

Exploring the lived experiences of seasonally unemployed parents in the Gouda area

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FOREWORD

This dissertation is presented in article format in accordance with the guidelines set out in the **Manual for Postgraduates Studies, 2012 of the North-West University**. The technical editing was done according to the guidelines and requirements set out in Chapter Two of the Manual.

The article will be submitted to the *Journal of Psychology in Africa*. The guidelines for the submission to the journal are attached in Addendum 4, Journal submission guidelines.

DECLARATION BY STUDENT

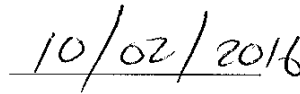
I, the undersigned, hereby declare that the dissertation titled:

“Exploring the lived experiences of seasonally unemployed parents in the Gouda area”

is my own original work and that I have not previously submitted it in its entirety or in part at any university for a degree. All the references that were used or quoted have been indicated and acknowledged.



Fredeline Izaks



Date

DECLARATION OF LANGUAGE EDITING



I, Mari Grobler, hereby declare that I have edited the research study with the title:

**Exploring the lived experiences of seasonally unemployed parents
in the Gouda area**

for **Fredeline Izaks** for the purpose of submission as a postgraduate thesis.

Changes were suggested and implementation was left to the discretion of the author.

The author requested that I provide a list of the sections I language edited:

- Section A
- Section B
- Section C

Yours sincerely

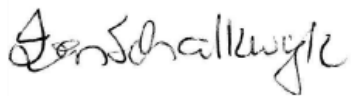
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DECLARATION BY SUPERVISOR

I hereby declare that this dissertation in article format was prepared under my supervision and I confirm that it meets all academic criteria for the process of awarding the academic degree.



03 November 2015

Signature

Date

Dr I van Schalkwyk

SUMMARY

Exploring the lived experiences of seasonally unemployed parents in the Gouda area

The research study focuses on the lived experiences of seasonally unemployed parents in the Gouda area in the Western Cape Province, South Africa. Unemployment in South Africa is a serious problem, as the unemployment rate of 25% (second quarter 2015), is very high (Statistics RSA, 2015). Since unemployment is one of the indicators of lower levels of well-being, this issue must be addressed. Seasonal unemployment is characteristic of rural areas where unskilled people are reliant on agricultural activities for their income. Also, the cyclical periods of unemployment have an immense impact on both parents and their children.

Method: A phenomenological qualitative design was used to explore the lived experiences of seasonally unemployed parents. A total of seven participants, namely parents who are seasonally unemployed were purposively selected from the Gouda area. In-depth one-on-one interviews were conducted with all the participants. Collages were created by each participant after completion of each interview. The collages supported and enriched the information obtained in the interviews.

Findings: The findings show that the experiences of the participants as seasonally unemployed parents could be explained as series of challenges linked to periods of employment and more challenges or problems associated with periods of unemployment. During seasons of employment, mostly positive feelings and experiences were revealed. However, their negative feelings centred on the fear of losing their job due to a perceived lack of control concerning their circumstances. During seasons of unemployment, mostly negative experiences were revealed as the participants feel unhappy about not being able to provide for their families. However, the support they receive from their extended families and the community brings relief and are viewed as of positive experiences. This support encourages them to engage in entrepreneurial activities to support their families.

It is recommended that existing support programmes utilise the collective wisdom and inputs of the participants toward the empowerment of seasonal unemployed parents. Limitations of the study are indicated.

KEY TERMS: Lived experiences; seasonal unemployment, unemployed parents; Gouda area

OPSOMMING

Die verkenning na die leef-ervaringe van seisoenale werklose ouers in die Gouda area

Die studie fokus op die leef-ervaringe van seisoenale werklose ouers in die Gouda area in die Wes-Kaapprovinsie in Suid-Afrika, aangesien die werkloosheidskoers van 25% baie hoog is (tweede kwartaal) 2015. Dit is belangrik om hierdie kwessie aan te spreek, aangesien werkloosheid een van die aanduiders van lae vlakke van welstand (“well-being”) is. Seisoenale werkloosheid is kenmerkend van die plattelandse gebiede, waar ongeskoolde mense afhanklik is van landbou aktiwiteite vir hulle inkomste. Hierdie periodes van seisoenale werkloosheid het ‘n groot impak op ouers en hul kinders.

Metode: ‘n Kwalitatiewe fenomenologiese ontwerp is gebruik om die leef-ervaringe van seisoenale werklose ouers te verken. Sewe deelnemers naamlik, ouers wat seisoenaal werkloos is, is doelbewus gekies van die Gouda-gemeenskap. In-diepte een-tot-een onderhoude is gevoer met al die deelnemers. Collages is geskep deur elke deelnemer na afloop van die onderhoud. Die collages het die inligting bevestig en verryk wat met die onderhoude ingesamel is.

Bevindinge: Die bevindinge toon dat die ervaringe van die deelnemers (seisoenaal werklose ouers) – beskou word as ‘n reeks van uitdagings tydens tye van werk en toenemende uitdagings of probleme tydens tye van werkloosheid. Dit is getoon dat die ouers hoofsaaklik positiewe gevoelens en ervaringe gedurende tye van werk ondervind. Die ervaringe van negatiewe gevoelens tydens die seisoene van werk is gekoppel aan vrese dat hulle hul werk sal verloor, weens hul belewing van verlies aan beheer van hul omstandighede. Seisoene van werkloosheid is gekenmerk deur hoofsaaklik negatiewe ervaringe, weens hul onvermoë om te voorsien vir hul families. Desnieteenstaande, ervaar hul positiewe ervaringe en verligting as gevolg van die ondersteuning van hul uitgebreide familie-lede en die gemeenskap. Hierdie ondersteuning bemoedig hulle om klein besigheids-aktiwiteite aan te pak om hul gesinne te versorg.

Dit word aanbeveel dat ondersteuningsprogramme die kollektiewe wysheid en insette van die deelnemers gebruik vir die bemagtiging van seisoenaal werklose ouers. Beperkings van die studie is aangedui.

Sluteltermes: leef-ervaringe, seisoenale werkloosheid, ouers, Gouda area

SECTION A

PART I: ORIENTATION AND PROBLEM STATEMENT

1. Introduction and problem statement

The focus of this research study is the lived experiences of parents in the Gouda area who are seasonally unemployed. Unemployment is a serious issue, posing a threat to the well-being of many South African citizens (Mabela, 2012). The global financial crisis which occurred between 2007 and 2009 led to the loss of at least 30 million jobs worldwide (Ranchod, 2010). Policy-makers in high income countries still struggle with the persistent unemployment associated with economic recession and recurrent financial crises (World Bank, 2013). Unemployment rates worldwide are still very high among young people between the ages of 18 and 24. Global Trends in Employment (2013) highlight how these crises are increasingly raising the unemployment rates that were triggered by the financial decline. Global Trends in Employment (2013) further reported that, despite low interest rates in many advanced economies, investments and employment have not shown any tangible signs of recovery. The report further stated that depressed growth prospects have spread to the developing countries, which includes South Africa. The unemployment rate in South Africa was 26.4% in the first quarter of 2015 (Statistics RSA, 2015). Also, low productivity and higher wage demands continue to remain an issue in most rural areas, including the Gouda area, in the Western Cape Province of South Africa.

Many adults in South African rural areas are part of seasonal unemployment (Meyer, 2012). Unemployment can be divided into frictional unemployment, structural unemployment, classical and cyclical unemployment (Economic Watch, 2010). Seasonal unemployment is categorised as a type of unemployment, and tends to become concentrated at a particular time of the year. It is most common in industries like tourism, the hotel business, catering and fruit picking (Economic Watch, 2010). This type of seasonal unemployment refers to unemployment that exists on a set schedule during the course of the year, within certain industries (such as agriculture) as a result of weather fluctuations and the seasonal changes (Karadoğan, 2010). Seasonal unemployment is linked to agriculture and occurs mostly in rural areas (Ferrer & Visser, 2015). Furthermore, any kind of unemployment in rural areas is characterised by poverty, underdevelopment, ill health and psychological distress (Carter & May, 1999; Ferrer & Visser, 2015; Vorster et al, 2000). This means that adults, including

adults as parents, who are seasonally unemployed and living in rural areas, such as the Gouda area, are facing many difficulties. Vorster et al. (2000) further state that unemployment and the loss of regular income impact negatively on people's psychological, emotional and social functioning. In other words, being seasonally unemployed is undesirable, as it results in both "physical and psychological downsides" (Biswas-Diener & Diener, 2006, p. 201). The lack of financial resources as well as psychological support holds grave implications for parents as well as their offspring (Amunkete & Rothman, 2015).

The negative psychological effects of unemployment on the well-being of people have been well documented in the past (Creed & Watson, 2003; McKee-Ryan, Song, Wanberg & Kinicki, 2005). It has been found that low levels of life satisfaction due to factors such as unemployment, is linked to high negative affect. Low negative affect constricts one's thinking, while feeling good fosters creativity, humour, flexibility and problem solving (Fredrickson, 2009). Maslow (1954) suggested in his classic basic needs theory that physical and material needs must be met before social and psychological health can occur. In other words, when parents, such as the parents in the Gouda area are unemployed and facing a lack of financial resources, their psychological functioning suffers. This has grave implications because psychological dysfunction leaves the door wide open for vulnerabilities with regards to mental health, increased levels of distress, and ineffective coping with adverse circumstances (Van Schalkwyk & Wissing, 2013).

Moreover, Rothman (2013) indicates the importance to consider both work and non-work contexts in southern Africa. According to Veenhoven, people will judge the overall quality of their lives based on "live-ability", whether employed or not (as cited in Rothman, 2013, p.145). Factors that influence "live-ability" include economic stability, affluence, political freedom, state of welfare, and income equality. Although some of these factors have been improved after the abolishment of apartheid in 1994, it is needed to note that "live-ability" is still problematic for a large percentage of people in South Africa (Rothman, 2013, p.145). In addition to problems linked to live-ability, for example housing and health problems, Mueller and Krueger (2010) found that a range of stressful experiences can be associated with unemployment, such as: loss of working identity, loss of morale - while for some it may also include stigmatisation as a result of being unemployed. Examples of stigmatisation may include being frowned upon for being unemployed and labelled as being lazy for not providing for their families. Their study also suggests that unemployment has an adverse effect on people's financial, social and family life, with subsequent consequences for

mental and physical health. In another study on unemployed parents, it was found that the parents had limited parenting skills, which included impaired communication skills, poor decision-making, poor problem-solving skills and poor conflict management skills (Mukhovha, 2008).

It is clear that difficulties associated with unemployment are not only limited to financial issues, but comprises a range of emotional and psychological problems for parents, and these adverse effects hold serious risks for children living in households where parents are seasonally unemployed.

Hanisch (1999) divided the negative effects of unemployment into two parts, namely; individual and family effects. Effects on individuals include; an increased hostility, depression, anxiety, stress, anger, fear, despair, loneliness and social isolation, and a decreased self-esteem, life satisfaction, aspiration levels, concentration and personal identity. Family effects include an increase in spousal abuse, marital friction, spousal depression, family conflict, child abuse and a decrease in family cohesion, as well as the well-being of children. Kriel (2009) found that there are strong links between parental job loss and the well-being of children. This means that the well-being of children is adversely affected when their parents experience job loss. Evidently when parents are facing problems such as being without a job and lacking the needed financial resources to provide for their families, it influences themselves as well as their children's well-being in various ways.

Research by Barblett and Maloney (2010) indicate that physical well-being and emotional competencies are of key importance for children's healthy development and; therefore, it is crucial that parents provide a healthy and nurturing environment. According to Reid and Webster-Stratton (2008), parents need to have an income if they have to support their children financially. In addition, the labour market status of parents could also be a strong determinant of their children's economic well-being, implying other domains of wellness such as health promotion and effective functioning. According to Prilleltensky (2012), the six key domains of wellness are the economic, physical, occupational, psychological, community and interpersonal domains. On the community and organisational levels, economic prosperity, health promotion, effective and meaningful functioning, freedom, equality, and inclusion must prevail for persons to flourish. Moreover, most children living in jobless households are particularly vulnerable in terms of abuse and neglect as the parents or primary caregivers can experience negative stress and high levels of frustration and subsequently their children are

affected negatively (Härkönen, 2011). Subsequently, it is clear that children could suffer immensely when their parents experience periods of unemployment. Apart from their children's difficulties, it must be mentioned that the effects can also be devastating for the parents.

Then again, a regular income implies many contributions to children's healthy development, when considering only mere monetary aspects. According to Statistics South Africa (2011), 64% of children in South Africa live in households with at least one working adult. The other 36%, which amounts to more than 6,6 million children, live in households where no adults are employed. Apart from earning a regular income, employed adults may bring other benefits to the household, including health insurance, unemployment insurance and maternity leave, which can contribute to the health, development and education of children (Chennels & Hall, 2011). Good parenting include, psychologically, emotionally and financially sound adults who live balanced lives and strive to positively influence their children's development, well-being and provide life opportunities that is important for children (Sanders, 2012). In this sense the role of parents is crucial for the development of healthy children. Besides, positive spirals are activated when parents exercise positive parenting practices in creating nurturing homes, and harmonious family life (Van Schalkwyk & Wissing, 2010). Invest in Kids Foundation (1999) further suggest that a society that optimally enables and supports parents in the raising of their children, is making a worthwhile investment in the future of its citizens. They further propose that being employed is one of the key factors for the empowerment of parents as high numbers of unemployment in neighbourhoods seem to create a negative spiral for the people living in such areas. Gouda is an example of such a neighbourhood where among others, the seasonally unemployment of parents is part of the dynamics of a negative spiral.

In addition to the status of "being unemployed", various studies on disadvantaged communities and unemployment, show the association between low-income (or lack of income), and unfavourable mental health as well as physical health (Brooks-Gunn & Leventhal, 2003; Kriel, 2009). This means that people living in low-income neighbourhoods, experience higher levels of mental as well as physical illnesses. Also, research done by Gannon-Rowley, Morenoff and Sampson (2002) confirmed that low income in certain areas adversely affects its residents. Examples of such negative effects are sadness, frustration, anger, depression, anxiety and health problems. The Gouda area is an example of a low-

income area and the same unfavourable circumstances linked to negative effects on its residents exist in this community (personal communication, J. McHelm, January 30, 2014).

The researcher had the opportunity to talk to the police officer working in the Gouda area who is specifically tasked with social issues, and it was clear from this conversation that family violence is the most frequent problem that the police deal with on a daily basis (personal communication, S. Batros, March 31, 2015). Domestic violence occurs often and is mostly due to substance abuse and the police station in Gouda deals with approximately 15 cases per month. These cases of domestic violence are generally ascribed to families who experience poverty and unemployment. According to the police officer, other issues such as child abuse and neglect of children can also be attributed to substance abuse. Police officers further mentioned the prevalence of child abuse and child neglect linked to the high numbers of teenage parents, and they perceive these teenage parents as not ready to responsibly parent their children. It seems that – also in the Gouda rural area - a negative spiral is perpetuated by the risk factors associated with poverty such as unemployment, domestic violence and child abuse (Breier, Cosser, Letseka & Visser, 2009).

In the light of the abovementioned information, it is clear that parents who are seasonally unemployed face serious difficulties, and these problems also influence their children's well-being and functioning. Additionally, these problematic circumstances linked to poverty are perpetuated as a negative spiral which embodies several risk factors adding to a concentration of social problems. Therefore, high levels of unemployment might imply serious distress for parents, which could have an adverse effect on them, their children and the community. The researcher could not find any research studies on the lived experiences of seasonally unemployed parents and how their circumstances affect them and their families in the South African context.

From the literature and the information provided in the problem statement, it is evident that there is a gap in the existing literature and research available on this topic. Also, reasoning for this research cannot be concluded without stating that it is needed to explore the lived experiences of these parents. The phenomenological approach explains how the life world of a subject (a person's conscious experience of everyday life) is experienced and developed by them (Schwandt, 2007). Van Manen (1990) refers to these conscious experiences as "lived experiences". Exploring their life-world (*Lebenswelt*) is of key importance to understand how these parents make sense of these experiences or phenomena. This need is linked to the fact

that we cannot ignore the historical and current social climate in South Africa. Although social theorists have become more focused on work related to local concerns after 1994, Kagee (2014) mentions that after 20 years of democracy in South Africa, there is little or no change regarding the high incidence of mental illness and violence, civil strife, poverty and abuse. These problems seem to continue unrelentingly in the face of factors such as economic and gender inequality, racism and corruption (Kagee, 2014). A serious question can be raised to give voice to parents who are struggling with being seasonally unemployed, to gain an understanding of their experiences and to add to the social relevance of psychology.

Consequently, the following research question was formulated: What are the lived experiences of seasonally unemployed parents in the Gouda area?

2. Aim

When conducting research, we make use of scientific approaches of investigation, which Creswell (2012, p.7) refers to as a “process of research”. This process consists of six steps: identifying a research problem, reviewing the literature, specifying a purpose for research, collecting data, analysing and interpreting the data, and reporting as well as evaluating research. The general aim of research can be described as the global goal of the research study. The formulation of the goals and objectives will be based on the problem formulation.

The aim of this qualitative study is to explore and describe the lived experiences of seasonally unemployed parents in the Gouda area, Western Cape Province, in order to gain a better understanding of their lived world.

2.1. Objectives

The objectives of this research are to: conduct a literature review as background to the study. (discussed and described in Section A of this research report); conduct personal interviews with seasonally unemployed parents in order to gain their understanding and insight as to the phenomenon; explore and describe via qualitative methods, such as data collection and analysis, the experiences of these individuals; describe the findings in an article based on the data gathered via the qualitative research approach (Section B); conclude with findings, conclusions and recommendations (Section C); and lastly, abide by the ethical principles and considerations appropriate for this study.

3. Scientific Paradigm

The scientific paradigm as well as the theoretical framework will be outlined here briefly. It will be discussed in Section A part II and it will also be expanded in the relevant article and linked with findings.

3.1. Theoretical framework

This research methodology is shaped by a social constructionist viewpoint. A theoretical approach shaped the planning of the study (the “what” or the problem statement, and the “why” or the reasons for the study, and also the “how” as the method of research to obtain data) to answer the research question. In this sense, a theoretical perspective provided a foundation and framework that were utilised during the literature study as well as during the research process.

A positive approach of psychology (positive psychology) was applied which harbours the scientific, namely evidence-based study (theoretical framework), towards positive human health (Van Schalkwyk & Wissing, 2013).

3.1.1. Positive Psychology

Although positive psychology was inspired originally to focus primarily on the “good” expressed as the investigation of both virtue and strengths (Seligman, 1998), this positive approach of psychology embraces “both aspects related to well-being as ill-being” (Lopez & Snyder, 2007). Positive psychology can be categorised as both positive and negative based on the nature of experiences in order to move towards a synthesis of “the good and the bad” (Wissing, 2013, p.613). In accordance with Csikszentmihalyi and Seligman (2000), positive psychology is associated with positive experiences, civic virtues and personality traits such as life satisfaction, well-being, happiness, hope, courage, tolerance, spirituality, and resilience (Van Eeden & Wissing, 2002). The lens of positive psychology entails that most human beings do not struggle with ill-health or symptoms of disorders; however, the mere absence of ill-being or symptoms of diseases and disorders does not automatically imply the presence of high levels of well-being (Keyes, 2003; 2005a). This information is of key importance when we investigate the lived experiences of some seasonally unemployed parents within the Gouda area (Keyes, 2007; Van Schalkwyk & Wissing, 2013). Also, within this perspective of psychology, the key role of context and culture is emphasised when conducting research concerning well-being, contexts are viewed as enabling or disabling spaces (Khumalo, Temane & Wissing, 2012).

3.1.2. Role of parents/ parenthood

The key role of parents with regard to their children's well-being is acknowledged for centuries. In this sense Kagan (1999) posits that parental qualities contribute to psychological profile of children. Recent studies show that parents play a major role in their children's lives and development, and they are their children's first and most important educators as children tend to imitate their parents and are firstly taught by parents to do basic things (Turnbull, Van Wersch, & Van Schaik, 2008). Kagan (1999) found that parents can affect their children through at least three different mechanisms: direct interactions, emotional identification and family stories. Also, Davies and Friel (2001) documented that although children are exposed to many social influences from peers, the media, the school and other institutions in their local environments, parents remain a major influence in socialisation and education. International research further shows that parents' sense of self, their perceptions and their behaviour are carried over to their children. This means that children tend to mimic their parents and; therefore, parents remain the primal source of genetic, social and psychological influence (Davies & Friel, 2001; Goodnow, McGillicuddy-DeLisi & Sigel, 2014; Owens, Scofield, & Taylor, 2003; Zani, 1993).

Apart from mechanisms such as emotional identification, parenthood is associated with commonplace responsibilities towards children such as provision, care, discipline and guidance (Turnbull, Van Wersch & Van Schaik, 2008). Well-functioning parents can be viewed as those who provide for example in their children's daily needs such as food, clothes, transport, safety, and education. Van Schalkwyk and Wissing (2010) indicate that South African adolescents view high levels of well-being as a positive attachment with their parents/primary caregivers. Moreover, this positive connectedness can be described in terms of the importance of a strong, supportive and happy family, being provided for, loving encouragement, effective communication and mutual respect. However, South African adolescents view low levels of well-being as impaired or broken relationships with parents/primary caregivers (Van Schalkwyk & Wissing, 2010). These inadequate relations were described as the presence of the following aspects: namely the experience of not having a supportive family, or dysfunctional families who manage problems in destructive ways; inappropriate disciplinary techniques; negative experiences such as divorce and constant conflict; verbal and/or physical abuse; problem-behaviours by parents, such as substance abuse and insufficient loving; and lastly, lacking a solid foundation as to values and relational skills (Van Schalkwyk & Wissing, 2010). However, flourishing family relations are indicated by

family strengths in various cultural contexts, including the South African context (Asay & De Frain, 2007; Beach & Fincham, 2010; Johnson & Mberengwa, 2003). Such strengths are for example: warmth and appreciation, respectful communication to each other, shared humour, play and laughter, a spiritual orientation and well-being, and effective management of conflicts, stress and life challenges. Wissing (2014) posits that parenting styles contribute to family flourishing. While parenting styles that are permissive (with low demands, few rules, low warmth and low communication) or authoritarian (with moderate demands but strict rules, low warmth and low communication) are regarded as unhealthy, the authoritative parenting style (characterised by high demands, reasonable rules, high support, high warmth and high communication) is the most healthy and effective to build flourishing families (Wissing, 2014).

While conducting this study, it was crucial to take into account the background or context of the parents' lived experiences, seeing that people are always part of a particular environment that influences their "being and acting" as well as their understanding of their lived experiences. For this reason it is necessary to look at persons-in- context.

3.1.3. Ecological Systems Theory

There are various ecological systems theories that explain the intertwined being/existence of persons-in-context. Bronfenbrenner's Bio-ecological Systems Theory (1979-2001) was used to support the implication that the context influences individuals as well as the environment. His theory suggests that a person's development is a product of a variety of dimensions including context, process, time, and the person's attributes. Drawing upon the pioneering work of Kurt Lewin, as cited in Smith (2001), Bronfenbrenner's theory emphasises the joint function that personal attributes and environmental characteristics influences the development of individuals. Briefly, Bronfenbrenner's theory defines the construct of development and the multi-system layers of development. Furthermore, he describes the nature of the process within the environment that influences development. Bronfenbrenner's Bio-ecological theory goes beyond providing a framework for identifying and conceptualising the multi-system factors that influence development. The Ecosystemic Framework is described in detail in Part II of this study.

3.1.4 Maslow's Theory of Motivation

Maslow's theory of Motivation (1954) is of particular interest for the present research. Maslow (1954) stated that people are motivated to achieve certain goals and suggested that they had to satisfy their lower level needs before progressing to meet those on higher levels. Basic needs included the need for food, love and safety, while higher level needs included growth needs, such as, self-esteem and self-actualisation. In other words, when unemployed and seasonally unemployed people experience difficulty in satisfying basic needs, they cannot progress to satisfying higher levels of needs, for example self-actualisation. In addition, the absence of a stable, nurturing environment has a damaging effect on individuals, which is detrimental to society (Centre for Social Justice, 2010). The identification of stressors associated with individual as well as community and societal problems is an integrated aspect of coping.

3.1.5. Stress and Coping Theory

In their inspiring and influential study Folkman and Lazarus (1986) define psychological stress which is negative stress, as difficulties to cope with in one's natural and/ or social environment. They further suggest that a person appraises a situation as stressful when the person has only a few coping strategies available to deal with the difficulty presented. In addition, Selye (1956) found that the experience of stress takes a significant toll on the well-being of individuals in terms of emotional and physical discomforts as well as daily functioning. Coping involves managing stressful situations and it is important to state that coping strategies could be viewed as effective or in-effective. In-effective coping strategies could be illustrated when for example, parents choose to ignore their problems due to seasonal unemployment and: therefore not necessarily overcoming the problem. In other words, when parents do not overcome or cope effectively with their challenges, challenging situations will remain unchanged (Folkman & Lazarus, 1986). Managing stressful life events, such as not receiving any kind of salary during many months of one year, may include efforts to minimise, avoid, tolerate, change or accept this stressful situation in an attempt to deal with the challenge. Folkman and Lazarus (1986) identified two types of coping strategies, namely problem-focused coping strategies and emotion-focused coping strategies. Problem-focused coping strategies are described as practical exercises that persons apply to deal with problems, and are viewed as a better or more effective coping strategy, while emotion-focused coping strategies are explained as feelings that persons adopt toward a problem in order to cope with

the situation at hand. This means that seasonally unemployed parents may experience psychological stress when they are unemployed and may apply effective or ineffective coping strategies to deal with their problems. Psychological stress or lower levels of well-being are positively correlated with negative emotions, such as frustration, fear, disappointment and anger (Frederickson, 2002, 2013). The increase of negative emotions could imply that persons, such as seasonal workers, experience less positive feelings (Jahoda, 1982). Stress and coping literature is described in Part II of this study.

3.16. Deprivation Theory

Jahoda's (1982) Latent Deprivation theory is a relevant frame of reference whereby the affective experience of unemployed people can be understood. Jahoda (1982) states that not only does unemployment have an impact on the main function of being employed, which is gaining an income, but it affects five latent functions: establishment of structure in life, providing social contact outside the family, status and prestige, opportunities for self-realisation and activity and the ability to deploy one's capacities in order to fully contribute to society. The satisfaction of these latent functions is associated with basic human needs and a psychologically healthy life. Seasonally unemployed workers benefit only partially from these five latent functions generated by employment because their period of employment is uncertain, periodic and erratic. In the light of Jahoda's theory, it is highly probable that seasonal workers may experience the adverse effects associated with unemployment and deprivation. Jahoda's theory adds to the construction of current well-being theories.

4. Description of Concepts

For the purpose of this research, the following concepts are defined: seasonal unemployment, lived experiences and well-being.

4.1. Seasonal unemployment

Persons working during peak periods and who are unemployed during off-peak periods are described as seasonal workers or seasonally unemployed (Mafiri 2002). These seasons of unemployment occurs on a regular and predictable basis due to fluctuations in the weather and the seasonal changes (Karadoğan, 2010). Industries that are susceptible to these fluctuations can be found in the Gouda area, and can be divided into two groups: industries that virtually cease production for certain periods of the year, such as fruit-picking, fruit-packing and fruit-

canning factories. The second type of seasonal industries operates throughout the year, but with definite peak and slack seasons, such as building industries. During the winter months, from June to August, work in the construction business tends to slow down due to disagreeable weather conditions and the consequent decrease in construction projects. The fruit-picking, fruit-packing and fruit-canning industries also come to a standstill during periods of waiting for the fruit to grow and ripen. All this has a direct effect on the employment of people such as parents, with the concomitant impact on their role in their children's lives.

4.2. Lived experience

Husserl (2012) describes lived experiences as one's personal reflection about things in the world. He further explains that individuals have a conscious relationship with their environment, either external or in their memory, which is interpreted and meaning is developed about it. Lived experiences of individuals can thus be described as a person's subjective understanding of everyday experiences and how meaning is constructed consequently. The lived experiences of seasonally unemployed parents are discussed in part of this dissertation (see p. 43) to shortly clarify the phenomenological approach when we investigate the subjective understandings of persons.

4.3. Well-being

There has been an increase about the well-being of individuals in the past three decades pointing to the importance of personal, relational well-being and collective well-being in experiencing of mental- and physical health (Wissing, 2014). In the past, many branches of psychology focused on dysfunction and abnormal behaviour as well as "fixing" the symptoms of ill-being (Csikszentmihalyi & Seligman, 2000). Researchers aimed to focus on positive human functioning where they emphasised the understanding and building of positive emotions, engagement and meaning. They claimed that this would help in building thriving individuals, families and communities.

Psychological research can be divided into two mainstreams when trying to understand subjective well-being, namely hedonism and Eudaimonia (Keyes, Ryff & Shmotkin, 2002; Deci & Ryan, 2001). Hedonism approaches conceives well-being as the presence of positive affect and lack of negative affect, whilst the eudemonic perspective regards well-being as the consequence of a full psychological actualisation from which people develop their whole potential (Gomez, Hervás, Rahona & Vázquez, 2009). Briefly put, Annas and Keyes (2009), posit that subjective well-being consists of two components, namely feeling good and

functioning well. These two can be combined to study the higher levels of well-being called flourishing, or lower levels of well-being called languishing.

Ryff and Singer (1996, 2008) affirmed six dimensional facets to indicate psychological well-being from a eudemonic point of view. They constructed their theory of psychological wellness versus the medical model dealing with ill-being and/or the presence of diseases and disorders by taking into account theories established by Rogers, Jung, Allport, Erikson, Buhler, Neugarten and Jahoda. They compiled psychological health as the presence of the following six facets, namely 1) self-acceptance – defined as investing optimistic attitudes towards oneself, which including people who accept themselves and their past; 2) positive relations with others – this includes persons being affectionate and investing in trusting interpersonal relationships; 3) autonomy – includes people regulating their conduct from within in being precise, self-determined not submitting to social and communal pressures and encompassing an inner locus of assessing themselves by their own standards; 4) environmental mastery – points out skills in dealing with the environment; 5) purpose in life – puts across the idea of the purpose and meaning of life; and 6) personal growth – entails the accomplishment of the characteristics that were mentioned previously, and the constant growth of people as individuals by becoming conscious of their potential. According to Ryff (1989), self-acceptance reflects on as a dimension of well-being seeing that it was established as one of the criteria required for quintessence of mental health (Jahoda), maturity (Allport), self-actualisation (Maslow), and optimal functioning (Rogers). Given that the ability to show affection (Johada), to feeling sympathetic (Maslow), to create warm relations (Roger) and to feel responsible for others (Erikson) are regarded as aspects of positive functioning, positive relations with other seasonally unemployed parents also form part of the six dimensions of Ryff's theory. The theory of Maslow was taken into account to establish those important building-blocks or those factors that constitute human's health and enduring well-being of human beings.

The following research methodology was followed in this study.

5. Method of Investigation

5.1. Literature Review

The following themes were investigated in the literature review, namely: unemployment in rural areas; seasonal employment; unemployment statistics; disadvantaged communities and community influences on children; the role of parents; Bronfenbrenner's Bio-ecological

Systems theory; Maslow's theory of Motivation; Stress and Coping theory; Jahoda's Deprivation theory; Well-being theory and studies conducted on the effects of unemployment. Literature was gathered from books and journal articles on all the relevant topics. Databases such as Ebscohost, SAE publications, Google Scholar, e-books and other journals were consulted. Other reviews included those on Social work and statistics.

5.2. Empirical Investigation

This qualitative study was planned to explore and describe the lived experiences of seasonally unemployed parents in the Gouda area (Marshall & Rossman, 2006). It can be termed a phenomenological study, as it focuses on the understanding and meaning of the phenomenon, namely, the lived experiences of seasonally unemployed parents in Gouda (Creswell, 2007: 238). The aim was to understand the descriptions of people's experiences in order to understand what they are experiencing (Patton, 1990).

5.2.1. Research Approach and Design

Phenomenology entails the researcher describing the participants' personal experiences, and the exploration of these phenomena is best done through qualitative methods, such as interviews and by observing the participants (Banister, 2011). The researcher is expected to take on a phenomenological attitude, setting aside judgment, pre-conceptions and refraining from importing external ideas and beliefs about the topic being studied (Finlay, 2009). This is often referred to as bracketing (Joyce & Sills, 2009). The attitude of bracketing allows the researcher to make sense of the lived experiences without an expectation of what can be found (Joyce & Sills, 2009). Since the phenomenological research is well suited for studying human experience, this approach was chosen as research design.

Also, a qualitative-phenomenological approach requires that the research takes place in the natural setting (Creswell, 2009). For the current research, the natural setting was the Gouda area, and this kind of research relies on the researcher as the instrument for data collection. The research findings were collected by inductive reasoning, and were mainly based on the obtained data of the participants' lived experiences. Subsequently participants were selected who had experiential knowledge of being seasonal workers in the Gouda area of Western Cape Province, South Africa. The study was exploratory, as information in this specific area about the particular nature of seasonally unemployed parents' experiences in a rural community was limited. The qualitative design was a good fit in order to obtain in-depth insight as to the phenomenon (Creswell, 2007).

5.2.2. Participants

5.2.2.1. Population and setting

Gouda is a rural town situated in the Drakenstein Municipality, with an estimated population of 5000 people. The Drakenstein Municipality is a local municipality in the Cape Winelands District in the Western Cape Province of South Africa. According to Municipality (2013), the population was estimated at 217 089 in 2010. The racial makeup of the municipality is black African (21,35%), coloured (63,75%), Indian/Asian (0.3%) and white (14,6%). In this municipal area (76,7%) of the residents speak Afrikaans at home, 3,4% speak English and 19,5% speak other languages. The population for this study included all the seasonally unemployed parents in the Gouda area who were Afrikaans- or English speaking. Participants were also selected who are parents to children younger than 18 years attending schools in the selected community.

5.2.2.2. Sampling

The purposive sample (Nieuwenhuis, 2007) consisted of seven parents who had been identified by the local social worker. The social worker acted as the gatekeeper of this community. The participants had to comply with specific criteria identified in the research question, that is, seasonally unemployed parents residing within the Gouda area. The specific inclusion criteria of the sample were:

- Seasonally unemployed parents.
- Parents living in the Gouda area.
- Biological parents or primary caregivers of schoolchildren aged between the ages of 5-18 years.
- English or Afrikaans speaking.
- Willing to participate in this study.
- Parents - mothers and fathers, or mothers who are the head of their household.
- Working and living at least five years in the Gouda area.

Numerous possible participants were approached and agreed but eventually, only seven participants took part and were recruited by the social worker and the researcher.

5.2.3. Research Procedure

The following procedures were completed before commencing with the study:

- The researcher obtained permission from the research board and ethics committee.
- The participants were identified and contacted by the social worker as the gate keeper in the Gouda community.
- The social worker as well as the researcher explained to the proposed participants the details of the research.
- The participants who complied with the inclusion criteria were given consent forms, details of the interview process were explained to them by the researcher and any queries were addressed.

5.2.3.1. Inclusion and exclusion criteria

To be selected for participation, the following inclusion criteria were applied:

- Participants must be seasonally unemployed; living for at least five years in the Gouda area, participants must be parents or primary caregivers of school attending children (between the ages of 5 to 18 years), English and/or Afrikaans speaking and willing to participate in the study.

For parents as seasonally unemployed the following exclusion criteria applied:

- Grandparents and raising a child or children.
- Disabled and receiving a social grant.
- Unwilling to participate and not being seasonally unemployed.

5.2.3.2. Recruitment process and procedure.

The following steps were followed:

- After approval to conduct the research has been obtained from the Health Research Ethics Committee (HREC) of the Faculty of Health Sciences at the Potchefstroom Campus of the North-West University to conduct the research, contact was made with the above mentioned social worker.
- Individual interviews were scheduled and conducted in the social worker's office at the convenience of participants after all consent forms have been completed.
- The participants did not receive any incentive for taking part in the research. However, they did receive a small gift of snacks and fruit juice.

- The data obtained from the personal interviews were transcribed and analysed.
- Permission for audio recording and conducting interviews at the social worker's office was obtained verbally.
- The findings are provided and discussed in Section B.

5.2.3.3. Risks and benefits of participation

Direct benefits of participation:

- The opportunity to share their experiences as parents regarding seasonal unemployment.
- The opportunity to grow in awareness as parents when facing unemployment.
- The opportunity to improve their self-esteem, as their opinions were heard and regarded as important in contributing to research and future interventions.

Indirect benefits of participation:

- To researchers: Research provides the chance to expose and address existing vulnerabilities in parents who are seasonally unemployed in the Gouda area.
- To the Gouda community: Knowledge about the functioning of seasonal working parents during their periods of being employed and/or unemployed which can further assist communities in dealing more effectively with challenges related to this issue.
- To the Department of Health: The research will contribute to scientific knowledge that can affect more efficient programme design in the future. This knowledge can further direct the pro-active implementation of interventions and well-being programmes aimed at the strengthening of seasonally unemployed parents in the Gouda area versus the mere addressing of symptoms of ill-being.

Risks involved in participation.

Overall, potential risks associated with participation in the study were of low to minimal risk, in view of the fact that the participants are perceived as a vulnerable group due to their socio-economic status (Greeff, 2015). **Physically**, there was little likelihood of any physical risk due to participation in this research project. The participants were not asked to perform any tasks as a part of the interview schedule that could result in physical harm. Voluntary duties performed by the participants included, walking or being driven by car to the office where the interviews were conducted, talking, sitting and creating art projects (collages).

Psychologically, the participants were asked to provide information about their personal experiences regarding the issue of seasonal unemployment, their physical and mental well-being, their home and community environment and demographic data (age, gender, income, education, race/ethnicity and home ownership). These questions might have had a small

likelihood of low psychological risk if the participants became upset by questions that asked them about their own situation or problems in their lives that disturbed them. The experience of being part of a personal interview is not part of the daily experiences of these participants, and in this case possible risks were acknowledged (Greeff, 2015).

Socially, the process of talking and answering questions related to social issues regarding the topic of seasonal unemployment might have brought sensitive emotions to a conscious level that might have had a small likelihood of moderate social risk in terms of experiencing conflicts with community cultural beliefs (Greeff, 2015).

Protection against risk:

Physical, psychological and social risks were limited by implementing the following:

- The participants were free to refuse to respond to any question that might result in psychological and social disturbances.
- Written information obtained for research purposes will be viewed as confidential and private and will be stored as part of the records of the university.
- Individual responses will not be linked to identifying information. These precautions are expected to be completely effective in eliminating risks associated with participation.

5.2.4. Method of Data Collection

Data were collected via one-on-one in-depth interviews, collages and field notes. The in-depth interviews were conducted to elicit information on the participants' lived experiences of seasonal unemployment (Greeff, 2011). The questions were formulated to focus on encouraging the participants to engage in the study and supply information pertaining to their experiences during seasons of employment and unemployment. The researcher paid special attention to establish trust and rapport during the interviews and encouraged the participants to relate their personal experiences by expressing warmth and acceptance as well as empathy towards the participants.

Following the interviews, the participants were requested to individually create a collage of their lived experiences during seasonal periods of employment and unemployment. The researcher provided the participants with magazines, paper, glue, pens and an example of a collage. This was done in the office of the social worker, which ensured for privacy. This visual mode of enquiry as described by Creswell (2003); Butler-Kisber (2010) and Rose (2001); was used to yield further insights into the data that emerged during the interviews. Artistic portrayals (collages), further mediated understanding of the lived experiences of the

participants (Butler-Kisber, 2002). The participants were requested to describe what they had portrayed and to attach meaning to their collages. The information revealed by the collages was valuable to verify and clarify data obtained during the interviews.

With the participants' consent an audio tape recorder was used to record the interviews. The audio recordings helped the researcher to capture and retain precise information supplied by the participants. The audio recorder was placed inconspicuously to ensure clarity of the recordings. Recordings of the interviews were intended to be non-invasive to promote free expression on the participant's part. All the interviews and collage creation were completed in a private setting in the office of the social worker where a suitable atmosphere for interviewing was created. Each interview, including the completion of the collage lasted about an hour and took place during the day which suited everyone involved.

5.2.5. Data Analysis

Thematic data analysis was used to transform transcribed data into meaningful information. Braun and Clarke, (2013) state that thematic analysis can be used *across* a range of theoretical and epistemological approaches, because this kind of analysis provides “a flexible and useful research tool for a rich and detailed, yet complex account of data” (Braun & Clarke, 2013, p.55). The main purpose of the analysis was to allow main themes to emerge from the frequent, dominant or significant categories inherent in the raw data (Nieuwenhuis, 2007). The discovering of categories from the raw data was done via an inductive process as to the analysis of the data (Creswell, 2013; Patton, 2002). The researcher used the data gathered from this particular sample, namely the seasonally unemployed parents and their experiences, together with her own observations and field notes to present the collected data in scientific language. This process entailed the following:

Interviews: Raw data gathered from the interviews were transcribed, taking care to preserve the words and narratives of the participants. Punctuation was diligently applied to avoid changing the meaning of their expressions. The researcher was conscious of accurately translating the correct interpretation of their informal use of slang (Hays & Singh, 2012). The first step in this process was managing the data, to become familiar with the data by reading and re-reading the data several times to identify key concepts. The researcher then created detailed descriptions through a process of classification of the data. During this process codes were developed. Following the codes, meaningful units arose and were categorised. From the categories main themes emerged and subthemes were further identified. In the case of the

current phenomenological studies, the main themes and the subthemes refers to individual experiences and the context of those experiences as described by Creswell (2007). Literature control in support of the identified themes and findings was completed.

Collages: The collages were accompanied by recorded descriptions from the participants who created them, after which these recordings were transcribed. This was the process was followed to understand the collages and to make meaning of them clear. After this process took place, a discussion followed where the participants described their collages and themes were identified. The cyclical arrangement of analysis, which was described at the interviews, followed.

Data collected from both the interviews and collages were grouped together and data material belonging to each category was obtained to form a preliminary analysis. Field notes were used to make sure that the data obtained during the interviews and from collages was accurately reproduced, and thoroughness was ensured. The field notes included the non-verbal behaviour displayed by the participants, such as facial expressions, tone of voice and body posture (Hays & Singh, 2012).

The researcher went through the data again and ascertained that the data had been correctly coded and appropriately categorised. Recoding was done where necessary. The researcher then revised and rechecked the data to consolidate the accuracy of the coding and categorisation. During this process the researcher was assisted by her study leader.

To ensure reliability the researcher was consistent in the procedures of data collection. This implied that the interviews, collages and field notes were all conducted and explained the same way so that the dependability of the results would increase. Data analysis was carefully conducted and the themes that emerged were identified, coded and recoded if necessary. The findings were then summarised. The researcher is working as a teacher in Gouda, and spends long periods of time in the area, and could therefore, observe and affirm the data provided by the participants, which enhanced the credibility of the research. The selection of the participants was effectively controlled because of the social worker who acts as gate keeper in the community was constantly involved in the whole process. The sampling, which was conducted according to the criteria for inclusion, was accurately completed and provided rich data until saturation was reached. Transcripts were checked by the researcher and assistants to ascertain whether there had been any obvious mistakes made during transcription. The researcher also ascertained that no shifts had occurred in defining the codes during

codification. This could be accomplished by constantly comparing the data with the codes and by writing memos about the codes (Creswell, 2009).

The researcher further checked for accuracy of the findings by employing certain strategies, such as, triangulating the different data sources (the interviews, collages and field notes) and using these sources to build a coherent justification for the themes (Creswell, 2009). The themes were established, based on the several sources of collected data and this scientific process added truth-value to the study. Data contrary to the themes were also presented. The presentation of data provided a realistic dimension to the account and compounded validity.

5.2.6. Trustworthiness

The trustworthiness of the data gathering was enhanced when the researcher checked with the participants during the course of the interviews that they understood what was being said and this ensured that the data collected via the interviews were interpreted correctly (Creswell, 2003). Precise meanings were attached to the collages to ensure a good understanding. The meanings were therefore confirmed and correctly recorded. Trustworthiness: According to Guba and Lincoln (1985), credibility, transferability, dependability and conformability can be used to assess the quality of qualitative data. *Credibility* refers to consistency between the views of the research participants and the researchers' representation and reconstruction of data (De Vos, Fouché & Schurink 2011). Member checking, that is, the provision of feedback to the participants in order to determine whether the researcher's views are correct (Boeije, 2010) was applied during this phase. The themes identified during the thematic analysis were also verified by Prof. S. Marais (Emeritus Professor at the Medical Research Council) to add to the trustworthiness of the research. *Transferability* refers to the transferring of findings from one case to another. During this phase transferability can be facilitated by analysing the results of studies that is very similar to this research, thereby determining theoretical boundaries from these results and to let these boundaries guide data collection (De Vos et al., 2011). *Dependability* refers to keeping the research process well-documented and logical (De Vos et al., 2011). Boeije (2010) sees dependability as methodological accountability, that is, the documentation of all activities in terms of what, how and why. The details of all the activities during this phase were thoroughly documented. *Confirmability* refers to the confirmation of the results of one study by another (Guba & Lincoln, 1985) and can prevent bias from the researcher's side (De Vos et al., 2011). The researcher took care to not let personal values or theoretical inclinations determine the way in which her research was done

as this can lead to inaccurate findings (Bryman, 2012). Subjectivity was addressed as the researcher stated all observations and analysis objectively and not used her own perceptions or bias of what occurred during the research process. The results obtained from this phase of the study were compared with those of similar studies in order to determine if comparable results have been obtained.

The researcher made field notes during the data gathering which provided detailed and descriptive accounts of the observations made (De Jong, Monette & Sullivan, 2002). The field notes included relevant data that had not been captured by the audiotape recorder such as facial expressions, body posture and physical appearances.

Throughout the process of the research study the researcher took great care not to insert her own ideas and views into the interpretation and analysis of the data revealed via the interviews as well as the collages. Bracketing of the researcher's own opinions was carefully applied in order to produce untainted and accurate results to add to the trustworthiness of the study.

5.2.7. Ethical Considerations

The fundamental ethical consideration is to ensure that the participants are not harmed in any way during the research (Halai, 2006). The researcher; therefore, applied and upheld the ethical guidelines throughout this study, as described by the North-West University's ethical committee as well as other literature sources (Creswell, 2009). The following aspects were put in place to ensure that the ethical procedure was followed.

- Ethical clearance was received from the North-West University. The clearance code is: NWU-0060-12-[A1].
- The overall purpose of the research was explained and it was reiterated that participation in the research was voluntary (Brinkman & Kvale, 2008). The participants had the opportunity to ask questions before, during and after the research process concerning any aspects of the research. Informed consent was obtained from all the research participants.
- Permission was granted to use the office of the social worker, to conduct interviews. All of the participants were provided with a consent form.

- The participants were informed that they could withdraw from the research study at any time and that their withdrawal would not be held against them in a discriminatory manner;
- The participants were informed about being recorded and gave permission that the individual interviews and discussion of the collages could be recorded
- Confidentiality was discussed with the participants. Data which could potentially identify individuals was not reported on. Interviews were conducted on a one-on-one basis at the social worker's office to ensure privacy. The participants were comfortable sharing their thoughts and experiences as they were familiar with the researcher.
- The researcher did not share any of the information from with the participants. The research documentation will be stored at the Wellington Centre for Child, Youth and Family Studies for six years (see attached addendum). The Centre has an ethical obligation to participants and operates under the code of conduct of the North-West University. The researcher further informed the participants that the findings would be used in a research study, but that their names would remain confidential (Brinkman & Kvale, 2008).
- Dissemination of research results. The results of the research will be made available to the participants through the social worker in the form of an easy understandable, short report and the participants were made aware of the fact that this research may be published in peer reviewed scientific journals in the form of a research article/s.

6. Report Layout

SECTION A PART I: Overview of research problem, research aim and method- APA Referencing

SECTION A Part II: Literature Review – APA referencing

SECTION B: Research Article –according to the guidelines provided by the journal.

SECTION C: Summary and evaluation of strengths, limitations and recommendations.

SECTION D: Addenda

Part II: Literature Review

1. Introduction

The aim of this section is to give an overview of the theoretical framework and existing literature with regard to the research topic, namely the lived experiences of seasonally unemployed parents in the Gouda area. The literature review offers the theoretical framework and relevant concepts applied in this study. The discussion provides a brief overview of the agricultural situation in the Western Cape Province and the circumstances of farmworkers in areas such as Gouda. The discussion includes global unemployment statistics reports launched by the United Nations, Statistics South Africa's Quarterly Labour Survey; the South African government's National Development Plan (Vision 2030) drafted in 2013, and the Drakenstein Municipality Developmental Planning records. The literature commences with the subject matter of unemployment and the situation of unemployment in South Africa; specifically rural areas and the effects of unemployment.

Unemployment is a serious problem in South Africa (Contogiannis, 2007; Kingdon & Knight, 2004; National Planning Commission, 2013). According to Statistics South Africa (2015), the unemployment rate in South Africa increased from 13% in 1993 to 24,3 per cent in 2014, and during the first quarter in 2015 it has increased to 26,4%. This is a grave matter, because unemployment affects economic welfare and production and can cause erosion of human capital, social exclusion, crime and social instability (Dollard & Winefield, 2002; Kingdon & Knight, 2004).

Literature on rural areas and chronic poverty in Sub-Saharan Africa shows greater vulnerability in rural areas than in urban areas (Bird, Hulme, Moore, & Sheperd, 2002). Developmental studies conducted by Statistics South Africa (2014) found that two thirds of South Africa's rural people suffer from poverty due to unemployment.

Unemployment statistics both internationally (Global Trends in Employment, 2013) and locally, indicate an increase in unemployment numbers over the past five years due to the global economic crisis which started in 2007. The increase in unemployment figures due to lay-offs and retrenchments adversely affect families, because fewer people are employed during work seasons on account of the economic recession and pressure experienced by farmers (Mukhovha, 2008).

In addition to the status of “being unemployed”, various studies on disadvantaged communities and unemployment, show a correlation between low-income (or lack of income) neighbourhoods and unfavourable mental as well as physical health (Kriel, 2009; Brooks-Gunn & Leventhal, 2003; Kriel, 2009). This means that people living in low-income neighbourhoods experience higher levels of mental as well as physical illnesses. Also, research done by Gannon-Rowley, Morenhoff and Sampson (2002) confirms that low income in certain areas adversely affects its residents. Examples of mental illness that occurs are psychological disorders such as depression and anxiety.

Physical illnesses can include tuberculosis which is associated with malnutrition, undernourishment and can also be attributed to a lack of income. The Gouda area is an example of a low-income area and therefore, unfavourable circumstances do exist. It was revealed during conversations with the nursing staff at the local clinic in Gouda that similar health problems such as mood disorders and tuberculosis are prevalent in the Gouda area (personal communication, L. Williams, January 30, 2015).

Problems, such as suffering from diseases and disorders which are associated with unemployment are not unique to South Africa. Economic issues will be briefly described to provide an understanding of global unemployment and unemployment in South Africa.

2. Global unemployment and unemployment in South Africa

In 2012, 6% percent of the world’s workforce was unemployed, according to the latest report from the United Nation’s, Global Trends in Employment (2013). The number of unemployed people worldwide rose to four million in 2012. Young people are affected the most. Nearly 13% of all young people under the age of 24 were unemployed in 2012. Global Trends in Employment (2013) further reports that 35% of all young people in advanced economies have been unemployed for six months and longer. The population of South Africa is estimated at 51,8 million people according to the 2011 census (Statistics South Africa, 2013). According to Statistics South Africa’s first quarterly report (2015), the unemployment figures were about 26,4% for May 2015. In the rural areas of South Africa the issue of unemployment is problematic.

3. Unemployment in rural areas

Research studies show that there is a significant correlation between rural areas and chronic poverty, which can lead to poor economic growth and impaired human development

(World Bank, 2013). Human settlements in rural areas, which are far removed from urban areas, can be adversely affected because of accessibility and distance. This means that because people cannot reach, for example, health care centres easily, that they could experience health and/or mental problems due to sever distances. The World Bank (2013) further reports that remoteness is also a key factor in explaining the concentrations of poverty in Africa, as access to markets is limited. The price of input increases and both economic and social services are negatively affected on account of accessibility. There is clear evidence of the existence of extreme poverty in rural areas in the developing world, in countries such as South Africa and neighbouring countries as well. Furthermore, the World Bank (2013) reports that contemporary development processes will ensure that such concentrations of human deprivation will persist and deepen in the coming decades. This current study focused on the Gouda area and the town is situated in a rural setting. The unemployment situation in the town and poverty seem to correspond with the findings in these reports by the World Bank (2013). Because the town is surrounded by farms, agricultural activities prevail in this area. The seasonal workers in the mentioned area are dealing with limited access to stores, as there are no supermarkets and banks in the town. Also, the absence of a secondary school and a hospital in the town indicate a deficiency in important services for people dealing with poverty and being economically inactive for many months of the year.

4. Agriculture in South Africa

The most prevalent economic activity surrounding rural areas, such as Gouda, is agriculture. On the surrounding farms many unskilled workers are employed according to the seasons and harvests. Recent occurrences in South African agriculture, such as the past strike for higher wages, have brought about many changes and challenges (Meyer, 2012). Ms Mildred Oliphant, the Minister of Labour, announced an increase of 51% in minimum wages on the 5 February 2013 (Anonymous, 2013). However, this increase caused an estimated 2000 retrenchments (Anonymous, 2013). It was calculated that a further 120 000 jobs were expected to be lost in the South African agricultural sector by December 2013 (Meyer, 2012). Thus, in effect, more people are currently unemployed which creates even more problems. Unemployment in South Africa goes against the government's Vision 2030 Plan. Vision 2030 aims to reduce poverty and create employment in the agricultural sector of South Africa (Bhorat & Van der Westhuizen, 2013; Meyer, 2012). The South African agricultural sector is still relatively labour intensive, as it is dependent on manual labourers. However, an increase in mechanisation in South Africa is evident with increased sales of mechanical implements.

The increase in mechanisation from the year 2003 to 2012 meant that the number of implements rose from 3200 implements to 7800 units sold per annum (Anonymous, 2013). Increased wages are not the only reason for this increase in the sales of mechanical implements. Another contributor was the agricultural commodity price boom from 2007 to 2012. Agricultural commodity prices nearly doubled during this period resulting in an increase in income for agricultural produce. Producers; therefore, increased their investment in capital equipment (Meyer, 2012). Employment rates in the agricultural sector consequently decreased during the period 2003 to 2012. The agricultural sector became more mechanised by substituting manual labourers with mechanisation. However, farmworkers are still needed on the farms for manual tasks.

5. Farmworkers in the Western Cape Province

According to Andrews (2012), the backbone of the fruit and wine agricultural industry in the Western Cape Province, consists of 121 000 farmworkers, which amounts to more farmworkers than in any other region or province in South Africa. Nearly half of all farmworkers in the Western Cape Province are permanently employed. This also means that most of the permanent workers and their families live on commercial farms and work throughout the year. The report further showed that some of these permanent workers and their families have lived on the farms for generations. Permanent farmworkers are mostly men. Many female workers who also work on farms throughout the year are frequently still regarded as non-permanent workers. Nevertheless, agricultural work is still inherently seasonal and the vast majority of farms in the Western Cape Province require additional workers during certain periods of the year. This means that just over half of all farmworkers are seasonal workers who work on farms via labour brokers or labour contractors. They work on the farms during the harvesting season as casual or seasonal workers (Andrews, 2012). Another important aspect is that agricultural employment is physically demanding, according to the report provided by the International Labour Office [ILO], (2013). The report also found that farmworkers were prone to physical injuries due to the intensity of the work and the long working hours. It was found that a work day varies in duration from 9 to 12 hours per day, with a few short breaks and difficult physical working postures necessary for agricultural tasks. Health problems are common because workers are in the open air and are exposed to allergens, poisons, parasites, chemicals and biological products (International Labour Office, 2013). Many of the seasonal farmworkers in the Gouda area are working under these circumstances on neighbouring farms.

6. The Municipality of Drakenstein governing the Gouda area

The head office of the Drakenstein Municipality is situated in Paarl (an estimated 63 km from Gouda). This municipality is responsible for governing the town of Gouda. This includes governing issues related to housing, road maintenance, and unemployment as well as initiatives to create jobs. According to the Drakenstein Municipality records (2013), all issues relating to housing, road maintenance, unemployment and job creation should be addressed in the Gouda area. The municipality's records also list job creation as a priority, as well as skills development to fight against poverty in the area. The records also listed bringing sustainable projects to the community. It is noted in the records (Municipality, 2013), that no funds were allocated to these listed projects, especially when it came to the issue of unemployment.

According to the municipal records (2013), there were 1 839 households in the Gouda district, 47% of which have an annual income of less than R38 200. The records further report that the population of the Gouda area is an estimated 8 320 with 2 468 individuals who have no income. The record further reports that 51% of individuals earn between R1000 and R3200 per month. Job creation and skills development are listed as a priority in fighting against poverty in the area. The municipality creates job opportunities for the unemployed in the form of street-sweeping projects, whereby the unemployed obtain employment on a two-week basis. Computer training projects for unemployed young people are also instituted. The Gouda municipality records (2014) show that programmes were put in place by governmental organisations, (personal communication, J. McHelm, January 30, 2014). These short-term municipal programmes comprise of food parcels being distributed and creating temporary employment for seasonally unemployed persons. However, these projects are limited to a certain number of unemployed individuals and are only applied in certain age groups (Municipality, 2013).

7. Effects of unemployment

The White paper on families in South Africa (2013) states that families are the source of emotional, material and instrumental support for family members. This is a clear indication that families are viewed as the source of the daily needs for its members to survive. Parents are thus responsible to provide for their children. When parents in a community are experiencing unemployment their living circumstances become problematic as they find it difficult to provide financially for their children (Nemalili, 2006). The negative consequences of

unemployment on the well-being of people have been well documented (Creed & Watson, 2003; McKee-Ryan, Kinicki & Song & Wanberg, 2005).

Recent studies were conducted to explore the prevalence of depression as a direct result of unemployment (Brooks, 2011). Poverty and social isolation are both associated with an increase in mood disorders, such as major depression (Raphael, 2001). Physical symptoms such as headaches, muscular tension or muscle pain, chest pain, fatigue, a change in sex drive, an upset stomach or sleep problems could manifest due to suffering from major depression (Holland, 2012). Adding to these symptoms, the lack of a healthy diet and doing the minimum physical activity can result in more severe health effects (Holland, 2012). It was found that workers who lost their jobs due to local economic problems and not because they made mistakes, develop new medical concerns, such as an increased blood pressure, diabetes or a heart disease in comparison with those who are employed (Rabin, 2011). Additional research explored the relationship between unemployment and physical concern, and found that the participants who were experiencing emotional turmoil were also experiencing physical health problems. Another serious concern regarding healthcare among the unemployed is an increase in substance abuse. It is clear that unemployment can greatly affect someone's mental health, leading to mood disorders such as major depression and a decreased self-esteem (Holland, 2012). In addition, unemployed people can alienate friends and family or feel isolated, which can result in a lack of support (Holland, 2012). Briefly put, there is an increase in mental and physical health issues among the unemployed (Brooks, 2011).

Hanisch's (1999) study is still relevant today and he divides the negative effects of unemployment into individual and family effects. Individual effects include physical and psychological effects. Physical effects include an increase in headaches; stomach aches; sleep disorders, a lack of energy; hypertension, heart diseases and kidney diseases. Psychological effects include increased hostility, depression, anxiety, stress, anger, fear, despair, loneliness, social isolation and a decrease in self-esteem, life satisfaction, aspiration levels, concentration and personal identity. Family effects include an increase in spousal abuse, marital friction, spousal depression, family conflict, child abuse and a decrease in family cohesion and the well-being of children Hanisch, 1999; Mbuli, 2008).

Research comparing unemployed with employed people has consistently found higher levels of psychological distress, depression and lower levels of self-esteem among the unemployed (McKee-Ryan et al., 2005; Moore & Waters, 2001). It is interesting to note that

poor well-being in the unemployed has been found to be largely a concern and a consequence of unemployment, and not the result of those with poorer health being unemployed (Moore & Waters, 2001).

While it is important to understand and document the psychological experiences of the unemployed in South Africa, there seem to be few studies on the topic. Greeff and Van der Merwe (2003) investigated the coping mechanisms of 82 unemployed African men, while De Bruin and Ribton-Turner (2006) studied stressors and support in a group of eight unemployed adults in mid-career. Møller's study (1993) is an acknowledged research study and is still relevant which found that unemployed people often "just sit around", and most of them admitted that they were bored. Boredom and despair often featured in the participants' descriptions of their own activity schedules (Møller, 1993).

The following theoretical framework was applied to guide and support the study:

8. Theoretical framework

Literature on the theories that directed this research study was the contribution of positive psychology to the well-being of individuals which incorporate theories of scientific giants such as Maslow's theory of Motivation, stress and coping theories, Bronfenbrenner's Bio-ecological theory and Jahoda's Deprivation theory (Maslow, 1954; Krohne, 2002; Bronfenbrenner, 1979, 1992, 2001 & Jahoda, 1982). Next, these theories will be discussed with the positive approach of psychology as the theoretical framework for this research.

8.1. Positive psychology

Alex Linley, Joseph, Harrington and Wood (2006) define a positive approach to psychology as follows:

Positive psychology is the scientific study of optimal human functioning. At the meta-psychological level, it aims to redress the imbalance in psychological research and practice by calling attention to the positive aspects of human functioning and experience. At the pragmatic level, it is about understanding the wellsprings, processes and mechanisms that lead to desirable outcomes (p.255).

The advantage of using positive psychology in this research is that it allows for a broader definition of the outlines of human well-being. In other words, wellness entails much more than the mere absence of diseases and disorders. The presence of well-being includes the study

of positive aspects such as psychological strengths and positive emotions (Hervás, Pérez-Sales & Vázquez, 2008). This perspective favours research concerning the role of positive emotions and thoughts on maintenance of physical as well as mental well-being. It also incorporates a multidisciplinary perspective on the promotion of well-being which implies all individual, social and institutional spheres (Hervás, Pérez-Sales & Vázquez, 2008; Seligman, 2002). This psychological approach promotes important conceptual changes in the definition of positive psychology and being healthy, anchoring them into a complex vision of well-being which includes hedonic and eudemonic perspectives (Gómez et al, 2009).

Two broad perspectives for the understanding and explanation of what well-being or a good life entails, are found in a positive approach of psychology. The first is the so-called *hedonic perspective* that focuses on happiness, enjoyment, pleasure, satisfaction and comfort. The second is the so-called *eudaimonic perspective* that focuses on meaning, purposes, expression of potentials and being involved with something larger than the self. In a broad sense the hedonic perspective is equated with happiness or feeling good; and eudaimonic perspective with functioning well and meaning. In positive psychology a distinction is made between “feeling good” and “functioning well” as two different manifestations of psychosocial well-being, but it must be noted that these two manifestations are related, can influence each other, and can be overlapping in some instances (Annas & Keyes, 2009; Kendler, Keyes & Myers, 2010; Funder, Nave & Sherman, 2007; Waterman, 1993, 2008). These forms of well-being are in some respects aligned with related conceptualisations such as *subjective well-being* and *psychological well-being* (Keyes, 2006; Keyes, Ryff & Shmotkin, 2002) and these related conceptualisations are also linked with the distinction between hedonic and eudaimonic well-being (Deci & Ryan, 2001; Conti, Schwartz & Waterman, 2008; Waterman, 2008). The feeling good-component of well-being is typically understood and measured in terms of happiness, positive emotions and life satisfaction (Bradburn, 1969; Diener, Emmons, Griffin & Larsen, 1985; Flett & Kammann, 1983; Keyes, 2006). The functioning well-component of well-being is described and measured in terms of meaning, realisation of potential and perceived flourishing even in the context of life challenges (for example as expressed in pursuing meaningful purposes, warm relationships with others, and personal growth). To function well is thus more about meaning-making, managing life challenges, developing the self of, and expressing well within the self (Keyes et al., 2002; Ryff, 1989; Ryff & Singer, 2008; Waterman, 2007, 2013) which integrates processes over time. This means that to function well is important for seasonal workers as well as the realisation of their life-potential

even when facing difficulties, for example being unemployed at times. The experience of healthy interactions and positive relationships with their children will add to their positive psychological well-being. In addition, the daily experience of meaningful living such as the expression of gratitude for health and being part of a family and/or faith community could be viewed as healthy psychological functioning. These experiences could involve positive emotions such as hope, humour and love, which are key elements of subjective well-being as the feeling good-component of well-being. In other words, psychological strengths and high levels of functioning well are not only to be found in everyday life or in good times when gifts of life are celebrated, but also shown in resilience during highly difficult times or in painful circumstances. Such painful situations are part of South Africa's history, for example the life-stories narrated during South Africa's Truth and Reconciliation processes (the Truth and Reconciliation Committee and processes were established as part of the restoration of human rights and the transition to a democratic government in the aftermath of the abolishment of apartheid) (Wissing, 2014). In this sense, it is important to underline that well-being also comprises those experiences when flourishing in threatening circumstances (Van Schalkwyk & Wissing, 2013).

8.1.2. Subjective well-being

Diener and Ryan (2010) suggest that subjective well-being is an umbrella term used to describe the level of well-being that people experience during the course of their lives. They further explain that these experiences are described as subjective evaluations of a person's life. These evaluations can include positive and negative judgements and feelings about life satisfaction, interest and engagement, affective reactions, meaning and purpose, and other important domains. Keyes et al, (2008) are of the opinion that well-being can also be subjectively determined and this involves that individuals judge themselves about the quality of their life experiences, relationships, goals and achievements. This is important, because individuals' subjective interpretations of their life circumstances as seasonally unemployed parents influence their experience of subjective well-being. A subjective well-being can be measured objectively in verbal and non-verbal behaviour, actions, biology, attention and memory (Diener & Ryan, 2010).

8.1.3. Types of psychological well-being

The following list includes types of psychological well-being, namely curiosity, hardiness, engagement, internal locus of control, sense of coherence, purpose, marital satisfaction, vitality, meaning, enjoyment of life, low levels of anger and depression, contentment, happiness, work and life satisfaction and mastery (Chan & Diener, 2011; Boehm & Kubzansky, 2012; Park, Peterson & Seligman, 2005).

Positive functioning is one of the indicators when people experience high levels of psychological well-being.

8.1.4. Positive functioning

Park and Peterson (2009) are of the opinion that people function positively when: people experience more positive feelings than negative feelings, they judge that their life has been lived well; they identify and use talents and strengths on an ongoing basis; they have close interpersonal relationships, they engage in work and leisure activities, they contribute to a social community, they perceive meaning and purpose to life and they are being healthy and they feel safe.

The research of Ryff and Singer (1998) is extremely influential and they propose that the following occurs when positive functioning takes place: self-acceptance and autonomy are experienced; positive relations with others, environmental mastery, purpose in life and personal growth are present. Also, having quality ties with others is a core feature of a life well-lived and is an essential quality of what it means to be fully human (Brdar, Della-Fave, Freire, Vella-Brodrick & Wissing, 2010; Ryff & Singer, 2000)

Deci and Ryan (2000) further suggest that positive functioning include connectedness, competence, autonomy and Seligman (2011) posits that the golden measure of positive functioning can be described as “flourishing” and includes the experience of positive emotions, healthy relations, engagement, meaning and achievement.

Positive functioning and emotions can bring forth change, not for only in individuals but also in communities (Frederickson, 2009). Communities can be transformed as positive emotions influence individuals who experience these emotions. Biswas-Diener and Diener (2008) indicate that positive relationships and social well-being are a part of personal fulfilment and physical well-being.

8.1.5. Well-being and positive emotions

Frederickson's (2002) theory of Broaden-and-build describes the form and function of positive emotions including joy, interest, contentment and love. The main idea of this theory is that these positive emotions broaden a person's momentary thought-action repertoire, for example joy sparks the urge to play, interest sparks the urge to explore, contentment sparks the urge to savour and integrate, and love sparks a recurring cycle of each of these urges within safe relationships. The second key proposition in this theory is that positive emotions promote discovery of novel and creative actions, ideas and social bonds, which in turn increases the resources available to persons. These resources can be drawn on later to improve coping and survival skills and in this way health and well-being can be optimised. This information is of key importance for work and family contexts, because the use or deliberate activating of positive emotions can be achieved without money, and this is an integral aspect of "ubuntu" which represents the African worldview. This means that, for example, the children of seasonally unemployed workers could experience a daily diet of positive emotions, such as experiencing of compassion, hope and joy with regard to their families and significant others.

8.1.6. South African research and well-being

In a study done by Coetzee and Viviers (2007), it was found that most of the research in South Africa on well-being thus far has been done on individual characteristics and not in the form of collective group studies. Studies on individual well-being can include individual states, traits, skills, virtues and strengths. In addition, fewer studies have focused on valued subjective experiences. Furthermore, South African researchers are also actively exploring the effectiveness of interventions that could increase wellness. Wissing (2000) found that researchers in South Africa did not actively pursue the institutions and interventions that facilitate wellness enough. Coetzee and Viviers (2007) also found that collaboration between stakeholders in South Africa was important and should be pursued more vigorously, especially between the South African Police Service and the National Research Foundation. Theories that are important to consider in research on well-being will now be discussed.

8.2. Keyes's Model of Complete Mental Health directed by flourishing

Keyes's model of complete mental health directed by flourishing presents groundbreaking work away from the medicalisation of health. Well-being is about the presence of health, which is dissimilar to the absence of diseases or psychological illnesses (for example,

the presence of a well-functioning family involves more than the simple absence of domestic violence). The present study conceptualises general psychological well-being in terms of Keyes' psychological health continuum (2005a). Keyes developed a mental health continuum model that integrates eudaimonic and hedonic facets, and where the uppermost part of the continuum is indicated as flourishing (Keyes, 1998, 2002, 2003, 2004, 2005a, 2005b, 2007). Keyes's model integrates the markers of high levels of psychological well-being as indicated by Ryff (1989) with facets of social well-being, conceptualised from an eudaimonic perspective, emotional well-being and satisfaction with life as a reflection of the hedonic approach. Although he conceptualised mental health on a continuum, he also proposed that pathology and wellness are two separate dimensions that are correlated. In the wellness dimension Keyes distinguishes three categories, namely languishing, moderately mentally healthy and flourishing. *Languishing* is defined as a state in which an individual is devoid of positive emotion toward life, the individual is not functioning well psychologically or socially, and has not been depressed during the past year. Keyes, as cited in Haidt & Keyes (2003) states that languishers are neither mentally ill nor mentally healthy. Individuals who are *moderately mentally healthy* are not mentally ill, they are not languishing either, but they have not reached the diagnostic level of flourishing. Complete mental health - *flourishing* - is a state of mental health in which people are free of mental illnesses and filled with high levels of emotional, psychological and social well-being. In terms of psychosocial functioning, this means that completely mentally healthy adolescents show low levels of perceived helplessness (low perceived control in life), high levels of functional goals (knowing what they want from life), high levels of self-reported resilience (learning from adversities) and high levels of intimacy (feeling very close with family and friends) (Keyes, 2007). Because of the model's comprehensiveness and clarity with regard to application, Keyes's model is used as a cornerstone theoretical approach in the current study.

Keyes's model and psychological well-being in the workplace should be looked at, as being employed or not employed infers an awareness of work and life goals. Psychological well-being and the work-place will be considered in the following section as experiences of meaning and positive functioning.

Psychological well-being in the workplace also includes the following elements:

- Fulfilling engagements which include physical health such as parents who engage with their daily work tasks with a positive attitude and commitment.

- “The feeling of having a purpose in life which can refer to the parents’ work tasks and life and which relate to the parent’s values, convictions and future goals” (Rothman, 2013, p. 132).
- Motivation and self-determination may indicate autonomy and the freedom of choice. This involves the responsibility to complete tasks confidently and excellently. For seasonally unemployed parents; therefore there is a need for continual growth and personal development. Growth and development include attaining new skills and knowledge, which is linked to their care and attachment to their children, and,
- Harmony, which include keeping a healthy balance of inner peace and self-acceptance (Brdar, et al., 2010).

Frankl (as cited in Ryff & Singer, 2008), adds to the notion that having a purpose in life is linked to the short-term and long-term goals of individuals. In this sense people experience being employed as meaningful and worthwhile. It is also necessary to note that to be employed can be viewed as merely a job, a career or a calling (Rothman, 2013).

Evidently life and work goals are associated with the notion that having a purpose in life is part of the short-term and long-term goals of individuals. Positive psychology, as the scientific study of optimal human functioning, is about the uncovering of these goals. In this sense positive psychology aims to recover the imbalance in psychological research and practice by calling attention to the positive aspects of human functioning and experience. Strümpfer (as cited in Temane & Wissing, 2008) states that positive psychology stands on the shoulders of giants such as Maslow and Jahoda who want to uncover the positive aspects of human functioning and experiences.

8.3. Jahoda

Jahoda (1982) views social connections or relational living as a key component of mental health. In regards to work, Jahoda (1982) explains that there are five latent functions that one can achieve only through employment, which are time structure, social contact, collective purpose, status and activity. Her research states that these latent functions cannot be achieved in their entirety outside of employment. It was found that, without these five functions, one would have a poor psychological well-being, reduced satisfaction in life and a low self-esteem (Jahoda, 1982).

8.4. Maslow

Maslow (1943, 1954) developed a hierarchy of human needs, which include five motivational needs often depicted as hierarchical levels set within a pyramid. This five-stage model can be divided into basic needs, which include physiological, safety, love and esteem, as well as growth needs known as self-actualisation. The four lowest levels represent deficiency needs, and the upper levels represent growth needs, also known as “being needs”. Maslow suggests that the first and most basic need is the need for survival - the physiological requirements for food, water and shelter. People must have food to eat, water to drink and a place to call home before they can focus on other aspects of their lives. If any of these physiological necessities is missing, people are motivated above all else to meet the missing needs. When people are employed, they are able to provide for their families and supply in these needs. After their physiological needs have been satisfied, people can try to meet their needs for safety and security.

Safety is the feeling people experience when they are assured of their safety, physical, mental and emotional safety; security is the feeling people achieve when their levels of fear and anxiety are low (Maslow, 1954). After the physiological needs and the needs for survival and safety and security have been met, individuals can be motivated to meet the needs represented at higher levels of the pyramid. They can then progress successfully to meeting the third level of the pyramid includes needs associated with love and belonging. These needs are met through satisfactory relationships with family members, friends, supervisors and other people. Having satisfied their physiological and security needs, people can venture out and seek relationships where their need for love and belonging can be met. Once individuals have satisfactorily met their need for love and belonging, they can begin to develop positive feelings of self-worth and self-esteem, and act to foster pride in their work and in themselves.

The first four levels of Maslow’s hierarchy of needs are essential to someone’s well-being and must be satisfied before the person will be motivated to seek experiences pertaining to the upper levels of the pyramid. The fifth level represents an individual’s need to know and understand. According to Maslow (1954), this motivation cannot occur until deficiency needs have been met satisfactorily. At the top of the pyramid is the need for self-actualisation, which can be seen as a person’s desire to become everything an individual is capable of becoming. This need can only be addressed only when the previous six needs have been satisfied. These three upper levels constitute growth needs and can never be satisfied completely. Parents who

are subjected to being only employed seasonally experience difficulties in satisfying the four lower level needs, which are deficiency needs. It can; therefore, be assumed that the upper level needs, which are growth needs, may never be achieved. In a recent national survey, 57% of the unemployed participants responded that they were either not very or not at all satisfied with their lives as a whole (Statistics South Africa, 2011). These responses clearly indicate that people are generally dissatisfied with their circumstances and may; therefore, experience stress.

8.5. Stress theories

Cannon (1932) was the first research to introduce the term “homeostasis”. With this term he is implying that the human body possesses an internal mechanism to maintain stable bodily functioning or equilibrium. As the environment presents persons with various challenges, their bodies adjust to different physiological changes in order to deal with the situation at hand. The concept of homeostasis has proved valuable in explaining how physiological responses to threats lead to chronic stress responses. Psychological stress refers to a relationship with the environment. Persons appraise challenges in their environment as significant for their well-being and can either demand or exceed available coping resources (Folkman & Lazarus, 1986).

The experience of stress, particularly chronic stress, can take a significant toll on the well-being of individuals in terms of emotional and physical discomforts as well as functionality (Selye, 1956). Seasonally unemployed parents are presented with challenges in their environment. If people find it difficult to meet these challenges they may experience stress which can negatively affect their health. Coping is defined as “constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person” (Folkman & Lazarus, 1984, p.141). Managing stress may include efforts to minimize, avoid, tolerate, change or accept a stressful situation as someone attempts to master or handle the environment. Folkman and Lazarus (1984) identified two types of coping strategies: problem-focused and emotion-focused coping.

Folkman and Lazarus (1984) further suggest that problem-focused efforts can be directed outwards to alter the environment, or inwards to alter some aspect of the self. Seasonally unemployed parents may resort to producing products and selling these products to support their families in order to generate income during unemployed seasons. Emotion-focused

coping strategies are directed towards decreasing emotional distress. These tactics include efforts such as distancing, avoiding, blaming, venting emotions, seeking social support, exercising and meditating. Seasonally unemployed parents can use some of these strategies to deal with their situation. They can therefore, turn to support structures in their ecosystem.

8.6. Ecological theory

According to Bronfenbrenner's Bio-ecological theory, the development of persons are due to a variety of critical dimensions which include context, process, time and the individual's personal attributes.

The ecological approach construes the human system as the central unit of analysis, while the environment forms the context in which behaviour occurs. As such, the behaviour of the individual cannot be examined without considering the context in which that behaviour occurs. Bronfenbrenner's Bio-ecological Systems theory considers the influence development of persons within the context of the complex system of relationships in their environment. Drawing upon the pioneering work of Kurt Lewin (as cited in Smith, 2001), Bronfenbrenner's theory emphasises the "joint function" that personal attributes and environmental characteristics have in influencing the development of individuals. Bronfenbrenner's theory defines the construct of development and the multi-system layers of development. Furthermore, he describes the nature of the process within the environment that influences development. By doing so, Bronfenbrenner's Bio-ecological theory goes beyond providing a framework for identifying and conceptualising the multi-system factors that influence development. His theory considers the topology of individuals – their setting and the way in which individuals and external forces interplay to influence development. His theory, most importantly, attempts to underscore processes and the dynamics of these processes that might influence development.

Cameron and Guterman(1997) suggest that ecologically-based factors have the potential to exacerbate the impact of negative experiences, although these researchers argue that unravelling ecological factors offer an understanding of how people cope with, and respond to potential threats. It is therefore possible to regard the Ecosystemic Framework as an integrated approach, which conceptualises and assesses the complicated situation of seasonally unemployed parents in the Gouda area.

Finally, since this research is looking at the complexities of the mentioned phenomenon, such as the lived experiences of seasonally unemployed parents, it is necessary to shortly

clarify the phenomenological approach when we investigate the subjective understandings of persons.

8.7. Phenomenology: Background

Phenomenology can be defined as a philosophical doctrine that studies immediate experience (Reber, Allen & Reber, 2009) and the science of essential Being (Clark, 2007). This perspective recognizes the value of human experience. Since the original contribution by Husserl, many followers of this discipline have added their own perspectives and ideas to this developing science, so that today, there are various approaches and methods within the science (Clark, 2007). Finlay (2009) argues that phenomenological researchers generally agree that the central concern is to return to embodied, experiential meanings and aiming for “fresh, complex, rich descriptions of a phenomenon as it is concretely lived.

8.8. Phenomenology: Lived experience

Phenomenology also draws on the works of Alfred Schutz who explained how the life world of a subject (a person’s conscious experience of everyday life) is experienced and developed by them (Schwandt, 2007). The focus is on any events, happenings and experiences that a person can see, hear, touch, smell, taste, feel, intuit, know, understand, or live (Seamon, 2013) and how the person relates to them (Lester, 1999; Reber et al., 2009) in the here-and-now (Joyce & Sills, 2009). Van Manen (1990) refers to these conscious experiences as “lived experiences”. The inquirer therefore tries to describe the phenomena that the person is experiencing by trying to stay as close as possible to the lived experience of the person (Thomas, 2004) and to give a composite description of what and how a person experienced a specific situation or event rather than giving an analysis or explanation of that event (Moustakas, 1994). Creswell (2013) explains a phenomenological research paradigm to be one which describes the meaning for several individuals of their lived experiences of a concept or a phenomenon. This means that the aim of this outlook is to describe the essence of what all the subjects, for example seasonally unemployed parents of the Gouda community under investigation have in common (being seasonally unemployed parents) as they experience a situation (Creswell, 2013).

9. Conclusion

In South Africa, the situation of unemployment remains a serious issue. Literature further suggests that people in rural areas experience high levels of unemployment.

Disadvantaged communities seem to be characteristic of rural areas, where the situation escalates due to high levels of unemployment. Also, high crime levels and substance abuse are rampant in these areas. Government institutions contribute to providing employment opportunities, and there seem to be some level of success, yet it is clear that there is room for improvement. The theoretical frameworks and relevant concepts applied in this study were discussed briefly.

The second section of this dissertation comprises of a research article that will be submitted to the Journal of Psychology in Africa for potential publication. It includes the findings of the phenomenological study that was conducted to investigate the lived experiences of seasonally unemployed parents in the Gouda area.

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SECTION B: Article

Exploring the lived experiences of seasonally unemployed parents in the Gouda area

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Abstract

The aim of the study was to explore and describe the lived experiences of seasonally unemployed parents in the Gouda area. Positive psychology provided the theoretical framework and ecological theories were included. The study used a phenomenological research design. Seven adult parents (between the ages of 28 and 52 years old), were purposively selected from the Gouda community. Data collection entailed the conducting of individual one-on-one interviews; each participant made a collage after the interview; and, the researcher made detailed field notes and observations throughout the process. Data analysis was done by coding and identifying themes. Findings show that seasonally unemployed parents in the Gouda area endure many hardships which include physical, psychological, social and emotional challenges. When parents are experiencing hardships during seasons of unemployment, their children are also adversely affected. The findings support the theoretical proposition that people are shaped and influenced by their environment.

Keywords: daily lives, lived experiences, parents, rural areas, seasonal workers, unemployment, positive psychology, well-being

Word count: 147

“Unemployment leaves one feeling destitute, useless, worthless and dependent. All these feelings are felt by the more than two thirds of young people of the 25% unemployment rate. When one cannot find employment or finds it impossible to start a business then one must find someone or something to blame” (Siko, 2015).

Since the start of the global crisis in 2008, more than 61 million jobs have been lost and the International Labour Office (2013) report forecasts that the situation is not expected to change within the next five years (2015-2020).

South Africa has a high unemployment rate, and the International Labour Office (ILO) projected that South Africa could have one of the highest unemployment rates in the world in 2015. South Africa reached the eighth highest unemployment rate in the world in 2015 as shown by table 1 (International Labour Office, 2013). It is evident that Unemployment and poverty in South Africa is a serious issue as 26.4% of people are unemployed as shown in the first quarter of 2015 (Statistics South Africa, 2015). This percentage excludes those who were seeking employment at least two weeks before these statistics had been calculated.

The study focused on the lived experiences of seasonally unemployed parents in the Gouda area. The unemployment rate in Gouda, which is situated in the Western Cape Province and governed by the Drakenstein Municipality echoes the statistics provided by Statistics South Africa, as more than 25% of this community is unemployed (Municipality, 2013). The town is situated in a rural area and many of the unskilled workers are parents who face regular unemployment and find themselves in seasonal working situations such as agricultural labour, or construction work (personal conversation, J. McHelm, January 30, 2015). People who are working during peak periods and who are unemployed during off-peak periods are described as seasonal workers or seasonally unemployed (Mafiri 2002). These periods of unemployment occurs annually on a regular cyclical and predictable basis due to weather and seasonal fluctuations (Karadoğan, 2010).

Table 1

Highest unemployment rates in the world (2015 projections)

| | Country | Unemployment rate |
|----|---|-------------------|
| 1 | Mauritania | 30.9% |
| 2 | Réunion | 29.4% |
| 3 | The former Yugoslav Republic of Macedonia | 28.2% |
| 4 | Bosnia and Herzegovina | 27.5% |
| 5 | Guadeloupe | 25.8% |
| 6 | Lesotho | 25.7% |
| 7 | West Bank and Gaza Strip | 25.3% |
| 8 | South Africa | 25.0% |
| 9 | Greece | 24.6% |
| 10 | Spain | 23.6% |

Problem statement

Seasonal unemployment is a common phenomenon in rural areas such as Gouda. Unemployment occurs when people are not employed at certain times of the year as they work in industries where they are not needed all year round (Statistics South Africa, 2015). Examples of industries where demand, production and employment are seasonal include tourism and leisure, farming, construction and retailing. The nature of agricultural activities where harvest time and the size of the harvest are crucial in determining the number of

workers needed, plays a role in the financial status of seasonal workers. Also, many rural towns in South Africa are characterised by poor living conditions and can be described as disadvantaged areas (International Fund for Agricultural Development, 2010). Shortly, unemployment is a serious issue, posing a threat to the well-being of many South African citizens (Mabela, 2012). Many adults in South African rural areas are part of seasonal unemployment (Meyer, 2012). Furthermore, any kind of unemployment in rural areas is characterised by poverty, underdevelopment, ill-health and psychological distress (Carter & May, 1999; Ferrer & Visser, 2015; Vorster et al, 2000). This means that adults, including adults as parents, who are seasonally unemployed and living in rural areas, such as Gouda, are facing many difficulties.

It is common knowledge that unemployment and the loss of regular income, impact overall well-being negatively in many ways (Vorster, et al, 2000). Wissing and Temane (2013) indicate that unemployment is linked to lower levels of subjective well-being. Although employment and regular income can be viewed as objective aspects of well-being (Alatartseva & Barysheva, 2015), it results in both “physical and psychological downsides” (Biswas-Diener & Diener, 2006, p. 201). Furthermore, the lack of financial resources as well as psychological support holds grave implications for parents as well as their offspring (Amunkete & Rothman, 2015). Studies have shown that the children of parents who experience financial hardships are adversely affected by the scarce provision of basic needs (Hartmann & Hayes, 2011). This means that these children have to face difficulties such as hunger, frequent moves, living with relatives, and a lack of adequate health-care. Financial difficulties also include the inability of parents to financially provide (save money) for their children’s education. Owing to the fact that their employment opportunities are unstable, it is hard for them to plan ahead (International Fund for Agricultural Development, 2010). Evidently, as a result of South Africa’s high unemployment rate, parents who are seasonal workers and living in a disadvantaged community such as Gouda, are faced with serious problems to provide sufficiently for their children.

In addition to the lack of basic needs, research by Barblett and Maloney (2010) indicate that physical well-being and emotional competencies are of key importance to healthy development of children and; therefore, it is crucial that parents provide a healthy and nurturing environment. Moreover, most children who are living in unemployed households are particularly vulnerable to neglect and abuse, as the parents or primary caregivers can

experience stress and high levels of frustration and subsequently can be negatively affected (Härkönen, 2011).

These issues are closely linked to the negative psychological effects of unemployment on the well-being of people and have been well documented in the past (Creed & Watson, 2003); Kinicki, McKee-Ryan, Song & Wanberg, 2005). Low levels of life satisfaction due to factors such as unemployment, is linked to high negative affect and the impact of low negative affect is immense; it constricts thinking and coping. On the other hand, high positive affect fosters creativity, humour, flexibility and problem solving (Frederickson, 2009). In other words, the physical, emotional, social and psychological dimensions of well-being and healthy functioning can be compromised or threatened for seasonal unemployed parents when they are dealing with seasons of unemployment.

It is clear that difficulties associated with unemployment are not only limited to financial issues, but comprise a range of emotional and psychological problems for parents. These adverse effects can hold serious risks for children living in households where parents are seasonally unemployed. In order to address this problem there is a need to explore the lived experiences of parents who are seasonally unemployed, as these lived experiences comprise both objective and subjective aspects of well-being.

Motivation for the study

A substantial amount of research has been carried out with regard to the impact of unemployment on both communities and parenting (Klasen & Woolard, 2009; Kingdon & Knight, 2007; Mukhovha, 2008) but the researcher found that research that focus specifically on the experiences of seasonally unemployed parents in the Gouda district within the South African context seem to be unavailable. In the light of the identified scarcity as to scientific information, this study aims to explore the lived experiences of seasonally unemployed parents. Exploring and describing this phenomenon could increase an understanding of the parents' predicament and add to much needed scientific knowledge. Unemployment has numerous effects on people and is; therefore, crucial to understand their lived experiences to be able to provide appropriate support. Although the focus of psychology comprises various psychological and emotional aspects of the mental health of persons, such as effective coping mechanisms, the impact of factors such as unemployment and financial problems, can; therefore, not be ignored.

Kagee (2014) highlights the problematical issue of the social relevance of psychology in South Africa, especially since 1994 when this country so courageously accepted democracy. According to Kagee (2014), social and psychological problems continue unabated - even two decades after the end of apartheid. He compels us to face the South African reality that in spite of some unique contributions to research and interventions in various social and community problems, such as community violence, substance abuse, racism, various risk behaviours, and in helping individuals and communities achieve optimal health, these social and community problems persist, and in fact, some have become worse in the last 20 years (Duncan, Lazarus & Seedat, 2001; Ramphela, 2013). In other words, the social significance of psychology is of great importance. In addition, Temané and Wissing (2013) and Van Schalkwyk and Wissing (2013) urge well-being researchers to pay attention to the South African context and culture, seeing that the role of context is of vital importance to well-being and functionality.

Prilleltensky (2012) warns that all agents of positive change must prevent the unrelenting medicalisation of wellness. Medicalisation refers to the viewpoint that the fixing of either individual illnesses or social pathologies equals health and wellness. It seems that the protection of health is in contrast with the eroding conditions of illnesses and this issue must be considered afresh by contemporary specialists and citizens for the synthesis of positive human health for resilient humans and in communities. Although positive psychology sanctions strength-based approaches, this perspective does not imply a Polyanna attitude. By removing difficulties, such as financial problems, linked to unemployment, the presence of wellness will not be ensured. Also, Koller and Lisboa (2007) emphasise that respect to people is especially demonstrated when the rights of at risk children, youth and families concerning health issues are acknowledged. Keyes (2005) argues convincingly that complete health entails more than the absence of diseases and illnesses and this means that while we are intentionally uncovering strengths within communities, families and individuals, we are also paying attention to “ill-being” through the lens of well-being. Keyes’s primary argument is of importance: If health is our stance, then well-being and the fortification thereof should be studied (and financed) within the perspective of health that entails more than the sole “fixing” of problems and poverty.

Theoretical framework

The theoretical framework of this research was based on the positive approach of psychology which harbours evidence-based studies towards positive human health (Van Schalkwyk & Wissing, 2013). The vision of positive psychology allows for a broader definition than merely

the absence of diseases and disorders to outline human well-being. Although positive human health entails medical intervening, health and well-being demands more than conditions of being symptom-free (Ryff & Singer, 1996; Ryff, 2014). The presence of well-being includes the study of positive aspects such as psychological strengths and positive emotions (Vázquez & Hervás, 2008). Many positive psychology pioneers state that this approach stands on “the shoulders of giants”, an expression used by Strümpfer (2005) to explain the valuable contributors of the previous century towards positive psychology. The following theories were accommodated in this current study to highlight the comprehensive viewpoint of positive psychology: Maslow’s theory of Motivation, stress and coping theories, Bronfenbrenner’s Bio-ecological theory and Jahoda’s Deprivation theory (Maslow, 1954; Krohne, 2002; Bronfenbrenner, 1977, 1979, 1992, 2001 & Jahoda, 1982).

Positive psychology embraces two broad perspectives, namely the hedonic and eudaimonic perspectives for the understanding and explanation of well-being or a good life. The *hedonic perspective* focuses on happiness, enjoyment, pleasure, satisfaction and comfort. The *eudaimonic perspective* focuses on meaning, purposes, expression of potentials and being involved with something larger than the self. In general, happiness is described as “feeling good” and meaning can be understood as “functioning well”. In positive psychology we distinguish between “feeling good” and “functioning well” as two different manifestations of psychosocial well-being, but we also note that they are related, they can influence each other, and can overlap in some instances (Annas & Keyes, 2009; Keyes, Kendler & Myers, 2010; Funder, Nave & Sherman, 2008; Waterman, 1993, 2008). These two perspectives are important for the current study, because the impact of affective states is well-known for healthy functioning. For example, it could be argued that when seasonally unemployed parents; it could be argued that when seasonally unemployed parents have work and receive an income, this could add to their feeling good (positive affect), while being unemployed and without an income could be linked to experiencing negative emotions, such as disappointment, hopelessness and fear. Similarly, the experience of being employed, performing well at work, enjoying positive interactions and meaning, and earning an income could be viewed as part of their functioning well. It is worth mentioning that the “functioning well” component of well-being is described and measured in terms of meaning, realisation of potential and perceived as flourishing - even in the context of life challenges. To function well is thus more about meaning-making, managing life challenges, developing and expressing the best within the self (Kendler et al., 2002; Ryff, 1989; Ryff & Singer, 2008; Waterman, 2007; 2013) which

integrates processes over time. This means that both “functioning well” and feeling good are important for seasonal workers towards the realisation of their life-potential, even when facing difficulties such as being unemployed at times.

When we study/explore human health, it can never be done without taking into account the role of context. Bronfenbrenner (as cited in Rosa & Tudge, 2013) posits in his Bio-ecological theory that humans influence and are being influenced by their environment. In this sense we ought to look at unemployed seasonal workers’ experiences, the proximal processes (family and work place) at work as well as those key constructs that support this phenomenological research study. Firstly, Bronfenbrenner (1977-2001) is discussed followed by key constructs that fits well with positive psychology offered by Cohen and Lazarus (1977) followed by; Maslow (1954); Ungar (2008); and, Jahoda (1982).

Bronfenbrenner’s Bio-ecological Systems theory considers the influence development of persons within the context of the complex system of relationships in their environment. Drawing upon the pioneering work of Kurt Lewin (as cited in Smith, 2001), Bronfenbrenner’s theory emphasises the “joint function” that personal attributes and environmental characteristics have in influencing the development of individuals. Bronfenbrenner’s theory defines the construct of development and the multi-system layers of development. Furthermore, he describes the nature of the process within the environment that influences development. By doing so, Bronfenbrenner’s Bio-ecological theory goes beyond providing a framework for identifying and conceptualising the multi-system factors that influence development. His theory considers the topology of individuals – their setting and the way in which individuals and external forces interplay to influence development. His theory, most importantly, attempts to underscore processes and the dynamics of these processes that might influence development. Seasonally unemployed parents were viewed in this research study as part of their community system, and they were therefore, influenced by circumstances in the Gouda environment. This can be compared with Lewin’s Field theory (1943), in which he suggested that people and their surroundings could not be separated or be viewed as independent from one another. People’s interactions with others and their environment in relation to sustainable living and meaningful existence cover activities such as work, pleasure, engagement, meaning, accomplishment and relationships (Seligman, 2011). However, when opportunities to work are limited, when high levels of unemployment are in evidence, people are confronted with their living conditions being compromised (Rothman, 2013).

In order to understand seasonal parents' experiences the hierarchy of Maslow's Needs theory was applied. Maslow (1954) designed a model depicting which can be divided into basic needs. These are physiological needs (safety, love and self-esteem) and growth needs (cognitive, aesthetic and self-actualisation). People must meet lower level basic needs before progressing to meet higher-level growth needs. It is thus necessary for parents to have a stable income to provide in their basic needs if they are to progress to the higher-level needs.

At certain times of the year seasonally unemployed parents struggle to meet their lower-level/basic needs, which might adversely affect their well-being. Baylis, Hupper, and Keverne (2004) identify well-being as a positive state that allows individuals, groups or nations to thrive and flourish. Well-being also encompasses human resilience. Resilience develops when unemployed seasonal parents and their ecologies work together amidst several setbacks and adverse circumstances to provide and make the most of life-affirming resources (Malindi & Theron, 2010). When their lower-level needs are not met (compare Maslow), people are not able to progress to the higher levels, such as expressing their creativity (Maslow, 1954). Ungar (2008) defines resilience - which is always linked to adverse circumstances - as the capacity of individuals to navigate their way to health-sustaining resources. It could be argued that seasonal workers show resilience in managing to support themselves and their families on an annual basis whether they are employed or not. When people experience difficulties in satisfying basic needs, it can be stressful. The Stress and Coping of Cohen and Lazarus theory explains the various responses of individuals to hardship.

Cohen and Lazarus (1977) stated in their Stress theory that stress is the result of people's interaction with their natural and social environment and can be described as transactions. When parents are faced with stressful events, such as being seasonally unemployed, they react to the situation and implement coping strategies - whether effective or ineffective - to deal with the situation. During their times of seasonal unemployment, parents are deprived of positive input, such as job satisfaction and joyful interactions unlike, during their period of employment. The Deprivation theory developed by Jahoda (1982) proposes that people benefit from the positive psychological effects of being employed, such as experiencing positive feelings of personal worth, the ability to make a contribution to society and to supply and add meaning to life. According to the Deprivation model, seasonally unemployed parents suffer from deprivation which can include feelings of worthlessness, depression and insecurity due to the periods of unemployment.

The above-mentioned theoretical framework offering a view of positive functioning and various constructs associated with interacting and the role of work context, namely person-and-context, basic needs and self-actualisation, coping strategies, and deprivation were presented briefly. Taking into account the focus of this investigation, namely the lived experiences of seasonally unemployed parents in the Gouda area, Ryff (2014) argues that such experiences require the finding of inner strengths and resources. In this sense, this study can be used towards designing interventions to achieve higher levels of well-being including the effective mastering of the environment (effective coping skills) and psychological competencies (self-regulation and a healthy life-style which include not using substances and adopting healthy habits). Reasons for the study include the limited information available and the need to gain insight about the nature of these parents' experiences versus the mere providing of money and food parcels [getting rid of the "illness"] which do not necessarily imply resilience and effective coping mechanisms. Well-being is often acquired and enhanced through active engagement with adversity (Ryff, 2014).

In the light of the above-mentioned discussion, the research question can be formulated as follows: What are the experiences of parents who are seasonally unemployed?

Aims and objectives of the study

The aim of this qualitative study is to explore and describe the lived experiences of seasonally unemployed parents in the Gouda area, Western Cape Province, in order to gain a better understanding of their lived world.

The objectives of this research are to: conduct a literature review as background to the study. (discussed and described in Section A of this research report); conduct personal interviews with seasonally unemployed parents in order to gain their understanding and insight as to the phenomenon; explore and describe via qualitative methods, such as data collection and analysis, the experiences of these individuals; describe the findings in an article based on the data gathered via the qualitative research approach (Section B); conclude with findings, conclusions and recommendations (Section C); and lastly, abide by the ethical principles and considerations appropriate for this study.

To enable the successful execution of this research study, the method applied will now be discussed.

Method

Research design and approach

According to Kuhn (as cited in Braun & Clarke, 2013) this qualitative study implies the qualitative paradigm in which qualitative techniques are applied. A phenomenological approach was used because the researcher seeks to understand and interpret local meanings, namely the lived experiences of parents (Braun & Clarke, 2013; Marshall & Rossman, 2006). The study was both explorative and descriptive, as it sought for in-depth insight into the lived experiences of seasonally unemployed parents. Rich data were therefore, required in order to gain understanding of the phenomenon (De Vos & Fouché, 2011).

Participants in context

Gouda is a rural town situated in the Drakenstein Municipality is a local municipality in the Cape Winelands District in the Western Cape Province of South Africa. The racial makeup of the municipality is black African (21,35%), coloured (63,75%), Indian/Asian (0.3%) and white (14,6%). In this municipal area (76,7%) of the residents speak Afrikaans at home, 3,4% speak English and 19,5% speak other languages. The population for this study included all the seasonally unemployed parents in the Gouda area who were Afrikaans- or English speaking. Seven participants were selected who are parents to children younger than 18 years attending schools in the selected community.

The researcher applied purposive sampling to select participants for this study. The participants were purposively selected according to certain criteria which were relevant to the research objectives (Nieuwenhuis, 2007). The local social worker who acted as the gatekeeper, identified the possible participants, namely the seasonally unemployed parents. Possible participants had to comply with the selection criteria, which included the following: parents/primary caregivers between the ages of 28 to 52 years; willingness to participate in the research study; living in the Gouda area for at least 5 years and be seasonally unemployed. Compliance with the selection criteria was crucial for inclusion in the research project. Data were subsequently collected from these participants.

Data Collection

The following data collection methods were used in this research study, namely one-on-one interviews followed by collages made by the same participants. In-depth interviews were used to obtain information from the participants to achieve an understanding of the participants' lived experiences of being seasonally unemployed (Greeff, 2005). Collages were created after each interview and used to clarify and support the data provided during the course of the interviews.

Informed consent was obtained from all of the participants. The interviews were conducted at the office of the local social worker to ensure privacy and were audio-recorded with the permission of the participants. Field notes were also made during the course of the study in the form of detailed descriptive accounts of the observations were made, including information such as the non-verbal communication of the participants (De Jong, Monette & Sullivan, 2002)

Procedure and Analysis

Once ethical clearance was received from the North-West University (NWU-0060-12-[A1]), the researcher commenced with the process of data collection. The overall purpose of the research was explained and it was reiterated that participation in the research was voluntary (Brinkman & Kvale, 2008).

The main purpose of this research study was to allow findings to emerge from frequent, dominant or significant themes that are inherent present in raw data (Nieuwenhuis, 2007). Inductive data analysis was used to process the collected data which can be described as the process of discovering themes and categories in the data (Patton, 2002; Creswell, 2012). The following process for data analysis was used, as described by Creswell (2007). The first analytical steps included the familiarisation and "immersion" in the data (Braun & Clarke, 2013, p.204). This was accomplished by reading and re-reading the transcribed data and by considering questions such as "How do participants make sense of their experiences?" and, "What kind of assumptions do they make in talking about their world?" Secondly, coding in the thematic analysis was completed and provisional codes were created from the ideas identified in the previous phase. Thirdly, codes were combined in order to create broader themes or larger patterns across the dataset. Fourthly, the combined codes were refined and categorised as those identified with clear links. Finally, the themes were named and presented as the research findings. It was kept in mind that the main themes ought to be distinctive or

need to make sense on their own and at the same time the themes should fit well together to form the overall analysis (Braun & Clarke, 2013). This process was important to ensure accurate analysis and to enhance reliability.

Crystallisation is a method for ensuring the trustworthiness of data and is enhanced through the application of multiple methods for collecting data. In order to obtain a clear perspective of the topic at hand through multiple data collection, crystallisation is achieved (Tracy, 2010). More than one method of data collection was therefore used in this research study to achieve crystallisation. Emerging themes were checked with the participants and this is also referred to as member checking, a process that adds to the trustworthiness of the study. The trustworthiness of the data gathering was enhanced when the researcher checked with the participants during the course of the interviews that they understood what was being said and this ensured that the data collected via the interviews were interpreted correctly (Creswell, 2003). Precise meanings were attached to the collages to ensure a good understanding. The meanings were therefore confirmed and correctly recorded. Trustworthiness: According to Guba and Lincoln (1985), credibility, transferability, dependability and conformability can be used to assess the quality of qualitative data. **Credibility** refers to consistency between the views of the research participants and the researchers' representation and reconstruction of data (De Vos, Fouché & Schurink 2011). Member checking, that is, the provision of feedback to the participants in order to determine whether the researcher's views are correct (Boeije, 2010) was applied during this phase. The themes identified during the thematic analysis were also verified by Prof. S. Marais (Emeritus Professor at the Medical Research Council) to add to the trustworthiness of the research. **Transferability** refers to the transferring of findings from one case to another. During this phase transferability can be facilitated by analysing the results of studies that is very similar to this research, thereby determining theoretical boundaries from these results and to let these boundaries guide data collection (De Vos et al., 2011). **Dependability** refers to keeping the research process well-documented and logical (De Vos et al., 2011). Boeije (2010) sees dependability as methodological accountability, that is, the documentation of all activities in terms of what, how and why. The details of all the activities during this phase were thoroughly documented. **Confirmability** refers to the confirmation of the results of one study by another (Guba & Lincoln, 1985) and can prevent bias from the researcher's side (De Vos et al., 2011). The researcher took care to not let personal values or theoretical inclinations determine the way in which her research was done as this can lead to inaccurate findings (Bryman, 2012). Subjectivity was addressed as the

researcher stated all observations and analysis objectively and not used her own perceptions or bias of what occurred during the research process. The results obtained from this phase of the study were compared with those of similar studies in order to determine if comparable results have been obtained.

Bracketing was also ensured through the assistance of the study leader who checked the collected data and she made sure that an accurate analysis was made.

Findings

A thematic analysis of the lived experiences of seasonally unemployed parents in the Gouda area showed that their experiences can be divided into two distinct kinds of experiences. These experiences were identified as the experiences of seasonally unemployed parents during their periods of employment, and the experiences of seasonally unemployed parents during seasons of being unemployed. The coding applied in the study indicated participants as (P) and the number of each participant followed the letter P, for example P1 and P2. The themes and sub-themes will be provided in the following section to illustrate the findings.

Theme 1: Experiences during employment

Participants' lived experiences are marked with various kinds of challenges during seasons of employment. They expressed their joy of being employed, but also described the difficulties they have to endure during this period. The first main theme entails four sub-themes, namely physical challenges, seasonal workers and income, emotions and employment and lastly, threats to effective coping and functioning during times of employment.

Sub-theme 1.1: Physical challenges during employment

The participants firstly described various physical challenges they have to endure during seasons of employment. The employment of seasonal workers comprises mainly of agricultural activities and problems were voiced in terms of the working hours and the hardships associated with these tasks. Working hours ranged from nine to twelve hours per day during times of employment. The participants mentioned that workers start their workday at dawn and the working day ends at sunset. They have a few short breaks which are a lunch break of one hour and two half-hour breaks, one break mid-morning and one break during the afternoon. Their experiences include vigorous labour and these agricultural tasks mostly involve difficult working postures such as crouching and bending over when picking fruit and carrying heavy baskets. The participants stated that they are exposed to pesticides, parasites

and allergens which are detrimental to their health. While they are working on the fields or the vineyards, pesticides are sprayed on plantations and toxic fumes are breathed in by them which then cause them respiratory problems and often result in such diseases.

P5: I was sick and had TB and did not feel strong to work but felt I had to go to work or I will be losing my job.

Sub-theme 1.2: Seasonal workers and their income

Although times of employment did mean an income, the participants also stated that their income was not sufficient to provide adequately for their families. Their wages for working as seasonal workers on farms amount to an estimated R105.00 per day, and these wages were used to provide food and to purchase bare necessities. They emphasised that they could not provide their families with healthy food because healthy food such as fruit, vegetables and meat, are more expensive than for example, maize. In addition, some of the participants mentioned that to manage their finances is problematic, because they have never been educated on how budgeting works. Additional financial burdens listed were medical expenses and supporting their extended families. The participants clearly indicated that they experience financial difficulties even during their work season. They attributed the situation of poor living conditions to inadequate wages. The participants expressed themselves clearly when it came to financial challenges in the following statements:

P3: When I work on the farm, I buy food for every day at the farm shop... and on Friday when I get paid ... most of the money go toward paying my debt and I have nothing left. The next week the same cycle repeats itself.

P5: If I get a job, mostly nowadays ... it is just for a few days here and there. That money is just for food on the table.

The participants revealed that their basic needs could not be met, even when they are working, because they simply earn too little money. The emotional experiences of the participants were emphasised as they narrated their stories and experiences related to seasons of employment and unemployment.

Sub-theme 1.3: Emotions and employment

Most of the participants are experiencing generally positive emotions during a season of employment. The participants described their positive emotions when they are employed and earning an income such as the experience of satisfaction and gratefulness to be able to provide for their families. They also experience more meaning in their lives and have a sense of purpose. These feelings were expressed in the following statements:

P4: When you do work during work season, everything is fine because you can buy your children all they need, wish for... everything is sorted out.

P5: The thing is you see ... if you work for six or seven months of the year, then things are going well with me ... when I am working I can spoil my children a bit, I can buy them what they need during this time and it makes me feel very good.

P 6: See, if I'm working now, during season time, then I feel good. Every morning I'm up early and at work I'm busy. When I come home in the evenings then I'm tired, but it's a good tired feeling because everything is right and normal. I do what I have to do as the man in the house and I feel happy.

Although positive emotions are mostly associated with times of employment and having an income, the seasonally unemployed parents are also experiencing negative emotions such as a fear for losing their jobs as their jobs dependent on the size of the harvest and on their health. These negative emotions linked to their work situation are aggravated by constant worries, because they do not earn enough money to be debt free and to adequately cover the basic needs of their families. The constant fear and anxiety of losing their jobs; therefore, add to their negativity. They are experiencing emotional turmoil and conflict during times of employment due to the fierce competition to remain employed. They seem to fret constantly about the size of the harvest and the number of people being employed. They admitted that the relatives and friends of supervisors seem to have more job security, and it seemed that if those people do not live in fear of losing their positions. Workers not related to supervisors are feeling constant pressure to perform and avoid being ill because of their uncertain position. When questioned about their feelings, the participants had the following to say:

P1: The fruit supply is sometimes too little to appoint a large number of people, so that is also very uncertain because you never know what is going to happen. That also makes you stress.

P3: *The managers then look for workers who stayed absent to lay off, sometimes they do not even consider that and anyone could be losing their job ... names are put on a notice board and then all of us are nervous. This is not a pleasant experience and we feel very insecure.*

During times of employment the participants also indicated stressors that are not related to work. The following statements revealed some of these stressors:

P2: *The fathers of these children pay child support money very poorly and not regularly and that makes it very difficult.*

P2: *I was not able to work the whole season due to my child's illness...I had to stay off work to take care of my child ...*

Sub-theme 1.4: Threats to effective coping functioning during times of employment

Some of the participants expressed their fear and anxiety during their time of employment.

P3: *Sometimes I do not feel like going back to the factory to work because of all the nastiness that goes on, but I really do not have much choice, I do need the income.*

P2: *There are certain people who get work at every employment project and others never get an opportunity.*

It seemed as if the participants were constantly thinking about the possibility of mostly negative outcomes. The participants perceive various negative feelings in their work environment and feel uneasy about the rivalry among workers. This friction causes them to feel anxious about losing their jobs. The participants expressed their difficulty in effectively coping with their situation and feelings of rejection, low self-esteem, non-belief in their own capabilities, anticipation of possible setbacks and the perception of the demands by supervisors, were highlighted perceived as threats.

It became clear during the course of the interviews that the participants are experiencing feelings of insecurities with regard to their jobs. Workers know that they could be easily replaced due to the high number of unemployed people available. The participants narrated their experiences during seasons of unemployment vividly.

Theme 2: Experiences during unemployment

The participants revealed certain positive experiences during seasons of unemployment such as when they received support in the form of money, food and clothes. However, they also described the severe extent of the hardship they endure during seasons of unemployment. These experiences were divided into four sub-themes, namely; physical challenges, income; emotions during seasons of unemployment and lastly, overcoming during times of unemployment.

Sub-theme 2.1: Physical challenges during unemployment

The participants mentioned that they experience hunger, diseases and poor living conditions. Some of them lived in the back yard of relatives in wooden and makeshift structures. They acknowledge that during stormy weather there are always leaks and water running inside their dwellings and these conditions are detrimental to their health and well-being. Some of the participants engage in buying and selling products and others bake to generate income.

The participants also expressed their physical difficulties in times of unemployment as can be seen from the following statements:

P7: You need shoes and clothing and are not able to buy anything. This makes you feel helpless because you cannot do anything about it. The house needs fixing, the roof leaks and a lot needs to be done in and around the house.

P1: It is very stressful. During the night you think about the children, what are they going to eat the next day ...

It is clear that the participants are experiencing difficulties during their seasons of unemployment. These difficulties are confirmed by the collage created by participant 2.

Figure 1

Collage was created by participant 2 to artistically express her experiences



Collage description

The participant explained her collage by dividing it into two halves. She had the following to tell about the pictures in her collage that represented her period of unemployment:

There are two parts in my collage. The first part shows the time when I have work. On the other half of the picture I have put in pictures of a woman on her bed, crying and praying to God for the pain of having no income. The picture of the lady looking down, says that she does not know now what to do. There is no income in the house and what to feed the kids? It is just difficult for her. The other pictures also shows that there are hard times ... very sad times ... the person is asking the question ... what now ... there is no work ... she thinks about many things that are needed in the house ... but there is no money ... where is the money going to come from?

The participant's collage clearly shows sadness and concern about food and provisions needed for her family.

Sub-theme 2.2: Seasonal workers and income during unemployment

The participants made it clear that they have little or no income and have to rely on government grants during times of unemployment. In addition, they find it difficult to deal with medical problems, as their income is small or non-existent. The accumulation of family responsibilities makes it very difficult for the parents, and apart from the daily needs to care for their children, they struggle to take care of debt and everyday problems, such as leaking roofs.

P5: I want to forget about debt collectors that keep on calling me. Last year I bought some furniture and they are the ones calling me non-stop.

P7: *Things at home are not nice. I want to fix my house because the roof is leaking, but I cannot.*

Sub-theme 2.3: Emotions and unemployment

During times of unemployment, the participants associate positive emotions with the support they receive from the community, for example when they receive food parcels. Additionally, positive emotions of gratitude were also expressed when their relatives helped them.

P1. *Sometimes farmers deliver fruit and vegetables free for the people. This happens about twice a month, and it also helps a lot. The people are very happy when it happens.*

Negative emotions during times of unemployment were explained in the form of continuous panic to get enough of food on the table for their children. Participants revealed their negative emotions in the following:

P4. *This is the difficult time for me because I have to run around to get some food on the table. It is very stressful for me. Especially when you have little babies ... it is extremely difficult ... they get sick.*

P5. *I feel that I am being judged by people and do not wish to speak to anybody.*

Positive as well as negative emotions were experienced by participants during times of unemployment. The positive feelings were associated with the feeling of care by relatives and the community when they received various support during their seasons of unemployment. Negative feelings were experienced when they felt rejected by relatives when they were not earning an income and were unable to provide for their families.

Sub-theme 2.4: Overcoming during times of unemployment

2.4.1 Support from family members and the community

The participants experience emotional support from their extended family, friends, the community and non-governmental organisations such as faith communities (churches).

P2: *The municipality has this employment programme where different groups of people get work for two weeks to sweep the streets.*

P6: *Sometimes the family do help us out. My wife has a few friends who do also help us out sometimes.*

P3. I have my mother here with me in the house and she works at the moment, so she is the one who support us now.

The above statements by the participants confirm the support they receive from various sources. Although they expressed their sincere appreciation for the support, their needs are not met.

2.4.2 Grants from the government

The participants revealed that they have little or no income and have to rely on government grants.

P1. The social grant for the children also helps a lot to cope and survive, during the time of no work.

P2. So in this time of unemployment, we are dependent on the government social grant for the children. The grant aids to provide food for the children during this difficult period.

2.4.3 Spiritual strengths and prayers

The participants seem to show some level of inner strength or an inner resources and this was narrated in the following way:

P4. It is just a matter of faith ... you just do not know for sure that you will be employed. I just do what is expected from potential workers ... do the induction program and hope and pray for the best.

Some of the participants openly expressed their faith in God, for example when applying for work the next season, or asking God's help for them to persevere when dealing with difficulties.

When summarizing the main themes and the sub-themes, the following can be highlighted: the lived experiences of the participants during seasons of employment can be described as experiencing a sense of meaning and a sense of purpose when they are able to provide for their families. Mostly positive feelings and experiences were revealed; however their negative feelings centred on the fear of losing their job due to a perceived lack of control concerning their circumstances. During seasons of unemployment, mostly negative experiences were revealed as the participants feel unhappy about not being able to provide for their families. However, the support they receive from their extended families and the community brings relief and these positive experiences of support give them the opportunity to engage in entrepreneurial activities to support their families.

The findings were presented as identified themes which can be linked to the research question by interpreting the data. The identified themes were not just summarised. In the following section the research findings (identified themes) will be discussed after the analysis of data took place. The findings will be compared to existing literature to show how this study contributes to available research findings (Braun & Clarke, 2013).

Discussion

The findings show that the experiences of the participants as seasonally unemployed parents could be explained as a series of challenges linked to periods of employment and even more challenges or problems associated with periods of unemployment.

Experiences during seasons of employment

The participants indicated that in general they experience feelings of happiness (linked mostly to factors such as money which can be compared to the hedonic approach in positive psychology that focuses on happiness, enjoyment, pleasure and satisfaction) during their seasons of employment. They acknowledged that although the working conditions are difficult, they feel positive, as they are receiving an income and could support their families financially. It was found by national surveys that having income correlates with life satisfaction (Biswas-Diener & Diener, 2002; Diener, Kahneman & Schwarz, 1999; Diener & Lucas, 2000; Rothman, 2008; Dhingra, Keyes, Satvinder & Simoes, 2010; Seligman, 2011). In addition, South African studies show that employment is associated with higher levels of well-being (Khumalo, Temane, & Wissing, 2012).

Ryff (2014) and Keyes (2005, 2007) established indicators for psychological well-being, namely self-acceptance environmental mastery, purpose in life, personal growth, autonomy and positive relations with self and others. It seems that seasonal workers are experiencing improved levels of psychological well-being during periods of employment as their evaluations of themselves are better and they accept themselves better. These increased levels of subjective well-being are associated with their experience of feeling more in control. This experience adds to their having a sense of purpose and to maintain better relations with others. These experiences can be linked to the eudaimonic perspective on well-being as it focuses on meaning, purpose, expressions of potential and being involved in something bigger than the self (Annas & Keyes, 2009; Funder et al, 2008; Keyes, Kendler & Myers 2010; Waterman, 1993, 2008). The key role of social well-being was also indicated by the seasonally unemployed parents who described their experiences related to social integration, social

coherence and making a social contribution (Keyes, 2007). The lived experiences of the seasonally unemployed parents can be linked to existing research which indicates that positive emotions and experiences can enhance human well-being (Keyes, 2007; Frederickson, 2006; Huppert & So, 2011). In the light of Keyes model of mental health it is clear that periods of employment contribute to the well-being of seasonally unemployed parents.

Studies confirm that employment contributes to mental well-being and different levels of mental well-being exist when people experience unemployment (Biswas-Diener & Diener, 2002; Clark, 2010; Dunn & Norton, 2013) However, these levels include: an absence of time structure which can be a major psychological burden for the unemployed; social conflict, when the unemployed are experiencing conflict with others because of their emotional distress; the presence of collective effort and purpose, when employment offers a social context outside their family; social identity, when being employed is an important element in defining oneself; and regular activity, where employment, aids in organising one's daily life (Gabriel & Harnois, 2000; Fisher, 2010; Galpin & Stairs, 2010; Rothman, 2008). These indicators can be translated for the current study in the following way: During seasons of employment the participants are engaged in physical activities which are structured; they have start their workday at specific times which gives them a sense of purpose; they are also part of a collective effort and purpose and could therefore, be productive rather than be unproductive at home as in their seasons of unemployment. These regular activities, although tiring, give them a sense of self-worth. They feel that they have a social identity. They feel accepted due to their employment status. A study by Matuska and Christiansen (cited in Rothman & Welsch, 2013) confirms that people who are employed experience a sense of meaning and purpose that support their overall well-being.

The participants also face challenges during periods of employment due to low wages and the uncertainty that seasonal employment creates. Nevertheless, they seem able to cope with their situation while they are employed. The participants who are seasonal workers in the agricultural field confirmed that they still struggle financially even while they have work. They claim that their wages are insufficient and that they remain in debt in order to provide for food and clothing to their families. Furthermore, they cannot afford healthy food and good quality clothes and shoes as these items are being expensive. Some of the participants revealed that they made lay-byes at the shops in order to obtain clothes for themselves and their children. Maslow's theory of Motivation states that people need to satisfy basic needs, such as food and shelter before they can move to higher levels of self-actualisation. The participants said that

they endure long working hours on the farms and that physical labour is taxing to their health. They also mentioned that they sometimes feel as if they are experiencing poor health but they refused to stay at home because they fear being laid off. Some of the participants revealed that when their children are ill they still do not feel comfortable about staying at home to care for them. These experiences imply emotional problems for the seasonally unemployed parents as they experience mostly negative emotions.

Emotional experiences

Studies have shown a positive correlation between employment and better health, improved self-confidence and happiness (Bangum, Moonie & Pharr, 2012). This positive correlation also corresponds to the Lewin's Field theory (1943), Bronfenbrenner's Ecological Systems theory (1984), which state that surroundings influence persons, and that the behaviour of persons must be viewed while taking into account the impact of the external environment.

While participants experience improved levels of subjective well-being and happiness during times of employment, these seasons are not void of negative emotions, such as anxiety, because of the regular lay-offs that occur due to the instability of their working environment. Adding to the uncertainty of available employment, there is rivalry among the workers to obtain and hold on to their positions. Seligman (2011) maintains that feelings of helplessness and anxiety arise when individuals believe they have very little influence over important events in their lives such as secure meaningful work. Well-being research in South Africa (Temane & Wissing, 2013) has shown that the experience of negative stress is a major factor affecting health in times of transition, especially when it is linked to a lack of secure employment.

To be able to understand well-being in relation to a holistic approach, physical health needs to be included and the seasonal unemployed parents revealed their physical experiences during periods of unemployment as well.

Experiences during seasons of unemployment

The participants experience more physical health problems during seasons of unemployment. The inability to obtain healthy food has a negative impact on their immune systems and they become easily ill (Sonkushre, 2011). Unemployment can, therefore, be linked to a significant rise in health problems because people are deprived of healthy, nutritious food (Baxter, Gray & Hays, 2012). Moreover, these experiences of ill-being due to the lack of resources can also

include unhealthy behaviours. A study done by Bangum et al., (2012) confirms that apart from a lack of healthy food, unemployment is also associated with unhealthy behaviours such as the increased use of alcohol, increased tobacco consumption, and decreased physical activity. Also, regular financial income is important to fulfil the needs of families and when there is no income, it can create tension and stress (Sonkushre, 2011). These experiences further support Ecological theories which emphasise the impact the environmental systems have on individuals. As these parents experience difficulties in their immediate surroundings, they are affected and consequently, affect their space of interaction which include their children.

The participants disclosed that they cannot fulfil monthly obligations such as rates and taxes, debts and maintaining on their dwellings due to a lack in funds. They also mentioned that they are concerned about their children's education, especially after grade 12 as they are not able to provide the necessary funds for their children's tertiary education. They seem to be uninformed about subsidised education funding provided by the government for the previously disadvantaged. Baxter, et al. (2012) state that a lack of paid employment limits a family's economic resources; therefore, less is spent on education, food and housing. Additionally, because of a limited income, the family may be vulnerable to diseases such as diabetes, bronchitis or other chronic illnesses, as they cannot afford to pay for treatments which can sometimes lead to fatal outcomes. All of these difficulties stir up negative emotions for the seasonally unemployed and their families.

During periods of unemployment, which coincidentally occurred at the time of the research study, general feelings of sadness and frustration are noticeable among the participants. These emotions seem to corroborate to findings by Keyes (2005; 2007) who state that people experience less social well-being when they cannot contribute to their families and the community. Findings from a study done by Bangum et al. (2012), suggest that unemployment may significantly affect the mental health of persons and Cartwright (2011) states that stress levels and emotional distress are high among unemployed citizens. It was found that the unemployed tend to have lower levels of well-being that can cause vulnerabilities such as the presence of mood disorders (diseases related to depression, anxiety and stress) as well as chronic diseases, such as cardiovascular diseases, hypertension and premature mortality (Bangum et al., 2012). During periods of unemployment the participants experienced on a more frequent basis relationship problems with partners as well as conflict with other family members. There is some evidence available that the stressors linked to

unemployment have an adverse effect on the relationships of married couples and this can increase the chance of the disintegration of relationships (Baxter et al, 2012).

These findings are supported by research indicating that work-related well-being revolves around two challenges: how to be organised and how to feel engaged. Prilleltensky (2014) indicates that as engagement at work increases, people will feel more useful, but when engagement decreases due to unemployment for example, people tend to report more physical diseases and depression (Clark, 2010; Harter, Keyes & Schmidt, 2003; Harter & Rath cited in Prilleltensky, 2014). Physical well-being refers to satisfaction that can be linked to vitality and functionality and physical health includes three essential ingredients: proper nutrition, physical activity, and adequate sleep. It is clear from the findings that being unemployed entails more than just being without a proper income. External circumstances are often to blame for negative outcomes. At the core of psychological well-being lies a sense of control. The more we feel in control of our lives and environment, the healthier we are. The findings; however, clearly illustrate that negative circumstances erode our sense of control and self-efficacy. Psychological well-being is also related to self-esteem. A sense of control makes us feel needed, one of the two essential ingredients in self-esteem (Prilleltensky & Prilleltensky, 2007).

A sense of community is another key ingredient in developing self-esteem. The findings of this study are supported by previous research showing that regions with low levels of social capital tend to have higher levels of crime. Having access to a supportive community can help individuals overcome serious challenges, such as alcoholism. Self-esteem can have an impact on communities and this notion was expressed by the participants. On the one hand they experienced helplessness and on the other hand the sense that whatever they do, cannot cause change. The participants acknowledged various support structures available to the seasonally unemployed in the Gouda area. Social support provided by relatives, community and faith-based networks are the main sources of support to the seasonally unemployed parents. The government assists families by providing social assistance grants. Although regular fruit and vegetable donations are made by farmers in the area, church organisations and food parcels are handed out by church organisations and businesses and soup kitchens operate during the winter months to support the seasonally unemployed, more research is needed to establish whether these deeds of charity are adding to communal well-being or merely reinforcing feelings of helplessness.

These lived experiences of seasonally unemployed parents in the Gouda area are supported by well-being research done in South Africa. Firstly, persons living in rural areas do experience significantly lower levels of psychosocial well-being (Temane & Wissing, 2013). They further suggests that, although urbanisation may not be the causal determinant of better urban well-being, other variables associated with urban environments, such as better infrastructure and health facilities, more employment opportunities, better educational facilities, better nutrition, and access to other resources are of the utmost importance and not always available in rural areas. According to Temane and Wissing (2013) rural communities often experience greater poverty and have access to fewer resources than people living in urban communities, and the lack of proper educational facilities may be a drawback in the realisation of aspirations. The Temane and Wissing study also support the current findings that the participants of African origin who were part of the sample manifest significantly more symptoms of pathology (symptoms of distress, negative affect, and depression) in rural areas. These lower levels of well-being and overall bad health are associated with high poverty and a lack of resources in rural areas, as well as with other socio-economic and socio-demographic factors. Experiences of negative stress or distress were shown as one of the major factors affecting health in times of transition, especially when linked to a lack of security of employment security (Wissing & Temane, 2013).

The findings are furthermore supported by Prilleltensky (2014) when he indicates the following six domains as powerful determinants of healthy living: interpersonal domain, communal domain, occupational domain, physical domain, psychological domain, and economic domain. It is important to recognise these domains are needed for overall well-being in order for psychology to be socially relevant. Research demonstrates that there is a significant correlation between these specific domains and overall well-being. The current findings can be understood with regard to subjective well-being (satisfaction in all of these domains) that also requires the presence of objective resources such as economic means of survival and nutritious foods for physical well-being (Nussbaum, 2011; Sen as cited in Prilleltensky, 2014).

Apart from psychological, interpersonal, occupational and communal well-being, it is clear from the findings that the lived experiences of seasonally unemployed parents revolve about economic well-being. As economic well-being can be described as satisfaction with financial security and the ability to manage money, it is needed to highlight the fact that while a certain level of economic security is crucial for well-being, we know that money is not the only precursor to happiness or subjective well-being (Prilleltensky, 2014). According to

available research, money is not even one of the most important economic securities (Dunn & Norton as cited in Prilleltensky, 2014). Studies show that after a certain threshold, money stops increasing our subjective well-being (Graham, 2009). Also, Dunn and Norton (2013) remark that the best way to use money to increase our well-being is to spend it on others, not ourselves. The parents' ability to provide for their children can; therefore, increase their personal sense of well-being. Consequently, when seasonally unemployed parents are unable to provide, they are negatively affected, their well-being is compromised and their subjective well-being restricted.

Strengths and Limitations

The strengths of this research were that the rigorous application of the principles of research, such as interviewing and collage-making, especially with regard to the seasonally unemployed parents, successfully helped in obtaining trustworthy descriptions of the participants' experiences. Similar findings could be found in literature for the data supplied during the interviews and common themes were identified throughout the process. The honesty of the participants was clearly indicated in the positive and negative comments provided and emotions displayed during the interviews. The use of art in the form of collages provided an interesting tool whereby the adults could express their feelings. The collages clearly supported the data revealed during the course of the interviews because the participants clearly portrayed their experiences in the collages.

The limitations of the study included the availability of only a small number of participants which proved challenging. Many of the seasonally unemployed people were unable to participate due to duties at home and some were wary of the study. Planned interviews were often cancelled or repeatedly moved to accommodate the responsibilities of the participants and on account of feelings of distrust on the part of participants. Intense emotions from some of the participants made interviews stressful - for both the interviewer and the participants. The transport of the participants was limited to the town of Gouda, due to the problematic access to reliable transport. Only one cultural group was available for the research study. Other cultural groups did not participate because of certain constraints such as availability and unwillingness to participate. This study cannot be generalised to all the rural communities in South Africa, as it was not representative of every culture, and each community is unique. However, this is the first study in South Africa to focus on the lived experiences of seasonally unemployed parents in the Gouda area.

Recommendations

Further studies, particularly more qualitative studies, with more representative samples, and specifically in more rural African areas, are needed which covers the topic seasonal unemployment as well as parenting in adverse circumstances. In future research the link between continuous donations (charity) and support to the poor and learned helplessness would be of great interest. Research to provide guidelines for programmes to enhance life skills through training projects initiated by the government and/ or non-governmental organisations for these individuals could be of great importance and can include issues such as building self-esteem and strategies to manage stress in order to increase positive behaviours, cognitions and positive emotions. Additional programmes, such as educational projects, could be provided in the form of three to six-week training courses in hairdressing, catering, plumbing, plastering and/or computer literacy to enhance their education to improve job prospects and skills or access to self-employment options. Information sessions which could assist individuals to be able to manage their income and to improve their budgeting skills will also be helpful. Labour intensive projects initiated by the government to improve infrastructure could be helpful and would utilise unskilled and semi-skilled workers. These kinds of programmes could also bring relief for these individuals and could equip them to be able to cope more effectively with their challenges towards embracing resilient living to thrive and not only survive.

Conclusion

There seems to be no question that seasonally unemployed parents in the Gouda area experience many difficulties, as revealed by their narratives. These difficulties include problems linked to their inner resources, namely psychological and emotional challenges as well as problems associated with the outer environment such as working conditions and employment/unemployment. The study uncovered the degrees of pain that the participants endure, whether they are seasonally unemployed or employed. Also, the pain or fragility of all the families struggling with many difficulties was revealed.

Evidently, being employed or unemployed entails many facets, as Maslow's theory of Motivation proposes. People need to satisfy basic needs, to be able to progress to higher levels of well-being. Parents who are employed irregularly find it hard to satisfy basic needs and; therefore, survival is of paramount importance.

Positive psychology emphasises the hedonic and eudaimonic approaches to understand positive human health. Seasonally unemployed parents experience higher levels of subjective

well-being during times of employment as they are able to provide for basic needs of their families and this provision brings them happiness. The eudaimonic approach, which refers to meaningful long-term pursuits in people's lives are also evident in some as way as faith in God, meaningful relationships with their families and their desires to further their children's education towards actualisation of their life potential. This study is a good example that these two approaches cannot be viewed separately, because the mere providing of money (hedonic approach), is not the only answer to lives that are worth living. Ultimately, this study about the lived experiences of seasonally unemployed parents urges us to find pathways for parents to leave behind a legacy of prosperity and meaningful lives for themselves and their children as well as better futures for generations to come.

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Competing interests

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SECTION C

Summary, evaluation, conclusion and recommendations

1. Introduction

The previous sections have dealt with the orientation, results and discussion of the research project. In this section, the research findings and the research process will be evaluated and recommendations will be made. A summary of the research will be presented, along with an evaluation of the aims and objectives of the study.

2. Research topic

The research study, which examined the lived experiences of seasonally unemployed parents in the Gouda area, was done by applying a phenomenological research design. Understanding their experiences can create awareness of the plight of seasonally unemployed parents and can assist in the development of appropriate support programmes to empower the seasonally unemployed.

3. Research question

The research question was formulated from the research problem: What are the lived experiences of seasonally unemployed parents in the Gouda area? The research question was answered by following a phenomenological research design and conducting in-depth one-on-one interviews, allowing the parents to provide a personal account of their lived experiences during their seasons of employment as well as their seasons of unemployment. After the interviews were conducted, the parents created collages to illustrate their feelings and thoughts during these two kinds of seasons. This yielded rich information on how these parents experience their world.

4. Research aim

The aim of the study was to explore and describe the lived experiences of seasonally unemployed parents in the Gouda area. In this field there is limited information currently available. The structure in which the research aim was attained is set out in the research procedures. If research can show how and what parents experience in their seasons of employment and unemployment, it may be possible to learn from their experiences and create awareness of their situation. It could also set the platform for initiatives by government,

policymakers and other role-players to develop and improve existing support structures in this specific community.

5. Research procedures

The researcher applied two different techniques in order to fulfil the research aims. In-depth interviews were conducted with all the participants and thereafter the participants created a collage on their own to express their situation in a creative manner.

In-depth interviews were conducted with seven parents in the community of Gouda who met the selection criteria for the study. The same participants created the collages afterwards. The interviews were recorded. Each participant's explanation of the collage that they created was also recorded. During the interviews, the researcher made notes of her observations. She also performed member checking to ensure that her understanding of the data was accurate. The data were analysed using thematic analysis.

The methodology applied was sufficient to achieve the goals of the study.

6. Research summary

All the participants are parents who experience seasonal unemployment on a regular basis. The seven willing participants were residents of Gouda. All of them are parents and are raising children who are all under the age of 18 years. The ages of the parents range from 28 to 52 and they were recruited by the local social worker as well as the researcher. They are Afrikaans speaking and they work and live for more than five years in the Gouda area. None of them completed their school education successfully. All the participants grew up in the area and were familiar to each other. The participants were all asked the same questions and appeared motivated and eager to participate during the data collection process.

Two main themes emerged from the data that provide insight into the lived experiences of seasonally unemployed parents. The first main theme relates to the experiences of the participants during employment seasons. Subcategories under the first main theme relate to their physical challenges, seasonal workers and income, emotions and employment and lastly, threats to cope and function effectively during times of employment. Firstly, their physical experiences include hard labour, long working hours and health problems. Secondly, the emotions they experience during periods of employment include, positive emotions such as gratitude, joy and happiness for being able to provide for their families. However, they also experienced negative emotions such as fear that can be linked to feelings of insecurity with

regard to their employment, the discomfort of the rivalry among themselves as seasonal workers, and the pain they experience when they perceive unfair treatment of themselves and favouritism towards others. They also experienced threats in trying to cope and function effectively during seasons of employment. These threats include feelings of terror and anxiety of losing their jobs, the high demands that are placed on them causing them to anticipate possible setbacks and not being able to function optimally.

The second main theme relates to the experiences of the participants during their seasons of unemployment. Subcategories under the second main theme were divided into four parts, namely their physical challenges, seasonal workers and their income, emotions during seasons of unemployment and lastly, overcoming obstacles during times of unemployment by being resilient. Firstly, their physical experiences include hunger, disease and poor living conditions. Secondly, it was revealed that they have little or no income and they mostly rely on government grants. Subsequently, they find it hard to deal with medical expenses and meeting their financial responsibilities is very difficult for these parents. Thirdly, both positive and negative emotions are experienced during seasons of unemployment. The positive emotions revealed during times of employment are mostly related to the support they receive from the community, the government and relatives. Negative emotions are experienced when they feel rejected by relatives and their community when they are unable to provide for their families. Negative feelings, such as a poor sense of self-worth, depression and aggression are experienced which can lead to marital discord, irritability with the children and relationship problems. Fourthly, these individuals show resilience during their unemployed periods by navigating their way towards communal resources such as community aid programmes, social grants and faith-based support. Some also initiate their own income by buying and selling items, while some engage in generating income by baking and other entrepreneurial activities.

A positive approach of psychology was used as the framework for this research study which embraces evidence-based studies toward human health. Two broad perspectives, namely the hedonic and the eudaimonic were used for understanding and explaining of well-being and possible risks for wellness in the lives of the seasonally unemployed.

In the first theme, the focus was on the experiences of the participants during employment. It became clear that the participants experience positive feelings, such as happiness, when they are employed and they receive an income. These feelings refer to the hedonic perspective that

includes happiness, enjoyment, pleasure, satisfaction and comfort. The eudaimonic perspective is illustrated when the parents expressed their feelings of meaning and purpose, expression of potential and being involved with something larger than the self. These positive emotions such as gratitude, kindness and hope can improve function and include high levels of well-being and thus can be described as enablers. The seasonally unemployed parents show resilience, as they cope with stressful circumstances during work seasons, which can include difficult work procedures such as crouching and bending to pick fruit, the inhalation of sprayed pesticides, job insecurity, and rivalry among fellow workers. The Stress and Coping theory explains the various responses of individuals to hardship. These participants realise the important role they play as parents in the lives of their children and; therefore, continue in their task of providing and caring for their families. The family system and families that function positively are very important to them. The Deprivation theory was; therefore, applied, that highlights the psychological benefits of being employed. These benefits include positive feelings such as of self-worth, to make a contribution to society and the ability to supply and add meaning to life.

In the second theme, which relates to the participants' experiences during unemployment, it was evident that the seasonally unemployed parents experience severe hardships. They are physically exposed to hunger, poor living conditions and diseases. In spite of some support the participants struggle with feelings of aggression, depression and suffer from poor self-worth. There are existing support structures in the community of Gouda, but the participants claim that they are insufficient. When their lower-level needs are not met (Maslow's theory of Motivation), people are not able to progress to higher levels, such as expressing their creativity. Furthermore, parents are deprived of various positive emotions (Jahoda's Deprivation theory) such as job satisfaction and joyful interactions, when they are in a season of employment. Deprivation includes feelings of worthlessness, depression and insecurity.

The research therefore has merit because awareness of the parents lived experiences is created and this information is valuable to improve external support systems as well as enhancing the internal resources of the parents toward objective as well as subjective well-being.

In general this qualitative study confirms the findings of South African quantitative studies of well-being which found that people in rural areas manifest significantly more symptoms of pathologies which can include symptoms of distress, negative emotions and depression. The lived experiences of the seasonally unemployed during seasons of work can therefore, be

described as meaningful and purposeful. The feelings they are experiencing empower them to provide for their families – far more than during seasons of unemployment. Although positive emotions are more prevalent during times of employment, negative emotions also surfaced that can mostly be associated with fear of losing their jobs. More negative experiences are experienced during seasons of unemployment. The participants revealed that they feel hopeless and discouraged for being unable to provide sufficiently for their families. The support they receive from their extended families, the community and the government are bringing relief and create positive experiences and encouraged by this support some participants engage in entrepreneurial activities to support their families.

7. General summary of the researcher's experience

The researcher is employed as a teacher in the community of Gouda, but is not a resident and therefore had; therefore no preconceived ideas about the data that would emerge as well as the direction in which the research would go. Initially, a literature review was launched which revealed the lack of research conducted on the experiences of seasonal workers in rural areas. Information regarding the topic is scarce and consequently, the plight of seasonally unemployed parents was brought to light. Statistics show the numbers of unemployed people in South Africa, but the lived experiences of seasonally unemployed parents do not receive attention. The researcher was moved and strongly motivated to explore the daily lived experiences of these individuals. The researcher began to spend time in conversation with the local social worker to gain an understanding of the context of parents who are experiencing seasonal unemployment. It was important to gain insight into their lived world by engaging with professionals who deals daily with the unemployed and their children. It was also important to speak to the municipal leader, who is familiar with the projects launched by government to provide temporary employment opportunities for the unemployed. The researcher was also able to drive through town to see some of the makeshift zinc houses belonging to some of the unemployed people where many of the schoolchildren reside. It was clear that there is an ongoing struggle with poverty in the area.

The interaction with the seasonally unemployed parents was informative and they were eager to share their experiences with the hope of creating awareness that might result in positive outcomes for them. They willingly shared their stories. The researcher found the participants to be courageous and resilient when facing their daily challenges. The researcher also found the community leaders to be helpful and informative.

8. Strengths and limitations

The research study had a number of strengths. The research process displays strict adherence to methodology. Rich data were obtained during the one-on-one interviews and the collages that were created afterwards confirmed the data revealed during the interviews. The observation notes made by the researcher added to the quality and quantity to the research. These data collection techniques enabled the researcher to become immersed in the data during data analysis.

The current study also has several limitations. Since a convenience sample of seasonally unemployed parents from the Gouda area participated in the study, these findings are not representative of all seasonally unemployed parents in rural areas in South Africa and therefore, cannot be generalised to all areas. Several cultural groups reside in the Gouda area, but only one cultural group is represented in this investigation.

This study is the first in South Africa to focus on the lived experiences of seasonally unemployed parents in the Gouda area. It contributes to a better understanding of these experiences. The study also creates awareness and points to the needs of these individuals and their children in the area.

9. Recommendations

Further studies, particularly more qualitative studies, with more representative samples and in South African areas are necessary.

The role of parents in the lives of their children is important and they need to provide support and guidance. The lived experiences of seasonally unemployed parents and how they appraise and cope with their situation is central to this study. Recommendations therefore, focus on the understanding of their experiences and considerations on how to improve their well-being. The first main theme relates to the experience of participants during employment seasons. The second main theme refers to their experiences during their periods of unemployment.

Seasonally unemployed parents have positive as well as negative experiences during their seasons of work as well as their seasons of employment and unemployment. It is; therefore, suggested that their well-being must be promoted. Recommendations, for this reason, are made to counteract their negative experiences by promoting and enhancing psychological strengths and positive emotions which will contribute to positive human health. Functioning well and to realise their potential, are important to these seasonal workers, even when they

face seasonal unemployment. Some participants show resilience by the coping strategies they apply and well-being programmes aimed at the building of personal resources toward the creating of successful private enterprises could to enhance their overall well-being.

As individuals, these seasonally unemployed parents need to be aware of how their work situation affects them in order to make better choices to interact with their children and others. Being aware of their emotions and their physical state, they could be proactive by promoting better outcomes for themselves and their families. Their daily interactions with others and their environment should be directed toward sustainable living and a meaningful existence. Activities such as work, pleasure, engagement, meaning, accomplishment and positive relationships could promote well-being. During employment they could engage in self-preserving activities such as saving money and preparing for times of no income. They could also implement self-help strategies such as improving their education and engage in entrepreneurial activities to be able to provide an income during times of unemployment or work scarcity. There is also the possibility of improving education by attending night school and completing high school. This could add to personal capacity-building and improve their self-esteem for the seasonally unemployed.

On an inter-personal level, seasonally unemployed parents could foster positive interactions with fellow workers by forming structures to ensure that each of them receives a turn to earn an income. These structures would ensure equality and fairness toward everyone and rivalry would be unnecessary. They could also connect and form support networks for each other, for example, by creating care groups for their children. Cultivating an approachable and flexible manner of interacting with each other could make a difference, as it could improve communication and establish trust.

By creating an environment and culture of positive emotions such as, care and trust, open communication and concern for one another, the well-being of seasonally unemployed parents in the Gouda area could be enhanced. The emphasis should; therefore, be on a shared and collective positive approach to reaching this goal. The community hall, as a place to gather as a group and discuss shared challenges, could be used to encourage this cohesiveness among the unemployed. The community hall could serve as a safe haven where they could gather to communicate, plan and focus their strategies to support each other in the community. Additionally, they could formulate their strategies and formally present these strategies to institutions to promote awareness of their plight. This may then create

sustainable employment opportunities in their area and improve the existing support structures.

10. Conclusion

The research into the lived experiences of seasonally unemployed parents in the Gouda area highlights the periods of employment and unemployment. These parents are part of community systems. The Bio-ecological theory suggests that individuals and their environment influence each other. This implies that when one part of a system is dysfunctional, it influences the whole system is influenced, as community members have to provide the needed support. This dependence on the community in turn affects the seasonally unemployed individuals as well. Even during their seasons of employment, it was clear that they experienced physical hardship, which includes long working hours, hard physical labour and providing support to extended family members. Positive emotions such as happiness, enjoyment, satisfaction and comfort are also felt during periods of employment as these individuals experience meaning and a sense of purpose when they can provide for their families.

Some parents show resilience by coping with these harsh conditions. The seasonally unemployed parents also experience negative emotions, such as feelings of job insecurity, as they perceive themselves to be unfairly treated as supervisors show favouritism toward others. There is also rivalry between fellow workers because they have to compete with others to hold on to their positions. Consequently, they experience feelings of discomfort and stress. During their periods of unemployment their physical experiences include a lack in income, which results in hunger, diseases and poor living conditions. They need to rely on social grants and cannot meet their medical expenses.

The research also shows that the seasonally unemployed parents experience negative emotions such as a poor sense of self-worth, aggression and depression. This leads to relationship problems, family dysfunction and marital discord. Parents also revealed that they are irritable with their children; as a result the children's well-being is compromised as well. However, extended family, friends, the community and governmental organisations provide some level of support to the seasonally unemployed in the Gouda area. These support structures together with some of their own initiatives to generate income, seem to make life bearable for the seasonally unemployed.

The researcher found that the impact of seasonal unemployment is complex and diverse in the town of Gouda. The complexity of the impact lies in the many facets of human well-being which is affected. Individuals are affected holistically which include mental health, physical health, psychological and emotional well-being. Furthermore, the diversity of the impact of seasonal unemployment applies to the uniqueness of the situations of individuals and their different responses to stressful situations. It seems that a small percentage of individuals apply strong resilience and cope positively, such as engaging in entrepreneurial activities while others respond in ways that affect themselves negatively, such as substance abuse. Furthermore, when these individuals are parents and experience all the hardship that results from being seasonally unemployed, their children are also affected. Unemployment strip people of their dignity, independence, self-worth/self-esteem, security and a hope for the future. Therefore, the issue of unemployment, irrespective in which form, is a strong destructive force and must be the top priority of political leaders and policy makers.

SECTION D

Addendum 1:

CONSENT FORM FOR RESEARCH

Centre for Child, Youth and Family Studies

Corner of East and College Street

Wellington

7655

Tel: 021 864 3593

Fax: 021 864 2654

Dear Participant

CONSENT FOR PARTICIPATION IN THE RESEARCH PROJECT

(A research project of the North-West University)

TITLE: “The lived experiences of seasonally unemployed parents in the Gouda area”

You are invited to participate in a project of the North-West University about the lived experiences of seasonally unemployed parents in the Gouda area.

Ethical approval was obtained for the research project which is conducted by the Centre for Child, Youth and Family Studies (CCYF), Faculty of Health Sciences at the North-West University’s Potchefstroom Campus. This research has been registered under the project: Developing support to enhance quality of life and well-being for children, youth and families in South Africa: a trans-disciplinary approach. The ethics number is NWU-0060-12-A1.

Below follows some information about the project. Please read carefully before indicating your consent.

The research process will involve two phases. Firstly, where I will be participating in an in depth one-on-one interview and secondly, creating a collage. Both will take place during the

June-July 2013 school holidays. Interviews will not exceed an hour and the collages will take about 15 minutes. In total about 75 minutes will be used. Both phases of the research process will be audio recorded.

There are not any foreseeable risks to participating in this study. However, some questions asked during the research process may cause some discomfort. Should I feel any discomfort and not want to answer any questions I may refuse to answer and may leave the process at any time. The results of the study will be published but all identifying information and names will not be disclosed. All recordings and material will remain confidential and will be kept in a secure filing cabinet.

Any questions that I have concerning this research or the consent forms will be answered by the researcher. I understand that I may at any time withdraw from participation in this study without any penalties or losses to myself. In signing this consent form, I am not waiving any legal claims, rights and remedies.

Name and Surname (Participant) Signature (Participant) Date

Name and Surname (Researcher) Signature (Researcher) Date

Addendum 2:

INTERVIEW SCHEDULE

Thank participant for participating in the study, appreciative of their time and willingness to participate. Explain purpose of the study briefly.

Biographical information:

AGE:

GENDER:

MARITAL STATUS:

NUMBER OF CHILDREN:

EMPLOYMENT STATUS:

DATE OF INTERVIEW:

Question 1: Can you please tell me about your experiences as a seasonal worker?

Question 2: Can you tell me about the times of work and no work?

Question 3: Can you tell about the experiences at home when you are not working?

Question 4: How do you feel about your circumstances and your children's future education?

Question 5: Tell me about how the procurement for work for the next season works for people in your position?

Question 6: How do you experience the support of family for you and your household?

Question 7: How do you experience the support of the community and others?

Addendum 3:

COLLAGE CREATING

1. After each interview each participant is supplied with materials.
2. Researcher explains to each participant what is expected.
3. Pens, magazines, glue, scissors are supplied.
4. Each participant then reflects on his/her feelings during seasons of employment as well as unemployment.
5. Creates a collage with materials supplied by the researcher.
6. Collage is afterward described and explained by each participant.
7. Recordings are made of each description and explanation.

Addendum 4:

TECHNICAL GUIDELINES FOR JOURNAL

Instructions to authors

Journal of Psychology in Africa

The manuscript has been styled according to the mentioned journal's specifications. The format, style and ethical guidelines, provided by the Publication Manual (6th ed.) of the American Psychological Association (APA 6), were followed.

Editorial policy

Submission of a manuscript implies that the material has not previously been published, nor is it being considered for publication elsewhere. Submission of a manuscript will be taken to imply transfer of copyright of the material to the publishers, Taylor and Francis. Contributions are accepted on the understanding that the authors have the authority for publication. Material accepted for publication in this journal may not be reprinted or published without due copyright permissions. The Journal has a policy of anonymous peer review. Papers will be scrutinised and commented on by at least two independent expert referees or consulting editors as well as by an editor. The Editor reserves the right to revise the final draft of the manuscript to conform to editorial requirements.

Publishing Ethics

By submitting to JPA for publication review, the author(s) agree to any originality checks during the peer review and production processes. A manuscript is accepted for publication review on the understanding that it contains nothing that is abusive, defamatory, fraudulent, illegal, Libellous, or obscene. During manuscript submission, authors should declare any competing and/or relevant financial interest which might be potential sources of bias or constitute conflict of interest. The submitting author must provide contact information for all co-authors. The author who submits the manuscript accepts responsibility for notifying all co-authors and must provide contact information on the co-authors. The Editor-in-Chief and Associate Editors will collaborate with Taylor and Francis using the guidelines of the Committee on Publication Ethics [<http://publicationethics.org>] in cases of allegations of research errors; authorship complaints; multiple or concurrent (simultaneous)

submission; plagiarism complaints; research results misappropriation; reviewer bias; and undisclosed conflicts of interest.

Manuscripts

Manuscripts should be submitted in English. The manuscripts should be typewritten and double-spaced, with wide margins, using one side of the page only. Manuscripts should conform to the publication guidelines of the latest edition of the American Psychological Association (APA) publication manual of instructions for authors.

Submission

Manuscripts should be submitted to the Editor-in-Chief, Journal of Psychology in Africa, Elias Mpofu, PhD., DEd, CRC, Professor, Faculty of Health Sciences, University of Sydney, Cumberland Campus, East Street, PO Box 170 Lidcombe NSW 1825, Australia, email: elias.mpofu@sydney.edu.au . We encourage authors to submit manuscripts via e-mail, in MS Word, but we also require two hard copies of any e-mail submission. Before submitting a manuscript, authors should peruse and consult a recent issue of the *Journal of Psychology in Africa* for general layout and style. Manuscripts should conform to the publication guidelines of the latest edition of the American Psychological Association (APA) publication manual of instructions for authors.

Manuscript format

All pages must be numbered consecutively, including those containing the references, tables and figures. The typescript of a manuscript should be arranged as follows:

- **Title** : this should be brief, sufficiently informative for retrieval by automatic searching techniques and should contain important key-words (preferably <13 words).
- **Author(s) and Address(es) of author(s)**: The corresponding author must be indicated. The author's respective addresses where the work was done must be indicated. An e-mail address, telephone number and fax number for the corresponding author must be provided.
- **Abstract**: Articles and abstracts must be in English. Submission of abstracts translated to French, Portuguese and/ or Spanish is encouraged. For data-based contributions, the abstract should be structured as follows: *Objective* - the primary purpose of the paper, *Method* - data source, participants, design, measures, data analysis, *Results* - key

findings, implications, future directions and *Conclusions*- in relation to the research questions and theory development. For all other contributions (except editorials, book reviews, special announcements) the abstract must be a concise statement of the content of the paper. Abstracts must not exceed 150 words. The statement of the abstract should summarise the information presented in the paper but should not include references.

- **Text:(1)** Do not align text using spaces or tabs in references. Use one of the following:(a) use CTRL-T in Word 2007 to generate a hanging indent; or (b) MS Word allows author to define a style (e.g., reference) that will create the correct formatting.(2) Per APA guide-lines, only one space should follow any punctuation.(3) Do not insert spaces at the beginning or end of paragraphs. (4) Do not use colour in text.
- **Tables:** Tables should be either included at the end of the manuscript or as a separate file. Indicate the correct placement by indicating the insertion point in brackets, e.g., <Inset Table 1 approximately here>. Tables should be provided as either tab-delimited text or as a MS Word table (One item/cell). Font for tables should be Helvetica text to maintain consistency.
- **Figures/Graphs/Photos:** Figures, graphs and photos should be provided in graphic format (either JPG or TIF) with a separate file for each figure, graph or photo. Indicate the correct placement by indicating the insertion point in brackets e.g., <Inset Figure 1 approximately here>. Provide the title for the item and any notes that should appear at bottom of item in the manuscript text. Items should be cropped to avoid the appearance of superfluous white space around items. Text on figures and graphs should be Helvetica to maintain consistency. Figures must not repeat data presented in the text or tables. Figures should be planned to appear to a maximum final width of either 80 or 175mm. (3.5 or 7.0’’). Complicated symbols or patterns must be avoided. Graphs and histograms should preferably be two–dimensional and scale marks provided. All lines should be black but not too heavy or thick (including boxes). Colour only in photos or colour sensitive graphic illustrations. Extra charges will be levied for colour printing

Referencing

Referencing style should follow latest edition of the APA manual of instructions for authors.

- **References in text:** References in running text should be quoted as follows: (Louw&Mkize, 2012), or (Louw, 2011), or Louw (2000, 2004a, 2004b). All surnames should be cited the first time the reference occurs, e.g., Louw, Mkize, and Naidoo (2009) or (Louw, Mkize, & Naidoo, 2010). Subsequent citations should use et al., e.g. Louw et al. (2004) or (Louw et al., 2004). ‘Unpublished observations’ and ‘personal communications’ may be cited in the text, but not in the reference list. Manuscripts submitted but not yet published can be included as references followed by ‘in press’.
- **Reference list:** Full references should be given at the end of the article in alphabetical order, using double spacing. References to journals should include the author’s surnames and initials, the full title of the paper, the full name of the journal, the year of publication, the volume number, and inclusive page numbers. Titles of journals must not be abbreviated. References to books should include the authors’ surnames and *initials*, the year of publication, full title of the book, the place of publication, and the publisher’s name. References should be cited as per the examples below:

Reference samples

Journal article

Peltzer, K. (2001). Factors at follow-up associated with adherence with adherence with directly observed therapy (DOT) for tuberculosis patients in South Africa. *Journal of Psychology in Africa, 11*, 165-185.

Book

Gore, A. (2006). *An inconvenient truth: The planetary emergency of global warming and what we can do about it*. Emmaus, PA: Rodale.

(edited book)

Galley. K. E. (Ed.). (2004). *Global climate change and wildlife in North America*. Bethesda, MD: Wildlife Society.

Chapter in a book

Cook, D. A., & Wiley, C. Y. (2000). Psychotherapy with members of the African American churches and spiritual traditions. In P. S. Richards & A. E. Bergin (Ed.), *Handbook of psychotherapy and religiosity diversity* (pp 369-396). Washington, DC: American Psychological Association.

Magazine article

Begley, S., & Murr, A. (2007, July 2). Which of these is not causing global warming? A. Sport utility vehicles; B. Rice fields; C. Increased solar output. *Newsweek, 150* (2), 48-50.

Newspaper article

(unsigned)

College officials agree to cut greenhouse gases. (2007, June 13). *Albany Times Union*, p. A4.

(signed)

Landler, M. (2007, June 2). Bush's Greenhouse Gas Plan Throws Europe Off Guard. *New York Times*, p. A7.

Unpublished thesis

Appoh, L. (1995). *The effects of parental attitudes, beliefs and values on the nutritional status of their children in two communities in Ghana* (Unpublished master's thesis). University of Trondheim, Norway.

Conference paper

Sternberg, R. J. (2001, June). *Cultural approaches to intellectual and social competencies*.

Paper presented at the Annual Convention of the American Psychological Society, Toronto, Canada.

Lead authors will receive a complimentary issue of the journal issue in which their article appears. The Journal does not place restriction on manuscript length but attention is drawn to the fact that a levy is charged towards publication costs.

Addendum 5

SOP: MANAGEMENT OF DATA ON COMPLETION OF STUDIES

PURPOSE OF SOP

The purpose of this SOP is to clearly describe how data of students and staff should be treated upon completion of their studies and research projects. It will be described how data will be stored at the office of the Centre for Child, Youth and Family studies (CCYF) in Wellington, who will accept responsibility therefor, and how and when the data will be destroyed.

The storage and destroying of files after completion of studies form part of the wider task of data management. Mrs. Melanie Hanekom (administrative officer) will distribute this SOP to all new students to enable them to adhere to the system of data submission after completion of studies.

DEFINITION OF TERMINOLOGY

Data: Data is collected by students and staff during the research process and is captured in various manners:

- Audio tapes
- Videos on CD/DVD
- Field notes
- Transcriptions of interviews
- Drawings
- Photos
- Other visual data

Destruction of data: Hard copies of visual data, transcriptions, field notes, drawings and photos will be shredded. Electronic data on CD/DVD and audio tapes will be destroyed by scratching and breaking the CD/DVD and by breaking audio tapes.

REASON FOR PRESERVATION

- Legally compelled by legislation (NHREC, 2014), as well as professional Boards.
- Examiners may, during and after the examination, have questions about the data and request to peruse the data.

- There may be negative consequences for participants resulting from their involvement in the research which may necessitate re-evaluation of the data.
- It serves as proof that research findings have not been fabricated or manipulated.
- There may be legal and/or disciplinary procedures by statutory boards which may necessitate the re-evaluation of data.

PROCESS FOR HANDLING OF RESEARCH DATA

- Study supervisors are responsible to collect all data, described above, from students after completion of examinations and up until ten days before the graduation ceremony. Students can forward data via registered mail or personally deliver it to the supervisor.
- Study supervisors will hand over the data to the relevant administrative officer.
- Staff will hand over all data to the administrative officer upon completion of research projects.
- The administrative officer will document details of the data in a record-book and store the data in a safe.

PLACE AND MANNER OF PRESERVATION

- Safe in Annex of CCYF in Malherbe Street, Wellington. The walk-in safe is spacious. The office is secured by safety gates and an alarm system.
- The data will be stored in large envelopes.
- The data will be filed alphabetically, according to year and the name of the student or staff member. A sticker on the envelope will indicate the student's name, graduation date, title of study and name of supervisor.
- The receptionist of CCYF will keep the key to the safe and only she and the administrative officer will have access to the safe. The receptionist will not hand over the key to any staff member.

DESTRUCTION

- Mrs. Melanie Hanekom (administrative officer) will keep a record book with the dates for destruction of data. This will be a date five years after a student's graduation ceremony.
- Possibilities will be explored for implementation of electronic reminders relating to destruction by e.g. Groupwise.

- Written data will be shredded by the technical officer under supervision of the line manager.
- CD's/DVD's and audio tapes will be destroyed by the technical officer under supervision of the line manager. These CD's/DVD's will be scratched and broken.
- A note will be added to the record book reflecting the exact date of destruction and the name of the person who destroyed it.

RESPONSIBILITY

Administrative

| | |
|-------------------|---|
| Line Manager | Mrs. Melanie Hanekom (Administrative officer) |
| Technical Officer | Mrs. Marie Janse van Vuuren |
| Receptionist | Mrs. Louise van Wyk |

Academic

| | |
|---|---------------------------|
| Academic staff responsible for supervision of studies | Dr Izanette van Schalkwyk |
| All post-graduate students of CCYF | Ms Fredeline Izaks |