 2006). This is the case even though the majority of females' work hours fall between 40-45 hours per week, which is equivalent to that of an average South African work week (Geldenhuys, 2011).

This study will further narrow its focus to working mothers because they still remain the primary childcare givers and experience work-life conflict differently than men (Drew & Eamonn, 2015; Fine-Davis, Fagnani, Giovannini, Hojgaard, & Clarke, 2004). This is because working mothers still spend more hours on these tasks compared to men (Brink & De la Rey, 2001; Lundberg & Frankenhaeuser, 1999; Xiao & Cooke, 2012). The increase of working mothers in the labour force has led to an increase in the needs for flexible working hours and childcare service (Fine-Davis et al., 2004). Working mothers are defined as mothers who have continued with employment through the period of child nurturing (Grady & McCarthy, 2008). Working mothers deal with childcare requirements by either making use of child-care facilities or they make changes in their style of employment such as working part-time, flexible working hours, or working from home (Franks et al., 2006; Yarwood & Locke, 2016). The pressure has increased for working mothers as they attempt to discover meaning in their work and home environments, while they have competing work-family demands and career goals (Grady & McCarthy, 2008). Working mothers however face problems when it comes to long working hours as this requires commitment and availability (McLellan & Uys, 2009). Working mothers are thus sometimes seen as not committed to work, as they still have household and care giving responsibilities, which also take up their time (Bacik & Drew, 2006). This commitment can be shown in the number of hours that they work (Mean = 1387 annual hours) in comparison to non-mothers (Mean = 1597 annual hours) (Wallace & Young, 2008). Thus, the challenge for working mothers is to relieve their double load of household tasks and employment by finding a fair and equitable way in sharing these roles (Fine-Davis et al., 2004).

The choice for working mothers to take part in the labour market is influenced by organisational structures that make provision for the combination of their marital status, childcare responsibilities and work (Bacik & Drew, 2006; Dancaster, 2006). Organisations realised the need for the inclusion

of females in the workforce and have thus implemented internal policies, procedures and benefits to accommodate working mothers (Bird, 2006). These changes entailed maternity leave and various family-friendly policies such as flexible working hours, working from home and childcare referral (Bird, 2006; Dancaster, 2006). Although some organisations have started to implement some of these policies, various organisation have not (Clark, 2001)[1]. Organisations therefore need to consider interventions that can provide working mothers with additional support in order to retain the best workforce. One strategy by means of which this can be achieved is to implement family-friendly programmes in organisations (Butler, Gasser, & Smart, 2004; Lobel & Kossek, 1996). Family-friendly programmes may include policies, services and benefits for employees in order to assist employees with work-life conflict. These *policie*s include flexible working hours, job-sharing and parental/family leave. The *services* include childcare facilities, referral systems and resources, while the *benefits* refer to types of compensation in order to protect the employee against loss of earnings, medical expenses and paid vacation (Hammer, Neal, Newsom, Brockwood, & Colton, 2005; Veiga et al., 2004).

Previous studies done on family-friendly organisations reported that job satisfaction, productivity, commitment, retention and loyalty of employees can be enhanced by making use of family-friendly programmes (Anderson, Coffey, & Byerly, 2002; Bloom, Kretschmer, & Reenen, 2011; Dockel, Basson, & Coetzee, 2006; Grover & Crooker, 1995; Jang et al., 2011; Richman, Civian, Shannon, Hill, & Brennan, 2008; Saltzstein, Ting, & Saltzstein, 2001). Furthermore it was found that such programmes can also reduce employee turnover and absenteeism (Budd & Mumford, 2006; Frye & Breaugh, 2004; Saltzstein et al., 2001; Swanberg, Pitt-Catsouphes, & Drescher-Burke, 2005). However, these studies failed to mention specifically which aspects (policies, services and benefits) lead to those outcomes and which aspects working mothers want or need in a family-friendly programme (Glass & Estes, 1997).

Research regarding the use and benefits of family-friendly programmes were done in the United states (Butler et al., 2004; Casper, Weltman, & Kwesiga, 2007; Frye & Breaugh, 2004; Galinsky, Bond, &Friedman, 1993; Greenhaus, Ziegert, & Allen, 2012; Grover & Crooker, 1995; Hammer et al., 2005; Muse, 2011; Sweet, Pitt-Catsouphes, Besen, & Golden, 2014) England (Yeandle, Wigfield, Crompton, & Dennett, 2002), Canada (Wallace & Young, 2008), Europe (Abendroth et al., 2012; Den Dulk, Groeneveld, Ollier-Malaterre, & Valcour, 2013; Nohe & Sonntag, 2014), the

---

[1] As this is a relatively new study no new information has been found to support this.

United Kingdom (Dex & Scheibl, 2001), Turkey (Deniz, Deniz, & Ertosun, 2012), Asia (Aryee et al., 2005; Goh, Ilies, & Wilson, 2015; Khokher & Beauregard, 2014), Hong Kong (Ng & Fosh, 2004), China, Kenya and Thailand (Wang & Walumba, 2007). The few studies conducted in South Africa focused only on females struggle to enter the workforce; how they deal with dual roles; benefits and challenges regarding flexitime, teleworking and work-family enrichment (Baard & Thomas, 2010; De Klerk, Nel, Hill, & Koekemoer, 2013; Downes & Koekemoer, 2011; Lee & Steele, 2009; Marais, De Klerk, Nel, & De Beer, 2014; McLellan & Uys, 2009; Potgieter & Barnard, 2010). Furthermore, the specific need of employees in the South African context in terms of family-friendly programmes seems to be unknown (Dancaster, 2006), since no scientific evidence were found. Therefore, in this study the focus will be to explore the receptiveness of working mothers towards a family-friendly programme as well as what an effective, family-friendly programme might entail for working mothers in the South African context.

This mini-dissertation will make four contributions; firstly, to indicate if working mothers will value a family-friendly programme; and secondly, to enhance the field of knowledge in terms of what features South African working mothers would like family-friendly programmes to entail, as most studies alleged that females have the same needs (Deniz et al., 2012). Thirdly, this study highlights the differences in these needs according to the age of the children. Lastly, this study can contribute to the literature on family-friendly programmes.

Research purpose and objectives

Rapid changes in the workforce, such as increases in working women and dual-earner couples and single parent families, have led to increases for both men and women in their work and household responsibilities. Employees who are unable to fulfil both work and non-work roles efficiently may experience problems with their health and psychological state, have reduced job satisfaction, burnout, higher absenteeism and work tension. In order to assist employees during these turbulent times many organisations have implemented family-friendly programmes to accommodate employees. The specific needs of employees in the South African context in terms of family-friendly programme seem to be unknown. The main purpose of this study is to investigate the receptiveness of South African working mothers towards a family-friendly programme and to determine the desired features of such a programme. This was conducted among working mothers working for a printing and bar coding organisation based in Gauteng, South Africa.

The following research questions (RQ) were constructed:

- What aspects of work-life conflict are evident for working mothers?

- What desirable features should a family-friendly programme contain to accommodate working mothers?

- How receptive are working mothers for a family-friendly programme?

<u>Literature review</u>

A theoretical framework for work-family conflict

Clark's (2000, p.700) work-family border theory explains how people manage and negotiate the work and family spheres and the borders between them in order to attain balance. She states that work and family systems are interconnected and that we are border crossers who make transitions between these two spheres on a daily basis. This theory states that work and family comprise different spheres, which influence one another. In this theory, work and family/home can be seen as two different *domains*; thus, meaning that people see these two domains as two different worlds with their own rules, behaviour and pattern of thoughts.
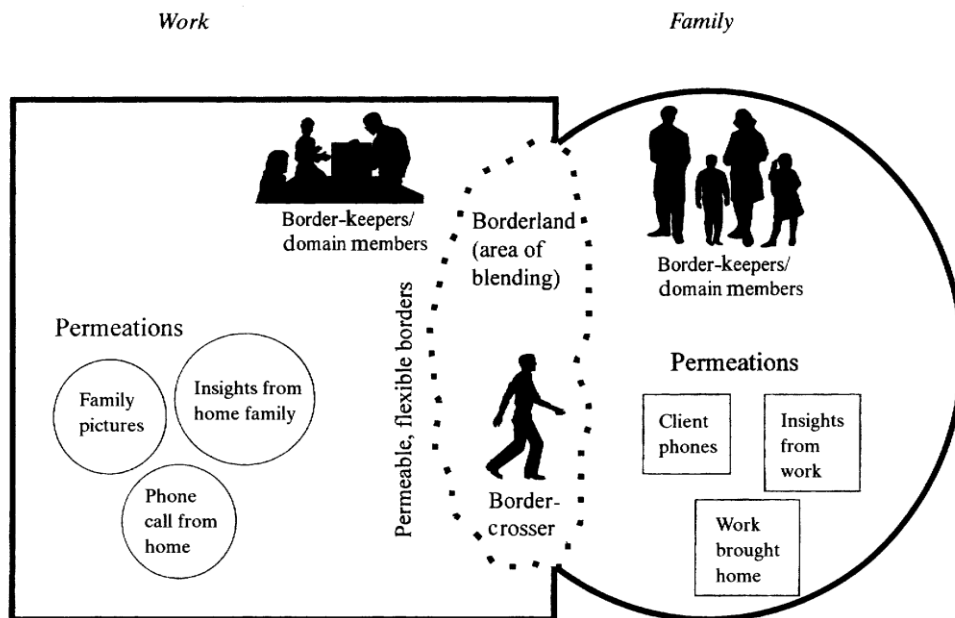

Figure 1: Work/family border theory: A pictorial representation and list of central concepts and their characteristics (Source: Clark, 2000)

7

Borders highlight the lines of separation amidst these domains, thus indicating where domain relevant (work or home) behaviour starts and ends. These borders are in the form of physical (walls of your home of office), temporal (work hours and family time) and psychological (patterns of thought, behaviour and emotions that are relevant to the one domain and not to the other one.

- *Permeability borders* can be seen as permeable, meaning that aspects from other domains can penetrate. For example, having a home-based office where the walls and doors form the borders of this office can be permeable as family members can enter at any time and talk to the person who is busy working.

- *Flexibility borders* can also be seen as flexible. For example, if employees can take part in teleworking, it implies that their physical borders (office) are flexible. In addition, the psychological border is also flexible, when employees might think of family matters while at work or vice versa.

- *Blending* takes place when a large amount of permeability and flexibility exist around the border. This means the supposed border is no longer confined to one of the two domains, but blends work and family. An example of blending is family-owned businesses, since family gatherings also result in work sessions.

- *Border strength*: The strength of a border is calculated by combining the permeability, flexibility and blending. Strong borders are those borders that are impermeable, inflexible and do not allow bending. On the contrary, weak borders are those that allow permeations, are flexible and assist blending. Literature sees the weak border as the most functional border for employees.

This theory further aims to predict that conflict will occur and provide a framework to attain a balance between the two spheres. This framework included aspects such as flexible working, work from home/telecommuting/e-work/telework, leave policies and support from the organisation/supervisors. This is a useful tool to conceptualise work-life balance. According to Lee and Steele (2009), people can make use of boundary flexibility to move the boundaries between work and life by means of giving them family-friendly programmes such as flexibility or teleworking.

Work-family/work-life balance

Work-family balance can be defined as the *satisfaction and good functioning at work and at home with a minimum of role conflict* (Clark, 2001, p. 349).Work-family balance implies "the extent to which individuals are equally involved in- and equally satisfied with — their work role and family role" (Greenhaus & Singh, 2003, p. 2). Positive role balance is defined as "the tendency to become fully engaged in the performance of every role in one's total role system, to approach every typical role and role partner with an attitude of attentiveness and care" (Marks & MacDermid, 1996, p.421). Work-life balance refers to "people spending sufficient time at their jobs while also spending adequate time on other pursuits, such as family, hobbies and community involvement" (Smith, 2009, p. 434).

In 1986 the term *work-life balance* was coined, although work-life programmes have been used from as early as the 1930s (Lockwood, 2003). Various concepts are used to refer to this aspect of the interchange between work and family such as work-family spill over (Hill, Hawkins, Ferris, & Weitzman, 2001), work-family enrichment (Greenhaus & Powell, 2006), work-family integration (Ilies, Wilson, & Wagner, 2009) and work-family conflict (Mesmer-Magnus & Viswesvaran, 2006; Russell, Connell, & Mcginnity, 2009), whereas some of these words refer to the positive and other to the negative influence that work and family can have on each other. Work-life balance can be used as a noun (when you are encouraged to attain a balance), verb (to balance your work and family responsibilities) or as an adjective (referring to a balanced life) (Greenhaus, Collins, & Shaw, 2003).

The existence of work-family and family-work spill over has been confirmed by both academic and corporate research as well as the importance that a healthy work-family balance has on families and the business (Hill et al., 2001). The history of work-life programmes goes far back into the 1930s, when reduced working hours were implemented, resulting in an increase in productivity and employee morale (Lockwood, 2003). Since the 1960s, the focus of this research was on working mothers and dual-earner families since females become part of the workforce (Lewis, Gambles, & Rapoport, 2007). Before females formed part of the workforce the balance between employment and caring responsibilities were resolved by domesticating women, whereby they were excluded from the workforce (Crompton & Lyonette, 2006).

Since females participation in the workforce increased, problems with regard to work-life balance have also surfaced (Grady & McCarthy, 2008). This led to a decrease in the traditional family structure where the husband is seen as the primary breadwinner and his wife as the homemaker (De Sousa, 2013). A lack of work-life balance influences peoples' performance both at work and in their home environment, thus resulting in conflict between these two domains (Naithani, 2010).

Work-life conflict: *Work-family conflict* typically is defined as "a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect" (Amstad, Meier, Fasel, Elfering, & Semmer, 2011, p.151). Work-family conflict is seen as the phenomenon where engagement in one role is made more difficult by engagement in the other role (Crain & Hammer, 2013). Work-life conflict can take place in two directions; either one's personal life interferes with work or one's work interferes with one's personal life (Greenhaus & Beutell, 1985). In this study, the focus is on how work interferes with personal time. According to Greenhaus and Beutell (1985), work-family conflict exists when (a) time devoted to the requirements of one role makes it difficult to fulfil requirements of another; (b) strain from participation in one role makes it difficult to fulfil requirements of another; and (c) specific behaviours required by one role make it difficult to fulfil the requirements of another (p. 76). Thus there are different types of work-family conflict namely time-based conflict, strain-based conflict and behaviour-based conflict (Schreuder & Coetzee, 2011). These elements will be discussed in the following paragraphs.

Time-based conflict: The most common type of work-family conflict is when the time demand of one role makes it difficult to engage in the other role (Parasuraman & Greenhaus, 1999; Schreuder & Coetzee, 2011; Thompson, Beauvais, & Lyness, 1999). Role overload can be seen as the most common cause of time-based conflict, which is experienced when the number of roles is more than the individual is capable of meeting (Schreuder & Coetzee, 2011).Schedule conflicts can be seen as another example of this type of conflict (Parasuraman & Greenhaus, 1999). Such work-family conflict can have various negative consequences for not only the individuals, but also for their families and organisations (Parasuraman & Greenhaus, 1999). This can lead to marital problems, reduce employee's concentration at work, increase absenteeism and reduce satisfaction with work (Parasuraman & Greenhaus, 1999).

Strain-based conflict: Strain-based conflict takes place when strain in one role influences the individual's performance in another role (Greenhaus & Beutell, 1985). Psychological strain (such as

anxiety or fatigue) can cause interference between work-life balance when this strain spills over from one role into the other role (Parasuraman & Greenhaus, 1999). An example of this can be when fatigue is caused when looking after an aged parent, resulting in difficulties for the caregiver to perform well at work (Schreuder & Coetzee, 2011).

Behaviour-based conflict: Certain behaviours that are expected in one role may be inappropriate to what is expected in other roles (Parasuraman & Greenhaus, 1999; Schreuder & Coetzee, 2011). An example will be when a man's family expects him to be caring and warm, but male managers however need to be emotionally stable, self-reliant and even aggressive at times (Schreuder & Coetzee, 2011).

Work-life conflict emerged due to the inconsistency between work- and family role demands (Parasuraman & Greenhaus, 1999). A major portion of employees' time is spent doing work, which contributes to work-life conflict and role overload (Parasuraman & Greenhaus, 1999). Communication technology has also been related to work-life conflict as it allows employees to fulfil various work-related roles outside their normal working hours such as checking and responding to e-mails in the evenings or over weekends (Boswell & Olson-Buchanan, 2007). It was found that people stay connected to their work in spite of it interfering with their family time (Boswell & Olson-Buchanan, 2007; Koekemoer & Mostert, 2010). The management of work-life conflict has become a significant and critical challenge for various employees (Ellin, 2003).

Other than the general issues discussed in the previous paragraph, significant changes in the demography of the workforce (such as more dual-earner couples and working mothers)increased the likelihood of work-family conflict. This may be because both males and female employees have household responsibilities, together with their work responsibilities (Allen, 2001; Butler et al., 2004; Crompton & Lyonette, 2006; Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005; Galinsky et al., 1993; Greenhaus & Parasuraman, 1997; Saltzstein et al., 2001). These different responsibilities have a negative effect on productivity and job satisfaction, and may lead to fatigue, turnover, frustration, stress, weaker marital relations and weaker relations between children and parents (Gornick & Meyers, 2003; Hill, 2005; Parris, Vickers, & Wilkes, 2008; Smith & Gardner, 2007). More specifically, Russell et al. (2008) and De Sousa (2013) state that working mothers may experience more work-life conflict than working fathers since they are more concerned about their family related responsibilities. Thus, organisations that do not provide family-friendly benefits to their workforce lose their female employees due to them seeking a better work-life balance

(Sullivan & Mainiero, 2007). In an attempt to retain human capital, many organisations have implemented family-friendly programmes (Hammer et al., 2005).

Family-friendly programmes: Various terms are used to refer to initiatives that can be used to assist employees with the management of work-life balance. These terms include *work-life balance programmes* (Cascio, 2000), *work-life balance practices* (Gregory & Milner, 2009), *family-friendly benefits* (Allen, 2001), and *family-friendly programmes* (Parasuraman & Greenhaus, 1999). These constructs will be defined in the following paragraphs.

According to Cascio (2000, p. 166), work-life balance programmes are "any employer sponsored benefits or working conditions that help employees balance work and non-work demands". These type of programmes include aspects such as job sharing, part-time working, flexible working, counselling, childcare facilities on- or off-site, employee assistance programmes stress management training and time management training (Grady & McCarthy, 2008). Work-life balance practices in the workplace "are those that, intentionally or otherwise, increase the flexibility and autonomy of the worker in negotiating their attention (time) and presence in the workplace, while work–life balance policies exist where those practices are intentionally designed and implemented" (Gregory & Milner, 2009, p. 1-2). Family-friendly benefits refer to interventions such as flexible work schedules, child-care referrals and leave of absence (Allen, 2001, p. 414).

For this study, the term *family-friendly programmes* will be used. Family-friendly programmes in terms of this study refer to the policies, services and benefits provided by the organisation towards its employees in order to assist employees with work-life conflict. These ***policie*s** include flexible working hours, job-sharing and parental/family leave; the ***services*** include childcare facilities, referral systems and resources; while the ***benefits*** refer to types of compensation in order to protect the employee against loss of earnings, medical expenses and vacation be paid (Hammer et al., 2005; Veiga et al., 2004).

Studies on family friendly programmes were conducted globally including in the USA, Asia, Europe, United Kingdom, North America and South Africa (Abendroth et al., 2012; Aryee et al., 2005; Butler et al., 2004; Casper et al., 2007; Den Dulk et al., 2013; Deniz et al., 2012; Dex & Scheibl, 2001; Frye & Breaugh, 2004; Galinsky et al., 1993; Goh et al., 2015; Greenhaus et al., 2012; Grover & Crooker, 1995; Hammer et al., 2005; Khokher & Beauregard, 2014; Muse, 2011; Ng & Fosh, 2004; Nohe & Sonntag, 2014; Sweet et al., 2014; Wallace & Young, 2008; Wang &

Walumba, 2007; Yeandle et al., 2002). Most of the studies used USA and European samples, while only a few studies used a South African sample (Abendroth et al., 2012; Baard & Thomas, 2010; Butler et al., 2004; Casper et al., 2007; De Klerk et al., 2013; Den Dulk et al., 2013; Downes & Koekemoer, 2011; Frye & Breaugh, 2004; Galinsky et al., 1993; Greenhaus et al., 2012; Grover & Crooker, 1995; Hammer et al., 2005; Lee & Steele, 2009; Marais et al., 2014; McLellan & Uys, 2009; Muse, 2011; Nohe & Sonntag, 2014; Potgieter & Barnard, 2010; Sweet et al., 2014). Most of the studies also focused on both males and females, where only one of the studies found focused on female workers only (Deniz et al., 2012). The latter did not include an exclusive focus on mothers in the workplace. Most of these studies made use of a quantitative approach where questionnaires were used to obtain data, leaving a gap for a more in-depth understanding of this phenomenon (Allen, 2001; Butler et al., 2004; Casper et al., 2007; Deniz et al., 2012; Frye & Breaugh, 2004; Goh et al., 2015; Greenhaus et al., 2012; Wang & Walumba, 2007). In South Africa the studies conducted focused on the implementation of flexible working; challenges and benefits of teleworking, and argued that there is a need for family-friendly programmes (Baard & Thomas, 2010; Dancaster, 2006; Downes & Koekemoer, 2011). What this need is however seems to be unknown since no scientific evidence was found.

When viewing previous studies conducted it was found that the most research on family-friendly programmes focused on flexible working, on-site childcare, family-leave policies, job-sharing, working from home/telecommuting and part-time work (Allen & Russell, 1999; Butler et al., 2004; Den Dulk et al., 2013; Fleetwood, 2007; Frye & Breaugh, 2004; Kaufman & Bernhardt, 2015; Ng & Fosh, 2004; Saltzstein et al., 2001; Smith, 2010; Swanberg et al., 2005). *Flextime* is broadly defined as the ability to rearrange one's work hours within certain guidelines offered by the company. There are often core hours (e.g., 10:00 a.m. to 2:00 p.m.) during which all employees must work and may be required to be on-site (Hill et al., 2001, p.50). The employee may either have to work a specified number of hours per day or week or may be given a certain task to complete (Smith, 2010).

Apart from flexitime, there are different types of *childcare programmes* such as *sick-childcare,* which can be provided at the organisation, at hospitals or at the child's home; *emergency childcare*, this form of care takes place when normal arrangements do not work or when unforeseen situations occur; *school-age childcare,* this programme addresses the needs of children during holidays as well as before and after school (Galinsky et al., 1993). *Family-leave policies* refer to different types

13

of leave that organisations implement to assist their employees such as parental, maternity, and paternity leave (Allen & Russell, 1999; Valarino & Gauthier, 2016). These policies permit employees to take time away from work to attend to family related affairs (Grover & Crooker, 1995). Studies have shown that parental leave can improve the health of children (Waldfogel, 2006). *Job sharing* is when two employees are employed in the same position, allowing them to split the time, salary, fringe benefits and liability of the position (Meier, 1979; Smith, 2010).There are three types of job sharing: 1) Responsibility participation: All employees are equally accountable for the job; 2) Responsibility sharing: This takes place when a job can be divided into different parts and each employee is responsible for his/her part; and 3) Unrelated responsibilities: employees do different work while being in the same area (Gholipour, Bod, Zehtabi, Pirannejad, & Kozekanan, 2010).

Work from home/Telecommuting/e-work/telework allows employees to work from or at home saving time wasted on travelling (Smith, 2010). These employees then make use of telecommunication links to complete their work tasks (Shamir & Salomon, 1985). Employees who engage in telework are clerical women; managerial and professional mothers; and males in manager or professional roles (Pratt, 1984). *Part-time work* allows employees to work fewer hours than those of full time employees (Smith, 2010). Organisations make use of part-time workers to offer flexibility to employees and to decrease salary and benefit expenses (Conway & Briner, 2002). Six million women are employed on a part-time basis, which is approximately 40% of those who work (Gregory & Connolly, 2008).

The different features such as flexitime, childcare programmes, job sharing, working from home and part-time work can be used not only to the benefit of employees as mentioned but also to the benefit of the organisation. Family-friendly programmes are an efficient method to use in order to retain employees, to raise the morale, productivity and loyalty of employees, to gain a competitive advantage and increase organisation image and reduce recruitment costs (Allen, 2001; Dockel et al., 2006; Thompson et al., 1999; Yeandle et al., 2002). Flexible working influences employees' decisions to join and stay with an organisation; it reduces absenteeism, stress, burnout and tardiness; and improves productivity, job satisfaction, energy, morale, retention and organisational commitment (Frye & Breaugh, 2004; Hill, 2005; Richman et al., 2008; Scandura & Lankau, 1997; Schaefer, 2007; Swanberg et al., 2005). Childcare programmes promote organisational commitment and job satisfaction (Grover & Crooker, 1995; Saltzstein et al., 2001). The organisation can benefit

14

from job sharing by retaining skilled employees who can offer a wider variety of skills than what a single employee can offer (Rogers & Finks, 2009). Job sharing can further increase employee motivation and commitment and thus their productivity (Gholipour et al., 2010). Working from home/telecommuting can increase job satisfaction and productivity and reduce turnover and role conflict (Gajendran & Harrison, 2007). Part-time work can be used to attract and retain skilled employees who are not able to work on a full-time basis (Stanworth, 1999).

Requirements to ensure proper use of family-friendly programmes

In addition to providing family-friendly programmes, organisations also have to support the involvement of employees in these programmes. The perceptions of employees about these programmes are essential for efficient reduction in work/family conflict; after all, these programmes have no use if employees feel uncomfortable to make use of them (Mesmer-Magnus & Viswesvaran, 2006). If an employee believes that the organisation is not supportive of family-friendly programmes they may not make use of these benefits due to fear that it will affect their career prospects (Allen, 2001). Employees who perceive their organisations as supportive of family matters are found to be less stressed due to work and have higher productivity (Kim & Wiggins, 2011). By providing family-friendly policies, organisations reveal their commitment to the well-being of their employees, which will likely lead to the loyalty and dedication of employees towards the organisation (Hammer et al., 2005).

Employees will be less likely to make use of such programmes if they believe that the organisation does not really support these benefits, as not all organisation do (Allen, 2001; Thompson et al., 1999). In studies done it was found that employees who perceive that the use of family-friendly programmes will damage their careers won't make use of these programmes and experience greater work-life conflict (Smith & Gardner, 2007). Thompson et al. (1999) indicates that various employees do not make use of these benefits and the studies by Allen and Russel (1999), and Blair-Loy and Wharton (2002) provide the reasons. A study done by Allen and Russell (1999) found that employees who made use of parental leave were seen as less committed, which also affected their rewards. This study also further revealed that men were more affected by this than women (Allen & Russell, 1999). Another study by Blair-Loy and Wharton (2002) supports this view by stating that employees will not make it to the top when using these family policies and that these policies are costly to the organisation. Starrels (1992) states that "corporate culture may either advance or thwart development and effectiveness of work-family programs" (p. 261). Family-friendly

15

programmes are not always used even if they are implemented in the organisation as some managers may refuse the use of such programmes by their employees (Thompson et al., 1999). In order to prevent such obstacles and practices from taking place organisations need to adjust their culture, norms and values to support these programmes (Thompson et al., 1999).

In order to ensure that employees do make use of these programmes the following are important: the employees' perception of the **organisations support**, the **supervisors support** and the manner in which these benefits **are provided fairly and equally** to all employees. An employee's **perceived organisational support (POS)** can be influenced by a variety of factors in terms of the treatment that the employee receives from the organisation and can thus influence the interpretation of the employee about the real motives regarding this treatment (Eisenberger, Huntington, Hutchison, & Sowa, 1986). The antecedents of POS in terms of organisational support theory can be seen as the following: fair and just organisational procedures, supportive supervisors and lastly rewards and work circumstances that are encouraging (Djurkovic, McCormack, & Casimir, 2008; Eisenberger et al., 1986; Rhoades & Eisenberger, 2002).

The distribution of resources in a **fair** manner seems to have an effect on POS (Greenberg, 1990; Shore & Shore, 1995). Family-friendly programmes will not lead to actual culture changes unless they are used by both men and women, and when diverse and multiple patterns of work and careers are valued in equal measures (Raabe, 1996). In the same manner that employees form perceptions relating to organisational support they also form such perceptions relating to their **supervisors** (Kottke & Sharafinski, 1988). Thus referring to the manner in which these supervisors are concerned about their well-being and see their contributions as worthy (Kottke & Sharafinski, 1988). Employees are of the understanding that the evaluations that supervisors make about them are communicated to higher management, which further supports the associations that employees make regarding supervisor support with perceived organisational support (Rhoades & Eisenberger, 2002).

According to Dulk and Peper (2007), the following aspects play a role in the utilisation of family-friendly programmes: women make more use of work-life policies than men; employees with children under the age of 12 are more prone to make use of these programmes if their partners work longer hours; the amount of time worked at an organisation further affects the likeliness to make use of these programmes, the longer an employee has worked there, the higher the probability.

Employee preferences in terms of a family-friendly programme

The needs of employees in terms of the features of a family-friendly programme are diverse (Kossek, 1990) and can differ depending on the age of their children. Grover and Crooker (1995) state that they expect employees with young children to make use of childcare benefits (day-care facility),whereas employees who plan to have children in future would then rather be expected to make use of a parental leave policy instead of childcare. Glass and Estes (1997) state that childbearing employees may prefer benefits such as leave for childbirth, while parents with pre-schoolers may prefer reduced working hours and childcare for their children. This was also found in a study by Kossek (1990), where parents with young children preferred childcare. Parents who have children that attend school may rather need a childcare centre for after school and vacations, whereas parents with teens would rather need flexibility in terms of working hours and leave for emergencies (Glass & Estes, 1997). These types of preferences according to the ages of children have been researched in other countries (Grover & Crooker, 1995; Kossek, 1990). However, these needs according to ages seem to be unclear in South African and therefore this study focused on the needs of parents according to the ages of their children.

RESEARCH DESIGN

Research approach

This research study is qualitative in nature. Qualitative research refers to the attempt of the researcher to investigate and to gain an understanding of the importance that individuals attribute to a specific social or human problem, which in this case will be a family-friendly programme (Creswell, 2009). This type of research further entails the understanding of the research problem from the participants' point of view and is therefore more open and unstructured in nature (Struwig & Stead, 2001).

Qualitative research was used in this study for a variety of reasons; firstly, due to the nature of the research problem (Straus & Corbin, 1990). This research problem aims to understand the experience of employees with regard to their work-life conflict and to gain an understanding of their receptiveness and needs with regard to a family-friendly programme. The second reason to explore this topic is that little is known about the receptiveness and desired features of such a programme in the South African context (Dancaster, 2006; Straus & Corbin, 1990). Thirdly, to obtain more details

17

about the feeling and thoughts of employees, which will be difficult to obtain by making use of quantitative research (Straus & Corbin, 1990). Fourthly, qualitative research is useful as the participants can explain what they need in their own words instead of having to tick certain boxes provided by categories. In the fifth instance, previous research has mostly made use of a quantitative approach where work-life balance was investigated by means of surveys thereby leaving a gap in research (Khokher & Beauregard, 2014). Lastly, qualitative research focuses on diversity and not just uniformity of behaviour, allowing the researcher to identify different types of features needed by working mothers depending on and further distinguished by the ages of their children (Auerbach & Silverstein, 2003).

This research study was guided by the interpretivist paradigm. A paradigm can be defined as a "set of interrelated assumptions about the social world which provides a philosophical and conceptual framework for the organized study of that world" (Filstead, 1979, p. 34). Interpretivism can be defined as "a philosophical position which is concerned with understanding the way we as humans make sense of the world around us" (Saunders et al., 2012, p.673). This paradigm assisted the researcher to gain an understanding of the perceptions and needs of working mothers towards a family-friendly programme. This paradigm furthermore allowed the researcher to understand that the participants had different realities and therefore would need different features in the family-friendly programmes to suit their needs. The hidden need of mothers could be brought to the surface through their deep reflections facilitated by the interviews conducted. Lastly, this paradigm intends to obtain information in a natural setting in order to enquire more situational data and to establish the meaning and importance that people assign to their behaviour.

The inquiry strategy used in this study was exploratory. Exploratory research can be defined as "research into an area that has not been studied and in which a researcher wants to develop initial ideas and a more focused research question" (Neuman, 2011, p.510). An exploratory study can be seen as a meaningful way of asking questions to gain an understanding of what is happening about a certain topic of which little is known (Saunders et al., 2012; Struwig & Stead, 2001). Exploratory research can adapt to change and is therefore flexible (Saunders et al., 2012). This research was conducted because little is known about the desired needs of working mothers in terms of family-friendly programmes. Furthermore, this study will form questions and ideas that needs to be investigated further after this study.

18

Research method

Research Setting

One organisation was selected to form part of this study. The organisation was chosen because it did not possess a current family-friendly programme. Furthermore, this organisation was based in Gauteng making it accessible to the researcher. The selected organisation functions in the printing and bar coding sector. The data collection process took place at the organisation in the boardroom.

Entree and establishing researcher role

During the planning phase, the researcher contacted organisations in order to gain permission for data collection. The researcher was not an employee of the organisation, thus allowing an objective stance. Written permission to conduct the research was obtained from the Group Managing Director of the chosen organisation. The researcher worked hand in hand with the Human Resource Officer (HR) and the receptionist in order to obtain participants for the study and to arrange interviews.

Interviews were conducted at the organisation over two days. The researcher asked the participants regarding their receptiveness toward a family-friendly programme and what desired features such a programme should entail. After the interviews had been conducted, the researcher transcribed the data. Following this, the researcher analysed and coded the data with the assistance of the supervisors who were co-coders in the process. The role of the co-coders was to inspect the themes, sub-themes and responses. After some recommendations were made the final themes, sub-themes and responses were identified.

Research participants and sampling methods

The participants and criteria of selection in this study were working mothers with children aged between 0 and 18 years. Non-probability sampling was used in this study, more specifically, a combined convenient and purposive sampling (De Vos, Strydom, Fouché, & Delport, 2011). In terms of non-probability sampling the researcher does not have any guarantee that everyone in the population will be represented in the chosen sample and it is not based on randomisation (Leedy & Ormrod, 2014). Convenience sampling, which is also called availability, accidental or haphazard sampling is when the researcher selects the participants for the study based on their availability (De Vos et al., 2011; Garson, 2012). This technique makes use of people that are readily available (Leedy & Ormrod, 2014). This technique can be seen as the most cost-effective technique and may

also take up the least amount of time from the researcher (Marshall, 1996). Purposive sampling was also employed where participants were chosen for a particular reason. The criteria for inclusion here was: (1) Participants must be females who are employed on a full-time basis at the selected organisation (2) Participants must have dependent children who are under 18 years of age. With purposive sampling the judgement of the researcher was used to select the participants that would best permit the researcher to answer the research questions (Saunders, Lewis, & Thornhill, 2012). Characteristics of the participants are indicated in Table 1.

Table 1: Characteristics of participants (*N*=11)

Item	Category	Frequency	%
Gender	Female	11	100
Race	White	10	90.9
	Black	1	9.1
Age	26 – 35	2	18.18
	36 – 45	6	54.54
	46 – 55	2	18.18
	56 – 65	1	9.0
Education level	Matric	6	54.54
	Diploma	3	27.27
	Degree	2	18.18
Marital status	Single	1	9.0
	Married	6	54.54
	Divorced	3	27
	Widow/Widower	1	9.1
Ages of children	Age 2-5	4	18.2
	Age 6-12	13	59.1
	Age 13-18	3	13.6
	19 and older	2	9.1

The entire sample consisted of 11 female participants. The majority of participants were White females between the ages of 36-45 (*n* = 6); two were between the ages of 26-35; and another two were between the ages of 46-55; with only one in the age group of 56-65. All the participants passed matric (*n* = 11), whereas three have a diploma and two have acquired a degree. The majority of participants are married (*n* =6), one is single, another one is a widow, and three are divorced. Six

20

participants had two children, three had one child, one had four children and another one had three children. Most of these children were between the ages of 6-12 (n =13), three children were at high school, four children were between the ages of 2-5 years, two were older than high school age, and there were no babies.

Data collection methods

Semi-structured interviews were conducted with participants until the point of data saturation, where no new data were obtained from the last two interviews. Interviews can be seen as the most common information collection technique used in qualitative research (Kvale, 2008). By making use of this technique the researcher got the information directly from the individual/s expected to have the required knowledge (De Vos et al., 2011). Semi-structured interviews were used to gain an in-depth understanding of the participants' viewpoint and perception about a family-friendly programme (Nieuwenhuis, 2007). The researcher had a list of questions prepared for the interviews, which were used to guide the interviews. Semi-structured interviews allow for more flexibility to both the participant and researcher, making it easier to follow up on certain paths that emerge (Barkhuizen, Jorgensen, & Brink, 2014).

Before conducting the interviews, an interview schedule was drawn up, which allowed the research to be guided by certain questions. The interviews commenced with a description of the goal of the research and the obtainment of consent from participants to take part in the study and to record the interview. The interviews took place on a face-to-face basis at the workplace of the participants in a boardroom, which was private.

The following questions were asked in order to reach the objectives of this study:

- Does your work interfere with your personal life and in what manner? (If not, how do you ensure that your work does not interfere with your personal life?)
- Can you provide me with an example of how it interferes?
- What features/characteristics/benefits should such a programme have in order to accommodate your own specific needs?
- Would these features/characteristics/benefits change if your children are/or were at a different age?

21

- How will such a programme benefit you?

- Will you be open/receptive to such a programme? (*if participant answers no, a follow-up question was asked to understand why such a programme will not be beneficial).*

- What do you think is the practicality/viability of such a programme?

The researcher will ask additional follow-up questions if an answer is not clear, or more elaboration is needed. Questions used for this were the following:

- Can you explain to me why you feel like this?

- What are the reasons for you saying this?

- Can you elaborate more on this?

A pilot study was conducted prior to the research in order to ensure that the participants understood the goal and questions used in the interview and that the correct information was acquired from the interviews. This pilot study was conducted with three participants from different age and cultural groups within the organisation. After the pilot study the necessary changes was made to the interview schedule, where the order of the questions was changed and some questions were revised

The following question, "*How will such a programme benefit you?"* was moved from question two to question four. This was done participants did not understand how such a programme could benefit them if they did not know what the program will be. Therefore, the question, *"What features/characteristics/benefits should such a programme have in order to accommodate your own specific needs?*" was placed before this, together with "*Would these features/characteristic/benefits change if your children are/were at a different age?"* The question, "*How will such a programme benefit you?*" was revised from "*How will the provision of a family-friendly programme add value to your life?*" and the question "*How will such a programme make a difference in your current work-life conflict?"* was removed. This was done to make it simpler for the participants to understand, as they could not differentiate between the two.

Data recording

The interviews were recorded on a tape recorder with prior written permission and consent from the participants. The privacy and identities of participants were kept confidential and anonymous. The interviews were then transcribed verbatim and the recordings safeguarded.

Strategies employed to ensure data quality and integrity

To ensure that the research is trustworthy and that the sources of bias and error are limited the following was done:

Credibility: The researcher aimed to report the information and findings of the study in a truthful manner as described by the participants (Botma, Greeff, Mulaudzi, & Wright, 2010). In order to enhance credibility of the study the researcher paid attention to the selection of context and participants, as well as the manner of data collection (Graneheim & Lundman, 2004). In terms of context, the researcher ensured that the interviews took place in a private area to ensure that participants felt comfortable and at ease to disclose information. Participants from various ages with children from various ages and cultures were chosen for this study in order to gain various perspectives and opinions about the family-friendly programme. Data collection was done by making use of semi-structured interviews, as this was seen as the best method to gain a rich and in-depth understanding about the needs of employees regarding a family-friendly programme. Data collection was done to a point where data saturation was reached which also enhanced the credibility of the study.

Confirmability: Confirmability also refers to objectivity (Shenton, 2004). The researcher ensured that the data was captured word for word from the research participants and that the descriptions provided was elaborated on.

Transferability: In order to enhance transferability interviews were conducted up to the point of data saturation (where no new information was obtained from the data) to ensure that findings from one situation can be transferred to another. In order to further ensure transferability, a clear description will be provided about the culture, context, education level and characteristics of participants as well as about the data collection and analysis process of the study (Graneheim & Lundman, 2004). A rich and detailed description of the findings, together with suitable quotations was used to increase the transferability (Graneheim & Lundman, 2004).

Dependability: Guba (1981) states the following question: "How can one determine whether the findings of an inquiry would be *consistently* repeated if the inquiry were replicated with the same (or similar) subjects (respondents) in the same (or similar) context?" (p. 80). The researcher ensured dependability by clearly documenting the research process in a logical and detailed manner (De Vos et al., 2011; Shenton, 2004). This will make it possible for another researcher to repeat this study

(Shenton, 2004). The interviews were recorded and then transcribed verbatim to ensure dependability (Bruce, 1995).

Data analysis

The semi-structured interviews were voice recorded, from which the data were transcribed onto a Microsoft Excel® spreadsheet. The interviews were then compared to the voice recording to ensure that all the information was transcribed in the correct manner and that nothing was left out.

Thematic analysis was used in order to analyse and interpret the data. According to Braun and Clarke (2006), thematic analysis can be seen as a technique that is used to recognize, analyse and report themes or pattern within the collected data. The researcher made use of Braun and Clarke's six steps for doing thematic analysis in order to analyse the data of the study.

Step 1: Familiarise yourself with the data

In order to become familiar with the data, the data were firstly transcribed into a Microsoft Excel® spreadsheet by the researcher. This data were then read thoroughly before coding started. The data were then re-read at which point idea forming and coding commenced. Notes were made on this, which the researcher viewed again at a later stage.

Step 2: Generating initial codes

Step 2 began when the researcher had familiarised herself with the data by means of reading the data and when a preliminary list of ideas has been generated about the data of concern. Codes were then produced during this step, which was done according to the questions asked. These codes (work-life conflict, desirable features of a family-friendly programmes (general), desirable features of a family-friendly programmes for different aged children, benefits of a family-friendly programme, openness and/or receptiveness to such a programme and viability of a family-friendly programme) can be seen as elements of the data that are interesting or of relevance to the researcher in terms of the phenomenon (Boyatzis, 1998). Coding allows one to organise one's data into important groups; these codes, however, are not the same as the themes (which are broader) (Tuckett, 2005). The themes will be discussed in the next step.

24

Step 3: Searching for themes

After all the data have been coded and assembled and a list of codes has been drawn up step 3 commenced. In this step the codes were sorted into different themes (such as conflict, no-conflict, consequences, for the children, for the working mothers, psychologically, work, family, compete affirmation, partial affirmation), whereby certain codes can be combined in order to form a theme. Tables were used in order to sort the codes into different themes. In this step, some of the codes become main themes or subthemes (e.g. higher level of work, corporate, working hours, on-site, off-site, less stress and less worries) and others were left out. Subthemes occur where some of the themes are split, allowing for sub-classification (Struwig & Stead, 2001).

Step 4: Reviewing themes

Step 4 took place after a set of themes has been developed in which refinement of themes took place during this step. This was done by merging, splitting and disregarding some of the themes. The researcher became at ease with the themes, subthemes and features by reading through the themes, subthemes, features and responses. The researcher then again read through the entire dataset to ensure that the themes and its content were satisfactory, all the themes coded and that some were not duplicated. Furthermore, the researcher ensured that the subthemes and features fit within the specific theme and, if that was not the case, the subthemes were moved to different themes to ensure proper fit or disregarded the subtheme or feature. The researcher ensured that the subthemes, features and responses supporting these themes, subthemes and features were an honest and accurate depiction of the different themes, for example, *Code* (Desirable features of a family-friendly programme); *Theme* (Features for children); *Subtheme* (On-site); *Feature* (Sickroom) and *Response* ("They should have like a sickroom for all the sick kids.").

Step 5: Defining and naming themes

This step started after a thematic map had been drawn up to the satisfaction of the researcher. In this step, the themes were defined and further refined and the data within them were analysed. Meaning was allocated to themes to ensure that there was no overlap between the themes. Examples of themes and subthemes identified under family-friendly programmes include: *Aftercare/Day care (that included extra classes, activities/excursions), on-site services (Sickroom, baby care facility), systems/programmes (holiday programme, lunch system), job sharing (buddy system) transport*

service, work from home, career guidance (bring your child to work day, shadowing), finances for studies (bursary, advice) and *flexi time (flexibility, time off).*

Step 6: Producing the report

This step contains the final analysis as well as the writing of the report. In this step, the story of the data was told in such a manner that the reader would be certain of the merit and validity of the analysis. The researcher aimed to provide a brief, logical, reasonable, non-repetitive and interesting description of the story told by the data both within and across the themes. The researcher further ensured that there was a sufficient number of data extracts to indicate the frequency of a theme.

Reporting style

After the data analysis had been completed, themes, subthemes and features were identified and reported on in a table format, where direct quotations were used to demonstrate the data. The inclusion of the direct quotations reveals that the data were reported in an ethical manner, which increased the trustworthiness and credibility of the analysis procedure.

Ethical considerations

Ethical considerations are extremely important during the research process (Brinkmann & Kvale, 2008). Therefore, all measures were taken to ensure that they were not breached. Firstly, ethical approval was obtained from various boards, namely from the University of Pretoria, from the organisation and then from the participants.

Informed consent was obtained from participants in a written format before the data gathering process started. This consent consisted of an agreement to take part in the study and that the participants' data may be analysed, used, stored and reported on (Leedy & Ormrod, 2010; Saunders et al., 2012). Participants were ensured that information would be kept confidential in order to protect their privacy.

Participants were informed that participation was completely voluntary and that they could withdraw from the study at any time (Saunders et al., 2012). They were informed that withdrawal would not lead to any negative implications for them and if any harm was suffered during the research professional aids would be provided to them. The participants were ensured that there was no deception in the study, where participants would be misled and no information would be

26

withheld (De Vos et al., 2011). Participants were debriefed after the research to ensure that all questions had been answered and that misconceptions were removed.

FINDINGS

The codes, themes, subtheme sand features that were identified from the data are presented in this section. In some tables, the reader will notice that an extra column exist indicating features. One direct quotation sampled for each subtheme or feature from the data was used to support the results. The findings are presented in six tables pertaining to the six interview questions and are discussed in the order of the questions.

Table 2: Work-life conflict experienced by working mothers

Theme	Subtheme	Sample response
Conflict	Higher level of work	"If I take myself now, if I look at my previous job, where I came from I worked myself up to be at Director level, which is always what I wanted to actually be. In order to actually be working at that level you have to, you can't bring in family and children."
	Corporate	"So because it's very demanding in a corporate world, they want everything like yesterday today, so you have to do it, if you don't do it then basically, you actually not going to be where you are, you are going to be shifted somewhere else."
	Technology	"Although I did not work late at the office, cause now days you have got the technology and you know what that is also the problem with flexi-hours, flexi-hours is great, but it is not really that great because your kids don't see it, when you bring your laptop home and you are always working."
	Time constraint	"Well, first of all, I don't get everything done; then I have to do it at home."
	Distance between home and work	"We also don't live close to work."
	Working hours	"Yes it does because I do functions, I PR and all that so I don't have a set working hour; I can work till 2 o'clock the next morning at a banquet dinner. I can go on a conference for two

27

		weeks."
No-Conflict	Prioritise	"I basically keep my work at work and my family life at home."
	Lower level of work	"I'm admin so I don't have to take work home I finish what I can do here."
Consequences	Burnout	"What happens is you start burning out as an individual."
	Health problems	"Your health starts to deteriorate because you don't look after yourself."
	Less sleep	"You have less sleep."
	Dreams	"Even dreaming about it."
	Forgetfulness	" You start forgetting things."
	Absenteeism	"But you don't actually grasp or remember all the details of that conversation so you actually not consciously present."
	Displaced anger	Well basically go home you frustrated you angry or whatever and you start shouting at your kids and things like that and only afterwards you think you know what not fair."
	Mental exhaustion	"You can't shut down because you thinking I must do this and this tomorrow."
	Less time for children	"I don't have a lot of time with my children"
	Stress and worry	"Your stress levels are a lot higher."

Table 2 depicts whether working females experienced work-life conflict or not and the consequences of this. Working mothers mostly experienced work-life conflict. This table consists of the main themes and subthemes and the original response of every theme and subtheme. The themes and definitions are discussed below:

Conflict: Participants reported that they experienced work-life conflict due to their level of work and the corporate environment, where some of them were employed at director's level, which led to high demands from the organisation. Time constraints and technological environment of today also play a role in this conflict as people work when at home leading to less time for their families and if employees do not finish with their work in the day it is taken home. Stress experienced by employees and the distance between home and work also creates conflict for employees. Some employees are expected to work long hours or work away from home for extended periods of time, which influences their family lives.

28

No conflict: The ability to prioritise and the level of work of an employee seemed to play a role in order to prevent work-life conflict. Employees who are in an admin position can only do their work at work and not take it home; thus, eliminating the possibility of work-life conflict.

Consequences: Work-life conflict appeared to lead to certain consequences such as burnout, sleeplessness and forgetfulness. Employees who experience work-life conflict might have less sleep and dream about their work, be more absent from work and experience health problems. They may further experience more stress, displaced anger and no time left for their children.

Table 3: Desirable features of a family-friendly programme (general)

Theme	Subtheme	Feature	Sample response
Features for children	On-site	Aftercare	"Firstly, childcare especially afternoons, after school drop off. Help with homework, tasks you know all the things that you need to spend like 2/3 hours at night."
		Sickroom	"They should have like a sickroom for all the sick kids."
		Baby-care facility	"They should have a little baby care facility."
		Breastfeeding room	"That you can come down breast feed and your baby is being cared for and that but it has to be within the company environment."
		Holiday programme	"A nice holiday programme, that is in school holidays you know parents are at work".
		Lunch system	"I think if they had like if say you get like somebody that has, like a lunch-box system."
	Off-site	Social responsibility	"So in terms of your company's social responsibility I think it's important that the company includes the children to go out monthly or once a month to host a little

29

			braai for an orphanage or what do you call it and they've got to entertain these children and even bring a little bag collect clothes or whatever."
		Activities/Excursions	"Going to the zoo or whatever stuff we can't do because we have to work."
		Au pair	"In winter obviously having someone that goes to the house would be better because then you don't have to get your child out in the cold."
	In-house services offered by the organisation	Transport service	"Transport obviously from school to here because I won't be able to do that."
	Career Guidance	Career guidance	"Also to help them with career guidance."
		Bring-your-child-to-work day	"Bring your child to work day."
		Shadowing	"I think that's very important for a child to know where their parents work what they do, and to shadow them."
		Exposure	"Whether you want to be a lawyer send them to a law firm for the day. You know an accountant you want to be an accountant, go to an auditing firm."
		Education week	"An educational week."
	Finances for studies	Bursary	"If they can provide us with a like a study bursary."
		Advice	"You know get us a person that can advise us on education how to prepare financially for children's education."
Features for working mothers	Working arrangements	Work from home/ Teleworking	"If I can work from home."
		Flexibility	"I would love flexible hours."
		Time of	"I would like to if we can get time off if our kids do sport."

30

		Job sharing	"A buddy system."
	Assistance	Support group	"If parents can get together like if the company provide like an hour to the staff say every other week where we can as parents all get together and help each other like my child's got this problem and your child's got that problem. So if we could, if we could get a system where, where we can all talk to each other and say listen here I'm going through this at the moment and you know or I need help with this at the moment and this one needs help with that at the moment."
		Single-parent programmes	"Programmes to assist a single parent."

Table 3 depicts the features that working mothers would like these family-friendly programmes to have. This table consists of the main themes, subthemes, sub-sub themes and the original response of every theme and subtheme. The themes are discussed below:

Features for children

This is firstly categorised as *on site*, which include aftercare, a sickroom, a baby-care facility, a breastfeeding room, a holiday programme and a lunch system. With regard to aftercare, mothers would like extra classes or assistance with things such as reading, helping with homework, assistance during exams to write out some exam papers. Another need in terms of this is to have a quiet environment where the children will be able to sit and do their homework in a nice environment. These mothers would like a sickroom where they can bring their children so that they can still go to work and have their children close. They also desired a baby-care facility and a baby room where someone would be able to look after their babies and where they could go to breastfeed their children. A holiday programme is another feature that working mothers would like where someone would look after the children and where they could do some activities and be with friends. Lastly, a lunch system where they could get some ready-packed lunch boxes for their children was seen as a need by these mothers

31

Off-site services will include social responsibility, an au pair and activities. Working mothers would like the organisation to provide social responsibility events, where their children could be exposed to certain things such as going to an orphanage where they can take clothes for these children. During the winter periods, working mothers would like to have an au pair that can go to their houses to look after their children. These mothers would also like to have activities/excursions that their children can attend such as going to the zoo, things that the mothers are not able to do when they are work.

In-house services offered by the organisation such as a transport service. The transport service will have to collect children from school and take them to the company or to collect them from a different point and take them to the desired destination.

Career guidance: Parents would like to have career guidance services for their children, which will allow them to get more exposure. This can include things such as bringing your child to work, having an education week, being able to shadow employees, or to go and visit another type of industry in which they are interested.

Finances for studies: Bursaries and financial advice also appear to be a need for employees with regard to their children's studies. Employees would like their company to provide their children with bursaries, which they either have to pay back at a later stage or work it back for the company. Other employees would like to receive advice on how to plan financially for their children's education.

Features for working mothers

Working arrangements could include working from home/teleworking, flexibility, time off and job sharing. Working from home can also be seen as a benefit, not only for the employee but also for the company. Employees may get caught up in other employees work at the office, which is not their responsibility, leading to neglect of work, which can possibly be avoided if they work from home. Employees would like to come in earlier in the morning and leave earlier in the afternoons in order to have more time with their children. This will also allow them to go and see how their children play sports. Working mothers would also like to have some time off in order to go and see how their children play sports. A feature such as job sharing or a buddy system is also preferred where two employees have the same job working in shifts. For example, the one employee works in the morning and the other in the afternoon for a week and then they rotate shifts.

Assistance is also needed by employees in terms of support groups and single-parent programmes. Working mothers would like to form support groups where they can discuss child-related problems. They would also like programmes that can assist single parents.

Table 4: Desirable features of a family-friendly programme for different aged children

Theme	Subtheme	Feature	Sample response
Baby	For the children	Day-care/ Crèche	"I would like to have a crèche here that I can go and look if she's okay."
		Day mother	"Have a day mother that looks after your child."
		Mothers' room	"Definitely a mother room."
		Baby development programmes	"A system with developing your child would also have been also nice. Developing programmes. You know, informative."
		Doctors on site	"If you would have doctors and people coming into the workplace."
		Sickroom	"Have a sickroom."
	For the working mothers	Flexibility	"Definitely flexibility."
		Working from home/ Teleworking	"Just to allow people to actually work from home."
Ages 2 to 5	For the children	Physical activities	"Bringing in activities like your Monkey nastics and your pottery and whatever they need to do to develop."
		Sickroom	"I think just they could use the baby for a sickroom."
	For the working mothers	Working from home/ Teleworking	"If you can work from home."
Primary School	For the children	Extra lessons	"If they could have a place where kids could have maybe extra lessons."
		Career guidance	"Take them to different colleges or Universities and let them go through there for the day and let them see what really there is. How many options they do have, but now kids don't have that."
		Drug and alcohol	"A programme for drugs and alcohol abuse"

		abuse education	
		Au pair/Assistance	"You know if there's somebody you know whose got experienced with kids battling to read. So you know if there was somebody from an earlier age you know that spend a lot of time with her that would have picked up something like that."
		Sports activities	"Activities outside school. I mean play Frisbee run around kick a ball, touch rugby."
		Sickroom	"Have a sickroom have a sick area."
	For the working mothers	Only work mornings	"Maybe working only mornings."
		Working from home/Teleworking	"Working from home."
High School	For the children	Room for homework	"Have a facility where the kids can come here and do their homework."
		Tutor	"At different ages like from grade 8 to grade 12 maybe have a Maths tutor, English tutor.
		Extra lessons	"A place where kids could have maybe extra lessons."
		Lunch facility	"They still need a facility which will give them a lunch."
		Transport Service	"But if they high school they still, they still need transport to go to sport and stuff."
		Sickroom	"Have a sickroom have a sick area."
		Motivational speaker	"Just that someone can on a regular basis can come and talk to them and tell them life is good there's no need for this."
		Alcohol and drug-abuse education	"A programme for drugs alcohol abuse and that."
		Sex Education	"Giving their kids that extra knowledge like on sex education."
		People skills development	"Give them people skills and how to deal with people."
		Emotional Intelligence training	"So I would think if there's a facility to support a person more emotionally; more emotional intelligence than IQ. I think the support around a good self-image."
		Youth club	"These youth clubs; youth places that you get; not a club.

34

			It's anyway then the youth go there and that's where they you know to keep them off the streets."
		Sports activities	"Sports activities, table tennis whatever."
		Family sport	"Have a sports, start a club or a group you know with sport where you get the staff and the children, the families involved."
		Gym	"Maybe like a gym."
		Internet cafe	"An internet cafe for them so they can do their research if they are busy with research."
		Career guidance	"Take them to different colleges and Universities and let them go through there for the day and let them see what really there is."
		Driving lessons	"If the work can maybe help the children when it comes to driving. Take them for driving lessons, get somebody to take your kids for driving lessons, help your kids to get their driving licence."
	For the working mothers	Working from home/ Teleworking	"If you can work from home."
		Family Sport	"If our company could have a sports club, start a club or a group, you know. With sport where you get the staff and the children, the families involved."
Tertiary support	For the children and parents	Finances for studies	"If they can provide us with a like a study bursary or something like that."

Table 4 illustrates the features of the family-friendly programme based on the ages of the children. This table consists of the main themes and subthemes and the original response of every theme and subtheme. The themes are discussed below:

Baby

For the children, during the baby years, a day-care centre or a type of crèche appears to be a need for various working mothers. They would like this crèche to be closer to them or to be on-site where they go and check up on their children. Some of the employees would also like this service, as this

35

will allow them to breastfeed their babies for longer. Apart from having a day-care centre, having a day mother can also be seen as a need for working mothers, as this will allow them to return to work sooner after giving birth. Working mothers would like a mothers' room, as this will allow them to breastfeed their children for longer and where they can express milk without being disturbed by other people. They would also like baby-development programmes where information can be provided to employees regarding the development of their babies. Doctors coming to the workplace to give the children their vaccinations is another benefit that appears to be needed and in addition to this a sickroom/area where the children can be looked after while they are sick.

The working mothers would like to have some flexibility and to work from home. The opportunity to have some flexibly appears to be important to working mothers, as they only receive three days' sick leave, which is not sufficient if one has three children. Working from home is another benefit that can be provided, as the technology of today makes this benefit possible.

Age 2-5

For the children, working parents would like physical activities such as Monkey nastics and pottery or other activities to help them develop. In addition to this, they would also like a sickroom at work where they can take their children. *The working mothers* would like to work from home when their children are between the ages of 2-5.

Primary school

For the children, working mothers with children at primary school would like family-friendly programmes that include extra lessons for their children, career guidance, drug and alcohol abuse education, an au pair/assistance and sports activities. These mothers would like their children to receive extra lessons in subjects such as maths. In terms of career guidance things such as having a college day, where the children can be taken to some of the Colleges or Universities so see what there is and how it works. Certain programmes also needs to be presented to the children to educate them on things such as drug and alcohol abuse. An au pair or a type of assistance is also a needed by working mothers to assist their children with things such as reading problems. Sports activities such as playing Frisbee or touch rugby are also features that these working mothers would like. *The working mothers,* would like to work only mornings or to work from home, teleworking and to do the family sport at work.

High school

For the children, working mothers who have children at high school would like to include features such as a room for homework where the children can sit and do their homework, a tutor that can assist the children with their homework and extra lessons. A lunch facility that can prepare ready-packed lunch boxes and a transport service that can take the children from school to the organisation or to sports activities. In addition to this, these mothers would like a sickroom where they can bring their children, as well as a gym, a youth club and sports activities for their children where they can do certain activities. A motivational speaker that can assist their children during difficult times to ensure them that things will be okay, alcohol and drug abuse education, sex education, people skills development and emotional intelligence training. They would also like family sports, where the employees and children of employees can have some fun together and career guidance in order for children to determine their career paths and an internet cafe where children can do research for projects. Lastly, these mothers would like their children to receive driving lessons, as the parents do not always have time to attend to this.

The *working mothers,* would also like to be able to work from home at times, have some family sports activities, and Educational/Development programmes where more information will be provided about things such as alcohol and abuse in an additional need for these working mothers. Another feature would be to provide the children with sex education and to have a motivation speaker that can go and speak to them from time to time and to educate them on emotional intelligence. Driving lessons, career guidance and an internet cafe were also suggested as some features that could be implemented in this programme.

Tertiary Support

For the children and working mothers, working mothers would like to receive bursaries and advice on finances for their children who completed school for further studies.

Table 5: Benefits of family-friendly programmes

Theme	Subtheme	Sample response
Psychologically	Less stress	"Less stress on me."
	Peace of mind	"I have peace of mind."
	Less worries	"I don't have to worry."

	Less pressure	"First of all it will take the pressure off."
	More relaxed	"More relaxed."
	Feel better	"You just feel better."
Work	Focus on work	"I can carry on with my job."
	Easier to do job	"It would have been easier doing my job."
Family	Child location	"I'll know where my child is."
	Happier families	"You'll also see happier families."
	More time with family	"I can spend more time with my kids and my family."
	Second parent	"They can additionally help parents by being there as the second parent."
	Having fun	"Then we can have some fun like in the old days.
Financially	Financial benefits	"Financial it will also help."
Time	More time	"It will just give me a little bit more time."
Company	More productive staff	"Yes because they are going to get more out of their staff."

Table 5 illustrates the benefits that a family-friendly programme will provide to working mothers. This table consists of the main themes and subthemes and the original response of every theme and subtheme. The themes are discussed below:

Psychologically: In terms of the benefits that a family-friendly programme can provide working mothers with, the following was extracted from the data: less stress, peace of mind, less worries, less pressure, they will be more relaxed and feel better about themselves

Work: Working mothers would seem to have more time to focus on their work if they do not have to worry about all their duties as parents. It will thus also be easier for them to do their jobs.

Family: In terms of the needs of their families, the mothers will know where their children are as they will either be on site or will be transported by someone known to them. Another benefit of these programmes will be that families will be happier, have more time for each other and be able to have more fun together, ultimately spending quality time together. There will also be a tutor or assistant that will serve as a type of second parent to the children to help them with tasks their parents do not have time for.

Financially: Working mothers will also gain financial benefit from these programmes if something like a day-care centre, a transport service or a type of bursary could be provided to the employees, which will help them financially.

Time: Working mothers may also have more time as they will not have to attend to all the needs of their children in terms of helping them with homework or having to drive them around, as this will be done by the family-friendly programme. By not having to attend to all of these tasks, working mothers will have more time for themselves and for their families to spend more quality time together.

Company: The company will also receive benefits from such a programme such as more productive staff.

Table 6: Openness and/or receptiveness to such a programme

Theme	Subtheme	Sample response
Complete Affirmation	Overall use	"I will definitely use them."
	Pay for service	"I would definitely make use of it if I even had to even pay a proportion I would be willing to do that even I wouldn't expect that to be free of charge."
Partial Affirmation	Selective use	"I definitely will. Not the baby one I don't want any more babies but the rest I will."
	Childs choice	"Absolutely of course once again it all depends on my daughter I will make use of it but it all depends on her yes."
	Ensure safety	"Definitely. There's no doubts about it there's no even ums and hah's…there. If the work was providing it and I know that the work is providing it so I know it's going to be safe and I know it's going to be you know done properly."

Table 6 depicts the openness of working mothers towards these programmes. This table consists of the main themes and subthemes and the original response of every theme and subtheme. The themes are discussed below:

39

Complete affirmation: When looking at the openness or receptiveness of working mothers towards family-friendly programmes it was found that they were open to this. Some mothers even reported that they would pay for these services or pay a part of this just to be able to receive this.

Partial affirmation: Some of the working mothers reported selective use as they would only make use of some of the benefits as not all of the benefits would apply to them. Some of the working mothers reported that they would make use of the programmes but their children would also have a say in the matter, as they would be the ones who have to participate in the programme itself. Some of the participants also stated that they would even pay a fee for some of these services, as it would really help to make their lives easier. Another subtheme that was extracted from the data is that they would make use of these programmes if the company provided it and if it was safe.

Table 7: Viability of a family-friendly programme

Theme	Subtheme	Sample response
Practical	Corporate companies	"I think for corporate companies you want to be preferred employer or best well known employer, it will not be a problem. They will do this easily, because a lot of those companies they are already putting gyms into the workplace for the fitness and all of that and also a lot of companies are saying, especially those companies that are saying we believe that our employees need to be balanced cause not a lot of companies do that, they need to be healthy fit, mind and all of that, they definitely will do that."
	Agreement	"I think it can work if you do it in a good manner and everyone agrees on a service what they want."
	Time invested	"It could if the company would invest time to do it, I think it is practical."
Impractical	Branch too small	"With the small branches I think it won't be as um…practical as we would like it to be."
	Small company	"Smaller companies will not do that because it goes onto their profit they don't have the resources or the finances to do that."

40

Table 7 illustrates the view of working mothers with regard to the practicality of a family-friendly programme. This table consists of the main themes and subthemes and the original response of every theme and subtheme. The themes are discussed below:

Practical: According to the data extracted, these programmes can be practical if it is used in corporate companies, if agreement is reached about the type of features to include and if these companies invest time in these programmes.

Impractical: From the data, it transpired that some of the features in these programmes might not be as practical such as having a sickroom where the children might infect one another. Small companies might also find this impractical as this might cut into their profits. Small branches might also struggle to implement this, as there might not be enough people to do this for, even though it might be a big company.

DISCUSSION

Outline of the results

In this section, the focus is on how the results relate to the research questions of this study in order to obtain consistency between the objectives, the data collected and the results. The results relating to research question one are discussed under *work-life conflict of working mothers*; the results of research question two are discussed under the *desired features of a family-friendly programme* and the results of research question three are discussed under *factors making it possible for working mothers to be receptive towards a family-friendly programme.*

Work-life conflict of working mothers

The first research question of the study was to understand the work-life conflict aspects of working mothers. When participants were requested to explain their work-life conflict the following themes and subthemes emerged: *Conflict (higher level of work, corporate, technology, time constraint, stress, distance between home and work, working hours); No-conflict (prioritise, lower level of work); Consequences (burnout, health problems, less sleep, dreams, forgetfulness, absenteeism, displaced anger, mental exhaustion, less time for children, stress and worries, kids gets deprived of playtime.*

After a thorough analysis of the findings of this study, it became evident that most (*n*=9) working mothers experienced work-life conflict, with only a few stating that they did not experience work-life conflict. These results have also been found by other studies such as Easton (2007). The few that did not experience work-life conflict were in lower level positions (mostly administrative work) making it impossible for them to take work home. This means they left their work at work, leaving them with family time and therefore they did not experience work-life conflict. Their work could also be less stressful than that of employees in higher-level positions, which could result in less work-life conflict. Those who experienced work-life conflict reported that they have a high position in the company, work long hours and work far from home. Working long hours have been found to have a positive relationship to work-life conflict, both on a managerial and non-managerial level, although the relation was stronger on a managerial level (Amstad et al., 2011; Boswell & Olson-Buchanan, 2007; Xiao & Cooke, 2012). Other studies such as those by Xiao and Cooke (2012); Schieman (2009) found that workload is also a cause of work-life conflict, which was not indicated by the results found in this study. However, working long hours can be linked to a high workload. According to De Sousa (2013), working mothers' travel time is negatively related y to their work-life conflict.

Work-family conflict is due to time-based, strain-based or behaviour-based conflict, which was also found in this study (Greenhaus & Beutell, 1985; Parasuraman & Greenhaus, 1999). For example, time based (long working hours, too much work for the given time and working long distances from home), strain based (stress, worries and mental exhaustion) and behaviour based (corporate working environment where women might have to be tougher and harder than what is expected from a mother). Work-family conflict negatively affects the well-being, health, absenteeism, burnout/exhaustion and stress levels of employees (Allen, Herst, Bruck, & Sutton, 2000; Amstad et al., 2011; Easton, 2007). These constructs were also identified in this study by means of the consequences related to work-life conflict. However, contradicting evidence has also been found stating that managers and professionals are in a better psychological and physical state of health than employees who are in secretarial and administrative positions, even though they work longer hours, have a higher workload and experience work-life conflict (Duxbury & Higgins, 2003).

Desired features of a family-friendly programme

The second research question of this study was to understand the desirable features that working mothers would like in terms of the family-friendly programmes. This was done on a general basis and according to the ages of their children.

The findings of the study depict that all working mothers have a certain type of feature that they would like in this programme. When participants explained what features they desired, the following themes, subthemes and sub-subthemes emerged: ***Features for children,*** *On-site services* (such as *an after care facility, sick room, baby care facility*, a *breastfeeding room*, a *holiday programme, lunch system, doctors)*, *off-site services* such as (*social responsibility*, and *excursions*), *Off- site services (social responsibility, activities/excursions, au-pair), In house services offered by the organisation (transport service, extra lessons, drug and alcohol abuse education, sports activities, motivational speaker, sex education, people skills development, emotional intelligence training, youth club, family sport, gym, internet cafe, driving lessons), Career guidance (career guidance, bring your child to work day, shadowing, exposure, education week), Finances for studies (bursary, advice.* ***Features for working mothers,*** *Working arrangement (working from home/teleworking, flexibility, time off, working only mornings, job sharing, assistance, support group, single parent programmes).*

Based on the general features found participants stated that they would like a day-care centre/crèche on-site where their children can go after school. This is in accordance with a study done by Easton (2007) that reveals that 93% of her respondents indicated that a childcare facility would assist in the management of their work-life balance. This is also indicated in another study that states that working mothers prefer to work for organisations that provide childcare facilities (Bourhis & Mekkaoui, 2010). According to results obtained from Grady and McCarthy (2008) study, working mothers need job sharing and flexibility in order to be able to experience work-life balance, which was in accordance with the results obtained from this study. Easton (2007) also found that 93% of her participants desired flexibility in their working hours. Flexibility has also been seen as the most important feature in a family-friendly programme (Mesmer-Magnus & Viswesvaran, 2006), which was also found in the results of this study, although one employee stated that, "Flexi hours is great but it is not really that great because your kids don't see it, when you bring your laptop home and you are always working". Furthermore, the working mothers indicated that they would like to work from home/teleworking. Teleworking was found as a construct that attracts people to a company,

meaning having the option to work from home can make them decide to work for that company (Bourhis & Mekkaoui, 2010).

New desirable features that emerged from this study was a transport service; career guidance; on-site services (such as a sickroom, baby-care facility, breastfeeding room, doctors, a holiday programme to keep their children busy during working hours and a lunch system where lunch packs are prepared for the children), off-site services (such as social responsibility, excursions on which the children will be taken and an au-pair to look after their children), finances for studies (which included bursaries and advice related to finances); assistance (which includes a support group for the parents to talk about aspects related to their children and also a programme for single parents). Other features that came forward are extra lessons, drug and alcohol education, sports activities (where the children can play ball or touch rugby), a tutor to assist them with homework, a motivational speaker, people skills development and emotional intelligence training for the children, a youth club where to children can go for recreational purposes, a gym, an internet cafe. An interesting finding was to provide driving lessons and theoretical assistance related to this to the children as the parents struggle to find time to attend to this matter. However, a feature that was not mentioned in this study, which was found by others, is that of counselling (McLeod & Henderson, 2003; Xiao & Cooke, 2012). Although employees would like support groups, no formal counselling was mentioned as a desirable feature by the participants.

When looking at these results according to the ages of the children the following was found: for *baby years* working mothers would like a day-care centre/crèche, a day mother, a mothers room, baby development programmes, doctors on site and a sickroom. Kossek (1990) and Grover and Crooker (1995) indicate that employees with young children would like day-care facilities. Although these references are old, they still appear to be relevant today. New results that came forward were those of a day mother, mothers' room, baby development programmes, on-site doctors and a sickroom. Sick care has, however, been found as a desirable feature by Kossek (1990); however, it was not specified if this should be in the form of on-site doctors, an on-site sickroom, medical aid or sick care at the house of the employee. The mothers would like to have flexibility and the opportunity to work from home during these years.

For children aged 2-5, working mothers would like a sickroom for their children. The working mothers would like to work from home. As mentioned above, Kossek (1990) found that sick care is a desirable feature in such programmes. Glass and Estes (1997) state that mothers with pre-schooler

might like to have reduced hours, whereas this study found that working mothers would like to work from home during this time. Working mothers with primary school children would like their children to receive extra lessons, career guidance, drug and alcohol abuse education, an au pair, sports activities and a sickroom. These mothers would like for themselves to work only during the mornings and then work from home. These results do not appear to have been found by other studies. Mothers with high school children would like a room where the children can do homework, a tutor, extra lessons, a lunch facility, a transport service, a sickroom, a motivational speaker, alcohol and drug abuse education, sex education, people skills development, emotional intelligence training, a youth club, sports activities, family sport, a gym, an internet cafe, career guidance and driving lessons. The working mothers would also like to participate in family sports and would like to work from home/teleworking. As very few studies focus on the needs of parents based on the ages of their children, there appears to be no other research that also found these results.

The benefits of these programmes, according to the working mothers, would be less stress, peace of mind, less worries, less pressure, being more relaxed, and feeling better. Previous studies have also found that family-friendly programmes reduce stress and burnout (Hill, 2005; Richman et al., 2008; Scandura & Lankau, 1997). They will be able to focus on their work and it will be easier to do their jobs. Such programmes will also hold financial and time benefits and staff will be more productive. An increase in employee productivity has been found to be one of the benefits of a family-friendly programme (Allen, 2001; Hill, 2005; Scandura & Lankau, 1997). In terms of family matters, working mothers will know where their children are, families will be happier and will have more fun, mothers will have more time for their families and parents will be assisted by this programme serving as a second parent.

Factors making it possible for working mothers to be receptive towards a family-friendly programme

The third research question of the study was to understand the factors that make it possible for working mothers to be receptive towards a family-friendly programme. When participants were requested to explain their receptiveness towards a family-friendly programme, the following themes and subthemes emerged: *complete affirmation (overall use, pay for service); partial affirmation (selective use, child's choice and ensure safety).*

All participants (*N*=11) stated that they would definitely make use of these programmes. In the complete affirmation theme some participants stated they would make use of these programmes overall (*n*=7), where some added that they would even pay for these services as long as the company provided it (*n*=2). Other participants fall in the partial affirmation group as they said that they would make use of these services on certain conditions. The first one stated that she would make use of these programmes as long as they knew that it was safe (n=1); another participant stated that she would make use of it as long as her child also wanted to do so (n=1); and the last participant stated that she would make use of all the services except the baby one as she did not want any more babies (*n*=1).

Based on the results some employees stated that they would make use of these features based on certain conditions. Since the needs of employees can differ depending on the ages of their children it can be explained why some working mothers would prefer some features and not others (Glass & Estes, 1997). If a working mother does not have children in their baby years then her need for a baby room or childbirth leave can be expected to be limited. According to the literature, other conditions were also given in order to make use of these programmes such as that the organisation and managers needs to be supportive of their involvement in these programmes which was not found in this study (Allen, 2001; Mesmer-Magnus & Viswesvaran, 2006). This study however found new conditions: 1) that mothers will only make use of these programmes as long as they know that it is safe, 2) they will only make use of it if their children also wants to use it. These findings appear to be significant, as no other studies seem to have reported on this.

In terms of the practicality of such a programme, some participants stated that such a programme could be practical in corporate companies since corporate companies want to be the preferred employer and some of them are already implementing services such as gyms. It can further be practical if agreement is reached in terms of what services' employees want and if time is invested by the organisation to implement such a programme. Aspects that refer to the impractical matters state that it is impractical if the organisation and the branch are too small. One of the participants state that, "smaller companies will not do that because it goes into their profit they don't have the resources or the finances to do that".

<u>Practical implications</u>

In this section, the value of the finding will be highlighted in order to indicate the need and benefit of family-friendly programmes for both organisations and working mothers.

Organisations

This study aimed to assist employers, to gain a better understanding of the needs that employees have in terms of the provision of a family-friendly programme. The organisation will ultimately benefit from this as employees may be more productive, loyal and experience higher job satisfaction, organisational commitment as well as lower work-family conflict and stress (Allen, 2001; Anderson et al., 2002; Grover & Crooker, 1995; Lewis, 1997; Richman et al., 2008; Saltzstein et al., 2001; Thompson et al., 1999). To achieve the above-mentioned benefits, employers will need a guide to show them what employees want. If employers make use of the results of this study they will have a clearer picture of the needs that working mothers have in terms of work-life benefits and the features to implement in their company. In addition to this, they can also see what these needs are per age group of the children. If a company is willing to implement only one feature, they can do a survey among their employees to determine in which age group most of the children fall and then implement a benefit linked to this. For example, if most of their employees have children in the baby age group, they can maybe implement a breastfeeding room. This study might also elicit the obstacles that working mothers have, which can provide employers with a better understanding of their circumstances.

Working mothers

If employers make use of this research and implement some of these features in their organisations, then the work-life conflict of working mothers may be reduced. This might then lead to more time for personal and family matters, an increase in their health and happiness, and reduced burnout and stress. In addition to this, the implementation of these features may lead to better marital and family relations. Working mothers must involve the organisation to assist them with their work-life balance and indicate to their employers what their preferred features would be with regard to a family-friendly programme.

Limitations and recommendations

The limitations of this study are related to the context and the target population of the study. Firstly, this study is limited to the South African context, where research was only done in the Gauteng area. The researcher has limited the study to the Gauteng area as this is the area in which the researcher resides, making this area easily accessible to the researcher. Furthermore, this restriction allows the researcher to conduct the study within financial and time constraints. Secondly, the study is limited to a single organisation in the printing and bar coding industry. Such a limitation might mean that the findings of this study are only relevant to this specific sample/organisation

The study is also limited to a specific target population, namely female employees who have children. This was done as this study aims to determine the receptiveness of working mothers for a family-friendly programme and what they want such a programme to entail. Qualitative research also comes with limitations, as it usually entails smaller samples, making it difficult to propose certain trends for a whole population. This was the case in this study, as the sample size was only 11 employees, which will be too small to generalise the data to the entire population. The sample further comprised mostly of white, Afrikaans-speaking participants, which can lead to misinterpretations of the needs of South African employees, as it is not representative of the South African context. However, the data do provide a launch pad for further research to increase the amount of researcher in this field, especially in the South African context. This study also contributes to the literature of family-friendly programmes.

Only one data collection method (semi-structured interviews) was used in this study, which has an influence on the quality and type of information. This method restricted the amount of information that could have been obtained from the participants. Another limitation to the study was that not enough probing was used to gain a more in-depth understanding of the information. This type of data collection method can have another limitation on the basis that the researcher can be biased.

For future research in terms of this study's limitation, a bigger sample can be used in order to get a better representation of the South African population. The data can be collected from different provinces in South Africa, not limiting the research area just to Gauteng. The data should also be obtained from more than one organisation in different industries as employees in corporate industries might experience work-life conflict differently than those in smaller organisations. Most research has also been done on corporate organisations, leaving a need for research in smaller

organisation (Anderson et al., 2002). More diverse age and cultural groups can also be included in the sample to obtain a more accurate view of the needs of working mothers in South Africa. More than one data collection method can be used, such as interviews and focus groups or a quantitative method (e.g. surveys) can be used. When making use of interviews more probing should be done in order to gain a more in-depth understanding of information. Future research can also include working fathers, as not much research has focused on fathers' family-friendly needs (Hill, 2005). Another idea for future research could be to view the differences between the needs of married and single working mothers. Recommendations for the practice will be to view the matter of work-life conflict as a serious problem facing employees of the 21st century and to take proactive measures in this regard. By making use of this research study's findings, employers will have a good model to work from in order to reduce work-life conflict. Another recommendation would be use this research as a guideline to conduct the same type of researcher in the organisation to determine the needs of the working mothers in that specific organisation before implementing family-friendly programmes.

Conclusion

To conclude, it can be stated that the research study attended to the research questions of this study and reached significant findings regarding to the needs of South Africa working mothers for family-friendly programmes. The results of this study revealed that participants experience work-life conflict and that there is a need for family-friendly programmes in South Africa. Working mothers experience work-life conflict due to their position in the organisation (management); their working hours; the distance that they have to travel to work; and due to technology, as one is never really away from work, since technology keeps you connected. There are various consequences related to this conflict such as stress, burnout, health problems, less sleep, forgetfulness, displaced anger, absenteeism and mental exhaustion.

Various new features came forward from this study such as a breastfeeding and a mothers' room as well as aspects such as driving lessons, a transport service and training (emotional intelligence and people skills) for the children. Although these features can provide the organisation with various benefits such as more engaged and committed employees, it may always be an obstacle for smaller organisations to implement such programmes. Features such as flexibility and the opportunity to work from home may be easier and more cost efficient to implement than something like a transport service or a lunch system.

REFERENCES

Abendroth, A. K., Van der Lippe, T., & Maas, I. (2012). Social support and the working hours of employed mothers in Europe. The relevance of the state, the workplace, and the family. *Social Science Research*, *41*(3), 581–597.

Allen, T. D. (2001). Family-supportive work environments: The role of organizational perceptions. *Journal of Vocational Behavior*, *58*, 414–435.

Allen, T. D., Herst, D. E. L., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology*, *5*(2), 278–308.

Allen, T. D., & Russell, J. E. (1999). Parental leave of absence: Some not so family-friendly implications. *Journal of Applied Social Psychology*, *29*(1), 166–191.

Amstad, F. T., Meier, L. L., Fasel, U., Elfering, A., & Semmer, N. K. (2011). A meta-analysis of work − family conflict and various outcomes with a special emphasis on cross-domain versus matching-domain relations. *Journal of Occupational Health Psychology*, *16*(2), 151–169.

Anderson, S. E., Coffey, B. S., & Byerly, R. T. (2002). Formal organizational initiatives and informal workplace practices: Links to work-family conflict and job-related outcomes. *Journal of Management*, *28*(6), 787–810.

Aryee, S., Srinivas, E. S., & Tan, H. H. (2005). Rhythms of life: Antecedents and outcomes of work-family balance in employed parents. *The Journal of Applied Psychology*, *90*(1), 132–46.

Auerbach, C. F., & Silverstein, L. B. (2003). *Qualitative data: An introduction to coding and analysis*. New York, NY: New York University Press.

Baard, N., & Thomas, A. (2010). Teleworking in South Africa: Employee benefits and challenges. *SA Journal of Human Resource Management*, *8*(1), 1–10.

Bacik, I., & Drew, E. (2006). Struggling with juggling: Gender and work/life balance in the legal professions. *Women's Studies International Forum*, *29*, 136–146.

Bakker, A., & Schaufeli, W. B. (2008). Positive organizational behavior: Engaged employees in flourishing organizations. *Journal of Organizational Behavior*, *29*, 147–154.

Barkhuizen, H., Jorgensen, L. I., & Brink, L. (2014). Exploring the role of the industrial-organisational psychologist as counsellor. *SA Journal of Industrial Psychology*, *40*(1), 1–11.

Barnett, R. C. (2004). Women and multiple roles: Myths and reality. *Harvared Review of Psychiatry*, *12*(3), 158–165.

Barnett, R. C., & Hyde, J. S. (2001). Women, men, work and family. An expansionist theory. *The American Psychologist*, *56*(10), 781–796.

Been, W. M., Den Dulk, L., & Van der Lippe, T. (2016). Dutch top managers and work-life arrangements in times of economic crisis. *Community, Work & Family*, *19*(1), 43–62.

Bird, J. (2006). Work-life balance. *Employment Relations Today*, *33*(3), 1–9.

Blair-Loy, M., & Wharton, A. S. (2002). Employees' use of work-family policies and the workplace social context. *Social Forces*, *80*(3), 813–845.

Bloom, N., Kretschmer, T., & Reenen, J. V. A. N. (2011). Are family-friendly workplace practices a valuable firm resource? *Strategic Management Journal*, *32*, 343–367.

Bond, J. T., Galinsky, E., & Swanberg, J. E. (1998). *The 1997 national study of the changing workforce.* New York, NY: Families and Work Institute.

Boswell, W. R., & Olson-Buchanan, J. (2007). The use of communication. *Journal of Management*, *33*, 592–610.

Botma, Y., Greeff, M., Mulaudzi, F. M., & Wright, S. C. D. (2010). *Research in health sciences*. Cape Town, South Africa: Pearson Education South Africa.

Bourhis, A., & Mekkaoui, R. (2010). Beyond work-family balance: Are family-friendly organizations more attractive? *Industrial Relations*, *65*(1), 98–117.

Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks, CA: SAGE Publications.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101.

Brink, B., & De la Rey, C. (2001). Work-family interaction strain: Coping strategies used by successful women in the public, corporate and self-employed sectors of the economy. *South African Journal of Psychology*, *31*(4), 55–61.

Brinkmann, S., & Kvale, S. (2008). Ethics in qualitative psychological research. In C. Willig & W. Stainton-Rogers (Eds.), *Qualitative research in psychology* (pp. 187–203). London, UK: SAGE Publications.

Bruce, M. A. (1995). Mentoring women doctoral students: What counselor educators and supervisors can do. *Counselor Education and Supervision*, *35*(2), 139–149.

Budd, J., & Mumford, K. (2006). Family-Friendly Work Practices in Britain : Availability and Awareness. *Human Resource Management*, *45*(1), 23–42.

Butler, A., Gasser, M., & Smart, L. (2004). A social-cognitive perspective on using family-friendly benefits. *Journal of Vocational Behavior*, *65*(1), 57–70.

Calo, T. J. (2008). Talent management in the era of the aging workforce: The critical role of knowledge transfer. *Public Personnel Management*, *37*(4), 403.

Cascio, W. (2000). *Costing human resources: The financial impact of behavior in organizations.* Boston, MA: Thompson Learning.

Casper, W. J., Weltman, D., & Kwesiga, E. (2007). Beyond family-friendly: The construct and measurement of singles-friendly work culture. *Journal of Vocational Behavior*, *70*(3), 478–501.

Clark, S. C. (2000). Work/family border theory: A new theory of work/family balance. *Human Relations*, *53*(6), 747–770.

Clark, S. C. (2001). Work cultures and work/family balance. *Journal of Vocational Behavior*, *58*(3), 348–365.

Conway, N., & Briner, R. B. (2002). Full-time versus part-time employees: Understanding the links between work status, the psychological contract, and attitudes. *Journal of Vocational Behavior*, *61*, 279–301.

Crain, T. L., & Hammer, L. B. (2013). Work–family enrichment: A systematic review of and mechanisms. *Advances in Positive Organizational Psychology*, *1*, 307–332.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Crompton, R., & Lyonette, C. (2006). Work-life "balance" in Europe. *Acta Sociologica*, *49*(4), 379–393.

Dancaster, L. (2006). Work-life balance and the legal right to request flexible working arrangements. *South African Journal of Economic and Management Science*, *9*(2), 175–186.

De Klerk, M., Nel, J. A., Hill, C., & Koekemoer, E. (2013). The development of the MACE work-family enrichment instrument. *SA Journal of Industrial Psychology*, *39*(2), 1–16.

De Sousa, V. A. G. F. (2013). *Family-work conflict, job satisfaction and burnout of working women with children*. (Unpublished master's dissertation). University of Pretoria, Pretoria, Gauteng, South Africa.

De Vos, A. S., Strydom, H., Fouché, C. B., & Delport, C. S. L. (2011). *Research at Grass Roots: For the Social Sciences and Human Service Professions* (4th ed.). Pretoria, South Arica: Van Schaik Publishers.

Den Dulk, L., Groeneveld, S., Ollier-Malaterre, A., & Valcour, M. (2013). National context in work-life research: A multi-level cross-national analysis of the adoption of workplace work-life arrangements in Europe. *European Management Journal*, *31*(5), 478–494.

Deniz, N., Deniz, S., & Ertosun, Ö. G. (2012). The woman-friendly organization- effects of demographic variables on women employees' perception about their companies on work and family-oriented woman-friendly HRM: A study in banking industry in Turkey. *Procedia - Social and Behavioral Sciences*, *41*(1450), 477–484.

Dex, S., & Scheibl, F. (2001). Flexible and family-friendly working arrangements in UK-based SMEs: Business cases. *British Journal of Industrial Relations*, *39*(3), 411–431.

Djurkovic, N., McCormack, D., & Casimir, G. (2008). Workplace bullying and intention to leave: The moderating effect of perceived organisational support. *Human Resource Management Journal*, *18*(4), 405–422.

Dockel, A., Basson, J. S., & Coetzee, M. (2006). The effect of retention factors on organisational commitment: An investigation of high technology employees. *South African Journal of Human*

Resource Management, 4(2), 20–28.

Downes, C., & Koekemoer, E. (2011). Work–life balance policies: Challenges and benefits associated with implementing flexitime. *SA Journal of Human Resource Management*, *9*, 1–13.

Drew, E. P., & Eamonn, M. M. (2015). Work/life balance: Senior management champions or laggards? *Women in Management Review*, *20*(4), 262–278.

Dulk, L. Den, & Peper, B. (2007). Working parents' use of work-life policies. *Sociologia*, *53*, 51–70.

Duxbury, L., & Higgins, C. (2003). Work-life conflict in Canada in the new millennium: A status report. In S. Mycak (Ed.), *Australian Canadian studies*. (Vol 21; nr.2) (pp.41 − 72). Sydney, Australia: The University Publishing Service. Retrieved 20 August 2016, from http://www.cprn.org.0-662-34893-0.

Easton, C. (2007). *Coping mechanisms of South African women balancing managerial and motherhood roles*. (Unpublished master's dissertation). University of Pretoria, Pretoria, Gauteng, South Africa.

Eby, L. T., Casper, W. J., Lockwood, A., Bordeaux, C., & Brinley, A. (2005). Work and family research in IO / OB : Content analysis and review of the literature (1980 − 2002). *Journal of Vocational Behavior*, *66*, 124–197.

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, *71*(3), 500–507.

Ellin, A. (2003, August 17). Addicted to work? Sure, isn't everyone? *New York Times.*

Fernandez, R. (2013). Culture as learning: The evolution of female labor force participation over a century. *The American Economic Review*, *103*(1), 472–500.

Filstead, W. J. (1979). Qualitative methods: A needed perspective in evaluation research. In T. D. Cook & C. S. Reichardt (Eds.), *Qualitative and quantitative methods in evaluation research* (pp. 33–48). Beverly Hills, CA: Sage.

Fine-Davis, M., Fagnani, J., Giovannini, D., Hojgaard, L., & Clarke, H. (2004). *Fathers and mothers: Dilemmas of the work-life balance: A comparative study in four European countries* (Vol. 21). London, UK: Kluwer Academic Publishers.

Fleetwood, S. (2007). Why work-life balance now? *The International Journal of Human Resource Management*, *18*(3), 387–400.

Franks, K. I. M., Schurink, W., & Fourie, L. (2006). Exploring the social construction of life roles of career-oriented women. *South African Journal of Industrial Psychology*, *32*(1), 17–24.

Frye, N. K., & Breaugh, J. A. (2004). Family-friendly policies, supervisor support, work-family conflict, family-work conflict, and satisfaction: A test of a conceptual model. *Journal of Business and Psychology*, *19*(2), 197–220.

Gajendran, R. S., & Harrison, D. A. (2007). The good, the bad, and the unknown about telecommuting: Meta-analysis of psychological mediators and individual consequences. *Journal of Applied Psychology*, *92*(6), 1524–1541.

Galinsky, E., Bond, J. T., & Friedman, D. E. (1993). The changing workforce: Highlights on the national study. In D. Cryer & H. Harms (Eds.), *Practice in infant/toddler care* (pp. 1–25). Baltimore, MD: Brookes Publishing Co.

Garson, G. D. (2012). *Sampling*. Ashebore, NC: Statistical Associates Publishing. Retrieved from 19 September 2016 from www.statisticalassociates.com/assumptions.pdf.

Geldenhuys, M. (2011). The South African Board for People Practices (SABPP): Women's Report 2011. In A. Bosch (Ed.), *Demographics of women in the workplace: A South African perspective* (pp. 1–89). Parktown, South Africa: South African Board for People Practices (SABBP).

Gholipour, A., Bod, M., Zehtabi, M., Pirannejad, A., & Kozekanan, S. F. (2010). The feasibility of job sharing as a mechanism to balance work and life of female entrepreneurs. *International Business Research*, *3*(3), 133–140.

Glass, J. L., & Estes, S. B. (1997). The family responsive workplace. *Annual Review of Sociology*, *23*(1), 289–313.

Goh, Z., Ilies, R., & Wilson, K. S. (2015). Supportive supervisors improve employees' daily lives: The role supervisors play in the impact of daily workload on life satisfaction via work–family conflict. *Journal of Vocational Behavior*, *89*, 65–73.

Gornick, J. C., & Meyers, M. K. (2003). *Families that work - Policies for reconciling parenthood and employment.* New York, NY: Russell Sage Foundation.

Grady, G., & McCarthy, A. M. (2008). Work-life integration: Experiences of mid-career professional working mothers. *Journal of Managerial Psychology*, *23*(5), 599–622.

Grandey, A. A. (2001). Family friendly policies: Organizational justice perception of need-based allocations. In R. Cropanzano (Ed.), *Justice in the workplace: From theory to practice.* (Vol. 2)(pp. 145-173). Mahwah, NJ: Erlbaum.

Graneheim, U. ., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today*, *24*(2), 105–112.

Greenberg, J. (1990). Organizational justice: Yesterday, today and tomorrow. *Journal of Management*, *16*, 399–432.

Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, *10*(1), 76–88.

Greenhaus, J. H., Collins, K. M., & Shaw, J. D. (2003). The relation between work-family balance and quality of life. *Journal of Vocational Behavior*, *63*(3), 510–531.

Greenhaus, J. H., & Parasuraman, S. (1997). The integration of work and family life: Barriers and solutions. In S. Parasuraman & J. H. Greenhaus (Eds.), *Integrating work and family:*

Challenges and choices for a changing world (pp. 232–240). Westport, CT: Quorum Books.

Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of Management Review*, *31*(1), 72–92.

Greenhaus, J. H., & Singh, R. (2003). Work-family linkages, a sloan work and family encyclopedia entry. Retrieved from htt p://wfnetwork. bc. edu/downloads/Work_ family_Linkages. pdf.

Greenhaus, J. H., Ziegert, J. C., & Allen, T. D. (2012). When family-supportive supervision matters: Relations between multiple sources of support and work-family balance. *Journal of Vocational Behavior*, *80*(2), 266–275.

Gregory, A., & Milner, S. (2009). Editorial: Work–life balance: A matter of choice? *Gender, Work and Organization*, *16*(1), 1–13.

Gregory, M., & Connolly, S. (2008). Feature: The price of reconciliation: Part-time work, families and women's satisfaction. *The Economic Journal*, *118*(526), 1–7.

Grover, S. L., & Crooker, K. J. (1995). Who appreciates family-responsive human resource policies: The impact of family-friendly policies on the organizational attachment of parents and non-parents. *Personnel Psychology*, *48*, 271–288.

Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication & Technology*, *29*(2), 75–91.

Hammer, L. B., Neal, M. B., Newsom, J. T., Brockwood, K. J., & Colton, C. L. (2005). A longitudinal study of the effects of dual-earner couples' utilization of family-friendly workplace supports on work and family outcomes. *The Journal of Applied Psychology*, *90*(4), 799–810.

Hill, E. J. (2005). Work-family facilitation and conflict, working fathers and mothers, work-family stressors and support. *Journal of Family Issues*, *26*, 793–819.

Hill, E. J., Hawkins, A. J., Ferris, M., & Weitzman, M. (2001). Finding an extra day a week: The positive influence of perceived job flexibility on work and family life balance. *Family Relations*, *50*(1), 49–58.

Ilies, R., Wilson, K. S., & Wagner, D. T. (2009). The spillover of daily job satisfaction onto employees' family lives: The facilitating role of work-family integration. *Academy of Management Journal*, *52*(1), 87–102.

Jang, S. J., Park, R., & Zippay, A. (2011). The interaction effects of scheduling control and work–life balance programs on job satisfaction and mental health. *International Journal of Social Welfare*, *20*, 135–143.

Kaufman, G., & Bernhardt, E. (2015). Gender, work and childbearing: Couple analysis of work adjustments after the transition to parenthood. *Community, Work & Family, 18*(1), 1–18.

Khokher, S. Y., & Beauregard, T. A. (2014). Work-family attitudes and behaviours among newly immigrant Pakistani expatriates: the role of organizational family-friendly policies. *Community, Work & Family*, *17*(2), 142–162.

Koekemoer, E., & Mostert, K. (2010). An exploratory study of the interaction between work and Personal life: Experiences of South African employees. *South African Journal of Industrial Psychology*, *36*(1), 1–16.

Kossek, E. E. (1990). Diversity in child care assistance needs: Problems, preferences and work-related outcomes. *Personnel Psychology*, *43*, 769–791.

Kottke, J. L., & Sharafinski, C. E. (1988). Measuring perceived supervisory and organizational support. *Educational and Psychological Measurement*, *48*, 1075–1079.

Kvale, S. (2008). *Doing interviews*. London, UK: SAGE Publications.

Lawler, E. E. (2008). *Making people your competitive advantage*. San Francisco, CA: Jossey-Bass.

Lee, G. J., & Steele, C. L. (2009). Boundary management of employees ' non - work lives: Effects on South African workers' commitment. *South African Journal of Economic and Management Sciences*, *12*(1), 63–80.

Leedy, P. D., & Ormrod, J. E. (2010). *Practical research: Planning and design* (9th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Leedy, P. D., & Ormrod, J. E. (2014). *Practical research: Planning and design* (10th ed.). Upper Saddle River, NJ: Pearson Education Limited.

Lewis, S. (1997). "Family friendly" employment policies: A route to changing organizational culture or playing about at the margins? *Gender, Work and Organization*, *4*(1), 13–23.

Lewis, S., Gambles, R., & Rapoport, R. (2007). The constraints of a "work–life balance" approach: An international perspective. *International Journal of Human Resource Management*, *18*(3), 360–373.

Lobel, S. A., & Kossek, E. E. (1996). Human resource strategies to support diversity in work and personal lifestyles: Beyond the "family friendly" organization. In E. E. Kossek & S. A. Lobel (Eds.), *Managing diversity: Human resource strategies for transforming the workplace* (pp. 221–243). Cambridge, MA: Blackwell.

Lockwood, N. R. (2003). *Work-life balance: Challenges and solutions. SHRM Research Quarterly No 2*. Alexandrea, VA: Society for Human Resource Management, USA.

Lundberg, U., & Frankenhaeuser, M. (1999). Stress and workload of men and women in high-ranking positions. *Journal of Occupational Health Psychology*, *4*(2), 142–151.

Maier, A., Brad, S., Nicoara, D., & Maier, D. (2014). Innovation by developing human resources, ensuring the competitiveness and success of the organization. *Procedia-Social and Behavioral Sciences*, *109*, 645–648.

Marais, E., De Klerk, M., Nel, J. A., & De Beer, L. (2014). The antecedents and outcomes of work-family enrichment amongst female workers. *SA Journal of Industrial Psychology*, *40*(1), 1–14.

Marks, S. R., & MacDermid, S. M. (1996). Multiple roles and the self: A theory of role balance. *Journal of Marriage and Family*, *58*(2), 417–432.

Marshall, M. N. (1996). Sampling for qualitative research. *Family Practice*, *13*(6), 522–525.

McLellan, K., & Uys, K. (2009). Balancing dual roles in self-employed women: An exploratory study. *South African Journal of Industrial Psychology*, *35*(1), 21–31.

McLeod, J., & Henderson, M. (2003). Does workplace counselling work? *British Journal of Psychiatry*, *182*, 103–104.

Meier, G. S. (1979). *Job sharing. A new pattern for quality of work and life*. Kalamazoo, WE. Upjohn Institute for Employment Research.

Mesmer-Magnus, J. R., & Viswesvaran, C. (2006). How family-friendly work environments affect work/family conflict: A meta-analytic examination. *Journal of Labor Research*, *27*(4), 555–574.

Michaels, E., Handfield-Jones, H., & Axelrod, B. (2001). *The war for falent*. Boston, MA: Harvard Business Press.

Mostert, K. (2009). The balance between work and home: The relationship between work and home demands and ill health of employed females. *South African Journal of Industrial Psychology*, *35*(1), 145–153.

Muse, L. A. (2011). Flexibility implementation to a global workforce: A case study of Merck and Company, Inc. *Community, Work & Family*, *14*(2), 249–256.

Naithani, P. (2010). Overview of work-life balance discourse and its relevance in current economic scenario. *Asian Social Science*, *6*(6), 148–155.

Neuman, W. L. (2011). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Boston, MA: Pearson.

Ng, C. W., & Fosh, P. (2004). The effect of career ambition and satisfaction on attitudes towards equal opportunities and family-friendly policies for women. *Community, Work & Family*, *7*(1), 43–70.

Nieuwenhuis, J. (2007). Introducing qualitative research. In K. Maree (Ed.), *First steps in research* (pp. 47–69). Pretoria: South Africa: Van Schaik Publishers.

Nohe, C., & Sonntag, K. (2014). Work–family conflict, social support, and turnover intentions: A longitudinal study. *Journal of Vocational Behavior*, *85*(1), 1–12.

O'Neil, D. A., Hopkins, M. M., & Bilimoria, D. (2008). Women's careers at the start of the 21st century: Patterns and paradoxes. *Journal of Business Ethics*, *80*(4), 727–743.

Parasuraman, S., & Greenhaus, J. H. (1999). The changing world of work and family. In S. Parasuraman & J. H. Greenhaus (Eds.), *Integrating work and family: Challenges and choices for a changing world.* (pp. 3–14). Westport, CT: Greenwood Publishing Group.

Parris, M. A., Vickers, M. H., & Wilkes, L. (2008). Caught in the middle: Organizational impediments to middle managers' work-life balance. *Employee Responsibilities and Rights Journal*, *20*, 101–117.

Potgieter, S. C. B., & Barnard, A. (2010). The construction of work–life balance: The experience of black employees in a call-centre environment. *South African Journal of Industrial Psychology*, *36*(1), 1–9.

Pratt, J. H. (1984). Home teleworking: A study of its pioneers. *Technological Forecasting and Social Change*, *25*(1), 1–14.

Raabe, P. (1996). Constructing pluralistic work and career arrangements. In S. Lewis & J. Lewis (Eds.), *The work family challenge. Rethinking employment* (pp. 128–141). London, UK: SAGE Publications.

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, *87*(4), 698–714.

Richman, A. L., Civian, J. T., Shannon, L. L., Hill, J. E., & Brennan, R. T. (2008). The relationship of perceived flexibility, supportive work–life policies, and use of formal flexible arrangements and occasional flexibility to employee engagement and expected retention. *Community, Work & Family*, *11*(2), 183–197.

Rogers, K. C., & Finks, S. W. (2009). Sharing for women pharmacists in academia. *American Journal of Pharmaceutical Education*, *73*(7), 135.

Russell, H., Connell, P. J. O., & Mcginnity, F. (2009). The impact of flexible working arrangements on work-life conflict and work pressure in Ireland. *Gender, Work & Organization*, *16*(1), 73–97.

Saltzstein, A. L., Ting, Y., & Saltzstein, G. H. (2001). Work-family balance and job satisfaction: The impact of family-friendly policies on attitudes of federal government employees. *Public Administration Review*, *61*(4), 452–467.

Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research methods for business students* (6th ed.). Essex, UK: Pearson Education Limited.

Scandura, T. A., & Lankau, M. J. (1997). Relationships of gender, family responsibility and flexible work hours or organizational commitment and job satisfaction. *Journal of Organizational Behaviour*, *18*, 377–391.

Schaefer, P. (2007). Flexible work arrangements: Employer solutions to common problems. Retrieved from www.Businessknowhow.com/manage/flex-work.htm.

Schieman, S. (2009). When work interferes with life: Work-non work interference and the influence of work-related demands and resources. *American Sociological Review*, *74*, 966–988.

Schreuder, A. M. G., & Coetzee, M. (2011). *Careers: An organisational perspective* (4th ed.). Cape Town: South Africa: Juta & Co Ltd.

Shamir, B., & Salomon, I. (1985). Work-at-home and the quality of working life. *Academy of Management Review*, *10*(3), 455–464.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, *22*, 63–75.

Shore, L. M., & Shore, T. H. (1995). Perceived organizational support and organizational justice. In R. S. Cropanzano & K. M. Kacmar (Eds.), *Organizational politics, justice, and support: Managing the social climate of the workplace* (pp. 149–164). Westport, CT: Quorum.

Smith, J., & Gardner, D. (2007). Factors affecting employee use of work-life balance initiatives. *New Zealand Journal of Psychology*, *36*(1), 3–12.

Smith, K. T. (2010). Work-life balance perspectives of future marketing professionals. *Services Marketing Quarterly*, *31*(4), 434–447.

Stanworth, C. M. (1999). A best case scenario? Non-manual part-time work and job-sharing in UK local government in the 1990s. *Community, Work & Family*, *2*(3), 295–310.

Starrels, M. E. (1992). The evolution of workplace family policy research. *Journal of Family Issues*, *13*, 259–278.

Statistics South Africa. (2016). *QLFS_Trends_2008-2016*. Retrieved from http://www.statssa.gov.za/?page_id=1866&PPN=P0277&SCH=6683

Straus, A., & Corbin, J. (1990). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (2nd ed.). Newbury Park, CA: Sage.

Struwig, F. W., & Stead, G. B. (2001). *Planning, designing and reporting research*. Cape Town, South Africa: : Pearson Education.

Sullivan, S. E., & Mainiero, L. A. (2007). Kaleidoscope careers: Benchmarking ideas for fostering family-friendly workplaces. *Organizational Dynamics*, *36*(1), 45–62.

Swanberg, J. E., Pitt-Catsouphes, M., & Drescher-Burke, K. (2005). A question of justice: Disparities in employees' access to flexible schedule arrangements. *Journal of Family Issues*, *26*(6), 866–895.

Sweet, S., Pitt-Catsouphes, M., Besen, E., & Golden, L. (2014). Explaining organizational variation in flexible work arrangements: why the pattern and scale of availability matter. *Community, Work & Family*, *17*(2), 115–141.

Thompson, C. A., Beauvais, L. L., & Lyness, K. S. (1999). When work–family benefits are not enough: The influence of work–family culture on benefit utilization, organizational attachment, and work–family conflict. *Journal of Vocational Behavior*, *415*, 392–415.

Tuckett, A. G. (2005). Applying thematic analysis theory to practice: A researcher's experience. *Contemporary Nurse*, *19*, 75–87.

Valarino, I., & Gauthier, J. (2016). Paternity leave implementation in Switzerland: A challenge to gendered representations and practices of fatherhood? *Community, Work & Family*, *19*(1), 1–20.

Van den Berg, H. S., & Van Zyl, E. S. (1998). Cross-cultural comparison of the stress experienced by high - level career women. *South Africa Journal of Industrial Psychology*, *34*(3), 17–21.

Veiga, J. F., Baldridge, D. C., & Eddleston, K. A. (2004). Toward understanding employee

reluctance to participate in family-friendly programs. *Human Resource Management Review*, *14*(3), 337–351.

Waldfogel, J. (2006). What do children need? *Public Policy Research*, *13*(1), 26–34.

Wallace, J. E., & Young, M. C. (2008). Parenthood and productivity: A study of demands, resources and family-friendly firms. *Journal of Vocational Behavior*, *72*, 110–122.

Wang, P., & Walumba, F. O. (2007). Family-friendly programs, organizational commitment, and work withdrawal: The moderating role of transformational leadership. *Personnel Psychology*, *60*(2), 397–427.

Xiao, Y., & Cooke, F. L. (2012). Work – life balance in China? Social policy, employer strategy and individual. *Asia Pacific Journal of Human Resources*, *50*, 6–22.

Yarwood, G. A., & Locke, A. (2016). Work, parenting and gender: The care – work negotiations of three couple relationships in the UK. *Community, Work & Family*, *19*(3), 362–377.

Yeandle, S., Wigfield, A., Crompton, R., & Dennett, J. (2002). *Employed carers and family-friendly employment policies*. The Policy Press.

Appendix A: Informed consent

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Economic and
Management Sciences

**Informed consent for participation in an academic
research study**

Dept. of HUMAN RESOURCE MANNAGEMENT

TITLE OF THE STUDY

Exploring the desired features of a Family Friendly Programme

<u>Research conducted by</u>:
Mrs. C.M.M Vermeulen (10047167)
Cell: 0826139417

Dear Respondent

You are invited to participate in an academic research study conducted by Cornelia Vermeulen, a Masters student from the Department of Human Resource Management at the University of Pretoria. The purpose of the study is to investigate the receptiveness of employees towards a family friendly programme, and to determine what the content and structure of such a programme will entail for South African organisations.

Please note the following:

▪ This study will be <u>anonymous</u>. Your name will not appear on any documentation and the answers you give will be treated as strictly <u>confidential</u>. You cannot be identified in person based on the answers you give.

▪ Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.

▪ Please answer the questions in the interview as complete and honestly as possible. This should not take more than 45 minutes of your time

▪ The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.

▪ Please contact my supervisor, Prof. A. Nel, cell number: 082 533 0051, email address: alewyn.nel@up.ac.za if you have any questions or comments regarding the study.

Please sign the form to indicate that:

▪ You have read and understand the information provided above.

▪ You give your consent to participate in the study on a voluntary basis.

▪ You give your consent that the interview may be recorded.

_____   _____

Respondent's signature   **Date**

Appendix B: Biographical form

For office use only

Please complete this survey by circling your choice, or fill the numbers in the space provided.

Profile name

A: PROFILE NAME (Provide a screen/fake name)

B: DEMOGRAPHIC INFORMATION

1. Age in years

18 or younger	1		19 – 25	2		26 – 35	3		36 – 45	4
46 – 55	5		56 – 65	6		66 – 75	7		76 +	8

2. Gender

Male	1		Female	2

3. Race

White	1		African	2		Indian	3		Coloured	4
Other	5									

4. Education level

Metric	1		Diploma	2		Degree	3		Postgraduate degree	4

5. Marital status

Single	1		Married	2		Divorced	3		Widow/ Widower	4

6. Number and age of children

63

Child number	Age
Child 1	
Child 2	
Child 3	
Child 4	
Child 5	
Child 6	

64

Appendix C: Trends in research

Country, Continent	Focus area	Trends in methodology	Limitations	Population
United states, North America	The use of family-friendly benefits(Butler et al., 2004). Meaning what determines whether employees use these programs or not	Quantitative study making use of survey responses	• A few family-friendly benefits were used in the study; • Few participants had young children (most were college age); • A lot of the participants were in professional positions	188 parents 62% females and 38% males
United states	This study examines single employees' perceptions of how their organizations support their work-life balance in comparison to employees with families (Casper et al., 2007, p. 478)	Quantitative study making use of cross-sectional self-report data	• Data collection was done on a web-based manner thereby excluding those participants who do not have access to a computer; • Most participants were in their 20's and not married.	543 participants 64% female All single
United States	The present study tests a model of antecedents (i.e., the use of family-friendly policies, supervisor support, number of hours worked, having child care responsibility) and consequences (i.e., job and family satisfaction) of work-family conflict and family-work conflict (Frye &	Quantitative study making use of longitudinal data and data which were not entirely self-report.	• Sample size too small; • Questionnaire return rate for the one sample (alumni) was only 13%; • The importance of work and family to the participant was not considered	135 parents

	Breaugh, 2004, p.197)			
United States	The objectives of this report were to inform Congress and federal agencies about (1) the kinds of programs that selected non federal organisations have implemented to help their employees balance work and family responsibilities, (2) how the organisations assessed the need for such programs, implemented them and evaluated their effectiveness, (3) how federal work/family programs and approaches compared to those of non federal organisations and (4) the barriers that may exist to the adoption or expansion of work/family	Questionnaires and follow up interviews	• Programs used in the study are not a complete list of programs that employers can use; • Did not identify all non federal employers who have work-family programs; • Support was not given to all work-family programs from the organisations visited • Did not obtain the views of all employees in the organisations	25 organisations

66

	programs in the federal government.			
United States, North America	This study examines the mechanisms by which family-supportive supervision is related to employee work–family balance (Greenhaus et al., 2012).	Quantitative study using a survey based methodology	/	170 individuals 65% males
United States	The present study examines global employee perceptions regarding the extent their work organization is family-supportive (FSOP) (Allen, 2001, p. 414).	Quantitative approach making use of surveys	• A self-report measure of benefits offered by the organization was used. • issues such as respondent consistency, response styles, temporary moods, and false results due to common method bias are of concern	522 participants (382 females and 138 males) 436 were married or living with a partner and 410 had one or more children.
England, Europe	Our research sought to investigate how carers with all kinds of responsibilities manage their employment and family lives. The research considered the ways in which individuals enact these caring responsibilities by using a combination of resources: private and personal arrangements, the family-friendly policies available in their employment and locally available services (both public and private).	a self-completion questionnaire, interviews	/	945 individuals 67% females
United Kingdom	This paper aims to address some of these criticisms by	Qualitative approach making use of	Majority of the participant don't have children therefore only attitudes and	13 newly immigrant Pakistani

67

	using a qualitative methodology to explore the impact of organizational family-friendly policies on the work–family attitudes and behavaiours of 26 newly expatriate Pakistani employees in the UK (Khokher & Beauregard, 2014, p.142)	interviews	not behaviour could be determined. Participants were only recently married and expatriated therefore the value of family-friendly programs, attitudes, family and cultural/religious influences on work–family attitudes and behaviours might change.	expatriates couples (26 individuals, 13 males and 13 females)
Britain, United Kingdom, Europe	Family-Friendly Work Practices in Britain: Availability and Awareness (Budd & Mumford, 2006)	Secondary data from the British Workplace Employee Relations Survey 1998 (WERS98)	/	20 000 individuals and 1 500 organisations
Canada, North America	We examine how the presence of children is related to women's and men's productivity. We hypothesize family demands, family resources, and family-friendly workplaces are also related to productivity (Wallace & Young, 2008, p. 110)	self-reports	/	670 lawyers 66% males and 34% females
Canada, North America	This study endeavours to investigate the effect of family-friendly practices (FFPs) on organizational attractiveness (Bourhis & Mekkaoui, 2010)	Policy-capturing research design	Firstly, even though the vast majority of subjects in our sample were currently employed, they were still part-time students, raising questions of the validity of our results. In addition, student subjects are likely to experience a	110 participants (66 females, 44 males)

			three-way work-study-family conflict, making them even more sensitive to the efforts made by a potential employer to provide FFPs Our research design is also subject to limitations. We chose to limit our study to four FFPs: on-site child care; generous personal leaves; flexible scheduling; and teleworking. Finally, our design did not allow us to test the potential cumulative effect of FFPs.	
Europe (involving 23 countries)	This paper studies the influence of state, workplace, and family support on the working hours of employed mothers and how these different support sources interact(Abendroth et al., 2012, p. 581)	Secondary data	/	3036 participants
Europe (involving 19 countries)	This study focuses on nation-level drivers of organizations_ adoption of leaves/childcare and flexible work arrangements (FWA) beyond what is mandated by the state (Den Dulk et al., 2013, p. 478)	Survey	• The dataset used in cross-sectional, a multi-wave longitudinal study would have been better. • The amount of variables that could have been examined was limited. • Study was limited to a small amount of theoretically relevant • variables in order to reach the guidelines • Not all measures of interest was included	19, 516 organisations

69

Switzerland, Europe	This study empirically investigates the extent to which institutional change – through paternity leave implementation at the company level – challenges gendered representations and practices of fatherhood (Valarino & Gauthier, 2016, p. 1)	Mixed method design using register data about leave and conducting interviews	• Lack of data available about leave policies • A single case study was used limiting comparisons to other work contexts • Quantitative analyses involved a small sample and register data, limiting the analyses.	95 participants for leave uptake patterns and 30 males for interviews
Netherlands, Europe	This paper investigates the considerations of top managers regarding work-life Arrangements (Been, Dulk, & Lippe, 2016, p.43)	Semi-structured interviews	• Only 13 organisations was involved • Focused only on one country where managers are likely to be conscious of the need for family friendly programs	24 participants and 13 participants in follow-up interview (13 males and 4 females)
United Kingdom, Europe	The reasons for introducing particular flexible working arrangements in medium sized enterprises were explored	Empirical work	Limited data was collected	10 small and medium enterprises and 4 larger organisations
Germany, France, UK, US	We study the determinants and consequences of family-friendly workplace practices (FFWP) (Bloom et al., 2011, p.343)	Interviews and quantitative data	/	Organisations
Turkey/ Eurasia	This study investigates why the organizations need to become woman friendly and how are the	Quantitative study making use of questionnaires	/	260 participants all females

	different perceptions of women about work-oriented and family oriented dimensions in terms of marital status, age, the number of elderly dependants or children that should be taken care of (Deniz et al., 2012, p. 478)	/ surveys		
Singapore, Asia	This article presents a multilevel approach that uncovers how day-to-day variations in work load influence life satisfaction by creating work–family conflict, as well as the role supportive supervisors play in influencing these daily relationships (Goh et al., 2015, p.65).	Quantitative study making use of surveys	• Self-selection bias might have had an influence and there might be threats of common source bias • Measure of supervisor support used does not detail the support provided	135 participants 95 females and 40 males
China, Kenya, Thailand	We investigated the moderating effect of transformational leadership in the relationships between family-friendly programs (childcare and work flexibility benefits), organizational commitment, and work withdrawal (Wang & Walumba, 2007, p.397)	Quantitative approach making use of questionnaires	•Cross-sectional design limited the extent to which casual interferences could have been made; •Common method bias could have resulted; •Sample was limited to the banking industry.	475 participants (China **=** 186; Kenya **=** 110; and Thailand **=** 179) Females were 47.30% parents 59.60%
Hong Kong, China, Asia	This study aims to uncover some of the reasons for differences in attitudes towards family-friendly and	Case study approach as this is an exploratory piece of work with in-depth	/	78 females and 63 males. Of the female respondents, 93%

71

	equal opportunities (EO) policies for women between senior and junior staff and between male and female staff (Ng & Fosh, 2004, p.397)	interviews and participant observations		were Chinese; 3% from other East Asian countries; and 6% from Europe, North America, Australia or New Zealand. For the male respondents, 71% were Chinese and 27% from Europe, North America or New Zealand.
South Africa	The present study aims to explore the perceived benefits to and challenges of teleworking for employees in three selected companies in South Africa (Baard & Thomas, 2010, p. 1).	exploratory study, collected primary data by means of questionnaires. Analyzed by using a combination of quantitative and qualitative techniques.	• Sample was mostly white therefore views of other cultures were not captured; • Only three organisations were used with small samples within each; majority of participants may not have had sufficient exposure to teleworking; • Surveys were used which could lead to misinterpretations from participants.	34 male (54%) and 29 female participants (46%) 45 participants (71.4%) reported having one or more dependants living at home.
South Africa	The aim of this article is to report on the challenges and benefits associated with implementing flexitime as a work on the challenges and (Downes& Koekemoer, 2011, p. 1)	A qualitative research design with an exploratory approach. A non-probability purposive and voluntary sample was	• Only one organisation was used. • Limitations of qualitative research such as objectivity and generalisability	15 Participants (60% were females),

	drawn. Semi-structured interviews used.			
South Africa	An overview of international studies on corporate efforts to introduce family-friendly arrangements, and an overview governmental efforts to address the reconciliation of work and family life is provided in this article, with a view to argue that there is a need, in South Africa, for state policy regarding work-life balance and for further research into corporate efforts to introduce family-friendly arrangement (Dancaster, 2006, p.175)	/	/	/