

Placement factors contributing to the well-being of social work interns in a government setting

W M Kruger



orcid.org/0000-0001-7426-3178

Dissertation submitted in fulfilment of the requirements for the degree
Master of Social Work at the North-West University

Supervisor: Dr L Wilson

Examination: January 2020

Student number: 31529739

ACKNOWLEDGEMENTS

I acknowledge with gratitude the following people whose valuable support, made this study possible.

- To the Lord Almighty for His Mercy and Grace, He provides me with the opportunity to complete this study and the strength to use these opportunities to the full. Without Him nothing would have been possible.

TO HIM BE THE GLORY, THE HONOUR AND PRAISE!

- I would like to thank my sister of the heart, Karen van Wyk,(KBW) for your assistance and support
- My sister Amanda, for your prayers, motivation and support during this period.
- Each and every family member and friend, thank you very much.
- Amazing persons, my late parents Hennie and Olif Kruger and my grandmother Nana Snyman, I will always love you and be grateful to you.
- I appreciate all the effort, patience guidance, encouragement and unwavering support from my study leader, Dr Lizane Wilson throughout the study.
- My appreciation to Mrs Ingrid Swanepoel, language editor, for your patience and support.
- My appreciation to Ms Nadia Riedel for her assistance as technical advisor.
- Mrs Louise Smith (Capricorn District) and Ms Ursula Matshekg (Sekhukhune) with your assistance, the research interviews were successfully conducted
- Each and every participant, I am enormously thankful for your willingness to participate and honesty during the interviews. This research is for you!
- Each of these mentors in my life had motivated me during the study, Doctors Rina Smith, Sandra de Wet, Marietjie van Loggerenberg, Lydia Moeng and Annatjie Human, thank you.

I would like to thank the Department of Social Development in Limpopo Province for the permission to conduct the study in the selected districts, Waterberg district, Capricorn district and Sekhukhune district, as well as Mrs. Hlope for her assistance.

PREFACE

The thesis is presented in article format as indicated in Rule A.5.4.2.7 of the North-West University Potchefstroom Campus Yearbook

- The thesis consists of Section A, Part 1: Orientation to the research, Part 2: Literature Review.
- The articles are presented in Section B. The articles are intended to be submitted to the Social Work / Maatskaplike werk and Southern African-Journal of Social Work and Social Development (SAJSWSD).
- The researcher followed the Harvard referencing style and guidelines for authors of the journal in Article 1. And for Article 2 the Chicago reference style and guidelines for authors was used.
- Section C consists of a summary of the research study, methodology, recommendations, implication of findings and a combined reference list. Section D consist of a list of Annexures.

In Section A and C, the researcher used the Harvard reference guide according to the North-West University's referencing manual.

DECLARATION BY THE RESEARCHER

I, Wilna Minette Kruger, hereby declare that the manuscript with the title, "Placement factors contributing to the well-being of social work interns in a government setting" is my own work. All references used or quoted were acknowledged by citing in text and also in referencing in the bibliography. I further declare, that I have not previously in its entirety, or in part, submitted the said manuscript at any other university to obtain a degree.



Name: W.M. Kruger

Date: 25 JANUARY 2020

PERMISSION TO SUBMIT

Letter of permission

Permission to subject this dissertation for examination purposes

I, the supervisor, hereby declare that the input and effort of Ms W.M. Kruger in writing this manuscript reflect research done by her on the topic. I hereby grant permission that she may submit this dissertation for examination in fulfilment of the requirements for the degree Magister in Social Work.



.....

Dr L.Wilson

Supervisor

DECLARATION BY LANGUAGE EDITOR

I hereby confirm that I have language edited the dissertation, "Placement factors contributing to the well-being of social work interns in a government setting" by Ms W. M. Kruger.



.....

Ingrid Swanepoel, N Dip (A&D), BA, BTech (Language Practice)

ABSTRACT

Social work was declared a scarce skill as a result of research conducted by Earl (2008) on the nature of scarce skills in South Africa. A shortage of social workers was identified and therefore a recruitment and retention strategy for social workers was developed to address this shortage. A bursary programme for social work students was initiated as a strategy to recruit and retain social workers. Previously, the recipients of bursaries had been assured of a post at the Department of Social Development, Limpopo, after completion of their studies in accordance with their contract with the bursary provider. However, financial constraints at the Department of Social Development have resulted in the conditions of the bursary contract being changed. The social work graduates are now required to participate as interns in a 12-month internship programme at the Department of Social Development.

The research for this study was done in the Limpopo Province to determine the factors that contribute to the well-being of social work interns. Most of these interns were placed in districts other than their district of origin, where the Department of Social Development in Limpopo deemed it necessary due to the need for service delivery to the needy. The participants from three of the five districts in Limpopo, namely the Waterberg, Sekhukhune and Capricorn districts, were sampled for the study. A qualitative descriptive design was utilised in this research and a purposive sampling technique was used. The sample size was determined beforehand, but sampling continued until data saturation was reached. Twenty-two participants voluntarily participated in this research. An interview guide was utilised to facilitate the semi-structured interviews. For the data analysis, thematic analysis was applied with the allocation of themes and subthemes to the data.

The study found that the social work interns had not been prepared for their internship placement and were not aware of the circumstances that awaited them. The following factors were identified through this study as having an influence on the well-being of the social work interns: the situation with their accommodation, the distance from family and need for emotional support, cultural and language differences within the community, and the work environment, including the availability or unavailability of resources and supervisors. The relationship with colleagues and members of the community also had a direct influence on the well-being of the interns. It was evident that, in certain areas, the environment where they were placed had an influence on the health of the interns. It became clear that the mental well-being of the interns was also affected, whether positively or negatively; not only by the conditions of the internship placement, but also by the manner in which the termination of the internship programme had taken place as well as the lack of communication by the immediate supervisors. Their well-being was furthermore seriously affected by the fact that the financial situation of the Department made it impossible for all interns to be absorbed in posts at the Department after the internship period.

Key words: Well-being, social work, social work intern, internship

OPSOMMING

Maatskaplike werk is as 'n skaars vaardigheid verklaar na afloop van navorsing wat deur Earl (2008) onderneem is oor die aard van skaars vaardighede in Suid-Afrika. 'n Tekort aan maatskaplike werkers is vervolgens geïdentifiseer en gevolglik is 'n werwing- en behoudstrategie ontwikkel om hierdie tekort te probeer uitwis. 'n Beursprogram vir maatskaplikewerkstudente is geïmplementeer as 'n strategie om maatskaplike werkers te werf en te behou. Voorheen is die beurshouers ingevolge hulle ooreenkoms met die Departement verseker van poste by die Departement van Maatskaplike Ontwikkeling in Limpopo nadat hulle afstudeer het. Die beursvoorwaardes is egter weens finansiële beperkings by die Departement verander, en daar word tans van afgestudeerde maatskaplike werkers verwag om as intern deel te neem aan 'n internskapprogram van 12 maande by die Departement Maatskaplike Ontwikkeling.

Die navorsing vir hierdie studie is onderneem in die Limpopo provinsie om die faktore te bepaal wat tot die welstand van maatskaplikewerkinterns bydra. Die meeste van hierdie interns is in ander distrikte geplaas as dié waarvandaan hulle afkomstig was, waar die Departement van Maatskaplike werk dit ook al nodig gevind het weens die behoefte van dienslewering aan hulpbehoewendes. Die deelnemers uit drie van die vyf distrikte in Limpopo, naamlik die Waterberg-, Sekhukhune- en Capricorndistrikte, is vir die studie geselekteer. 'n Kwalitatiewe beskrywende ontwerp is in hierdie navorsing gevolg en 'n doelgerigte steekproefnemingstegniek is gebruik. Die steekproefgrootte is vooraf vasgestel, maar die steekproefneming het geduur totdat dataversadiging bereik is. Twee en twintig deelnemers het vrywilliglik aan hierdie navorsing deelgeneem. 'n Onderhoudskedule is gebruik om die semigestruktureerde onderhoude te fasiliteer. Vir die data-analise is tematiese analise toegepas met die toewysing van temas en subtemas aan die data.

Die studie het bevind dat die maatskaplikewerkinterns nie voorberei word vir hulle internskapplasings nie en nie bewus is van die omstandighede wat hulle te wagte kan wees nie. Die studie het bevind dat die volgende faktore 'n invloed uitoefen op die welstand van hierdie interns: die behuisingssituasie, die afstand van hulle familie en hulle behoefte aan emosionele ondersteuning, kultuur- en taalverskille in die gemeenskap, asook die werksomgewing, met inbegrip van die beskikbaarheid al dan nie van hulpbronne en toesighouers. Verder het interns se verhouding met hulle kollegas en die lede van die gemeenskap 'n direkte invloed op hulle welstand gehad. Dit was ook duidelik dat die omgewing waar hulle geplaas is, hulle fisiese gesondheid in sommige gevalle beïnvloed het. Hulle geestesgesondheid is ook beïnvloed, hetsy op 'n positiewe of 'n negatiewe manier; nie slegs deur die omstandighede van die internskapplasings nie, maar ook deur die manier waarop die internskapprogram beëindig is en die gebrek aan kommunikasie deur hulle onmiddellike toesighouers. Hulle welstand is ook ernstig geaffekteer deur die feit dat die Departement se finansiële situasie veroorsaak het dat dit onmoontlik was om al die interns na afloop van die internskapprogram in departementele poste aan te stel.

Sleutelwoorde: Welstand, maatskaplike werk, maatskaplikewerkintern, internskap

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	I
PREFACE	I
DECLARATION BY THE RESEARCHER.....	III
PERMISSION TO SUBMIT	IV
DECLARATION BY LANGUAGE EDITOR.....	V
ABSTRACT	VI
OPSOMMING	VIII
SECTION A PART 1: ORIENTATION TO THE RESEARCH	1
1.1 Introduction and discussion of the problem statement	1
1.2 Research question, aim and objectives.....	2
1.2.1 Research question.....	2
1.3 Aim and objectives.....	2
1.4 Concept definitions	2
1.4.1 Employee well-being	2
1.4.2 Social work.....	3
1.4.3 Social work intern.....	3
1.4.4 Internship.....	3
1.5 Research methodology.....	3
1.5.1 Research approach	3
1.5.2 Research design	3
1.5.3 Sampling.....	4
1.5.3.1 Proposed sample, sample size and motivation.....	4
1.5.3.2 Sample inclusion criteria.....	4
1.5.3.3 Sample exclusion criteria.....	5
1.5.4 Population	5
1.5.5 Data collection	5
1.5.6 Semi-structured interviews as data collection method.....	5
1.5.7 Developing the interview schedule.....	6
1.5.8 Data analysis	6
1.6 Ethics	7

1.6.1	Legal authorisation	7
1.6.2	Process of sample recruitment and informed consent	7
1.6.3	Confidentiality, anonymity and privacy	8
1.6.4	Publishing of results	8
1.6.5	Storage and archiving of data	9
1.6.6	Research expertise	9
1.6.7	Trustworthiness	9
1.6.7.1	Credibility	10
1.6.7.2	Transferability	10
1.6.7.3	Confirmability	10
1.6.7.4	Dependability	11
1.7	Choice and structure of research report	11
1.8	Conclusion	11
REFERENCES.....		12
 PART 2 LITERATURE REVIEW		 16
2.1	Introduction.....	16
2.2	Context of the study	16
2.3	Social work.....	17
2.3.1	Defining social work.....	17
2.3.2	Social work as profession	18
2.4	Social work in South Africa.....	18
2.4.1	The development of social work in South Africa	18
2.4.2	Decrease in number of social workers	19
2.4.3	Social work declared as scare skill	19
2.4.4	The recruitment and retention of social workers	20
2.4.4.1	Factors influencing internship programmes.....	20
2.5	Well-being.....	21
2.6	Core aspects of well-being.....	22
2.6.1	Employee well-being	23
2.6.2	Subjective well-being.....	23
2.6.3	Psychological well-being.....	24

2.6.4	Job satisfaction.....	24
2.7	Summary.....	24
	REFERENCES.....	25
SECTION B		29
ARTICLE 1		41
REFERENCES		44
ARTICLE 2		59
REFERENCES		59
SECTION C SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		62
5.1	Introduction.....	62
5.2	Summary of the research question, aim and objectives	62
5.2.1	Research question.....	62
5.2.2	Aim and objectives.....	62
5.3	Summary of the research problem.....	62
5.4	Conclusion	63
5.5	Recommendations	64
5.5.1	Recommendations for the Department of Social Development.....	64
5.5.2	Recommendations for future research	64
5.6	Limitations of the research	65
5.7	Implications of the findings.....	65
5.8	CONCLUSION.....	80
COMBINED REFERENCE LIST		65
ANNEXURE 1: APPROVAL OF YOUR APPLICATION		95
ANNEXURE 2: APPROVAL TO USE FACILITIES		97
ANNEXURE 3: APPROVAL TO DO INTERVIEWS – WATERDERG DISTRICT		99
ANNEXURE 4: APPROVAL TO INTERVIEW – CAPRICORN DISTRICT		100
ANNEXURE 5: APPROVAL TO INTERVIEW - LIMPOPO		101
ANNEXURE 6: CONSENT FORM		102
ANNEXURE 7: INTERVIEW SCHEDULE		103
ANNEXURE 8: AUTHOR GUIDELINES: SOCIAL WORK /MAATSKAPLIKE WERK		104
ANNEXURE 9: AUTHOR GUIDELINES		107

LIST OF TABLES

Table 1-1:	Guide for conducting thematic analysis:	7
Table 1-2:	Criteria for trustworthiness in research approach.....	10
Table 2-1:	Aspects of well-being. (Source: CDC,2018)	22

LIST OF FIGURES

Figure 2-1:	List of municipalities in the Limpopo Province	17
Figure 2-2:	Schematic image, well-being	22

SECTION A

PART 1: ORIENTATION TO THE RESEARCH

1.1 Introduction and discussion of the problem statement

Social work was declared as a scarce skill by the government in 2003, as indicated in the research on the Nature of Scarce Skills in South Africa in 2007 (Earle, 2008 :7-8). A shortage of social workers was furthermore identified and confirmed by Waters, who found in June 2013 that a shortage of 77% (68 498) social workers existed in South Africa. Only 16164 social workers were registered with the South African Council for Social Services Professions (SACSSP) (Politics web, 2013) at that time. This shortage of social workers in South Africa was caused by low wages, poor working conditions and the escalating need for social work services (Earle, 2008). The social worker shortage was further aggravated by the emigration of qualified social workers to the United Kingdom and Australia (Earle, 2008; F, 2016).

A Recruitment and Retention Strategy for Social Workers was developed to address the shortage of social workers (Earle, 2008). This strategy included a bursary initiative that was supported by the then Department of Health and Social Development (now the Department of Social Development (DSD)), that had made social work bursaries available for student social workers since 2007 on the condition that they were committed to the social work profession (DSD, 2017). In the Limpopo DSD, bursary conditions included expecting students to serve the bursary provider for a period of time commensurate with the number of years for which they had received financial support (Limpopo Department of Health and Social Development, 2015). The social work graduates are therefore placed in an internship programme. Barnwell (2016:27) states that the aim of an internship is to create a link between training and work experience.

A number of external and internal factors have a direct influence on the success or failure of an internship programme. Internal factors that could influence an internship programme negatively include health-related problems experienced by the intern, family issues, and the lack of reasonable accommodation for interns with disabilities, the lack of work-related knowledge and skills, and work ethics (Katholieke Universiteit Leuven, 2014-2015). Mofolo and Botes (2016:185-191) found that the lack of supervision, as well as the extreme workload of interns and the poor management of facilities, negatively impacted the success of the internship programme. Personal and workplace factors have a direct influence on employees' well-being and their work performance. The importance of people's health and well-being, as well as the influence it has on their productivity, is recognised (Department of Public Service and Administration (DPSA), 2013:3) and supported by the Wellness Management Policy to ensure that the physical, social, emotional, occupational, financial, and intellectual wellness of each employee is attended to (DPSA, 2013:4-15).

Hlope (2018) confirmed that in the DSD Limpopo, an internship and learner policy (DSD, 2011:4) exists that refers to the compulsory internship programme that social work interns have to participate in. Social work graduates from the five different districts of the Limpopo Province are placed in the districts of the Limpopo Province where they are needed after completion of their studies, and not necessarily in the districts where their homes are. This implies that interns often need to relocate in order to complete their internship. This relocation can be compared with migration, as they face problems due to their relocation that are similar to those confronting migrant workers. Spracklin (2017) indicates that problems experienced by migrants are language barriers, employment, housing, and access to services such as health care and transportation, cultural differences, children that are difficult to raise, prejudice and racism, isolation, and the weather. The problems that the social work interns face with the relocation include that they are from different ethnic groups than the local citizens of the area where they are placed, and may experience language barriers. Accommodation is furthermore not readily

available in the rural areas and rural placements far from their peers and families may lead to feelings of isolation. Transportation problems are experienced when they want to return home to their families over weekends, as a result of non-availability of regular transport. It was furthermore found that social work interns tend to request to leave work early on Fridays after payday in order to travel to their homes in other districts (Mathibe, 2018). Another aspect that may also be problematic is that as soon as the internship is completed, the services of the social worker intern are terminated according to the agreement between Limpopo DSD and the intern (Internship and Learnership Policy, 2011:9). This means that those social work interns have to find new social work jobs.

In summary, the research problem entailed that although certain strategies, such as the implementation of the bursaries and the internship programme, have been put in place to recruit and retain social workers, the participation in the internship programme results in certain factors which may have an influence on the well-being of the social work interns. The implication of this problem is that these factors may negatively affect the well-being of the social work interns and have a detrimental influence on their productivity. For that reason, it was important to explore the placement factors these social work interns face during their internships and to determine how these factors affect their well-being.

The literature study conducted by the researcher indicated that most of the published studies focus on student social workers' internships as part of their studies, such as Engstrom et al. (2009) who refer to "field-practicum experiences". Richardson (2014) discusses social work internships as field placements during the students' studies to develop their career goals. Petrila et al. (2015:1) designed an internship programme especially for graduate students to meet their training needs. No studies could be found that focused on graduate interns who had completed their studies and who were part of an internship programme.

1.2 Research question, aim and objectives

1.2.1 Research question

The primary research question of this study was: What are the placement factors that contribute to the well-being of social work interns in a government setting?

1.3 Aim and objectives

The aim of this study was to use semi-structured interviews to explore and describe the placement factors contributing to the well-being of social work interns in a government setting, through a qualitative descriptive design.

In order to reach the aim of the study, the objectives were:

- To explore and describe the placement factors that social work interns face during their internships.
- To explore and describe how these placement factors contribute to the well-being of the social work interns during their internship.

1.4 Concept definitions

1.4.1 Employee well-being

The Chartered Institute of Personnel and Development (CIPD) (cited by O'Donnell, 2014) defines employee well-being as "creating an environment to promote a state of contentment which allows an employee to flourish and achieve their full potential for the benefit of themselves and the organization". For the purpose of this study, well-being refers to the well-being of social work interns attached to the Department of Social Development, Limpopo Province.

1.4.2 Social work

The International Federation of Social Workers (IFSW) defines social work as follows: “Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing” (IFSW, 2014).

1.4.3 Social work intern

According to Pop (2009), an intern is a “graduate with no, or little, practical experience in the required discipline, who seeks to enter the field of work through an internship programme.” For the purpose of this study, an intern is seen as a graduate who has completed his or her studies in social work and who has been placed in an internship programme of DSD, Limpopo.

1.4.4 Internship

Internship programmes are designated by organisations with the aim to recruit tertiary students who have completed their studies into a work environment (Pop, 2009). The purpose is to assist graduate students with experience in their profession, through which their opportunities for employment will increase. In social work an internship refers to a programme where unemployed new graduates who have completed their qualification as social workers are exposed to a social work environment for a certain period, generally up to 12 months (Internship Grant HWSETA, 2016-2017:7).

1.5 Research methodology

1.5.1 Research approach

A qualitative approach was used in this research. By utilising the qualitative research approach, valuable knowledge about the placement factors that contribute to the well-being of social work interns during their internship was obtained. Leedy and Ormrod (2013:39) indicate that qualitative research has two main approaches: the “real world” and “capturing and studying the complexity of the real-world phenomena”. The qualitative approach seemed appropriate for this study as the researcher wanted to capture and study the complexity of the “real world” of the social work interns.

1.5.2 Research design

A qualitative descriptive design was used in this study. Sandelowski (2000:334) suggests that the goal of qualitative description is to provide a comprehensive synopsis of events by using terms that are used by those involved in the events. Qualitative descriptive designs produce findings close to the data given (Sandelowski, 2009:78). In the present context it was to provide a description of the placement factors contributing to the well-being of social work interns in a government setting, and to use the participants’ own words in the presentation of the findings.

Tripodi and Bender (2010:120) explain that by using a descriptive design, the researcher aims to describe the characteristics of a sample and indicate the relationship between phenomena and situations. A qualitative descriptive design seemed appropriate for this study, as this design is less interpretive than other designs and thus leads to results that more accurately reflect the data (Sandelowski, 2010).

1.5.3 Sampling

McIntosh and Morse (2015:8) indicate that the data will be representative of the phenomenon through sampling. Purposive sampling, a non-probability sampling technique, was used (Etikan et al., 2016). Bouma and Ling (2010) as well as Plowright (2011) state that a researcher can use purposive sampling to choose participants who are likely to have information and knowledge that are researched. According to Patton (2015:1778), the strength of purposive sampling consists of the selection of cases that enable people to learn about the issues important for in-depth research study. Charmaz (2014:197) suggests that sampling criteria for relevant cases must be established before the research is done. The lists of interns from the Sekhukhune, Waterberg and Capricorn districts for the period 2013-2017 were obtained from the Human Resource Development (HRD) section at the provincial office of the Department of Social Development, Limpopo. These registers of interns are kept by the HRD section.

1.5.3.1 Proposed sample, sample size and motivation

The Limpopo Province consists of five districts: Vhembe, Capricorn, Mopani, Sekhukhune and Waterberg. The Department of Social Development has offices in all five districts where social work interns participate in the 12-month internship programme. Only three districts – Capricorn, Sekhukhune and Waterberg – were involved in the research study. Most of the students in Limpopo completed their studies at the University of Venda or the University of Limpopo. The researcher found that most of the interns assigned to the internship programme in the Department originated from Vhembe and Mopani, but were placed in the Capricorn, Sekhukhune and Waterberg districts (Malange, 2018). Adler and Adler (as cited by Baker and Edwards, 2012:5) state that a sample should consist of a minimum of 12 and maximum of 60 participants, with a mean of 30. For the purpose of this study, 33 participants from the three districts were selected and the sampling continued until data saturation had occurred. The research was conducted by targeting interns of the financial years 2013/2014, 2014/ 2015, 2015/2016 and 2016/2017. During the research only 22 participants were interviewed as saturation had been reached at 22 interviews. O'Reilly and Parker (2012), and Walker (2012) are of the opinion that data saturation is reached, when sufficient information has been obtained to duplicate the information.

This ensured that the sample was representative of the population. Sampling continued until data saturation occurred. This is supported by Elmusharaf (2012), who indicates clearly that the general rule in qualitative research is that the researcher will have to continue with sampling until no new information can be gained or saturation has been reached.

1.5.3.2 Sample inclusion criteria

The inclusion criteria for the selection of participants were as follows:

- Participants had to be registered social workers at SACSSP who had been appointed by the Department of Social Development in an internship programme at the Sekhukhune, Waterberg or Capricorn districts of the Limpopo Province. These districts were used in the study as most of the social work interns appointed in these districts originated from districts where vacancies within the social work internship programme were not available. The provincial office had to provide in the need for social work services within these districts.
- Participants had to be qualified social workers from different ethnic and cultural groups who had completed their internship during 2013/2014, 2014/2015, 2015/2016 or 2016/2017 and had been absorbed in permanent posts in the Department of Social Development, Limpopo. The researcher chose the abovementioned population group due to the occurrence of employees who had been absorbed in the DSD, Waterberg District, after completion of their internship programme. However,

some of the original interns of 2013 to 2015 seemed to be unable to return to their districts of origin and families because of their work placements in the Waterberg District.

- Participants had to be fluent in English - all the participants were able to understand and speak English fluently. If any of them preferred to use their mother language during the interview, an interpreter was available.

1.5.3.3 Sample exclusion criteria

No exclusions on gender, ethnicity or language.

1.5.4 Population

The population consisted of the entire group that the researcher aimed to involve during the research (Bryman, 2012). The population of this research were social work bursary holders who were absorbed in the internship programme of the Department of Social Development, Limpopo, during the period 2013 to 2017. The relevant interns were placed in three districts in the province, namely Waterberg, Sekhukhune and Capricorn. Limpopo Province consists of five districts: Waterberg, Capricorn, Mopani, Sekhukhune and Vhembe, with a total population of 5.8 million (Stats SA, 2016). The researcher decided to pursue research in the abovementioned districts and province after she had become aware of the occurrence of placement factors that have an effect on the well-being of the social work interns during their internship placements.

1.5.5 Data collection

In qualitative studies, unstructured or semi-structured interviews are typically used (Greeff, 2011:347). Semi-structured interviews enable researchers to gain a detailed picture of a participants, beliefs about or perceptions or accounts of a particular topic. This method gives the researcher and participants much more flexibility (Greeff, 2011:351) and was therefore seen as an appropriate data collection method.

1.5.6 Semi-structured interviews as data collection method

The semi-structured interview is described by Doyle (2018) as a gathering where no formalised lists of questions need to strictly be followed by the interviewer. The interviewer asked open-ended questions in order to have a discussion with the interviewee, as opposed to a direct question-and-answer format. Participants were able to elaborate on aspects that were of importance to them. This enabled the researcher and participants to understand each other clearly. Through the utilisation of semi-structured interviews, the researcher and participants had more flexibility during the interviews and were not restricted by a structured questionnaire.

The research interviews were conducted at the suboffices where the participants were based in each district. The mediators, social work supervisors in the districts, were requested to ensure that offices are available for the interviews. The offices provided privacy. The individual interviews lasted between 30 and 90 minutes in accordance with the recommendations of Moser and Korstjens (2017:5). During the 90-minute interviews there was a break when refreshments were served. This gave both the interviewer and participant the opportunity to refresh. Interviews were audio-recorded. Field notes were taken during the interviews. The field notes and audio-taped interviews were regarded as primary data sources (Moser & Korstjens, 2018:20). The researcher transcribed the audiotaped interviews verbatim immediately after all the interviews had been conducted.

1.5.7 Developing the interview schedule

McIntosh (2015:1) is of the opinion that semi-structured interviews were designed to ensure subjective replies from the participants regarding circumstances experienced, and that the focus of the interview questions that are aimed at the responses of the participants will give structure to the semi-structured interviews. Blandford (2013) emphasises that questions must be planned ahead of time. The direction of the enquiry will, however, be determined during the interview. McIntosh and Morse (2015:4) indicate that it is important that semi-structured interviews be well-prepared, and therefore thorough interview questionnaires must be compiled. These questions must be open-ended and formulated in such a way that they prompt unstructured responses and generate discussion. These questions are asked to each participant in the same way and the primary questions are followed by sub questions. The semi-structured questions enable the participants to diverge slightly from the questions during the interview. When using open-ended questions, the interviewee might respond spontaneously and further discussions can be obtained (Irvine et al., 2013:87-106). Castillo-Montoya (2016) also confirms that structure in the interview process is important; therefore, an interview guide must be prepared. The following must be taken into consideration: the interviewee must understand the language of the questions, demographic information will be helpful during analysis, open-ended questions must be used to give the interviewer an opportunity for observation and opinions, and pre-testing of the questions must be done.

This researcher developed an interview guide, as recommended by Greeff (2011:352), to guide the semi-structured interview. The interview guide also requested demographic information from the participants. The demographic information provided a description of the composition of the population. An interview guide allowed the participants to react to probing questions by elaborating on aspects that were important to them. The interview guide is attached as Addendum A.

In order to strengthen the interview guide and prevent possible mistakes (Castillo-Montoya, 2016) pilot interviews were conducted with a small sample of three social work interns who were representatives of the three districts where the research study was conducted. These interviews were conducted at their offices at a time convenient to them. These social work interns were not part of the participant group. The questions on the interview guide were adjusted where necessary after the interviews. As the researcher was involved in the data collection, bracketing was used to mitigate the potentially detrimental effects of preconceptions that the researcher may have (Tufford & Newman, 2010). The researcher used a bracketing mind-map (Simon, 2011) during the research process.

1.5.8 Data analysis

Creswell (2013:361) is of the opinion that qualitative data analysis and interpretation can be best represented by a spiral image – a data analysis spiral, in which the researcher moves in analytical circles rather than using a fixed linear approach. Data that was collected in this study was analysed through thematic analysis. Thematic analysis, according to Clark and Braun (2013) as cited by Maguire and Delahunt (2017:3352), is a method and not a methodology, as it can be seen as a process to identify patterns in qualitative research. Patterns of themes are also identified in qualitative data by utilising thematic analysis. Braun and Clark (2006) propose a six-phase guide for conducting thematic analysis, as shown in Table 1.1 below.

Table 1-1: Guide for conducting thematic analysis:

Steps	Phases	Description of steps that were taken by the researcher
Step1	Become familiar with data	It was important to become familiar with the data, the interviews. Through transcribing the data, the researcher read and re-read the transcripts. The information was then checked against the audio recordings.
Step 2	Generate initial codes	Data coding was important for this research study. A storyline was created with the data. Each transcript was coded separately. The data was arranged systematically to categorise or label the information. The purpose of coding was to group together, to regroup again and to link the themes. The data was coded manually. Every coding category was assigned themes to summarise the data. A co-coder assisted with the coding process.
Step 3	Search for themes	Themes are characterised by significance. The themes were descriptive and the codes were organised into potential themes.
Step 4	Reviewing themes	The researcher checked if there were more themes in relation to coded extracts of all the data.
Step 5	Defining and naming themes	During the data analysis, the specifics of every theme were refined. Every theme was defined and named during this phase of the analysis to look for variation of information, and problem solving. The connections between the categories were described.
Step 6	Produce the report	This was the final phase in thematic analysis. The results were described with the purpose of describing the categories or themes. The categories and themes were discussed and accompanied by quotations from the data, and supported by a literature control. A report was completed and the findings were presented.

1.6 Ethics

1.6.1 Legal authorisation

Written legal authorisation to conduct the study was obtained from the Department of Social Development, Limpopo Province, as well as the ethics committee in the Limpopo Province Premier's office. Ethics clearance was also obtained from the Health Research Ethics Committee (HREC) at North-West University.

1.6.2 Process of sample recruitment and informed consent

Purposive sampling was used for this study. The recruitment process was conducted as follows:

Ethical clearance was obtained from HREC of the North-West University. The Head of the Department of Social Development, Limpopo Province, was informed in writing via email of the aim, objectives and procedure of the study in order to obtain legal permission to conduct the research in the Capricorn, Sekhukhune and Waterberg districts. The researcher approached the social work managers of each of the districts in writing and informed them of her intention to conduct the study in those districts. They were provided with information about the aim, objectives and procedure of the study and were requested to act as gatekeepers. These managers (gatekeepers) were able to inform the social work supervisors of the study and requested the assistance of mediators to enable the researcher to get in touch with suitable persons to select as participants in the study. The supervisors were requested to

willingly act as mediators between the possible participants and the researcher. The mediators were provided with informed consent documents that contained applicable information related to the study, the aim, objectives, selection criteria and expectations applicable to the study participants. Information regarding the ethical aspects of the study was also provided. The mediators were requested to compile a list with possible participants that met the inclusion criteria with the assistance of the deputy director of the Human Resource Development Section of the Department of Social Development in Limpopo Province. With the assistance of the mediators, the potential participants who met the criteria were contacted and information about the study was shared with them. The necessary information, such as the aim of the study, voluntary participation, withdrawal from the study at any time and assurance of confidentiality, as well as informed consent forms, was provided to the identified participants. They were requested to inform the mediator within five working days if they were willing to participate in the study. The mediator arranged that they signed the consent form in the presence of an independent person, who was the program managers for Transversal services in Capricorn and Sekhukhune Districts and a senior social worker in Waterberg district. The independent person ensured that participants signed the consent form without being influenced by anyone. As soon as the informed consent forms had been signed, the mediator informed the researcher of the names of the willing participants so that she could arrange the interviews.

1.6.3 Confidentiality, anonymity and privacy

Assurance regarding confidentiality, anonymity and privacy of the information obtained from research participants was discussed with the research participants prior to the research. In this context, “confidentiality” referred to the fact that information regarding the research had to be protected. Participants were assured that the data would only be used for the purpose of this research, and that all the information obtained by the research would be kept in strict confidence, except if required by court. By fulfilling the ethical duty of confidentiality, a relationship of trust between participants and researcher was established. Anonymity was ensured through not having any identifying information on the transcribed interviews. Pseudonyms were used for all participants. To protect their identities, neither their names nor any information regarding their service points appeared on any research document. The researcher transcribed the recordings of the interviews verbatim directly after the interviews. As soon as that had been done, the audio recordings were deleted from the recorder. The transcriptions of the interviews and all other notes were saved on the researcher’s laptop, which was password protected. Hard copies of the data were also kept in a lockable filing cabinet in the researcher’s office.

For the purpose of this research, “privacy” refers to the individual’s right to be free from interference by other people and the right to control information regarding himself or herself. The researcher made adequate provision for ensuring the protection of the research participants’ privacy by conducting the interviews in a room at the sub office where the participants were employed, as each suboffice had separate offices or boardrooms for staff meetings. The researcher worked with the supervisors (mediators) to determine when the rooms were available and planned the interviews for those particular available dates.

1.6.4 Publishing of results

The research participants and the Head of the Department of Social Development will receive the feedback in writing, as a report in hard copy, and in soft copy via email. This research document will only be made available when the study has been accepted and the qualification has been conferred.

1.6.5 Storage and archiving of data

The relevant ethical principles were adhered to at all times with the storage of data and relevant information. The Protection of Personal Information Act 4 of 2013 was adhered to as well as section 32 of the Constitution of South Africa in terms of access to certain information being prohibited, especially pertaining to the protection of a person's privacy, as was the case with the research participants. A data storage plan that met the needs of all the applicable data and research findings was implemented in accordance with the record-keeping policy and relevant guidelines of the North-West University. Emails were not used to store information. Instead, all information was stored in a filing system that was appropriate for confidentiality purposes. The cloud-based storage that the researcher used to store the research records and findings was meticulously and responsibly managed. The researcher stored the data digitally and used adequate tools to protect the data stored on a hard drive. The data was protected by a password known only to the researcher. Once the final research report had been completed and submitted, the data (hard copies of transcribed interviews) was sent to the CCYFS, North-West University, to be safely stored. All the data on the laptop was deleted. All the data will be kept safely at the CCYFS for a period of five years. After the said period, the information will be destroyed by the administration officer of CCYF.

1.6.6 Research expertise

The Ethics in Health Research (Department of Health, 2015:17) clearly indicated that the researchers must be appropriately qualified and able to carry out the research by being technically competent. With the research supervisor's assistance, the safety and wellbeing of the research participants will be ensured.

The research supervisor, a teaching academic since 2006 and a research supervisor in Social Work and play therapy since 2012, provides research supervision to master's and PhD students. She has been a peer reviewer for the South African Journal of Education (SAJE), International Symposium on Service-Learning (ISSL) - South African Journal of Psychology and the Journal of Adolescent Research. She has been internal as well as external examiner for 20 research studies. She has, among others, research experience in child sexual abuse as well as community engagement. She has been a research study leader for 14 completed master's degree studies in Social work and Psychology. The majority of these studies were qualitative studies and the data collection methods included semi-structured interviews and focus group discussions. Her own PhD study, was a qualitative study where semi-structured as well as focus group discussions were used as data collection method.

The researcher completed her studies as social worker in 1985 and obtained her honours degree in 1986. She is an experienced social worker, having been active in the field for the past 30 years. Her experience was gained, among others as District EAP unit commander in the SAPS in the Waterberg District for 11 years, where the focus included therapy and trauma debriefing. She has been in a supervisory position for the past 17 years, and was the district coordinator of older persons and persons with disabilities until 2017, when she was seconded to the Employee Health and Wellness post in the Waterberg District. Experience regarding research is limited to participation in variety of research studies. At honours level during 1986, the researcher applied a qualitative approach to her research study and made use of interviews with older persons and their family members as participants.

1.6.7 Trustworthiness

Cope (2014:89-91) emphasises the importance of transparency while conducting research, especially because of the required integrity and usefulness of the findings. According to Polit and Beck (2014), the confidence in data, the interpretation of the findings and the methods used to conduct top quality

research refer to trustworthiness. Stumpfegger (2017) mentions that a set of criteria (see Table 1.2) was created for trustworthiness of qualitative research versus quantitative research.

Table 1-2: Criteria for trustworthiness in research approach

Criteria for trustworthiness of qualitative vs. quantitative research (Stumpfegger, 2017)	
Qualitative	Quantitative
Credibility	Internal validity
Transferability	External validity
Dependability	Reliability
Confirmability	Objectivity

1.6.7.1 Credibility

According to Nieuwenhuis (2016), the credibility of research results will be established when the research is found to be believable with trusted results. Mandal (2018:480) is of the opinion that research credibility needs the participants to be true representatives who can provide accurate clarity about the phenomenon in question. Therefore, the participants in this study were sampled according to specific inclusion criteria in order to obtain accurate information about the phenomenon. Anney (2014:272-276) recommends that researchers spend more time with participants to improve trust and gain insight in their circumstances. During the research, the researcher focused on using effective communication skills to engage with the participants. Mutual trust was built when the researcher addressed the concerns the participants had about the research. In that process, the researcher applied her listening skills and time was allocated for the participants to elaborate on their experiences during their internship.

1.6.7.2 Transferability

Transferability in qualitative research is synonymous with the external validity criteria in quantitative research studies. Anney (2014:277) indicates that transferability refers to the extent to which research findings can be transferred to other contexts with other research participants. According to Moon et al. (2016), transferability is crucial in the application of research findings and researchers have to indicate the extent to which the research findings may be relevant to other studies. The researcher's task is to indicate that the research findings are applicable to similar situations and circumstances, as well as the population as a whole and similar phenomenon. Therefore, the researcher provided a thorough description of the research process that was followed and of the research participants.

1.6.7.3 Confirmability

Confirmability refers to the level to which results can be confirmed or compared by other researchers. Polit and Beck (2014) are of the opinion that confirmability indicates the level of findings that are compatible and could be repeated and tested in other studies. This researcher therefore maintained a thorough audit trail of the analysis as well as all the detailed field notes.

1.6.7.4 Dependability

Probyn et al. (2016:10) indicate the importance of dependability and add that the methodology and methods should be explained thoroughly and allow replication. According to Prochaska (2012), dependability is the stability and the ability to track changes in data over a certain period. An audit trail of all relevant documents applicable to the research was kept for validation and proof of evidence. Birt et al. (2016) state that the validation of the participants is important to prove the credibility of the results. To reduce bias in the study, an MSW student, was appointed as a co-coder for analysing the data. He had previous experience in qualitative research and also helped to ensure objectivity.

1.7 Choice and structure of research report

The dissertation follows the article format as prescribed by the North-West University.

The dissertation consists of the following sections

Section A:

Part I Orientation to the research (NWU Harvard referencing style)

Part II Literature study (NWU Harvard referencing style)

Section B:

Article 1 (Harvard Referencing style)

Article 2 (Chicago author-date Referencing style)

Section C: Summary, evaluation, conclusion and recommendations

Section D: Addendums

Social Work /Maatskaplike Werk has been identified as a possible journal for submission of

Article 1.

For Article 2, the *Southern African Journal of Social Work and Social Development* has been identified as a possible journal for submission.

1.8 Conclusion

Part One of Section A indicated the motivation for this study and contains the problem statement, the aim and objectives, as well as the important relevant aspects like the key concepts and the research context. The research methodology, the approach and design sampling, and how it was applied in the study, as well as the aspects relating to ethics and trustworthiness, were dealt with. The next chapter will present the literature study on the placement factors contributing to the well-being of social work interns in a government setting, in order to provide the conceptual framework.

Section B consists of two articles that will provide insight in the two objectives relating to the research. In the first article, the placement factors that the social work interns face during their internship were investigated. In the second article, the focus was on exploring and describing how these placement factors contribute to the well-being of the social work interns during their internship.

In Section C, attention is given to the observed research findings of the study and these findings are compared with the literature currently available about the research subject. A summary of the study, followed by the conclusion and the recommendations according to the research findings will also be included. A combined reference list is also added.

Section D: All the relevant documents will be attached as addendums to round off the research.

REFERENCES

- Anney, V.N. 2014. Ensuring the quality of the findings of qualitative research: looking at trustworthiness criteria. *Journal of emerging trends in educational research and policy studies*, 5(2):272-281.
- Baker, S.E. & Edwards, R. 2012. How many qualitative interviews is enough: expert voices and early career reflections on sampling and cases in qualitative research. Southampton: National Centre for Research Methods.
- Barnwell, S. 2016. Relationship between internships and employment competencies of degreed professionals who completed a college internship. Minneapolis, MN: Walden University. (Dissertation – PhD).
- Blandford, A.E. 2013. Semi-structured qualitative studies. (In Soegaard, M. & Dam, R., eds. The encyclopaedia of human-computer interaction. 2nd ed. Aarhus: The Interaction Design Foundation http://discovery.ucl.ac.uk/1436174/2/semi-structured_qualitative_studies.pdf Date of access: 28 Aug. 2018).
- Bouma, G.D. & Ling, R. 2010. The research process. New York, NY: Oxford University.
- Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2): 77-101.
- Bryman, A. 2012. Social Research Methods. 4th ed. New York, NY: Oxford University.
- Castillo-Montoya, M. 2016. Preparing for interview research: the interview protocol refinement framework. *The qualitative report*, 21(5):811-831.
- Charmaz, K. 2014. Constructing grounded theory. 2nd ed. Los Angeles, CA: Sage.
- Clarke, V. & Braun, V. 2013. Teaching thematic analysis: overcoming challenges and developing strategies for effective learning. *The psychologist*, 26(2):120-123.
- Cope, D.G. 2014. Methods and meanings: credibility and trustworthiness of qualitative research. An exploration on the patient navigator role: perspectives of younger women with breast cancer. *Oncology nursing forum*, 41(1):89-91.
- Creswell, J.W. 2013. Research design: qualitative, quantitative, and mixed methods approaches. 4th ed. Los Angeles, CA: Sage.
- Department see South Africa.
- Doyle, A. 2018. What is a Semi-Structured Interview? <http://www.thebalancecareers.com/what-is-a-semi-structured-interview-2061632> Date of access: 10 Aug. 2018.
- Earle, N. 2008. Social work in social change: the profession and education of social workers in South Africa. Cape Town: Human Sciences Research Council.
- Earle, N. 2008. Social work as a scarce and critical profession. https://www.labour.gov.za/downloads/documents/research-documents/Social%20work_DoI_Report.pdf Date of access: 19 Oct. 2018.

- Elmusharaf, K. 2012. Qualitative sampling techniques, Paper presented at the Training Course in Sexual Reproductive Health Research, Geneva, 31 July 2012. [http://www.gfmer.ch/SRH-Course-2012/research-methodology/Qualitative samplingtechniques-Elmusharaf-2012.htm](http://www.gfmer.ch/SRH-Course-2012/research-methodology/Qualitative%20samplingtechniques-Elmusharaf-2012.htm) Date of access: 15 Aug. 2018.
- Engstrom, D.W., Gamble, L. & Min, J.W. 2009. Field practicum experiences of bilingual social work students working with limited English proficiency clients. *Journal of social work education*, 45(2):209-224.
- Etikan, I., Musa, S.A. & Alkassim, R.S. 2016. Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1):1-4.
- Greeff, M. 2011. Information collection: interviewing. (In De Vos, A., Strydom, H., Fouché, C.B. & Delport, C.S.L., eds. *Research at grassroots for the social sciences and human service professionals*. 4th ed. Pretoria: Van Schaik. p. 351-359).
- Hlope, M. Internship and learnership policy [personal interview]. 15 May. 2018. Polokwane.
- International Federation of Social Workers (IFSW). 2014. Global definition of social work. <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/> Date of access: 28 Jun. 2018.
- Irvine, A., Drew, P. & Sainsbury, R. 2013. Am I not answering your questions properly? Clarification, adequacy and responsiveness in semi-structured telephone and face-to-face interviews. *Qualitative research*, 13(1):87-106.
- Korstjens, I. & Moser, A. 2017. Series: practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European journal of general practice*, 24(1):120-124. <https://doi.org/10.1080/13814788.2017.1375092>
- Leedy, P.D. & Ormrod, J.E. 2013. *Practical research planning and design*. Upper Saddle River, NJ: Pearson Education.
- Maguire, M. & Delahunt, B. 2017. Doing a thematic analysis: a practical, step-by-step guide for learning and teaching scholars. *The all-Ireland journal of teaching and learning in higher education*, 9(3):3351-33514.
- Malange, T. 2018. Employee Health and Wellness Vhembe [personal interview]. 15 April 2018. Thoyhando.
- Mandal, P.C. 2018. Trustworthiness in qualitative content analysis. *International journal of advanced research and development*, 3(2):479-485.
- Mathibe, P. Absenteeism of interns [personal interview]. 17 June 2018. Mahwelereng.
- McIntosh, M.J. & Morse, J.M. 2015. Situating and constructing diversity in semi-structured interviews. *Global qualitative nursing research*, 2(1):1-12.
- Mofolo, N. & Botes, J. 2016. An evaluation of factors influencing perceptual experiences and future plans of final- year medical interns in the Free State, 2013-2014. *South African Family Practice*, 58(5):185-191.
- Mokoka, L. 2016. The experiences of social work supervisees in relation to supervision within the Department of Social Development in the Johannesburg Region. Pretoria: UNISA. (Dissertation – MA).

- Moon, K., Brewer, T.D., Januchowski-Hartley, S.R., Adams, V.M. & Blackman, D.A. 2016. A guideline to improve qualitative social science publishing in ecology and conservation journals. *Ecology and society*, 21(3):1-20.
- Moser, A. & Korstjens I. 2017. Series: Practical guidance to qualitative research, Part 3: Sampling, data collection and analysis. *The European Journal of General Practise*. DOI;10.1080/13814788.2017.1375091
- Nieuwenhuis, J. 2016. Qualitative research designs and data-gathering techniques. (In Maree, K., ed. First steps in research. 2nd ed. Pretoria: Van Schaik. p. 71-102).
- O'Donell, M. 2014. Employee well-being in the workplace. Newsletter: <https://talentculture.com/employee-well-being-in-the-workplace/> Date of access: 17 June. 2018.
- O'Leary, Z. 2014. The essential guide to doing your research project. 2nd ed. Thousand Oaks, CA: SAGE.
- O'Reilly, M. & Parker, N. 2012. Unsatisfactory saturation: a critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative research journal*, 13(2):190-197.
- Petrilia, A., Fireman, O., Fitzpatrick, L.S., Hodas, R.W. & Taussig, H.N. 2015. Student satisfaction with an innovative internship. *Journal of social work education*, 51(1):121-135.
- Plowright, D. 2011. Using mixed methods: Frameworks for an integrated methodology. Los Angeles, CA: Sage.
- Polit, D.F. & Beck, C.T. 2014. Essentials of nursing research: appraising evidence for nursing practice. 8th ed. Philadelphia, PA: Lippincott Williams & Wilkins.
- Pop, C.A. 2009. A national skills development graduate internship programme as a talent retention strategy. Pretoria: University of Pretoria. (Dissertation – MBA).
- Pop, C.A. & Barkhuizen, N. 2010. The relationship between skills training and retention of graduate interns in South Africa information communication and technology company. *Literacy information and computer education Journal*, 1(2):75-83.
- Probyn, J.E., Howarth, M.L. & Maz, J. 2016. The 'middle bit': how to appraise qualitative research. *British journal of cardiac nursing*, 11(5). <https://www.magonlinelibrary.com/doi/pdf/10.12968/bjca.2016.11.5.248> Date of access: 29 Oct. 2018.
- Prochaska, F. 2012. Research Standards and Quality in Qualitative Research. San José State University, School of Social Work (ScWk). <http://www.sjsu.edu/people/fred.prochaska/courses/ScWk240/s1/ScWk-240-Week-12Slides--Standards-Qualitative-Research.pdf> Date of access: 27 Oct. 2018.
- Richardson, J. 2014. The Social Work Internship Debate. Published by Jonathan Richardson in Education Employment, Social Work on 2014/08/04. <http://www.socialworkerhelper.com> Date of access: 14 April 2018
- Ross, L.F., Loup, A., Nelson, R.M., Botkin, J.R., Kost, R., Smith Jr, G.R. & Gehlert, S. 2010. Nine key functions for a human subjects' protection program for community-engaged research: points to consider. *Journal of empirical research in human research ethics*, 5(1):33-47.
- Sandelowski, M. 2000. Focus on research methods whatever happened to qualitative description? *Journal of research in nursing and health*, 23(1):334-340.

- Sandelowski, M. 2010. What's in a name? Qualitative description revisited. *Research in nursing and health*, 33(1):77-84.
- Simon, M. 2011. Dissertation and Scholarly Research: Recipes for success. Seattle, WA: Dissertation Success, LLC.
- South Africa. Department of Health and Social Development. Limpopo. 2015. Limpopo Department of Health and Social Development Bursary Scheme 2015. Pretoria.
- South Africa. Department of Public Service and Administration. 2006. The Public Service Internship Programme. Pretoria.
- South Africa. Department of Public Service and Administration. 2013(2). Wellness Management Policy. Pretoria.
- South Africa. Department of Social Development & South African Council for Social Service Profession. 2012. Supervision framework for social work profession. Pretoria.
- South Africa. Department of Social Development. 2006. Recruitment and retention strategy for social workers. Pretoria.
- South Africa. Department of Social Development. 2012. Supervision framework for social work profession. Pretoria.
- South Africa. Department of Social Development. 2013. Generic norms and standards for social welfare services. Pretoria.
- South Africa. Department of Social Development. 2016-2017. Internship Grant HWSETHA. Pretoria.
- South Africa. Department of Social Development. 2017. Circular: information on experiential learning processes Ref S5/2/4 Polokwane. Pretoria.
- South Africa. Department of Social Development. 2017. Scholarship for social work. Student Guide 2017. Pretoria.
- Spracklin, P. 2017. Top 10 problems for immigrants – immigroup – we are immigration law. Newsgroup: <https://www.immigroup.com/news/top-10-problems-immigrants> Date of access: 28 Oct. 2018.
- Stumpfegger, E. 2017. Qualitative Versus Quantitative Research. *Munich Business School insights*. <https://www.munich-business-school.de/insights/en/2017/qualitative-vsquantitative-research/> Date of access: 28 July. 2018
- Tufford, L. & Newman, P. 2010. Bracketing in Qualitative Research. *Qualitative Social Work*, 11(1):80-96.
- Walker, J.L. 2012. The use of saturation in qualitative research. *Canada journal of cardiovascular nursing*, 22(2):37-46.
- Waters, K.R., Altus, D.E. & Wilkinson, N.I. 2013. Promoting student professional identity, challenging our own: narrative practices in internship seminars. *Journal of systemic therapies*, 32(3):1-12.
- Waters, M. 2013. SA has a 77% social worker shortage. Newsletter: <http://www.politicsweb.co.za/party/sa-has-a-77-social-worker-shortage--mike-waters> Date of access: 29 April. 2018.

PART 2

LITERATURE REVIEW

2.1 Introduction

Social work was declared a scarce skill in South Africa (Earle, 2008) in 2003 already, and in 2013, Waters (Politics web, 2013) confirmed a shortage of 77% (68 498) social workers. The Department of Higher Education and Training extends and reorganised the list of Occupations in High Demand in 2015. Based on new available information, social work was identified as an occupation in high demand in 2015 (Government Gazette, 2015:9). Low wages, poor working conditions, the emigration of qualified social workers to the United Kingdom and Australia (Earle, 2008; Mokoka, 2016) and the escalating need for social work services (Earle, 2008) aggravated the shortage of social workers in South Africa. In 2002, the government adopted a Scarce Skills Development Strategy for the Public Service (DPSA, 2006). Due to the high turnover of personnel in the Public Service, retention strategies were needed and the Department of Social Development (DSD) developed a strategy that included a bursary and internship initiative, and bursaries were allocated to social work students. The 12-month internship programme is a workplace programme for graduate unemployed social workers who need workplace exposure.

The literature study will first provide the context in which the study was conducted, and then the focus will be on social work as a profession, which will include defining social work. As this study was conducted in the South African context, the next section will focus on social work in South Africa, including the development of social work in South Africa, the issue around the decrease of social workers in South Africa, and what was done with regard to this problem. The subsequent section will focus on the recruitment and retention of social workers, including the initiative of the social work internship programme. The internal and external factors that influence internship will be explained. Well-being and the core aspects of well-being will be discussed, as well as elements of well-being such as employee well-being, subjective well-being, psychological well-being and job satisfaction.

2.2 Context of the study

This study was conducted in certain districts of the Limpopo Province, which has a population of 5.8 million (Stats SA, 2016) and consists of five districts: Waterberg, Capricorn, Mopani, Sekhukhune and Vhembe (see Figure 2.1).



Figure 2-1: List of municipalities in the Limpopo Province

Source: <https://www.google.com/wikipedia.org> List of municipalities

The Department of Social Development (DSD) is responsible for providing welfare services to all the people in South Africa within the focus area of social services, with the poor and vulnerable people as target group (DSD, 2013). Therefore, in each of the districts indicated above, the DSD has service points from where services are rendered. Social work student bursary holders are placed as social work interns at these service points, to participate in the 12-month internship programme. Most of the students in the Limpopo Province completed their studies at the University of Venda or the University of Limpopo. The majority of interns assigned to the internship programme in the DSD, were from Vhembe and Mopani and most of them were placed in the Capricorn, Sekhukhune and Waterberg districts.

2.3 Social work

The section will focus on defining social work, and will look at social work as a profession.

2.3.1 Defining social work

According to the International Federation of Social Work (IFSW), an acknowledged definition of the social work profession, is: "Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, the empowerment and liberation of people" (IFSW, 2014).

In the South African context, social work is described as a professional service that can be rendered only by a registered social worker, with the aim to promote, enhance or restore the capacity and social functioning of individuals, groups and communities (SACSSP, 2013:6). Social work is furthermore seen as a profession that attempts to help people, whether individuals or families, with their different problems, but also encourages social transformation, focuses on assisting people to resolve their own problems and enhances well-being of the individual. Social work is seen as a human rights profession (University of Cape Town, 2019).

2.3.2 Social work as profession

Social work is a helping profession that brings about social change and promotes social justice and consists of the following functions: therapeutic service delivery, problem-solving in relationships with other people, and the promotion of social change. The Council of Social Work Education (CSWE) indicates in its Educational Policy and Accreditation Standards (EPAS, 2008) that the purpose of the social work profession is to promote human and community well-being.

According to the National Association of Social Workers (NASW), the primary task of the social work profession is to enhance human well-being, and help meet the basic needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed and living in poverty (NASW, 2013:13). The Australian Association of Social Workers (2010) states that the social work profession enables social transformation, development, consistency, and the empowerment of people.

2.4 Social work in South Africa

Social work in South Africa changed in terms of service delivery after the democratic elections in 1994. The change was necessary to ensure that every person, regardless of race and identity, would have an equal opportunity to receive services (Gray & Lombard, 2008). The following section will focus on the development of social work in South Africa, the decrease in the number of social workers, social work as a scarce skill, and the recruitment and retention of social workers.

2.4.1 The development of social work in South Africa

Earle (2008:14) attests that the social work profession in South Africa emerged during the eighteenth and nineteenth centuries, as a reaction to the consequences of differences in the worker classes in the era of the industrial revolution. Sewpaul (2012) agrees, adding that social work services emerged because of the “poor white problem” during the depression in 1930 and that social work in South Africa had been rooted in apartheid. The services rendered by social workers were directed by legislation that demanded that they render services only to persons of their own race. The South African welfare system before democracy was characterised by apartheid. Smith (2014) emphasises that the social work history in South Africa forms part of the history of colonisation and imperialism. Patel (2008) explains that colonialism influenced the traditional forms of social relations as well as the manner in which social work services were conducted. According to that author, the social work services and policies were primarily for “whites as welfare elite.” According to Gray and Lombaard (2008), the development of social work as a profession in South Africa was entwined with the development of social welfare services.

In 1997 the White Paper for Social Welfare (1997:9) was introduced, with the following as its mission: “To serve and build a self-reliant nation in partnership with all stakeholders through an integrated social welfare system which maximizes its existing potential and which is equitable, sustainable accessible people-centred and developmental.” One of the goals contained in the White Paper for Social Welfare of 1997 is to render social welfare services to all South Africans. That includes the most vulnerable people living in poverty, child and family welfare, child protection, community development, youth programmes, persons with disabilities, older persons, health and education and the workplace, and the development of social policies.

The National Association of Social Workers of South Africa, a non-racial organisation, was launched in 2007 to accommodate all groups (Sewpaul, 2007). Its vision is to improve the image and standards of social work locally and globally, and its mission is to be the voice for social work, to grow interest in the profession, and to strive for human dignity and social justice (National Association of Social Workers, 2009).

In order for the social work profession in South Africa to grow, social workers had to be trained. The first faculty of social work in the country was established at the University of Cape Town in 1924, followed by the University of Witwatersrand in 1931. It was only in the early 1940s and the late 1950s that social work training for other racial groups, Africans, Indians as well as colored students, was introduced in South Africa (Gray & Mazibuko, 2002:191). According to the University of Cape Town (2019), the social work students who had registered up to 2007 could register for the three-year training for social workers. These students had to complete a fourth additional year to obtain an honours degree in order to be eligible for registration with the South African Council for Social Service Professions (SACSSP).

2.4.2 Decrease in number of social workers

The social work profession in South Africa experienced a critical decrease in social workers, especially in the period 1997 to 2004 (Earle, 2008). A huge number of South African social workers had left South Africa for employment as social workers in other countries and this migration had been continuing for at least a decade, resulting in the loss of experienced social workers who usually were supervisors. This caused a weakening of supervisory skills and information skills (Engelbrecht, 2006).

According to Adlem (2007:5), the reasons for the high turnover of social workers included poor working conditions, poor compensation for work, lack of resources and support, and increased demands for services. Whitaker, Weismuller and Clark (2006:24) add to these social workers' uncertainty about the permanence of their posts. According to Strolin, McCarthy and Caringi (2007:4), individual factors, insufficient supervision and organisational factors can be the cause for the high turnover of social workers. Strolin et al. (2007:12) define individual factors as individual worker demographics, educational background, characteristics and professional commitment. Organisational factors are those causes of turnover that originate from within the employer organisation itself, such as caseload, job satisfaction, organisational climate and culture, salary, benefits, promotional opportunities and administrative burdens. Strolin et al. (2007:12) add that organisational factors such as autonomy, influence over decisions affecting the job, flexibility, caseload size, supervision and professional development opportunities influence social workers' job satisfaction over time. Individual factors can be opportunities and administrative burdens. Whitaker et al. (2006:24) add to these factors the increase in administration, severity of client problems, high number of caseloads, long waiting periods for assistance, assignment of non-social work tasks, level of omission, coordination with non-government organisations and lack of availability of professional training. Most of the increases in the workload of social workers can be characterised as challenges to effective service delivery (Engelbrecht, 2010).

Supervisory factors are defined as the causes of turnover that stem from insufficient supervisor support and competence (Strolin et al., 2007:12). The lack of supervision in organisations and departments had become a reality in South Africa by 1996 due to supervisors, who were not at the required standard, and who lacked the ability to conduct professional supervision (Engelbrecht, 2006). These work-related factors contribute to the mental condition of social workers experiencing work stress, burnout, decreasing job satisfaction and a lack of positive work engagement (Adlem, 2007:5).

2.4.3 Social work declared as scarce skill

The serious shortage of social workers caused by the rapid exodus from the profession resulted in the classification of social work as a scarce skill by the former Minister of Social Development, Dr Zola Skweyiya (Engelbrecht, 2006). The fact that the government acknowledged social work as a scarce skill in 2006 (Department of Social Development, 2006) may also be regarded as a confirmation of the loss of expertise.

The decrease in social workers led to a shortage of social workers. Although South African needs between 66 000 and 68 000 social workers (DSD, 2019:99), there were only 32 344 registered social

workers on 6 May 2019 (SACSSP, 2019). The decrease of social workers had obvious consequences, such as that there soon were insufficient social workers in South Africa (Department of Social Development, 2009:2). This had a detrimental effect on the social work services that have to enhance the social functioning and well-being of individuals within communities and assist with social change and problem solving (Janse van Rensburg, 2009:14; National Association of Social Workers, 2014:1). Due to the shortage of social workers there was a decline in service delivery; an inability to render the much-needed services, which had negative consequences that escalated to other sectors of the community (Earle, 2008:6). According to a report by the Department of Social Development (2009:2), the shortage of social workers also contributed to a lack of capacity to implement policies and programmes that deal with social issues such as substance abuse, HIV and AIDS, chronic poverty, food insecurity and other related social conditions.

2.4.4 The recruitment and retention of social workers

A Recruitment and Retention Strategy for Social Workers was developed by the Department of Social Development to address the shortage of social workers (Earle, 2008). In this strategy, one of the key approaches for retaining the services of social workers (DSD, 2006) was the provision of bursaries to students in order to increase interest in this crucial profession. This bursary initiative was supported by the then Department of Health and Social Development (now DSD) and since 2007 social work bursaries have been allocated to student social workers on condition that they are committed to the social work profession (DSD, 2017).

In order to meet the bursary requirements, the social work graduates are placed in an internship programme (DPSA, 2013:5). In the Limpopo DSD, bursary conditions expect of the students to serve the bursary provider for a period commensurate with the number of years for which they have received financial support (Limpopo Department of Health and Social Development, 2015). Barnwell (2016:27) states that the aim of an internship is to create a link between the training as, for example, a social worker and work experience.

In South Africa a social work internship programme was launched when social work was identified as a scarce skill (Earle, 2008). The bursaries and internships were seen as a solution to retain social workers and to ensure a supply of skilled, but low-cost personnel (HWSETA, 2016 /2017). The transition from student to professional social work graduate exposed the interns to a work environment and simultaneously gave them an opportunity to apply the knowledge they obtained during their tertiary studies (SHRM, 2018).

2.4.4.1 Factors influencing internship programmes

A key aspect of the internship planning process is to consider the external and internal factors that have a direct influence on the success or failure of an internship programme (Future learn, 2017).

External factors have consequences that cannot be controlled and have an impact on decision-making. These factors include the following: *Economic employment and turnover of employees*. The impact of the economic situation in South Africa is an important external factor. The financial constraints and the availability or unavailability of funds affect the appointment of staff (Calitz et al., 2014). In business, companies can combat difficult financial situations by building a fund for difficult financial times (Friedman & Kern, 2013). *Cultural and social factors*. Socio-cultural factors include the lifestyles and values that give character to a community. Key socio-cultural aspects are culture, language, law and politics education and religion (Masovic, 2018:1). *Demographic factors*. According to Friedman and Kern (2013), workplace demographics indicate that when older employees retire, new generations will become part of the workforce. Therefore, the human resource departments must consider attractive methods to attract these new young employees. The remuneration packages for the younger generation

have to be suitable for the young employees. *Government regulations.* The human resources department is constantly under pressure to comply with the relevant acts, regulations and policies. They have to introduce all the compliance standards as prescribed by the head office. These regulations influence every process of the human resource department, including hiring, training, compensation, termination, and many more. If they do not adhere to those regulations, they have to deal with the consequences (Friedman, 2013). *Availability of resources.* According to Bakker and Leiter (2010:1-88), various studies have proved that the availability of job resources is positively associated with work engagement. *Job satisfaction.* Job satisfaction is the way employees feel about their jobs and different aspects of their jobs. Absenteeism and staff turnover result from negative experiences and work productivity has an impact on the well-being of staff (Cabrita & Perista, 2007:2). Job resources are positively associated with work engagement (Bakker & Leiter, 2010:1-85). *Workplace environment.* Duffield et al. (2010:24) found that the work environment is influenced by various factors, including the role of management and relationships with peers. The availability of equipment (working tools) and the condition of the physical environment, the workplace and offices, are seen as the working environment. *Work engagement.* When individuals feel engaged at work, a series of benefits ensure that the turnover of employees is reduced. Individuals who are engaged in their work are typically very energetic, dedicated, and absorbed at work, primarily because they enjoy their role, which ultimately tends to improve their well-being (Moss, 2009:1).

Internal factors influence the circumstances and impact the decision-making of social work interns. These include health-related problems experienced by the intern, family issues, the lack of reasonable accommodation for interns with disabilities, the lack of work-related knowledge and skills, as well as work ethics. Individual factors can be defined as reasons of staff turnover that stem from individual worker demographics, educational background, characteristics and professional commitment (Mental Health Foundation, 2014). The following internal factors are identified: *Organisational factors.* Organisational factors, such as autonomy, influence on decisions affecting the job, flexibility, caseload size, supervision and professional development opportunities influence social workers' job satisfaction over a time (Hussein et al, 2013). *Supervisory factors.* Supervisory factors are defined as the causes of turnover that stem from insufficient supervisor support and competence (Strolin et al., 2007:12). Employee turnover can be reduced when individuals are more engaged in the decision-making at work and benefits are available for the employees. This results in energetic, dedicated employees who are captivated by their work, primarily because they enjoy their role, which ultimately tends to improve their wellbeing (Moss, 2009:1). *Working conditions.* The working conditions of most social workers in the welfare sector in South Africa are very poor (Alpaslan & Schenck, 2012). There is limited access to resources such as adequate supervision, stationery, office space and furniture, computers and Wi-Fi, administrative and language support, vehicles and supporting professionals (Parliamentary Monitoring Group, 2007).

2.5 Well-being

Well-being is a key issue that ensures motivated and productive employees, not only in the private sector, but also in government departments. Well-being is often confused with wellness. Well-being is a concept that refers not only to a person's health, but also to satisfaction with work and life (Schutte & Vainio, 2010:422). These authors mention that well-being specifies the quality of working lives and determines the individual's productivity and relation to society. In the opinion of Davis (2019), "well-being is the experience of health, happiness and prosperity". As indicated in the schematic figure below, well-being consists of certain building blocks, namely physical, spiritual, mental, emotional, social and financial blocks. For the purpose of this study, well-being refers to the well-being of social work interns attached to the Department of Social Development, Limpopo Province.

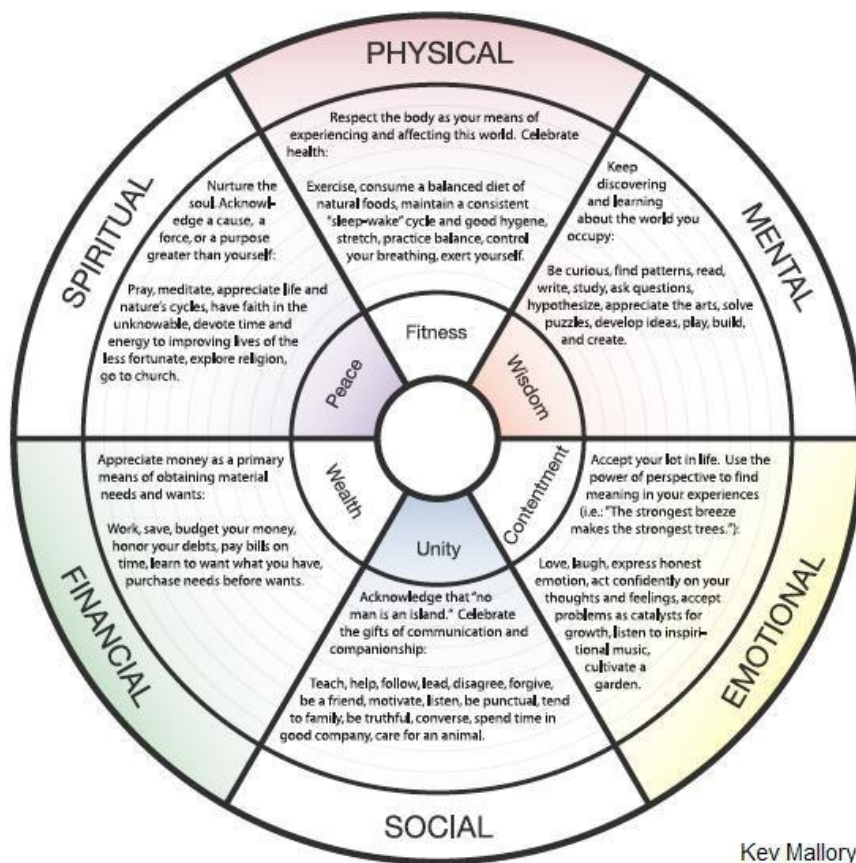


Figure 2-2: Schematic image, well-being

(Kev Mallory, Zapinterest.com)

2.6 Core aspects of well-being

Different core aspects are identified in well-being and will be explained in Table 2.1 below.

Table 2-1: Aspects of well-being. (Source: CDC,2018)

Aspects of well-being	Explanation
Physical well-being	Ability to keep oneself physically healthy and improve the functioning of the body. To be active and exercise.
Economic well-being	Reimbursement is very important to the well-being of individuals. Money assists the individual to have resources, be satisfied and have value and a purpose in life. Opportunities for paid and unpaid work and the development of assets. Salaries should be sufficient to meet the families' needs for accommodation, health care, transport, food and education.
Social well-being	Pursue meaningful relationships. Keep on developing good networks. Build social skills to have positive communication and relationships. All people should

Aspects of well-being	Explanation
	have access to supportive families, surrogate families, communities and neighbourhoods.
Emotional well-being	Ability to do stress-management exercises and techniques. Be able to create positive emotions that lead to positive feelings. Apply the emotional skills that have been developed.
Psychological well-being Mental	It is important to take into consideration how people usually feel. That indicates their well-being and psychosocial adjustment.
Spiritual well-being	Important part of mental, emotional and physical health. A coping resource for healing process. This well-being can be linked to an own religion acting as a resource in the healing process.
Workplace well-being	Develop professional skills which assist in the person's own development and enable them to advance more effectively, living their values and maintain their work-life balance. Social workers are trained to work directly with individuals, families and communities in order to advocate social change, by keeping clients' best interests at heart, assisting them in a professional manner and promoting their well-being.
Environmental well-being	To be aware of the interaction with communities, oneself and the environment.
Family well-being	Family relationships are some of the most important relationships in a person's life.

(Source: CDC, 2018)

2.6.1 Employee well-being

The Chartered Institute of Personnel and Development (CIPD) (cited by O'Donnell, 2014) defines employee well-being as "creating an environment to promote a state of contentment which allows an employee to flourish and achieve their full potential for the benefit of themselves and the organization".

Workplace well-being includes physical and mental conditions, and according to Lovell (2019), elements such as daylight and availability of temperature control have a direct impact on the employees' bodies. Office designs and the furnishing of the office should take the employees into consideration. The temperature in the office, technology and furniture are important for creating a pleasant work environment with a positive influence on the employees' productivity (Lovell, 2019).

2.6.2 Subjective well-being

Subjective well-being is when a person experiences satisfaction with his or her life, and also when people experience positive affect and less negative affect and a high level of happiness; an enjoyable experience (DeSimone, 2014a). Diener (2000:34) describes subjective well-being as "people's evaluation of their own lives, the evaluation includes both cognitive judgements and emotional responses".

"Subjective well-being is determined by happiness, life satisfaction, and includes positive and negative affect." "Subjective well-being is when a person is satisfied and content with his or her life, experiences

more positivity than negativity, and can be described as happy “(Albuquerque, 2010). The three components of subjective well-being are life satisfaction, positive affect and negative affect.

2.6.3 Psychological well-being

According to Tucker, Sinclair and Thomas (2005), when a person experience stress in the work situation, his or her psychological well-being and work situation are influenced, whether the stress is positive or negative. A person’s experience of his or her profession, determines his or her attitude about the job and psychological well-being (Adegoke, 2014). Occupational stress and burnout play a role in high employee turnover and are caused by factors in the internal environment (individual), by the external environment (work/environment) or by the nature of the work (Van Wyk, 2011:6).

2.6.4 Job satisfaction

Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. It can affect absenteeism and staff turnover and overall wellbeing, work productivity and work effort (Cabrita & Perista, 2007:2).

Issues in the social work field revolve positively around the matters of being valued, feeling safe and being treated fairly (Fitts, 2006: ii). Job satisfaction can lead to enhancing the social worker’s role within the organisation and reducing absenteeism, increasing retention and improving the quality of services offered to clients, while dissatisfaction could lead to the opposite. Research on job satisfaction has shown that the more satisfied employees are with their job, the less likely it is that they will consider leaving (Farmer, 2011:1).

2.7 Summary

This literature review provided an overview of the context of the study as well as the state and development of social work in South Africa. A discussion on the recruitment and retention of social workers was followed by a focused review of the social work internship programme. Internal and external factors that influence internships were discussed and lastly the focus was on well-being and the core aspects of well-being.

REFERENCES

- Adegoke, T.G. 2014. Effects of occupational stress on psychological well-being of police employees in Ibadan Metropolis, Nigeria. *International Multidisciplinary Journal, Ethiopia*, 8(1):302-320.
- Adlem, A.G. 2007. *Retensiestrategieë as teenvoeter vir vroeë beroepsverlating onder maatskaplike werkers*. Pretoria: University of South Africa. (MA - thesis).
- Albuquerque, B. 2010. *What is Subjective Well-being? Understanding and Measuring Subjective Well-Being*. Positive Psychology.org.uk (Date assessed: 28 June 2019).
- Alpaslan, N. & Schenck, R. 2012. Challenges related to working conditions experienced by social workers practising in rural areas. *Social Work/Maatskaplike werk*, 48(4):367-383.
- Australian Association of Social Workers. 2010. *Code of Ethics*. Annual General Meeting, Brisbane. Australia ISBN: 978-0-9808661-0-0 (Date accessed: 28 June 2019).
- Bakker, A. & Leiter, M.P., eds. 2010. *Work engagement: a handbook of essential theory and research*. New York: Psychology Press.
- Barnwell, S. 2016. Relationship between internships and employment competencies of degreed professionals who completed a college internship. Minneapolis, MN: Walden University (PhD - dissertation).
- Cabrita, J. & Perista, H. 2007. *Measuring job satisfaction in surveys*. Dublin: European Foundation for the Improvement of Living and Work Conditions.
- Calitz, T., Roux, A. & Strydom, H. 2014. Factors that affect social workers' job satisfaction, stress and burnout. *Social Work (South Africa)*, 50(2):153-169 <https://doi.org/10.15270/50-2-393> Date of access: 17 October 2020
- Davis, T.S. 2019. What is well-being? Definition, types, and well-being skills. <https://www.psychologytoday.com> Date accessed: 27 Oct.2019.
- Department of Health and Social Development *see* South Africa.
- Department of Higher Education and Training. 2015. *List of Occupations in High demand: 2015*. Pretoria: DHET.
- Department of Public Service and Administration *see* South Africa.
- Department of Social Development & South African Council for Social Service Profession *see* South Africa.
- Department of Social Development *see* South Africa.
- Diener, E. 2000. Subjective well-being: the science of happiness and a proposal for a national index. *American Psychologist*, 55(1):34-43.
- Duffield, C.M., Roche, M.A., Blay, N. & Stasa, H. 2010. Nursing unit managers, staff retention and the work environment. *Journal of Clinical Nursing*, 20(1):23-33. doi:10.1111/j.1365-2702.2010.03478.x.
- Earle, N. 2008. Social work as a scarce and critical profession. https://www.labour.gov.za/downloads/documents/research-documents/Social%20work_DoI_Report.pdf Date of access: 19 Oct. 2018.

- Educational Policy and Accreditation Standards (EPAS). 2008. Purpose: Social Work Practice, Educational Policy and Accreditation standards.
[https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2008-EPAS/2008EDUCATIONALPOLICYANDACCREDITATIONSTANDARDS\(EPAS\)-08-24-2012.pdf.aspx](https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2008-EPAS/2008EDUCATIONALPOLICYANDACCREDITATIONSTANDARDS(EPAS)-08-24-2012.pdf.aspx) Date of access: 27 July 2019.
- Engelbrecht, L.K. 2006. Plumbing the brain drain of South African social workers migrating to the UK: challenges for social service providers. *Social Work/Maatskaplike Werk*, 42(2):101-121.
- Engelbrecht, L.K. 2010. A strengths perspective on supervision of social workers: an alternative management paradigm within a social development context. *Social Work and Social Sciences Review*, 14(1):47-58.
- Farmer, D. 2011. Increasing job satisfaction among social workers. http://www.academia.edu/1075073/IncreasingJob_satisfaction_among_social_workers Date of access: 27 Oct. 2019.
- Fitts, V.L. 2006. Ohio social workers: an examination of work-related needs, job satisfaction and membership in the National Association of Social Workers. What factors are associated with anticipated tenure in the profession? Columbus, Ohio: Ohio State University. (PhD - Thesis)
- Friedman, E. 2013. 4external factors that affect humanresourcemanagement.
<http://www.blogging4jobs.com/hr/4-external-factors-that-affect-human-resource-management>. Date of access: 20 March 2019.
- Friedman, H.S. & Kern, M.L. 2013. Personality, Well-Being and Health. www.annualreviews.org. Date of access: 22October 2019.
- Gray, M. & Lombaard, A. 2008. The Post – 1994, Transformation of Social Work in South Africa. *International Journal of Social Welfare*, 17(2):132-145. DOI:10.1111/j.1468.2397.2007.00545x
- Gray, M & Mazibuko, F. 2002 Social Work in South Africa at the Dawn of the New Millenium. *International Journal of Social Welfare*, 2002: 11,191-200
- Hussein, S., Moriaty, J, Stevens, M., Sharpe, E & & Manthorpe J. 2013. Organisational Factors, Job Satisfaction and Intention to Leave Among Newly Qualified Social Workers in England. *Social Work Education, An International Journal*. - June 2013 (1-17) Doi:10.1080/02615479.2013.806467
- International Federation of Social Workers (IFSW). 2014. Global definition of social work.
<https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/> Date of access: 28 Jun. 2018.
- Janse van Rensburg, J. 2009. Occupational stressors of newly qualified social workers in non-governmental organisations: experiences and coping strategies. Stellenbosch: University of Stellenbosch. (MA - Thesis).
- Lovell, M. 2019. Well-being in office design. [www.morganlovell.co.uk/knowledge/checklists/ what-is-employee-well-being](http://www.morganlovell.co.uk/knowledge/checklists/what-is-employee-well-being) Date of access: 24 Nov 2019.
- Masovic, A. 2018. Socio-cultural factors and their impact on the performance of multinational companies. *Ecoforum*, 7(14):1-6.
- Mental Health foundation. 2014. Managing Mental Health in the workplace (Module7). mentalhealth.org.uk Date of access: 14 Sept. 2019.

- Mokoka, L. 2016. The experiences of social work supervisees in relation to supervision within the Department of Social Development in the Johannesburg Region. Pretoria: UNISA. (MA - Dissertation).
- Moss, S. 2009. Engagement at work. <http://www.psych-it.com.au/Psychlopedia/article.asp?id=345> Date of access: 18 Nov 2019.
- MSW@USC Staff. 2011. Top five skills in a social worker's professional toolkit. 2019 The University of Southern California USC Suzanne Dworak-Peck School of Social Work.
- National Association of Social Workers. 2013. Code of Ethics. http://www.sp2.upenn.edu/docs/resources/nasw_code_of_ethics.pdf Date of access: 20 Nov. 2019.
- O'Donnell, M. 2014. Employee well-being in the workplace. Newsletter: <https://talentculture.com/employee-well-being-in-the-workplace/> Date of access: 17 June 2018.
- Parliamentary Monitoring Group. 2007. Social Development Portfolio Committee. <https://pmg.org.za/committee-meeting> Date of access: 5 Dec. 2019.
- Patel, L. 2008. The South Africa welfare model inherited from colonialism and apartheid. <https://www.wiredspace.wits.ac.za> Date of access: 22 Oct. 2019.
- Schutte, P. & Vainio, M.D. 2010. Well-being at work – overview and perspective. *Scandinavian Journal of Work, Environment & Health*, 36(5):422-429.
- SHRM. 2018. Employing Interns. <https://www.shrm.org/resources-as/tools-and-samples/toolkit/employing-interns> Date of access: 28 September 2019.
- Smith, L. 2014. Historiography of South African Social Work: Challenging dominant Discourses. *Social Work/Maatskaplike Werk*, 50, 3(1)1-28. <http://dx.doi.org/10.15270/50-2-401> Date of access: 15 November 2019.
- South Africa: Statistics South Africa. 2016. Community survey: 2016 results. Pretoria.
- South African Council for the Social Service Profession. 2013. Policy guidelines for course of conduct, code of ethics and the rules for social workers. <http://www.sacssp.co.za/website/wp-content/uploads/2012/10/code-of-Ethics.pdf> Date of access: 29 November 2019.
- South African Council for the Social Service Profession. 2019. Statement on 42nd meeting of Professional Board for Social Work, 6 June 2019.
- South African Department of Health and Social Development. 2015. Limpopo Department of Health and Social Development Bursary Scheme. Pretoria.
- South African Department of Public Service and Administration. 2006. The Public Service Internship Programme. Pretoria.
- South African Department of Public Service and Administration. 2013(2). Wellness Management Policy. Pretoria.
- South African Department of Public Service and Administration. 2013a. Wellness Management Policy. Pretoria.
- South African Department of Social Development & South African Council for Social Service Profession. 2012. Supervision framework for social work profession. Pretoria.

- South African Department of Social Development, Recruitment and retention strategy for social workers. Pretoria.
- South African Department of Social Development. 1997. Whitepaper for Social Welfare. Pretoria.
- South African Department of Social Development. 2006. Recruitment and retention strategy for social workers. Pretoria.
- South African Department of Social Development. 2013b. Generic norms and standards for social welfare services. Pretoria.
- South African Department of Social Development. 2016-2017. Internship Grant HWSETHA. Pretoria.
- South African Department of Social Development. 2016-2017. Internship Grant HWSETHA. Pretoria.
- South African Department of Social Development. 2017a. Scholarship for social work. Student Guide. Pretoria.
- South African Department of Social Development. 2017b. Circular: information on experiential learning processes. Ref S5/2/4 Polokwane. Pretoria.
- South African Department of Social Development. 2019. Draft White Paper for Development. Pretoria.
- Strolin, J., McCarthey, M. & Caringi, J. 2007. Causes and effects of child welfare workforce turnover: current state of knowledge and future directions. <http://ocfs.ny.gov/ohrd/swec/pubs/Causes/Effects/Child/Welfare/WorkforceTurnover.pdf> Date of access: 10 Dec. 2011.
- Tucker, J.S., Sinclair, R.R. & Thomas, J.L. 2005. The multilevel effects of occupational stressors on soldiers' well-being, organizational attachment, and readiness. *Journal of Occupational Health Psychology*, 10(3):276-299. doi:10.1037/1076-8998.10.3.276.
- University of Cape Town. 2019. <https://www.socialdevelopment.uct.ac.za/sd/socialwork/define> Date of access: 4 Dec 2019.
- Van Wyk, C. 2011. Beroepstres en stresshantering by maatskaplike werkers wat betrokke is by intervensie met seksueel misbruikte kinders. Stellenbosch: Universiteit Stellenbosch. (PhD – Proefskrif).
- Waters, M. 2013. SA has 77% social workers. <http://www.politicsweb.co.za>party>sa-has-a-77-social-workers-shortage> Date of access: 14 June 2019.
- Whitaker, T., Weismiller, T. & Clark, E. 2006. Assuring the sufficiency of a frontline workforce: a National study of Licensed Social Workers: Executive Summary. Washington, DC: National Association of Social Workers. <http://workforce.socialworkers.org> Date of access: 25 August 2019.

SECTION B

ARTICLE 1

PLACEMENT FACTORS SOCIAL WORK INTERNS FACE DURING THEIR INTERNSHIPS

Minette Kruger

alive2@vodamail.co.za

Lizane Wilson

Centre for Child, Youth and Family Studies, North-West University

Lizane.Wilson@nwu.ac.za

PLACEMENT FACTORS SOCIAL WORK INTERNS FACE DURING THEIR INTERNSHIPS

Minette Kruger, Lizane Wilson

Social work was formally declared as a scarce skill in South Africa by government in 2003 and a shortage of social workers emphasized in 2007 by Minister of Social Development, Zola Skweyiya. To improve this situation, bursaries and an internship programme were put in place by the Department of Social Development (DSD) for social work bursary holders to be integrated in a 12-month internship programme. Interns experienced challenges in terms of work placements during their internship and this study aimed to determine the placement factors social work interns faced during their internship. This was done through qualitative descriptive design research conducted by using semi-structured interviews to collect data. Purposive sampling was used to select participants. The findings highlighted three sets of factors that had a direct influence on the interns during their internship programme, namely workplace, personal and cultural factors.

Ms Minette Kruger, North-West University, Compres Research Focus Area, South Africa.
Dr Lizane Wilson, North-West University, Compres Research Focus Area, South Africa.

alive2@vodamail.co.za
Lizane.Wilson@nwu.ac.za

KEY WORDS: social work, social work intern, placement factors

PLACEMENT FACTORS SOCIAL WORK INTERNS FACE DURING THEIR INTERNSHIPS

Minette Kruger, Lizane Wilson

INTRODUCTION AND BACKGROUND

Social work was declared a scarce skill during research on the Nature of Scarce Skills in South Africa in 2007 (Earle, 2007). In 2013 it was furthermore found that a shortage of 77% (68 498) social workers existed in South Africa (Waters, 2013). Only 16 164 social workers were registered with the South African Council for Social Services Professions (SACSSP) (Politics web, 2013) at that time. This shortage of social workers in South Africa was caused by low wages, poor working conditions and the escalating need for social work services (Earle, 2008).

The shortage of social workers was furthermore aggravated by the emigration of qualified social workers to the United Kingdom and Australia (Earle, 2008; Mokoka, 2016). The main reasons for the social workers leaving the social work profession were the poor working conditions (Earle, 2008:72) and the increased demands for social work services by the South African population (Department of Social Development, 2006). Adlem (2007:5) also mentions the above reasons, and adds poor compensation for work and a lack of resources and support as some of the many factors contributing to the high turnover of social workers.

To address the shortage of social workers, the National Department of Social Development (DSD) developed the Recruitment and Retention Strategy for Social Workers (Earle, 2008). This strategy included a bursary initiative that was supported by that department, in terms of which social work bursaries have been made available to student social workers since 2007 on the condition that they are committed to the social work profession (DSD, 2017). Within the Limpopo DSD, the bursary conditions expected students to serve the bursary provider for a period commensurate to the number of years for which they had received financial support (Limpopo Department of Health and Social Development, 2015). In order to meet the bursary requirements, the social work graduates are placed in an internship programme. Barnwell (2016:27) states that the aim of an internship is to create a link between training and work experience.

Both external and internal factors have a direct influence on the success or failure of an internship programme. Internal factors that could influence the internship programme negatively might include health-related problems experienced by the intern, family issues, the lack of reasonable accommodation for interns with disabilities, the lack of work-related knowledge and skills as well as work ethics (Katholieke Universiteit Leuven, 2014-2015). Mofolo and Botes (2016:185-191) found that the lack of supervision, the extreme workload of interns and the poor management of facilities have negatively impacted the success of the internship programme. Personal and workplace factors have a direct influence on employees' well-being and their work performance. The importance of people's health and well-being and its effect on their productivity is widely recognised (Department of Public Service and Administration (DPSA), 2013:3) and supported by the Wellness Management Policy, which aims to ensure that the physical, social, emotional, occupational, financial, and intellectual wellness of each employee is attended to (DPSA, 2013:4-15).

Hlope (2018) confirms that an internship and learner policy exists within the DSD Limpopo (DSD, 2011:4), which refers to the compulsory internship programme for social work interns. Social work graduates from the five districts in the Limpopo Province are placed in the districts

of the Limpopo Province as needed after completion of their studies. This implies that interns often need to relocate in order to do their internship. This can be compared with migration, as they face problems due to their relocation that can be compared to those of migrant workers. Spracklin (2017) indicates that problems experienced by migrants are language barriers, employment, housing, and access to services such as health care and transportation, cultural differences, children that are difficult to raise, prejudice and racism, isolation, and the weather.

The problems the social work interns face with the relocation stem from the fact that they are from different ethnic groups than the local population of the area where they are placed, and often experience language barriers. Accommodation is furthermore not readily available in the rural areas and rural placements far from their peers and families may lead to feelings of isolation. Transportation problems as a result of the unavailability of regular transport are experienced when they want to return home to their families over weekends. It has also been found that social work interns tend to request to be released from duty early on the Fridays after paydays in order to travel to their homes in other districts (Mathibe, 2018). Another aspect that may also be problematic is that as soon as the internship is completed, the services of the social worker intern are terminated in accordance with to the agreement between Limpopo DSD and the intern (Internship and Learnership Policy, 2011:9), which means that the social work intern has to find a new social work position.

A literature study has indicated that most of the studies done to date focus on student social workers' internships as part of their studies, such as the study by Engstrom *et al.* (2009), who refer to Field-Practicum Experiences. Richardson (2014) discusses social work internships as field placements during aspiring social workers' studies to develop their career goals. Petrila *et al.* (2015:1) designed an internship programme specially to meet the training needs of graduate students. No studies could be found that focus on graduated social work interns who have completed their studies and are part of an internship programme.

RESEARCH QUESTION AND AIM OF THE STUDY

The primary research question of this study was: What are the placement factors that contribute to the well-being of social work interns in a government setting?

The aim of the study was to use semi-structured interviews to explore and describe the placement factors contributing to the well-being of social work interns in a government setting, through a qualitative descriptive design. In order to reach the aim of the study, the objective for this study was:

- To explore and describe the placement factors that social work interns face during their internships.

RESEARCH METHODOLOGY

Research approach and design

A qualitative approach was followed in this research. By utilising this research approach, the researcher wanted to capture and study the complexity of the "real world" of the social work interns. Leedy and Ormrod (2013:39) indicate that qualitative research has two main approaches: the "real world" and "capturing and studying the complexity of the real-world phenomena".

A qualitative descriptive design was used in this study. Sandelowski (2000:334) suggests that the goal of qualitative description is to provide a comprehensive synopsis of events by using terms that are used by those involved in the events. Qualitative descriptive designs produce findings close to the data given (Sandelowski, 2009:78) and seemed appropriate for this study, as this design is less interpretative than the other designs and thus leads to results that more accurately reflect the data (Sandelowski, 2010).

Sampling

Purposive sampling, a non-probability sampling technique, was used (Etikan *et al.*, 2016). Charmaz (2014:197) suggests that sampling criteria for relevant cases must be established before the research is done. The inclusion criteria for the selection of participants were as follows: Participants had to be registered social workers at SACSSP who had been appointed by the Department of Social Development in an internship programme in the Sekhukhune, Waterberg or Capricorn districts of the Limpopo Province, and participants had to be qualified social workers from different ethnic and cultural groups who had completed their internship during 2013/2014, 2014/2015, 2015/2016 or 2016/2017 and had been absorbed in permanent posts in the Department of Social Development of Limpopo. The researcher chose the abovementioned population group due to the occurrence of employees who had been absorbed in the DSD, Waterberg District, after completion of their internship programme. However, some of the original interns of 2013 to 2015 seemed to be unable to return to their districts of origin and families because of their work placements in the Waterberg District. Participants had to be fluent in English – all the participants were able to understand and speak English fluently. If any of them preferred to use their mother language during the interview, an interpreter was available. No exclusions were made on the grounds of gender, ethnicity or language.

The participants were sampled through name lists of interns from the Sekhukhune, Waterberg and Capricorn districts for the period 2013-2017, which were obtained from the Human Resource Development (HRD) section at the provincial office of the Department of Social Development, Limpopo. The registers of interns are kept by the HRD section.

Adler and Adler (as cited by Baker and Edwards, 2012:5) state that a sample should consist of a minimum of 12 and maximum of 60 participants, with a mean of 30. Initially, 36 participants were selected from the name lists by the gatekeepers, but only 22 of them interviewed. The gatekeepers ensured that the sample was representative of the population. Sampling continued until data saturation occurred, which was at 22. This is supported by Elmusharaf (2012), who indicates clearly that the general rule in qualitative research is that the researcher will have to continue with sampling until no new information can be gained or saturation has been reached. O'Reilly and Parker (2012) as well as Walker (2012) are of the opinion that data saturation can only be reached when enough information to be duplicated is available.

The study was conducted in the Limpopo Province, which consists of five districts: Waterberg, Capricorn, Mopani, Sekhukhune and Vhembe, with a total population of 5,8 million (Stats SA, 2016). The Department of Social Development has offices in all five districts where social work interns participate in the 12-month internship programme. Only three districts – Capricorn, Sekhukhune and Waterberg – were involved in the research study. Most of the students in Limpopo complete their studies at the University of Venda or the University of Limpopo. The researcher found that most of the interns assigned to the internship programme in the Department originated from Vhembe and Mopani, but were placed in the Capricorn, Sekhukhune and Waterberg districts.

Data collection

Semi-structured interviews enable researchers to gain a detailed picture of a participant's beliefs about or perceptions or accounts of a particular topic. This method gives the researcher and participants' considerable flexibility (Greeff, 2011:351) and was therefore seen as an appropriate data collection method.

The research interviews were conducted at the suboffices of the DSD in each district where the participants were based. The mediators were requested to ensure that offices were available for the interviews. The offices provided privacy. The individual interviews lasted between 30 and 90 minutes with a break halfway when refreshments were served. This gave both the interviewer and participant the opportunity to refresh. Interviews were audio-recorded and field notes were taken during the interviews. An independent transcriber transcribed the audiotaped interviews verbatim immediately after all the interviews had been conducted.

The researcher developed and used an interview guide, as recommended by Greeff (2011:352), to guide the semi-structured interviews. In order to strengthen the interview guide and prevent possible mistakes (Castillo-Montoya, 2016), pilot interviews were conducted with a small sample of three social work interns who were representatives of the three districts where the research study was conducted. The questions in the interview guide were adjusted where necessary after the interviews.

Data analysis

Data that was collected in this study was analysed through thematic analysis (Clark and Braun (2013) as cited by Maguire and Delahunt (2017:3352)). Braun and Clark (2006) propose a six-phase guide for conducting thematic analysis: Familiarise yourself with the data, generate initial codes, search for themes, review themes, define and name themes, and, last, produce the report.

Ethics

Written legal authorisation to conduct the study was obtained from the Department of Social Development, Limpopo Province, as well as the Ethics Committee at the office of the Limpopo Province Premier. Ethics clearance was also obtained from the Health Research Ethics Committee (HREC) at the North-West University.

Confidentiality, anonymity and privacy

The confidentiality, anonymity and privacy of the information obtained from research participants was discussed with the research participants prior to the research. "Confidentiality" referred to the fact that information regarding the research would be protected. Participants were

assured that the data would only be used for the purpose of the research. All the information obtained in the research would be kept strictly confidential, except if required by a court. By fulfilling the ethical duty of confidentiality, a relationship of trust was established between participant and researcher. Anonymity was ensured by not having any identifying information on the transcribed interviews. Pseudonyms were used for each participant. To protect their identities, neither their names nor the information regarding their service points appeared on any research document.

The researcher made adequate provision to ensure the protection of the privacy of the research participants through conducting the interviews in an office or boardroom at the suboffice where the participants were employed.

Storage and archiving of data

The ethical principles were strictly adhered to with the storage of data and relevant information. A data storage plan that meets the needs of all the applicable data and research findings was in place in accordance with the record-keeping policy and relevant guidelines of the North-West University. The transcriptions of the interviews and all the other notes were saved on the researcher's laptop, which is password protected. Hard copies of the data were locked in a filing cabinet in the researcher's office. Once the final research report has been completed and submitted, all the data was sent to the CCYFS, North-West University, to be safely stored and destroyed according to the policies. All the data on the laptop was deleted.

Trustworthiness

Stumpffegger (2017) mentions that a set of criteria was created for trustworthiness of qualitative research versus quantitative research. According to Nieuwenhuis (2016), the credibility of research results is established when the research is found to be believable, with trusted results. Mandal (2018:480) is of the opinion that research credibility needs the participants to be true representatives who can give accurate clarity about the phenomenon. Therefore, the participants in this study were sampled according to specific inclusion criteria in order to give accurate information about the phenomenon. Anney (2014:272-276) recommends that researchers spend more time with participants to improve trust and gain insight in their circumstances. During the research, the researcher focused on using effective communication skills to engage with the participants. Mutual trust was built when the researcher addressed the concerns the participants had about the research. In the process, the researcher applied her listening skills and time was allocated for the participants to elaborate on their experiences during their internship.

Anney (2014:277) indicates that transferability refers to the extent to which research findings can be transferred to other contexts with other research participants. According to Moon *et al.* (2016), transferability is crucial in the application of research findings and researchers have to indicate the extent to which the research findings may be relevant to other studies. Therefore, the researcher provided a thorough description of the research process that was followed.

Confirmability refers to the level to which results can be confirmed or compared by other researchers. Polit and Beck (2014) are of the opinion that confirmability indicates the level of findings that are compatible and could be repeated and tested in other studies. This researcher therefore maintained a thorough audit trail of the analysis as well as all the detailed field notes.

Probyn *et al.* (2016:10) indicate the importance of dependability and add that the methodology and methods should be explained thoroughly and allow replication. An audit trail of all relevant

documents applicable to the research was kept for validation and proof of evidence. Birt *et al.* (2016) state that the validation of the participants is important to prove the credibility of the results. In order to reduce bias in the study, a co-coder was appointed for analysing the data. He has previous experience in qualitative research and helped to ensure objectivity.

FINDINGS AND DISCUSSION

During the study it became evident that there were certain factors that the participants had to face during their internship. These factors were divided into workplace factors, personal factors and cultural factors.

Workplace factors

The workplace factors included the placement process followed during the placement of the interns as well as the fact that the participants felt that their social work qualification was not acknowledged. In addition, they experienced a lack of workplace resources.

Placement of social work interns

During the interviews with the participants it became evident that no individual consultations between DSD and the interns about their placement had taken place prior to or during the placement process. The participants only realised when they signed the internship contract that they would be placed in any district in Limpopo where a need existed for social work services in a community.

“...it was saying upon completion...he/she will be placed in an area as long as it is in Limpopo.”

“I and two colleagues were told to go to Sekhukhune.”

“They will direct you and place you where there is a need.”

Hlope (2018) confirmed that an internship and learner policy exist at the DSD Limpopo (DSD, 2011:4) to the effect that social work interns would be placed in districts of the Limpopo Province as needed.

As all the participants had been placed far away from their homes, they had to obtain accommodation. The participants explained that they had been devastated on arrival at their place of work to find that the DSD had not arranged accommodation for them. They were solely responsible for their own arrangements.

“My expectations were that maybe they were going to give us maybe rooms.” “And then I have to arrange everything. Some blankets, accommodation by that time.”

The participants even depended on colleagues at the local DSD office to assist them with accommodation, as nobody was prepared to accommodate them.

“...were informed at home to make arrangement to Sekhukhune, concern was that when I arrived at 15H30, I did not know where I will sleep.”

“A colleague had arranged accommodation for the night, but we were sent away because his wife arrived. Only around 01h00 we were able to be accommodated 48 km from our

new offices. We slept on the floor in somebody's room and left early to our workplace without food or a bath."

"The supervisor released us to go and look for a room, I only came with my bag and blankets and had to sleep in the new room on the floor, on the few blankets in the winter."

The participants that were placed in the deep rural villages were furthermore disappointed with the conditions of the available rooms.

"Accommodation without furniture at a school building, old storeroom was available, but had to move again because not safe there were snakes."

A participant verbalised her discomfort during the interview about the accommodation that was a considerable distance from the office, and stated that she was often unable to use public transport because she had no money. That meant that she had to walk 15 km to work and back on those days.

"I was walking to work."

Placement of social workers within their communities where they grew up

Some of the participants were placed within their communities where they grew up to complete their internship. This had several implications for the participants as well as the community. These participants experienced that the community assumed that the social work interns would be available all the time and at any place, such as the church and at home.

"For myself I was a social worker at my work environment and at home."

The placement of social work interns in their own community furthermore had negative repercussions for social work service delivery, as participants who had been placed in their own communities experienced, for instance, that a neighbour who was in need of social work services refused to be assisted by the social work intern, as she was known to her. The older members of the village or communities also expressed non-acceptance of the young social work intern rendering social work services to them in their community, often due to the fact that she was still young and that they had known her since childhood.

"First of all, the community was not acceptable. They did not accept us well because we were very very young."

"We don't want to be assisted by you. You're still young. You can't understand our problems."

"Other clients from other areas they were talking the same language. But they're not talking, they're talking deep Sepedi, sometimes you can't understand them."

Social workers in rural communities are often also involved in other social activities such as school events, church programmes and other social and community organisations (Pugh, 2007). According to Hardy (2017), social workers are expected to set boundaries in their relationships with clients, not only to protect themselves, but also to protect the client and their employer. Cultural differences often lead to differences in professional viewpoints and have an influence on the client-social worker relationship, as revealed in the research findings. Therefore, care should be taken with relationships with clients.

Social work qualification not acknowledged

Although the social work interns had obtained their social work qualification and were registered social workers, some of the participants reflected on how they experienced that their social work qualification was not acknowledged by colleagues. Some of them experienced humiliation by their co-workers as they were being used for administrative tasks on behalf of the social workers.

“I felt somehow I felt disrespected. I felt if these people are using us.....you see we are using government- vehicles. And then they will tell you calculate the - calculate the distance or whatever.”

“can you please go and copy this.”

Many of the participants indicated their negative feelings about the difference in remuneration during the interviews, especially when they had to deal with the social worker's caseload.

“We were doing the same job, but not getting paid the same.”

“Was seen as only a social work intern, was not taken serious and the other colleagues at the one-stop centre had an attitude.”

Some of the participants mentioned that they had to carry out administrative tasks for the social workers and cope with colleagues' attitudes.

Lack of workplace resources

All the participants described their frustration and dissatisfaction with the lack of resources in their offices. The consequences of the unavailability of resources in the workplace delayed service delivery in the community, as supported by the following quote where the participant had to walk to the nearest schools in the village and use their equipment.

“It was not far. I have to walk, it's plus minus 15 minutes.”

“...lack of resources like printers, photocopy machines. I have to ask from schools.”

“Sometimes you could not do your work, because the resources are not available stationery, phones and other equipment.”

“I have to travel 5 km to make a call due to no phones in the office”

A very sensitive obstacle for the participants was insufficient office space. The participants indicated that they had to share offices and that the sharing of the offices was a negative experience due to fact that they had no privacy when consulting their clients.

“It was big but not spacious to accommodate five professionals, sharing desks and have consultations with the clients from the respective areas allocated to the social workers, in one room.”

“...Can't render the best services to the clients.”

“While you were busy talking to a client, you will hear a voice from another corner, another social worker giving inputs regarding the client's problem in front of all the other social workers and other clients.”

“...Because they could queue at the door from different areas. So, we can't take five lines at the same time.”

This resulted in a lack of privacy for the client. The participants explained that they were concerned about the lack of confidentiality and the way service delivery took place.

In addition, official transport was often not available when the interns needed it to do their work.

“You will ask for assistance to go...they will tell you no, you must just wait there.”

“They will come to the office to pick us up to go to the school to offer the campaigns and then they will come back to take us to work.”

Despite the shortages of resources, the participants were committed to rendering services to the clients and sometimes used their own money to pay for transport.

“...but you will just compromise not going to the office but taking a taxi straight to court.”

It was evident from the participants' feedback that the inadequate resources in the workplace had a direct influence on job satisfaction, causing frustration and a lack of productivity. The lack of essential technological resources and means of communication as well as transport resulted in work-related stress and an inability to render quality services to communities. McDonald (2019) states that poor working conditions have a direct influence on employee productivity. With the relevant resources, employees would be able to reach their set goals and succeed in completing their tasks, and, in the process, increase their well-being. According to Bakker and Demerouti (2007), the required resources give employees the capacity to perform well.

The shortage of offices resulted in a complete lack of privacy during consultations with clients, despite social workers and social worker interns being bound by the Code of Ethics regarding confidentiality in the workplace (South African Council for Social Service Professions, 2013).

Personal factors

Personal well-being is sought by everybody and encompasses the universal need to have good mental health and satisfaction and meaning or a purpose in life (Davis, 2019).

Social work interns' needs ignored during placement process

It was evident from the interviews that the social work interns had sacrificed their lives with their families to continue with the social work internship programme. Arrangements for transporting them and their belongings to their new place of work had to be made at short notice. The fact that no provision was made for accommodation prior to the arrival of the social work interns caused stress. They had unexpected expenses because they had to buy furniture for their rooms. These participants experienced that their personal situations and needs were not considered during the placements process.

“I feel neglected as Provincial office did not consider the feelings of the interns with the placements.”

“I received a call to go to Provincial office. We were allocated according to our surnames, alphabetically to certain districts.”

“...Places us where there's a need...the people's need, but not looking at our needs as interns.”

In the interviews it became clear that the interns had to accept the placement situation, as they had no other option; they had to complete their internship and they needed the remuneration to be self-sustainable. This is clearly indicated in the following quotes:

"We just had to take whatever was there on the table."

"They will tell you this is the place that you can, that you're supposed to go."

Both internal and external factors contribute to the socio-economic and health of an individual and therefore the fact that the physical environment has an influence on the well-being of an individual should be emphasised. A study done by Eurobarometer Qualitative (TNS Qual+, 2011:10) indicates that employment, personal financial situation, leisure time, job satisfaction, housing and family are factors that have a definite impact on the well-being of a person.

Financial constraints

According to the participants, they had not been financially prepared for the unexpected expenses like purchasing basic furniture, as the only available accommodation was unfurnished. At that stage, the participants did not receive any income.

"But it was an empty room."

"You're still waiting for the payment or something to buy a bed."

A participant voiced that she had requested assistance from her parents to transport the necessary furniture and this resulted in financial expenditure that had not been budgeted for.

"My daddy had to drive with a bed and everything."

The participants furthermore expressed their disappointment in the remuneration they received. They expected that, due to their qualification as a social worker, their income would be equal to their educational level, but that was not the case at all. The social work interns had a responsibility to provide in the financial needs of their families, as they often were the sole breadwinners in their families.

"Have little to maintain myself, at home, the family were expecting, mother, brother and sisters."

According to the participants, they became discontent with the insufficient income and their inability to meet all the needs of their dependants. Their financial situation prohibited them from visiting their families regularly due to the transport cost and distance to their homes.

"There's no transport. I couldn't travel home. We have to hike."

"...there were times where there were functions at home, I could not go, because of financial crisis."

Despite having an income, there were still interns who depended on their parents for financial assistance.

"If I want to go home, my mother will send me some money that I can go home."

The participants expressed frustration and disappointment as their insufficient income had a negative effect on several segments of their lives. They were, for instance, unable to pay a key deposit when they found accommodation.

“Arranged with the landlord to pay the next month, did not received any money or salary yet and don’t have money.”

Participants expressed their disappointment about not being able to eat healthy meals.

“Sometimes you would really want healthy food, go and buy healthy food, like vegetables and fruit, but you cannot.”

Because of the long distances between the workplace and lodgings, the participants had to use public transport. This was a financial burden for several participants, who had to ask their families for financial assistance.

“Challenges are finances, money for food and transport, got money from family.”

Although the participants felt that they had to be paid more, the Guidelines on Implementing Internship Programme Policy (2015:17) stipulate that interns are not to be appointed in vacant posts where they are entitled to receive a salary, but that they should receive a monthly stipend or allowance for the duration of the internship contract, and that the stipend is determined according to an existing schedule for the payment of interns’ allowances.

Even though the participants had experienced serious financial constraints during the internship programme they still had to contribute to their family at home, and as the family breadwinners they had many responsibilities. Nceman (2019) mentions “the responsibility known as ‘Black Tax’”. The head of financial education at Old Mutual has stated that the payment of Black Tax is a dilemma that is faced by many young black professional South Africans who are expected to contribute to the financial support of their extended families, which could “cripple the financial future aspirations of an individual” (Manyike, 2019).

Cultural factors

Cultural differences

Participants from different districts, placed in rural to deep rural areas, were confronted with many differences. Some of the participants shared that they were not used to the traditional customs with the traditional leaders as authority in the communities. According to the participants, they were also exposed to the culture of initiation schools for both boys and girls. The participants were expected to restrict their movements during the month when the children attended the initiation schools.

“Sometimes I walk in the streets scared that they may take me and force me to go to the initiation school.”

“Social workers were not allowed to move around.”

“The supervisor warned the participants about these custom.”

“There were days that social workers could not go to work.”

“There are people who believe in initiation schools too much.”

The customs and dress codes of the colleagues had a definite influence on the collegial relationships.

“In Venda you must dress in a modest way. You must make sure that all the sensitive parts are covered, but here people do not dress in a modest way... you will feel like that person is not normal in a way, is not respectful and then it will affect the working relationships with the person.”

The indication is that certain communities did not approve the dresscode of the social workers as they used to dress at university and expected them to dress in a more modest way. The social work interns who had completed their studies at other universities, had adapted to those dresscodes and had to change radically to fit in within their workplace communities and colleagues.

Some of participants reported that there was a clear difference between their own religious practices and those of the communities where they were placed, as these communities mainly had traditional African beliefs. One participant expressed her concerns as follows:

“I feel empty if it comes to issues of spirituality, so I am still fighting with that because they are different than us in Venda, they have different way how to do their church. Because where I am coming from, there is no such the people who usually believe in muti, traditional practices and everything and they believe in traditional healers.”

Some of the participants explained during the interviews that they originated from the Vhembe District. In the communities where they were placed, they experienced language differences and communication problems in their interactions with clients from other ethnic groups to whom they had to render social work services.

“Sepedi there is a difference in language, words have different meaning.”
“Deep Sepedi in certain areas and social worker needs the clients to elaborate.”
“In relation with clients, a challenge, doesn’t realise what client trying to say.”
“Sometimes you might find that you were speaking with a client and you don’t even realise what the client is trying to say to you.”

Hardy (2017) is of the opinion that social workers do not need to be experts about the different cultures, but it is important that the professional should be willing to learn about the differences between cultures and be respectful. The South African population is known for its ethnic and cultural diversity. Some examples are the Sothos who allow their sons to marry relatives on their mother’s side of the family (Misachi, 2018), and the well-known practice of lobola, where a husband-to-be bestows a variety of items on the family of the bride-to-be as appreciation for being allowed to marry her.

CONCLUDING RECOMMENDATIONS

This article highlights certain factors that social work interns had to face during their internship programme of twelve months in the Limpopo Province. In the course of the research, it became clear that the participants had to deal with various workplace factors, personal factors and cultural factors that had a direct influence on their experience of the internship programme.

According to the participants, a fundamental oversight by the Department of Social Development (DSD) was that they did not prepare interns for the circumstances that awaited them at their placement. They felt excluded from the decision-making process when the employer determined their placements during the contract signing session in Polokwane. It is recommended that the

relevant role-players of the Human Resource Development Division include the interns from the start of the placement process for their internship.

Both external and internal factors have an influence on the success or failure of an internship programme. A lack of communication between the employer and social work interns, for example about their remuneration, transport and housing logistics at the work placement, has negative consequences for mutual trust between them and for their relationship during the internship programme. It is therefore recommended that consideration should be given to the amendment of the Government housing policy to accommodate the social work interns in government housing or on government premises through the local DSD offices. A register of available accommodation should be compiled by Corporate services, as well as Human Resource Development and made available to the interns on or before placement.

Although diversity programmes form part of the undergraduate training of social workers, social work interns from various cultural and language ethnic groups are exposed to traditional activities, customs and even misunderstandings in their communication, if not knowledgeable with the customs and cultures as well as the language spoken in the area. Cultural factors that social work interns have to deal with in service delivery with the clients have their own consequences. Language barriers and difference in cultural upbringing impacted not only the relationship with clients, but also with their colleagues. It is therefore recommended that social work interns should attend induction programmes before they assume duty in an area where they have to deal with cultural and language barriers to help them cope with the challenges. Another important training incentive would be colleague sensitivity and diversity programmes that should be attended by all employees of the Department of Social Development. The aim would be to create a culture of tolerance amongst colleagues.

For an internship programme to be successful, adequate resources are required for service delivery. However, most of the participants indicated that resources such as offices, furniture, stationery and vehicles to conduct home visits and campaigns were not available at the workplace. According to the findings of the research, the unavailability of resources has a direct influence on the employees' well-being and productivity.

The importance of people's health and well-being, and the influence it has on their productivity are recognised (Department of Public Service and Administration (DPSA), 2013:3). A positive attitude amongst interns is vital for the success of an internship programme.

As a way forward, the manner in which the DSD managed the internship programme should be reconsidered. It would be worthwhile to involve the DSD Employee Health and Wellness in the Limpopo Province to assist with the preparation and support of the social work interns, who should be provided with guidance on financial planning and with assistance in dealing with their emotions, depression and workplace frustrations.

The Code of Ethics of Social Workers should be adhered to, especially the regarding conduct of the social worker towards the client. Urgent attention should be given to the availability of offices to create a safe, private environment for the clients.

REFERENCES

- Adlem, A.G. 2007. Retensiestrategieë as teenvoeter vir vroeë beroepsverlating onder maatskaplike werkers. Pretoria: University of South Africa. (Unpublished Magister Diaconologia Thesis).
- Anney, V.N. 2014. Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 5(2):272-281.
- Bakker, A.B. & Demerouti, E. 2007. The job demands – resources model; State of the art. *Journal of Managerial Psychology*, 22:309-328. <http://dx.doi.org/10.1108/02683940710733115>. Date of access: 8 Nov. 2019.
- Baker, S.E. & Edwards, R. 2012. How many qualitative interviews are enough: Expert voices and early career reflections on sampling and cases in qualitative research. Southampton: National Centre for Research Methods.
- Barnwell, S. 2016. Relationship between internships and employment competencies of degreed professionals who completed a college internship. Minneapolis, MN: Walden University. (Dissertation - PhD).
- Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2):77-101.
- Castillo-Montoya, M. 2016. Preparing for interview research: the interview protocol refinement framework. *The Qualitative Report*, 21(5):811-831.
- Charmaz, K. 2014. Constructing grounded theory. 2nd ed. Los Angeles, CA: Sage.
- Clarke, V. & Braun, V. 2013. Teaching thematic analysis: overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26(2):120-123.
- Davis, T.S. 2019. What is well-being? Definition, types, and well-being skills. <https://www.psychologytoday.com> Date of access: 27 Oct.2019.
- Department *see* South Africa.
- Earle, N. 2008. Social work in social change: the profession and education of social workers in South Africa. Cape Town: Human Sciences Research Council.
- Elmusharaf, K. 2012. Qualitative sampling technique. Paper presented at the Training Course in Sexual Reproductive.
- Engstrom, D.W., Gamble, L. & Min, J.W. 2009. Field practicum experiences of bilingual social work students working with limited English proficiency clients. *Journal of Social Work Education*, 45(2):209-224.
- Etikan, I., Musa, S.A. & Alkassim, R.S. 2016. Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1):1-4.

- Greeff, M. 2011. Information collection: interviewing. (In De Vos, A., Strydom, H., Fouché, C.B. & Delport, C.S.L., eds. Research at grassroots for the social sciences and human service professionals. 4th ed. Pretoria: Van Schaik. p. 351-359).
- Hardy, R. 2017. Top tips on managing professional boundaries in social work. Community Care, 19 June, Date accessed :24 September 2019 <https://www.communitycare.co.uk/2017/06/19/top-tips-managing-professional-boundaries-social-work/>.
- Health Research, Geneva, 31 July 2012. <http://www.gfmer.ch/SRH-Course-2012/research-methodology/Qualitative-samplingtechniques-Elmusharaf-2012.htm>. Date of access: 15 Aug. 2018.
- Hlope, M. 2018. Internship and learnership policy [personal interview]. 15 May. Polokwane.
- Korstjens, I. & Moser, A. 2018. Series: practical guidance to qualitative research. Part 4: trustworthiness and publishing. *European Journal of General Practice*, 24(1):120-124.
- Leedy, P.D. & Ormrod, J.E. 2013. Practical research planning and design. Upper Saddle River, NJ: Pearson Education.
- Maguire, M. & Delahunt, B. 2017. Doing a thematic analysis: a practical, step-by-step guide for learning and teaching scholars. *The All-Ireland Journal of Teaching and Learning in Higher Education*, 9(3):3351-33514.
- Mandal, P.C. 2018. Trustworthiness in qualitative content analysis. *International Journal of Advanced Research and Development*, 3(2):479-485.
- Manyike, J. 2019. On the money/tackling your debt hangover in January. Old Mutual
- Mathibe, P. 2018. Absenteeism of interns [personal interview]. 17 June. Mahwelereng.
- McDonald, J. 2019. 7 poor working conditions that hurt employee productivity - iOFFICE. <https://www.iofficecorp.com/blog> Date of access: 18 Oct. 2019.
- Misachi, J. 2018. South African Culture, Customs and Traditions, WorldAtlas, <https://www.worldatlas.com/articles/south-african-culture-customs-and-traditions.html/> Date of access: 7 Nov. 2019.
- Moon, K., Brewer, T.D., Januchowski-Hartley, S.R., Adams, V.M. & Blackman, D.A. 2016. A guideline to improve qualitative social science publishing in ecology and conservation journals. *Ecology and Society*, 21(3):1-20.
- Ncemane, K. 2019. "Black Tax" working hard, earning well, but struggling financially. www.702.co.za Date of access: 1 Nov. 2019.
- Nieuwenhuis, J. 2016. Qualitative research designs and data-gathering techniques. (In Maree, K., ed. First steps in research. 2nd ed. Pretoria: Van Schaik. p. 71-102).
- O'Reilly, M. & Parker, N. 2012. Unsatisfactory saturation: a critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research Journal*, 13(2):190-197.
- Polit, D.F. & Beck, C.T. 2014. Essentials of nursing research: appraising evidence for nursing practice. 8th ed. Philadelphia, PA: Lippincott Williams & Wilkins.

- Probyn, J.E., Howarth, M.L. & Maz, J. 2016. The 'middle bit': How to appraise qualitative research. *British Journal Cardiac Nursing*, 11(5). <https://www.magonlinelibrary.com/doi/pdf/10.12968/bjca.2016.11.5.248> Date of access: 29 Oct. 2018.
- Pugh, R. 2007. Dual relationships: personal and professional boundaries in rural social work. *British Journal of Social Work*, 37(8):1405-1423. <https://doi.org/10.1093/bisw/bc1088> Date of access: 4 October 2018.
- Richardson, J. 2014. The social work internship debate. <http://www.socialworkerhelper.com> Date of access: 14 April 2018.
- Sandelowski, M. 2000. Focus on research methods: Whatever happened to qualitative description? *Journal of Research in Nursing and Health*, 23(1):334-340. Date of access: 12 December 2018.
- Sandelowski, M. 2009. What's in a name? Qualitative description revisited. *Research in Nursing and Health*, 33(1) <https://doi.org.1002/nur.20362> Date of access: 12 December 2018.
- Sandelowski, M. 2010. What's in a name? Qualitative description revisited. *Research in Nursing and Health*, 33(1):77-84. Date of access: 12 December 2018.
- South African Council for the Social Service Profession. 2013. Policy guidelines for course of conduct, code of ethics and the rules for social workers. <http://www.sacssp.co.za/website/wp-content/uploads/2012/10/code-of-Ethics.pdf> Date of access: 29 November 2019.
- South African Department of Health and Social Development. 2015. Limpopo Department of Health and Social Development Bursary Scheme 2015. Pretoria.
- South African Department of Public Service and Administration. 2006. The Public Service Internship Programme. Pretoria.
- South African Department of Public Service and Administration. 2013. Wellness Management Policy. Pretoria.
- South African Department of Social Development & South African Council for Social Service Profession. 2012. Supervision framework for social work profession. Pretoria.
- South African Department of Social Development Limpopo. 2015. Human Resource Development and Training Skills Development Policy. Polokwane.
- South African Department of Social Development. 2006. Recruitment and retention strategy for social workers. Pretoria.
- South African Department of Social Development. 2011. Internship and Learnership Policy. Pretoria.
- South African Department of Social Development. 2012. Supervision framework for social work profession. Pretoria.
- South African Department of Social Development. 2013. Generic norms and standards for social welfare. Pretoria.

South African Department of Social Development. 2016-2017. Internship Grant HWSETHA. Pretoria.

South African Department of Social Development. 2017. Circular: Information on experiential learning processes, Ref S5/2/4. Polokwane. Pretoria.

South African Department of Social Development. 2017. Scholarship for social work. Student Guide 2017. Pretoria.

Spracklin, P. 2017. Top 10 problems for immigrants – immigroup – we are immigration law. Newsgroup. <https://www.immigroup.com/news/top-10-problems-immigrants> Date accessed: 28 Oct. 2018.

Stumpfegger, E. 2017. Qualitative versus quantitative research. Munich Business School insights. <https://www.munich-business-school.de/insights/en/2017/qualitative-vs-quantitative-research/> Date of access: 28 July 2018.

TNS QUAL+. 2011. Well-being aggregate report. *Eurobarometer Qualitative Studies*. European Commission. Date accessed: 5 Nov. 2019. Internet url <https://ec.europa.eu/commfrontoffice/publicopinion/archives/quali/wellbeing-final-en.pdf>

Walker, J.L. 2012. The use of saturation in qualitative research. *Canada Journal of Cardiovascular Nursing*, 22(2):37-46.

Waters, K.R., Altus, D.E. & Wilkinson, N.I. 2013. Promoting student professional identity, challenging our own: narrative practices in internship seminars. *Journal of Systemic Therapies*, 32(3):1-12.

Waters, M. 2013. SA has a 77% social worker shortage. Newsletter: <http://www.politicsweb.co.za/party/sa-has-a-77-social-worker-shortage--mike-waters> Date of access: 29 April 2018.

ARTICLE 2

Placement factors contributing to the well-being of social work interns

Minette Kruger

alive2@vodamail.co.za

Lizane Wilson

Centre for Child, Youth and Family Studies, North- West University

Lizane.Wilson@nwu.ac.za

Placement factors contributing to the well-being of social work interns

Minette Kruger

<https://orgid.org/0000-0001-7426-3178>

North-West University, South Africa

alive2 @vodamail.co.za

Lizane Wilson

<https://orcid.org/0000-0001-8106-2817>

Lizane.Wilson@nwu.ac.za

ABSTRACT

Social work was acknowledge a scarce skill in South Africa in 2003 and therefore, as part of a retention strategy, bursarie, as well as the improvement of the working conditions and improvement of levels of remuneration were introduced. An internship programme were put into place by the Department of Social Development for social work bursary holders to be integrated in a 12 - month internship programme. However, the interns experienced some challenges regarding their work placements during the internship period, and this paper provides feedback on how these placement factors contributed to the well-being of the social work interns during their internship. The research was done through a qualitative descriptive design. Purposive sampling was used to select 22 participants with whom semi-structured interviews were conducted using an interview guide. Data was analysed using thematic data analysis. Various factors had an influence on the core aspects of well-being, namely workplace, emotional, economic and psychological well-being.

KEY WORDS: social work, bursaries, social work intern, internship placement factors, well-being

Introduction and problem statement

In 2009, Minister Zola Skweyiya, the then Minister of Social Development, acknowledged that social work was viewed as a scare skill and emphasised the fact that social workers played a central role during service delivery. He furthermore appealed to the social work professionals not to emigrate for better salary packages (Khumalo, 2009). During research on the nature of scarce skills in South Africa in 2007, Earle (2007) found that social work was not only a scarce skill, but that there was also a shortage of social workers. This shortage was caused by various factors. Some of the main incentives for qualified social workers to leave South Africa and the profession were the poor working conditions and the increased demand for the availability of social work services by the South African population (Department of Social Development, 2006; Earle, 2008:72). Adlem (2007:5) adds to these factors the disappointment about the compensation for work, lack of resources and support, increased demands for services, poor working conditions and the escalating need for social work services. A strategy to recruit and retain more social workers in the public sector and improve both the working conditions and the levels of remuneration was implemented (Khumalo, 2009).

The Recruitment and Retention Strategy for Social Workers was developed by the National Department of Social Development (Earle, 2008) and included the allocation of bursaries to social work students, as managed by the then Department of Health and Social Development (now the Department of Social Development (DSD)). An agreement between Limpopo DSD and the bursar includes that the latter has to serve the Limpopo DSD after graduation for the same number of years as the years that the student had received financial support (Limpopo Department of Health and Social Development, 2015). The agreement that the bursars needed

to repay the bursary was altered and the unemployed graduates alternatively had to participate in the 12-month internship programme (Department of Public Service and Administration, 2006:5). Hlope (2018) confirms that an internship and learner policy exists, which refers to the compulsory internship programme that social work interns had to participate in. According to Barnwell (2016:27) the aim of an internship programme is to create a link between training as, for example, a social worker, and work experience.

The unemployed social work interns were allocated to the various districts in the Limpopo Province for participation in the social work internship programme (DSD, 2011:4). This programme was intertwined with various external and internal factors that influenced the success as well as the failure of the internship programme. The interns had to deal with several personal, workplace and cultural factors that had a direct influence on their experience of the internship programme. Some of the workplace factors were that it appeared that the social work interns were excluded from the decision-making about their allocation to the different districts at the contract signing session in Polokwane. A vital oversight by the Department of Social Development (DSD) was that they did not prepare the interns about the environment that awaited them and where they were located to. The absence of information about the transport, housing and logistical arrangements at the work placement had a definite influence on the outcome of the internship programme.

Personal factors impacted not only on the internship programme, but also on the well-being of the interns with the placement of many of the interns far from their family support systems. Accommodation and public transport were not readily available in their new environment. When they visited their families over weekends, they experienced transport difficulties due to the lack of regular transport. The interns' financial situation became untenable, especially as they were responsible for caring for the family at home. Some of the social work interns were from different ethnic groups than the locals and experienced cultural barriers. These interns had to deal with cultural factors when rendering services to the community. Regarding the factors in and around the workplace, the following factors were found to have a serious impact, not only on the interns, but also on the community and clients: a need for sufficient offices, furniture, stationery and vehicles to conduct home visits and campaigns. The unavailability of the above has a detrimental effect on the employees' well-being and productivity. Thus, adequate resources are required for service delivery. Without these resources, both the social work interns and the community might experience hardship.

It was evident that the above factors had contributed to the well-being of the social work interns who participated in the study. Davis (2019) is of the opinion that "well-being is the experience of health, happiness and prosperity". The building blocks of well-being are physical, economic, social, emotional, psychological, spiritual, workplace, environmental and family well-being (CDC, 2018). For the purpose of this study, well-being refers to the well-being of social work interns attached to the Department of Social Development, Limpopo Province. According to Gilboa *et al.* (2008), work plays a crucial part in the average person's life. It is very important to understand how to maintain and promote well-being in the workplace (Collins, 2008:118). People's attitude to their work also plays an important role, as job satisfaction can affect absenteeism, staff turnover and overall well-being, work productivity and work effort (Cabrita & Perista, 2007:2). Research on job satisfaction has shown that the more satisfied an employee is in his or her job, the less likely it is that he or she will contemplate leaving (Farmer, 2011:1).

Research question and aim of the study

The primary research question of this study was: What are the placement factors that contribute to the well-being of social work interns in a government setting?

The aim of the study was to use semi-structured interviews to explore and describe the placement factors contributing to the well-being of social work interns in a government setting, through a qualitative descriptive design. In order to reach the aim of the study, the objective used for this study was:

- To explore and describe how these placement factors contribute to the well-being of the social work interns during their internship.

Research methodology

Research approach and design

A qualitative approach, with a descriptive design, was used in this research. By utilising the qualitative research approach, the researcher wanted to capture and study the complexity of the “real world”. Prinsloo (2015) cited Merriam (2009:13) to indicate that researchers using a qualitative approach want to determine how participants understand their own situation and the experiences they have. Leedy and Ormrod (2013:39) indicate that qualitative research has two main approaches: reality and “capturing and studying the complexity of the real-world phenomena.” According to Sandelowski (2000:334), a qualitative description’s goal is to provide a comprehensive synopsis of events by using terms that are used by those involved in the events. Qualitative descriptive designs produce findings close to the data (Sandelowski, 2009:78), as this design is less interpretive than other designs and results more accurately reflect the data (Sandelowski, 2010).

Sampling

Purposive sampling, a non-probability sampling technique, was used (Etikan *et al.*, 2016). Charmaz (2014:197) mentions that sampling criteria for research projects must be established before the research is done. The participants were selected through purposive sampling from name lists obtained from the Human Resource Development (HRD) section at the provincial office of the Department of Social Development, Limpopo.

The inclusion criteria for participants was as follows: Registration as social workers with SACSSP, participation in an internship programme in the Sekhukhune, Waterberg or Capricorn districts of the Limpopo Province; participants had to be qualified social workers from different ethnic and cultural groups who had completed their internship during 2013/2014, 2014/2015, 2015/2016 or 2016/2017 and had been absorbed in permanent posts at the Department of Social Development, Limpopo. Participants had to be fluent in English – all the participants were able to understand and speak English fluently. If any of them preferred to use their mother language during the interview, an interpreter was available. The researcher decided on this population group due to the occurrence of employees who had been absorbed in the DSD, Waterberg District, but not directly after completion of their internship. No exclusions were made on the grounds of gender, ethnicity or language.

Originally 33 participants were selected from the name lists by the gatekeepers, but only 22 interviews were conducted as data saturation occurred at the 22nd interview. They ensured that the sample was representative of the population.

Context of the study

The study was conducted in Waterberg, Capricorn and Sekhukhune districts of Limpopo Province at the Department of Social Development. The Limpopo Province had a total population of 5.8 million (Stats SA, 2016). The Department of Social Development has service points for the communities in all five districts where social work interns participate in the 12-month internship programme. Only three districts – Capricorn, Sekhukhune and Waterberg – were involved in the research study. The following number of participants were interviewed: Capricorn district 12 participants, Waterberg district 5 participants and Sekhukhune district 5 participants. The researcher found that most of the interns assigned to the internship programme in the Department originated from Vhembe and Mopani, but were allocated to the Capricorn, Sekhukhune and Waterberg districts.

Data collection

Semi-structured interviews allow the researcher and participants' sufficient flexibility (Greeff, 2011:351) and this was therefore seen as an appropriate data collection method. The researcher developed and used an interview guide, as recommended by Greeff (2011:352), to guide the semi-structured interviews. The research interviews were conducted at the suboffices in each district where the participants were based. The mediators were requested to ensure that offices that provided privacy were available for the interviews. The offices provided privacy. The individual interviews lasted between 30 and 45 minutes and were audio-recorded. Notes were taken during the interviews. An independent transcriber transcribed the audiotaped interviews verbatim immediately after all the interviews had been conducted.

Data analysis

Data that was collected in this study was analysed through thematic analysis (Clark & Braun, 2013) as cited by Maguire and Delahunt (2017:3352). Braun and Clark (2006) propose a six-phase guide for conducting thematic analysis: Familiarising oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and, last, producing the report.

Ethics

Written legal authorisation to conduct the study was obtained from the Department of Social Development, Limpopo Province, as well as the ethics committee in the Limpopo Province Premier's office. Ethics clearance was also obtained from the Health Research Ethics Committee (HREC) at the North-West University.

Confidentiality, anonymity and privacy

The participants were assured of the confidentiality of the information obtained from the research participants prior to the research. Confidentiality was ensured through only using the data obtained for the purpose of the research and keeping all the information obtained in the research strictly confidential. Anonymity was ensured, as no identifying information appeared on the transcribed interviews or in the final reports. Pseudonyms were used for all participants. To protect their identities, neither their names nor any information about their service points appeared on any research document.

The researcher made adequate provision for ensuring the protection of the privacy of the research participants through conducting the interviews in a private office or boardroom at the suboffice where the participants were employed.

Storage and archiving of data

The ethical principles were adhered to at all times with the storage of data and relevant information. A data storage plan that met the needs of all the applicable data and research findings was in place in accordance with the record-keeping policy and relevant guidelines of the North-West University. The transcriptions of the interviews and all the other notes were saved on the researcher's laptop, which is password protected. Hard copies of the data were locked in a filing cabinet in the researcher's office. Once the final research report has been completed and submitted, all the data will be sent to the CCYFS, North-West University, to be safely stored. All the data on the laptop will be deleted.

Trustworthiness

A set of criteria was created for trustworthiness of qualitative research versus quantitative research. According to Nieuwenhuis (2016), credibility of research results is established when the research is found to be believable with trusted results. Semi-structured interviews were used as data collection method, and field notes were made of observations during and after the interviews. Mandal (2018:480) indicates that research credibility requires the participants to be true representatives who can give accurate clarity about the phenomenon. Therefore, participants in this study were sampled according to specific inclusion criteria with the aim to obtain accurate information about the phenomenon. Mutual trust was built due to the relevant concerns that were addressed about the research. In the process, the researcher applied her listening skills, and time was allocated for the participants to elaborate on their experiences during their internship.

According to Moon *et al.* (2016), transferability is crucial in research findings and researchers have to indicate the extent to which the research findings may be relevant to other studies. In this study, the researcher provided a thorough description of the research process to improve transferability.

Confirmability refers to the level to which results can be confirmed by other researchers. Polit and Beck (2014) are of the opinion that confirmability indicates the level of findings that are compatible and could be repeated and tested in other studies. Therefore, a thorough audit trail of the research process as well as detailed field notes were kept in this study.

Probyn *et al.* (2016:10) indicate the importance of dependability and add that the methodology and methods should be explained thoroughly and allow replication. An audit trail of all relevant documents applicable to the research was kept for validation and proof of evidence. In order to reduce bias in the study, a co-coder was appointed for analysing the data.

Findings and discussion

Five main themes with subthemes emerged from the data analysis.

Table 1: Themes and subthemes portraying how the placement factors contributed to the well-being of the social work interns

Theme	Subtheme
Theme 1: Workplace well-being	1.1 Shortcomings of the workplace 1.2. Lack of resources
Theme2: Emotional well-being	2.1. Interns' management of their emotions during the placement process 2.2. Interns' feelings of disrespect towards them.
Theme 3: Economic well-being	3.1 Economic well-being 3.2. Non-absorption into the department after termination of social work internship
Theme 4: Psychological well-being (mental health)	4.1. Positive attitude of interns 4.2. Mental health issues

Theme 1: Workplace well-being

One of the core aspects of well-being is workplace well-being, which relates to all aspects of working life. This includes the quality and safety, the physical environment, employees' attitude about their work, the working situation, the environment at work and also work society (International Labour Organisation, 2019).

Subtheme 1.1: Shortcomings in the workplace environment

“Working environment” is a broad term and means all one's surroundings when working. Your physical working environment is, for example, your work tools as well as air, noise and light. Your working environment also includes the psychological aspects of how your work is organised and your well-being at work (Aurora, 2019). Several of the participants referred to the fact that there were certain shortcomings in their workplace environment that had an effect on their workplace well-being, as stated by the following participants:

It (the office) was big, but not spacious to accommodate five professionals.
... there is no privacy for the client because they have to share their information in an office with five people.
Because there would be a time where I had to stand, yes. There was one chair, armchair for my mentor. If my mentor was there and then we've got clients in the office there was a time when I stand.

Duffield *et al.* (2010) state that the work environment is influenced by various factors, which include the position of management as well as the relationship with colleagues. Not only did the above shortcomings in the workplace environment have an influence on the workplace well-being of the participants; it also had an influence on the social worker-client relationship due to the lack of confidentiality, as the office had to be shared and interviews with clients could not be conducted in private.

Subtheme 1.2: Lack of resources

All the participants described frustration and dissatisfaction with the lack of resources in their offices. The unavailability of resources in the workplace delayed service delivery in the community, as supported by the following quote where the participant had to walk to the nearest schools in the village and use their equipment:

... lack of resources like printers, photocopy machines. I have to ask from schools. I don't have a proper chair or the computer doesn't work, it was just demotivating. So, we didn't really have enough resources. We didn't have for one, transport.

Although Bakker and Leiter (2010:1-85) state that the availability of job resources is positively associated with work engagement, it was found in this study that the unavailability of resources in the workplace had resulted in interns feeling disappointed in the employer and in their choice of profession.

Theme 2: Emotional well-being

Thomas *et al.* (2010) are confident that the original thought of social and emotional well-being is more accurate because it works on the basic principles of human health. It takes into account community, family, spirituality and ancestry. Emotional well-being is a positive sense of well-being that enables an individual to function in society and meet the demands of daily life (Centre for Disease Control and Prevention, 2018).

Subtheme 2.1: Interns' management of their emotions during the placement process

Van Wyk (2019) states that a relationship exists between emotional well-being and the performance of employees in the workplace. Although the participants experienced that their personal situations and needs were not considered during the placement process, they had to deal with their emotions in a positive way to survive, despite the feelings of disappointment. This is evident in the statements of the following participants:

... feel neglected Provincial office did not consider the feelings of the interns with the placements.
so, the only thing which was keeping me going while I'm doing my internship was just my work and the commitment that I had during my placement.

Shah and Marks (2004:2) indicate that well-being does not always consist of happiness. Well-being forms part of the development of a person, being fulfilled and also ploughing back into the community.

Subtheme 2.2: Interns' feelings of being disrespected

Despite the fact that the social work interns had obtained their social work qualification and were registered social workers, some experienced that other colleagues did not support them. Other experienced that they were being used for administrative tasks on behalf of the social workers. These aspects had a definite effect on the emotional well-being of the participants.

... was a frustration like sending clients from pillar to post.
... most of them did not even know our names, we were called interns.
I have to go look for a space. Sometimes we have to go to...to have to ask for an office and yes,it's so frustrating when you have a client waiting for you outside and when you are just up and down looking for a space to help a client.

There is evidence that exposure to long-term work-related stressors of time will have a negative impact on psychological well-being, but short periods of experiencing difficulties

may be helpful in building resilience (Chandola *et al.*, 2008). A person's reactions to stress can change depending on both the present and the past intensity of stress experiences (Schlotz, 2013).

Theme 3: Economic well-being

Reimbursement is very important to the well-being of individuals. The money will assist the individual to have resources, be satisfied and have value and a purpose in life. Salaries should be sufficient to meet the families' needs, and for accommodation, health care, transport, food and education.

The Council for Social Work Education (CSWE) (2016) defines economic well-being as "having present and future financial security", and as the ability to take economic decisions and experience a sense of security and satisfaction, and to be self-content with one's personal finances and employment pursuits.

Subtheme 3.1: Financial situation of the interns

Financial well-being is about a sense of security and feeling as though you have enough money to meet your needs. It's about being in control of your day-to-day finances and having the financial freedom to make choices that allow you to enjoy life (CABA, 2016).

Although the social work interns received a stipend, that money was not sufficient because they also had to provide for their families:

My biggest fear was not being able to provide for my child.
I have to support my family. Buy food, pay rent, then I have to send my family the money.

Although the finances were an important finding in the research, the fact that a contractual agreement for 12 months between the intern and DSD were signed, entitled the interns to only receive a stipend for the temporary appointment (Hlope, 2018).

Subtheme 3.2: Appointment of social work interns after termination of internship programme

After termination of the internship programme, not all the social work interns were absorbed in permanent posts in Limpopo DSD, especially due to financial constraints. This had a definite influence on the interns, as some of them were unemployed. The following concerns were shared:

They said the province is facing challenges with money so they cannot absorb us.
They told us on the last day of our internship that you are not coming back.
I sat in my room the whole day and did not want to talk to anybody, not my family or my friends.

The fact that social work interns were not absorbed in permanent posts in the Limpopo DSD had a negative impact on the economic and emotional well-being of the interns. Tucker, Sinclair and Thomas (2005) confirm that when a person experiences stress in the work situation, their psychological well-being and work situation are influenced, regardless of whether the stress is positive or negative.

Theme 4: Psychological well-being (mental health)

Subtheme 4.1: Positive attitude of interns

According to the World Health Organization (WHO) (2014), the psychological well-being of a person is affected by the person's physical, mental, emotional and social life. That includes the feelings, thoughts, cultural values, attitudes and influences of family, church and school. Positive remarks regarding the internship were made. During the interviews a few participants verbalised their satisfaction that they were able to complete the internship and also learned new skills like budgeting and adjusting to their circumstances.

... the experience I got from the job, it was fulfilling and satisfying.
In fact, they relied on me that when they are not in office, they know that their clients would be taken care off.
... so, it opened my mind, it broadened my thinking

Maxwell (2015:2-3) indicates that when considering employee well-being, individual features of job satisfaction are of value. Job satisfaction is linked to employee well-being and the specific productivity of employees in the work environment.

Subtheme 4.2: Mental health issues

Mental health is important and is related to the way people usually feel, which indicates their well-being and psychosocial adjustment. Mental wellbeing, in general, is the state of prosperity in several areas of life, such as in relationships, at work, play, and more, despite ups and downs (Peterson, 2018).

I was so depressed because I did not know what my next meal will come from.
It was not that good experience because working with people itself, it's very challenging.

The social work interns found it difficult to cope as disappointment, stress as well as certain concerns were experienced. Mental wellbeing and all that it encompasses is explained by Peterson (2018) as "vital life components in their own right. They're not something that exists as solely the absence of problems. Happily, they're also not something that occurs by luck or chance or that we either have or lack and can't change".

Conclusion

The aim of this article was to explore and describe how these placement factors contribute to the well-being of the social work interns during their internship. It was evident from this study that certain factors did have an effect on the different aspects of well-being of the interns. With regard to their workplace well-being, it was found that the interns experienced certain shortcomings in their workplace environment as well as a lack of resources, which had a negative effect on their workplace well-being. The interns furthermore shared that their emotional well-being was influenced by the fact that they had to deal with certain feelings during their placement process, most of which were negative. Their economic well-being was influenced by the fact that they only received a stipend, which could not meet all their needs. Several of them were also left unemployed after the internship. Their psychological well-being was positively influenced by their feelings of satisfaction and the fact that they learned new skills, but also negatively influenced by their inability to cope. This was due to their feelings of disappointment, stress, and certain concerns they experienced.

Recommendations

Based on the findings of the study, it is recommended that:

- The Department of Social Development take responsibility to create a workplace environment where skills development of interns can take place;
- Social work interns be involved with the allocation of their work placement;
- The Department of Social Development liaise with the Department of Public Works to allocate accommodation to the social work interns at their work placements;
- The Department of Social Development make provision to create a safe environment and resources for the social work interns and the clients to conduct counselling services;
- The DSD Employee Health and Wellness in the Limpopo Province be involved in assisting with the preparation and support of the social work intern's exit after completion of the internship programme;
- The reimbursement of the interns be increased; and
- All new intakes of social work interns be prepared in time, prior to their placements, regarding the demographic, cultural and language circumstances in the community where they will be placed.

REFERENCES

- Adlem, A.G. 2007. *Retensiestrategieë as teenvoeter vir vroeë beroepsverlating onder maatskaplike werkers*. Pretoria: University of South Africa (MA - Thesis).
- Aurora. 2019. Work environment and Equal opportunities Policy. p. 1-5. Umua University. <https://www.aurora.umu.se>working-environment-health-and-equal-access> Date of access: 8 Dec. 2019.
- Bakker, A. & Leiter, M.P., eds. 2010. *Work engagement: a handbook of essential theory and research*. New York: Psychology Press.
- Barnwell, S. 2016. Relationship between internships and employment competencies of degreed professionals who completed a college internship. Minneapolis, MN: Walden University. (Dissertation - PhD).
- Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2):77-101. <http://dx.doi.org/10.1191/1478088706qp063oa> Date of access: 25 February 2019.
- Cabrita, J. & Perista, H. 2007. *Measuring job satisfaction in surveys*. Dublin: European Foundation for the Improvement of Living and Work Conditions.
- Centers for Disease Control and Prevention (CDC). 2018. Well-being concepts. National Center for Chronic Disease Prevention and Health Promotion. Division of Population Health. U.S.Department of Health and Human Services, USA.gov.
- Charmaz, K. 2014. *Constructing grounded theory*. 2nd ed. Los Angeles, CA: Sage.
- Chartered Accountants Benevolent Association (CABA). 2016. <https://www.caba.org.uk/help-and-guides/information/what-financial-wellbeing> Date of access: 17 November 2019.
- Clarke, V. & Braun, V. 2013. Teaching thematic analysis: overcoming challenges and developing strategies for effective learning. *Psychologist*, 26(2):120-123.
- Council on Social Work Education (CSWE). 2016. Working definition of economic well-being. <https://www.cswe.org/Centers-Initiatives/Initiatives/Clearinghouse-for-Economic-Well-Being/Working-Definition-of-Economic-Well-Being> Date of access:10 December 2019.
- Davis, T.S. 2019. What is well-being? Definition, types, and well-being skills. <https://www.psychologytoday.com> Date of access: 8 November 2019.
- Duffield, C.M., Roche, M.A., Blay, N. & Stasa, H. 2010. Nursing unit managers, staff retention and the work environment. *Journal of Clinical Nursing*, 20(1):23-33. doi:10.1111/j.1365-2702.2010.03478.
- Earle, N. 2007. Social work as a scarce and critical profession. [https://www.labour.gov.za/downloads/documents/research-documents/Social %20work_ Dol_Report.pdf](https://www.labour.gov.za/downloads/documents/research-documents/Social%20work_Dol_Report.pdf) Date of access: 19 Oct 2018.
- Earle, N. 2008. *Social work in social change: the profession and education of social workers in South Africa*. Cape Town: Human Sciences Research Council.

- Etikan, I., Musa, S.A. & Alkassim, R.S. 2016. Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1):1-4.
- Farmer, D. 2011. Increasing job satisfaction among social workers. http://www.academia.edu/1075073/IncreasingJob_satisfaction_among_social_workers Date of access: 27 October 2019.
- Gilboa, S., Shirom, A., Fried, Y. & Cooper, C. 2008. A meta-analysis of work demand stressors and job performance: examining main and moderating effects. *Personnel Psychology*, 61:227-271. <https://doi.org/10.1111/j.1744-6570.2008.00113.x> Date of access: 20 October 2019
- Greeff, M. 2011. Information collection: Interviewing. (In De Vos, A., Strydom, H., Fouché, C.B. & Delport, C.S.L., eds. Research at grassroots for the social sciences and human service professionals. 4th ed. Pretoria: Van Schaik. Page 351-359).
- Hlope, M. 2018. Internship and learnership policy [personal interview]. 15 May., Polokwane.
- International Labour Organisation 2019 *Workplace well-being*. https://www.iol.org/safework/areasofwork/workplace-health-promotion-and-well-being/WCMS_118396/lang--en/index.htm Date of access: 25 January 2019.
- Khumalo, G. 2009. South Africa faces shortage of social workers. South African Government Communication and Information System. <https://SAnews.gov.za> Date of access: 26 November 2019.
- Leedy, P.D. & Ormrod, J.E. 2013. Practical research planning and design. Upper Saddle River, NJ: Pearson Education.
- Maguire, M. & Delahunt, B. 2017. Doing a thematic analysis: a practical, step-by-step guide for learning and teaching scholars. *All-Ireland Journal of Teaching and Learning in Higher Education*, 9(3):3351-33514.
- Mandal, P.C. 2018. Trustworthiness in qualitative analysis. *International Journal of Advanced Research and Development*, 3(2):479-485.
- Maxwell, R.L. 2015. A new way of examining job satisfaction and employee well-being: the value of employee attributed importance. London: Institute of Psychology, Psychiatry and Neuroscience.
- Moon, K., Brewer, T.D., Januchowski-Hartley, S.R., Adams, V.M. & Blackman, D.A. 2016. A guideline to improve qualitative social science publishing in ecology and conservation journals. *Ecology and Society*, 21(3):1-20.
- Nieuwenhuis, J. 2016. Qualitative research designs and data-gathering techniques. (In Maree, K., ed. First steps in research. 2nd ed. Pretoria: Van Schaik. p. 71-102).
- Peterson, T. 2018. What is mental wellbeing? Definition and examples, healthy place. <https://www.healthyplace.com/self-help/self-help-information/what-mental-wellbeing-definition-and-examples> Date of access: 10 December 2019.

- Polit, D.F. & Beck, C.T. 2014. Essentials of nursing research: Appraising evidence for nursing practice. 8th ed. Philadelphia, PA: Lippincott Williams & Wilkins.
- Prinsloo, T. 2015. Exploring play of middle childhood children in a poor community in the North West Province: Caregivers' experience. Potchefstroom: North-West University. (Thesis - MA).
- Probyn, J.E., Howarth, M.L. & Maz, J. 2016. The 'middle bit': how to appraise qualitative research". *British Journal of Cardiac Nursing*, 11(5):1-20.
- Sandelowski, M. 2000. Focus on research methods: whatever happened to qualitative description? *Journal of Research in Nursing and Health*, 23(1):334-340.
- Sandelowski, M. 2010. What's in a name? Qualitative description revisited. *Research in Nursing and Health*, 33(1):77-84.
- Shah, H. & Marks, N. 2004. A well-being manifesto for a flourishing society. London: The New Economics Foundation.
- South Africa. 2016. Statistics South Africa. Community survey: 2016 results. Pretoria.
- South Africa. Department of Social Development. 2011. Internship and Learnership Policy. Pretoria.
- Thomas, A., Cairney, S., Gunthorpe, W., Paradies, Y. & Sayers, S. 2010. Strong souls: development and validation of a culturally appropriate tool for assessment of social and emotional well-being in Indigenous youth. *Australian and New Zealand Journal of Psychiatry*, 44(1):40-48.
- Tucker, J.S., Sinclair, R.R. & Thomas, J.L. 2005. The multilevel effects of occupational stressors on soldiers' well-being, organizational attachment, and readiness. *Journal of Occupational Health Psychology*, 10(3):276-299. doi:10.1037/1076-8998.10.3.276.
- Van Wyk.M. 2019. Emotional wellbeing. <https://www.marcusvanwyk.com/applied-eq-in-the-workplace/the-importance-of-emotional-wellbeing-in-the-workplace> Date of access: 8 Dec. 2019.
- World Health Organisation (WHO). 2014. "Psychological Wellbeing". https://www.who.int/mental_health/en?-75k Date of access: 7 November 2019.

SECTION C

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the previous sections of this research, attention was given to the orientation and problem statement and the two articles with the findings and discussion of the findings. In this section, the research project is evaluated, and recommendations are made based on the findings about the placement factors contributing to the well-being of social work interns in a government setting.

5.2 Summary of the research question, aim and objectives

In this section, the answering of the research question and the achievement of the aim and objectives as research components of the study that guided them will be discussed.

5.2.1 Research question

The primary research question of this study was: What are the placement factors that contribute to the well-being of social work interns in a government setting?

This research question was formulated based on the research problem, which was the fact that social work had been declared a scarce skill due to the shortage of social workers. To address the shortage, government made bursaries available for social work students. These students participated in internship programmes after graduation and were allocated to various districts in the Limpopo Province. During the internship period, the placement was impacted by various factors. The research question was answered by achieving the research aim and objectives of this study.

5.2.2 Aim and objectives

The aim of this study was to use semi-structured interviews in a qualitative descriptive design to explore and describe the placement factors contributing to the well-being of social work interns in a government setting.

In order to achieve the aim of the study, the two objectives of this study were:

- To explore and describe the placement factors that social work interns faced during their internships.
- To explore and describe how these placement factors contributed to the well-being of the social work interns during their internship.

These two objectives were achieved by conducting semi-structured interviews with 22 social workers who had been social work interns in the Waterberg, Capricorn and Sekhukhune districts of Limpopo from 2013 to 2017 and had been absorbed by the Department of Social Development. The data was analysed and the findings presented in two separate articles.

5.3 Summary of the research problem

Social work was declared a scarce skill during research on the nature of scarce skills in South Africa in 2007, and the need for training social workers was emphasised (Earle, 2008:5). Several factors contributed to the shortage of social workers (Earle, 2008:6). To address this shortage, the government allocated bursaries to social work students and launched an internship programme (Limpopo Department of Health and Social Development, 2015). The internship programme had the aim to recruit tertiary students who had completed their studies into a work environment (Pop, 2009). As there was a

need for social workers in communities, the social work interns were allocated to different districts, urban and rural areas to complete their internship programme. Several factors, such as external, cultural, social, internal, organisational and supervisory factors, may influence an internship and also the well-being of interns.

5.4 Conclusion

The intention of the concluding section is to provide a summary of what has been attained by the research study so as to close the gap between the primary objective, secondary objectives and findings, and recommend a way forward to management.

The article about the placement factors social work interns face during their internships, highlights certain factors that social work interns had to face during their 12-month internship programme in Limpopo Province. In the course of the research, it became clear that the participants had to deal with various workplace, personal and cultural factors that had a direct influence on their experience of the internship programme.

The participants indicated that a fundamental oversight by the Department of Social Development (DSD) was that they did not prepare interns for the circumstances that awaited them at their placement. The social work interns felt excluded from the decision-making process when the DSD determined the placement allocations during the contract-signing session in Polokwane, Limpopo Province.

It was also evident from the study that there was a lack of communication between the employer and social work interns about, for example, their remuneration, transport and housing logistics at the work placement. This had negative consequences for mutual trust between them and for their relationship during the internship programme.

It was also found that the social work interns had cultural and language factors to deal with in service delivery with the clients. These language barriers and difference in cultural upbringing impacted not only their relationship with clients, but also their relationship with their colleagues.

For an internship programme to be successful, adequate resources are required for service delivery. However, most of the participants indicated that resources such as offices, furniture, stationery and vehicles to conduct home visits and campaigns were not available at the workplace. It was found that the unavailability of resources had a direct influence on the employees' well-being and productivity.

The importance of people's health and well-being and its influence on their productivity are acknowledged. Shortcomings in the workplace environment had an influence on the workplace well-being of the interns. The unavailability of resources in the workplace delayed service delivery in the community to such an extent that the interns felt disappointed in the employer as well as in their choice of profession. They experienced various fluctuating emotions during the placement period, but they had to survive despite their feelings of disappointment.

Interns experienced that they were not respected, despite their social work qualifications and registration as social workers, while some participants experienced that colleagues did not support them, and allocated administrative tasks to them on behalf of the social workers. These aspects had a definite effect on their emotional well-being.

The interns experienced their economic and financial situation as stressful because of the small stipend they received, which meant that they could not meet their financial obligations. This had an influence on their psychological well-being.

Their mental well-being was affected in terms of both their working and their personal life. The process that was followed with the termination of the social work internship and the termination of the internship programme affected both the interns and their families. The disappointment of not being absorbed in a post and the lack of income had serious financial and mental consequences.

5.5 Recommendations

5.5.1 Recommendations for the Department of Social Development

It is recommended that:

1. The relevant role-players in the Human Resource Development Division of DSD include the interns from the beginning of the planning of the placement process for their internship;
2. Consideration be given to the amendment of the government's housing policy to accommodate the social work interns in government housing during the internship period;
3. Social work interns attend induction programmes before they assume duty to help them cope with the challenges in areas where they have to deal with cultural and language barriers;
4. Colleague sensitivity and diversity training be conducted, and that attendance be made compulsory for all the employees of the DSD;
5. The DSD create a safe environment for the social work interns as well as the clients for conducting counselling services, as well as adequate resources;
6. The DSD Employee Health and Wellness in the Limpopo Province be involved in the preparation and support of the social work interns' departure after completion of the internship programme;
7. The reimbursement of the interns be increased;
8. The supervisors have to assist the social work interns, when they complete their internship programmes, with exit interviews. Trauma debriefing have to be provided when the internship program is terminated without the intern's knowledge.
9. The Department of Social Development will be requested to be honest and transparent in their conduct with the social work interns. Especially not to create expectations of permanent appointments after completion of their internship. This will enable them to plan for their future in advance, should they not be appointed as social workers.

5.5.2 Recommendations for future research

Further research on the placement factors contributing to the well-being of social work interns in a government setting would benefit not only the Department of Social Development, but also other government departments.

The sample was limited to social work interns in the Capricorn, Waterberg and Sekhukhune districts. It is therefore recommended that future studies be expanded to other government departments where professional interns participate in internship programmes.

The involvement of the social work interns with the allocation of their work placements within government settings, as well as the preparation for the new work environment would be very important to ensure success.

5.6 Limitations of the research

The following are limitations of this study.

For the purpose of the study, a group of 33 participants were originally sampled to be part of the research. Only 22 participants had been interviewed because saturation was reached.

The following were obstacles experienced during the data collection.:

- The gatekeepers in the three districts did not give feedback on the researcher's written requests for assistance, resulting in more than three written enquiries and telephonic follow-ups.
- Due to community unrest in Sekhukhune access to and from certain of the departmental service points was restricted.
- In Capricorn District, the two interview dates overlapped with workshops conducted in Polokwane, which the researcher had not been aware of. This resulted in fewer participants being available for the interviews.

5.7 Implications of the findings

The findings of this study will be significant to the Department of Social Development for utilisation in the planning of and future decision-making on the placement of social work interns in the Limpopo Province.

The inputs of the participants in the study were honest, direct and valuable and they became to voice on behalf of future social work interns to be acknowledged and considered regarding their work placement as social work interns-

5.6 Conclusion

This study was conducted as a result of observations, personal experience as well as literature with regards to the fact that certain placement factors contribute to the well-being of social work interns in a government setting. The aim of this study was to use semi-structured interviews to explore and describe the placement factors contributing to the well-being of social work interns in a government setting, through a qualitative descriptive design. It became clear during the research that the social work interns had to deal with life-changing factors that had an influence on their well-being on different levels.

COMBINED REFERENCE LIST

- Adegoke, T.G. 2014. Effects of occupational stress on psychological well-being of police employees in Ibadan Metropolis, Nigeria. *International Multidisciplinary Journal, Ethiopia*, 8(1):302-320.
- Adlem, A.G. 2007. *Retensiestrategieë as teenvoeter vir vroëe beroepsverlating onder maatskaplike werkers*. Pretoria: University of South Africa. (MA - thesis).
- Albuquerque, B. 2010. *What is Subjective Well-being? Understanding and Measuring Subjective Well-Being*. Positive Psychology.org.uk (Date assessed: 28 June 2019).
- Alpaslan, N. & Schenck, R. 2012. Challenges related to working conditions experienced by social workers practising in rural areas. *Social Work/Maatskaplike werk*, 48(4):367-383.
- Anney, V.N. 2014. Ensuring the quality of the findings of qualitative research: looking at trustworthiness criteria. *Journal of emerging trends in educational research and policy studies*, 5(2):272-281.
- Aurora. 2019. Work environment and Equal opportunities Policy. p. 1-5. Umeå University. <https://www.aurora.umu.se/working-environment-health-and-equal-access> Date of access: 8 Dec. 2019.
- Australian Association of Social Workers. 2010. *Code of Ethics*. Annual General Meeting, Brisbane. Australia ISBN: 978-0-9808661-0-0 (Date accessed: 28 June 2019).
- Baker, S.E. & Edwards, R. 2012. How many qualitative interviews is enough: expert voices and early career reflections on sampling and cases in qualitative research. Southampton: National Centre for Research Methods.
- Bakker, A. & Leiter, M.P., eds. 2010. *Work engagement: a handbook of essential theory and research*. New York: Psychology Press.
- Bakker, A.B. & Demerouti, E. 2007. The job demands – resources model; State of the art. *Journal of Managerial Psychology*, 22:309-328. <http://dx.doi.org/10.1108/02683940710733115>. Date of access: 8 November 2019.

- Barnwell, S. 2016. Relationship between internships and employment competencies of degreed professionals who completed a college internship. Minneapolis, MN: Walden University (PhD - dissertation).
- Blandford, A.E. 2013. Semi-structured qualitative studies. (In Soegaard, M. & Dam, R., eds. The encyclopaedia of human-computer interaction. 2nd ed. Aarhus: The Interaction Design Foundation http://discovery.ucl.ac.uk/1436174/2/semi-structured_qualitative_studies.pdf Date of access: 28 Aug. 2018.
- Bouma, G.D. & Ling, R. 2010. The research process. New York, NY: Oxford University.
- Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2): 77-101.
- Bryman, A. 2012. Social Research Methods. 4th ed. New York, NY: Oxford University.
- Cabrita, J. & Perista, H. 2007. Measuring job satisfaction in surveys. Dublin: European Foundation for the Improvement of Living and Work Conditions.
- Calitz, T., Roux, A. & Strydom, H. 2014. Factors that affect social workers' job satisfaction, stress and burnout. *Social Work (South Africa)*, 50(2):153-169 <https://doi.org/10.15270/50-2-393> Date of access: 17 October 2019.
- Castillo-Montoya, M. 2016. Preparing for interview research: the interview protocol refinement framework. *The qualitative report*, 21(5):811-831.
- Centers for Disease Control and Prevention (CDC). 2018. Well-being concepts. National Center for Chronic Disease Prevention and Health Promotion. Division of Population Health. U.S. Department of Health and Human Services, USA.gov.
- Charmaz, K. 2014. Constructing grounded theory. 2nd ed. Los Angeles, CA: Sage.
- Chartered Accountants Benevolent Association (CABA). 2016. <https://www.caba.org.uk/help-and-guides/information/what-financial-wellbeing>. Date of access: 17 November 2019.
- Council on Social Work Education (CSWE). 2016. Working definition of economic well-being. <https://www.cswe.org/Centers-Initiatives/Initiatives/Clearinghouse-for-Economic-Well-Being/Working-Definition-of-Economic-Well-Being> Date of access: 10 December 2019.
- Clarke, V. & Braun, V. 2013. Teaching thematic analysis: overcoming challenges and developing strategies for effective learning. *The psychologist*, 26(2):120-123.
- Cope, D.G. 2014. Methods and meanings: credibility and trustworthiness of qualitative research. An exploration on the patient navigator role: perspectives of younger women with breast cancer. *Oncology nursing forum*, 41(1):89-91.
- Creswell, J.W. 2013. Research design: qualitative, quantitative, and mixed methods approaches. 4th ed. Los Angeles, CA: Sage.
- Davis, T.S. 2019. What is well-being? Definition, types, and well-being skills. <https://www.psychologytoday.com> Date accessed: 27 October 2019.
- Dennis, B.K. 2014. Understanding participant experience: reflections of a novice research participant. *International journal of qualitative methods*, 13(1):395-410.

Department see South Africa.

Department of Health and Social Development *see* South Africa.

Department of Public Service and Administration *see* South Africa.

Department of Social Development & South African Council for Social Service Profession *see* South Africa.

Department of Social Development *see* South Africa.

Diener, E. 2000. Subjective well-being: the science of happiness and a proposal for a national index. *American Psychologist*, 55(1):34-43.

Doyle, A. 2018. What is a Semi-Structured Interview? <http://www.thebalancecareers.com/what-is-a-semi-structured-interview-2061632> Date of access: 10 August 2018.

Duffield, C.M., Roche, M.A., Blay, N. & Stasa, H. 2010. Nursing unit managers, staff retention and the work environment. *Journal of Clinical Nursing*, 20(1):23-33. doi:10.1111/j.1365-2702.2010.03478.x.

Earle, N. 2008. Social work as a scarce and critical profession. https://www.labour.gov.za/downloads/documents/research-documents/Social%20work_Dol_Report.pdf Date of access: 19 Oct. 2018.

Edgeley, C.M. 2017. Using survey IDs to enhance survey research and administration. *Journal of extension*, 55(6):0-4.

Educational Policy and Accreditation Standards (EPAS). 2008. Purpose: Social Work Practice, Educational Policy and Accreditation standards. [https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2008-EPAS/2008EDUCATIONALPOLICYANDACCREDITATIONSTANDARDS\(EPAS\)-08-24-2012.pdf.aspx](https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2008-EPAS/2008EDUCATIONALPOLICYANDACCREDITATIONSTANDARDS(EPAS)-08-24-2012.pdf.aspx) Date of access: 27 July 2019.

Elmusharaf, K. 2012. Qualitative sampling techniques, Paper presented at the Training Course in Sexual Reproductive Health Research, Geneva, 31 July 2012. [http://www.gfmer.ch/SRH-Course-2012/research-methodology/Qualitative samplingtechniques-Elmusharaf-2012.htm](http://www.gfmer.ch/SRH-Course-2012/research-methodology/Qualitative%20samplingtechniques-Elmusharaf-2012.htm) Date of access: 15 August 2018.

Engelbrecht, L.K. 2006. Plumbing the brain drain of South African social workers migrating to the UK: challenges for social service providers. *Social Work/Maatskaplike Werk*, 42(2):101-121.

Engelbrecht, L.K. 2010. A strengths perspective on supervision of social workers: an alternative management paradigm within a social development context. *Social Work and Social Sciences Review*, 14(1):47-58.

Engstrom, D.W., Gamble, L. & Min, J.W. 2009. Field practicum experiences of bilingual social work students working with limited English proficiency clients. *Journal of social work education*, 45(2):209-224.

Etikan, I., Musa, S.A. & Alkassim, R.S. 2016. Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1):1-4.

Farmer, D. 2011. Increasing job satisfaction among social workers. http://www.academia.edu/1075073/IncreasingJob_satisfaction_among_social_workers Date of access: 27 October 2019.

- Fitts, V.L. 2006. Ohio social workers: an examination of work-related needs, job satisfaction and membership in the National Association of Social Workers. What factors are associated with anticipated tenure in the profession? Columbus, Ohio: Ohio State University. (PhD - Thesis)
- Francis, J.J., Johnston, M., Robertson, C., Glidewell, L., Entwistle, V., Eccles, M.P. & Grimshaw, J.M. 2010. What is the adequate sample size? Operationalising data saturation for theory based interview studies. *Psychological Health*, 25(10):1229-45.
- Friedman, H.S. & Kern, M.L. 2013. Personality, Well-Being and Health. www.annualreviews.org. Date of access: 22 October 2019.
- Fusch, P.I. & Ness, L.R. 2015. Are we there yet? Data saturation in qualitative research. *The qualitative report*, 20(9):1408-1416.
- Gilboa, S., Shirom, A., Fried, Y. & Cooper, C. 2008. A meta-analysis of work demand stressors and job performance: examining main and moderating effects. *Personnel Psychology*, 61:227-271.
- Greeff, M. 2011. Information collection: interviewing. (In De Vos, A., Strydom, H., Fouché, C.B. & Delport, C.S.L., eds. Research at grassroots for the social sciences and human service professionals. 4th ed. Pretoria: Van Schaik. p. 351-359).
- Gray, M. & Lombaard, A. 2008. The Post – 1994, Transformation of Social Work in South Africa. *International Journal of Social Welfare*, 17(2):132-145. DOI:10.1111/j.1468.2397.2007.00545x
- Gray, M & Mazibuko, F. 2002 Social Work in South Africa at the Dawn of the New Millenium. *International Journal of Social Welfare*, 11:191-200.
- Guest, G., Bunce, A. & Johnson, L. 2006. How many interviews are enough? An experiment with data saturation and variability. *Field methods*, 18(1):59-82.
- Hardy, R. 2017. Inform adults, inform children top tips on managing professional boundaries in social work. Community Care.
- Health Research, Geneva, 31 July 2012. [http://www.gfmer.ch/SRH-Course-2012/research-methodology/Qualitative samplingtechniques-Elmusharaf-2012.htm](http://www.gfmer.ch/SRH-Course-2012/research-methodology/Qualitative%20samplingtechniques-Elmusharaf-2012.htm). Date of access: 15 Aug. 2018.
- Hlope, M. 2018. Internship and learnership policy [personal interview]. 15 May. Polokwane.
- Hussein, S., Moriaty, J., Stevens, M., Sharpe, E. & Manthorpe, J. 2013. Organisational Factors, Job Satisfaction and Intention to Leave Among Newly Qualified Social Workers in England. *Social Work Education, An International Journal*. 1-17. Doi:10.1080/02615479.2013.806467
- International Federation of Social Workers (IFSW). 2014. Global definition of social work. <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/> Date of access: 28 Jun. 2018.
- International Labour Organisation 2019 *Workplace well-being*. [https://www.iol.org/safework/areasofwork/workplace-health-promotion-and-well-being/WCMS_118396/lang--en/index.htm](https://www.iol.org/safework/areasofwork/workplace-health-promotion-and-well-being/WCMS_118396/lang-en/index.htm) Date of access: 25 January 2019
- Irvine, A., Drew, P. & Sainsbury, R. 2013. Am I not answering your questions properly? Clarification, adequacy and responsiveness in semi-structured telephone and face-to-face interviews. *Qualitative research*, 13(1):87-106.

- Janse van Rensburg, J. 2009. Occupational stressors of newly qualified social workers in non-governmental organisations: experiences and coping strategies. Stellenbosch: University of Stellenbosch. (MA - Thesis).
- Khumalo, G. 2009. South Africa faces shortage of social workers. South African Government Communication and Information System. <https://SANews.gov.za> Date of access: 26 November 2019.
- Korstjens, I. & Moser, A. 2018. Series: practical guidance to qualitative research. Part 4: trustworthiness and publishing. *European journal of general practice*, 24(1):120-124.
- Leedy, P.D. & Ormrod, J.E. 2013. Practical research planning and design. Upper Saddle River, NJ: Pearson Education.
- Lovell, M. 2019. Well-being in office design. [www.morganlovell.co.uk/knowledge/checklists/ what-is-employee-well-being](http://www.morganlovell.co.uk/knowledge/checklists/what-is-employee-well-being) Date of access: 24 November 2019.
- Mack, N., Woodson, C., MacQueen, K.M., Guest, G. & Namey, E. 2005. Chapel Hill, NC: Family Health International.
- Maguire, M. & Delahunt, B. 2017. Doing a thematic analysis: a practical, step-by-step guide for learning and teaching scholars. *The all-Ireland journal of teaching and learning in higher education*, 9(3):3351-33514.
- Malange, T. 2018. Employee Health and Wellness Vhembe [personal interview]. 15 April 2018. Thoyhando.
- Mandal, P.C. 2018. Trustworthiness in qualitative content analysis. *International journal of advanced research and development*, 3(2):479-485.
- Manyike, J. 2019. On the money/tackling your debt hangover in January. Old Mutual
- Masovic, A. 2018. Socio-cultural factors and their impact on the performance of multinational companies. *Ecoforum*, 7(14):1-6.
- Mathibe, P. Absenteeism of interns [personal interview]. 17 June 2018., Mahwelereng.
- Maxwell, R.L. 2015. A new way of examining job satisfaction and employee well-being: the value of employee attributed importance. London: Institute of Psychology, Psychiatry and Neuroscience.
- McDonald, J. 2019. 7 poor working conditions that hurt employee productivity - iOFFICE. <https://www.iofficecorp.com/blog> Date of access: 18 October 2019.
- McIntosh, M.J. & Morse, J.M. 2015. Situating and constructing diversity in semi-structured interviews. *Global qualitative nursing research*, 2(1):1-12.
- Misachi, J. 2018. South African Culture, Customs and Traditions, WorldAtlas, <https://www.worldatlas.com/articles/south-african-culture-customs-and-traditions.html/> Date of access: 7 November 2019.
- Mental Health foundation. 2014. Managing Mental Health in the workplace (Module7). mentalhealth.org.uk. Date of access: 14 Sept. 2019.
- Mokoka, L. 2016. The experiences of social work supervisees in relation to supervision within the Department of Social Development in the Johannesburg Region. Pretoria: UNISA. (Dissertation – MA).

- Moon, K., Brewer, T.D., Januchowski-Hartley, S.R., Adams, V.M. & Blackman, D.A. 2016. A guideline to improve qualitative social science publishing in ecology and conservation journals. *Ecology and society*, 21(3):1-20.
- Moss, S. 2009. Engagement at work. <http://www.psych-it.com.au/Psychlopedia/article.asp?id=345> Date of access: 18 November 2019.
- MSW@USC Staff. 2011. Top five skills in a social worker's professional toolkit. 2019 The University of Southern California USC Suzanne Dworak-Peck School of Social Work.
- National Association of Social Workers. 2013. Code of Ethics. http://www.sp2.upenn.edu/docs/resources/nasw_code_of_ethics.pdf Date of access: 20 November 2019.
- National Association of Social Work (NASW). 2017. What is the social work code of ethics? <https://www.socialworkers.org> Date of access: 12 October 2019.
- Ncemane, K. 2019. "Black Tax" working hard, earning well, but struggling financially. www.702.co.za Date of access: 1 November 2019.
- O'Donnell, M. 2014. Employee well-being in the workplace. Newsletter: <https://talentculture.com/employee-well-being-in-the-workplace/> Date of access: 17 June 2018.
- Nieuwenhuis, J. 2016. Qualitative research designs and data-gathering techniques. (In Maree, K., ed. First steps in research. 2nd ed. Pretoria: Van Schaik. p. 71-102).
- O'Donnell, M. 2014. Employee well-being in the workplace. Newsletter: <https://talentculture.com/employee-well-being-in-the-workplace/> Date of access: 17 June 2018.
- O'Leary, Z. 2014. The essential guide to doing your research project. 2nd ed. Thousand Oaks, CA: SAGE.
- O'Reilly, M. & Parker, N. 2012. Unsatisfactory saturation: a critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative research journal*, 13(2):190-197.
- Parliamentary Monitoring Group. 2007. Social Development Portfolio Committee. <https://pmg.org.za/committee-meeting> Date of access: 5 December 2019.
- Patel, L. 2008. The South Africa welfare model inherited from colonialism and apartheid. <https://www.wiredspace.wits.ac.za>. Date of access: 22 October 2019.
- Peterson, T. 2018. What is mental wellbeing? Definition and examples, healthy place. <https://www.healthyplace.com/self-help/self-help-information/what-mental-wellbeing-definition-and-examples>. Date of access: 10 December 2019.
- Plowright, D. 2011. Using mixed methods: Frameworks for an integrated methodology. Los Angeles, CA: Sage.
- Polit, D.F. & Beck, C.T. 2014. Essentials of nursing research: appraising evidence for nursing practice. 8th ed. Philadelphia, PA: Lippincott Williams & Wilkins.
- Pop, C.A. 2009. A national skills development graduate internship programme as a talent retention strategy. Pretoria: University of Pretoria. (Dissertation – MBA).

- Pop, C.A. & Barkhuizen, N. 2010. The relationship between skills training and retention of graduate interns in South Africa information communication and technology company. *Literacy information and computer education Journal*, 1(2):75-83.
- Prinsloo, T. 2015. Exploring play of middle childhood children in a poor community in the North West Province: Caregivers' experience. Potchefstroom: North-West University. (Thesis - MA).
- Probyn, J.E., Howarth, M.L. & Maz, J. 2016. The 'middle bit': how to appraise qualitative research. *British journal of cardiac nursing*, 11(5). <https://www.magonlinelibrary.com/doi/pdf/10.12968/bjca.2016.11.5.248> Date of access: 29 October 2018.
- Prochaska, F. 2012. Research Standards and Quality in Qualitative Research. San José State University, School of Social Work (ScWk). <http://www.sjsu.edu/people/fred.prochaska/courses/ScWk240/s1/ScWk-240-Week-12Slides--Standards-Qualitative-Research.pdf> Date of access: 27 October 2018.
- Pugh, R. 2007. Dual relationships: personal and professional boundaries in rural social work. *British Journal of Social Work*, 37(8):1405-1423.
- Richardson, J. 2014. The Social Work Internship Debate. Published by Jonathan Richardson in Education Employment, Social Work on 2014/08/04. <http://www.socialworkerhelper.com> Date of access: 14 April 2018.
- Ross, L.F., Loup, A., Nelson, R.M., Botkin, J.R., Kost, R., Smith Jr, G.R. & Gehlert, S. 2010. Nine key functions for a human subjects' protection program for community-engaged research: points to consider. *Journal of empirical research in human research ethics*, 5(1):33-47.
- Sandelowski, M. 2009. What's in a name? Qualitative description revisited. *Research in Nursing and Health*, 33(1) <https://doi.org.1002/nur.20362> Date of access: 12 December 2018.
- Simon, M. 2011. Dissertation and Scholarly Research: Recipes for success. Seattle, WA: Dissertation Success, LLC.
- Schutte, P. & Vainio, M.D. 2010. Well-being at work – overview and perspective. *Scandinavian Journal of Work, Environment & Health*, 36(5):422-429.
- Shah, H. & Marks, N. 2004. A well-being manifesto for a flourishing society. London: The New Economics Foundation.
- SHRM. 2018. Employing Interns. <https://www.shrm.org/resources-as/tools-and-samples/toolkit/employing-interns> Date of access: 28 September 2019.
- Smith, L. 2014. Historiography of South African Social Work: Challenging dominant Discourses. *Social Work/Maatskaplike Werk*, 50,3(1)1-28. <http://dx.doi.org/10.15270/50-2-401> Date of access: 15 November 2019.
- South Africa: Statistics South Africa. 2016. Community survey: 2016 results. Pretoria.
- South African Council for the Social Service Profession. 2013. Policy guidelines for course of conduct, code of ethics and the rules for social workers. <http://www.sacssp.co.za/website/wp-content/uploads/2012/10/code-of-Ethics.pdf> Date of access: 29 November 2019.
- South African Council for the Social Service Profession. 2019. Statement on 42nd meeting of Professional Board for Social Work, 6 June 2019.

- South Africa. Department of Health and Social Development. Limpopo. 2015. Limpopo Department of Health and Social Development Bursary Scheme 2015. Pretoria.
- South Africa. Department of Public Service and Administration. 2006. The Public Service Internship Programme. Pretoria.
- South Africa. Department of Public Service and Administration. 2013(2). Wellness Management Policy. Pretoria.
- South Africa. Department of Social Development & South African Council for Social Service Profession. 2012. Supervision framework for social work profession. Pretoria.
- South African Department of Social Development. 1997. Whitepaper for Social Welfare. Pretoria.
- South Africa. Department of Social Development. 2006. Recruitment and retention strategy for social workers. Pretoria.
- South Africa. Department of Social Development. 2012. Supervision framework for social work profession. Pretoria.
- South Africa. Department of Social Development. 2013. Generic norms and standards for social welfare services. Pretoria.
- South Africa. Department of Social Development. 2016-2017. Internship Grant HWSETHA. Pretoria.
- South Africa. Department of Social Development. 2017. Circular: information on experiential learning processes Ref S5/2/4 Polokwane. Pretoria.
- South Africa. Department of Social Development. 2017. Scholarship for social work. Student Guide 2017. Pretoria.
- South African Department of Social Development. 2019. Draft White Paper for Development. Pretoria.
- Spracklin, P. 2017. Top 10 problems for immigrants – immigroup – we are immigration law. Newsgroup: <https://www.immigroup.com/news/top-10-problems-immigrants> Date of access: 28 Oct. 2018.
- Strolin, J., McCarthey, M. & Caringi, J. 2007. Causes and effects of child welfare workforce turnover: current state of knowledge and future directions. <http://ocfs.ny.gov/ohrd/swec/pubs/Causes/Effects/Child/Welfare/WorkforceTurnover.pdf> Date of access: 10 December 2011.
- Stumpfegger, E. 2017. Qualitative Versus Quantitative Research. *Munich Business School insights*. <https://www.munich-business-school.de/insights/en/2017/qualitative-vsquantitative-research/> Date of access: 28 July 2018.
- Thomas, A., Cairney, S., Gunthorpe, W., Paradies, Y. & Sayers, S. 2010. Strong souls: development and validation of a culturally appropriate tool for assessment of social and emotional well-being in Indigenous youth. *Australian and New Zealand Journal of Psychiatry*, 44(1):40-48.
- Tucker, J.S., Sinclair, R.R. & Thomas, J.L. 2005. The multilevel effects of occupational stressors on soldiers' well-being, organizational attachment, and readiness. *Journal of Occupational Health Psychology*, 10(3):276-299. doi:10.1037/1076-8998.10.3.276.
- Tufford, L. & Newman, P. 2010. Bracketing in Qualitative Research. *Qualitative Social Work*, 11(1):80-96.

TNS QUAL+. 2011. Well-being aggregate report. *Eurobarometer Qualitative Studies*. European Commission. Date accessed: 5 Nov. 2019. Internet url <https://ec.europa.eu/commfrontoffice/publicopinion/archives/quali/wellbeing-final-en.pdf>

University of Cape Town. 2019. <https://www.socialdevelopment.uct.ac.za/sd/socialwork/define> Date of access: 4 December 2019.

Van Wyk, C. 2011. Beroepstres en stresshantering by maatskaplike werkers wat betrokke is by intervensie met seksueel misbruikte kinders. Stellenbosch: Universiteit Stellenbosch. (PhD – Proefskrif).

Van Wyk.M. 2019. Emotional wellbeing. <https://www.marcusvanwyk.com/applied-eq-in-the-workplace/the-importance-of-emotional-wellbeing-in-the-workplace>. Date of access: 8 December 2019.

Walker, J.L. 2012. The use of saturation in qualitative research. *Canada journal of cardiovascular nursing*, 22(2):37-46.

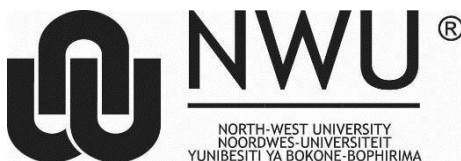
Waters, K.R., Altus, D.E. & Wilkinson, N.I. 2013. Promoting student professional identity, challenging our own: narrative practices in internship seminars. *Journal of systemic therapies*, 32(3):1-12.

Waters, M. 2013. SA has a 77% social worker shortage. Newsletter: <http://www.politicsweb.co.za/party/sa-has-a-77-social-worker-shortage--mike-waters> Date of access: 29 April. 2018.

Whitaker, T., Weismiller, T. & Clark, E. 2006. Assuring the sufficiency of a frontline workforce: a National study of Licensed Social Workers: Executive Summary. Washington, DC: National Association of Social Workers. <http://workforce.socialworkers.org> Date of access: 25 August 2019

World Health Organisation (WHO). 2014. "Psychological Wellbeing". https://www.who.int/mental_health/en?-75k Date of access: 7 November 2019.

ANNEXURE 1: APPROVAL OF YOUR APPLICATION



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222

Web: <http://www.nwu.ac.za>

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

**North-West University Health Research Ethics
Committee (NWU-HREC)**

Tel: 018-285 2291

Email: Wayne.Towers@nwu.ac.za

Dr L Wilson
Social Work
CCYFS-COMPRES

25 April 2019

Dear Dr Wilson

APPROVAL OF YOUR APPLICATION BY THE NORTH-WEST UNIVERSITY HEALTH RESEARCH ETHICS COMMITTEE (NWU-HREC) OF THE FACULTY OF HEALTH SCIENCES

• ETHICS NUMBER: NWU-00019-19-S1

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

**• STUDY TITLE: PLACEMENT FACTORS CONTRIBUTING TO THE WELL-BEING
OF SOCIAL WORK INTERNS IN A GOVERNMENT SETTING**

Study leader: Dr L Wilson

Student: WM Kruger-

31529739 Application type:

Single study

Risk level: Medium (monitoring report required six-monthly)

Expiry date: 30 April 2020 (monitoring report is due at the end of April annually until completion)


You are kindly informed that after review by the NWU-HREC, Faculty of Health Sciences, North-West University, your ethics approval application has been successful and was determined to fulfil all requirements for approval. Your study is approved for a year and may commence from 25/04/2019. Continuation of the study is dependent on receipt of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation. A monitoring report should be submitted two months prior to the reporting dates as indicated i.e. annually for minimal risk studies, six-monthly for medium risk studies and three-monthly for high risk studies, to ensure timely renewal of the study. A final report must be provided at completion of the study or the NWU-HREC, Faculty of Health Sciences must be notified if the study is temporarily suspended or

terminated. The monitoring report template is obtainable from the Faculty of Health Sciences Ethics Office for Research, Training and Support at Ethics-HRECMonitoring@nwu.ac.za. Annually, a number of studies may be randomly selected for an internal audit.

The NWU-HREC, Faculty of Health Sciences requires immediate reporting of any aspects that warrants a change of ethical approval. Any amendments, extensions or other modifications to the proposal or other associated documentation must be submitted to the NWU-HREC, Faculty of Health Sciences prior to implementing these changes. These requests should be submitted to Ethics-HRECAppl@nwu.ac.za with a cover letter with a specific subject title indicating, "Amendment request: NWU-XXXX-XX-XX". The letter should include the title of the approved study, the names of the researchers involved, the nature of the amendment/s being made (indicating what changes have been made as well as where they have been made), which documents have been attached and any further explanation to clarify the amendment request being submitted. The amendments made should be indicated in **yellow highlight** in the amended documents. The *e-mail*, to which you attach the documents that you send, should have a *specific* s an amendment requests e.g. "Amendment request: NWU-XXXX-XX-XX". This e-mail should indicate the nature of the amendment. This submission will be handled via the expedited process.

Any adverse/unexpected/unforeseen events or incidents must be reported on either an adverse event report form or incident report form to Ethics-HRECIncident-SAE@nwu.ac.za.

Yours sincerely


Digitally signed by Wayne Towers
Date: 2019.04.25
12:52:44 +02'00'
Date:

Prof Wayne Towers
Chairperson: NWU-HREC


Digitally signed by Prof
Minrie Greeff
Date: 2019.04..25

14:41:19 +02'00'

Prof Minrie Greeff
Head of Health Sciences Ethics
Office for Research, Training
and Support

Current details: (23239522) G:\My Drive\9. Research and Postgraduate Education\9.1.5.3 Letters Templates\9.1.5.4.1 Approval_letter_HREC.docm
30 April 2018

File reference: 9.1.5.4.1

ANNEXURE 2: APPROVAL TO USE FACILITIES



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
SOCIAL DEVELOPMENT

TO: North West University Health Research Ethics Committee
Private bag x 05, Noordbrug
South Africa
2522

APPROVAL TO USE DEPARTMENT OF SOCIAL DEVELOPMENT'S FACILITIES

This certifies that Ms ^{WM}~~MW~~ Kruger has presented the significance of her research study titled: '**Placement factors contributing of the Well-being of Social Work Interns in a Government setting**'

^{WM}
Ms. ~~MW~~ Kruger's research study

1. The findings of the study

The findings of this study will create a better understanding of the placement factors that contribute to the well-being of Social Work interns during their internship programme, and provide guideline to the Human Resource Management section of DSD on how these challenges can be avoided or minimized.

This may inform the producers followed by the Human Resource Management and the Human Resource Development sections at the provincial as well as district office of the DSD in the ad random placements of interns.

The supervisor and mentors will be made aware of the placement factors that contribute to the well - being of the interns. The findings may also assist new

social work interns in preparing themselves for their internships as they will be aware of the factors that have an influence on them.

2. **Population and area of study**

In view of the above, this letter grants Ms. ^{WM} Kruger permission to use the Department of Social Development facilities and allows her to interview 12 participants each from Capricorn, Sekhukhune and Waterberg District.



Deputy Director: Population Development Unit
Mokobane R

Date 26/03/2019

ANNEXURE 3: APPROVAL TO DO INTERVIEWS – WATERBERG DISTRICT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF SOCIAL DEVELOPMENT

WATERBERG DISTRICT

REF : Research
TO : Kruger W.M.

SUBJECT: APPROVAL TO DO INTERVIEWS FOR RESEARCH PURPOSES IN WATERBERG DISTRICT

1. The above matter refers.
2. Approval is hereby granted to you to conduct interviews for your research in Waterberg District.
3. An approval letter dated 26 March 2019 from the Provincial Social Development has been received.
4. Looking forward to the outcome of the research.

Kind Regards

Sekanka M.S.
Acting –Social Work Manager
Waterberg District

Date 2019/4/17

Cnr Elias Motsoaledi & Thabo Mbeki Street, Modimolle, 0510, Private Bag x1051, Modimolle, 0510
Tel: (014) 7181700, Fax: (014) 718 1778

The heartland of Southern Africa – development is about people

ANNEXURE 4: APPROVAL TO INTERVIEW – CAPRICORN DISTRICT



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

CAPRICORN DISTRICT

TO: MS KRUGER MINETTE

FROM: TEMA N.R
SOCIAL WORK MANAGER

ENQ: Munyai T.P- Transversal Social Work Services
Capricorn District

SUBJECT: APPROVAL TO INTERVIEW 12 INTERN SOCIAL WORKERS PLACED UNDER
CAPRICORN DISTRICT OFFICE

1. Approval is hereby granted to interview 12 intern Social Workers from Capricorn District for the purpose of your research study
2. Your letter of approval dated 26 March 2019 from Head of Department Social Development has been received
3. Looking forward for your positive feedback in assisting the Department better service delivery

Yours in Service


TEMA NR
SOCIAL WORK MANAGER

17/04/2019
DATE

ANNEXURE 5: APPROVAL TO INTERVIEW - LIMPOPO



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

TO: MS KRUGER MINNETTE

FROM: MAGONGO C.M

MANAGER SOCIAL WORK SERVICES

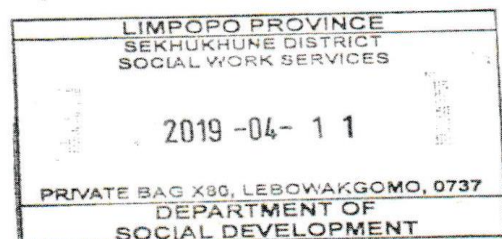
SUBJECT: APPROVAL TO INTERVIEW 12 SOCIAL WORK INTERNS.

1. Approval is hereby granted for you to interview 12 Social Work Interns for your research in Sekhukhune District.
2. An approval letter dated 26 March 2019 from the Provincial Social Development has been received.
3. The undersigned will appreciate to get feedback on the findings of the study.

YOURS IN BATHOPELE

MAGONGO C.M

MANAGER SOCIAL WORK SERVICES



ANNEXURE 6: CONSENT FORM

PARTICIPATION IN THIS RESEARCH STUDY IS DONE VOLUNTARY

Take note that if you don't want to participate, you can withdraw at any time, even if you had signed your consent form. There will be no consequences.

Declaration by participant

By signing below, I.... .. (name and surname) agree to take part in the research study titled:

Challenges faced by social work interns as well as the influence thereof on their well-being during their internship at the Department of Social Development, Limpopo Province

I declare that:

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

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

Signature of participant.....

ANNEXURE 7: INTERVIEW SCHEDULE

The following will be expected from you.

You will be expected to participate in one interview that will be conducted at an office in your district. The interview will be no longer than 90 minutes and there will be a break during this interview where refreshments will be served. The questions that you will be asked during this interview are the following:

- 1.Elaborate on how you experienced the social work internship program?
- 2.What factors in terms of where you were placed District, Village, Town. Do you think that this had an influence on you during your internship placement?
- 3.What challenges did you experience regarding accommodation and transport?
- 4.What were the barriers that you have experienced with the socio-cultural differences comparing with your own culture?
- 5.Describe your experience with the language used in the placement area
- 6.what support did you received during the internship period – like supervision/ mentoring?
- 7.Describe the factors – financially that had a direct influence on you during the internship period.
- 8.How do you think your placement influenced your family relationships?
- 9.How do you think did these factors influenced your daily work as a social work intern?
- 10.How did the placement factors influence the well-being?

ANNEXURE 8: AUTHOR GUIDELINES: SOCIAL WORK /MAATSKAPLIKE WERK

AUTHOR GUIDELINES (SOCIAL WORK/ MAATSKAPLIKE WERK)

Authors need to register with the journal prior to submitting or, if already registered, can simply send the Word document to hsu@sun.ac.za.

- **ARTICLES MUST NOT DIRECTLY BE SUBMITTED TO THE JOURNAL.**

The Journal publishes articles, book reviews and commentary on articles already published from any field of social work.

1. Contributions may be written in English or Afrikaans.
2. All articles should include an abstract in English of not more than 100 words.
3. All contributions will be critically reviewed by at least two referees on whose advice contributions will be accepted or rejected by the editorial committee.
4. All refereeing is strictly confidential (double blind peer-review).
5. Manuscripts may be returned to the authors if extensive revision is required or if the style or presentation does not conform to the Journal practice.
6. Articles of fewer than 2,000 words or more than 10,000 words are normally not considered for publication.
7. Manuscripts should be typed in 12 pt. Times Roman single-spaced on A4 paper size.
8. Use the Harvard system for references.
9. Short references in the text: When word-for-word quotations, facts or arguments from other sources are cited, the surname(s) of the author(s), year of publication and page number(s) must appear in parenthesis in the text, e.g. "... (Berger, 1967:12).
10. More details about sources referred to in the text should appear at the end of the manuscript under the caption "References".
11. The sources must be arranged alphabetically according to the surnames of the authors.
12. Note the use of capitals and punctuation marks in the following examples.

TWO AUTHORS: SHEAFOR, B.W. & JENKINS, L.E. 1982. Quality field instruction in social work. Program Development and Maintenance. New York: Longman.

COLLECTION: MIDDLEMAN, R.R. & RHODES, G.B. (eds) 1985. Competent supervision, making imaginative judgements. New Jersey: Prentice-Hall.

ARTICLE IN COLLECTION: DURKHEIM, E. 1977. On education and society. In: KARARABEL, J. & HALSEY, A.H. (eds) Power and ideology in education. New York: Oxford University Press.

JOURNAL ARTICLE: BERNSTEIN, A. 1991. Social work and a new South Africa: Can social workers meet the challenge? *Social Work/ Maatskaplike Werk*, 27(3/4):222-231.

THESIS: EHLERS, D.M.M. 1987. Die gebruik van statistiese tegnieke vir die ontleding van gegewens in maatskaplikewerk-navorsing. Pretoria: Universiteit van Pretoria. (M tesis)

MINISTRY FOR WELFARE AND POPULATION DEVELOPMENT 1995. Draft White Paper for Social Welfare. Government Gazette, Vol. 368, No. 16943 (2 February). Pretoria: Government Printer.

NEWSPAPER REPORT: MBEKI, T. 1998. Fiddling while the AIDS crisis gets out of control. Sunday Times, 8 March, 18.

INTERNET REFERENCES: McKiernan, G. 1998. Beyond bookmarks: schemes for organising the Web [on line]. Rev. 18 June. Available:

<http://www.public.iastate.edu/CYBERSTACKS/CTW.htm>

SUBMISSION PREPARATION CHECKLIST

As part of the submission process, authors are required to check off their submission's compliance with all of the following items, and submissions may be returned to authors that do not adhere to these guidelines.

1. The submission has not been previously published, nor is it before another journal for consideration (or an explanation has been provided in Comments to the Editor).
2. The submission file is in OpenOffice, Microsoft Word, RTF, or WordPerfect document file format.
3. Where available, URLs for the references have been provided.
4. The text is single-spaced; uses a 12-point font; employs Times Roman, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.
5. The text adheres to the stylistic and bibliographic requirements outlined in the Author Guidelines, which is found in About the Journal.
6. If submitting to a peer-reviewed section of the journal, the instructions in Ensuring a Blind Review have been followed.

COPYRIGHT NOTICE

This journal is an open access journal, and the authors and journal should be properly acknowledged when works are cited.

Authors may use the publisher's version for teaching purposes, in books, and with conferences.

The following license applies:

Attribution CC BY-4.0

This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation.

Articles as a whole may not be re-published with another journal.

PRIVACY STATEMENT

The names and email addresses entered in this journal site will be used exclusively for the stated purposes of this journal and will not be made available for any other purpose or to any other party.

ANNEXURE 9: AUTHOR GUIDELINES

Southern African Journal of Social Work and Social Development (SAJSWSD)

1. Register on the SAJSWSD website
2. Submitting an article online
3. Requirements specific to this journal
- 3.1 Article length

Articles must not exceed 7000 words (from the first word in the title to the last word in the list of references.)

3.2. Abstract

Not more than 250 words.

Should not contain any footnotes or citations. The abstract must not be typed in italics. No abbreviations in the abstract. No citations must be included to literature in the abstract.

3.3. Keywords

Below the abstract, provide 4–6 keywords for indexing (only proper nouns should be capitalised). The keywords/phrases must be separated with a comma, e.g. semantics, codeswitching, discourse, southern regions of Africa, indexicality

3.4. General Style Guidelines (Chicago Manual of Style: Author-Date, 17th ed.)

3.5. Guidelines for the Technical Preparation of Manuscripts

3.5.1 Layout

- Manuscripts must be submitting electronically as Microsoft Word files.
- All graphic material has to be positioned at the correct place in the text and should be of a good quality.
- Supplementary files with graphic content must not be added
- Manuscripts must be presented as: A4 pages; normal margins; 12pt Times Roman; 1.5 line spacing.
- The proofing language must be set as UK English
- Do not type double spaces anywhere; not between words, at the end of sentences or after colons.
- Type hard spaces (shift + control + space bar) when phrases are preferred to be presented as a unit, e.g. 10_000; Vol. 1 (2): _22–21.

3.5.2 Authors should include their affiliation or ORCID below their name, after the title of the article.

3.5.3. Style

- The ampersand (&) must not be used anywhere in the text or citations; use “and” instead.

- In text, emphasise words by using italics only sparingly. Italicisation should otherwise be reserved for titles and words from a language other than that of the text.
- Italicised words/phrases in another language are glossed by an equivalent word/phrase in the language of the text placed in parentheses. Words well known in South African English are set as roman.
- Words/terms that need to be singled out as being “borrowed” from another author/source may be placed in double inverted commas.
- Titles of standalone publications must be in headline style (significant words are capitalised) and in italics when typed in the text. Titles of articles are placed between “double inverted commas.” Also see citation guidelines for examples.

3.5.4. Acknowledgements

Acknowledgements appear at the end of the article, should be brief, and recognise sources of financial and logistical support and permission to reproduce materials from other sources. Save a copy of documentation granting such permission. Adherence to copyright rules remains each author’s sole responsibility. Prior to acceptance of the article, ensure that the acknowledgements do not accidentally disclose your identity as author.

3.5.5. Book reviews

- Please note the format and order of information required in metadata for book reviews:
- Reviewed Book, <Book title in italics> by Andy Author <Book author name(s) and surname in roman>
- Unnamed University Press. 2014. Our Book Series. xiv + pp. 368. <Publisher, date of publication, series, and number of pages>
- ISBN: 978-0-0000000-0 <ISBN>, <https://doi.org/00.000/00000000.000.0000> <DOI>
- Reviewed by Randy Reviewer <Reviewer details>
- <https://orcid.org/0000-0000-0000-0000> <ORCiD>
- Unnamed University, Country <Affiliation: Institution, Country>
- email@email.com <email address>

3.5.5 Footnotes

- Please do not place any footnote markers before the beginning of the article’s main text. i.e., no footnotes may follow the article’s title or the author’s details (with the exception of the dagger (†) to indicate that an author is deceased).
- Footnotes with references in Arabic numbers (1, 2, 3—do not use i, ii, iii) are allowed on condition that these are limited to essential notes that enhance the content without impeding the fluent reading of the article.
- Footnotes are typed in 10pt. font and single spacing; hanging indent.
- A note number should generally be placed at the end of a sentence or at the end of a clause. The number normally follows a quotation. Relative to other punctuation, the number follows any punctuation mark except for the dash, which it precedes.

Examples are:

“This,” wrote George Templeton Strong, “is what our tailors can do.”¹

The bias was apparent in the Shotwell series²—and it must be remembered that Shotwell was a student of Robinson’s.

Though a note number normally follows a closing parenthesis, it may on rare occasion be more appropriate to place the number inside the closing parenthesis—if, for example, the note applies to a specific term within the parenthesis:

(In an earlier book he had said quite the opposite.)³

Men and their unions, as they entered industrial work, negotiated two things: young women would be laid off once they married (the commonly acknowledged “marriage bar”⁴), and men would be paid a “family wage.”

3.5.6. Endnotes are not allowed.

- Footnotes do not replace the alphabetical list of references at the end of the text.
- References in notes are regarded as text references and not bibliographic information.

3.5.7 Quotations

- When quoting from a source, use “double inverted commas.”
- To quote within a quote, use ‘single inverted commas.’
- When quoting more than five lines, indent. Do not print indented text in italics and do not use quotation marks. A citation after the indented quote follows after a full stop, e.g.
According to the report the council will discuss the matter at the next council meeting to be held on 5 January 2017. (Smit 2002, 1)
- When quoting within an indented quotation, use double inverted commas.
- Final full stops and commas are placed inside the quotation mark.
- Colons and semicolons are placed outside of quotation marks.
- Question and exclamation marks are only placed inside quotation marks if they form part of the quoted material:
- Do you know if she is “accredited”?
He asked: “Are you accredited?”

When adding notes to a quote or changing a quotation, use square brackets, e.g. [own translation/emphasis]/[t]oday.

3.5.8. Numbers

- In text, numbers one to nine are in words; numbers 10 and above are in digits.
- At the start of a sentence all numbers are in words.
- In parentheses, all numbers are in digits; as for numbers of tables, figures and chapters.
- Percentages should be expressed in digits followed by the unspaced percentage sign (%) throughout the text.
- Decimals—e.g. 7.5—are always in digits (also in text).
- Chicago prefers 122nd and 123rd (with an n and an r) over 122d and 123d.
- The letters in ordinal numbers should not appear as superscripts (e.g., 122nd and NOT 122nd).

Examples:

Gwen stole second base in the top half of the first innings.

The restaurant on the 45th floor has a splendid view of the city.

She found herself in 125th position out of 360.

3.5.9 Equations

- Use Math type for display and inline equations, but not for single variables. Single variables should be inserted into the text as Unicode characters.

3.5.10 Abbreviations

- Abbreviations that begin and end on the same letter as the word, do not get a full stop (Mr/Dr/Eds), but note Ed./Rev.
- Degrees: (Preferably without any punctuation) BA; DPhil; MSc

3.5.11 Ellipsis

- Use the ellipsis when indicating that text has been left out in the middle of a quoted sentence—preferably not at the start or end of the sentence. It is a given that text has been left out preceding and following your quote.
- Insert spaces before and after the ellipsis.
- Use only three full stops for an ellipsis (A full stop is added before an ellipsis to indicate the omission of the end of a sentence, unless the sentence is deliberately incomplete. Similarly, a full stop at the end of a sentence in the original is retained before an ellipsis indicating the omission of material immediately following the full stop.)

3.5.12 Dashes

- The unspaced em-dash (—) is used (Alt 0151).
- An unspaced en-dash (–) (Alt 0150), NOT A HYPHEN (-), is used to indicate ranges (e.g. of numbers or page numbers: 15–21).

3.5.13. Initials

- One initial: Steyn, P. 2009.
- Multiple initials
- Steyn, P. R. G. 2009. (spaces between initials)
- Steyn, P. R. G., R. T. Robbins and W. R. N. Boshoff. 2011.

3.5.14 Capitalisation of personal names

- Names and initials of persons, real or fictitious, are capitalised. The reference lists in some journals (especially in the natural sciences) always use initials instead of given names. A space should be used between any initials.

3.5.15. Capitalisation of (South African) surnames with prefixes

- (South African) surnames with prefixes should be capitalised as follows when used in isolation from a given name (such as in citations and reference lists):
De Vos, Le Roux, Van der Walt

3.5.16. Acronyms

- Give the full name when first mentioned (with acronym in parentheses), thereafter use the acronym uniformly and consistently:
Unisa; CSIR; HSRC; Sabinet/SABINET

3.5.17. et al.

- et al. (not italics) Never use in the reference list.
- When citing a text with four+ authors, use only the first author's name followed by "et al." in text, but list all authors in the reference list.

3.5.18. Tables and figures

- Table headings appear above the tables and are numbered.
- Figure captions appear below the figures and are numbered.
- Captions of figures other than artworks should be short and descriptive.
- Include authors cited in tables and figures in the reference list.
- Supply the source below the table or figure, if material is copyrighted.

3.5.19. Citation Guidelines: Chicago Author-Date

In text:

- Within the body of your text, citations are indicated in parentheses with the author's surname, publication date, and page number (if needed, as when quoting direct words), e.g. (Smith 2012, 45).
- Citations are placed within the text where they offer the least resistance to the flow of thought, frequently just before a mark of punctuation.
- Single-author citations: If the author's name appears in the text it is not necessary to repeat it, but the date should follow immediately:
- Malan (2014, 4) refers to this ...
- Single author with two or more works in the same year:
(Gray 2009a; 2009b)
- One publication with two or three authors:
... contested by Smith and Jones (2013, 16). Also (Smith and Jones 2013, 16)
- Multiple publications:
... venture failed (Bergin 2009; Chance 2008, 14–17).

When citing multiple publications/authors do so alphabetically (Louw 2010a, 3; Ncube 2008, 77; Zeiss 1993, 4).

- Multiple-author (three+ authors) publications with the same initial surname and same year of publication—shorten titles:
- (Coe et al., “Media diversity,” 2001) and (Coe et al., “Social media,” 2001)
- No page numbers are needed if citing a text on the Internet, e.g. academic freedom (Smith 2014), unless page numbers are available:
- When citing a secondary source:
greater good (Mullins as quoted in Khan 2014, 6).

Mullins (as quoted in Khan 2014, 6) argues ...

- Blogs are only referenced in-text.
- ### 3.5.20. References: (See examples below)

- Use the heading: References.
- Only list sources actually referred to in the text.

Authors

- List authors alphabetically. Use surnames, first names (if known) and initials.
- NB: Although full first names are used in the examples in this document, it is also acceptable to use authors' initials only, as long as one system is used consistently in a given article.
- The entries are additionally sorted by the work's date of publication (oldest to newest).
- Do not use a dash to replace author names.

- If no author or editor, order alphabetically by title (corresponding with text citation).
- A single-author entry precedes a multi-author entry beginning with the same surname.
- Successive entries by two+ authors, where the first author is the same, are alphabetised by co-authors' surnames.

Titles

- Use headline-style capitalisation in titles and subtitles of works and parts of works such as articles or chapters (i.e., *Biology in the Modern World: Science for Life in South Africa*). Capitalise significant words and proper nouns.
- Use headline-style capitalisation for titles of journals and periodicals (i.e., *Journal of Social Activism*).
- Titles of stand-alone publications are typed in italics when used in text: *Evangelism and the Growth of Pentecostalism in Africa*.

Compound sources

- Source within another source: Smit, R. 2012. "Where to Now?" In *Climate Change in the Next Decade*, edited by S. Y. Tovey and T. Rosti, 200–234. Pretoria: Van Schaik.
- Treat pamphlets, reports, brochures and freestanding publications (such as exhibition catalogues) as books. Give sufficient information to identify the document.

Electronic references

- (NB: The text reference must correspond with the alphabetical reference list)
- Author's surname, name and initials (if available); title of article/publication. website address (URL):
- Macdonald, Fiona. 2017. "The Extraordinary Life of the 1920s Lady Gaga." *BBC Culture*, September 20. Accessed October 6, 2017.
<http://www.bbc.com/culture/story/20170920-the-extraordinary-life-of-the-19th-century-lady-gaga>.
- Personal communications, letters, conversations, emails, interviews, recordings may be listed separately in the reference list. Omit: Inc., Co. Publishing Co. etc. from the name of the publisher.

Journals

- Parentheses with issue number: When volume and issue number are used, the issue number is placed in parentheses.
- When only an issue number is used, it is not enclosed in parentheses.

Archival material/manuscript collections

- When citing archival material in the author-date style, it is unnecessary to use n.d. (no date) in place of the date.
- Dates of individual items should be mentioned in the text, when applicable:
(in the reference list) Egmont Manuscripts. Philipps Collection. University of Georgia Library.

Kallen, Horace. *Papers*. YIVO Institute for Jewish Research, New York.

(in text) Oglethorpe wrote to the trustees on January 13, 1733 (Egmont Manuscripts), to say ...

- Alvin Johnson, in a memorandum prepared sometime in 1937 (Kallen Papers, file 36), observed that ...

- If only one item from a collection has been mentioned in the text, however, the entry may begin with the writer's name (if known). In such a case, the use of n.d. may become appropriate:

Dinkel, Joseph. n.d. Description of Louis Agassiz written at the request of Elizabeth Cary Agassiz. Agassiz Papers. Houghton Library, Harvard University.

(Dinkel, n.d.)

Examples (For full list of examples see http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

R: Reference list

T: Text citation

Books

One author

R: Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin.

T: (Pollan 2006, 99–100).

Two or three authors

R: Ward, Geoffrey C., and Ken Burns. 2007. *The War: An Intimate History, 1941–1945*. New York: Knopf.

T: (Ward and Burns 2007, 52).

Four or more authors, list all of the authors in the reference list; in the text, list only the first author, followed by et al. (“and others”):

R: Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, and Robert M. Harnish. 2001. *Linguistics: An Introduction to Language and Communication*. 5th ed. Cambridge, MA: MIT Press.

T: (Akmajian et al. 2001).

Editor, translator, or compiler instead of author

R: Lattimore, Richmond, trans. 1951. *The Iliad of Homer*. Chicago: University of Chicago Press.

T: (Lattimore 1951, 91–92).

Editor, translator, or compiler in addition to author

R: García Márquez, Gabriel. 1988. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape.

T: (García Márquez 1988, 242–55).

Chapter or other part of a book

R: Kelly, John D. 2010. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press.

T: (Kelly 2010, 77).

Chapter of an edited volume originally published elsewhere (as in primary sources)

R: Cicero, Quintus Tullius. 1986. "Handbook on Canvassing for the Consulship." In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press. Originally published in Evelyn S. Shuckburgh, trans. 1908. *The Letters of Cicero*, vol. 1. London: George Bell & Sons.

T: (Cicero 1986, 35)

Preface, foreword, introduction, or similar part of a book

R: Rieger, James. 1982. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press.

T: (Rieger 1982, xx–xxi)

Book published electronically

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL and include an access date. If no fixed page numbers are available, you can include a section title or a chapter or other number.

R: Austen, Jane. 2007. *Pride and Prejudice*. New York: Penguin Classics. Kindle edition.

T: (Austen 2007)

R: Kurland, Philip B., and Ralph Lerner, eds. 1987. *The Founders' Constitution*. Chicago: University of Chicago Press. <http://press-pubs.uchicago.edu/founders/> (accessed January 1, 2012).

T: (Kurland and Lerner, chap. 10, doc. 19)

Journal articles

Article in a print journal

In the text, list the specific page numbers consulted, if any. In the reference list entry, list the page range for the whole article.

R: Weinstein, Joshua I. 2009. "The Market in Plato's Republic." *Classical Philology* 104 (4): 439–58. <https://doi.org/10.1086/650979>.

T: (Weinstein 2009, 440)

Article in an online journal

Include a DOI (Digital Object Identifier) if the journal lists one. Do not put a full stop after the DOI—A DOI is a permanent ID that, when appended to <https://doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL and provide an access date.

R: Kossinets, Gueorgi, and Duncan J. Watts. 2009. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115: 405–50. <https://doi.org/10.1086/599247>.

T: (Kossinets and Watts 2009, 411)

Other sources

Book review

R: Kamp, David. 2006. "Deconstructing Dinner." Review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, Sunday

Book Review. Accessed January 1, 2012.

<http://www.nytimes.com/2006/04/23/books/review/23kamp.html>

T: (Kamp 2006)

Thesis or dissertation

R: Choi, Mihwa. 2008. "Contesting Imaginaires in Death Rituals during the Northern Song Dynasty." PhD diss., University of Chicago.

T: (Choi 2008)

Paper presented at a meeting or conference

R: Adelman, Rachel. 2009. "'Such Stuff as Dreams are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition." Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24.

T: (Adelman 2009)

Laws/Acts

R: South Africa. 1978. Nursing Act 50 of 1978. Pretoria: Government Printer.

T: (South Africa 1978)