

UNIVERSITY OF KWAZULU - NATAL

**THE ROLE OF EMOTIONAL INTELLIGENCE AND WORK-LIFE BALANCE ON
OCCUPATIONAL STRESS (CASE OF LEGAL AID SOUTH AFRICA, DURBAN
JUSTICE CENTRE)**

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**A dissertation submitted in partial fulfilment of the requirements for the degree of
Master of Business Administration**

**Graduate School of Business & Leadership
College of Law and Management Studies**

Supervisor

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2017

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Abstract

Occupational stress has been acknowledged as a global problem impacting negatively on organizations and economies. A number of psychosocial factors are cited as causes of workplace related stress, among others increased competition from globalization, expectations of high performance, long working hours, work overload/under load and home-work conflict. Work related stress has been associated with sicknesses such as cardio-vascular disease, ulcers, cancer, depression, migraine recurrent virus infection and these health problems do result in increased absenteeism, demotivation of workers, high employee turnover.

The aim of this study was to determine the level and main causes of work-stress among Legal Aid SA employees at Durban Justice Centre and to evaluate the impact of emotional intelligence and work life balance on occupational stress. Quantitative methods, in particular survey research were used to collect data. Fifty nine (59) employees participated in this study. Data was collected using two (2) instruments extensively used in research, namely An Organizational Stress Screening Tool (ASSET) to assess the level of work stress and its main sources, and the Wong and Law Emotional Intelligence Scale (WLEIS) to measure emotional intelligence. The IBM SPSS version 24 statistics software was used to analyze the data.

Statistical analysis revealed that the level of work stress was relatively high at the Durban Justice Centre and that the main sources of work stress were job characteristics, work relations, control, work-life balance, and overload. Further, the study revealed that there was a strong negative correlation between emotional intelligence and work stress and that there was a strong negative relationship between work-life balance and occupational stress. Differently stated, emotional intelligence and work-life balance have a buffering effect on work stress.

The research recommend that the organization incorporates emotional intelligence training and work-life balance practices into the stress management techniques or human resources strategies in order to address work stress. The study can benefit the organization by decreasing work stress and consequently increasing work engagement, productivity, improve staff physical and psychological health.

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List of abbreviations

ASSET	:	An Organization Stress Screening Tool
ILO	:	International Labour Organization
Legal Aid SA	:	Legal Aid South Africa
WLEIS	:	Wong and Law Emotional Intelligence Scale
WLB	:	Work Life Balance

CHAPTER ONE

INTRODUCTION

1.1. Introduction

This is an examination of the level and main causes of occupational stress among Legal Aid SA employees at Durban Justice Centre and of the capacity of emotional intelligence and work-life balance to buffer work related stress. The study starts by introducing the background of the problem by stating briefly some of the important work done in this field and theory to be tested. This will be followed by the focus of the study, problem statement, motivation for the study, specific objectives, research questions, delimitations of the study and assumptions.

1.2. Background of the study

The 21st century workers are experiencing high levels of occupational stress due to increased pressure to meet demand of modern day work (Saeed and Farooqi, 2014; ILO, 2016). Work related stress has negative implications for workers, organizations and countries. A number of psychosocial factors are cited as causes of workplace related stress, among others increased competition from globalization, expectations of high performance, long working hours, work overload/under load and home-work conflict (Hegney, Rees, Eley, Osseiran-Moisson and Francis, 2013; Saeed and Farooqi, 2014; ILO, 2016). Work stress does affect workers both in developed countries and in developing countries and has been acknowledged as a global problem (Newton, Teo, Pick, Ho, and Thomas, 2016; ILO, 2016).

A negative interaction between human elements and occupational conditions can lead to stress whereas a positive interaction between the two variables increases motivation, improves the health and working capacity of employees (ILO, 2016). Traditionally, organizations have always been concerned about the productivity capacity of workers; recently, human resource managers are now concerned about the mental health of workers because of the negative impact of mental illnesses on the performance of workers (ILO, 2016).

There is a positive relationship between work related stress and both physical and mental ill health of workers (Ngo, Foley, Loi, 2005; Saeed and Farooqi, 2014).

Work related stress has been associated with sicknesses such as cardio-vascular disease, ulcers, cancer, depression, migraine recurrent virus infection and these health problems do result in increased absenteeism, demotivation of workers, high employee turnover, increased presenteeism (sickness presence at work despite that sick leave should be taken), poor public relations and increased conflicts in the work place (Saeed and Farooqi, 2014; Newton and Teo, 2014; ILO, 2016; Kinman and Jones, 2003). Further, work stress has been associated with problems such alcohol abuse and drugs addiction (Mostert, Rothman, Mostert, Nell, 2008). These problems do have an adverse impact on organizations' performance and competitiveness (Hegney, et al., 2013; ILO, 2016).

Due to negative consequences of occupational stress many researchers have embarked on the search of factors that moderate work stress, at the same time improve health and job satisfaction. Bell, Rajendran and Theiler (2012) analyzed the correlation between job stress and work-life balance/conflict, job stress and wellbeing/ill-being among Australian academics using quantitative methods, results of their research showed that work stress was positively associated with both poor work life balance and poor wellbeing.

Shukla and Srivastava (2016) examined the effect of emotional intelligence on job stress among people working in the retail industry using statistical methods on a sample of 564 employees. Their findings revealed that emotional intelligence had a buffering effect on occupational stress.

Most of the studies available in this field have been conducted in developed countries, there is a scarcity of studies conducted on the African continent in general and in South Africa in particular (ILO, 2016). Therefore, more studies are needed to determine the extent of the problem, its main causes and effect of work-life balance and emotional intelligence on work stress in South Africa (ILO, 2016).

Legal Aid SA is not exempt from occupational stress. According to its 2015-2016 integrated annual report, 33.79% of staff resigned from the organization. Resignation is the highest type of termination beside end of contract. Findings from the Legal Aid SA employee wellness survey (2016) conducted by the Human Resources department, revealed that there were poor relationships between employees and management, lack of emotional expression among employees and a good number of employees reported work-life imbalance due to workload.

These factors are indicative of the existence of occupational stress within the organization, thus the need for this study. Durban Justice Centre has been chosen because of time constraint. This study had to be completed within six (6) months. It was going to be practically impossible to use the entire organization with its 64 Justice Centres and 64 satellites offices, scattered across six (6) regions as a population and complete the study before the 01st December 2017.

1.3. Problem statement

Work related stress is recognized as a global problem, having negative effects on both employees and organizations. According to the ILO (2016) extensive research on the prevalence of psychosocial hazards and occupational stress has been conducted in developed countries, however, there is scarcity of data and research on this subject in Africa and Arab States.

Thus, the need for more studies on the magnitude of the occupational stress, main causes, the impact on employees, organizations and economies on the African continent in general and in South Africa in particular.

Further, few studies have explored the impact of factors such as emotional intelligence and work-life balance on work-stress (ILO, 2016).

As already stated in point 1.1, Legal Aid SA is experiencing high employee turnover, poor communication between employees and management, work-life imbalance, which are psychosocial factors pointing to the existence of occupational stress within the organization.

1.4. Focus of the study

Occupational stress can be addressed using a legion of solutions, however, this study will be limited to exploring the effectiveness of two variables, namely emotional intelligence and work-life balance in addressing work related stress at Legal Aid SA, Durban Justice Centre. Durban is chosen because of time constraint and according to Legal Aid SA Integrated Annual Report (2015-2016), Durban is classified as a level two (2) Centre, which is one of the big Justice Centres in the country. The organization has two (2) classifications namely, level one (1) a small Centre and level two (2) a big Centre (Integrated Annual Report, 2015-2016).

1.5. Motivation for the study

This study will:

- Determine the level of work stress at the Durban Justice Centre
- Determine the main sources of work stress at the Centre
- Determine whether emotional intelligence and work-life balance have any buffering effect on work stress.

The main beneficiaries of this study will be the Durban Justice Centre staff and management who will know whether work stress is a problem at the Centre and what are the main causes. The study will also benefit Legal Aid SA top management, the human resources department. Should the study find that emotional intelligence and work life balance have a buffering effect on work stress then the human resources department can incorporate emotional intelligence training and more work-life balance practices into the arsenal of stress management techniques.

The contribution that this study will make to science is the establishment of the impact of emotional intelligence and work-life balance on work stress. Determining whether emotional intelligence and work-life balance have any buffering effects on work stress is an addition to the scientific literature.

1.6. Objectives

This study has four (4) objectives, firstly, the study seeks to determine the level of work stress at Durban Justice Centre, secondly, determine the main sources of work stress, thirdly, establish the impact of emotional intelligence on occupational stress and lastly determine the effect of work-life balance on work stress. The research will analyze preselected psychosocial factors causing work related stress.

1.7. Research questions

- What is the level of the occupational stress among Legal Aid SA employees at Durban Justice Centre?
- What are the sources of occupational stress among Legal Aid SA employees at Durban Justice Centre?
- What is the role of emotional intelligence on work related stress?
- What is the role of work-life balance on work related stress?

1.8. Delimitation of the study

This study is limited to Legal Aid SA, Durban Justice Centre only. There are many sources of work stress but this study will analyze only those covered in the Organizational Stress Screening Tool (ASSET), which is one of the data collection tools that will be used in this study. Only quantitative methods will be used both to collect and analyze data, reason being that this is descriptive research design.

1.9. Methodology

This study uses quantitative designs, in particular survey research. A questionnaire will be administered to all legal aid SA employees working at Durban Justice Centre to determine the level of work stress, the main causes of work stress and whether work-life balance and emotional intelligence have a buffering effect on work stress. Total population sampling will be used to collect the data given that the population is relatively small.

1.10. Assumptions

Theoretical assumptions: occupational stress is a major challenge for modern organizations and is experienced by many workers including legal aid SA, Durban Justice Centre employees. Emotional intelligence and work-life balance have a buffering effect on occupational stress.

1.11. Topics discussed

This dissertation is subdivided into six (6) chapters, each chapter has a special focus:

- Chapter 1 covered the background of the study, problem statement, purpose of the study, research questions and expected outcome.
- Chapter 2 deals the literature review. This is an analysis of previous works published on the topic under investigation
- Chapter 3 covers methods used to collect, analyze and interpret the data
- Chapter 4 presents the research results. This chapter involves descriptive analysis and scale and inferential analysis.
- Chapter 5 Discussion of major findings.
- Chapter 6 Conclusion and recommendations

1.12. Summary

This chapter discussed the problem statement and research objectives. The background of the study, research questions and a brief overview of the chapters that follow were also explored. The following chapter examines previous studies done on this subject.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This study explores the buffering effect of emotional intelligence and work-life balance on occupational stress at Legal Aid South Africa, Durban Justice Centre. This chapter examines the level of the work stress problem globally, main sources and impact of occupational stress on the employees, organizations and economies. The chapter explains also the concepts of Legal Aid SA, occupational stress, work-life balance and emotional intelligence.

2.2. Legal Aid South Africa (Legal Aid SA)

Legal Aid SA is an autonomous statutory body established in terms of the Legal Aid Act (Act 22 of 1969 as amended) to provide free legal representation to indigent persons in South Africa. The organization is governed by a Board of non-executive members, which is the accounting authority (Legal Aid Guide, 2014). Legal Aid SA was established to ensure the separation between the prosecuting arm of the government and the defense of those requiring state funded legal assistance. Legal Aid SA is accountable to the Minister of Justice and Correctional Services in respect of overall strategy and policy matters as well as finances (Legal Aid Guide, 2014). However, Legal Aid SA operates autonomously on operational and individual legal matters, in line with approved policy (Legal Aid Guide, 2014). This governance framework ensures the independence and accountability of the organization.

Legal Aid SA has a national foot print of sixty four (64) Justice Centres and sixty four (64) Satellite offices aligned to courts. It implements a mixed model delivery method, which includes the use of salaried in house attorneys covering all the criminal courts in the country and Judicare attorneys, who are attorneys who practice for their own accord, but who are accredited with the organization and are awarded contractual work, in the case of lack of capacity or conflict, and in some instances, co-opt partners.

Durban Justice Centre is just one of the sixty four (64) Justice Centres within legal aid SA, situated in the KwaZulu-Natal region. It is located in Durban Central at 330 Smith Street, Salisbury House 4th floor. It has a total of seventy (70) employees.

Legal Aid SA, like many other organizations, is experiencing occupational stress. As already stated, according to the legal Aid SA 2015-2016 integrated annual report, 33.79% of staff resigned from the organization. Resignation is the highest type of termination beside end of contract. Findings from the employee wellness survey 2016 conducted by the Human Resources department, revealed that there were poor relationships between employees and management, lack of emotional expression among employees and a good number of employees reported work-life imbalance due to workload. These factors are indicative of the existence of occupational stress within the organization, thus the need for this study. Durban Justice Centre has been chosen because of time constraint. This study ought to be completed within six months. It was going to be practically impossible to use the entire organization with its sixty four (64) Justice Centres and sixty four (64) satellite offices, scattered across six (6) provinces as a population and complete the study before the 01st December 2017.

2.3. Definition of occupational stress

2.3.1 Definition of stress

The word stress is defined as an adaptive response to external event that results in physical, psychological and/ or behavioral deviations from the norm. (McVicar, Ravalier and Greenwood, 2014; Roy, 2005). For someone who has the ability to adjust to the situation stress is not a problem but the one who is unable to familiarize with the event, stress can pose great risk and does manifest itself as maladjustments in different areas of one's life such as relationship, professional and social (Roy 2005; Kozusznik, Lloret, Rodriguez and Peiro, 2015).

Stress is therefore an imbalance between the level of demand and person's ability to satisfy the said demand (McVicar, Ravalier and Greenwood, 2014). Some of the physical signs of stress are dry mouth, parched throat, jaws and teeth tightly clenched, short breath, brows drawn together in a frown, forehead muscles stretched and so on (Roy 2005).

Stress produces physiological effects and extended stress causes wear and tear on healthy organs in the human body (Witkin, 2002). Other effects of stress are aggravating already damaged system or organ, predisposition of psychosomatic dysfunctions, diminution of defense systems, inhibition of healthy habits (laziness to

exercise for instance) and introduction of harmful habits such as smoking and drinking (Witkin, 2002). Stress can be classified into two: eustress and distress.

2.3.1.1 Eustress and distress

Most achievements in life are made possible by positive characteristics of stress, therefore not all stress is bad (Kozusznik, Lloret, Rodriguez and Peiro, 2015; Kung and Chan, 2014). Both Excessive amount of stress or lack of stress affect negatively the outcome of any serious contest in life (Kozusznik, et al., 2015; Kung and Chan, 2014). The right amount of adrenalin and a level of stress are needed to create an awareness in you that the occasion is special and requires a high amount of effort in order to achieve the best results (Kung and Chan, 2014). A distinction is therefore made between negative stress, which needs to be kept in check and avoided where possible (called distress), and positive stress, which is the pleasant type of stress, caused by the desire for better achievement and needs to be entertained (called eustress) (Kung and Chan, 2014; Roy, 2005; Kozusznik, et al., 2015).

2.3.2 Occupational stress

As already stated, the word stress has both a positive and a negative connotation but this study emphasizes only on the negative stress in the workplace. ILO (2016, p.2) defines work stress as a “harmful physical and emotional response caused by an imbalance between the perceived demands and the perceived resources and abilities of individuals to cope with those demands”.

Factors that can cause work related stress are called ‘psychosocial hazards’ and are defined as “interaction between and among work environment, job content, organizational conditions and workers’ abilities, needs, culture, personal extra-job considerations that may, through perceptions and experience, influence health, work performance and job satisfaction” (ILO, 2016, p.3). The catalytic factor here is a negative interaction between human factors and work environment (Kung and Chan, 2014).

Psychosocial hazards are classified into two categories namely **content of work**: work environment and work equipment, task design, workload/underload and work schedule; **context of work**: organizational culture and function, role in organization, career development, decision latitude/control, interpersonal relationship at work and home-work interface (Cox, Griffiths and Rial-Gonzalez, 2000). When an organization

is poor in these settings then workers are more likely to experience high level of stress (Cox, Griffiths and Rial-Gonzalez, 2000). Of the content of work psychosocial risks workload has been subject of many studies both quantitatively (the amount of work that a subject has to complete) and qualitatively (difficulty of work) and studies have been found that the two are associated with work-tress (ILO, 2016). Other factors that can cause work-stress are role ambiguity, tools and equipment, career advancement, job security, lack of job autonomy, compensation and benefits, Lack of manager support, aspects of the job (Coetzee and Villiers, 2010). Some of these work stressors are dealt with below.

2.3.2.1. Excessive workload

Workers in many organizations are subjected to excessive workload, employees find themselves obliged to put in long hours to meet assigned targets and keep jobs while reducing the quality of time spent with families (Babatunde, 2013. According to Bhui, Dinos, Akram, Hashim and Akram (2016) excessive workload results in high occupational stress which in turn is responsible for employees' physical and psychological ill health. Workload with many deadlines to meet and requiring overtime to complete is usually a source of stress for employees as well (Bhui et al., 2016).

2.3.2.2. Role ambiguity

Role ambiguity is a situation in which employees are confused and uncertain as to what their tasks are and what is expected of them (Coetzee and Villiers, 2010). Employees facing the challenge of role ambiguity are often unclear of their job description and daily duties (Coetzee and Villiers, 2010). Role ambiguity causes employees to feel insecure and confuse in their jobs and therefore contributing to poor work performance in comparison to those who are clear about their jobs expectations and requirements (Taheri, 2016).

Role ambiguity is a big contributor to employees' bad performance and rise in the level work related stress (Senaratne and Rosagopalasingam, 2017). Studies conducted show that there is a positive relationship between role ambiguity and occupational stress (Prasad, Vaidya and Kumar, 2016).

2.3.2.3. Organization culture

Organization culture is a set of values, beliefs, standards, rules, assumptions and thoughts, accepted by all members of an organization or society (Alvesson and Sveningsson, 2008). When new employees join the organization, they are taught these values and beliefs which then influence the way they think, feel and perceive things within the organization (Taheri, 2016). Culture shows new members how things are being carried out within the organization (Bhui et al., 2016) For instance, when a new employee sees older staff members staying in the office until late, even without any instruction, the new employee might assume that the correct way to behave and fit in the organization's culture is to work until late. Managers within an organization who are implicitly encouraging long working hours need to find a way of expressly encouraging work-life balance. On the other hand, imposing strict finishing time in face of excessive work load might be unreasonable. The real causes of employees working overtime should be identified and addressed (Bhui et al., 2016).

The best way to teach new employees or members an organization culture is to teach them basic cultural assumptions during induction and allow them to ask questions of clarity on grey areas (Senaratne and Rosagopalasingam, 2017). Further organizational culture that satisfies the personal needs of employees does increase motivation and loyalty to the company ((Senaratne and Rosagopalasingam, 2017).

2.3.2.4. Working environment

Factors that can cause job stress in the work environment include safety hazards, excessive noise, unfriendly people, poor lighting (Happell, Dwyer, Reid-Searl, Burke, Coperchione and Gaskin, 2013). The installation of technological equipment and gadgets that employees are expected to use but without providing them the necessary training on how to use them can be also a source of work stress.

2.3.2.5. Career advancement

Lack of opportunity for employees to advance their career ambitions with the organization can be a source of stress.

2.3.2.6. Job security

The uncertainty about the future and the fear of losing one's job due to an end of a fixed term contract or any other reasons, can be a source of job security stress.

2.3.2.7. Compensation and benefits

The lifestyle that an employee can lead is obviously determined by financial reward from work. And employees constantly compare their earnings to those of other employees in the same sector and same level. Employees that are unsatisfied with their financial rewards can experience work related stress (Coetzee and Villiers, 2010).

2.3.2.8. Lack of manager support

A supportive work environment is important and does reduce some effect of work stress. An employee who does not receive the necessary support from the direct manager in the form of trust, complements, guidance, feedback and general interest in his work, such employee can experience work stress (Coetzee and Villiers, 2010).

2.4. Extent of occupational stress problem globally

Many studies have been conducted to determine the extent of the problem globally, most of them in North America and Europe, few in Asia Pacific and Latin America and very few in Africa and Arab countries (ILO, 2016). Eurofound, The report on psychological risks in Europe: Prevalence and strategies for prevention (2014) found that 25% of workers in Europe experience work related stress at all times and the same percentage reported being negatively, health wise, affected by work stress. Managers of most big corporations in Europe expressed concerns about occupational stress effects on their organizations. Another study conducted in the European Union found that 36% of workers were exposed to high psychosocial factors associated with work stress such as working under pressure and at high speed to meet deadlines (Eurofound, 2015: The 6th European Working Conditions Survey).

A survey conducted in the Central American Countries found that 10% of the respondents were experiencing work-related stress and 6 to 12% were depressed or losing sleep because of working conditions (Eurofound, 2015). In Argentina, a study conducted in 2009 stated that 26% of workers reported work-stress caused mainly by excessive workload (Merino-Salazar, Artazcoz, Campos-Serna, Gimeno and Benavides, 2015). In Brazil a research on sickness absence due to work related

disease found that 14% of annual health benefits were spent on mental illness (ILO, 2016).

Duxbury and Higgins (2013) found, in their study on balancing work, life and caregiving in Canada, that more than 55% of the participants had high work-stress, depressed moods, sleep problems, high perceptions of poor health and more than three-quarter of respondents were absent from work in almost six months prior to the study due to ill health, and emotional problems. According to the Stress of America Survey (2015) almost 50% of workers reported that stress was present in their organizations and the main sources of stress were money, work, economy and poor health.

According to an Australian stress and wellbeing survey conducted by Casey and Pui-Tak Liang (2014), 50% of the participants reported work stress as a cause of their physical and emotional health problems. In a survey conducted in Japan more than 30% of workers reported suffering from stress and anxiousness (Sakurai, 2012)

Few studies have been conducted on the African continent and in the Arab countries to determine the extent and prevalence work related stress (ILO, 2016). However, some studies have been identified in South Africa.

Thomas and Valli (2006) evaluated the stress level among medical doctors within the public sector and found that doctors had high level of occupational stress and low job satisfaction. Van der Colf and Rothman (2009) in their study on registered nurses in South Africa found that nurses were experiencing high level of occupational stress, low level of coherence and passive coping mechanisms which were precursors of burnout and poor work commitment.

Pienaar and Rothman (2006) conducted a study on the work-related stress within the South African Police Services and found three factors considered causes of occupational stress, namely lack of support, and crime related stressors and job demands.

The education setting was not different. A study by Emsley, Emsley and Seedat (2009) involving school teachers found that many of them were medically boarded

due to psychiatric illnesses and close to 70% of those sick indicated that work related stress was the major contributor.

Another study looked at occupational stress among academics and support staff at South African Universities and found that the occupational stress among studied groups were high (Coetzee and Rothmann, 2005).

2.5. Impact of work related stress on employees, organizations and economies

The cost of work related stress on organizational productivity and economies is considerable. Accuracy and efficiency of an employee can be negatively affected by work related stress (Flin, O'Connor, and Crichton, 2008). Physiological manifestations comprise: type two (2) diabetes, hypertension, ulcers and psychological outcomes can be depression and anxiety (Heraclides, Chandola, Witte and Brunner, 2009; Robbins and Judge, 2007).

Occupational stress has also been associated with sleeping problems and burnout. According to Akerstedt (2006) stress hormones such as cortisol do cause insomnia and other sleep challenges.

Burnout is as a physical or emotional exhaustion resulting from exposure to chronic stressors in the workplace (Maclash, Schaufeli and Leiter, 2006). Burnout is understood as a triad of depersonalization, poor work accomplishment and emotional exhaustion (Maclash, Schaufeli and Leiter 2006). Beside the negative impact on employees' health and wellbeing, work related stress is also associated with absenteeism, lack of commitment, of motivation and satisfaction of employees, intention to quit and high turnover (Flin, O'Connor, and Crichton, 2008). This in turn can affect negatively productivity, company image and competitiveness.

In terms of monetary costs, work-related stress and depression cost European economy six hundred and seventeen (617) billion a year, absenteeism two hundred and seventy two (272) billion, loss of productivity two hundred and forty two (242) billion, healthcare sixty three (63) billion and work related disability benefit thirty nine (39) billion (Matrix insight: Executive Agency for Health and Consumers, 2013).

Estimates also state that work related stress is costing the Australian economy 5.3 billion annually for medical costs and lost production, eight (8) billion for sickness

absenteeism and six hundred and ninety three (693) billion for job strain and bullying (Safe Work Australia, 2013).

2.6. Work-life balance

The reality of modern life is that workers are multidimensional, workers have to manage multiple activities, relationships, roles and interests while still expected to perform at a highest level in the workplace (Mageni and Slabbert, 2005). The ever rising multi-faced demands between work and family are due to demographic and workplace changes, transformation in family structures, technological advancements and promulgations of labor laws making provision for more workers' rights (Wambui, Cherotich, Emily and Dave, 2017). The rise of this challenge faced by workers has led many organizations internationally and locally to incorporate work-life balance strategies in their overall human resource policies (Wambui et al., 2017).

Work-life balance is an effective management of time allocated to paid work and to all other life activities such as family life and leisure. Work-life balance is an act whereby an individual satisfies equality work demands and family role (Wambui et al., 2017). Amin and Malik (2017) define work-life balance as practice of providing freedom to employees to make schedules on their own, with comfort, to perform work and life commitments like family, relations, studies, accomplishment of targets and assignments, leisure pursuits, painting and travelling. In contrast, work-life conflict occurs when involvement in one sphere of life for instance paid work interferes with the involvement in the others such as family life (Amin and Malik, 2017; Hanson, Hammer, Colton, 2006).

Research has shown that work-life balance contributes immensely to organizational wellness and it is linked directly to high job satisfaction among workers (Saeed and Farooqi, 2014; Rose, 2005). Flexibility in working hours has been found to be a factor inducing workers to remain in a particular industry for long especially those with their own families (Saeed and Farooqi, 2014). Russel and Bowman (2000) found that employees consider flexible work as an employment benefit especially when it allows them to fulfil the demands of paid work and family responsibilities.

Therefore, the nurturing of work-life balance culture within organizations leads to employee commitment and loyalty (Moore, 2007). In contrast, work-life conflict has

been found to have a negative impact on employees' level of work stress and family well-being (Russel and Bowman, 2000).

Work-life balance is now a concern for many organizations given that work-life balance does influence workers' good health and acts as a buffer of occupational stress. However, in some instances the desire to achieve more in life pushes people to work hard by increasing the hours of work and reducing the time allocated to other social priorities such family and lose the work-life balance in the process (Saeed and Farooqi, 2014). This imbalance ultimately increases the level of work related stress and decreases the level of satisfaction (Mukhtar, 2012). Stress and satisfaction are both considered to be emanating from family life and work life, however they believe that work is a definitive source of stress and distress among individuals (Saeed and Farooqi, 2014).

Regarding the benefits of work-life balance research suggests that people who report the balance between the two elements tend to be satisfied with their lives and report excellent physical and psychological health (Lunau, Eikemo, Van der Wel, Dragano, 2014; Brough, Timms, Driscoll, Kalliath, Sui, Sit, Lo, 2014). By allowing workers the latitude to schedule their time to accommodate competing priorities between work and family, organizations can expect less work-life conflict and increase employee satisfaction and productivity (Tavassoli and Sune, 2015). Amin and Malik (2017) found that work life balance had a positive impact on employee performance. Work life imbalance is a problem that poses big risk to employees' health, work satisfaction and performance and organizational achievements (Wambui at al., 2017).

Legal Aid SA has introduced some work-life balance initiatives such as flexi-work for some employees, leave programs, health awareness programs but the effectiveness of these measures and their impact on workers work-life balance have never been assessed.

Other initiatives, beside flexible work that have been developed and implemented by human resource departments of other organizations in the world include providing assistance with child care and elder care, job sharing and telecommuting, provision of additional leaves, remunerated maternity and paternity leave, compressed work weeks, extended health insurance for the employees and dependents, access to services to encourage fitness, physical and mental health (Wambui at al., 2017; Amin

and Malik, 2017; Wallace, 2005; Wong and Lin, 2007). The following point deals with emotional intelligence.

2.7. Emotional Intelligence

2.7.1. Emotions

Emotions are one of the brain processes rooted in psychology (Anderson and Adolphs, 2014). Other processes include but not limited to perceptions, learning, memory and cognition (Anderson and Adolphs, 2014; Marroquin, Boyle, Nolen-Hoeksemas and Stanton, 2016).

Although self-evident and obvious to the naked eye, emotions present a challenge when it comes to defining them scientifically (Kleef, Heerdink and Van den Berg, 2014; Anderson and Adolphs, 2014).

Attempts to formulate a uniform definition across all disciplines such as psychology, neuroscience and philosophy have failed, however Dolan (2002) suggests that most researchers are unanimous of the fact that emotions comprise among others certain expressive behaviors such as facial expressions (smiling, frowning, scowling), physiological expressions (blushing, tearing) and vocalizations (screaming) that are subjectively experienced by mankind as feelings.

The identification of instances of emotions do not require any expertise, a lay man can recognize them and they can be expressed by both humans and animals (Anderson and Adolphs, 2014)

2.7.2. Intelligence

The concept of intelligence is as old as mankind and society has always accepted this idea that some people are good decision makers than others (Clark, 2017; Davis, 2004). A group of people can be placed in the same circumstances and given the same information but after considering and processing it some will reach just better conclusion than others (Clark, 2017; Davis, 2004).

Intelligence as a personal characteristic has always been recognized but it was until 1905 that Alfred Binet developed the so called “Binet test”, a tool destined to measure intelligence in children (Davis, 2004). The intelligence score in the Binet method is calculated as a ratio and the result is called intelligent quotient (Clark, 2017; Davis,

2004; Kim and Ham, 2016). Intelligence quotient test are intended to evaluate the cognitive abilities of the individual because intelligence was considered to be about how people “evaluate ideas, use logic, manipulate numbers, recognize similarities, draw inferences and grasp new concepts.” (Davis, 2004).

Most of these tests have ignored, therefore the large part of human experience characterized by feelings, desires and motives (Davis, 2004). Studies have found that intelligent quotient is one of the high predictors that someone will do well at school but not a good predictor of how well a person will do in other areas of life such job performance and financial success (Sengul, 2015; Davis, 2004).

However, one of the factors that greatly predict success in life is the ability to understand emotions (Joseph, O’Boyle and Jin, 2014). Having explained the meaning of emotions and intelligence, emotional intelligence is dealt with next.

2.7.3. Emotional Intelligence

Emotional intelligence is defined as the ability to perceive precisely, appraise, and express emotions; the ability to access and/or generate feelings; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions so as to promote emotional and intellectual growth. (Salovey, Brackett and Mayer, 2004; Lassk and Shepherd, 2013; Ingram, Peake, Stewart and Watson, 2017)

Emotional intelligence has four aspects, which are: recognizing emotions, understanding emotions, regulating emotions and using emotions (Mayer, Salovey and Caruso, 2008). Biggart, Ward, Cook, Stride, Schofield, Corr, Fletcher, Bowler, Jordan and Bailey (2016) define emotional intelligence as the ability to identify, assess, manage and control emotions in oneself and in others.

There are two approaches to emotional intelligence, namely ability model and trait model. The ability emotional intelligence stems from cognitive-motivational framework (Mayer, Salovey and Caruso, 2004). The ability model is mainly concerned with a person’s ability to recognize, appraise and use emotions. The trait model encompasses behavioral dispositions and self-perceived capacity to control own emotions. Differently stated, trait emotional intelligence encompasses both the ability to perceive and process emotions, as well as motivational aspects of personal functioning (Zeidner, Matthews and Roberts, 2004). This study uses trait model

measures to assess emotional intelligence in the workplace because trait model has been found to provide a better insight into individual processes and expressions of emotional information in the work environment (Di Fabio and Saklofske, 2014). The domains for each emotional intelligence are given in the tables below. The first table deals with similar domains across both trait and ability emotional intelligence

Table 2.1: Similarities between ability and trait emotional intelligence

Ability Emotional Intelligence Domains	Trait Emotional Intelligence Domains
1. Recognizing emotions in others	Emotionality (emotion expression, emotion recognition, trait empathy, effective relationships)
2. Managing emotions in oneself	Self-control (stress management, emotion management-self, low impulsiveness)
3. Managing emotions in others	Sociability (social awareness, assertiveness, emotion management-others)

Source: Biggart, et al., 2016, p. 3

Table 2.2: Differences between the two models

Ability Emotional Intelligence Domains	Trait Emotional Intelligence Domains
Using emotions to help thinking	Well-being (trait optimism, trait happiness, self-esteem)
Understanding emotions (knowledge)	Adaptability and self-motivation

Source: Biggart, et al., 2016, p. 3

2.7.3.1. Ability to recognize emotions

The ability to correctly recognize emotional state is the most important skill of an emotionally intelligent person because the inability to do so makes all others emotional intelligence abilities useless (Monnier, 2015; Davis, 2004). A person

cannot regulate, understand or use emotions if that person cannot distinguish one emotion from another or know what that emotion is for (Monnier, 2015; Davis, 2004). The inability to recognize emotions is a psychological condition called alexithymia. Persons suffering from this condition are unable to identify or express feelings in themselves and in others (Doucet, Shao, Wang and Oldham, 2016). However, this disorder goes from mild, moderate to severe. Obviously, a condition like alexithymia will affect some abilities to be emotionally intelligent (Doucet et al., 2016; Davis, 2004). Emotions can be located in oneself and in others.

Unless a person is suffering from alexithymia, recognizing emotions and knowing what those emotions are seems natural to most people (Davis, 2004; Tsirigotis and Luczak, 2016). However, not all circumstances give rise to strong emotions that are easily recognizable, such as getting your dream job or graduating from school. Some emotions are mild therefore difficult to identify or some situation give rise to mixture feelings and some people are better at identify their true feelings than others (Doucet et al., 2016; Lodder, Scholte, Goossens, Engels and Verhagen, 2015).

According to Davis (2004) the important of developing the ability to identify emotions in oneself stems from the following:

- Given that emotions are information the person therefore get informed about their own judgments, evaluations, likes or dislikes.
- Emotions do provide clues on how to behave in given situations, where to direct energy and attention. Inability to identify emotions might lead to behaving inappropriately in some circumstances.
- Other benefits of being clear about own emotions are performing better under highly stressful circumstances, being less depressed and experiencing less emotional distress than those who cannot accurately recognize their own emotions.

While it might appear strange to speak of recognizing emotions in oneself, it is however bit difficult to recognize emotions in others simply because some people are just difficult to read (Zhang, Song, Lui and Lui, 2016). Davis, 2004 and

Bergmann, Klitzing, Korndorfer, Wendt, Grube, Herpertz, Schutz and Kein (2016) state that recognizing emotions in others is as important as recognizing emotions in oneself for the following reasons:

- Once again, emotions are information therefore they convey a message to you about others' likes and dislikes and this might influence your behavior and relationship in society.
- Recognizing emotional state of others can be useful for the achievement of own goals either on a one on one encounter or social ground. For instance, businesses put the needs of their customers first for their own existence, this entails to the great extent recognizing their emotions so that they can meet their need on a personal level.

2.7.3.2. Ability to understand emotions

This second skill of emotional intelligence goes beyond just recognizing emotion, the emphasis now is on knowing what emotions mean (Zhang et al., 2016; Davis, 2004). Of course this refers to meaningful knowledge the causes, development, consequences and change over time of own emotions or those of others (Monnier, 2015; Davis, 2004, Zhang et al., 2016).

Understanding emotions of others entails looking outside yourself, putting yourself in other people's shoes by seeing from their perspective, imagining what they are thinking and feeling (Monnier, 2015; Davis, 2004, Doucet et al., 2016). This approach does help understanding other people's emotions better (Doucet et al., 2016).

2.7.3.3. Regulating emotions

Unlike the two first skills discussed thus far, namely recognizing and understanding emotions that are somehow passive (nothing is done with emotions), regulating skill allows a person to manipulate and control emotions (Monnier, 2015; Davis, 2004; Thory, 2013). Instead of accepting emotional and social situation as encountered, one can actively try to change them (Thory, 2013; Van Kleef, Heerdink and Van der Berg, 2015). The ability to successfully regulate emotions has tremendous benefits for the person, depending on whether it's the regulation of own emotions or those of others.

A. Regulating own emotions

Regulating own emotions, being able to control own desires, impulses and wishes lead to maturity in that the person is considered to have mastered himself or herself (Monnier, 2015; Davis, 2004, Thory, 2013; Dev and Rayman, 2016; Hughes and Evans, 2016). Davis (2004) states that being able to regulate your own emotions has several advantages.

- The first benefit is the ability to control excitement levels to maximize performance, which is at its best when arousal levels are in middle and poor when arousal levels are very low or very high
- The second benefit of being able to regulate oneself emotions is the persistence in face of difficulties and frustration
- The third benefit is the ability to inhibit destructive reaction to provocation from other people. Most interpersonal conflicts are a result of instant reaction to provocative behavior from others. When faced with such behavior the most natural response is to react in kind, for instance sarcasm with sarcasm and one can predict the result of reacting in this fashion. A trivial misunderstanding can spiral into a big problem due to retaliatory responses.

B. Regulating emotions in others

Regulating emotions in other people is a more difficult task than regulating them in oneself simply because one has control on own emotions and does not have control over other people's emotions (Mahmoud, Darret, Mulki and Swimberghe 2016; Davis, 2004). One attempts to influence them indirectly through words and deeds, for instance trying to comfort someone who is going through sad situation or trying to calm down an angry friend (Quarto, Blasi, Maddalena, Viscanti, Lanciano, Sloleti, Man-Giulli, Taurisano, Fazio, Bertolino and Curci, 2016; Davis, 2004; Monnier, 2015). Techniques that are used to regulate emotions in others include but not limited to use of humor, offering words of sympathy and providing emotional support and motivating the other person (Chan, Sit and Lau, 2013; Fernandez-Berrocal, Extremera, Lopez and Ruiz-Aranda, 2014; Davis, 2004; Quarto et al., 2016; Boyatzis, Rochford and Cavanagh, 2017).

2.7.3.4. Using emotions

Using emotions is the last skill forming part of emotional intelligence and this skill is related to the skill of regulating emotion in that both require an active effort in the process not just recognizing and understanding that are very much passive skills (Monnier, 2015; Davis, 2004; Sanchez-Alvarel, Extremara and Fernandez-Berrocal, 2016).

However, all four skills are intertwined in that one needs to recognize emotions to understand them; understanding them helps with using them well and one needs to regulate them appropriately so that the use is effective (Davis, 2004) Emotions can be used to enhance performance, to enhance general wellbeing, to influence others or to handle conflicts constructively (Schlaerth, Ensari and Christian, 2013; Chan, Sit and Lau, 2013; Fernandez-Berrocal, Extremera, Lopez and Ruiz-Aranda, 2014; Cheung, Gong and Huang, 2016).

2.8 Empirical review

2.8.1 Relationship between occupational stress and work-life balance

Chiang, Birtch and Kwan (2010) conducted a study on the moderating roles of job control and work-life balance practices on employee stress in the hotel and catering industry, authors found that job control and work-life balance practices had a buffering effect on job demand and job stress.

In another study conducted by Bell, Rajendran and Theiler (2012) on Job stress, wellbeing, work-life balance and work-life conflict among Australian academics, authors found that there was a strong negative relationship between work-life balance and perceived job threat stress and job pressure stress. In other words, work-life balance had a moderating effect on job stress.

Bowen, Edwards, Lingard and Keith (2014) found, in their study of occupational stress among construction workers in south Africa, that there was a positive relationship between long working hours and occupational stress as this eroded workers of the quality time that they ought to be spending with their families, resulting in work-life conflicts. Saeed and Farooqi (2014) conducted a study on the relationship between work-life balance and work related stress and job satisfaction.

Results indicated that there was no significant correlation between job stress and job satisfaction however there was a positive reasonable relationship between work-life balance and job satisfaction.

2.8.2 Relationship between occupational stress and emotional intelligence

Karimi, Leggat, Donohue, Farrell and Couper (2014) conducted a study on the role of emotional intelligence and emotional labor on well-being and job-stress among community nurses using cross-sectional quantitative methods and three hundred and twelve (312) nurses participated in the study. The results revealed that nurses with high emotional intelligence demonstrated low level of work-related stress. So emotional intelligence was a moderating factor. However, Newton, Teo, Pick, Ho and Thomas (2016) conducted a study on the buffering effect of emotional intelligence on occupational stress examining three hundred and six (306) nurses using job demand model, mixed results were found. In some instances, emotional intelligence acted as buffer of negative effect of stressors and in others it did not.

Shukla and Srivastava (2016) examined the effect of emotional intelligence on job stress among people working in the retail industry using statistical methods on a sample of five hundred and sixty four (564) employees. Their findings revealed a negative relationship between emotional intelligence and job stress. In other words, emotional intelligence had a mitigating effect on work stress.

Another study has found a positive relationship between capacity to handle work demand and high emotional intelligence (Dong, Seo and Bartol, 2014). O'Boyle et al. (2011) found that people with high emotional intelligence have the ability to influence positively work outcomes such as high performance and job satisfaction. The effects of work stressors have been found to be easily buffered by people with high emotional intelligence because of their capacity to understand and regulate their own emotions (Cheng, Huang, Lee, Ren, 2012).

2.9 Summary

This chapter reviewed previous studies on the subject matter. The chapter started by explaining Legal Aid SA, followed by the exploration of main study concepts, namely occupational stress, work-life balance and emotional intelligence.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter discusses research methods used to collect and analyze data in this study. Sekaran and Bougie (2016) define business research as a methodical and systematized effort to explore a specific problem encountered in the work setting, which needs a solution. Research methods encompass a series of steps that are designed and implemented with the objective of finding answers to the issues that are of concern to the manager in an organization (Sekaran and Bougie, 2016). Creswell (2014) defines research approach as plans and processes for research that span the steps from general assumptions to detailed methods of data collection, analysis, and explanation. The following points are developed in this chapter: research design, study area, target population, sampling techniques, sampling size, research instruments, pre-testing, validity and reliability, data analysis, ethical consideration, conceptual framework and measurement of variables.

3.2. Research designs

Research designs are defined as a proposal for the collection, and examination of data, created to answer your research questions (Sekaran and Bougie, 2016). Research designs are forms of inquiry within qualitative, quantitative, and mixed methods approaches that offer specific direction for procedure in a research design (Creswell, 2014). One can distinguish three research designs namely, qualitative designs, quantitative designs and mixed methods designs. Main qualitative designs can be subdivided into two, narrative research and phenomenological research. Mixed method designs involve combining or integration of qualitative and quantitative research and data in a research study (Neuman, 2014). Qualitative data tends to be open-ended without predetermined responses while quantitative data usually includes closed-ended responses such as found on questionnaires (Neuman, 2014; Bryman and Bell, 2011).

This study used quantitative designs and in particular survey research for the following reasons:

- The study made use of a questionnaire to collect data which required close ended responses from participants;
- Results were presented in the form of numbers;
- The study provided a quantitative or numerical description of trends, attitudes, or opinions of a population by studying an entire population because the small size of the population (Creswell et al. 2016).
- The study is a cross-sectional study using questionnaires for data collection with the intent of generalizing from a sample to a population (Neuman, 2014; Creswell et al.2016).

A questionnaire was administered to all legal aid SA employees working at Durban Justice Centre to determine the level of work stress, the main causes of work stress and whether work-life balance and emotional intelligence had any buffering effect on work stress.

3.3. Study area

This study was conducted at Legal Aid SA, Durban Justice Centre. Legal Aid SA was chosen because this entity is a public organization providing free legal services to indigent people. Like any other public organization servicing people free of charge, Legal Aid SA is inundated with application for legal services but has less or limited resources to cope with the demand, therefore employees work constantly under tremendous amount of pressure. According to Legal Aid SA 2015-2016 integrated annual report, 33.79% of staff resigned from the organization. Resignation was the highest type of termination beside end of contract, this is indicative of high turnover rate. Findings from the employee wellness survey 2016 conducted by the Human Resources department, revealed that there were poor relationships between employees and management, lack of emotional expression among employees and work-life imbalance due to workload. These factors are indicative of the existence of occupational stress within the organization. Durban Justice Centre was chosen because of time constraint and Durban is a level two (2) Justice Centre which means one of the biggest Centres within the organization.

It was going to be practically impossible to use the entire organization as the population for this study and complete the research within six months period.

3.4. Target population

Target population is a specified group of people or things from which observation can be made or questions asked to collect the required data or information and draw inferences or conclusions (Keller, 2014). Target population is the entire group of objects, people or events that are of interest to and subject to investigation by a researcher (Sekaran and Bougie, 2016; Keller, 2014). Target population is frequently very large and, may in fact be infinitely large ((Sekaran and Bougie, 2016; Keller, 2014). This study targeted Legal Aid South Africa's employees, specifically those employed or working at Durban Justice Centre.

3.5. Sampling techniques

Given that the population size of this study is relatively small seventy (70), the total population sampling was used. Total population sampling is a variety of purposive sampling technique that entails examining the entire population because of its specific attributes and/or the size of the population is relatively small (Gentles, Charles, Ploeg and Mckibbon, 2015).

3.6 Research instruments

3.6.1 Questionnaires

Questionnaire is a pre-formulated written set of questions to which respondents record their answers, usually within closely defined alternatives (Creswell et al., 2016; Sekaran and Bougie, 2016). Questionnaires are generally designed to collect large numbers of quantitative data. Questionnaires can be administered personally, distributed electronically or mailed to the respondents (Saunders, Lewis and Thornhill, 2016; Creswell, 2014). Questionnaires are generally less expensive and time consuming than interviews and observation (Bryman and Bell, 2011). Questionnaires provide a convenient, relatively cheap, quick and effective way to collect a large amount of information from a large sample (Saunders, Lewis and Thornhill, 2016; Creswell, 2014).

Seventy (70) sets of questionnaires were administered to respondents face to face and collected back a week later. The Head of the Justice Centre agreed to send an email to all employees informing them of the study.

After that participants were approached face to face in their morning discussions groups and given the questionnaire. Participants were urged to answer all the

questions and were also informed that the participation in the study was voluntary and that anyone could choose not to participate.

Table 3.1: Questionnaire design

Section	Components/Variables
Section A	Demographic profile
Section B	Emotional intelligence
Section C	Work-life balance, occupational stress and its main causes

3.7 Pre-testing

The aim of pre-testing an instrument is to ensure that the questions are understood by the respondents, that there is no ambiguity in the questions and that there are no problems with the wording or measurement (Creswell et al., 2016; Sekaran and Bougie, 2016). Pre-testing involves the use of a small number of respondents to test the appropriateness of the questions and comprehension of the questions (Creswell, et al., 2016). This helps to rectify any inadequacies before administering the instrument through a questionnaire to respondents (Quinlan et al., 2015; Sekaran and Bougie, 2016). This study used two data collection instruments, namely An Organization Stress Screening Tool (ASSET) developed by Cartwright and Cooper (2002) and Wong and Law Emotional Intelligence Scale (WLEIS) developed by Wong and Law (2002). These two instruments have been extensively used in research, their validity and reliability established.

For this study, a randomly selected sample of nineteen (19) employees from Legal Aid SA, Umlazi Justice Centre were selected to participate in the pre-tasting phase. This sample was composed of eleven (11) women and eight (8) men and the result of the validity and reliability test are reported below.

Table 3.2: Reliability statistics of the pre-testing sample

Variables	Number of items	Cronbach's Alpha	Reliability statistics
WLEIS1 (self-emotion appraisal)	4	.910	Very good
WLEIS2 (Regulation of emotions)	4	.915	Very good
WLEIS3 (Use of emotions)	4	.962	Very good

WLEIS4 (Others emotions appraisal)	4	.966	Very good
Work-life balance	4	.697	Good
Resources and communication	4	.843	Good
Overload	4	.895	Good
Job security	4	.777	Good
Control	4	.947	Very good
Pay and benefits	1	-	N/A
Work relationships	8	.890	Good
Job characteristics	8	.866	Good

The pre-testing results show acceptable and reliable internal consistencies of both the ASSET scale and emotional intelligence scale with Cronbach alpha coefficient ranging between 0.910 and 0.966 for emotional intelligence scale and between 0.697 and 0.947 for the ASSET scale. The acceptable range of the ASSET's Cronbach alpha coefficient should be between 0.64 and 0.94 (Tytherleigh, 2003). And the emotional intelligence's Cronbach Alpha Coefficient should range between 0.79 and 0.93 to be reliable (Wong and Law, 2004).

3.8 Validity and reliability

The validity and reliability of the ASSET scale is based on the Guttman split-half coefficient which was found to have a good convergent validity with an existing instrument. This existing tool is the General Health Questionnaire developed by Goldberg and Williams in 1998, measuring minor psychiatric disorders (Johnson and Cooper, 2003). Acceptable, reliable internal consistencies were reported by Tytherleigh (2003) where the Cronbach alpha coefficient of the ASSET scale ranged from 0.64 to 0.94. In South African studies, Coetzee and Rothmann (2005) have also reported acceptable reliable internal consistencies of the ASSET scale and their Cronbach alpha coefficients varied between 0.64 and 0.94. The ASSET questionnaire is divided into four sections. The ASSET scale starts by asking for general biographical information. The following three sections ask about your perceptions of pressure at work, your attitude towards your organization and the final section is about your health.

However, this study used only "perceptions of your job" section to determine the level and main causes of stress. The other sections of the ASSET are not part of this study's objectives.

Wong and Law Emotional Intelligence Scale (WLEIS) was developed by Wong and Law (2002) and two years later authors conducted a study to test the validity and reliability of the WLEIS. Wong and Law's study found the scale to have an acceptable, reliable internal consistency and the Cronbach's alpha coefficients varied between 0.79 and 0.93 (Wong and Law, 2004). Shi and Wang (2007) conducted a study for the validation of the WLEIS scale and concluded that the WLEIS scale had an acceptable reliability and validity with Cronbach's alpha coefficient ranging between 0.72 and 0.87.

3.9 Data analysis

The purpose of data analysis is to interpret and draw conclusions from the mass of collected data (Sekaran and Bougie, 2016, Hair, 2016). Clear analysis objectives must be set which serve as a guide to the analysis process. After the information has been collected and captured on computer as numbers, called data or raw data, the analysis process starts with descriptive statistics (Sekaran and Bougie, 2016). In this study, IBM SPSS statistics version 24 was used to analyse the data.

However, before starting with the analysis of the data, some preliminary steps were completed. These helped to ensure that the data was accurate, complete and suitable for further analysis (Sekaran and Bougie, 2016). After the data was obtained through questionnaires, the data needed to be coded, keyed in, and edited.

3.9.1. Coding and data entry

The first step in data preparation was data coding. Data coding involved assigning a number to the participants' responses so that they could be entered into a database manually (Creswell et al., 2016; Quinlan, Babin, Griffin and Zikmund 2015). After responses were coded, they were entered into a database, raw data were entered through IBM SPSS version 24 software program.

3.9.2. Editing data

After the data was keyed in, they needed to be edited. Data editing dealt with detecting and correcting illogical, inconsistent data and omissions in the information

returned by the participants of the study (Creswell et al., 2016; Sekaran and Bougie, 2016).

3.9.3. Data transformation

Data transformation consisted of changing the original numerical representation of a quantitative value to another value (Creswell, 2014; Bryman and Bell, 2011). Data was typically changed to avoid problems in the next stage of the data analysis process.

3.9.4. Statistical techniques

In this quantitative study, the following statistical procedures were used to investigate the research questions: descriptive analysis, correlations, regressions and inferences.

3.9.4.1. Descriptive analysis

Descriptive statistics involved arranging, summarizing, and presenting data in such a way that useful information was produced (Keller, 2014). Graphical techniques and numerical descriptive measures were used to summarize and present the data.

3.9.4.2. Inference analysis

Statistical inference is the process of making an estimate, prediction, or decision about a population based on sample data (Keller, 2014; Creswell et al., 2016). Because populations are almost always very large, investigating each member of the population would be impractical and expensive.

It is far easier and cheaper to take a sample from the population of interest and draw conclusions or make estimates about the population based on information provided by the sample (Creswell et al., 2016; Keller, 2014). However, such conclusions and estimates are not always going to be correct. For this reason, we build into the statistical inference a measure of reliability (Sekaran and Bougie, 2016).

There are two such measures, namely the confidence level and the significance level. The confidence level is the proportion of times that an estimating procedure will be correct and the significance level measures how frequently the conclusion will be wrong (Creswell et al., 2016; Sekaran and Bougie, 2016).

A. Coefficient of correlation

The coefficient of correlation is defined as the covariance divided by the standard deviations of the variables (Keller, 2014; Creswell et al., 2016). The advantage that the coefficient of correlation has over the covariance is that the former has a set lower and upper limit (Sekaran and Bougie, 2016). The limits are -1 and +1, respectively. When the coefficient of correlation equals -1, there is a negative linear relationship and the scatter diagram exhibits a straight line (Keller, 2014; Creswell et al., 2016). When the coefficient of correlation equals +1, there is a perfect positive relationship. Then the coefficient of correlation equals 0, there is no linear relationship. All other values of correlation are judged in relation to these three values (Keller, 2014).

B. Coefficient of determination

Keller (2014) points out that with the coefficient of correlation, except for -1, 0, and +1 we cannot precisely interpret its meaning. We can judge the coefficient of correlation in relation to its proximity to only -1, 0, and +1. Fortunately, we have another measure that can be precisely interpreted. It is the coefficient of determination, which is calculated by squaring the coefficient of correlation (Keller, 2014). The coefficient of determination measures the amount of variation in the dependent variable that is explained by the variation in the independent variable (Keller, 2014).

3.10 Ethical Considerations and how they will be managed

To comply with ethical considerations, the following process was followed to get the relevant permissions to conduct this study:

- A written request of permission to conduct this study at the Durban Justice Centre was to send to the legal Aid SA Chief Executive Officer
- A written permission (gate keeper letter) was granted to the researcher to conduct this study at the above-mentioned Centre.
- The gate keeper letter together with the ethical clearance application form duly signed by the supervisor were sent to the Ethical Clearance Committee for consideration.
- The ethical clearance committee granted the clearance to do the study under the protocol reference number HSS/1194/017M.

Several ethical issues were addressed while collecting primary data in the following manner:

- The information given by the respondents was treated as strictly confidential and their privacy guarded.
- Through the informed consent letter and the questionnaire, confidentiality and anonymity of records identifying participants were emphasised.
- Personal or seemingly intrusive information was not solicited
- The self-esteem and self-respect of the subjects was never violated.
- No one was forced to respond to the survey and if someone did not want to avail themselves of the opportunity to participate, the individual's desire was respected.
- The researcher did not resort to social networks, discussion groups or chat rooms, however, the researcher acted in accordance with anti-spam legislation and guidelines
- There was absolutely no misrepresentation or distortion in reporting the data collected during the study.

3.11. Measurement of variables

3.11.1. Variables

A variable is anything that can take on differing or varying values (Keller, 2014). The values can differ at various times for the same object or person, or at the same time for different objects or persons (Sekaran and Bougie, 2016; Keller, 2014).

There are four types of variables namely the dependent variable, the independent variable, the moderating variable and the mediating variable. For purpose of this study, two variables were used namely, dependent variable and independent variable.

3.11.2.1. Dependent variable

The dependent variable is the variable of primary interest to the researcher. The researcher's goal is to understand and describe the dependent variable, or to explain its variability, or predict it (Bryman and Bell, 2011). Through the analysis of the dependent variable, it is possible to find answers or solutions to the problem (Keller,

2014). For this purpose, the dependent variable that the researcher was interested in quantifying and measuring was “occupational stress”.

3.11.2.2. Independent variable

The independent variable is one that influences the dependent variable in either a positive or negative way (Keller, 2014; Bryman and Bell, 2011). That is when the independent variable is present, the dependent variable is also present, and with each unit of increase in the independent variable, there is an increase or decrease in the dependent variable (Sekaran and Bougie, 2016).

In other words, the variance in the dependent variable is accounted for by the independent variable (Keller, 2014; Sekaran and Bougie, 2016)). Two independent variables used in this study were emotional intelligence and work-life balance.

3.11.3. Hypotheses testing

A hypothesis can be defined as a tentative, yet testable, statement, which predicts what you expect to find in your empirical data variable (Sekaran and Bougie, 2016).

Testing the hypotheses and confirming the conjectured relationships, it is expected that solutions can be found to correct the problem encountered (Keller, 2014). The hypotheses testing was done using the SPSS statistics software version 24.

3.11.3.1. Null and alternate hypotheses

Keller (2014) and Sekaran and Bougie (2016) explain the null and alternate hypotheses as follows: The hypothetico-deductive method requires that hypotheses are falsifiable: they must be written in such a way that other researchers can show them to be false.

For this reason, hypotheses are sometimes accompanied by null hypotheses. A null hypothesis (H_0) is a hypothesis set up to be rejected to support an alternate hypothesis, labelled H_1 .

When used, the null hypothesis is presumed true until statistical evidence, in the form of a hypothesis test, indicates otherwise. Typically, the null statement is expressed in terms of there being no (significant) relationship between two variables or no (significant) difference between two groups.

The alternate hypothesis, which is the opposite of the null, is a statement expressing a relationship between two variables or indicating differences between groups. Two hypotheses were tested.

Hypothesis 1:

H0: there is no significant relationship between emotional intelligence and work stress

H1: there is a significant relationship between emotional intelligence and work stress

Hypothesis 2:

H0: there is no significant relationship between work-life balance and work stress

H1: there is a significant relationship between work-life balance and work stress

3.11.4. Measurement of variables

Measurement means gathering data in the form of numbers variable (Keller, 2014; Sekaran and Bougie, 2016). To be able to assign numbers to attributes of objects we need a scale.

A scale is a tool or mechanism by which individuals are distinguished as to how they differ from one another on the variables of interest to our study variable (Bryman and Bell, 2011); Sekaran and Bougie, 2016). Scaling involves the creation of a continuum on which our objects are located (Keller, 2014).

In this study, nominal scale, ordinal scale and interval scale were used. In the section dealing with stressors, emotional intelligence and work-life balance interval scale is used whereas ordinal and nominal scales were used in the demographic section.

3.12. Summary

This chapter dealt with research methodology used in this study. Quantitative approach, in particular survey research was found to be appropriate for this study and a questionnaire was developed for the collection of data.

The following chapter deals with the presentation of results obtained from the administered questionnaire.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1. Introduction

This study aims at identifying the main sources of work stress among legal aid SA employees at the Durban Justice Centre and at determining the level of work stress

at the same Centre. The research aims further at determining the relationship between emotional intelligence and work stress, and between work-life balance and work stress. The literature review has established that there are few studies in South Africa in particular and on the African continent in general that have investigated sources of work stress and the extent of the problem, and that have evaluated the impact of emotional intelligence and work-life balance on work stress. The following factors were identified at Legal Aid SA which are associated with work stress: high turnover rate of employees, poor relationships between employees and management, work-life imbalance, lack of emotional expression among employees and work-overload.

This chapter analyses in detail the results of the study by interpreting the data in detail using IBM SPSS statistics software version 24. Different analyses were conducted on the data collected namely, reliability test, descriptive statistics and inferential statistics. Seventy (70) sets of questionnaires were administered to respondents and collected back a week later. The response was good, fifty nine (59) questionnaires were returned to the researcher (this is 84% of the targeted population) and eleven (11) employees (16% of the targeted population) chose not to participate. In other words, the total population surveyed is fifty nine (59) people.

There were no major challenges faced by the researcher in collecting data that are worth mentioning. The Justice Centre Executive sent an email, as policy requires, informing all employees that the organization had granted the researcher permission to conduct a study at the Durban Justice Centre. Participants were informed that their participation in the research was voluntary and that no one was compelled to take part in the study against their wish.

And that the consent to participate could be retracted any time. Seventy (70) sets questionnaires were distributed but only fifty nine (59) were returned to the researcher and eleven employees chose not to participate in the study and these employees wish was respected.

4.2. Descriptive analysis

This section analyses seven (7) questions dealing with respondents' demographic profiles. These questions include gender, age group, marital status, race group,

years of experience, category and level of education. The analysis in this section deals further with central tendencies measurement of constructs.

4.2.1. Respondents' demographic profile

Table 4.1: Demographic characteristics (gender, age group and marital status) of the participants.

VARIABLES	FREQUENCY	%
GENDER		
Males	30	50.8
Females	29	49.5
AGE GROUP		
18-30	17	28.5
31-40	21	35.6
41-50	18	30.5
Above 50	3	5.1
MARITAL STATUS		
Single	31	52.5
married	24	40.7
divorced	2	3.4
widowed	2	3.4

The table 4.1 illustrates the number of females and males who took part in this study. Male participants surpassed slightly the number of female participants. The total number of respondents was fifty nine (59) of which thirty (30) were males representing 50.8% of all participants and twenty nine (29) were females representing 49.2% of all participants.

The table 4.1 also provides information about the age group of the respondents who participated in this study. The highest percentage of participants were between the ages of 31 to 40 years old. Seventeen (17) respondents (28.8%) were between the ages of 18 to 30 years old; twenty one (21) participants (35.6%) were between the ages 31 to 40 years old; eighteen (18) respondents (30.5%) were between the age 41 to 50 years old and three (3) participants (5.1%) were above 50 years of age.

The table 4.1 ends with information about the marital status of participants. The majority of respondents are still single (52.5%); followed by married people (40.5%); divorced people and widowed respondents stand at an equal percentage of 3.4%.

Table 4.2: Demographic characteristics (race, years of experience, job category and level of education) of the participants.

VARIABLES	FREQUENCY	PERCENTAGE
RACE		
BLACK	33	55.9
COLOURED	2	3.4
INDIAN	21	35.6
WHITE	3	5.1
YEARS OF EXPERIENCE		
1-5 YEARS	18	30.5
6-10 YEARS	12	20.3
11-15 YEARS	10	16.9
16-20 YEARS	11	18.6
ABOVE 20 YEARS	8	13.6
JOB CATEGORY		
SUPPORT STAFF	12	20.3
LEGAL STAFF	42	71.2
MANAGEMENT STAFF	5	8.5
LEVEL OF EDUCATION		
SENIOR CERTIFICATE	5	8.5
DIPLOMA	4	6.8
BACHELOR'S DEGREE	35	59.3
POST-GRADUATE QUALIFICATIONS	15	25.4

The table 4.2 furnishes information about participants' races, blacks participants represent (55.9%); coloured respondents represent (3.4%); Indian participants (35.6%) and white respondents represent (5.1%). The table shows further, in terms of work experience, that 30.5% of participants have between 1 to 5 years' experience; 20.3% of the respondents have between 6 to 10 years' experience; 16.9% have between 11 to 15 years' experience; 18.6% of the respondents have between 16 to 20 years' experience and 8 respondents or 13.6% have more than 20 years' experience.

This table 4.2 deals further with work categories under which each participant falls in. Legal Aid SA has three types of employees, namely legal staff, management staff and support staff. The table shows that twelve (12) participants (20.3%) are support staff, forty two (42) participants (71.5%) are legal staff and five (5) participants (8.5%) are management staff.

The table 4.2 concludes with information about participants' educational level. Most participants have bachelor's degree (59.3%), follow by people with post-graduate qualifications (25.4%), follow by participants with senior certificate 8.5% and few participants have diploma (6.8%).

4.2.2. Central tendencies measurement of constructs

This section deals with the measurement of the mean and standard deviation values of dependant variables (stressors in the work-place: work-life balance, resources and communication, overload, job security, control, work relations, job characteristic, and pay and benefits). Work-life balance variable is at the same time an independent variable and dependant variable by virtue of it being one of the stressors in ASSET tool measuring 'perceptions of your work'. The level of significance in this study is ($p < 0.05$). If $p < 0.05$ this means that there are statistically significant differences between the means and if $p > 0.05$ this means that there are no statistically significant differences between the means.

Responses for ASSET scores are 1= strongly disagree, 2=disagree, 3=slightly disagree, 4=slightly agree, 5 = agree, 6= strongly agree and responses for emotional intelligence scores range from 1 to 7, with one being strongly disagree and 7 being strongly agree.

The purpose of these measurements is to determine the main sources of stress among workers at Durban Justice Centre and to determine the extent of the problem. Two research questions are answered here namely, what are the main sources of work stress among legal aid employees at Durban Justice Centre? And what is the level of occupational stress among employees at the Durban Justice Centre?

Table 4.3: Central tendencies measurement of independent and dependant variables

Descriptive Statistics

Variables	N	Mean	Std. Deviation
Work-life balance	59	18.6102	4.50294
Resources and Communication	59	15.3051	4.55712
Overload	59	17.1017	4.95043
Job Security	59	14.9831	5.24073
Control	59	18.8136	5.03256
Work Relations	59	22.2034	7.62433
Job Characteristics	59	33.9661	7.30131
Pay and benefits	59	4.71	1.365
Overall stress index	59	145.6949	32.54718

When a variable has a high mean this is indicative of the fact that this variable is high source of work stress and when the overall job stress index score is high this is indicative of the fact that the stress level is relatively high (Coetzee and De Villiers, 2010; Nikolaou and Tsaousis, 2002). The mean scores show that the respondents experienced job characteristics and work relations as their highest sources of work stress, followed by control, work-life balance, and overload. Pay and benefits, job security and resources and communication are experienced as less stressful.

However the overall stress index has the highest mean (M=145.6949; SD=32.54718), this means that the Durban Justice Centre is experiencing a relatively high level of work- stress.

Table 4.4: Overall stress index frequencies

Items	frequency	percentage	manifestation
Strongly disagree and disagree	19	0.32	low
Slightly disagree and slightly agree	10	0.17	average

Agree and strongly agree	30	0.51	high
Total	59	100%	100%

Results from table 4.4 simply corroborate the results of the overall stress index mean. They show that 32% of respondents are experiencing low level of stress, 17% of them are experiencing average level of stress and 51% of them are experiencing relatively high level of stress. These results do corroborate the overall stress index results which show that the level of work stress at the Durban Justice Centre is relatively high.

4.2.3. Scale measurement

The aim of calculating the Cronbach's Alpha Coefficients is to assess the validity and reliability of instruments used to collect data.

Table 4.5: Cronbach's Alpha for "your perception of your job" on the ASSET scale

Variables	Number of items	Cronbach's Alpha	Results of Reliability
Work life balance	4	.810	Good
Resources and Communication	4	.741	Good
Overload	4	.837	Good

Job Security	4	.767	Good
Job Control	4	.930	Very good
Work relations	8	.813	Good
Job Characteristics	8	.768	Good
Pay and Benefits	1	N/A	N/A

The Cronbach's alpha analysis of the ASSET scale shows that variable that has the highest coefficient is job control 0.930 and the lowest coefficient is resources and communication 0.741. This is followed by overload 0.837, work relations 0.813, work-life balance 0.810, job characteristics 0.768 and job security 0.767. pay and benefits scale has no Cronbach's alpha coefficient because it has only one item on it and the Cronbach's alpha coefficient can only be calculated if the scale has a minimum of two items. As it will be showed in the following chapter, for the ASSET scale results to be acceptable, the instrument's Cronbach's Alpha Coefficients must vary between 0.64 and 0.94. In this case they vary between 0.741 and 0.930, therefore, the instrument is reliable and internally consistent.

Table 4.6: Cronbach's alpha coefficient of the Wong and Law Emotional Intelligence Scale (WLEIS)

Variables	Number of items	Cronbach's alpha	Reliability results
WLEIS1(self-emotions appraisal)	4	0.889	Good
WLEIS2(regulation of emotions)	4	0.951	Very good
WLEIS3(use of emotions)	4	0.943	Very good
WLEIS4(others-emotions appraisal)	4	0.947	Very good

The reliability test of the WLEIS scale that was used to measure emotional intelligence reveals Cronbach's alpha coefficients ranging between 0.889 (the lowest coefficient and represents self-emotions appraisal variable) and 0.951 (the highest coefficient which represents regulation of emotions variable).

The use of emotions and others-emotions appraisal variable has coefficients of 0.943 and 0.947 respectively. As it will be showed in chapter five, for the WLEIS scale results to be acceptable, the instrument's Cronbach's Alpha Coefficients must vary between 0.79 and 0.93. In this case they vary between 0.889 and 0.947, therefore, the instrument is reliable and internally consistent.

4.3. Inferential analysis

4.3.1. Correlation

The aim of conducting Pearson's correlation analysis is to measure the strength and direction of the linear relationship between two variables, namely dependent variable and independent variable (Keller, 2014). In this study the relationships between two independents variables which are emotional intelligence and work-life balance and one dependent variable work stress represented by 'your job perception' in the ASSET are examined.

The purpose of the correlation analysis between emotional intelligence and occupational stress is to answer one of research questions: what is the role of emotional intelligence on work stress?

Table 4.7: Correlations between emotional intelligence and work stress

Correlations			
		EI_Total	W.Stress_Total
EI_Total	Pearson Correlation	1	-.799**
	Sig. (2-tailed)		.000
	N	59	59

W.Stress_Tot al	Pearson Correlation	-.799**	1
	Sig. (2-tailed)	.000	
	N	59	59
**. Correlation is significant at the 0.01 level or $p < 0.01$			

From the result in the table 4.7 there is a negative relationship between emotional intelligence and work stress. The variable of emotional intelligence has -0.799 correlations with the work stress, alternatively the work stress has -0.799 correlations with emotional intelligence.

In other words, when the emotional intelligence goes up or is high work stress is low and when emotional intelligence is low work stress is high. There is a negative relationship between emotional intelligence and work stress and as it will be detailed in chapter 5 emotional intelligence has a buffering effect on work stress.

The purpose of the correlation analysis between work-life balance and occupational stress is to answer one of research questions: what is the role of work-life balance on work stress?

Table 4.8: Correlations between work-life balance and work stress

Correlations		WLB_RE_Total	W.Stress_Total
WLB_RE_Tot al	Pearson Correlation	1	-.776**
	Sig. (2-tailed)		.000

	N	59	59
W.Stress_Tot al	Pearson Correlation	-.776**	1
	Sig. (2-tailed)	.000	
	N	59	59
**. Correlation is significant at the 0.01 level $p < 0.01$			

There is a negative relationship between work life balance and work stress. The variable of work-life balance has a - 0.776 correlations with the work stress, alternatively the work stress has a - 0.776 correlations with work-life balance. In other words, when the work life balance goes up or is high work stress is low and when work-life balance is low work stress is high. There is a negative relationship between work-life balance and work stress and as it will be detailed in chapter 5 work-life balance has a buffering effect on occupational stress.

4.3.2. Regression analysis

Table 4.9: Regression analysis between emotional intelligence and work stress

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799 ^a	0.639	0.632	19.73573
a. Predictors: (Constant), EI_Total				

The purpose of regression is to determine the percentage by which the variability of the dependent variable is explained by the independent variable. In this case R square is 0.639. This means that 63.9% of variability of work stress is explained by emotional intelligence.

Table 4.10: Regression analysis between work-life balance and work stress

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.776 ^a	0,602	0,595		20,70928
a. Predictors: (Constant), WLB_Total					

The purpose of regression is to determine the percentage by which the variability of the dependent variable is explained by the independent variable. In this case R square is 0.602 this means that 60.2% of variability of work stress is explained by work-life balance.

4.4 Multivariate analysis

Table 4.11. ANOVA for significant differences- Gender

MULTIVARIATE ANALYSIS- GENDER						
VARIABLES	MEN (N. 30)		WOMEN (N.29)		P	PARTIAL ETA SQUARED
	M	SD	M	SD		
Emotional intelligence	65,6333	22,22996	67,2759	22,31415	0,016	0,15
work-life balance	19,1667	4,2918	18,069	4,7429	0,0446	0,1
work stress	146,1667	31,41488	145,2069	34,22027	0,911	0,0001
M=MEAN	SD= STANDARD DEVIATION			P= LEVEL OF SIGNIFICANCE		

There were thirty (30) men and twenty-nine (29) women who took part in this study. The analysis of table 4.16 shows that there are statistically significant differences of emotional intelligence between men and women ($p=0.016$). Women have a high level of emotional intelligence than men ($M=67.2759$; $SD=22.31415$) compared to ($M=65.6333$; $SD=22.22996$) for men.

The level of variability in emotional intelligence that is explained by gender is 15%. Further analysis shows no statistically significant differences of work stress level between males and females ($p= 0.911$) and the partial Eta Squared is 0.0001 which means 0% of variability in work stress is explained by gender.

There is moderate statistical difference of work-life balance between men and women with men experiencing more balance lives than women ($p=0.0446$). The

Partial Eta Squared is 0.1 which means that 10% of variability in work-life balance is explained by gender.

Table 4.12. ANOVA for significant differences- Age group

MULTIVARIATE ANALYSIS- AGE GROUP										
VARIABLES	18-30 YEARS		31-40 YEARS		41-50 YEARS		ABOVE 50 YEARS		P	Partial Eta Square
	M	SD	M	SD	M	SD	M	SD		
Emotional intelligence	55,0588	13,97082	62,0952	20,66859	68,1667	18,56031	81,6667	23,50225	0,002	0,23
work-life balance	20,4118	4,67786	18,7143	4,51822	16,5556	4,04711	20	1	0,076	0,117
work stress	166,3529	17,31669	144,619	29,3402	126,9444	38,01157	148,6667	24,78575	0,003	0,222
Resources and communication	18,9412	1,71284	14,8095	4,43417	12,6667	4,8264	14	2		
Overload	18	4,1833	17,1905	3,9827	15,6667	6,55295	20	3		
Job security	20,3529	3,21988	13,0952	3,04803	12,1667	5,37149	14,6667	4,6188		
Control	21,0588	2,41015	19,1905	5,16352	16,3889	6,15619	18	1		
Work relations	26,4118	5,57964	22,0952	8,01813	18,1111	6,88467	23,6667	9,29157		
Job characteristics	35,8824	4,41422	34,9524	6,01229	31,0556	9,63738	33,6667	11,01514		
M=MEAN	SD= STANDARD DEVIATION			P= LEVEL OF SIGNIFICANCE						

The age subdivisions of participants were as follows: seventeen (17) people were under the age of 30 years; twenty-one (21) between 31 and 40; eighteen (18) between the age of 41-50 and three (3) were above 50 years of age. Table 4.12 shows that there is a statistically significant difference of emotional intelligence between the different age groups ($p=0.002$). The degree of variability of emotional intelligence that is explained by age group is 23%.

People within the group age of 18-30 ($M=55.0588$; $SD=13.97088$) have a low level of emotional intelligence compared to people above the age of 50, who have scored the highest mean ($M=81.1667$; $SD=23.56031$). No statistically significant differences are noted between different age groups in terms of work life balance ($p=0.076$). However, there is a significant statistical difference in the way the different age groups experience work stress ($p=0.003$). 22, 2% of variability in work stress is

explained by the age groups. Youngsters experience more work stress (18-30 years: M=166.3529; SD=17.31669) compared to people between 41 to 50 years (M=126.9444; SD=38.01157), who are experiencing less work stress among all the groups.

Table 4.13. ANOVA for significant differences- Marital status

MULTIVARIATE ANALYSIS- MARITAL STATUS										
VARIABLES	SINGLE		MARRIED		DIVORCED		WIDOWED		P	Partial Eta Square
	M	SD	M	SD	M	SD	M	SD		
Emotional intelligence	57,8387	16,92158	72,9167	23,68253	94,5	3,53553	80	39,59798	0,1	0,185
work-life balance	19,4839	4,48606	17,75	4,23495	18	8,48528	16	5,65685	0,441	0,047
work stress	157,0968	26,65252	136,4583	31,52498	126,5	16,26346	99	7,636753	0,11	0,182
M=MEAN	SD= STANDARD DEVIATION			P= LEVEL OF SIGNIFICANCE						

The sample was composed of thirty-one (31) single people, twenty-four married people, two (2) divorced and two (2) widows. Table 4.18 shows no statistically significant differences of work stress among people of different marital statuses (p=0.11). Despite there being differences in means, there are no statistically significant differences between various marital statuses in terms of emotional intelligence (p=0.1) or work life balance (p=0.441).

Table 4.14. ANOVA for significant differences- Race

MULTIVARIATE ANALYSIS - RACE										
VARIABLES	BLACK		COLOURED		INDIAN		WHITE		P	PARTIAL ETA SQUARED
	M	SD	M	SD	M	SD	M	SD		
Emotional intelligence	59,5758	18,2928	68,5	23,3345	73,2381	24,4313	83,6667	29,1433	0,68	0,001

work-life balance	19,3 333	4,51 156	20 ,5	2,12 132	17,5 714	4,71 775	16,6 667	2,88 675	0,4 19	0,05
work stress	155, 212	26,4 147	15 3	43,8 406	137, 238	36,5 772	131, 333	37,0 045	0,0 01	0,125
Resources and communication	16,5 152	3,84 969	17	5,65 685	13,7 143	5,05 117	12,6 667	5,68 624		
Overload	13,8 485	4,13 915	17	1,41 421	16,3 333	5,75 616	18,6 667	8,38 65		
Job security	16,3 333	4,58 712	13	1,41 421	13,3 81	6,06 198	12,6 667	4,72 582		
Control	19,9 394	4,35 129	20 ,5	4,94 975	21,7 143	5,75 45	16	4		
Work relations	29,3 333	6,81 756	24 ,5	8,20 82	18,1 429	6,66 548	22,3 333	11,1 505		
Job characteristics	30,0 606	5,40 22	31	14,1 421	36,9 048	8,63 079	34,3 333	7,37 111		
M=MEAN	SD= STANDARD DEVIATION			P= LEVEL OF SIGNIFICANCE						

The race variable was composed of thirty-three (33) blacks, two (2) coloured, twenty-one Indians (21) and two (2) white people. Statistically significant differences are noticed between different races in terms of work stress experience ($p=0.001$). The partial Eta Squared is 12.5%, which means that the percentage of variability of work stress explained by race is 12.5%. Overall, black people experience high work stress ($M=155.212$ and $SD=26.4147$) and white the lowest work stress ($M=131.333$ and $SD=37.0045$). statistically significant differences are observed between different races with regard to the following sources of work stress: work overload ($M=18,6667$; $SD=8,3665$) white participants; black participants scored high on work relationships ($M=29,333$; $SD=6,81756$) and job security ($M=16,333$; $SD=4,58712$); coloured scored high on resources and communications ($M=17$; $SD=5,65685$), and Indians scored high on work control ($M=21,7143$; $SD5,7545$) and job characteristics ($M=36,9048$; $SD=8,63079$).

There are no statistically significant differences between races in terms of emotional intelligence ($p=0.68$). Despite, the differences in the mean variability between races with whites having the highest mean ($M=83.6667$ and $SD=29.1433$) and black the lowest mean (59.5758 and 18.2928), statistically no significant differences are noted because the $p>0.05$. The level of significance in this study is 0.05. No statistically significant differences in terms of work life balance is noted either between races ($p=0.419$).

Table 4.15. ANOVA for significant differences- Category

MULTIVARIATE ANALYSIS- CATEGORY								
VARIABLES	SUPPORT STAFF		LEGAL STAFF		MANAGEMENT STAFF		P	PARTIAL ETA SQUARED
	M	SD	M	SD	M	SD		
Emotional intelligence	63,25	11,64174	64	12,55688	95	7,17635	0,044	0,163
work-life balance	15,9167	4,7439	18,6429	4,13682	19,2	4,86353	0,034	0,167
work stress	153,8333	23,41652	146,0714	34,73481	12,3	25,32785	0,001	0,205
Resources and communication	17,75	3,25087	15,119	4,58099	11	3,937		
Overload	17	5,10718	16,881	5,03259	17,5	4,63681		
Job security	14,333	4,39697	16,8571	5,5241	12,8	4,54973		
Control	19,5	4,52267	18,881	5,20414	16,6	5,07937		
Work relations	22,0833	8,52225	23,0476	7,38143	15,4	4,39318		
Job characteristics	34,6667	6,32934	34,0714	7,82551	31,4	5,02991		
M=MEAN	SD= STANDARD DEVIATION		P= LEVEL OF SIGNIFICANCE					

The sample was composed of twelve (12) support staff, forty-two (42) legal staff and five (5) management staff. There are moderate statistically differences between the different categories in terms of emotional intelligence ($p=0.044$). Management shows the high level of emotional intelligence ($M=95$; $SD=7.17635$) followed by the legal staff ($M=64$; $SD=12.55688$) and the support staff shows low level of emotional intelligence ($M=63.25$; $SD=11.64174$). The variability in emotional intelligence that is explained by category is 16, 3%.

There are also moderate statistical differences between different categories of employees in terms of work-life balance ($p=0.034$). Management staff show high level work-life balance ($M=19, 2$; $SD=4, 86353$) and support staff low level ($M=159167$; $SD=4.7439$). However, the table 4.20 shows that significant statistical differences exist between different categories in terms of work stress ($p=0.001$). The Partial Eta Square is 0.205 which means that 20, 5% of variability in work stress is explained by the category in which employees fall in. Support staff experience high level of work stress ($M=153.8333$; $SD=23.41652$), followed by legal staff ($M=146.0714$;

SD=34.73481) and management staff showing low level of work stress (M123; SD=25.32785). in terms of job category, table 4.20 indicates overload as a high source of work stress for management (M=17,5; SD=4,63681); resources and communication (M=17,75; SD=3,2508), control (M=19,5; SD4,52267) and job characteristics (M=34,6667; SD=6,32934) as high sources of work stress for support staff; job security (M=16,8571; SD=5,5241) and work relationships (23,0476; 7,38143) as high sources of work stress for legal staff.

Table 4.16. ANOVA for significant differences- Level of education

MULTIVARIATE ANALYSIS- LEVEL OF EDUCATION										
VARIABLES	SENIOR CERTIFICATE		DIPLOMA		BACHELOR'S DEGREE		POST-GRADUATE QUALIFICATIONS		P	PARTIAL ETA SQUARED
	M	SD	M	SD	M	SD	M	SD		
Emotional intelligence	63,4	28,67577	71,75	27,20754	75,8857	18,66701	78,9333	22,29499	0,002	0,131
work-life balance	20,2	3,89872	17,25	8,99537	19,5429	3,89073	16,2667	4,00832	0,074	0,113
work stress	146	20,86864	145,75	30,7395	135,6571	31,52398	129,8	35,69944	0,02	0,185
M=MEAN	SD= STANDARD DEVIATION		P= LEVEL OF SIGNIFICANCE							

The study sample was composed of five (5) people with senior certificate, four (4) with diploma, thirty-five (35) with bachelor's degree and fifteen (15) with post-graduate qualifications. Significant statistical differences of emotional intelligence exist between people with different level of education (p=0,002). In fact, 13% of variability in emotional intelligence is explained by the level of education.

The people with post-graduate qualifications show high level of emotional intelligence (M=78, 9333; SD=22, 29499) and people with senior certificate have the lowest level of emotional intelligence (M=63, 4; SD=28, 67577).

There are statistically significant differences of work stress between people with different level of education (p=0.02). The Partial Eta Square is 0.185 or 18.5% of variability in work stress is explained by the level of education. People with post-graduate qualifications experience low level of work stress and people with low level of education experience high level of work stress. No statistical significant

differences are noticed in terms of work-life balance ($p=0.074$). Despite, there being differences in means of work-life balance, there are not statistically significant.

4.5. Summary

To sum up this chapter, IBM SPSS statistics 24 was used to analyze the relationships between emotional intelligence and work stress and between work-life balance and work stress. Beside the descriptive statistics used to understand the respondents' personal information, reliability analysis was also conducted to measure the reliability of each of the variables used in this study. Pearson Correlation Coefficient analysis and ANOVA tests were conducted and resulted reported.

CHAPTER FIVE

DISCUSSION

The objectives of this study were to examine the sources of occupational stress among Legal Aid SA employees at the Durban Justice Centre, to determine the level of stress at the Justice Centre, to determine the impact of emotional intelligence on work stress and determine the role of work-life balance on work stress. This chapter discusses the results obtained starting with the reliability test followed by the discussion of major findings. In this study the level of significance $p<0.05$. In other

words, if $p < 0.05$ there are statistical differences between the means or variables, if $p > 0.05$ there are no statistical differences between variables.

5.1. Reliability test

The reliability of the ASSET scale is based on the Guttman split-half coefficient and it was found to have a good convergent validity with an existing instrument. This existing tool is the General Health Questionnaire developed by Goldberg and Williams in 1998, measuring minor psychiatric disorders (Johnson and Cooper, 2003). Acceptable, reliable internal consistencies were reported by Tytherleigh (2003) where the Cronbach alpha coefficient of the ASSET scale ranged from 0.64 to 0.94. In South African studies, Coetzee and Rothmann (2005) have also reported acceptable reliable internal consistencies of the ASSET scale and their Cronbach alpha coefficients varied between 0.64 and 0.94. Reliability analysis (Cronbach's Alpha coefficient), in this study, revealed that all the variables used in this study were sufficiently internally consistent and Cronbach's alpha coefficients ranged between 0.741 and 0.930.

Wong and Law Emotional Intelligence Scale (WLEIS) was developed by Wong and Law (2002) and two (2) years later authors conducted a study to test the validity and reliability of their own scale. Their study found it to have an acceptable, reliable internal consistency and the Cronbach's alpha coefficients varied between 0.79 and 0.93 (Wong and Law, 2004). Shi and Wang (2007) conducted a study for the validation of the WLEIS scale, they concluded that the WLEIS scale had an acceptable reliability and validity with Cronbach's alpha coefficient ranging between 0.72 and 0.87.

Reliability analysis (Cronbach's Alpha coefficient), in the current study, revealed that all the variables used were sufficiently internally consistent and Cronbach's alpha coefficients ranged from 0.889 to 0.951.

5.2. Discussion of major findings

5.2.1. Main sources of occupational stress at Durban Justice Centre

The subscale 'perceptions of your job' on the ASSET was used to measure the participants' sources of work stress.

As already stated the ASSET tool is an effective way to assist organizations to assess the risk of occupational stress, the level of occupational stress, and identify the source of work stress within an organization. In this study eight (8) sources of work stress were analyzed, namely work life balance, resources and communication, overload, job security, control, pay and benefits, work relationships and job characteristics (Cartwright & Cooper, 2002). The descriptive statistics are reported in table 4.3 above. The mean scores that have been obtained from the sources of occupational stress ranged between 33.9661 (highest score) and 4.71 (lowest score).

Overall, the mean scores showed that the respondents experienced job characteristics ($M=33.9661$; $SD=7.30131$) and work relations ($M=22.2034$; $SD=7.62433$) as their highest sources of work stress, followed by control (18.8136 ; $SD=5.03256$), work-life balance ($M=18.6102$; $SD=4.50294$), and overload ($M=17.1017$; $SD=4.95043$). Pay and benefits ($M=4.71$; $SD=1.365$), job security ($M=14.9831$; $SD=5.24073$) and resources and communication ($M=15.3051$; $SD=4.55712$) were experienced as less stressful.

A high mean score on the job characteristics entails that the fundamental nature of the job is a source stress for employees. The following factors were selected by most employees as sources of work stress at the Justice Centre: feeling stuck without opportunity for career advancement or promotion, unpleasant physical working conditions, risk of actual physical violence in the performance of the job, close monitoring of their work performance, constant changes within the organization, dealing with difficult clients.

Things that management can do to address stress caused by job characteristics can include but not limited to creating opportunities for promotions and personal development, improving the working environment, reducing the risk of violence that employees are exposed to, change of leadership styles of some of managers who are controlling, improving on change management strategies and developing skills on how to deal with difficult clients among employees.

Control as a source of work stress means that the person is not feeling in control over major decisions affecting his/her job or over many aspects of his/her work. High scores were noted on the following factors: employees having little control over many

aspects of their jobs, employees not involved in decisions affecting their jobs, their ideas and suggestions not considered and little influence over their performance target. When control/lack of job autonomy is source of work stress employees experience low levels of work engagement (Coetzee and De Villiers, 2010). Further, when job demands are high but control is low, this generally leads to mental strain (Coetzee and De Villiers, 2010). The introduction of participative leadership style could address work stress caused by lack of control.

Work relationships as a source of stress indicates that participants feel that they are being unfairly treated, or they do not have good relations either with management or with other coworkers and those poor aspects exert stress on them. High scores were noted on management behaving in an intimidating or bullying manner towards employees and other co-workers not pulling their weight at work. Changing leadership styles and addressing poor performance effectively could be solutions to work stress caused by work relationships.

When overload is seen a source of stress it means that employees have a perception that they are unable to cope with the amount of work allocated to them. High scores were noted on unrealistic deadlines, unmanageable workload and not enough time to do the job well. Overload does lead to psychological ill health, reduced job performance and reduced commitment to the organization which negatively influence turnover intention and job performance (Azmi, Shahid and Alwi, 2016; Bhatti, Bhatti, Akram, Hashim and Akram, 2016; Mostert et al., 2008).

Further the presence of workload may cause exhaustion and erode an individual's sense of effectiveness (Azmi, Shahid and Alwi, 2016; Coetzee and De Villiers, 2010).

Studies also found that reduced workload enhances employees' well-being and decreases health problems, fatigue and work stress (Lee, MacDermid, Williams, Buck and O'Sullivan, 2002). Ensuring that there is a fair distribution of workload among all employees and that each employee carries a reasonable amount work can reduce work stress caused by overload.

Work-life balance as a source of work stress entails that work demands interfere with the employee's personal and home lives, and this lead to work-life imbalance. High scores were noted on I work longer hours than I choose to, I work unsociable hours and my work interferes with my home and personal life. Work-life imbalance can impact negatively the levels of employees' dedication and vigor (Coetzee and De

Villiers, 2010). It has been found that workers perform better and their engagement level increases when the employer is supporting their need work-life balance, which ultimately increases productivity (Lee, MacDermid, Williams, Buck and O'Sullivan, 2002).

5.2.2. Level of stress at the Durban Justice Centre

As far as the stress level at the Durban Justice is concerned, an overall job stress index score of 'perceptions of your job' on the ASSET and the analysis of frequencies in the table 4.4 indicate that it is relatively high.

A high score in the overall job stress index is indicative of an increased perception of stressors associated with high stress levels (Nikolaou and Tsaousis, 2002). High levels of occupational stress impact negatively on organizational commitment and employees' physical and psychological health (Nikolaou and Tsaousis, 2002).

As already elaborated in the literature review, the cost of work related stress on organizational productivity is considerable. Accuracy and efficiency of an employee can be negatively affected by work related stress (Flin, O'Connor and Crichton, 2008).

Physiological manifestations comprise: coronary heart disease, migraines, colds and viral infections, back and chest pain, gastrointestinal disturbances, high blood pressure or hypertension, suppression of the immune system, type 2 diabetes and ulcers and psychological outcomes can be depression, irritation and mental illness, low self-esteem, burnout and anxiety (Heraclides, Chandola, Witte and Brunner, 2009; Robbins and Judge, 2007).

Occupational stress has also been associated with sleeping problems. According to Akerstedt (2006) stress hormones such as cortisol do cause insomnia and other sleep challenges.

Literature review revealed that exposure to chronic stressors in the workplace may even result in behavioral problems such as serious alcohol abuse, smoking, poor dietary habits (Maslach, Schaufeli and Leiter, 2006). Beside the negative impact on employees' health and wellbeing, work related stress can also cause organizational problems such as absenteeism, lack of commitment, lack of motivation and satisfaction of employees, intention to quit and high turnover, role conflict, low job satisfaction, disability and premature retirement (Coetzee and Rothmann, 2004).

Work stress has been associated with interpersonal relationships problems in the form of reduced levels of sensitivity, warmth, consideration, altruism and tolerance, poor quality decision making, lower levels of creativity and impaired memory (Coetzee and Rothmann, 2004). This in turn can affect negatively productivity, company image and competitiveness and ultimately the profit or service delivery.

5.2.3. The role of emotional intelligence on work stress

The correlation coefficient between emotional intelligence and occupational stress variables are reported in table 4.7

Hypothesis 1

H0: there is no significant relationship between emotional intelligence and work stress

H1: there is a significant relationship between emotional intelligence and work stress

The hypothesis above explored the relationship between emotional intelligence and work stress among legal aid SA employees at Durban Justice Centre.

The Table 4.7 above, results show a correlation of $-.799$ between the two variables. There is a significant or strong negative relationship between emotional intelligence and work stress. When emotional intelligence is high, work stress is low and when emotional intelligence is low, work stress is high; this is indicative of the fact that emotional intelligence has a buffering effect on work stress.

The regression analysis shows that 63.9% of variability of work stress is explained by emotional intelligence. H1 is supported, therefore reject H0. There is enough evidence to conclude that a significant relationship exists between emotional intelligence and occupational stress.

H1 is supported by previous studies examined in the literature review. Karimi, et al. (2014) conducted a study on the role of emotional intelligence and emotional labor on well-being and job-stress among community nurses. The results revealed that nurses with high emotional intelligence demonstrated low level of work-related stress.

Emotional intelligence was a moderating factor. Another study was conducted by Shukla and Srivastava (2016) examining the effect of emotional intelligence on job stress among people working in the retail industry, their findings revealed that

emotional intelligence had a buffering effect on job stress. Newton, et al. (2016) conducted a study on the buffering effect of emotional intelligence on occupational, they also found that emotional intelligence acted as a buffer of negative effect of stressors, however their study also found the buffering effect for respondents with low emotional intelligence. Nikolaou and Tsaousis (2002) conducted a study on the emotional intelligence in the workplace: exploring its effect on occupational stress and organizational commitment, they found that there was a negative correlation between emotional intelligence and work stress, indicating that employees that scored high on emotional intelligence suffered less stress related to work.

5.2.4. The role of work-life balance on occupational stress

Hypothesis 2:

H0: there is no significant relationship between work-life balance and work stress

H1: there is a significant relationship between work-life balance and work stress

The hypothesis above examined the correlation between work-life balance and work stress among legal aid SA employees at the Durban Justice Centre. The results in table 4.8 show a correlation of -0.776 between the two variables. There is a significant or strong negative relationship between work-life balance and occupational stress. When work-life balance is high work stress is low and when work-life balance is low, work stress is high. Therefore, work-life balance has a moderating effect on work stress.

The regression analysis show that 60.2% of variability of work stress can explained by work-life balance. H1 is supported, therefore, reject H0. There is enough evidence to conclude that there is significant relationship between work-life balance and work stress.

H1 is consistent with previous studies analyzed in the literature review. Chiang, Birtch and Kwan (2010) found, in their study on the moderating roles of job control and work-life balance practices on employee stress in the hotel and catering industry, that job control and work-life balance practices had a buffering effect on job demand and job stress. Study conducted by Bell, Rajendran and Theiler (2012) on Job stress, wellbeing, work-life balance and work-life conflict among Australian academics, found that there was a strong negative relationship between work-life balance and perceived job threat stress and job pressure stress.

As already stated in the literature review regarding the benefits of work-life balance, research suggests that people who report the balance between work and other aspects of life tend to be satisfied with their lives and report excellent physical and psychological health (Lunau, et al., 2014; Brough, et al., 2014). By allowing workers the latitude to schedule their time to accommodate competing priorities between work and family, Legal Aid SA can expect less work-life conflict and increase employee satisfaction and productivity (Tavassoli and Sune, 2015)

Other initiatives, beside flexible work and leave programs that Legal Aid SA can implement include aiding with child care and elder care, job sharing and telecommuting.

Research has shown that work-life balance contributes immensely to organizational wellness and it is linked directly to high job satisfaction among workers (Saeed and Farooqi, 2014). Flexibility in working hours has been found to be a factor inducing workers to remain in an industry for long especially those with their own families (Rose, 2005). Russel and Bowman (2000) found that employees consider flexible work as an employment benefit especially when it allows them to fulfil the demands of paid work and family responsibilities.

Therefore, the nurturing of work-life balance culture within organizations leads to employee commitment and loyalty (Moore, 2007). In contrast, work-life conflict has a negative impact on employees' level of work related stress and family well-being (Russel and Bowman, 2000).

5.3. Work stress, emotional intelligence, work-life balance and differences in terms of demographic variables

The analysis of table 4.11 revealed that gender did not have any influence on the level of work stress experience by Legal Aid SA employees at the Durban Justice Centre ($p=0.911$). Further analysis of the same table revealed that women were experiencing higher level of emotionally intelligent than men ($p=0.016$), women: ($M=67.2759$; $SD=22.31415$); men: ($M=65.6333$; $SD=22.22996$). This is in line with the findings of Oginska-Bulik (2005) who found that gender did not influence the level of work stress among employees in an organization, however women were more emotionally intelligent than men in the workplace. The analysis of work-life balance variable revealed a moderate statistical difference between men and women

($p=0.0446$) with men ($M=19,1667$; $SD=4, 2918$) appearing to be living a more balance life than women ($M=18,069$; $SD=4, 7429$).

The table 4.12 revealed that there were statistically significant differences with regard to emotional intelligence between age groups ($p=0.002$). under thirty-one (31) years ($M=55,0588$; $SD=13,97082$), under forty-one (41) years ($M=62.0952$, $SD=20,66859$), under fifty-one (51) years ($68,1667$; $SD18,56031$) and people above fifty (50) years ($M=81,6667$; $SD=23,50225$). Employees above fifty (50) years have scored the highest mean, suggesting that they have the highest level of emotional intelligence compared to other age groups.

There were no statistically significant differences between different age groups in terms of work life balance ($p=0.076$). However, there were statistically significant differences in terms of occupational stress ($p=0.003$). People between 18-30 years scored ($M=166, 3529$; $SD= 17, 31669$), between 31 and 40 ($M=144,619$; $SD=29, 3402$), between 41-50 years ($M=126, 9444$; $SD=38, 01157$) and above 50 years ($M=148,667$; $SD=24, 78575$). Young people seemed to experience more work stress comparatively to older people, however the age group between 41 and 50 showed the lowest level of work stress. This is consistent with the findings of Jackson and Rothmann (2006) who found that younger teachers (18-27) experienced high work stress levels compared to other age groups and this resulted in low attitude towards the organization and high ill-health.

Table 4.13 showed that there were no statistically significant differences in terms of emotional intelligence between various marital statuses ($p=0.1$). Further, no statistically significant differences of work-life balance ($p=0.4410$ and occupational stress ($p=0.11$) could be noted between marital statuses either.

The table 4.14 indicated that there were no significant statistical difference in terms of work-life balance between races ($p=0.419$). Further, no statistically significant difference in terms of emotional intelligence could be noted either ($p=0.68$). However, statistically significant differences are observed in terms of work stress ($p=0.001$). Blacks experience high level of work stress ($M=155,212$; $SD=26, 4147$), followed by Coloured ($M=153$; $SD=43, 8406$), Indians ($M=137,238$; $SD=36, 5772$) and Whites

experience low level of work stress ($M=131,333$; $SD=37.0045$). Statistically significant differences were observed between different races with regard to the following sources of occupational stress: resources and communication, overload, job security, control, work relations and job characteristics.

Results from table 4.14 showed that white participants scored high on work overload, black participants scored high on work relationships and job security; coloured scored high on resources and communications, and Indians scored high on work control and job characteristics. This is similar to the findings of Coetzee and De Villiers (2010) who established that white participants scored significantly high on workload as a source of work stress whereas their black counterparts scored significantly high on work relationships, specifically on the lack of leader/Management support.

The table 4.15 showed that there were moderate statistically differences between different categories in terms of emotional intelligence ($p=0.044$). Support staff ($M=63,25$; $SD=11,64174$), legal staff ($M=64$; $SD=12,55688$) and management staff ($M=95$; $SD=7,17635$). This is consistent with Nikolaou and Tsaousis (2002) who found that job type or category affects overall emotional intelligence with administration staff or support staff showing low emotional intelligence. The same table further revealed that there were moderate statistical differences in terms of work-life balance between categories with management showing high work life balance ($M=19,2$; $SD=4,86353$), followed by legal staff ($M=18,6429$; $SD=4,13682$) and support staff showing low work life balance ($M=15,9167$; $SD=4,7439$).

Further analysis showed that there were statistically significant differences in terms of work stress between categories ($p=0.001$). The Partial Eta Square was 0.205 which means that 20, 5% of variability in work stress was explained by the category in which employees fall in. Support staff experienced the high level of work stress ($M=153.8333$; $SD=23.41652$), followed by legal staff ($M=146.0714$; $SD=34.73481$) and management staff showed low level of work stress ($M=123$; $SD=25.32785$). in terms of job category, table 4.20 showed overload as a high source of work stress for management ($M=17,5$; $SD=4,63681$); resources and communication ($M=17,75$; $SD=3,2508$), control ($M=19,5$; $SD=4,52267$) and job characteristics ($M=34,6667$; $SD=6,32934$) as high sources of work stress for support staff; job security

(M=16,8571; SD=5,5241) and work relationships (23,0476; 7,38143) as high sources of work stress for legal staff.

The table 4.16 showed that there were statistically moderate differences between emotional intelligence and the level of education ($p=0.038$). senior certificate (M=63,4; SD=28,67577), diploma (M=71,75; SD=27,20754), bachelor's degree (75,8857;SD=27,20754), post-graduate qualifications (78,9333;SD=22,29499). The more educated the person, the more emotional intelligent that person was. This is consistent with the findings of Nikolaou and Tsaousis (2002) who found that emotional intelligence was positively correlated to the years of education. The highest educated people were more emotional intelligent than the less educated people.

No statistical significant differences were found between work life balance and level of education ($p=0.074$), however, there were statistically significant difference between work stress and level of education ($p=0.02$). People with senior certificate (M=146; SD=20, 86864), people with diploma (M=145, 75; SD=307395), people with bachelor's degree (135, 6571; SD31, 52396), people with post-graduate qualification (M=129, 8; SD=35, 69944). People who were more education showed low level of work stress compared to people who were less educated. This is consistent with the findings of Nikolaou and Tsaousis (2002) who found that years of education were negatively correlated to occupational stress. In other words, when the level education is low the work stress is high and when the level of education is high, work stress is low.

5.4. Summary

This chapter presented the discussion of the results of the research. Instruments used to collect data were found to be internally consistent and reliable. Further, major findings confirmed the study hypotheses. The level of work stress was evaluated and major sources of work stress examined, the relationships between emotional intelligence and work stress and between work-life balance and work stress were determined.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

This study had four objectives, firstly determining the level of work stress at the Durban Justice Centre, secondly the main causes of work stress, thirdly the impact of emotional intelligence on work stress and lastly the role of work life balance on work stress. These objectives were attained. The study found that the level of work stress was relatively high and main sources were job characteristics, work relations, control, work-life balance and overload. The variances of the biographical characteristics of participants have been dealt with a length in the two previous chapters. The main findings were that the level of education, job category and age group had an impact on the level of work stress and level of emotional intelligence of employees, whereas, the race had an impact only on workers' level of work stress. The study also established that emotional intelligence and work life balance had a buffering effect on occupational stress. This chapter deals with implications for management, limitations of the study and the general conclusions of the study findings. The contribution that this study has made to the existing body of scientific knowledge is that emotional intelligence and work-life balance have a buffering effect on occupational stress and they can be used as tools to address stress in the workplace.

6.2. Implications of the study

Findings of this research are corroborated by previous studies explored in the literature review. The research found that emotional intelligence has a buffering effect on occupational stress. Therefore, people with high emotional intelligence are less likely to experience, despite high work demand, work stress, burnout, physical and psychological ill health. As already stated, the reason for this is that emotionally intelligent individuals tend to look at the positive side of things and the strong social awareness help them to behave appropriately in different situations (Karima, et al., 2014).

Therefore, when faced with the same stressors people with high emotional intelligence tend to mitigate well negative emotions associates with work than people with low emotional intelligence (Karimi, et al., 2014).

From a practical perspective, the identification of emotional intelligence as a stress buffer or moderator has a significant potential as a work stress management strategy.

Emotional intelligence training is a widely-used technique as part of executive and management development programmes. Using it as part of organized work stress management plan for all employees irrespective of their positions in the organization may ensure overall low levels of work stress and high benefits that derive thereof. According to Nikolaou and Tsaouris (2002) a combination of emotional intelligence and stress management training within an organization provide employees with the opportunity to develop the required skills necessary to deal with job requirements more effectively and efficiently.

The recommendation is that human resource departments incorporate emotional intelligence into various practices. For instance, including an emotional intelligence questionnaire in various tests used to recruit employees mainly for highly stressful positions, may have a positive influence on their work performance (Nikolaou and Tsaouris, 2002).

The study revealed further that work-life balance has a significant negative correlation to occupational stress. This finding is also supported by previous studies investigated in the literature review. Employees who achieve work-life balance experience low levels of work stress. This means that work-life balance has a mitigating effect on work stress. Therefore, the employer should implement, promote and encourage employees to follow work-life balance programs and find a way of allocating sufficient time to work duties and to personal life. However, work life balance does not mean that allocating equal amount of time to paid work and other non-paid roles, but it is a satisfactory level of fit between the multiple roles in a worker's life. Legal aid SA has already implemented some work life balance initiatives such as flexible work for some employees, leave programs and health awareness programs, the recommendation is that the organization continue with these programs. However, the human resource department can do more by adding other initiatives such as extending flexible work to all employees, compressed work week, onsite child care facility.

The organization can also provide employees with a range of benefits related to health and wellbeing such as extending medical aid cover subsidy to employees' dependents, subsidizing employees access to fitness and physical health programs (Wambui, et Al., 2017).

Other strategies that the organization can implement include:

- Building a pleasant, supportive, effective and cooperative relationships between management and employees
- Having an open communication between management and employees
- Introducing strategies of fair redistribution of work load among employees
- Implementation of stress release programs such as time management, relaxation techniques, conflict resolution and stress coping strategies.

6.3. Recommendation for future research

Based on this study, the following recommendations can be made future further research on this topic:

Prospective researchers can conduct studies on this subject on a larger scale or at governments departments that are inundated with work because they provide services free of charge to the public or because they are catering for vulnerable groups within our society without any means of affording private service providers.

Legal Aid SA has implemented some work-life balance strategies such as flexible work arrangement for some employees, leave policy and health awareness raising. However, no study has been conducted to evaluate the effectiveness of these strategies in addressing work stress. Therefore, a study can be conducted to assess the effectiveness of the organization's work-life balance strategies in addressing work stress.

Prospective researchers can also extend the research into examining the impact of occupational stress on employee engagement, physical and psychological health and its costs to organizations.

A study is needed to determine the influence of flexible working options on employee work life balance.

6.4. Limitation

This study was limited to Durban Justice Centre only; the sample size was small to generalize the result to Legal Aid SA as a whole or to any other organizations.

As with all research using questionnaires to collect data, there may be challenges with social desirability and some participants may have the tendency of providing responses deemed desirable by the researcher or others instead of providing authentic answers.

Participants' involvement was one of the limitations. The participation in this study was voluntary, the study was targeting the entire population but only 84% of the participants responded positively and the rest chose not to because of diverse reasons.

Further, the cross-sectional research design chosen in this study does not permit affirmative causal explanations like longitudinal or experimental designs do. The use of additional measures to cross validate the findings would have validated the results more.

6.5. Summary

This chapter started with the objectives of this study and a confirmation that all were achieved. The contribution of the study to science was that emotional intelligence and work life balance had a moderating effect on work stress. The level of work stress was found to be relatively high and main sources established. The study also found that emotional intelligence and work life balance had a buffering effect on occupational stress. The recommendation is that emotional intelligence training and work-life balance practices be introduced into the frame of the human resource practices for the benefits of all employees. Limitations of the study were stated and guidelines for future research given.

6.6. Conclusion

The purpose of this study was to investigate the main sources of work stress and determine level of work stress among Legal Aid SA employees at Durban Justice Centre, and to determine the impact of emotional intelligence and work-life balance on occupational stress.

Results of the study showed that the level of work-stress at the Durban Justice Centre was relatively high and the main sources of work stress were job characteristics, work relations were highest sources, followed by control, work-life balance, and overload.

This study has also revealed that there was a strong negative correlation between emotional intelligence and work stress and between work-life balance and work stress. In other words, both emotional intelligence and work-life balance had a buffering effect on occupational stress. The study has recommended that the employer incorporate emotional intelligence training and work life balance practices into the organization's human resources strategies.

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Appendix 1: Introductory letter

Informed Consent Letter 3C

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

Dear Respondent,

Master of Business Administration (MBA) Research Project

Researcher: Bukasa Binene cell 0743579725

Supervisor: Dr. J Ndlovu . tell 031260 7680

Research Office: Ms P Ximba 031-2603587

I, **Bukasa Binene** an MBA student, at the Graduate School of Business and Leadership, of the University of Kwa-Zulu Natal. You are invited to participate in a research project entitled **The role of emotional intelligence and work life balance on occupational stress (case of Legal Aid South Africa, Durban Justice Centre)**. The aim of this study is to determine:

1. The level of work stress among Legal Aid SA employees at Durban Justice Centre
2. The main causes of work stress among Legal Aid SA employees at Durban Justice Centre
3. The role of emotional intelligence on work stress
4. The role of work-life balance on work stress

Through your participation I hope to understand **the extent to which work stress can be addressed using emotional intelligence and work life balance.**

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from

participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

Should you require further support please contact, for a private and confidential consultation:

Emmanuel Nkosingiphile Zulu
Clinical Psychologist
Human Resource Department, Legal Aid SA
Tel. 0118772361

The survey should take you about **fifteen** minutes to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator's _____ signature _____
Date _____

Appendix 2: Informed Consent letter

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

Master of Business Administration (MBA) Research Project

Researcher: Bukasa Binene cell 0743579725

Supervisor: Dr. J. Ndlovu tel 0312607680

Research Office: Ms P Ximba tel 0312603587

CONSENT

I.....(full names of participant)

hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

Appendix 3: Mean and standard deviation of each element on the questionnaire

Statements	Mean	STD Deviation
I have a good sense of why i have certain feelings most of the time	5.00	1.083
I have good understanding of my own emotions	4.75	1.108
I really understand what I feel	4.71	1.232
I always know whether or not I am happy	4.66	1.240
I always know my friends' emotions from their behavior	3.75	1.527
I am a good observer of others' emotions.	3.66	1.657
I am sensitive to the feelings and emotions of others	3.75	1.890
I have good understanding of the emotions of people around me	3.66	1.688
I always set goals for myself and then try my best to achieve them	4.19	1.737
I always tell myself I am a competent person	3.98	1.768
I am a self-motivated person	3.76	1.888
I would always encourage myself to try my best	3.80	1.937
I am able to control my temper and handle difficulties rationally	3.90	2.040
I am quite capable of controlling my own emotions	4.07	1.837
I can always calm down quickly when I am very angry	4.15	1.680
I have good control of my own emotions.	4.19	1.747
I work longer hours than I choose or want to	5.15	1.186
I work unsociable hours e.g. weekends	5.05	1.181
I spend too much time travelling in my job	3.42	1.793
My work interferes with my home and personal life	4.98	1.396
I do not feel I am informed about what is going on in this organization	4.24	1.478
I am never told if I am doing a good job	4.78	1.427

I am not adequately trained to do many aspects of my job	2.73	1.484
I do not have the proper equipment or resources to do my job	3.56	1.674
The technology in my job has overloaded me	2.98	1.480
I am set unrealistic deadlines	4.56	1.430
I am given unmanageable workloads	4.71	1.543
I do not have enough time to do my job as well as I would like	4.85	1.585
My job is insecure	3.78	1.753
My job is not permanent	3.12	1.992
My job is likely to change in the future	3.12	1.992
My job skills may become redundant in the near future	4.92	1.601
I have little control over many aspects of my job	4.64	1.374
I am not involved in decisions affecting my job	4.78	1.260
My ideas or suggestions about my job are not taken into account	4.56	1.489
I have little or no influence over my performance targets	4.83	1.404
My pay and benefits are not as good as other people doing the same or similar work	4.71	1.365
My boss behaves in an intimidating and bullying way towards me	3.42	2.027
I do not receive the support from others(boss/colleagues) that I would like	2.93	1.413
I feel isolated at work e.g. working on my own or lack of social support from others	2.44	1.207
I am not sure what is expected of me by my boss	2.59	1.219
Other people at work are not pulling their weight	3.17	1.476
My boss is forever finding fault with what I do	2.97	1.691
Others take credit for what I have achieved	2.63	1.363
My relationships with colleagues are poor	2.05	0.918
I may be doing the same job for the next 5 to 10 years	4.47	1.675

My physical working conditions are unpleasant (e.g. noisy, dirty, poorly designed)	4.59	1.609
My job involves the risk of actual physical violence	4.36	1.700
My work performance is closely monitored	5.27	1.112
My organization is constantly changing for change's sake	4.83	1.315
My work is dull and repetitive	3.36	1.606
I have to deal with difficult clients/customers	4.86	1.420
I do not enjoy my job	2.22	1.274

Appendix 4: Questionnaire

Section A: Demographics

1. Gender?

Male	
Female	

2. What is your age group?

18-30 years	
31-40 years	
41-50 years	
>50 years	

3. What is your marital status?

Single	
Married	
Divorced	
Widowed	

4. Which race group do you belong to?

Black	
Coloured	
Indian	
White	

5. How many years' experience do you have?

1-5 years	
6-10 years	
11-15 years	
16-20 years	
>20 years	

6. Which category do you fall in?

Support Staff	
Legal Staff	
Management Staff	

7. Highest level of education

Senior Certificate	
Diploma	
Bachelor Degree	
Post-graduate qualifications	

Section B: Emotional intelligence

Wang and Law Emotional Intelligence Scale (WLEIS)

This section of the questionnaire relates to the objectives of the study being investigated. Please encircle the appropriate box as it applies to you from strongly disagree to strongly agree

In your Answer Sheet, please give your rating as your response to each of the following statement

1. I have a good sense of why I have certain feelings most of the time.

Strongly Disagree ←							→ Strongly Agree						
1	2	3	4	5	6	7							

2. I have good understanding of my own emotions.

Strongly Disagree ←							→ Strongly Agree						
1	2	3	4	5	6	7							

3. I really understand what I feel.

Strongly Disagree ←							→ Strongly Agree						
1	2	3	4	5	6	7							

4. I always know whether or not I am happy.

Strongly Disagree ←							→ Strongly Agree						
1	2	3	4	5	6	7							

5. I always know my friends' emotions from their behavior.

Strongly Disagree ←————→ Strongly Agree						
1	2	3	4	5	6	7

6. I am a good observer of others' emotions.

Strongly Disagree ←————→ Strongly Agree						
1	2	3	4	5	6	7

7. I am sensitive to the feelings and emotions of others.

Strongly Disagree ←————→ Strongly Agree						
1	2	3	4	5	6	7

8. I have good understanding of the emotions of people around me.

Strongly Disagree ←————→ Strongly Agree						
1	2	3	4	5	6	7

9. I always set goals for myself and then try my best to achieve them.

Strongly Disagree ←————→ Strongly Agree						
1	2	3	4	5	6	7

10. I always tell myself I am a competent person.

Strongly Disagree ←————→ Strongly Agree						
1	2	3	4	5	6	7

11. I am a self-motivated person.

Strongly Disagree ←————→ Strongly Agree						
1	2	3	4	5	6	7

12. I would always encourage myself to try my best.

Strongly Disagree ←————→ Strongly Agree						
1	2	3	4	5	6	7

13. I am able to control my temper and handle difficulties rationally.

Strongly Disagree			← Strongly Agree →			
1	2	3	4	5	6	7

14. I am quite capable of controlling my own emotions.

Strongly Disagree			← Strongly Agree →			
1	2	3	4	5	6	7

15. I can always calm down quickly when I am very angry.

Strongly Disagree			← Strongly Agree →			
1	2	3	4	5	6	7

16. I have good control of my own emotions.

Strongly Disagree			← Strongly Agree →			
1	2	3	4	5	6	7

Section C: Work-life balance, occupational stress and its main causes

This section of the questionnaire relates to the objectives of the study being investigated. Please cross one of the six categories from strongly disagree to strongly agree for each statement as it applies to you

Work-Life Balance

No.	I am troubled that:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	I work longer hours than I choose or want to						
2	I work unsociable hours e.g. weekends						
3	I spend too much time travelling in my job						
4	My work interferes with my home and personal life						

Resources and Communication

No.	I am troubled that :	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Agree
1	I do not feel I am informed about what is going on in this organization						
2	I am never told if I am doing a good job						
3	I am not adequately trained to do many aspects of my job						
4	I do not have the proper equipment or resources to do my job						

Overload

No.	I am troubled that:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	The technology in my job has overloaded me						
2	I am set unrealistic deadlines						
3	I am given unmanageable workloads						
4	I do not have enough time to do my job as well as I would like						

Job Security

No.	I am troubled that:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	My job is insecure						
2	My job is not permanent						
3	My job is likely to change in the future						
4	My job skills may become redundant in the near future						

Control

No.	I am troubled that:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	I have little control over many aspects of my job						
2	I am not involved in decisions affecting my job						
3	My ideas or suggestions about my job are not taken into account						
4	I have little or no influence over my performance targets						

Pay and Benefits

No.	I am troubled that:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	My pay and benefits are not as good as other people doing the same or similar work						

Work Relationships

No.	I am troubled that:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	My boss behaves in an intimidating and bullying way towards me						

2	I do not receive the support from others(boss/colleagues) that I would like						
3	I feel isolated at work e.g. working on my own or lack of social support from others						
4	I am not sure what is expected of me by my boss						
5	Other people at work are not pulling their weight						
6	My boss is forever finding fault with what I do						
7	Others take credit for what I have achieved						
8	My relationships with colleagues are poor						

Job Characteristics

No.	I am troubled that:	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	I may be doing the same job for the next 5 to 10 years						
2	My physical working conditions are unpleasant (e.g. noisy, dirty, poorly designed)						
3	My job involves the risk of actual physical violence						
4	My work performance is closely monitored						
5	My organization is constantly changing for change's sake						
6	My work is dull and repetitive						
7	I have to deal with difficult clients/customers						
8	I do not enjoy my job						

Appendix 5: Ethical Clearance



02 August 2017

Mr Bukasa Binene (207528335)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Binene,

Protocol reference number: HSS/1194/017M

Project title: The role of Emotional Intelligence and Work-Life Balance on Occupational Stress (Case of Legal Aid South Africa, Durban Justice Centre)

Full Approval – Expedited Application

In response to your application received on 24 July 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr J Ndlovu
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyra

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 290 3507/3508/4557 Facsimile: +27 (0) 31 290 4609 Email: sinfo@ukzn.ac.za / hrm@ukzn.ac.za / mbk@ukzn.ac.za

Website: www.ukzn.ac.za



Prasanna College of Education Edgewood Howard College Maxwell School Pietermaritzburg Westville



Legal Aid
South Africa

Our ref. Ms. Amanda Clark

Your ref.

**University of Kwa-Zulu Natal
Graduate School of Business and Leadership
Master of Business Administration**

29 De Beer Street
Braamfontein
Johannesburg 2017
Private Box X78
Braamfontein 2017
Tel: 011 877 2000
Fax: 011 877 2222

7 July 2017

Dear Sir/Madam

RE: ETHICAL CLEARANCE

This serves to confirm that Mr. Bukasa Binene, student number 207528335, is hereby authorised to conduct his research study at Legal Aid South Africa for 2017 academic year.

Yours faithfully

AMANDA CLARK

HUMAN RESOURCES EXECUTIVE

Your voice. For justice.

Appendix 6: Turnitin Report

Dissertation

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