

The role of a leisure-based programme on the relationship and attitudes of divorced single-parent families

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The opinions expressed in this study and the conclusions drawn are those of the author and are not in any way attributed to the above-mentioned persons.

Cindy Gresse

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DECLARATION

The co-authors of the two articles: ***The role of a leisure-based program on the relationship of divorced single parents and their children: a literature review*** and ***Changing divorced single parents and children attitudes and relationships through leisure participation*** which forms part of this dissertation, Prof Charlé du P Meyer (supervisor) and Mrs Cornelia M Schreck (co-supervisor) hereby grant the candidate, Miss Cindy Gresse, permission to include the two articles as part of a Master's dissertation. The contribution (advisory and supportive) of these two co-authors was kept within reasonable limits, thereby enabling the candidate to submit this dissertation for examination purposes. The dissertation therefore serves as fulfilment of the requirements for the *Master of Arts in Recreation Science* degree in Recreation within the research focus area Physical Activity, Sport & Recreation Science in the Faculty of Health Science at the Potchefstroom Campus of the North-West University.



Prof Charlé du P Meyer

Supervisor and co-author



Mrs Cornelia M Schreck

Co-supervisor and co-author

SUMMARY

Divorce can be seen as one of the major causes of single-parent households (Janzen & Harris, 1997:134). Among the obvious difficulties families face as a result of divorce, other difficulties such as lack of time for family bonding and family leisure directly affect the well-being of the entire single-parent family (Arnold *et al.*, 2008:84; Hornberger *et al.*, 2010:158). Families form the foundation of society and the most important relationship in a family is that between the parents. If this relationship is strong, the rest of the relationships in the family will fall into place (Fields & Casper, 2001; Hornberger *et al.*, 2010:143). It is important for the parents to have a strong relationship with each other, since this is a child's first example of what a healthy relationship should be like. Therefore the relationship between parents could be seen as the base for the relationship between parent and child (Leman, 2000:164). Shaw and Dawson (2001:228) conclude that some parents do not participate in leisure activities for enjoyment, nor is it intrinsically motivated; parents see it as a responsibility and duty while they are feeling frustrated by doing something they wish not to.

Therefore the purpose of this study was to firstly review the literature to determine whether it supports the usage of a leisure-based programme to strengthen the relationship between divorced single parents and their children; secondly, to explore and describe the role of a leisure-based programme in developing attitudes as well as in strengthening relationships between single parents and their children. The two-fold research objectives were studied by means of two different strategies. The first was a literature review done to analyse the research problem. Books, journals, dissertations, theses and Internet sources published between 1993 and 2011 were used to give a theoretical exposition of this study. Research concluded that leisure programmes have the potential of developing parent-child relationships.

A qualitative research method was applied to research the second purpose of this study. Two divorced single-parent families participated in this ethnographic research study. Data was gathered by means of participant observation, field-notes and a semi-structured interview with each individual family member (De Vos, 2005:296; Veal, 2006:386). The researcher worked through the process of open-coding and then two main themes were identified during content analysis. The first was attitudes which had its own set of categories, namely self-esteem and self-empowerment and motivation. The second theme was relationships consisting of communication, problem solving, respect and trust. It could

be concluded that if the elements in the themes are developed it would lead to the enhancement of the main theme. As a result of families participating in the leisure-based programme it was established that the development of self-esteem and self-empowerment as well as motivation led to the improvement of attitudes. Similarly, the enhancement of communication, problem solving, respect and trust contributed to the improvement of relationships.

Keywords: Leisure, relationship, attitude, divorce, single parenting and children.

OPSOMMING

Egskeidings kan beskou word as een van die grootste oorsake van enkelouer-gesinne (Janzen & Harris, 1997:134). Onder die vanselfsprekende probleme wat geskeide families ondervind, het ander struikelblokke soos gebrek aan tyd om saam as 'n gesin deur te bring ter wille van gesinshegting en vryetydsbesteding 'n direkte impak op die welstand van die hele enkelouer-familie (Arnold *et al.*, 2008:84; Hornberger *et al.*, 2010:158). Families vorm die basis van die samelewing en die belangrikste verhouding in 'n gesin is dié tussen die ouers. As hierdie verhouding sterk is, sal die res van die verhoudings in die huis dienooreenkomstig wees (Fields & Casper, 2001; Hornberger *et al.*, 2010:143). Dit is belangrik vir die ouers om 'n goeie verhouding met mekaar te hê, aangesien dit die kind se eerste voorbeeld is van hoe 'n gesonde verhouding moet lyk. Daarom word die verhouding tussen die ouers beskou as die basis van die verhouding tussen ouer en kind (Leman, 2000:164). Shaw en Dawson (2001:228) het tot die gevolgtrekking gekom dat sommige ouers nie vir genot aan vryetydbestedingsaktiwiteite deelneem nie en dat dit ook nie intrinsiek gemotiveerd is nie; ouers beskou dit as 'n verantwoordelikheid en plig terwyl hulle gefrustreerd voel deur iets te moet doen wat hulle nie graag wil doen nie.

Die doel van hierdie studie was gevolglik om die literatuur te ontleed om sodoende te bepaal of dit die gebruik van vryetydbestedingsaktiwiteite ter versterking van die verhouding tussen geskeide enkelouers en hul kinders ondersteun. Bykomend hiertoe was die doel om die rol van vryetydbestedingsaktiwiteite ter ontwikkeling van houdings en verhoudings tussen geskeide enkelouers en hul kinders te verken en te beskryf. Die twee navorsingsdoelwitte was aan die hand van verskillende strategieë bestudeer. Die eerste was om 'n literatuuroorsig te doen om sodoende die navorsingsvraag te analiseer. Boeke, joernale, proefskrifte, verhandelings en Internetbronne wat tussen 1993 en 2011 verskyn het, is gebruik om 'n teoretiese uiteensetting van die studie te gee. Navorsing het gevind dat vryetydbestedingsaktiwiteite oor die potensiaal beskik om ouer-kindverhoudings te ontwikkel.

'n Kwalitatiewe navorsingsmetode is gevolg om die tweede navorsingsvraag te bestudeer. Twee geskeide enkelouergesinne het aan die etnografiese navorsingstudie deelgeneem. Data-insamelingsmetodes het deelnemerobservasie, veldnotas en semi-gestruktureerde onderhoude met die individuele familielede ingesluit (De Vos, 2005:296; Veal, 2006:386). Die navorser het die proses van oop kodering gevolg en het twee hooftemas tydens die

analiserings van die inhoud geïdentifiseer. Die eerste tema was houding, wat uit selfbeeld en selfbemaagtiging sowel as motivering bestaan. Die tweede was verhoudings wat uit kommunikasie, probleemoplossing, respek en vertroue bestaan. Die afleiding kan gemaak word dat indien die elemente in die kategorie ontwikkel word, dit tot die verbetering van die hooftema sal lei. Die resultate wat van die families wat aan vryetydbestedingsprogramme deelgeneem het, verkry is, dui daarop dat die ontwikkeling van selfbeeld en selfbemaagtiging sowel as motivering tot die verbetering van houdings lei. Eweneens sal die bevordering van kommunikasie, probleemoplossing, respek en vertroue tydens die vryetydbestedingsprogramme 'n verbetering in verhoudings tot gevolg hê.

Sleutelwoorde: Vryetydbesteding, verhouding, houding, egskeiding, enkelouers en kinders.

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DEFINITION OF TERMS

The following terms used in the study can be clarified as follows:

Children: Children between the ages of twelve and fifteen years are classified as adolescents (Edginton *et al.*, 2004:111). Adolescence refers to the transformation period between childhood and adulthood (Zastrow & Kirst-Asbman, 2010:261).

Leisure specialist: A Leisure specialist is a highly skilled and knowledgeable person committed to a programme, the specialist is familiar with the social world and setting characteristics (Scott & Shafer, 2001:323).

The list of sources for the definitions of terms will be presented at the end of Chapter 1 in accordance with the guidelines of the North-West University.

1. INTRODUCTION

- 1.1. PROBLEM STATEMENT
 - 1.2. OBJECTIVES OF THE STUDY
 - 1.3. HYPOTHESES
 - 1.4. STRUCTURE OF THE DISSERTATION
 - 1.5. REFERENCES
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1.1. PROBLEM STATEMENT

Divorce can be seen as one of the major causes of single-parent households (Janzen & Harris, 1997:134). Among the obvious difficulties families face as a result of divorce, other difficulties such as the lack of time for family bonding and family leisure directly affect the well-being of the parents as well as the children (Arnold *et al.*, 2008:84; Hornberger *et al.*, 2010:158). The above-mentioned difficulties vary and are dependent on the family structure and could lead to poor family functioning and relationships (Hornberger *et al.*, 2010:143). Therefore, Hornig (2005:47) states that family leisure can play an essential role in the development of family functioning, health and strength. However, it is important for leisure specialist as well as practitioners from other disciplines to understand the concept *leisure* in order to understand how leisure could contribute to single-parent family functioning.

Leisure is defined as the participation in a voluntary activity which has a positive effect on the participant's way of thinking and his/her psychological mind-set (Priets & Gass, 2005:18). For this reason and for purposes of this study leisure could be defined as that time an individual has that is free from obligations and constraints at work or home, where the individual has the freedom of choice regarding how that time will be spent, which makes the experience intrinsically motivated (Edginton *et al.*, 2004:6; Fawcett *et al.*, 2009:179; McLean *et al.*, 2008:39). This voluntary activity in which the participant takes part could be seen as a recreational activity (Edginton *et al.*, 2004:36). The reviewed literature has defined recreation as the participation in any specific, wholesome and voluntary activity during one's free time, which is internally motivated and carried out to achieve personal goals (Edginton *et al.*, 2004:56; McLean *et al.*, 2008:40; Priest & Gass, 2005:23). It refers to the enrichment of leisure in order to enhance a person's overall quality of life, the participant feels relaxed and has a feeling of enjoyment (Edginton *et al.*, 2004:9; Hopkins & Putnam, 1993:68; Robertson & Long, 2007:4). Therefore it could be said that recreation is dependent on leisure; recreation is pleasurable and has socially redeeming qualities (McLean *et al.*, 2008:40). Both leisure and

recreation have certain benefits for the individual who participates in any type of leisure-related activity and have the potential of reaching various predetermined outcomes (Priest & Gass, 2005:14).

These benefits associated with leisure could be categorised into three types, namely emotional and psychological, social, and physical benefits (Parr *et al.*, 2005:360; Stumbo & Peterson, 2009:5). Emotional and psychological benefits include health and human development benefits and a person's enhancement of quality of life (Parr *et al.*, 2005:360). For example, when families participate in leisure-related activities more frequently and regularly they develop the necessary skills to manage their own leisure time in order to enhance their quality of life which assists them in overcoming the impact of the divorce (Agate *et al.*, 2009:218; Stumbo & Peterson, 2009:8). Leisure activities also contribute to developing trust and to changing attitudes in groups (Greffrath, 2006:73). Social benefits relate to family bonding, it helps prevent anti-social behaviour and contributes to the development of life skills (Devine, 2005:469; Parr *et al.*, 2005:361; Stumbo & Peterson, 2009:9). The physical benefits associated with leisure refers to the decreasing chances of being obese, helps participants in maintaining bone density, contributes to higher energy and could lead to an improvement in overall life expectancy (Russell & Jamieson, 2008:6). Edginton and colleagues (2004:18) also stated that being healthy could help individuals to improve their self-image. Other benefits include family interaction through the encouragement of two-way communication. It could also be used to minimise family conflict, to enhance group cohesion as well as to improve wellness, satisfaction and quality of life (Greffrath, 2006:75; Mactavish & Schleien, 1998:210; Russell & Jamieson, 2008:4; Stumbo & Peterson, 2009:9; Wells *et al.*, 2004:331). Wellness is a complex term and consists of different components. It is therefore important to define wellness for purposes of this study.

Wellness refers to an individual's desirable outcomes when participating in activities; these outcomes are associated with health and well-being (Spangler & O'Sullivan, 2005:290). Life-satisfaction is seen as well-being, happiness or quality of life (Edginton *et al.*, 2006:8). Quality of life refers to the perception of an individual's position in life, in the frame of his/her culture and value system where he/she lives, in relation to his/her goals, expectations, standards and concerns (Stumbo & Peterson, 2009:4). According to Zabriskie and McCormick (2001:283) divorce could have an impact on the parents and the children's wellness, satisfaction and quality of life and Lawrence and Hennig (1997:73) found that parents are the first people to have an influence on their children's well-being.

Russell and Jamieson (2008:4) point out that even though leisure has the potential of reaching a wide variety of positive outcomes, time spent at activities such as gambling could result in

addiction or financial difficulties, which in turn is harmful to the entire family. Shaw and Dawson (2001:228) concluded that some parents do not participate in leisure activities for enjoyment, nor is it intrinsically motivated as the definition implies; parents see it as a responsibility and duty while they are feeling frustrated by doing something they wish not to. The aim of participation is to teach values and leading healthy lifestyles rather than spending time together as a family. Hence, since parents spend their available leisure time doing activities they do not wish to (Shaw & Dawson, 2001:228), the need arises for guidance regarding leisure time. The previous statement correlates with the findings of the core and balance model of family leisure functioning, which identifies two main types of leisure most individuals participate in during their life (Agate *et al.*, 2009:207). Core leisure activities refer to the daily activities families participate in at home while the balance family activities refer to activities families participate in less frequently and take place away from home (Agate *et al.*, 2009:207). In order to create equilibrium between core and balance family leisure activities, one has to evaluate the family's needs to ensure that they are met (Stumbo & Peterson, 2009:27). With reference to Maslow's hierarchy of needs, leisure is traditionally focused on achieving self-actualisation as an outcome for participants. However, the need to feel a sense of belonging, association and acceptance must be satisfied before the need for self-actualisation is seen as a priority (Edginton *et al.*, 2004:144). Therefore leisure could be applied to satisfy these important needs first in order to then reach self-actualisation at a later stage.

Families form the foundation of society and the most important relationship in a family is that between the parents. If this relationship is strong, the rest of the relationships in the family will fall into place (Fields & Casper, 2001; Hornberger *et al.*, 2010:143). It is important for the parents to have a strong relationship with each other, since this is a child's first example of what a healthy relationship should be like. Therefore the relationship between parents could be seen as the base for the relationship between parent and child (Leman, 2000:164). Relationships are defined by Zastrow and Kirst-Ashman (2010:23) as "a reciprocal, dynamic, interpersonal connection characterised by patterns of emotional exchange, communication, and behavioural interaction". Divorce is often characterised by parental conflict, which causes sadness and insecurities which could disintegrate the parent-child relationship after a divorce (Leman, 2000:164; Von Wielligh, 2003:31; Weitof *et al.*, 2003:294). Divorce could be seen as an event where a married couple breaks their marriage in court (Von Wielligh, 2003:2). According to Amato (2000:1269) divorce is becoming more common as a result of women becoming more financially stable, the increase in levels of personal fulfilment of marriages and social approval of divorce in society. One consequence of divorce is single-parent families, which could also be the result of the death of one parent, abandonment or disappearance of one parent, or a child born to an unmarried female (Janzen & Harris, 1997:134). Single-parent families described by Jordaan (as stated by Snyman & Le Roux, 1993:88) could be defined as a family with a parent

and a dependent child or children, where the other parent is absent, with no chances of returning and where there is no substitute.

Single-parenthood could be associated with certain problems for both the parents and the children, however, other studies found that this may be the result of negative stereotyping and that single-parent families are just as capable as dual-parent families to adjust to certain situations (Amato, 2000:1270; Angeningsih, 2005:3; Hornberger *et al.*, 2010:156; Larson *et al.*, 2001:155). Children are capable of adapting to certain situations if they have a proper support system such as their parents, family members or teachers (Von Wielligh, 2003:102). Nevertheless, not all single-parent families have good parent-child relationships (Angeningsih, 2005:3).

Research focussing on the impact of a divorce on single parents and children (e.g. Amato, 2000; Amato & Cheadle, 2005; Amato & Sobolewski, 2001; Guttman & Rosenberg, 2003; Wallerstein, 2005) has seen to be lacking reference to the usage of leisure activities to enhance the relationship and attitudes of single parents and their children. However, other studies which have focussed on the family as a whole, have used outdoor adventure programmes, such as survival treks consisting of hiking, shelter building, camping and cooking, handcart trek comprising pulling handcarts, camping in the outdoors and cooking in Dutch ovens (Wells *et al.*, 2004:132). Outdoor programmes are used to strengthen cooperation, motivating the families, building trust, changing attitudes and resolving conflict between family members in an attempt to enhance family interaction (Freeman & Zabriskie, 2002:137; Greffrath, 2006:75; Wells *et al.*, 2004:132). In addition, research also found that families can learn the skills to manage their own leisure time to enhance their quality of life (Agate *et al.*, 2009:218). The enhancement of quality of life is a desired outcome for all populations and groups (Stumbo & Peterson, 2009:8). Adventure programmes have been used in the past as a successful form of intervention to reach a diversity of participants and are successfully applied in psychosocial and mental health studies (Voruganti *et al.*, 2006:578). These special populations included people with depression, schizophrenia, youth at risk, drug abuse and students with behavioural problems (Norton, 2009:232; Tucker, 2009:325; Ungar *et al.*, 2005:333; Voruganti *et al.*, 2006:578).

Agate *et al.* (2009:221) proposed that further research needs to be completed in the field of family life satisfaction and family leisure so as to contribute to the knowledge of leisure in today's families. Therefore the purpose of this study was to firstly review the literature to determine whether it supports the usage of a leisure-based programme to strengthen the relationship between divorced single parents and their children; secondly, to explore and describe the role of a leisure-based programme in developing attitudes as well as in strengthening relationships between single parents and their children through participation in a

leisure intervention programme. Completion of this study may contribute to the quality of life for the single parents and their children – it may shed light on methods that could be used to enhance parent-child relationships and encourage the treatment of families in collaboration with other disciplines.

1.2. OBJECTIVES OF THE STUDY

The objectives for this study are to:

- 1.2.1. Critically review the literature, to determine whether it supports the utilisation of a leisure-based programme to enhance the relationship between divorced single parents and their children.
 - 1.2.2. Explore and describe the role of a leisure-based programme on the relationship and attitudes between divorced single parents and their children.
-

1.3. HYPOTHESES

This study is based on the following hypotheses:

- 1.3.1. Literature supports the utilisation of a leisure-based programme as an instrument to enhance the relationship between divorced single parents and their children.
 - 1.3.2. That a leisure-based programme would play a positive role in the divorced single parents and their children's attitudes and relationships.
-

1.4. STRUCTURE OF THE DISSERTATION

The dissertations were submitted in article format and were structured as follow:

Chapter 1: Consist of the problem statement, the objectives, hypothesis and structure of the study. The references are done according to the North-West University- Harvard style 2012 guidelines.

Chapter 2: Leisure and single-parent families. It will consist of the applicable literature on relationships and attitudes towards leisure participation, analysis of the benefits of leisure and the relationship of single parent households. The references are done according to the North-West University- Harvard style 2012 guidelines.

Chapter 3: Article 1: *The role of a leisure-based programme on the relationship between single-parent families and their children: A literature review*. This article was submitted and accepted for publication in the *"African Journal for Physical, Health Education, Recreation and Dance"*. The article was written in accordance with the specific guidelines of the journal. The guidelines for authors are included as Appendix B.

Chapter 4: Article 2: *Changing divorced single parents and children attitudes and relationships through leisure participation*. This article will be submitted for consideration in the *"World Leisure Journal"*. The article was written in accordance with the specific guidelines of the journal. The guidelines for authors are included as Appendix D.

Chapter 5: Summary, conclusion and recommendations, limitations and implications for further studies on this topic. The references are done according to the North-West University- Harvard style 2012 guidelines.

The articles incorporate the method and results of the study. There are therefore no separate method or result chapters.

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2. LITERATURE REVIEW: LEISURE AND SINGLE-PARENT FAMILIES

- 2.1. INTRODUCTION
 - 2.2. THEORETICAL FRAMEWORK
 - 2.3. DEFINING LEISURE AND RECREATION
 - 2.4. FAMILY LEISURE
 - 2.5. DIVORCE
 - 2.6. RELATIONSHIP BETWEEN SINGLE PARENTS AND CHILDREN
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-

2.1. INTRODUCTION

In order to conceptualise the link between leisure, attitudes and relationships it is important to discuss the core concepts regarding these subjects. This chapter will provide the reader with the necessary knowledge to understand the important role leisure could play in changing divorced single parents and their children's attitudes and relationships. This chapter consists of a theoretical framework on which the study is based on, important information regarding leisure, recreation and families; and the impact of divorce on family members and parent-child relationships.

2.2. THEORETICAL FRAMEWORK

Edginton and colleagues (2005:327) as well as Zabriskie and McCormick (2003:165) proposed the use of a sound theoretical base when completing a study in the field of leisure and family functioning to ensure the building of a strong professional practice. Therefore, the theoretical framework on which this study is based on includes the strengths approach and the ecological perspective.

It seems that professional practitioners have changed their focus from the traditional problem-orientated approach to the strength approach, focussing on people's strengths rather than their problems (Zastrow & Kirst-Ashman, 2010:12). The paradigm shift from the traditional problem-orientated to the strength approach will be explained subsequently.

2.2.1. Strengths-based approach

The strengths-based approach is a perspective that focuses on the client's resources, capabilities, knowledge, motivations, experiences, intelligence and other positive qualities (Zastrow & Kirst-Ashman, 2010:12). This multi-disciplinary perspective is utilised to assist people in reaching their individual ambitions and desires. By paying attention to resources and strengths individuals have the opportunity of getting where they want to be in their lives. This is done by the participating individual who identifies his/her own aspirations, which assists a leisure specialist to plan an intervention accordingly (Anderson & Heyne, 2012:20). The main focus of the intervention is to focus on strengths which can lead to a change, and the weaknesses or problems are dealt with in such a manner that they do not get in the way of the goals. According to Anderson and Heyne (2012:21) using the strength approach includes benefits such as the development of a trusting working relationship, allowing people to manage their own well-being, building collaboration instead of specialist domination, improving people's personal sources of motivation and maintaining positive change through learning, growth, and capacity-building. Following this approach also leads to the development of self-empowerment (Zastrow & Kirst-Ashman, 2010:12). Anderson (2003:129) states that leisure specialists should assist family members in applying their family networks and strengths to overcome the problems associated with divorce (section 2.5.1). When considering the value of this approach with regard to the divorced single-parent families; the above-mentioned statement made by Anderson (2003:129) emphasises the importance thereof.

2.2.2. Ecological perspective: Inherent part of the strengths approach

van Velden (2005:30) argued that a person does not live in separation from his/her genetic and biological environment, that people are human with occupations and that they are confronted with social and spiritual influences. Bronfenbrenner created the bioecological theory in 1979 which is still relevant today regarding the functioning of individuals and individual family systems in their environments (Anderson & Heyne, 2012:32; Becvar & Becvar, 2009:121; Knox & Schacht, 2008:27; Lamanna & Riedmann, 2009:22; Strong *et al.*, 2011:366). This ecological used in this study is based on the bioecological theory and it emphasises the importance of examining families and was created to understand internal and external factors influencing families (Knox & Schacht, 2008:27, Monama, 2007:71; Zabriskie & McCormick, 2003:166). These factors consist of more than merely people and their environments, but also policies, cultures and norms (Anderson & Heyne, 2012:32; Sheridan & Burt, 2009:553). Monama (2007:71) suggests that these factors are equally shaping systems which change and adapt with each other over time. They are also interrelated and form part of a whole. Arnett (2010:21) as well as Sheridan and Burt (2009:553) provided a thorough explanation of the systems and their effect on each other by means of the following figure (Figure 2.1):

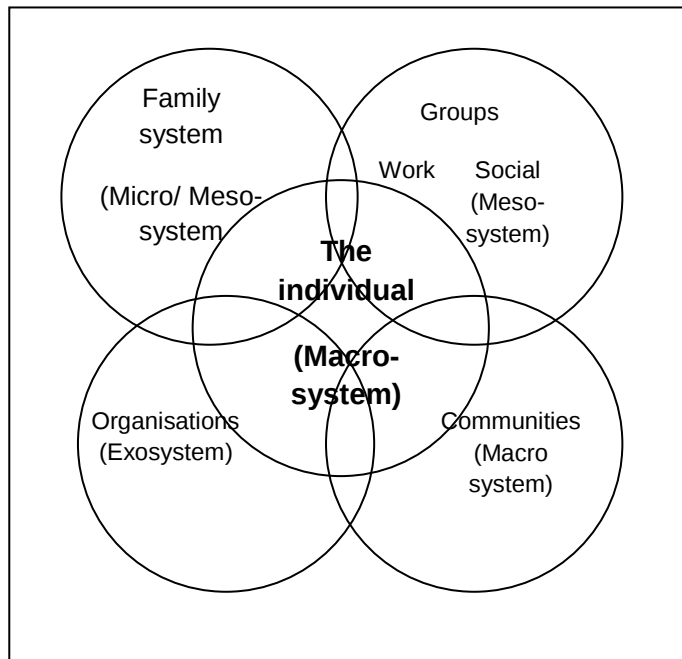


Figure 2.1: Human behaviour involves multiple systems (Zastrow & Kirst-Ashman 2010:30).

The microsystem includes the setting in which people spend their daily lives such as home, child care providers and school and is the layer closest to the individual. The mesosystem refers to the link or the relationship with the microsystem such as child-parent, child-school and school-family. The exosystem describes the larger social system in which the micro- and mesosystems exist, but does not have a direct impact on individual performance. The last system is the macrosystem which refers to the cultural values, customs and laws that have an influence on all of the systems mentioned above. It is therefore important for leisure specialists to consider a family's capabilities and coping styles in relation to their individual needs and to the larger social systems the family is surrounded by (Walsh, 2003:7). Furthermore, it is also important for leisure specialists to see the families as part of this system and to realise that they have other systems influencing them.

2.3. DEFINING LEISURE AND RECREATION

Leisure is a complex term to define and could mean different things to different people (Edginton *et al.*, 2004:6; Zabriskie & McCormick, 2001:281). It is therefore important to define leisure and recreation for the purposes of this study. Leisure involves an individual's participation in a voluntary activity during his/her free time, which has a positive effect on the participant and one's psychological mind-set or state of mind (Iso-Ahola, 1999:36; Priets & Gass, 2005:18). However, Edginton *et al.* (2004:6) profoundly states that leisure and free time

should not be written off as one phenomenon and that an individual will only experience leisure under certain conditions.

These conditions require family members to experience a sense of freedom; which connotes that the individual should not be forced to participate. The choice to take part should rather be intrinsically motivated in order to feel satisfied and experience enjoyment (Edginton *et al.*, 1998:2; Stumbo & Peterson, 2009:5). Another condition is that the individual family member has to perceive him or herself to be competent to engage in the activity to facilitate a positive effect (Edginton *et al.*, 2004:6). Luckner and Nadler (1997:27) argue that these positive effects aim at assisting individuals to experience their true feelings, to feel better about themselves and the world they live in. The main difference between leisure and free time is the state of mind associated with leisure, which is not reached during one's free time (Iso-Ahola, 1999:36,39). For this reason and for the purposes of this study, leisure could be defined as that time an individual has that is free from obligations and constraints at work or home, where the individual has the freedom of choice regarding how that time will be spent, which makes the experience intrinsically motivated (Edginton *et al.*, 2004:6; Fawcett *et al.*, 2009:179; McLean *et al.*, 2008:39). The concept of free time is not only used when defining leisure but is also used to explain recreation.

The voluntary activity in which the participant takes part during his/her free time could be seen as a recreational activity (Edginton *et al.*, 2004:36). Recreation defined by the reviewed literature is seen as the participation in any specific, wholesome and voluntary activity during one's free time, which is internally motivated and directed at achieving personal goals (Edginton *et al.*, 2004:56; McLean *et al.*, 2008:40; Priest & Gass, 2005:23;). Recreation also refers to the enrichment of leisure in order to enhance a person's overall quality of life and it has the potential of reaching a wide variety of predetermined outcomes. Recreation is pleasurable and has socially redeeming qualities while the participant feels relaxed and has a feeling of enjoyment (Edginton *et al.*, 2004:9; Hopkins & Putnam, 1993:68; McLean *et al.*, 2008:40; Robertson & Long, 2007:4). However leisure will be the main focus of this study.

Edginton *et al.* (2004:241) classified leisure in eleven programme areas the arts; literary activities; self-improvement/education activities; sports, games and athletics; aquatics; wellness; social recreation; volunteer services, travel and tourism and lastly outdoor recreation. The majority of research regarding single parents and children has focused on the use of outdoor recreation and adventure activities (Huff *et al.*, 2003; Kugath, 1997; Shaw & Dawson, 2001); therefore the focus of this study will be on outdoor recreation as a programme area. Outdoor recreation refers to activities that take place in the outdoors - participants find an

interaction between elements of nature (Edginton *et al.*, 2004:234). Adventure activities form an inherent part of outdoor recreation.

2.3.1. Outdoor recreation and adventure

Hopkins and Putnam (1993:66) described adventure as an instrument that could be used to generate outcomes such as self-discovery and personal growth. However, adventure can only be experienced if the activity involves an uncertainty of outcome which is often something an individual will participate in for the first time and contains an element of risk (Hopkins & Putnam, 1993:6; Priest & Gass, 2005:18). Wagstaff and Attarian (2009:15) as well as Edginton and colleagues (2004:235) elaborate on the definition of adventure and perceive adventure to be a form of education, on condition that the individual is provided with the opportunity of reflecting on the experience. Adventure education is described as the development of interpersonal and intrapersonal relationships in outdoor activities, which includes the risk associated with adventure. Risk provides families with the opportunity of sharing vulnerabilities to increase the relationship between family members (Fletcher & Hinkle, 2002:282). Adventure can also be seen as a form of therapy; hence the term adventure therapy.

Even if the term *therapy* is used, it is important to note that the aim of adventure therapy is not to replace other therapeutic interventions and practices – it is used to improve treatment objectives which create a therapeutic environment for change (Gass, 1993:5). The environment for change is created when a family enters an unfamiliar setting which places them in unique and novel situations. This uncertainty will cause their expectations to be low and will empower them to explore their problems without overwhelming the family (Gass, 1993:6). The unfamiliar environment is straightforward and presents clear problems that need to be solved. This environment also assists the stimulation of learning to take place (Greenaway, 1992:47). Even though the use of adventure therapy is beneficial, the success thereof is dependent on the learning strategy referred to as experiential learning.

Luckner and Nadler (1997:3) refer to experiential learning as learning by doing combined with reflecting. They also state that experiential learning takes place when individuals participate in some form of activity, reflect on it critically in order to derive some useful insight from the analysis, and incorporate the result through a change in understanding or behaviour. Kolb created an experiential learning model (Figure 2.2) in 1984 which is still relevant today (Priest & Gass, 2005:154) and he argued that an experience is needed to form the foundation in which observation and reflection is grounded to improve personal growth (Voruganti *et al.*, 2006:576). Reflection as an integrated component of experiential learning plays an important role during the facilitation process of a recent experience and has the ability of adding value to an individual's daily life (Greenaway, 1992:47). The observations are incorporated into a 'theory'

from which the new implications for the actions can be realised, after which the implications are used in the future behavioural guidelines (Priest & Gass, 2005:154).

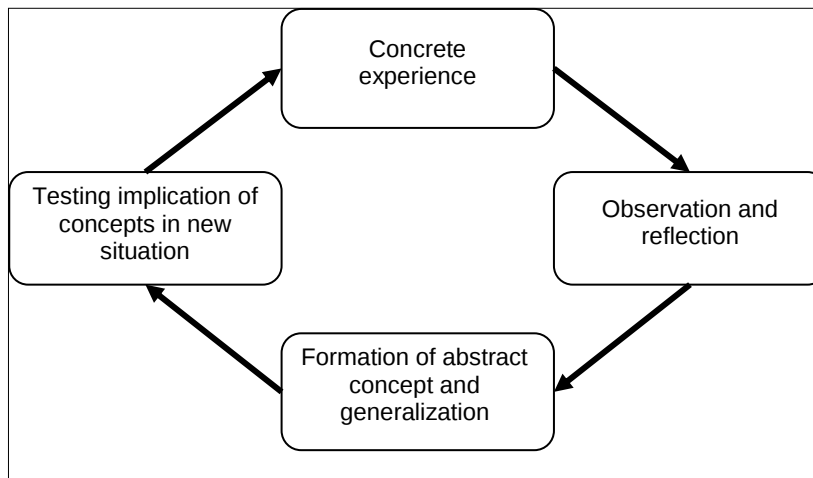


Figure 2.2: Kolb's (1984) experiential learning model (Priest & Gass, 2005:154).

Greenaway (1992:47) created his own model based on Kolb's work when he created a step by step guide to facilitate learning. Greenaway describes Kolb's work "as a landmark in theory". However; he did encounter a few problems concerning Kolb's model (Greenaway, 2013). Greenaway argues that Kolb's model moves away from the experience gained and rushes into the intellectual process. Furthermore, Greenaway also elaborated on the fact that "it leads to a one step at a time process without sufficient regard for the capacities of our brains to operate on many levels at the same time". Greenaway also mentioned that the main focus lies in the application of this model and not in the theory itself (Greenaway, 2013). Greenaway adapted Kolb's model and refers to this guide as sequencing, which includes the following steps in the reviewing process.

- Facts, this includes the things that take place during an activity.
- Feelings, refers to the feelings experienced.
- Findings, this refers to the characteristics gained through the experience.
- Future, this includes the implementation of the findings in an individual's daily life.

Experiential learning takes place when an individual participates in any form of activity, such as an adventure activity, and adventure highlights the importance of the flow theory. The flow theory was created by Csikszentmihalyi in the 1960s when he studied creativity and optimal experience (Boyns & Appelrouth, 2011:195), which have ties with consciousness and psychic energy (Hefferon & Boniwell, 2011:79). The flow theory is described as "a state of experience that is engrossing, intrinsically rewarding and outside the parameters of worry and boredom" (Priest & Gass, 2005:47). Csikszentmihalyi's flow theory predicts that when activities' surroundings contain opportunity for a challenge and match a person's capability to act, that

individual will experience flow (Csikszentmihalyi & LeFevre, 1989:816). It is said that flow can be experienced during the participation in any leisure and recreational activity and that some individuals even experience flow during work (Csikszentmihalyi & LeFevre, 1989:820), but the presence of flow may differ from person to person (Csikszentmihalyi & Hunter, 2003:196). Although the theory of flow was developed by Csikszentmihalyi, Priest and Gass (2005:47) applied it to the participation in adventure activities and replaced the presence of challenge with perceived risk. Flow is explained with reference to Figure 2.3.

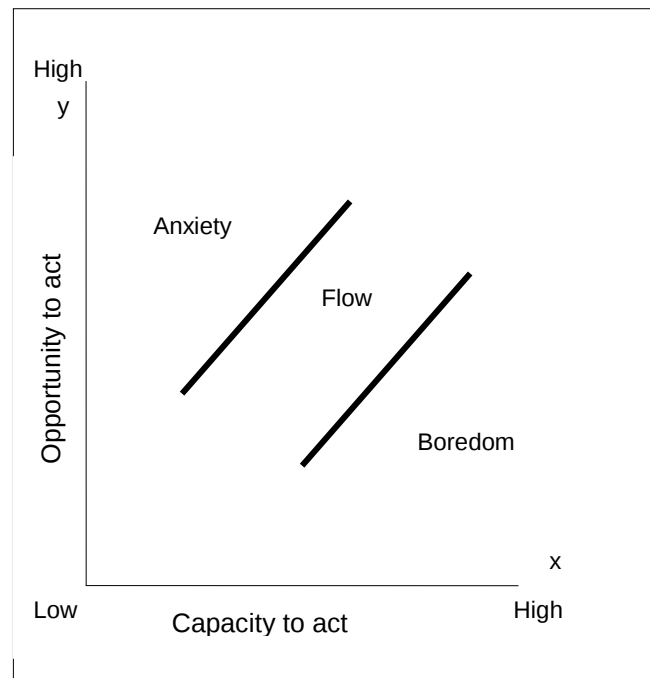


Figure 2.3 Flow theory (Priests & Gass, 2005:48).

In Figure 2.3 the y-axis refers to the opportunity the participant has to act towards a certain situation, which could be high or low at a given time and the x-axis refers to one's capability of acting in that same situation. Priest and Gass (2005:48) state that flow will only take place when the opportunity of taking action is balanced with the participant's capacity (if the participant is competent) to act, which therefore provides the participant with feelings of intrinsic enjoyment, improvement of well-being and personal competence.

A leisure specialist should not only have the knowledge concerning flow but also of which behaviour participants will display when the perceived risk of an activity is not in line with their competence. It is important to understand the concepts of *risk* and *competence* before the paradigm of the adventure experience can be understood (Figure 2.4).

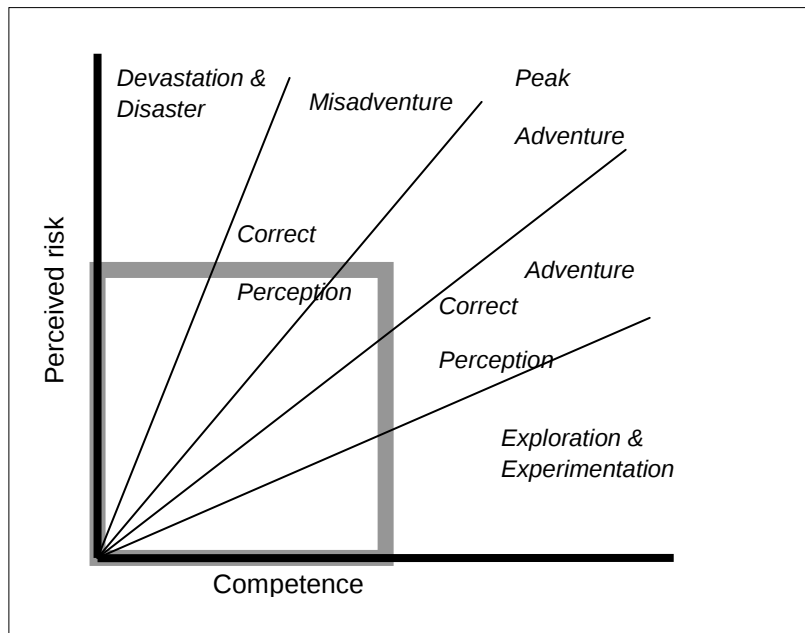


Figure 2.4: Adventure experience paradigm (Priets & Gass, 2005:50).

Priest and Gass (2005:48) define risk as the potential to lose something of value and see competence as the capability to deal with environmental demands as placed on the individual. A challenge is created between the interaction of one's competence and risk which cannot exist without both situational risk and personal competence being engaged in an effort to resolve conflict. When a competent person performs low-risk activities he or she would find him/herself in the stage of exploration and experimentation, but when in balance, the individual would experience peak adventure (flow). In the case where an incompetent person experiences a high level of risk, the possibility of misadventure and even disaster exists (Priets & Gass, 2005:4). However, it is important to understand the concepts related to perceived risk, which refers to the individual's perception of the risk associated with the participation in the activity (Priets & Gass, 50). It is therefore the outdoor instructor's responsibility to ensure that clients are not exposed to actual risks and only experience perceived risk.

2.3.2. Benefits of leisure and recreation

Both leisure and recreation have certain benefits for the individual who participates in any type of leisure-related activity and have the potential of reaching various predetermined outcomes based on the family's needs (Priest & Gass, 2005:14). When the outcomes are reached, it will enhance the family's desire to develop interests, preferences, talents and excitement to empower the individual family members to feel alive, vibrant, strong and complex as human beings (Anderson & Heyne, 2012:56). It will also assist the family members to make positive life changes so that they could feel good about their lives. The benefits of leisure and recreation could be categorised into four types, namely emotional and psychological; social; physical; quality of life and well-being benefits (Parr *et al.*, 2005:360; Stumbo & Peterson,

2009:5). The benefits of leisure will be discussed briefly and adventure will be looked at separately.

2.3.2.1. Emotional and psychological benefits

Emotional and psychological benefits include health and human development benefits (Parr *et al.*, 2005:360). For example, when families participate in leisure-related activities more frequently and regularly they develop the necessary skills to manage their own leisure time (Agate *et al.*, 2009:218; Stumbo & Peterson, 2009:8; Zastrow & Kirst-Ashman, 2010:356). The participation in family leisure activities also contributes to the development of mental health and trust, provides families with the sense of control and freedom, enhances skills such as problem solving, compromising, negotiating and changing attitudes in groups (Edginton *et al.*, 2004:18; Greffrath, 2006:73; Mactavish & Schleien, 2004:137; Orthner, 1998:94).

2.3.2.2. Social benefits

Social benefits relate to family bonding, it helps prevent anti-social behaviour and contributes to the development of life skills (Devine, 2005:469; Parr *et al.*, 2005:361; Stumbo & Peterson, 2009:9). Leisure and recreational activities contribute to the development of social skills and are instruments to facilitate family interaction, family bonding and cohesion through the encouragement of two-way communication and it could also be used to minimise family conflict, build relationships and enhance group cohesion, understanding and tolerance (Greffrath, 2006:75; Hornberger *et al.*, 2010:158; Mactavish & Schleien, 1998:210; Shaw & Dawson, 2001:222; Stumbo & Peterson, 2009:9; Wells *et al.*, 2004:331). These benefits mentioned above could be gained when families participate in shared leisure and recreational activities such as playing games together, solving outdoor recreation problems and planning trips (Orthner, 1998:90).

2.3.2.3. Physical benefits

Physical activities decrease the chances of obesity and reduce body fat, increase muscular strength, prevent hypertension, improve cardiovascular, immune system and coordination, help individuals to maintain bone density and increase life expectancy (Edginton *et al.*, 2004:14, 145; Russell & Jamieson, 2008:6). When the whole family participates together, the benefits mentioned above will be applicable to the entire family and all members will be healthier and their fitness will also improve (Edginton *et al.*, 2004:14; Shaw & Dawson, 2001:225).

2.3.2.4. Quality of life and well-being benefits

Orthner (1998:90) states that “shared experiences in recreation can promote family strength”. Research found that shared family leisure activities lead to a higher quality of life - a sense of wellness and satisfaction with family life (Stumbo & Peterson, 2009:5; Russell & Jamieson,

2008:4; Orthner, 1998:90). Multiple researchers such as Maslow (1968), Hettler (1980) and Travis and Ryan (1988), created their own theories concerning wellness. The wellness continuum created by Travis and Ryan in 1988, for one, has been adapted by various other researchers in different disciplines, such as the work of Keys (2002) in psychology and Stumbo and Peterson in therapeutic recreation. For the purposes of this study the adapted continuum of wellness (Figure 2.5) of Stumbo and Peterson (2004:3) will be used to explain wellness. When studying the wellness continuum one would see that leisure strives to empower individuals to reach high levels of wellness.

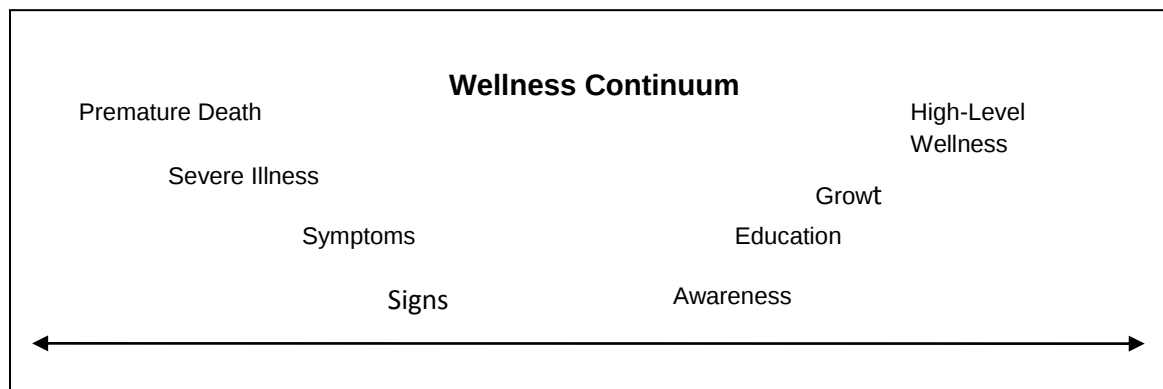


Figure 2.5 The wellness continuum (Stumbo & Peterson, 2004:3).

However, the challenge is placed on reaching high-levels of wellness through one's daily lifestyle and living (Stumbo & Peterson, 2004:3). The continuum of wellness is used to illustrate the difference between sickness and wellness, although the focus lies in the direction the participant is facing. As leisure specialists and for the aim of this study the researcher intended to get the families on the right side of the continuum and keep them there by providing families with the necessary resources to let them empower themselves and accomplish a sense of wellness (Hornberger *et al.*, 2010:158). Wellness refers to an individual's desirable outcomes when participating in activities; these outcomes are associated with health, well-being, individual responsibility as well as life-satisfaction and could be impacted by a divorce (Demo & Acock, 1996:484; Spangler & O'Sullivan, 2005:290; Stumbo & Peterson, 2004:3; Zabriskie & McCormick, 2003:183). Life-satisfaction is seen as well-being, happiness or quality of life (Agate *et al.*, 2009:215; Edginton *et al.*, 2006:8; Zabriskie & McCormick, 2003:185). Another element leisure enhances is quality of life, this refers to the perception of individuals' position in life, in the frame of their culture and value system where they live, in relation to their goals, expectations, standards and concerns (Stumbo & Peterson, 2009:4). The following figure (2.6) will provide the reader with a thorough explanation regarding the elements which contributes to one's well-being.

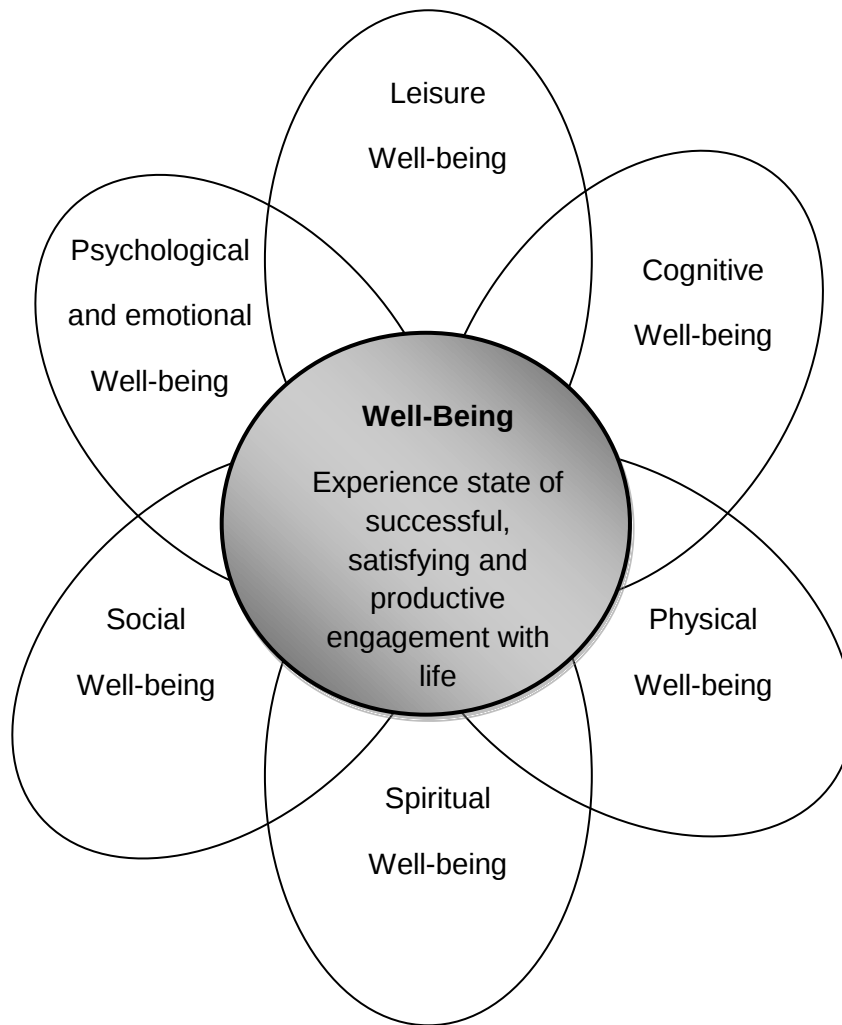


Figure 2.6. Well-being outcomes for the participant (Anderson & Heyne, 2012:109).

Leisure has the potential of contributing to the six elements that shape one's overall well-being which a family member requires to flourish (therefore the flower) and one should note that it is not necessary to be strong in every element of well-being (Anderson & Heyne, 2012:109). The first element refers to leisure well-being; the participants need to find enjoyment and pleasure in their family leisure experiences to find strengths which could be transferred to other aspects of family life. The second element provides individuals with perceived control and feelings of happiness known as psychological and emotional well-being. The third element is cognitive well-being where parents and children have to learn and think in a focussed way. Social well-being, the forth element, motivates parents and children to relate with one another and provide a sense of belonging in the family. Physical well-being will occur when the family members do not have any barriers keeping them from doing and going on with their lives. The last element will be experienced when the family members live their lives in a hopeful manner with their values and beliefs.

2.3.2.5. Benefits associated with adventure

In the past, adventure programmes have been used by researchers as a successful form of intervention to reach a diversity of populations and are successfully applied in psychosocial and mental health studies (Tucker & Norton, 2012:10; Voruganti *et al.*, 2006:578). Adventure can be categorised into four types, namely recreation-, education-, developmental- and therapeutic adventure programming (Priest & Gass, 2005:23).

Recreational adventure programming includes activities aimed at the learning of new activities (Priest & Gass, 2005:23). Educational adventure programming is programmes used as an instrument to enrich the knowledge of old concepts (Priest & Gass, 2005:23). The benefits of participation in adventure activities could be transferred to the daily living pattern of individuals and families to improve self-value, self-esteem and self-knowledge (Fletcher & Hinkle, 2002:282) as well as family functioning (Harper & Russell, 2008:29).

Developmental adventure programming is utilised to improve functional behaviour (Priest & Gass, 2005:23) and is seen as an instrument to engage with difficult students (Tucker, 2009:325) and youth-at risk. Youths may improve in aspects such as connection, responsibility, leadership and stewardship (Ungar *et al.*, 2005:333).

An example of therapeutic adventure programming is the study of Voruganti *et al.* (2006:578) who combined a summer and winter adventure programme to treat patients with schizophrenia to improve the participants' self-esteem, motivation, perceived cognitive abilities, overall psychosocial adjustment and contribution to a sense of belonging. This programme did not only improve the aspects mentioned above, but also contributed to weight loss. Another structure in therapeutic adventure programming is wilderness expeditions.

Wilderness expeditions can enhance teambuilding (Greffrath, 2006:87), but can also be used as a tool to improve adolescent stabilization and problematic behaviours (Harper *et al.*, 2007:124,125). More importantly, participation in wilderness activities has lasting changes for both participants and their families. A wilderness therapy study which included activities such as camping, canoeing, and rock climbing was used to decrease depression and adolescent substance abuse (Norton, 2009:232). This study followed a qualitative research design in the form of a case study with a single participant who not only suffered from depression and abused substances but also failed school and had behavioural problems. After participation in a therapeutic wilderness programme, she engaged in family meetings, communicated with her parents and started to take her anti-depression medication rather than the drugs.

2.3.3. Leisure constraints

Before leisure specialists can provide families with leisure and recreational activities, it is important to understand the constraints divorced single-parent families experience and why they do not participate in leisure activities. Jackson (2000:62) defines constraints as “factors that are assumed by researchers and/or perceived or experienced by individuals to limit the formation of leisure preferences and/or to prohibit participation and enjoyment in leisure.” Crawford and Godbey created a model in 1987 to explain the constraints leisure participants may experience (Crawford & Godbey, 1987:123). They followed an empirical and theoretical approach to the study of constraints and concluded that the model of leisure constraints exists in a hierarchy. The model consists of three different types of constraints: structural, intrapersonal and interpersonal constraints (Raymore *et al.*, 1993:100).

The model in Figure 2.7 shows that constraints start with those which influence preferences, and progress to constraints which influence participation. The first constraint (intrapersonal) needs to be overcome in order to move to the next level. Jackson and Scott (1999:307) defined intrapersonal constraints as the factors that interrupt leisure preference and participation. Intrapersonal constraints are developed by social interactions such as families and will prevent individuals from developing preferences (Hinch *et al.*, 2005:149). Intrapersonal constraints include the lack of desire to participate, stress, depression, anxiety and may be difficult to identify since they consist of vague internal states (Raymore *et al.*, 1993:101; Raymore *et al.*, 1994:115).

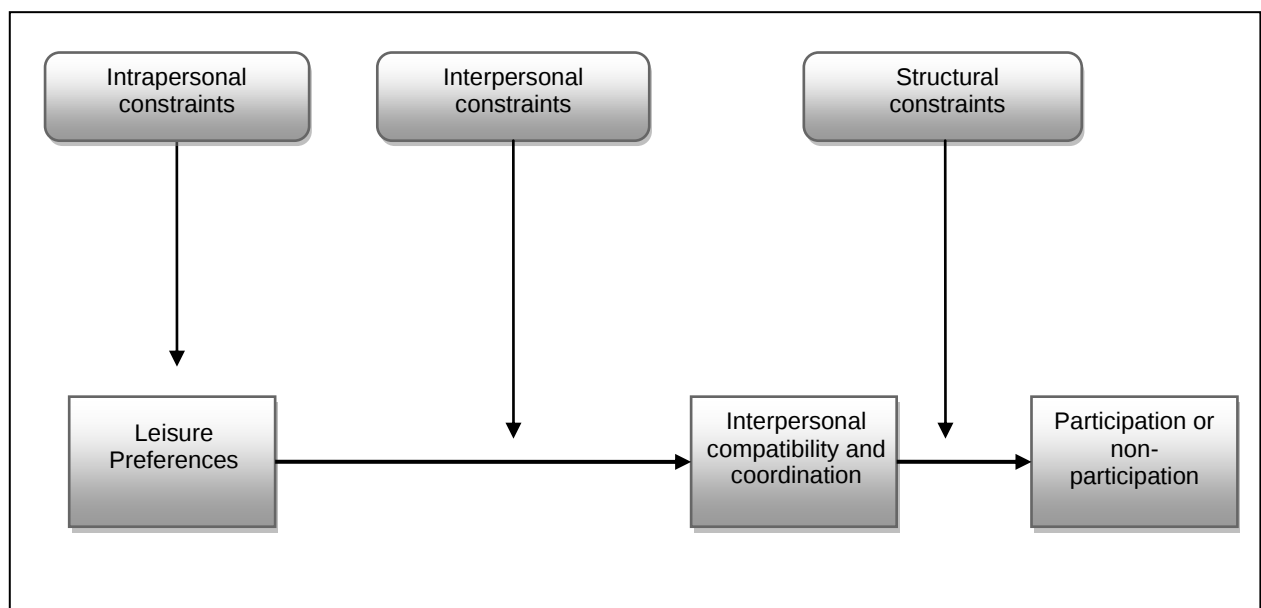


Figure 2.7 A model of leisure constraints (Crawford & Godbey, 1987:123).

The second constraint is interpersonal constraints which refer to the barriers which arise from social interaction such as friends and family members and cause the individual to struggle with decision making and time management (Jackson & Scott, 1999:308). Other difficulties include the perception of not being good at a particular activity or not having someone to participate with, which is based on personal evaluations; thus making this constraint challenging to explain (Hawkins *et al.*, 1999:189; Raymore *et al.*, 1994:115). The third and final set of constraint, namely structural constraints, tends to be the most important and tangible of all and includes the resources and reasons that interfere with leisure preferences and participation (Raymore *et al.*, 1994:115). Families may feel they do not know how to do the activity, do not have the necessary equipment or experience, or face barriers such as cost, time, other commitments, problems with facilities, isolation and lack of skills (Hawkins *et al.*, 1999:180,189; Hinch *et al.*, 2005:151).

2.4. FAMILY LEISURE

After having explained the benefits in section 2.3.2 of families participating in leisure activities, the statement can be made that leisure can contribute to building healthy parent-child relationships and that leisure can be used to change attitudes. The following section will assist the reader in understanding how single-parent families spend their leisure time.

Families see leisure and recreational activities as a means for establishing everything important in life (Mactavish & Schleien, 1998:218; Weber, 2004:114). However, Russell and Jamieson (2008:4) point out that even though leisure has the potential of reaching a wide variety of positive outcomes, time spent at activities such as gambling could result in addiction or financial difficulties, which is harmful to the entire family. As mentioned in section 2.3, single parent's available free time is often limited. Nevertheless they do spend their free time with their children, yet several studies concluded that some parents do not participate in leisure activities for enjoyment, nor is it intrinsically motivated as the definition of leisure implies; the parents see it as a responsibility and a form of multitasking while they are feeling frustrated by doing something they do not want to do (Bianchi *et al.*, 2005:34; Edginton *et al.*, 2004:6; McLean *et al.*, 2008:39; Shaw & Dawson, 2001:228). The model of core and balance family leisure functioning (figure 2.8) identifies two main types of leisure most individuals and families participate in during their life (Kelly as stated by Agate *et al.*, 2009:207; Hornberger *et al.*, 2010:146).

Core leisure activities refer to the daily activities families participate in at home, it is also these activities which provide families with the opportunity of building relationships in a comfortable

environment and include activities such as eating together as a family, playing games or simply sitting in the same room while watching television (Agate *et al.*, 2009:207; Hornberger *et al.*, 2010:146). The balance family activities refers to activities families participate in less frequently, take place away from home and change throughout the lifespan (Agate *et al.*, 2009:207). Families are less likely to participate in these activities on a regular basis since these activities takes place away from home and are dependent on inputs such as time and money (Kelly, as stated by Hornberger *et al.*, 2010:146). However, children want to participate in balance type of leisure activities to present a change from their normal daily routine (Hilbrecht *et al.*, 2008:556).

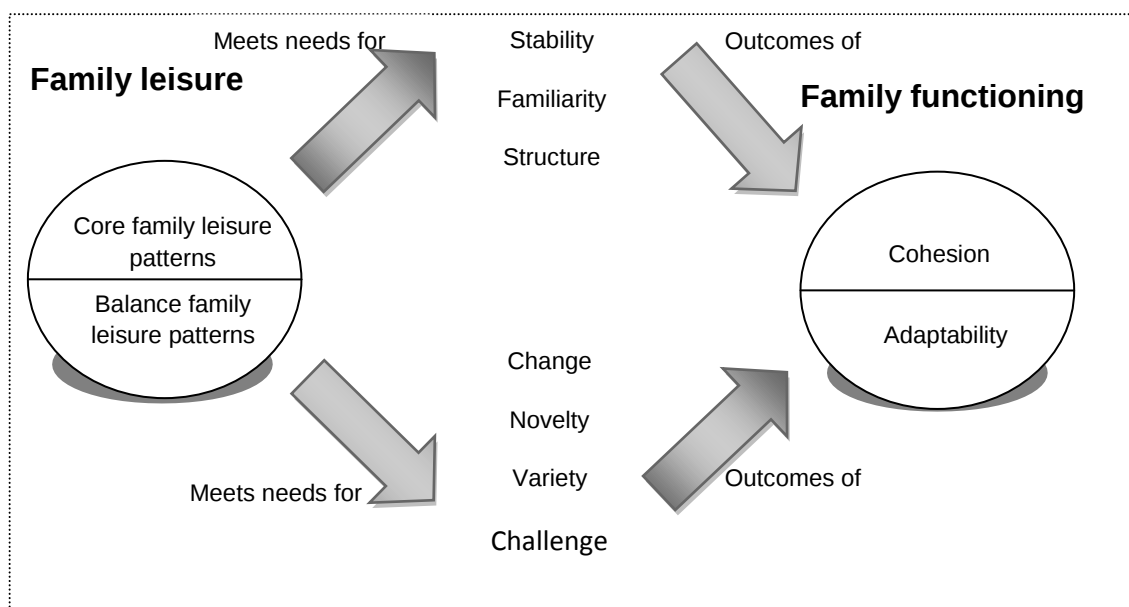


Figure 2.8 Model of core and balance family leisure functioning (Kelly as stated by Agate *et al.*, 2009:207; Hornberger *et al.*, 2010:146).

Since balance family leisure activities take more time to plan and money to participate, one would assume that single-parent families are less likely to participate in balance family leisure activities than dual-parent families, but this assumption is wrong. Single-parent families and dual-parent families spend the same amount of time in core and balance family-related activities (Weber, 2004:111,115). In contrast to these findings Hornberger *et al.* (2010:157) found that single-parent families spend less time on core family leisure activities and the least amount of time on balance family leisure activities, which may result from time constraints. These contradicting findings may be the result of variation between the different family structures and the quality of the time the families spend together (Shaw & Dawson, 2001:228).

Zabriskie and McCormick (2001:287) found that families spending quality time together may strengthen their family cohesion and adaptability. More importantly, Zabriskie and McCormick (2001:287) found that leisure specialists should not only provide balance types of activities but

teach families the skills needed to participate in core types of activities on a daily basis. When families participate in both routine and novel leisure-related activities more frequently and regularly they develop the necessary skills (Agate *et al.*, 2009:218) to change family roles, promote change and manage their own leisure time. The management of their own leisure time will enhance the families' quality of life, which assists them in overcoming the impact of the divorce and in building character (Hilbrecht *et al.*, 2008:559; Stumbo & Peterson, 2009:8; Wells *et al.*, 2004:33; Zastrow & Kirst-Ashman, 2010:356).

It is also important to note that the parents and the relationships within the family have the potential of influencing the type of leisure activities the family and the children participate in (Persson *et al.*, 2004:595; Robertson, 1999:343). Presser (2005:60) declares that the activities children participate in will provide them with a number of skills and a sense of identity, which may facilitate them in shaping decisions both about education and career. Leisure activities such as hobbies, clubs and sport can present children with pride as well as self-esteem and these activities serve as distractions from divorce and offer a place to escape in times of troubles and stress (Presser, 2005:61). Participation in structured activities (core or balance) is associated with school achievement and lower rates of problematic behaviour (Presser, 2005:61; Zaslow *et al.*, 2005:274). However, children are not free from leisure constraints; they experience constraints such as financial costs, scheduling and transport (Presser, 2005:51). They are also inhibited by their parents' work schedules and their own school activities which may constrain the time they spend together as a family (Presser, 2005:50). Leibowitz (2005:195) stated that single parents who are at home less frequently may expect their children to substitute them in household activities, thereby reducing the time a child has available to be a child and develop at own rate (McGraw, 2004:19).

2.5. DIVORCE

Knox and Schacht (2008:426) see divorce as the legal ending of a legitimate marriage contract which is associated with trauma, unhappiness and a period of adjustment. Divorce is one of the major causes of single-parenthood and could be one of the most stressful events an individual may experience (Greene *et al.*, 2003:100; Janzen & Harris, 1997:134). In this section the researcher will elaborate on the challenges of divorce for parents and children, the role of mothers and fathers in parenting, as well as single parents and children's strengths.

2.5.1. Consequences and challenges of divorce for parents

A huge challenge divorcees face is the way they look at themselves; they are uncertain of who they are and what they want from life and are prone to have low self-esteem (Greene *et al.*,

2003:100). This uncertainty created by their self-esteem could be harmful for the children of single parents given that a high self-esteem is an important part of growth in relationships, creativity and productivity in the world at large (Strong *et al.*, 2011:366). Zastrow and Kirst-Ashman (2010:514) defines self-esteem as an individual's judgement of his/her own value. A low self-esteem is seen as a disability that distress children as they grow up into adults and could cause feelings of weakness, poor capability to cope, low patience for differences and difficulties, failure to accept responsibility and weakened emotional responsiveness. Parents could guide children to develop a good self-esteem by having good self-esteem themselves, accepting their children as they are, implement clearly defined limits, respecting individuality within the limits that have been set and responding to their child with sincere thoughts and feelings (Strong *et al.*, 2011:366; Zastrow & Kirst-Ashman, 2010:514). The self-esteem of children could also increase when parents treat their children like intelligent, capable individuals (Strong *et al.*, 2011:366). However, self-esteem is not the only problem single parents face, they often find it difficult differentiating between family roles (Anderson, 2003:129).

Single parents struggle to be both male and female parents at once and being responsible for their children's physical, emotional and disciplinary needs (Anderson, 2003:129). It is important for parents to accept their own limitations in order to guard themselves from emotional and physical burnout or depression. Children of divorced single parents who are exposed to fair amounts of depression may develop adjustment problems in the future (Strong *et al.*, 2011:490). However, parental burnouts and depression could be overcome when parents have the support of family and friends (Knox & Schacht, 2008:335). Although these support systems are beneficial, their existence may create further problems for the parents. These problems were identified by Strong and colleagues (2011:366) as well as Knox and Schacht, (2008:335) who concluded that single parents often feel guilty when admitting that they need to have relationships with other adults when realising that their children are not capable of satisfying all their needs.

2.5.2. Single mothers vs. Single fathers

Women are more likely to have a better support system following a divorce, and are emotionally more stable than men (Knox & Schacht, 2008:433). The reason for men being less stable is a result of them being dependent on their wives for providing them with emotional and domestic support (it is for this reason that they are more likely to start dating and remarrying). Women are forced into an independent role and they find the courage to build up a new self-esteem and confidence. Divorced men have higher suicide rates than do woman (Anderson, 2003:129). However men and woman share low life expectancy and are prone to experience financial problems when divorced (Anderson, 2003:129; Jensen & McKee, 2004:12; Zastrow & Kirst-Ashman, 2010:514).

Divorce is often associated with financial difficulties leading to only one parent earning an income which two parents had set for their children's standard of living (Anderson, 2003:129; Jensen & McKee, 2004:12; Leman, 2000:146). Zastrow and Kirst-Ashman (2010:514) contend that fathers winning custody hearings are more common nowadays, whereas earlier, mothers got sole custody of children. Men usually continued to provide their ex-wives with a court ordered child or spousal support and men tried to take everything when they left. This is no longer the case; the court often tries to divide the property to the point which seems fair to both parties (Knox & Schacht, 2008:434). Although they try to divide the assets women still tend to be less stable financially than men post-divorce. However, it is not uncommon for men and women to have a drop in income following a divorce which may create financial concerns for both parents (Greene *et al.*, 2003:100; Lamanna & Riedmann, 2009:427).

2.5.2.1. *The mother's parenting role*

Mothering, as defined by Strong *et al.* (2011:358), involves the daily process of nurturing and caring for a child's physical and emotional well-being for at least 18 years. It often occurs that mothers push their own needs aside to the benefit of their children; mothers invest much of their time, labour, emotion, money and intellect in their children (Strong *et al.*, 2011:358). The time mothers spend with their children often depends on whether or not she is employed, but single mothers spend less time with their children than married women does (Strong *et al.*, 2011:358).

2.5.2.2. *The father's parenting role*

Strong and colleagues (2011:358) suggest that the term *fathering* is not a word that is used as often as the word *mothering*. Fathers today have become more emotionally attached to and concerned with their children than in the 1980s and 1990s. A nurturing father can participate in all practices as the mother could and includes activities such as communicating, teaching, care giving, protecting and sharing of affection. This involvement is beneficial to both to the father and the child's well-being. Some fathers complain about the lack of role models with which to standardise their experiences with and about having to deal with male socialisation, which could lead to complications in balancing work with nurturing, family and social interaction. Other difficulties include the feeling of being unwelcome and being regarded as a sexual predator (Anderson, 2003:130). Research found that men living with dependent children are less likely to participate in leisure-related activities (Strong *et al.*, 2011:358). Fathers that do not stay with their children try harder to tie family bonds, suggesting that fatherhood could tighten intergenerational family ties (Strong *et al.*, 2011:358).

2.5.3. The effect of divorce on children

In 2010, 22 936 divorces were reported in South Africa. From this number of divorces; 20 383 of the 22 936 included families with children (Lehohla, 2010:6). It is understood that children of divorce are often faced with certain difficulties, but the impact of the divorce may vary from child to child (Von Wielligh, 2003:2). This is mainly because children are affected by the environment they are in. This refers one back to the ecological perspective as described in section 2.2 of this chapter.

The long-term effects of divorce could be seen in different areas in the children's lives. Research found that the children of single-parent households are more likely to initiate sex, become pregnant and cohabitate without getting married and if they do they are more likely to divorce (Strong *et al.*, 2011:491). Divorce is a stressful, painful and damaging event for children and it could also have an effect on children's behaviour, academic performance, social and psychological adjustment and health (Arnett, 2010:201; Strong *et al.*, 2011:491). Adjustment difficulties are also directly associated with the divorce and so are changes in attention, guidance and social composition (Strong *et al.*, 2011:491).

2.5.4. Strengths of single parents and children

Since this study was based on the strength perspective (see section 2.2.1) it is vital to understand the strengths of single parents and children. Richards and Schmiede (1993:278) stated that more attention needs to be given to their strengths rather than their weaknesses. Richards and Schmiede (1993:277) conducted a study to determine the strengths and weaknesses of single-parent families, 71 participants from a 20-year longitudinal study were included. These participants were the third/fourth generation, they were single-parent families for about 5 years at that stage and comprised of white and middle-class backgrounds. By means of interviews, the study found the following strengths, divided into five main categories.

Table 2.1 Strengths of single parents

Strengths:	Consist of:
1. Parenting skills	Being supportive of the children Being patient Helping children cope Fostering independence
2. Managing a family	Being well organised Dependable Coordination of good schedule
3. Communication	Building honesty

	Trust
	Conveying clear ideas
4. Growing personally	Feeling of success despite doubts
	Positive attitudes
	Survival skills
5. Providing financial support	Being able to provide for the children
	Pride

Anderson (2003:129) found that children of single parents are more likely to learn more responsibility, spend more time with the parent they stay with and face less pressure with regard to traditional family roles. They also have the opportunity to build great relationships with supporting extended family members.

2.6. RELATIONSHIPS BETWEEN SINGLE PARENTS AND CHILDREN

Relationships are defined as “a reciprocal, dynamic, interpersonal connection characterised by patterns of emotional exchange, communication, and behavioural interaction” (Zastrow & Kirst-Ashman, 2010:23). The Collins English Dictionary (2003:1367) refers to the interpersonal connection between two people as the state of being connected or related by association of blood or marriage and describes the relationship as the feeling that exists between the two parties. Johnson (2006:19) argues that initiating, maintaining and developing relationships is not always an easy task; caring relationships and good support systems are developed over time and needs to be nurtured on a daily basis (van Velden, 2005:32). Johnson (2006:19) names three difficulties of relationship development: the first refers to the changing nature of relationships as well as complexity thereof; second, the gradual time it takes to build positive feelings; and lastly, the vulnerability of relationships. These difficulties are valid when considering any type of relationship, but magnifies, when they are combined with the difficulties divorce families face. Taylor *et al.* (2011:132) see the divorced parent-and-child relationship as the parent’s disconnectedness of the divorce and the desire to connect or the connection with a child or children. Good relationships are characterised by warmth, closeness, connectedness, good communication, caring, openness, supportive guidance, secure attachment, responsiveness and the motivation to continue the relationship (Caldwell, 2005:170; Johnson, 2006:10). It has been said that open communication can contribute to the development of healthy parent-child relationships in families (Huff *et al.*, 2003:5).

Families form the foundation of society and the most important relationship in a family is that between the two parents; if this relationship is strong, the rest of the relationships in the family will fall into place (Hornberger *et al.*, 2010:143; Fields & Casper, 2001). It is important for the parents to have a strong relationship with each other, since this is a child's first example of what a healthy relationship should be like (Leman, 2000:164). Therefore the relationship between parents could be seen as the basis for the relationship between parent and child (Leman, 2000:164). Parents are not aware that the quality of their relationship with their children sets the tone for relations through the life course; therefore it is important to develop quality parent-child relationships at an early stage (Booth & Amato, 1994:21). This may lead to the assumption that parent-child relationships are only important while children are young. However, Amato and Sobolewski (2001:917) found that parent-child relationships are also important during adulthood.

2.6.1. Divorce and parent-child relationships

Relationships are one of the main elements that could have an intense impact on individual well-being, satisfaction of life and happiness (Darlington, 2001:28; van Velden, 2005:39). Bianchi *et al.* (2005:248) state that healthy parent-child relationships are important since it helps to shape the development of stress-responsive biological regulatory systems, regulation of emotional processes, the ability to socialise and healthy behaviours during childhood and adolescence. These findings correlate with the findings of Booth and Amato (1994:21) who found that the relationship at early adulthood will determine the child's relationships throughout his/her life. Children that have a good relationship with their parents seem to display happiness, are less likely to participate in activities of norm breaking, demonstrate better behaviour patterns, are closer to their parents, display sufficient ego functioning, receive more parental support, have more contact with parents, have reduced chances of conflict and demonstrate better communication and social skills (Booth & Amato, 1994:31; Maisel & Gable, 2009:564; Lee, 1997:77; Persson *et al.*, 2004:595; Walker & Henning, 1997:73). The opposite of the spectrum is also true: when the parent-child relationship is not good, these benefits mentioned above could easily turn into difficulties and magnify earlier levels of trauma (Amato & Sobolewski, 2001:917).

Research found that divorce is associated with lower levels of well-being and poor parent-child relationships (Ahrons, 2006:62; Amato, 2000:1282; Booth & Amato, 1994:22; Kunz, 2001:36; Leman, 2000:164; Robinson *et al.*, 2004:83; Von Wielligh, 2003:31; Weitoft *et al.*, 2003:294). Parental conflict during the divorces causes sadness, insecurities and severe stress (Leman, 2000:164; Von Wielligh, 2003:31; Weitoft *et al.*, 2003:294). Greene *et al.* (2003:100) found that parents that have difficulties in adapting to changes experience challenging relationships with their children and this interferes with the child's ability to adapt to the situation. It is important

that parents should be aware that it is never too late to improve their relationships with their children, as this will enhance their and their children's well-being (Ahrons, 2006:62; Maisel & Gable, 2009:456), which could be influenced by puberty.

Arnett (2010:48) found that it is normal for parent-child relationships to change when children reach puberty; the transformation taking place will not only change children personally but also their relationships with the people close to them especially with their parents. However, the adolescent child's ability to adjust to the transformation can be facilitated with open communication, which is developed through mutual trust and family support (Huff *et al.*, 2003:6). Arnett (2010:48) also found that the parents and the children are less comfortable with each other; conflict could increase and closeness decrease. The parent-child relationship will influence the young adolescent's choices in friends; they are prone to find friends with similar problems and tend to form social connections with these friends and will choose to participate in activities with their peers rather than family (Hilbrecht *et al.*, 2008:568; Persson *et al.*, 2004:595).

2.6.2. Single parent: mother-child and father-child relationships

Greene and colleagues (2003:108) found that parents get so caught up in their own adjustment problems that they exhibit irritability and a lack of emotional support towards their children. This is when the relationship between custodial mothers and their sons might be in danger since there is a presence of mutual coercive interactions. In contrast, the mother-daughter relationship is seen as warm, close and considerate. Greene states that custodial mothers communicate with their children openly and they are actively involved in monitoring their children's friends and activities, whereas the custodial fathers experience less stress than mothers and report less problems with discipline and control (Greene *et al.*, 2003:108). It is essential for boys to attain contact with their fathers so that they could teach them about male interests, activities, social behaviour and simply about growing up as a male, whereas girls need their fathers so that they could learn to build relationships with men (Bojuwoye & Akpan, 2009:269).

2.6.3. Children's relationships with siblings

Research found that children from divorced families have good relationships with their siblings (Arnett, 2010:179). This could be the result of the divorce which is accompanied by a decrease in parental attention, support, direction and control (Darlington, 2001:28; Kunz, 2001:36,37). This causes the children to turn to their siblings for support during this stressful time and build lasting bonds with them after the conflict subsides (Arnett, 2010:180).

2.7. ATTITUDES

Edginton *et al.* (2004:100) stated “the task of analysing human behaviour and its relationship to leisure is a complex and imposing one.” Therefore the explanation of the origin of human behaviour will assist the reader in understanding how the different aspects of one’s life, such as families, reference groups and communities could have an impact on the decisions individuals make and on the way people behave in certain situations. It is important for leisure specialists to understand what inspires individual behaviours and attitudes during leisure participation (Edginton *et al.*, 1998:96).

Attitudes are defined by Baron (2001:628) as “the lasting evaluations of various aspects of the social world that are stored in memory.” Gass and Seiter (2002:43) argued that attitudes are learned and are not something an individual is born with. Attitudes may be displayed without the individual being aware of it and are shaped during the processes of learning which will determine an individual’s behaviour towards objects or circumstances and may be influenced by other individuals and family members (Baron, 2001:628,629; Gass & Seiter, 2002:43; Knouwds, 1989:121). The task of changing attitudes and human behaviour is challenging and one major goal of leisure specialists is an attempt to enhance families’ quality of life (Baron, 2001:629; Luckner & Nadler, 1997:50; Parr *et al.*, 2005:360; Stumbo & Pegg, 2011:135). Attitudes cannot be directly observed, but are important because it guides information processing as well as the development of behaviour (Bohner & Dickel, 2011:407; Gass & Seiter, 2002:44). Figure 2.9, created by Knouwds (1989:157), will be used to explain the origin of human behaviour. However, it is important to understand the external sides of the model in order to understand the model from the inside outwards and vice versa. The external components will be explained first (emotional or affective component, cognitive and behavioural component); followed by the explanation of the internal components.

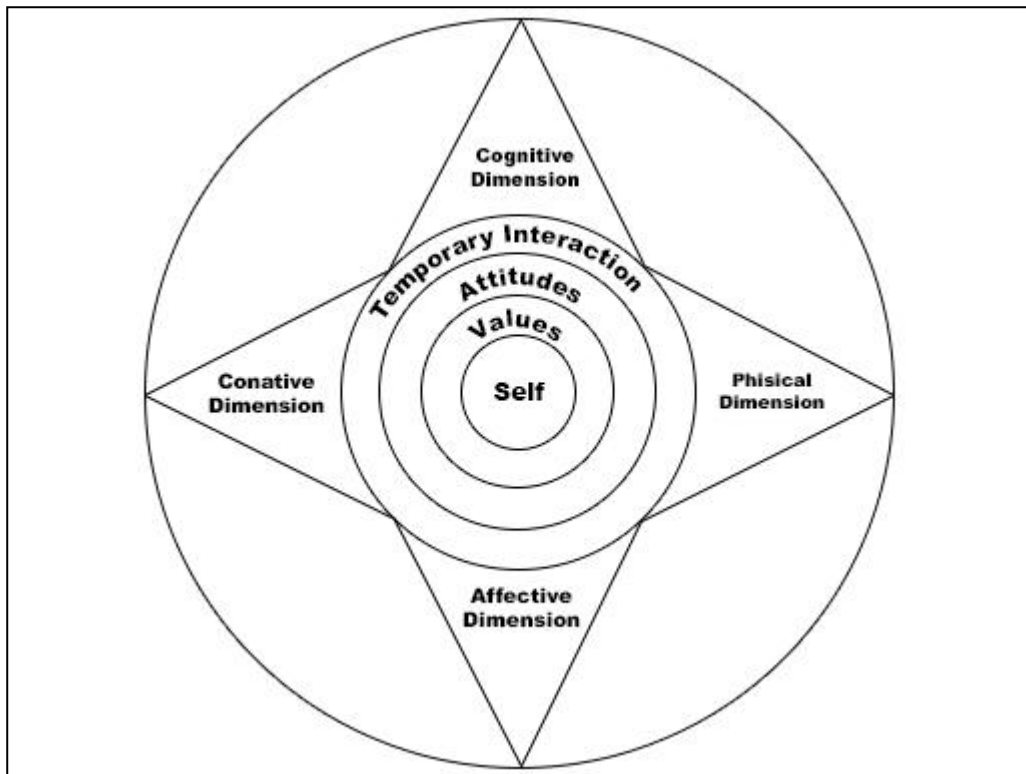


Figure 2.9: The psychology of human existence (Knouwds, 1989:157).

The cognitive dimension of the brain refers to an individual's thoughts, memories, mental images, reasoning, decision making and every aspect of individual mental health (Baron, 2001:5). This dimension changes the way people think, how they solve problems and how their memory attention changes over time (Arnett, 2010:60). The cognitive capacity conceptualises the attitude towards something, but the behaviour will be determined after consideration of the physical dimension (Knouwds, 1989:123). The physical dimension is seen as the situation the individual finds him/herself in (Knouwds, 1989:123). Baron (2001:403) sees the affective dimension as mild feelings and moods, or emotions towards a certain situation (physical dimension). Baron (2001:403) also found that an individual's mood at a specific time could influence the cognitive dimension, since feelings can influence thoughts and thoughts influence feelings. However, it is important to note that emotions overpower the cognitive dimension when developing an attitude towards something, and that humans have the tendency to behave in a certain way towards a situation which is seen as the conative dimension (Gass & Seiter, 2002:43; Knouwds, 1989:123).

When studying Figure 2.9, one sees "self" in the centre. When individuals are confronted with a situation they tend to evaluate the impact thereof on themselves and this evaluation will determine their attitude, for example when the situation threatens the individual the attitude will be negative and if the situation compliments the individual the attitude will be positive (Knouwds, 1989:124). This evaluation will consequently determine their behaviour (temporary

interaction), but self-esteem will influence the way people respond to each other and will consequently have an impact on relationships and behaviour (Lamanna & Riedmann, 2009:111). In an attempt to explain the components of self-esteem, Zastrow and Kirst-Ashman (2010:131) found that individual self-esteem is developed by two main factors: the first refers to the level of competency an individual perceives himself/herself to be and the second includes the amount of support an individual receives from the people around him/her, such as family.

It is important to note that the interaction between the dimensions (cognitive, physical, affective and conative) and the person him/herself occurs simultaneously, and collectively this will lead to behavioural changes. However, behavioural changes will only take place when an individual changes his/her values, which consequently changes the person him/herself (Knouwds, 1989:138). Values will determine the way a person directs his/her energy and resources. In other words; it will assist in predicting, explaining and modifying one's behaviour (Edginton *et al.*, 1998:126; Gass & Seiter, 2002:43).

2.8. CONCLUSION

In order to understand the important role leisure can play in changing divorced single parents and their children's relationships and attitudes, a complete literature review needed to be undertaken. This review provides the reader with the necessary literature to understand the concept of *leisure* and the value it could add to the quality of life and overall well-being of divorced single-parent families and their children.

This chapter consisted of a thorough explanation of the theoretical frame and reference this study was based on, which provides reasons for leisure specialists to focus on single-parent families strengths rather than weaknesses. This is followed by the description of leisure and recreation with the benefits thereof for families that participate in core- as well as balance type of leisure activities. It was also essential to gather relevant information regarding divorce and parent-child relationships in order to identify the problems they encounter.

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CHAPTER 3: THE ROLE OF A LEISURE-BASED PROGRAMME IN THE RELATIONSHIP OF DIVORCED SINGLE PARENTS AND THEIR CHILDREN: A LITERATURE REVIEW

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The role of a leisure-based programme in the relationship of divorced single parents and their children: A literature review

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Abstract

Divorce is one of the major causes of single-parent households. Among the understandable difficulties families face as a result of divorce, other difficulties such as the lack of time for family bonding and family leisure directly affect the wellbeing of both the parents and the children. The aim of this study was to critically review available literature to evaluate the role of a leisure-based programme on the relationship between divorced single parents and their children. This study was completed by reviewing literature in the field of family leisure and relevant literature regarding the importance of the relationship between divorced single parents and their children. Books, journals, dissertations, theses and internet sources published between 1993 and 2011 were consulted, identified by means of the keywords, to give a theoretical exposition of this study. Research found that divorced single-parent families face financial difficulties and time constraints. Given that the household responsibilities are not shared and there is only one person earning an income, thus resulting in time or financial constraints to spend on leisure activities. Therefore, divorced single parents should endeavour to spend time with their children and find a balance between core and balance family leisure activities. Leisure programmes have the potential to develop relationships and improve family bonds.

Keywords: Recreation, leisure, family bonding, divorce, relationships.

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Introduction

Divorce can be seen as one of the major causes of single-parent households (Janzen & Harris, 1997). Among the obvious difficulties families face as a result of divorce, other difficulties such as the lack of time for family bonding and family leisure directly affect the wellbeing of both parents and children (Arnold, Zeljo & Doctoroff, 2008; Hornberger, Zabriskie & Freeman 2010). Shaw and Dawson (2001) found that some parents do not participate in leisure activities for enjoyment, nor are they intrinsically motivated. Parents see leisure participation as a responsibility and duty while they are feeling frustrated by doing something they do not want to. Furthermore, the aim of participation is to teach values and lead healthy lifestyles rather than spending time together as a family (Shaw & Dawson, 2001). The above-mentioned difficulties vary and the effects of these challenges on families can lead to poor family functioning and relationships (Hornberger et al., 2010).

Families form the foundation of society and the most important relationship in a family is that between the two parents; if this relationship is strong, the rest of the relationships in the family will fall into place (Fields & Casper, 2001; Hornberger et al., 2010). It is important for the parents to have a strong relationship with each other, since this is a child's first example of what a healthy relationship should be like (Leman, 2000). Therefore the relationship between parents could be seen as the foundation for the relationship between parent and child (Leman, 2000). The lack of relationships between parents and children may lead to lower levels of well-being (Booth & Amato, 1994; Amato, 2000; Leman, 2000; Kunz, 2001; Von Wielligh, 2003; Weitoft, Hjern, Haglund & Rosén, 2003; Robinson, Butler, Scanlan, Douglas & Murch, 2004; Ahrons, 2007). According to Russell and Jamieson (2008), as well as Stumbo and Peterson (2009) leisure activity programmes should be made available to families to help develop an individual's well-being, life-satisfaction and quality of life.

Zabriskie and McCormick (2001) argued that leisure is a complex term to define and can mean different things to different people. It is therefore essential to understand the meaning of the word "leisure". Leisure can be defined as that time an individual has that is free from obligations and constraints at work or home, where the individual has the freedom of choice regarding how that time will be spent, which makes the experience intrinsically motivated (Edginton, Hudson, Dieser & Edginton, 2004; Mclean, Hurd & Rogers, 2008; Fawcett, Garton & Dandy, 2009). The leisure activities families participate in could be classified as the following nine programme areas: the arts (performing arts, visual arts and new arts); literary activities; self-improvement and education; sport, games and athletics; aquatics; outdoor recreation; wellness activities; hobbies; social recreation; volunteer services; and travel and tourism (Edginton et al., 2004).

The aim of this study is to critically review available literature from 1993 to 2011 in order to evaluate the role of a leisure-based programme in the relationship of divorced single parents and their children. It was also of interest in this study to identify the programme area in recreation which could be used to develop parent-child relationships.

Methods

In order to analyze the research problem, the following data bases were used: Eric, Academic Search Premier, Internet, Google Scholar, PsychInfo, SCIENCEdirect, Social Science Index, ProQuest and SPORT Discus. Books, journals, dissertations, theses and Internet sources published between 1993 and 2011 were used to give a theoretical exposition of this study. The

following keywords were used in the searches: recreation, leisure, family bonding, divorce, relationships and programme areas.

In the following section the literature regarding the relationships between divorced single parents and their children, divorce and leisure are discussed to provide the reader with the background information necessary to interpret the findings of the different research articles.

Results and Discussion

Relationships

Zastrow and Kirst-Ashman (2010) defined relationships as “a reciprocal, dynamic, interpersonal connection characterized by patterns of emotional exchange, communication, and behavioral interaction”. Children who have a good relationship with their parents seem to display happiness, are less likely to participate in activities of norm breaking, demonstrate better behaviour patterns, are closer to their parents, display sufficient ego functioning, receive more parental support, have more contact with their parents, have reduced chances of conflict and demonstrate better communication and social skills (Booth & Amato, 1994; Lee, 1997; Walker & Henning, 1997; Persson, Kerr & Sattin, 2004; Maisel & Gable, 2009). Amato and Sobolewski (2001) found that the opposite of the spectrum is also true, when the parent-child relationship is strained, these benefits could easily turn into difficulties. These difficulties will be increased when accompanied by parental divorce; divorce does not only have the potential of disintegrating the parent-child relationship, but it is also accompanied by parental conflict which causes sadness and insecurities; this could lead to a magnification of earlier levels of divorce trauma (Leman, 2000; Amato & Sobolewski, 2001; Weitoft et al., 2003; Von Wielligh, 2003).

Divorce

Divorce is seen as an event where a married couple breaks their marriage in court (Von Wielligh, 2003) and, according to Amato (2000), divorce is becoming more common as a result of women becoming financially more stable and due to the social approval of divorce in society. One consequence of divorce is single-parent families (Janzen & Harris, 1997), which is defined as a family with a parent and a dependent child or children, where the other parent is absent, with no chances of return, and where there is no substitute (Jordaan, as stated by Snyman & Le Roux, 1993). Amato (2000) stated that single-parenthood could be associated with certain problems for both the parents and the children. However, other studies found that this may be the result of negative stereotyping and that single-parent families are just as capable as dual-parent families to adjust to certain situations (Amato, 2000; Larson, Dworkin & Gillman 2001; Angeningsih, 2005; Hornberger et al., 2010).

Children are capable of adapting to certain situations if they have a proper support system such as their parents, family members or teachers (Von Wielligh, 2003). Nevertheless, not all single-parent families are so fortunate as to adapt to their situations and a divorce (Angeningsih, 2005). Divorce is also frequently associated with financial difficulties, since the income of two parents is necessary to maintain the standard of living; divorce causes only one person to be earning an income (Leman, 2000; Anderson, 2003; Jensen & McKee, 2004; Arnold et al., 2008). Lamanna and Riedmann (2009) found that both men and women are prone to have a drop in income

following a divorce, which may create financial concerns for the entire family. The financial difficulties the divorced single parents encounter can be seen as a barrier which limits family leisure participation (Hawkins et al., 1999; Hinch, Jackson, Hudson & Walker, 2005).

Family leisure

Kelly (as stated by Hornberger et al., 2010) and Agate, Zabriskie, Agate and Poff (2009) proposed the use of the core and balance model of family leisure functioning which identifies two main types of leisure most individuals and families participate in during their life. Core leisure activities refer to the daily activities families participate in at home and on a daily basis. It is also these activities which provide families with the opportunity to build relationships in a comfortable environment. These opportunities include activities such as eating together as a family, playing games or simply sitting in the same room while watching television (Agate et al., 2009; Hornberger et al., 2010). The balance family activities refer to activities families participate in less frequently that take place away from home and change throughout their lifespan (Agate et al., 2009). Families are less likely to participate in balance type of activities on a regular basis, since these activities take place away from home and depend on inputs such as time and money (Kelly, as stated by Hornberger et al., 2010).

Zabriskie and McCormick (2001) found that families spending time together may strengthen family cohesion and adaptability. More importantly they found that leisure programmers should not only provide balance types of activities but teach families the skills needed to participate in core types of activities on a daily bases. When families participate in leisure-related activities more frequently and regularly they develop the necessary skills to manage their own leisure time in order to enhance their quality of life, this assists them in overcoming the impact of the divorce in building character (Agate et al., 2009; Stumbo & Peterson, 2009; Zastrow & Kirst-Ashman, 2010).

The main focus of this literature review was to evaluate the role of a leisure-based programme on the relationship between divorced single parents and their children. Furthermore, the researcher also endeavoured to identify the programme areas which could be used to develop parent-child relationships. Forty articles were identified, which focused on the role of family leisure and the role it could play to enhance family functioning and satisfaction with family life. The researcher found that the main method of data collection used in the bulk of studies was questionnaires and online surveys (for example: Agate, Zabriskie & Eggett, 2007; Smith, Freeman & Zabriskie, 2009; Hornberger et al., 2010 and Poff, Zabriskie & Townsend, 2010). These studies found that families associate leisure programmes with positive outcomes such as family bonding. Interestingly only five studies reported the effects of families participating in actual leisure intervention programmes, and this will be presented in the Table 1 (Kugath, 2007; Shaw & Dawson, 2001; Huff, Widmer & McCoy, 2003; Wells, Widmer & McCoy, 2004; Sullivan, Ward & Deutsch, 2010).

Table 1: Description of previous leisure studies

Authors, date and title of publication	Number, of families and ages	Type of activities, programme area and findings:	Duration of programme
Kugath (1997) The effects of family participation in a outdoor adventure program.	24 families	• Initiative games, rock-climbing and white river rafting • Outdoor recreation • Improved family cohesiveness and closeness	8 hours

Shaw & Dawson (2001) Purposive leisure: examining parental discourses on family activities	31 Families	Unstructured programme: Home based games, hobbies, media activities, organized sport, informal outdoor activities and trips	7 Days
Huff, Widmer & McCoy (2003) The influence of challenging outdoor recreation on parent-adolescent communication	23 Families	This study included the use of 3 programmes: 1. Survival trek: Hiking and camping with minimal food and equipment 2. Handcart trek: Pulled food and gear over 16 miles 3. Family camp: Stayed comfortable and participated in water relays, canoeing, challenge initiative games, orienteering, sunrise hikes, and astronomy • Outdoor Recreation • Working together, improved communication, trust and support, affection and kindness, reduction in family conflict, new perceptions and family cohesion	4 Days 3 Nights
Wells, Widmer & McCoy (2004) Grubs and grasshoppers: challenge-based recreation and the collective efficacy of families with at-risk youth.	23	This study included the use of 3 programmes: 1. Survival trek: Strenuous hiking, shelter building, and primitive camping and cooking 2. Handcart trek: Pulling handcarts, cooking in Dutch ovens, and camping in the outdoors 3. Family camp: Family slept in cabanas on wooden bunks. Families participated in challenge- initiative games, leather work, astronomy, arrowhead chipping, canoe races, and orienteering. • Outdoor recreation • Strengthen relationships, conflict resolution, feelings of accomplishments	4 Days
Sullivan, Ward & Deutsch (2010) Overcoming barriers family camp: a program for high-conflict divorced families where a child1 is resisting contact with a parent		• Yoga, hikes to the creek, outdoor and indoor games, arts and crafts, and typical family camp offerings (campfire, sing-along, music, a talent show). • Outdoor recreation • Overcoming obstacles, reconnect children to their parents, effective problem solving and communication, and improved family dynamics	5 Days 4 Nights

Four of the articles concluded that outdoor recreation programmes could have a positive effect on families. Kugath (1997) studied the effects of families participating in an outdoor recreation programme. 24 Families participated in outdoor activities such as initiative games, rock-climbing and white river rafting. The results of this study showed the link between leisure participation and family cohesiveness.

Outdoor recreation programmes may also be used as an instrument to enhance communication between parents and adolescents. Huff et al. (2003) examined the effect of outdoor activities on 23 families and found positive outcomes such as working together, improved communication, trust and support, affection and kindness, reduction in family conflict, new perceptions and family cohesion.

A challenge-based outdoor recreation programme completed by Wells et al. (2004) had 23 families participating in a three-phased wilderness programme. Activities ranged from strenuous hiking to cooking, camping and canoe races. These results indicated that wilderness programmes could be used to strengthen relationships, resolve conflict and provide families with feelings of accomplishment which could be transferred to other parts of everyday family life.

Sullivan et al. (2010) published an article in which they described the components of the, “Overcoming barriers family camp” which is used to treat separating and divorced families over a period of 5 days. Families would participate in activities such as hikes to the creek, outdoor and indoor games, arts and crafts, and typical family camp offerings. These activities are designed to help families to overcome obstacles, reconnect children to their parents, enhance effective problem solving and improve family dynamics.

The last study of Shaw and Dawson (2001) did not find positive correlations between family bonding and leisure activities. This may be attributed to the fact that different programme areas were used in the study rather than focusing on only one area as the researchers of the other four articles did (Kugath, 2007; Huff et al., 2003; Wells et al., 2004; Sullivan et al., 2010). This may also be explained in the light of families participating in core leisure activities without the necessary skills which could be taught by means of participation in structured balance leisure activities.

Conclusion and recommendations

The literature review and analysis supports the following: First that leisure programmes have the potential to develop parent-child relationships and various other beneficial outcomes. Second, outdoor recreation programmes have been used in the past and have proven to be successful when structured according to the needs of the families. Third; even though leisure includes a wide variety of activities and programme areas, this study concluded that not all programme areas could be used when working with families, since some may not suit their needs. Certain shortcomings/limitations were, however, identified during the literature review. Studies included made use of different family structures and were not limited to divorced single-parent families. It should also be noted that this study was undertaken in the field of leisure and did not include literature of other disciplines such as social work and psychology. It is therefore recommended that studies be undertaken which include divorced single-parent families and the use of other programme areas in interventions to determine the values of the areas to healthy family relationships.

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CHAPTER 4: CHANGING DIVORCED SINGLE PARENTS AND CHILDREN'S ATTITUDES AND RELATIONSHIPS THROUGH LEISURE PARTICIPATION

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This article will be submitted for consideration in the "*World Leisure Journal*". The article was written in accordance with the specific guidelines of the journal. The guidelines for authors are included as Appendix D.

CHANGING DIVORCED SINGLE PARENTS AND CHILDREN'S ATTITUDES AND RELATIONSHIPS THROUGH LEISURE PARTICIPATION

CINDY GRESSE, CHARLÉ DU P MEYER & CORNELIA, M SCHRECK

ABSTRACT

The enhancement of family health, functioning and strength are major outcomes during the development of family leisure programmes. The purpose of this study was to explore the role of a leisure intervention programme on the relationships and attitudes of divorced single parents and their children, in a South African population. To address the research question, two divorced-single parent families; both headed by a single-mother, participated in a four-day intervention programme with their adolescent children between the ages of twelve and fifteen years. Data gathered consisted of participant observation, field notes and semi-structured one-on-one interviews which were transcribed and qualitatively analysed through content analysis. The ground that emerged was divided into two main themes *attitudes* and *relationships*, each with their own set of categories: *attitudes*; consisting of self-esteem, self-empowerment and motivation and *relationships* consisting of communication, problem solving, respect and trust. This paper concluded that a leisure intervention programme could play a positive role in improving attitudes and relationships between divorced single parents and their children. Results revealed new insight for professionals in the leisure industry as well as other disciplines such as psychology and social work.

Keywords: Leisure, relationship, attitude, divorce, single parenting and children

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PROBLEM STATEMENT

The enhancement of family health, functioning and strength are major outcomes of family leisure programmes (Hornig, 2005). These programmes are developed for different family structures which include divorced families. The raising divorce rates around the world have resulted in numerous changes in family life. In 2010, 22 936 divorces were reported in South Africa, which included 20 383 children (Lehohla, 2010). Divorce is one of the major causes of single-parent families and could be one of the most stressful events an individual, child or adult may experience during their lifetime (Janzen & Harris, 1997). Single-parent families are seen as families in which there is a parent and a dependent child or children, the other parent is absent, there is no substitute and no chances that the absent parent will return (Jordaan; as stated by Snyman & Le Roux, 1993). Research found that divorce is associated with lower levels of well-being and poor parent-child relationships (Ahrons, 2007; Amato, 2000; Booth & Amato, 1994; Kunz, 2001; Leman, 2000; Robinson et al., 2004; Von Wielligh, 2003; Weitoft., 2003).

It is not unusual for parents to have poor relationships with each other following a divorce (Kail & Cavanaugh, 2007). This causes difficulties for the children to create a representation of what a healthy relationship should look like, since the relationship between the parents is seen as the foundation for the relationship between parents and children (Leman, 2000). Other than relationships, individual attitudes are also affected by divorce but are not as easily to observe (Gass & Seiter, 2002). When a situation threatens the parent or the child their attitude will be negative and if the situation compliments the parent or the child their attitude will be positive (Knouwds, 1989). Factors making matters worse include one parent being forced to head a household alone, which may cause difficulties in bridging the day to day absence of the other parent as well as financial difficulties (Anderson, 2003). Finances may be a problem as a result of the divorce and one parent earning an income which two parents had set for their children's standard of living (Anderson, 2003; Arnold et al., 2008; Jensen & McKee, 2004; Leman, 2000). Divorced single parents may not be able to participate in leisure activities, due to time and financial constraints, since leisure participation takes place during one's free time and is often dependable on financial inputs.

The family's standard of living, quality of life, wellness and satisfaction with family life may be improved through participation in shared family leisure activities (Stumbo & Peterson, 2009; Russell & Jamieson, 2008; Orthner, 1998). Several researchers examined the impact of family leisure and the effect thereof on family functioning and satisfaction with family life (Agate et al., 2007; Hornberger et al., 2010; Poff et al., 2010, Smith et al., 2009). However, these studies

seem to be lacking reference to the use of families participating in actual leisure intervention programmes. The limited number of studies which included leisure intervention programmes concluded that these programmes had a positive outcome on family attitudes and relationships. Even so, these outcomes were a by-product of the intervention programmes and were not the main aim of these studies and the population differed and did not include only divorced single parents and their children. Therefore, the purpose of this study was to qualitatively explore the role of a leisure intervention programme in the relationships and attitudes of divorced single parents and their children. Completion of this study may contribute to the quality of life for the single parents and their children – it may shed light on methods that could be used to enhance parent-child relationships and encourage the treatment of families in collaboration with other disciplines.

LITERATURE REVIEW

Attitudes and relationships

It is essential for the leisure specialist to understand the underlying concepts of attitudes and relationships; therefore a brief explanation is needed. Attitudes are seen by Baron (2001) as “the lasting evaluations of various aspects of the social world that are stored in memory.” Attitudes may be influenced by family members, every aspect of individual mental health, the current situation and the emotions thereof (Baron, 2001; Gass & Seiter, 2002; Knouwds, 1989). Positive emotions will occur when the situation the individual finds him/herself in does not threaten the individual, because individuals tend to evaluate the impact of a situation on themselves. However, these evaluations will determine their attitude and consequently their behaviour (Knouwds, 1989) but, self-esteem will influence the way people respond to each other (Lamanna & Riedmann, 2009) and it is developed through perceived competency (self-empowerment) and support (Zastrow & Kirst-Ashman, 2010). Therefore it can be concluded that individual attitudes are formed during a situation in which the individual does not feel threatened and can be influenced to be positive on condition that the individual feels competent to do so and has the support from other family members, impacting behaviour and relationships (Lamanna & Riedmann, 2009).

Relationships are defined as “a reciprocal, dynamic, interpersonal connection characterised by patterns of emotional exchange, communication, and behavioural interaction” (Zastrow & Kirst-Ashman, 2010). “Healthy relationships” are difficult to define, but it is not as difficult to identify the elements contributing to healthy families and relationships. One of these contributing elements is communication within the family (Mactavish & Schleien, 1998), which

leads to the enhancement of family functioning through improved cohesion and flexibility (Smith et al., 2009). It would seem that communication plays a vital role in the development of relationships, as communication leads to the development of trust (Dalsgaard et al., 2006; Kerr et al., 1999), it is a solution to conflicts and is the keystone for problem solving (Zastrow & Kirst-Ashman, 2010). Another important relationship value is respect, which (Frei & Shaver, 2002) does not only contribute to effective communication but also to elements of attitudes (self-esteem and self-empowerment).

Theoretical framework:

Strength based approach: The multi-disciplinary strengths-based approach focuses on individual positive qualities in an attempt to assist people in reaching their individual ambitions and desires (Zastrow & Kirst-Ashman, 2010). It focuses on developing trusting working relationship, allowing people to manage their own well-being, building collaboration instead of specialist domination, improving people's personal sources of motivation and maintaining positive change through learning, growth, and capacity-building (Anderson & Heyne, 2012). The participating individual identifies his/her own aspirations, assisting the leisure specialist in planning the intervention (Anderson & Heyne, 2012). The intervention focuses on strengths which could lead to a change, and the weaknesses or problems are dealt with in such a manner that they do not get in the way of the goals.

Ecological perspective: Inherent part of the strengths approach:

People do not live in separation from his/her genetic and biological environment (van Velden, 2005); therefore it is important to understand internal and external factors influencing families (Knox & Schacht, 2008, Monama, 2007; Zabriskie & McCormick, 2003). The bioecological theory created by Bronfenbrenner in 1979 explains the functioning of individuals and individual family systems in their environments (Anderson & Heyne, 2012; Becvar & Becvar, 2009; Knox & Schacht, 2008; Lamanna & Riedmann, 2009; Strong et al., 2011). However, not only are people influenced by their environments, but also policies, cultures and norms (Anderson & Heyne, 2012; Sheridan & Burt, 2009). Monama (2007) suggests that these factors are equally shaping systems which change and adapt with each other over time. It is therefore important for leisure specialists to consider a family's capabilities and coping styles in relation to their individual needs and to the larger social systems the family is surrounded by (Walsh, 2003). Furthermore, it is also important for leisure specialists to see the families as part of this system and to realise that they have other systems influencing them.

RESEARCH METHOD

Research design and strategy

A qualitative research design of an ethnographic case study was utilised in this study to understand and describe the role of a leisure-based programme on the relationships and attitudes between divorced single parents and their children. An ethnographic study involves the researcher who studies an entire group (Leedy & Ormrod, 2010) and includes a process of getting to know the group of people and their way of life (Henning, 2004). Critical ethnography seeks to enquire about the influence this group of people have on each other (Henning, 2004). An ethnographic design utilises numerous data collection methods such as interviews, field notes and participant observation to give in-depth, rich descriptions of the participants' experiences (Fouché & Schurink, 2011).

Participants and context

Purposive sampling procedures were used and participants were selected by means of a snowball sample (Strydom, 2005). The inclusion criteria required families to stay in Potchefstroom, to be divorced for more than four years and the children needed to be between the ages of twelve and fifteen years. The single parent had to have full parental responsibilities and rights (Children's Act 38 of 2005:25). The participants included two divorced single-parent families; both families were Caucasian, headed by a single mother and participated with their adolescent children between the ages of twelve and fifteen years. Data saturation depends on the research topic and the outcomes the researcher intends to accomplish by it and could be reached with as little as four participants (Romney et al., 1986). Data saturation occurred after the fourth interview. Table 1 provides the families' profiles.

Table 1: Participant profiles

Family 1	Age
Mother	40-45
1 st Son	16
2 nd Son	14
Years divorced	9

Family 2	Age
Mother	45-50
Daughter	15
Years divorced	4

Data collection

Semi-structured one-on-one interviewing is the most popular qualitative research method in the field of leisure, recreation and tourism (Ruddell, 2011). Interviews, observations and field notes were recorded and transcribed and then coded according to themes (Patton, 1990; Stahler &

Cohen, 2000). This format was used to gain a thorough understanding of a participant's beliefs or perceptions of the experience (Greeff, 2005; Marvasti, 2004) and to learn about the experiences from the participant's point of view (Marvasti, 2004). It also provided both parties with flexibility, allowed questions to be added when necessary and supplied the researcher with topics he/she had not thought of previously (Greeff, 2005; Pitney & Parker, 2009). An interview schedule (see appendix F) was used to determine a set of open-ended questions posed during the interview (Greeff, 2005). The interview schedule was created according to Greenaway's (1992) process of reviewing leisure experiences, using facts, feelings, findings and future as the main categories of questions.

Research procedures

Approval to conduct this research was obtained from the Ethics Committee of the North-West University prior to starting with the research project (NWU-00125-11S1). During the first meeting with the families the researcher explained the purpose of the study and allowed the families a two-week period to confirm participation in the study. Thereafter the participants were contacted for a follow-up meeting to explain the procedures of the research. During that contact session the participants were required to complete an informed consent form (see appendix E), agreeing to take part in this study on a volunteer basis, without any compensation and all were free to withdraw at any time without consequences. The parents bore witness to their children signing as they were under the age of eighteen. The family members were asked to complete the Leisure Interest Measure (LIM) (Ragheb & Beard, 1992) questionnaire individually so that they had no external influences from other family members.

The LIM was used to measure the participants' leisure interest, which provided the researcher with the necessary information regarding their current leisure profiles and preferences. The questionnaire provided the researcher with the participant's leisure interests in the following eight leisure activities: 1. physical, 2. outdoor, 3. mechanical, 4. artistic, 5. service, 6. social, 7. cultural, and 8. reading. The findings of the questionnaire indicated a high preference in outdoor and physical activities for all participants and were used to develop the intervention programme accordingly. The alpha internal consistency reliability coefficient for the set of 29 items was .87 (Ragheb & Beard, 1992).

Available literature facilitated the development of the intervention programme and the outcomes thereof. De Vos and Strydom (2011) describe interventions as an instrument to enhance or to maintain an individuals' or families' well-being, it may also be implemented to evaluate the

impact of the intervention on a specific problem or situation. The intervention programme was aimed at evaluating the role of a leisure programme on divorced single parents' relationships and attitudes. The intervention was planned according to participant profile, compiled in accordance with the results of the LIM questionnaire and was based on clients' needs (Stumbo & Peterson, 2009). The Therapeutic Recreation Ability Model (TRAM) (Stumbo & Peterson, 2009) was used to write the intervention after completion and analysis of the questionnaires. This model has been used previously and has proven to be successful (Louw, 2008; Tesnear, 2004; Verster, 2004). Families took part in a four-day intervention programme and participated in a high-ropes course (day one), equine-assisted therapy (day two), mountain-biking treasure hunt (day three), hiking, abseiling and rock-climbing (day four), with an additional day at the start which was used for mountain bike training. All activities were facilitated intensively after each day. The programme was presented by a fellow outdoor leader with the intention that the researcher could observe and make field notes.

Semi-structured one-on-one interviews which were recorded were held two weeks after the intervention so that families could have the time to apply their new skills in their daily activities. The researcher explained the purpose as well as the duration of the interview beforehand and the participant had the right to stop the interview at any time. The site of the interviews varied, as they were chosen by the participants to be convenient to their location and schedules.

Data analysis

The recorded interviews were transcribed by the researcher and processed through content analysis. Silverman (2006) and Veal (2011) argue that this method of investigation is an accepted way of examining textual documents such as recorded and transcribed conversations (Long, 2007). Long (2007) also refers to this method as one that can be used to study social change. Content analysis is seen as the analysis and interpretation of the content (Veal, 2011) and follows the process of establishing categories (Silverman, 2006). The researcher worked through the transcribed interviews, field notes and observations to obtain an overall description of the content. This is also known as open coding (Henning, 2004). Once all codes were specified they were ready to be grouped, and categories were identified. The researcher then held a meeting with a fellow qualitative researcher to co-code the transcripts and to decide on an analysis plan. The content was analysed and two main themes, each with its own set of categories were recognised. After both the researcher and the co-coder had completed the coding process, the researcher held a second meeting with the co-coder to discuss the findings.

Trustworthiness

Presenting research of poor quality was avoided by following an audible analytical process in a systematic manner (Thorne, 2000). In order to ensure the trustworthiness of the research project, the following four constructs were addressed: credibility, transferability, dependability and conformability, and will be explained in Table 2 (De Vos, 2005; Pitney & Parker, 2009).

Table 2: Measures taken to ensure trustworthiness

Standard/ Strategy	References:	Application
Truth/ value Credibility:	De Vos, 2005; Klopper and Knobloch, 2010; Silverman, 2006.	• Data triangulation of multiple data sources such as interviews, field notes and participant observations. • Referential adequacy: Referring back to the literature and previous research findings.
Applicability/ Transferability	Klopper and Knobloch, 2010	• Thick description: researcher provided a thick description of research context and processes. • Purposive sampling: sampling method maximised the value of data collected
Consistency/ Dependability	Klopper and Knobloch, 2010; Pitney and Parker, 2009.	• Inquiry audit: External reviewer co-coded the raw data. • Contextual study: the aim is not to generalise the findings • The interview schedule ensured that the same questions were asked to all participants.
Neutrality/ Confirmability:	Klopper and Knobloch, 2010; Silverman, 2006; De Vos, 2005.	• Data triangulation of multiple data sources such as interviews, field notes and participant observations.

RESULTS AND DISCUSSION

The available literature regarding the development of relationships and attitudes was used to code the data collected from the interviews. The process resulted in the densification of two main themes, each with its own set of categories as presented by Figure 1. The letters **(A-E)** will represent the different participants in the following discussion. Supporting quotes, observations made, discussion and connection to existing literature is provided in the next section.

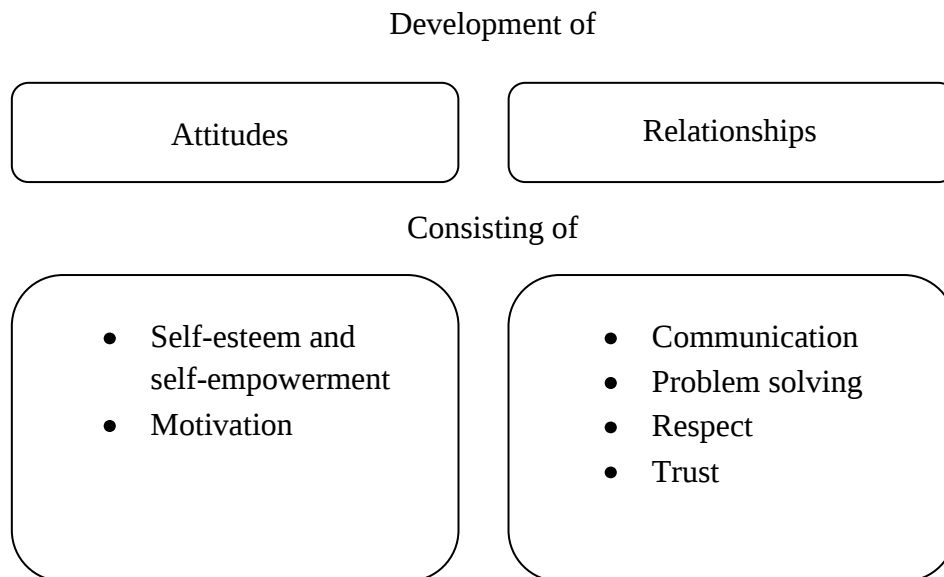


Figure 1: Discussion of themes

Theme #1: Attitudes:

The literature identified two important aspects of *attitudes (self-esteem and self-empowerment as well as motivation)* which need to change before an individual's overall attitude can change. The following sub-themes were discussed during the interviews.

Self-esteem and self-empowerment: The development of good relationships is dependent on the way participants see themselves (Strong et al., 2011). It was therefore an important part of the intervention programme to assist participants in improving their self-esteem, given that self-esteem relates to the psychological adjustment of individuals (Jasinskaja-Lahti & Liebkind, 2001). On the first day of the programme, families participated in a 5-metre superficial abseil exercise and all members were anxious to climb on the structure as they “*were afraid of heights*” **(B)**, but they completed the exercise and “*overcame their fear...*” **(D)**. During the hike on day four, families were required to do a 25-metre abseil down a cliff face and participants weren't as anxious to go down as they were on the 5-metre. This experience drew the following to their attention “*I decide what I can and cannot do and it all depends on me*” **(D)**.

The increase of self-esteem was evident when the following comments were made about the abseiling experience: participant **B** mentioned “*I felt a little bit more self-confident and got the feeling of..., you can do it*”. This statement falls in line with the findings of (Behnke et al., 2011) who found that participants with a high self-esteem perceive challenging life events as manageable, which in turn decreases the possibility of depression.

Another facet contributing to self-esteem was the kind words the family members had to say to each other during one of the facilitation sessions when individual family members had to give each other a gift and elaborate on their strengths. Specifically, participants talked about the meanings of the gifts they received and were asked how it made them feel during the interviews. They explained the feelings when receiving the gifts as “*it shows me that my child sees the things I do*” (E), “*it made me feel special*” (C), “*happy and emotional*” (A).

Motivation: Motivation does not only refer to the level of motivation a parent or child receives from the other party, but also to the support each one receives. Support is a major factor contributing to individual self-esteem (Jasinskaja-Lahti & Liebkind, 2001; Zastrow & Kirst-Ashman, 2010). As mentioned previously, participants feared heights and required some support and motivation from their families throughout the high-ropes course as well as the abseiling activities. Participants described the high-ropes course as physically demanding and believed that “*motivation was needed to walk on the cables*” (A). While one member was participating in the activities, the other member/s gave their full attention and talked to them all the way through the activity, supporting and motivating them to carry on.

Motivation during the abseiling was also important and the participants felt that “*there was someone there for me*” (C) and “*I heard that they were there the whole time and they supported me, that gave me the courage to go on*” (D) and “*it meant a lot to me when I heard the voices saying come on ...*” (B). Based on the positive feedback of the current study, it appears that families expressed support by looking after each other during the activities, findings similar to those of the study of Huff et al. (2003). These findings are supportive of several other research studies which found that motivation and support can be improved through participation in leisure activities (Fawcette et al., 2009; Huff et al., 2003; Voruganti et al., 2006).

In view of the current research findings (self-esteem and self-empowerment as well as motivation) it could be concluded that attitudes were indeed influenced by the leisure-based programme. This was established when families confirmed the value of the programme in developing attitudes “*I definitely realised a change in attitudes, especially the attitude towards me*” (B) and “*yes*” attitudes changed (C) “*I have I understand them better now*” (D). Furthermore, indicating that leisure could have a positive effect on family attitudes.

Theme #2: Relationships:

The literature identified several important aspects of *relationships* which have an influence on the relationship itself. The following sub-themes were discussed during the interviews: communication, problem solving, trust and respect.

Communication: Effective communication is seen as a characteristic of good relationships and forms a vital part of the process of relationship building (Caldwell, 2005; Huff et al., 2003; Zastrow & Kirst-Ashman, 2010). According to Shaw and Dawson (2001), families participate in leisure activities to help children establish everything important in life, such as good communication skills. Communication was an essential outcome when developing the intervention programme and participants realised the importance of communication during the experience and described communication skills as “*important*” (C) to “*listen and to say*” (E) what you mean and “*to look at each other*” (E) while doing so. The communication skills needed during the intervention programme assisted the families with their everyday communication and participants “*learned to listen and try to see things from their point of view*” (D). These findings are similar to the research findings of Bandoroff and Scherer (1994) who found that leisure participation contributes to the development of good communication skills within a family.

One participant highlighted the improvement of their communication during daily activities, specifically at dinner time “*we talk more around the table and laugh more*” (A). The opportunity families received to spend quality time together indicated that the time families spend together on a daily basis is not enough, it is when you “*spend the whole day in their company that you learn to know them as a person and not when you organise them*” (E). This statement reinforced the notion that communication was improved during the programme – findings which are in line with other research studies (Huff et al., 2003; Kugath, 1997)

Problem solving: Priest and Gass (2005) state that to solve problems is to find answers to simple and difficult questions and relates to decision making. Single-parent families, like all families, are frequently faced with decisions that need to be made and problems that need to be solved. Therefore the aim of problem solving during the intervention was to teach divorced single parents and their children the necessary skills and to provide them with the “tools” to solve their daily problems (Agate et al., 2009). The results of the current study are consistent with those of Sullivan et al. (2010) who revealed that families brainstormed possible solutions to the problems and looked at the positive and negative consequences of each option. When asked, during the

intervention, how the families solved the problems, participants answered “*to listen and to plan better and yes... to test everyone’s plans to see which one worked*” (**D**) “*we got impatient, but at the end it was teamwork*” (**A**) that led to problem solving through “*communication*” (**C**) and making decisions together. Hence the conclusion can be made that problem-solving skills were improved during the intervention programme. Research has indicated that working together and solving problems can lead to building trust, within the individual and in others (Huff et al., 2003). In the current study this was confirmed when participant **D** made the following statement “*I think I have more trust in my family and in myself*”.

Trust: To trust is to rely on the integrity, strength and adaptability of someone and is important for children because it is a source for exploration and independence later in life (Poole et al., 2007). Trust between parents and children are seen as an important part of relationships (Dalsgaard et al., 2006). Improving trust was part of the intervention as a means to improve relationships. Participants were required to belay each other down a rock-face and they described their day in the mountains as the highlight of the programme. When asked about this activity and what they could learn from it; they replied “*our lives was literary in their hands*” (**B**) and “*it was a huge responsibility*” (**E**). “*Unconditional trust*” (**B**) existed and “*there was no doubt in my mind that they have me*” (**B**). Participant learned that “*you can rely on your family; they are your anchor in life*” (**B**). High levels of trust and support in the current study were also found in the study of Huff et al. (2003) when children and adults mentioned the positive change in their trust and the role it played in the improvement of their communication skills. Seemingly, the programme made a difference in trust when all participants mentioned that the main lesson they had learned during this trust exercise was that they can trust in their parents and children, no matter what.

Respect: Children respecting parents and parents respecting children are important principles on which to build strong relationships since it denotes the willingness to show consideration or appreciation (The free online dictionary, 2013). Attention was given to respect through the use of a metaphor during the hike in the mountains; participants were educated about the natural environment and our responsibility to protect and conserve it. Using the outdoors for experiences enhances respect and care for the natural environment and consequently the people around us (Mitchell & McCall, 2007). The true meaning of the metaphor was revealed during the facilitation session that followed after the hike. Parents and children understood the meaning and importance of respect in their relationship. Participants experienced a change and gained respect for their family; the reactions were “*I have learned how they think*” (**A**) and “*they are*

able to do more than I thought” (D) which contributed to the development of respect (B). Minimal evidence of respect previously being examined in the realm of leisure or recreation was found. Schreck et al. (2010) found similar problems with regard to their study. However, respect emerged as a benefit of leisure participation in their study. Participants in the current study mentioned that respect was enhanced through the participation in the leisure-based programme, the reaction to the question as to whether it was enhanced was “*yes, I experience it so*” (E).

When families were asked whether the programme played a role in changing their family relationships the answer was “yes” for all participants. These results of the study and the explanations given by the families can lead to the perception that relationships can be improved through participation in a leisure-based programme.

CONCLUSIONS AND RECOMMENDATIONS

The change in family structures and growing divorce rates in South Africa should encourage leisure specialist to focus more energy on family orientated leisure programmes. Enhancing the attitudes and relationships between divorced single parents and their children can improve the quality of life for these individuals. The data collected suggested that a leisure-based programme can successfully be implemented to play a positive role in the relationships and attitudes of divorced single parents and their children. In conclusion, leisure has a positive effect on outcomes such as self-esteem and self-empowerment, motivation, communication, problem solving, respect and trust. Leisure professionals will be able to improve family attitudes and relationships when combining these outcomes.

This study included perspectives both from the parents and the children to provide a comprehensive image regarding the role of this intervention programme. Although this study only included divorced single-parent families headed by mothers, further research could establish the value of leisure-based programmes to families headed by single mothers and single fathers. It is also recommended that additional research be completed regarding the influence of other types of programme areas to establish whether other programmes such as the arts and aquatics can improve attitudes and relationships. This study does not only contribute to the body of knowledge in leisure and recreation but also to other disciplines such as social work.

Tucker and Norton (2012) studied the level of formal education and training of clinical social workers currently using or had used adventure activities as a form of therapy. Their study found

that few clinical social workers have the formal education and training to present this type of therapy to patients, although they embrace the value thereof. In view of the findings of the current study, it is recommended that leisure specialists work in collaboration with other disciplines such as social work and psychology to provide patients and participants with the finest quality of services.

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5. SUMMARY, CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

5.1. SUMMARY

5.2. CONCLUSION

5.3. RECOMMENDATIONS, LIMITATIONS AND IMPLICATIONS

5.4. REFERENCES

5.1. SUMMARY

Divorce can be seen as one of the major causes of single-parent households (Janzen & Harris, 1997:134). Among the obvious difficulties families face as a result of divorce, other difficulties such as lack of time for family bonding and family leisure directly affect the well-being of the entire single-parent family (Arnold *et al.*, 2008:84; Hornberger *et al.*, 2010:158). Families form the foundation of society and the most important relationship in a family is that between the parents. If this relationship is strong, the rest of the relationships in the family will fall into place (Fields & Casper, 2001; Hornberger *et al.*, 2010:143). It is important for the parents to have a strong relationship with each other, since this is a child's first example of what a healthy relationship should be like. Therefore the relationship between parents could be seen as the base for the relationship between parent and child (Leman, 2000:164). Shaw and Dawson (2001:228) conclude that some parents do not participate in leisure activities for enjoyment, nor is it intrinsically motivated; parents see it as a responsibility and duty while they are feeling frustrated by doing something they wish not to.

The purpose of this study was two-fold: firstly, it was to review the literature to determine whether it supported the utilisation of a leisure-based programme to strengthen the relationship between divorced single parents and their children. Secondly, it was to explore and describe the role of a leisure-based programme in developing attitudes and in strengthening of relationships between single parents and their children. Chapter 1 provided the reader with a brief outline of the problem statement that served as the basis for the research question and the hypotheses of the study.

The review of the relevant literature in Chapter 2 discussed the core concepts of leisure, attitudes and relationships in order to conceptualise the link between these concepts. This chapter provided the reader with the necessary knowledge to understand the importance of leisure and the value it can add to a family's daily life. It consisted of a theoretical framework of the ecological and strength perspectives the study was based on; important impressions

regarding leisure, recreation and families; and the impact of divorce on family members and parent-child relationships. The literature facilitated the development of the four-day intervention programme which was based on the ecological and strength perspectives, focussing on the improvement of the family's strengths rather than their weakness.

This dissertation was submitted in article format, as approved by the Senate of the North-West University; hence two articles (Chapters 3 and 4) were included.

5.2. CONCLUSION

Divorced single-parent families are often limited by time and financial resources to participate in leisure activities (Hawkins, 1999:180,189; Hinch *et al.*, 2005:151). Therefore Edginton *et al.* (2004:516) encourage leisure specialists to take the opportunity to work with families and to provide them with positive family orientated leisure programmes and experiences. Although families have the resources to participate in core family leisure activities, such as watching television and eating together as a family, it may not be sufficient, since the participation in balance type of leisure activities are of equal importance (Hornberger *et al.*, 2010:146). Purposeful leisure programmes should not only provide balance types of activities but teach families the skills, such as time management and problem solving, needed to participate in core types of activities on a daily basis. It is important for families to learn the skills needed to manage their own leisure time in order to enhance their quality of life (Agate *et al.*, 2009:218).

Available literature facilitated the development of the intervention programme and the outcomes thereof. The intervention was planned according to participant profile, compiled in accordance with the results of the LIM questionnaire to ensure that clients' needs will be met. The Therapeutic Recreation Ability Model (TRAM) (Stumbo & Peterson, 2009) was used to write the intervention after completion and analysis of the questionnaires. Families took part in a four-day intervention programme and participated in a high-ropes course (day one), equine-assisted therapy (day two), mountain-biking treasure hunt (day three), hiking, abseiling and rock-climbing (day four), with an additional day at the start which was used for mountain bike training. All activities were facilitated intensively after each day. Results indicated that communication improved during the mountain biking treasure hunt and clear and open communication was the most important element which contributes to quality parent-child relationships. Another noticeable topic during the interviews included the importance of trust and motivation during the abseiling in the mountains.

The first article, titled “The role of a leisure-based programme in the relationship of divorced single parents and their children: A literature review”, indicated that the literature does support the use of leisure-based programme to enhance the relationship between divorced single parents and their children. The article also indicated that outdoor recreation programmes such as family camps, rock-climbing and hikes are particularly useful when working with families and have been used in the past to reach a variety of positive outcomes which included conflict resolution as well as effective problem solving and communication. Therefore, from these findings, the following hypothesis, as set out in Chapter 1, is accepted in full:

- Hypothesis one: That the literature will support the usage of a leisure-based programme as an instrument to enhance the relationship between divorced single parents and their children.

The second article titled “Changing divorced single parents and children’s attitudes and relationships through leisure participation” indicated that the participation in a leisure-based programme consisting of high-ropes course, mountain biking treasure hunt, hiking and abseiling can successfully be implemented to play a positive role in the relationships and attitudes of divorced single parents and their children. The article further stipulated that leisure has a positive effect on outcomes such as self-esteem and self-empowerment, motivation, communication, problem solving, respect and trust. As concluded from the findings in this article, the following hypothesis as set out in Chapter 1 is accepted in full:

- That a leisure-based programme would play a positive role in the divorced single parents and their children’s attitudes and relationships.

It was evident from the information gathered from both single parent families that participated in this study that they do not have the opportunity of participating in leisure activities on a regular basis. However, this study firstly established that there is a need for structured leisure programmes to attend to the balance type of leisure activities (Agate *et al.*, 2009:207), which takes families away from home to spend time together as a family. The families emphasised the value of the time they had spent together and described the feeling of getting to know each other once again.

Secondly, it became clear from the information gathered from the literature as well as the participants that participation in leisure-based programmes does hold certain benefits for families, particularly when programmes are planned to reach pre-determined outcomes. These benefits include the development of communication and problem solving skills, improvement of self-esteem and respect which has a positive effect on attitudes and relationships. Furthermore, it is possible that the participation in leisure-based activities can assist families in learning the

skills they need to manage their own leisure time and in improving their overall wellness. The improvement of wellness was accomplished by the provision of resources, in the form of leisure outcomes, to assist families in empowering themselves and in accomplishing a sense of wellness which guaranteed that families are on the right side of the wellness continuum (Chapter 2, section 2.3.2.4).

5.3. RECOMMENDATIONS, LIMITATIONS AND IMPLICATIONS

The results of this study emphasised the importance of research regarding the value of leisure for divorced single parents and their children to strengthen attitudes and relationships. Only scientific research can establish more information regarding this topic. It is recommended that future research focus on:

- An in depth study to establish the value of developing leisure-based programmes according to the strength and ecological perspective.
- The role other programme areas such as arts; aquatics and hobbies (Edginton *et al.*, 2004) would play in the attitudes and relationships between divorced single parents and their children, provided it is presented in accordance with family interest.
- The value of leisure-based programmes to families headed both by single mothers and single fathers.
- The provision of a follow-up programme to measure the sustainability of the intervention programme.

It is also recommended that short-courses be developed for professionals from other disciplines such as psychology and social work, to provide them with the formal education and training to present this type of therapy to patients (Tucker & Norton, 2012:10).

Certain shortcomings in this study were, however, indicated:

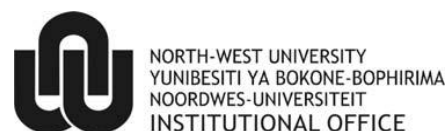
- The study was confined to a small sample; therefore the findings cannot necessarily be generalised to the entire divorced single-parent family population. Hence it is recommended that this study be repeated by means of a quantitative research method.

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APPENDIX A

General Academic Rules



A.7 Masters' degrees

A.7.1 Admission to the University

Prospective postgraduate students must apply for admission to the University in accordance with the procedures in the *Manual for Postgraduate Studies* and in line with the faculty-specific admission requirements.

To qualify for admission to a masters' programme, a student must be in possession of an honours degree in an appropriate field or its equivalent as approved by the Senate, as well as comply with any other requirements prescribed in the rules of the faculty offering the masters' degree. In certain fields a student with a four-year undergraduate degree may be considered for admission to a masters' programme as prescribed by the relevant faculty rules.

A.7.2 Structure of the qualification

A.7.2.1 For a masters' degree a minimum of 180 credits is required, of which at least 96 credits must be at level 8.

A.7.2.2 Unless decided otherwise by the research director or entity leader in consultation with the school director, a student for a masters' degree must follow an approved curriculum offered within the appropriate research entity/faculty, or as otherwise offered by the university. In the case of a study undertaken outside a research entity, an appropriate faculty approval structure should be used to approve the study.

A.7.2.3 In the case of a curriculum requiring examination papers as well as a minidissertation, the latter, must, unless provided otherwise in the faculty rules, entail at least 30, but not more than 64 credits. In such a curriculum the minidissertation must in every case represent at least 25% of the total number of credits.

A.7.2.4 In the case of a curriculum requiring examination papers as well as a dissertation, unless a different prescription is contained in the faculty rules for such a curriculum, the dissertation must comprise at least 50% of the total number of credit points.

A.7.2.5 In a case where a student is allowed to submit a dissertation or minidissertation in the form of (a) published research article(s) or unpublished manuscript(s) in article format, or a research report or a concert series or an exhibition, or a composition portfolio, the dissertation or mini-dissertation must be so structured that it will still in all respects comply with the requirements for such a document.

APPENDIX B

GUIDELINES FOR AUTHORS

AIM

The African Journal for Physical, Health Education, Recreation and Dance (AJPHERD) is a peer-reviewed journal established to:

- i) provide a forum for physical educators, health educators, specialists in human movement studies and dance, as well as other sport-related professionals in Africa, the opportunity to report their research findings based on African settings and experiences, and also to exchange ideas among themselves.
- ii) afford the professionals and other interested individuals in these disciplines the opportunity to learn more about the practice of the disciplines in different parts of the continent.
- iii) create an awareness in the rest of the world about the professional practice in the disciplines in Africa.

GENERAL POLICY

AJPHERD publishes research papers that contribute to knowledge and practice, and also develops theory either as new information, reviews, confirmation of previous findings, application of new teaching/coaching techniques and research notes. Letters to the editor relating to the materials previously published in AJPHERD could be submitted within 3 months after publication of the article in question. Such letter will be referred to the corresponding author and both the letter and response will be published concurrently in a subsequent issue of the journal.

Manuscripts are considered for publication in AJPHERD based on the understanding that they have not been published or submitted for publication in any other journal. In submitting papers for publication, corresponding authors should make such declarations. Where part of a paper has been published or presented at congresses, seminars or symposia, reference to that publication should be made in the acknowledgement section of the manuscript.

AJPHERD is published quarterly, i.e. in March, June, September and December. Supplements/Special editions are also published periodically.

SUBMISSION OF MANUSCRIPT

Original manuscript and all correspondence should be addressed to the Editor-In-Chief:

Professor L. O. Amusa
Centre for Biokinetics, Recreation
and Sport Science, University of Venda,
P. Bag X5050,
Thohoyandou 0950
Republic of South Africa

Tel: +27 15 9628076/+27729883817
Fax: +27 15 9628861
E-mail: amusalbw@yahoo.com

Articles should be submitted electronically, i.e. via e-mail attachment. However, the corresponding author should ensure that such articles are virus free. AJPHERD reviewing process normally takes 4-6 weeks and authors will be advised about the decision on submitted manuscripts within 60 days. In order to ensure anonymity during the reviewing process authors are requested to avoid self-referencing or keep it to the barest minimum.

PREPARATION OF MANUSCRIPT

Manuscripts should be type written in fluent English (using 12-point Times New Roman font and 1½ line-spacing) on one side of white A4-sized paper justified fully with 3cm margin on all sides. In preparing manuscripts, MS-Word, Office 2007 for Windows should be used. Length of manuscripts should not normally exceed 12 printed pages (including tables, figures, references, etc.). For articles exceeding 12 typed pages US\$ 10.0 is charged per every extra page. Authors will be requested to pay a publication fee to defray the very high cost of publication. The pages of manuscripts must be numbered sequentially beginning with the title page. The presentation format should be consistent with the guidelines in the publication format of the American Psychological Association (APA) (8th edition).

Title page:

The title page of the manuscript should contain the following information:

Concise and informative title.

Author(s') name(s) with first and middle initials. Authors' highest qualifications and main area of research specialisation should be provided.

Author(s') institutional addresses, including telephone and fax numbers.

Corresponding author's contact details, including e-mail address.

A short running title of not more than 6 words.

Abstract

An abstract of 200-250 words is required with up to a maximum of 5 keywords provided below the abstract. Abstract must be typed on a separate page using single line spacing, with the purpose of the study, methods, major results and conclusions concisely presented. Abbreviations should either be defined or excluded.

Text

Text should carry the following designated headings also using single line spacing: Introduction, materials and methods, results, discussion, acknowledgement, references and appendices (if appropriate).

Introduction

The introduction should start on a new page and in addition to comprehensively giving the background of the study it should clearly state the problem and purpose of the study. Authors should cite relevant references to support the basis of the study. A concise but informative and critical literature review is required.

Methods

This section should provide sufficient and relevant information regarding study participants, ethics/informed consent, instrumentation, research design, validity and reliability estimates, data collection procedures, statistical methods and data analysis techniques used. Qualitative research techniques are also acceptable.

Results

Findings should be presented precisely and clearly. Tables and figures must be presented separately or at the end of the manuscript and their appropriate locations in the text indicated. The results section should not contain materials that are appropriate for presentation under the discussion section. Formulas, units and quantities should be expressed in the *systeme internationale (SI)* units. Colour printing of figures and tables is expensive and could be done upon request at authors' expense.

Discussion

The discussion section should reflect only important aspects of the study and its major conclusions. Information presented in the results section should not be repeated under the

discussion. Relevant references should be cited in order to justify the findings of the study. Overall, the discussion should be critical and tactfully written.

References

The American Psychological Association (APA) format should be used for referencing. Only references cited in the text should be alphabetically listed in the reference section at the end of the article. References should not be numbered either in the text or in the reference list.

Authors are advised to consider the following examples in referencing:

Examples of citations in body of the text:-

For one or two authors; Kruger (2003) and Travill and Lloyd (1998). These references should be cited as follows when indicated at the end of a statement: (Kruger, 2003); (Travill & Lloyd, 1998).

For three or more authors cited for the first time in the text; Monyeki, Brits, Mantsena and Toriola (2002) or when cited at the end of a statement as in the preceding example; (Monyeki, Brits, Mantsena & Toriola, 2002). For subsequent citations of the same reference it suffices to cite this particular reference as: Monyeki et al. (2002).

Multiple references when cited in the body of the text should be listed chronologically in ascending order, i.e. starting with the oldest reference. These should be separated with semi colons. For example, (Tom, 1982; McDaniels & Jooste, 1990; van Heerden, 2001; de Ridder et al., 2003).

References

In compiling the reference list at the end of the text the following examples for journal references, chapter from a book, book publication and electronic citations should be considered:

Examples of journal references:

Journal references should include the surname and initials of the author(s), year of publication, title of paper, name of the journal in which the paper has been published, volume and number of journal issue and page numbers.

For one author: McDonald, A.K. (1999). Youth sports in Africa: A review of programmes in selected countries. *International Journal of Youth Sports*, 1(4), 102-117.

For two authors: Johnson, A.G. & O’Kefee, L.M. (2003). Analysis of performance factors in provincial table tennis players. *Journal of Sport Performance*, 2(3), 12-31.

For multiple authors: Kemper, G.A., McPherson, A.B., Toledo, I. & Abdullah, I.I. (1996). Kinematic analysis of forehand smash in badminton. *Science of Racket Sports*, 24(2), 99-112.

Examples of book references:

Book references should specify the surname and initials of the author(s), year of publication of the book, title, edition, page numbers written in brackets, city where book was published and name of publishers. Chapter references should include the name(s) of the editor(s) and other specific information provided in the third example below:

For authored references: Amusa, L.O. & Toriola, A.L. (2003). *Foundations of Sport Science* (2nd ed.) (pp. 39-45). Makhado, South Africa: Leach Printers.

For edited references: Amusa, L.O. & Toriola, A.L. (Eds.) (2003). *Contemporary Issues in Physical Education and Sports* (2nd ed.) (pp. 20-24). Makhado, South Africa: Leach Printers.

For chapter references in a book: Adams, L.L. & Neveling, I.A. (2004). Body fat characteristics of sumo wrestlers. In J.K. Manny & F.O. Boyd (Eds.), *Advances in Kinanthropometry* (pp. 21-29). Johannesburg, South Africa: The Publishers Company Ltd.

Example of electronic references:

Electronic sources should be easily accessible. Details of Internet website links should also be provided fully. Consider the following example:

Wilson, G.A. (1997). Does sport sponsorship have a direct effect on product sales? *The Cyber-Journal of Sport Marketing (online)*, October, 1(4), at <http://www.cad.gu.au/cjism/wilson.html>. February 1997.

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Manuscript accepted for publication may be returned to the author(s) for final correction and proofreading. Corrected proofs should be returned to the Editor-In-Chief electronically within one week of receipt. It will be assumed that the publication should go ahead if no response is received from the corresponding author within one week. Minor editorial corrections are handled by AJPHERD.

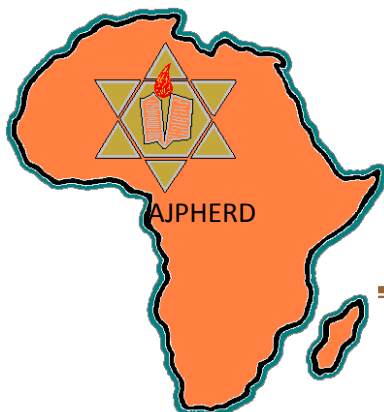
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APPENDIX C



AFRICAN JOURNAL FOR PHYSICAL, HEALTH EDUCATION, RECREATION AND DANCE (AJPHERD)

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18 March 2013

Cindy Gresse, Prof Charle Du P. Meyer and Cornelia Schreck
Physical Activity, Sport and Recreation (PhASRec), North West University, Potchefstroom
Campus, P. Bag X6001, Potchefstroom 2520, South Africa

E-mail: 207009389@nwu.ac.za

Dear Ms Gresse,

**RE: THE ROLE OF A LEISURE-BASED PROGRAMME ON THE RELATIONSHIP
BETWEEN DIVORCED SINGLE PARENTS AND THEIR CHILDREN – A
LITERATURE REVIEW**

**I am pleased to inform you that the above-cited paper submitted for publication in
AJPHERD has been accepted.**

The paper will be published in AJPHERD December (Supplement 3), 2012.

In order to facilitate publication of your article you are kindly requested to attend to the attached invoice, which is meant to defray the very high cost of publication. You are also requested to sign the enclosed authors' agreement form and mail it to the Editor-In-Chief at the above address.

Thank you.

Yours sincerely,

Sgd.
Prof. LO Amusa
Editor-In-Chief, AJPHERD

APPENDIX D

INSTRUCTIONS FOR AUTHORS: WORLD LEISURE JOURNAL

This journal uses ScholarOne Manuscripts (previously Manuscript Central) to peer review manuscript submissions. Please read the guide for ScholarOne authors before making a submission. Complete guidelines for preparing and submitting your manuscript to this journal are provided below.

The instructions below are specifically directed at authors who wish to submit a manuscript to *The World Leisure Journal*. For general information, please visit the Author Services section of our website.

The *World Leisure Journal* (WLJ) considers all manuscripts on the strict condition that they have been submitted only to the WLJ, have not been published already and are not under consideration for publication or in press elsewhere. Authors who fail to adhere to this condition will be charged with all costs the *World Leisure Journal* incurs, and their papers will not be published.

Contributions to *The World Leisure Journal* must report original research and will be subjected to review by referees at the discretion of the Editorial Office.

The World Leisure Organization and its publisher, Taylor & Francis, make every effort to ensure the accuracy of all the information (the "content") contained in its publications. However, the World Leisure Organization, Taylor & Francis and its agents and licensors, make no representations or warranties whatsoever as to the accuracy, completeness or suitability for any purpose of the content and disclaim all such representations and warranties, whether express or implied to the maximum extent permitted by law. Any views expressed in this publication are the views of the authors and are not the views of the World Leisure Organization or Taylor & Francis.

Manuscript preparation

1. General guidelines

- Papers are only accepted in English. British English spelling and punctuation is preferred. Please use double quotation marks, except where "a quotation is 'within' a quotation."
- A typical article will be between 4,000 and 6,000 words. Papers that greatly exceed this will be critically reviewed with respect to length.
- Manuscripts should be comprised of : a title page; an abstract; keywords; main text; acknowledgments; references; appendices (as appropriate); table(s) with caption(s) (on individual pages); figure caption(s) (as a list).
- Abstracts of up to 250 words are required for all papers submitted.
- Each paper should have 3 to 10 keywords.

- Search engine optimisation (SEO) is a means of making your article more visible to anyone who might be looking for it.
- All the authors of a paper should include their full names, affiliations, postal addresses, telephone numbers and email addresses on the title page of the manuscript. One author should be identified as the corresponding author. The affiliations of all named co-authors should be the affiliation where the research was conducted. If any of the named co-authors moves affiliation during the peer review process, the new affiliation can be given as a footnote. Please note that no changes to affiliation can be made after the article is accepted.
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- For all manuscripts non-discriminatory language is mandatory. Sexist or racist terms should not be used.
- Authors must adhere to SI units. Units are not italicised.
- When using a word which is or is asserted to be a proprietary term or trade mark, authors must use the symbol ® or TM.

2. Style guidelines

- Description of the Journal's article style
- Description of the Journal's reference style
- Guide to using mathematical symbols and equations
- Word templates are available for this journal. If you are not able to use the template via the links or if you have any other template queries, please contact authortemplate@tandf.co.uk

3. Figures

- It is in the author's interest to provide the highest quality figure format possible. Please be sure that all imported scanned material is scanned at the appropriate resolution: 1200 dpi for line art, 600 dpi for grayscale and 300 dpi for colour.
- Figures must be saved separately to the main text. Please do not embed figures in the paper file.
- Files should be saved as one of the following formats: TIFF (tagged image file format), PostScript or EPS (encapsulated PostScript), and should contain all the necessary font information and the source file of the application (e.g., CorelDraw/Mac, CorelDraw/PC).
- All figures must be numbered in the order in which they appear in the paper (e.g., Figure 1, Figure 2). In multi-part figures, each part should be labelled (e.g., Figure 1(a), Figure 1(b)).
- Figure captions must be saved separately, as part of the file containing the complete text of the paper, and numbered correspondingly.
- The filename for a graphic should be descriptive of the graphic, e.g., Figure1, Figure 2a.

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There is no submission fee for *World Leisure Journal* .

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Information about supplementary online material

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To submit your manuscript, you will need the following files:

- A Title page file with the names of all authors and co-authors
- Main document file with abstract, keywords, main text and references
- Figure files
- Table files

Because The *World Leisure Journal* uses double-blind peer review, authors should ensure that they submit the title page as a separate file designates as "not for review." Any other identifying information must also be removed from the body of the manuscript.

Manuscripts may be submitted in any standard format, including Word, PostScript and PDF. These files will be automatically converted into a PDF file for the review process. LaTeX files should be converted to PDF prior to submission because ScholarOne Manuscripts is not able to convert LaTeX files into PDFs directly.

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Last updated January 2013

APPENDIX E



NORTH-WEST UNIVERSITY
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Web: <http://www.nwu.ac.za>

LETTER OF INFORMED CONSENT

for the research project titled:

THE ROLE OF A LEISURE-BASED PROGRAMME ON THE RELATIONSHIP AND ATTITUDES OF DIVORCED SINGLE-PARENT FAMILIES

You are invited to take part in the research project “The role of a leisure-based programme on the relationship and attitudes of divorced single-parent families”. The research forms part of a Master’s degree study at the North-West University, Potchefstroom Campus.

The purpose of this study is to explore and describe the role of a leisure-based programme in developing attitudes as well as in strengthening relationships between single parents and their children. To be able to take part in the study **you have to be divorced for longer than four years, be a single parent in Potchefstroom or a child of divorced parents between the ages of 12 and 15**. You’ll be required to complete a Leisure Interest Measure (LIM) questionnaire in order to identify your leisure needs which will be used to write a programme based on your needs as a family. There are no right or wrong answers and the questionnaire will be completed in the comfort of your own home. The intervention will be based on your leisure needs and profile; the duration of the program will be 4-5 days and will be planned according to your schedule. Interviews will take place 2 weeks after the intervention and the purpose of interviews are to gain knowledge of your experiences and the effects thereof on your attitudes and relationship within the family.

The researcher **guarantees confidentiality**, your real name will not be used in the reporting of the data gathered. No one, except the researcher, will have access to the original information gathered during the interviews.

What is in it for you and your community, why would you want to participate in a study such as this?

- The information gathered during this study will contribute to the body of knowledge regarding family leisure time and the impact of an intervention on the relationship and attitudes of divorced single parents and their children.
- Secondly, this study may contribute to the quality of life for the single parents and their children.
- Thirdly, it may shed light on methods that could be used to enhance parent-child relationships and encourage the treatment of families in collaboration with other disciplines.

When will this questionnaire and intervention take place?

Between March and April 2012. Because of the nature of this intervention, scheduling should take place after consideration of the whole family's availability. The researcher will arrange an appointment with you.

It is important for you to understand the following as well:

- Participation in the project is completely **voluntary** and no pressure may be placed on you to take part.
- It is possible that you may not derive any benefit personally from your participation in the project.
- You are **free to withdraw** from the project at any time, without stating reasons, and you will not be harmed by doing so.
- By agreeing to take part in the project, you are also giving consent for the data that will be generated to be used by the researcher for scientific purposes as she sees fit, with the caveat that it will be **confidential** and that your name will not be linked to any of the data.
- You are encouraged to **ask the researcher any questions** you may have regarding the project and the related procedures at any stage. She will gladly answer your queries. She will also discuss the project with you in detail.
- If you are a **minor**, the written consent of your parent or legal guardian is required before you participate in this project, as well as your voluntary assent to take part.
- The project objectives are always secondary to your well-being and actions taken will always place your interests above those of the project.

If you need any help, feel uncertain or have any questions regarding the project, feel victimized or have any other complaints related to the project, or wish to terminate your participation in the project, please contact the researcher.

Yours sincerely
Cindy Gresse

RESEARCHER: Cindy Gresse

ADDRESS: PO BOX 4365

Hamberg

Roodepoort

1725

CONTACT: 082 555 7098

(018) 299 4206

THE ROLE OF A LEISURE-BASED PROGRAMME ON THE RELATIONSHIP AND ATTITUDES OF DIVORCED SINGLE-PARENT FAMILIES

CONSENT OF PARTICIPANT:

I, the undersigned _____
(full name & surname) have read the information in connection with the project, and have heard the oral version thereof and I declare that I understand it. I was given the opportunity to discuss relevant aspects of the project with the researcher and I hereby declare that I am taking part in the project voluntarily.

Signed at _____

Signature of participant

Date

LEGAL PARENT / GUARDIAN:

For all research with participants under the age of 18 years, the written consent of the parent or legal guardian is required.

I, the undersigned _____
(full name & surname of parent / legal guardian)
the _____ (relationship) of the participant mentioned above, hereby give consent for him / her to take part in this project and hereby exempt the NWU, as well as any employee or student of the NWU, from any liability from any detrimental effect that may arise in the course of the project, unless such injury or damage is caused by the negligence of the NWU, its staff and / or its students. I further declare that I have read the information in connection with the project and I declare that I understand it. I was given the opportunity to discuss relevant aspects of the project with the researcher.

Signed at _____

Signature of legal parent /guardian

Date

APPENDIX F

Onderhoud voerder: Cindy Gresse

ONDERHOUD SKEDULE

DOEL VAN DIE STUDIE

Die doel van die studie is om die rol van vrytydbestedingsaktiwiteite ter ontwikkeling van houdings en verhoudings tussen geskeide enkelouers en hul kinders te verken en te beskryf.

Inleiding

- Navorsers en deelnemers
- Toestemming om die onderhoud op te neem

ONDERHOUD VRAE

Feite

1. Vertel my van jou 4 dag ervaring
2. Watter dag sou jy uitsonder as die hoogtepunt?
3. Wat was jou laagtepunt?

Emosies

4. Wat het die geskenke wat jy op dag 3 gekry het vir jou beteken?
 - Hoe het dit jou laat voel?
 - Het jy iets van jouself geleer wat jy nie geweet het nie?
 - Wat het jy van jou gesin geleer wat jy nie geweet het nie?

Bevindinge

5. Het jy 'n verandering in jouself waargeneem van dag 1 tot dag 4?
6. Watter een van die aktiwiteite die meeste bygedra tot jou selfvertroue en selfrespek?
7. By watter aktiwiteit was motivering van jou kind of ma vir jou die belangrikste?
8. By die aktiwiteit waarmee julle die meeste gesukkel het, hoe het julle die probleem opgelos?
9. Met die aktiwiteit "mine field" het ons julle of stom, blind of doof gemaak, watter rol dink jy het kommunikasie gespeel om die aktiwiteit te voltooi?
10. Respekteer jy die lede van die familie meer na die program en hoekom?
11. Wat het die vertroue wat julle in mekaar het bygedra tydens die program en abseiling sowel as rotsklim op die berg?
 - Wat kon mens moontlik daaruit leer?
12. Het jou houding teenoor jou ma of kind en broer verbeter deur die deelname aan die program?
 - Hoekom?
13. Voel jy dat julle verhouding verbeter het en hoekom?
14. Watter aktiwiteit het die meeste bygedra tot die verbetering van julle familie verhouding?
 - Hoekom?

Toekoms:

15. Nadat ek julle behoeftes getoets het, was julle almal se belangstelling baie hoog in avontuur, dink jy dat avontuur aktiwiteite bygedra het tot die verandering van julle houdings en verhoudings?
16. Sou jy die gesels na die aktiwiteite as belangrik beskou?
17. Het die program bygedra tot 'n verandering in julle leefstyl en toekomstige deelname aan ander of soortgelyke aktiwiteite?

OPSOMMING