

CHAPTER 4: RESULTS AND DISCUSSION

4.1 Context discussion

The African Unit for Transdisciplinary Health Research (AUTHeR) conducted a needs assessment in 2008 outside Potchefstroom in the Vyfhoek rural area. The assessment indicated that the respondents lacked employment skills and alcohol abuse was highly prevalent especially among women (Anon, 2008a:6). The LIFEPLAN® training was consequently introduced to the women (Anon, 2008a:6). Thereafter an IGP was established in 2009 whereby women were invited to participate in training conducted by project managers and facilitators from AUTHeR. Training included development of skills in glass recycling such as mosaics, fusing, slumping, crushing and melting of waste glass into quality controlled, marketable products. The participants also received training in the manufacturing of packaging material, painting techniques, and occasionally, food hygiene. Training occurred in an unused shed on a smallholding in the Vyfhoek area within an approximately six kilometre radius from where the participants resided. The IGP required that the participants attend the work sessions three days a week, Tuesday to Thursday, and although the working hours varied, they worked mostly between nine in the morning and midday. The women only received earnings from the sold products they produced.

During the initial three years of the IGP (2009 – 2011), the facilitators always attended the work sessions to train the participants in glass recycling. The researcher began this study in 2010 and operated as an assistant facilitator, which was beneficial, as it afforded the researcher additional time with the participants for observation and building relationships. In 2011, the facilitators periodically withheld contact with the aim to encourage the participants to work independently. However, it was immediately observed that this action led to irregular attendance behaviour among the participants. Initially, the facilitators prepared lunch daily for the participants, but in time, the participants were taught to prepare lunch by themselves with ingredients provided by the IGP in order to develop independency. They responded positively to this action. A set routine was established consisting of activities related to glass recycling and companionship, whereby the participants travelled for approximately 60 minutes between their residence and the location of the IGP, which obligated them to work for approximately three hours on each of the said days. Thus, they spent five hours for three days a week on the project. A good relationship developed among the participants which led them to decide on Thusanang as the project name which means “*all working together*” in

Setswana, their home language. Unfortunately the project stopped operating due to the relocation of participants.

4.2 Introduction

As discussed in Chapter One, the need for IGPs is high within the NWP, especially among rural residents, due to the lack of access to formal and permanent employment (Botha, 2005:79, Davis 2010:1). Previous studies in the FLAGH programme indicated that irregular participation occurred within already established IGPs in this programme, which influenced the sustainability thereof (Botha, 2005:77; Van Niekerk, 2006:132). The discussion of the results in this chapter focuses on the exploration of participant motivation and IGP participation. The results of this case study are discussed according to the three phases as described in the methodology (Figure 5). According to Yin (2009:114), a successful case study consists of multiple sources of evidence, therefore the following sources of evidence, namely semi-structured questionnaires (survey), photographs (media), field notes (observation), interviews, reports about the IGP by the social worker (physical artefacts) and attendance registers (archival records) were collected and analysed in the three phases and discussed accordingly.

Phase one includes the socio-demographic and household information of the participants as well as the information obtained from the repetitive questionnaires regarding the IGP participation, which was gathered over a period of 16 months. Results from phase two include a comparison between the active and non-active participants. During phase three, information gathered from in-depth interviews and field notes, of the group as a whole, was portrayed as a single case study – holistically (Yin, 2009:102).

4.3 Phase one (Field phase)

The first phase took place from May 2010 to August 2011, through completing the questionnaires by means of face to face survey sessions every third month. The first purpose of the questionnaire (section A) was to obtain socio-demographic and household information about the participants in order to obtain a profile of the women who participated in the IGP; as well as to examine participation behaviour among participants. The following table (Table 2) display the socio-demographic information of women who participated in the IGP.

Table 2: Socio-demographic information of women who participated in an IGP: Thusanang

Participants:	A	B	C	D	E	F	G	H	I
Attendance:	6	6	6	6	3	1	1	1	1
Age:	24	21	16	20	20	30	19	15	27
Religious group:	Religious group	Religious group	Religious group	Religious group	Religious group	No group	No group	No group	No group
Marital status:	Never married, partner	Never married, partner	Never married, partner	Never married, partner	Never married, partner	Single, Never married	Single, Never married	Single, Never married	Single, Never married
Dependants:	> 4	2	3	2	0	2	3	0	2
Children:	2	1	0	1	0	3	0	1	1
Age	7, 3	4	0	4	0	9,7,5	0	1	5
Home language:	Setswana	Setswana	Setswana	Setswana	Setswana	Setswana	Afrikaans	Setswana	Sesotho
Employment status:	Unemployed	Unemployed	Unemployed	Unemployed	Unemployed	Employed 1 or 2 days /week	Employed for a project	Unemployed	Unemployed
Employed after school:	Never	Never	Never	Never	Never	Yes	Never	Never	Never
Educational status:	Gr. 7	Gr. 5	Gr. 4	Gr. 8	Gr. 10	Gr. 6	None	Gr. 6	Gr. 8
Additional income source:	Regularly from partner, friends, social grant	Regularly from partner, family member, social grant	Regularly from partner, family member	Regularly from partner, social grant, family member	Regularly from partner	Regularly from family member, partner, friends, Occasionally from family, partner friends	Regularly from partner, friends, Occasionally from family, partner, friends	Regularly from social grant, Occasionally from family, partner, friends	Regularly from family member, Occasionally from family, partner, friends
Monthly income:	> R1 000	R500– R800	R350- R500	> R1 000	R250– R350	> R1 000	R250– R350	R50 – R150	R150– R250

4.3.1 Socio-demographic information

A general profile of the participants who participated in the IGP can be described as being young adolescents, the majority of whom are Setswana speaking. Except for one participant who has never been employed, their level of literacy is low as their education level ranged between Grades 4 and 10 and they received a regular small income from either a partner, a family member or a social grant. They all needed to take care of either a child or other family member(s) on a limited budget.

All the participants indicated that they had never been married. According to Van der Wiel (2012:41), Tswana women display rebellion against marriage by adopting the modern trend of rather living with a partner. Regarding the low level of the education of the participants, one participant indicated that she had not achieved any formal level of education at all. The reason for this is not clear as the South African Schools Act (Act 84 of 1996) stipulates that school attendance is compulsory until Grade 9. In this study, only one participant had completed Grade 10. The participants verbally indicated in conversations (recorded as field notes) that they had left school to live with their partners. The reason that they chose to relocate to stay with their partners in rural areas is not clear, but it could have been the result of an unplanned pregnancy according to field notes. Literature revealed that Tswana women who live with a partner are highly dependent on their partners, especially in rural areas where there are limited employment opportunities (Davis, 2010:1; Mokgotho, 2010:5; Segalo, 2011:229). Children are very important in the Tswana culture (Nkomazana, 2006:276). It is expected that the participants would most probably do what they could to take care of the children, which might have aroused the need for extra income.

Three participants received a monthly income of more than R1000, one participant received between R500 and R800 and four participants received less than R350. The two youngest participants also had the lowest educational levels of Grade 4 and Grade 6 with a monthly income of less than R350. Some participants indicated that they did not receive social grants even though they are eligible for child support because they do not possess an identity document. The South African Social Security Agency (SASSA) is responsible for awarding social grants but proof of identity is required to register as a beneficiary of social grants (SASSA, 2013). The need for an extra income might constitute a motivational factor for the women to participate in an IGP.

4.3.2 Household information

Household assets form part of a series of indicators which classify a household as being multi-dimensionally deprived (Alkire & Santos, 2011:7). Therefore, a summary of basic facilities and household appliances of all nine participants who attended the IGP during the data collection period (May 2010 – August 2011) is displayed in Table 3 to illustrate their living circumstances. Photo images (Figures 6 & 7) serve as supporting documentation.

Table 3: Summary of household assets of the participating women

Household access to:	Number of participants:
Electricity	9
Running tap water outside home	7
Long plummet	4
Flush toilet outside home	3
Running tap water inside your home	2
Flush toilet inside home	2
Furniture in the household:	
Bed with mattress	8
Chair(s)	5
Table	3
Couch	3
Energy sources used to prepare food:	
Electricity	9
Wood fire	4
Paraffin	1
Food preparation related appliances:	
Hotplate (1 / 2 plate)	7
Electrical three or four plate stove/oven combination	6
Microwave oven	4
Fridge / freezer combination	4
Electrical kettle	3
Toaster	3
Frying pan	1
Gas cylinder cooker	1
Other appliances:	
Television	8
Radio	4

All nine participants had access to electricity but only two had access to running tap water and a flush toilet inside their homes. Seven participants indicated that their food is cooked on either a hot plate or stove, as depicted in Figure 6. The combination of the lack of facilities and running tap water inside the house could compromise the hygiene conditions, especially during food preparation, with consequences that could affect the health and safety of the participants (Figure 6(A)).



(A) Hotplate positioned on drum covered with a cloth



(B) Cabinet unit with a hotplate positioned to the left

Figure 6: Food preparation areas



(A) Open, burning light bulb with loose wires



(B) Television switched on standing on a table



(C) Burning bed-side lamp with tangled wires



(D) Television switched on with tangled wires

Figure 7: Access to electricity inside the house and an indication of day time usage of electricity

It is clear that the participants lived under deprived circumstances as certain poverty indicators such as sharing communal tap water, toilet facilities outside the home, unemployment and low income were evident (Alkire & Santos, 2011:7). Although electricity is a non-poverty indicator (Alkire & Santos, 2011:7), it was used by all the households presented by the participants; they did not agree that it was a non-poverty indicator. Also, during visits it was observed that electrical appliances such as lights, televisions and radios were always on (Figure 7) during the day, even when no-one was at home. Participants admitted that their electricity was obtained illegally. Furthermore, some participants also owned household appliances such as a microwave oven, fridge/freezer combination,

electrical kettle and toaster, which are not normally associated with poverty. Thus, the participants still have to deal with deprived circumstances even though they possess certain assets not associated with poverty. However, it must be noted that these appliances might not be in a proper working condition if not working at all.

It was also observed that potentially hazardous electrical cables and connections (Figure 7) which could pose life risks, especially to their small children, were visible. Furthermore, the constant television exposure might lead to the participants being vulnerable because they are constantly confronted with advertisements that arouse unfulfilled needs (Schiffman & Kanuk, 2010:114). This might lead to tension as they cannot afford the advertised products due to their limited income. Nonetheless, this tension might be the drive which could result in a reaction to the aroused motivation caused by the advertisements (extrinsic motivation as displayed in Figure 3) resulting in pursuing ways to decrease the tension.

4.3.3 Motivational factors influencing participation in the IGP

The second purpose of the questionnaire (section B) was to obtain information regarding the motivation of the participants in order to achieve a better understanding of the participation in the IGP. Three motivational factors emerged from the results of section B namely general motivational factors, encouraging motivational factors and discouraging motivational factors.

4.3.3.1 *General motivational factors*

General statements were made in the questionnaire to which the responses of the participants indicated what they personally regard as being important on a scale from very important to less important. Most of the factors were very important to the participants. The factor that was indicated as being the most important by all nine participants was to gain knowledge or skills and education, and spending money on clothes was considered to be less important. According to Van der Wiel (2012:53), Tswana people view education to be of higher significance than religion as they consider education to be a necessity for a successful future and life. However, participants are poorly educated. This possibly might also be a reason why they want to gain knowledge and education, which influence participation. Furthermore, eight participants accorded the same weight to receiving money and taking care of their health, that is, both are very important.

4.3.3.2 Encouraging motivational factors

During the study, the participants indicated several reasons for their participation in the IGP. The following discussion includes the given statements regarding encouraging motivational factors in the semi-structured questionnaire and which the participants completed by indicating their order of preference (Table 4). Supporting factors emerged from the open-ended questions regarding encouraging motivational factors and are discussed thereafter in order of importance. These factors cause approach behaviour whereby individuals tend to do things because they are longing for something (Schiffman & Kanuk, 2010:114). In this case, the encouraging factors are based on the things that the individuals long for which causes them to take part in the IGP. Results from the open-ended questions justify the given statements (Table 4) which also contribute to the reliability of this study.

Table 4: Encouraging motivational factors, ranked by order of prominence as indicated by participants

Encouraging motivational factors:
I learn something
I like to know that I am doing something with my life
I contribute to develop a product
I like the interaction with the other people
I receive food at the IGP

The participants indicated that their participation experiences were meaningful, as nine specified the rating “to a very large extent” for the statement: “I learn something”, and eight, “I like to know that I am doing something with my life”. The need for esteem according to Maslow’s hierarchy is also revealed here, by the indication of the importance of knowing that they do something meaningful with their life, as well as to contribute to a product and interact with other people. Receiving food at the premises of the IGP is encouraging to them but the participants also indicated that they would still participate in the IGP if they were not given any food.

Four supporting factors emerged from the open-ended questions namely crafting skills, gaining knowledge, personal achievement and buying food and necessary consumables. These factors encourage participation at the IGP and are discussed next according to their order of importance.

Crafting skills:

The participants indicated that they enjoyed using their hands. When they were asked why they want to participate in the IGP, their responses were mostly related to craft products: *"to learn how to make the coasters, bottles, and frames"* and *"to learn to work with my hands"*. They constantly used the words: *"to use my hands"*. They enjoy working with their hands and creating things. *"I enjoy the feeling of being creative"*. Participants used the phrase: *"Just to make coasters and flags pretty"* to describe how they experience creating the products.

Enjoying tasks is essential as the enjoyment of performing a task is an intrinsic reward (Pink, 2010:4). The success of the IGP might increase due to the influence of intrinsic motivation. Participant enjoyment is also supported by the literature in which it is mentioned that respectable crafting skills and excessive abilities to create art with their hands is inherent in the culture of the Tswana people (Van der Wiel, 2012:41). They exhibited pride in their work, as one woman said, *"because I learn about it and feel good about it"*. The fact that they feel good about it indicates that esteem (egoistic) needs are present as the satisfaction with good work performance forms part of one's egoistic needs (Van Wyk, 2011:20). Similar results were found among the participants in another study who participated in IGPs that offered skills which they had hoped to develop within the IGPs for their own benefit (Menyuko, 2011:103).

Gaining knowledge:

All the participants indicated that it is important to gain knowledge. Most of the answers began with the words: *"I want to learn"* or *"The project teaches me something"*, which also supports the results in Table 4 indicating that knowledge, education and education for their child are important, despite only one participant having completed Grade 10. Although they believed that education was important, they had left school early, which resulted in residing in the rural areas. Even though they live in a rural area where they lack employment opportunities, they still experience a need to gain knowledge and to improve their situation and strive towards self-actualisation; as one person expressed: *"I want to learn more things so that I will learn my children about it"*. This is regarded as a positive aspect which they comprehend, because skills and knowledge transferred from generation to generation constitute an important sustainability indicator. Moreover, this aspect they comprehend also address the cycle of chronic poverty which is described in section 1.1.1 of the background and motivation.

Personal achievement:

The participants also expressed a need to be recognised by others. They constantly want to improve themselves, as they said: *"to make my life better"*, and *"I want someone or people to look at me and be proud of me"*. This indicates that how they fit into their community and how people perceive them are important to them. Thus their incentives here are tangible by wanting to receive public attention and also intangible as they want to feel good about themselves (Jordaan & Jordaan, 2000:582). Menyuko (2011:104) revealed similar results as the participants exposed a need for self-empowerment and self-development to be motivating factors. This can be linked to the third level of Maslow's hierarchy of needs, that is, social needs, as it includes aspects concerning acceptance and belonging (Schiffman & Kanuk, 2010:118). It also appears that the fifth level, self-actualisation and fourth level, egoistic-needs (which occurs after the fulfilment of social needs) (Schiffman & Kanuk, 2010:118) are evident among all the participants as all their responses included something related to improving themselves: *"to achieve more"*; *"because I want to be something with this project"*; *"because I want to make better and more things"*; and *"I enjoy to cut the bottles for the windows and to tie the ribbon around the bottles because I can cut it while the others struggle to cut it"*.

Buying food and necessary consumables:

The participants indicated that the first things they bought with the money they received from the IGP were food and soap, items which are regarded as basic needs, according to Maslow's hierarchy of needs. Considering their situation, this is expected, but these are not necessarily the most important items for all of them. Participant C mentioned that she bought beer and one of the first things that participant B bought was disposable nappies. Menyuko (2011:103) indicated that the prospect of an income or produce motivated the participants to participate in the IGPs.

4.3.3.3 Discouraging motivational factors

Participation fluctuated during the 16 month period of this study, and the participants indicated several reasons for not attending the work sessions. They indicated discouraging motivational factors when completing the structured questions which are outlined in order of importance in Table 5 followed by a discussion thereof. Supporting factors emerged from the open-ended questions regarding discouraging motivational factors and are discussed thereafter in order of importance. These discouraging motivational factors cause avoidant behaviour where individuals tend to avoid action by focusing on something else (Franken,

2002:3). In this case, the discouraging factors are based on the elements which cause the participants to avoid participating in the IGP.

Table 5: Discouraging motivational factors, ranked by order of importance as indicated by participants

Discouraging factors:

I would rather stay at home when it rains

I do not feel safe at the IGP

I would rather do nothing than to work during the day

It is difficult to understand what is expected from me

I do not like to be busy during the day

The two most important discouraging factors indicated by the participants are rainy days and feeling unsafe at the location of the IGP. Similar results were found in a former case study which also focused on the participation in an IGP as it revealed that if factors such as guaranteed safety and accountability of available funds are not present, it discourages participation (Kimani & Kombo, 2011:63). The participants indicated the importance of understanding what is expected of them, although the field notes revealed an unwillingness among the participants to ask questions when they do not understand something. This might be due to the language barrier. Although eight participants indicated that they were unsure about what was expected of them, they remained positive towards the things they had learned on the IGP. However, Mokgotho (2010:23) indicated that active participation is enhanced when members know what is expected of them.

Participants also indicated that they would rather take their child to the clinic when they are small. In her study, Menyuko (2011:76) mentioned the determination of Setswana women to care for their children. This determination was supported by participants who mentioned that the rain "*is bad for the children*" while walking to the IGP as their children are constantly with them as they cannot afford it to send them to crèche. The participants attended the IGP sessions in order to receive money to care for their children, but at times they also stayed away, as they would rather try to ensure that their child is taken care of first.

Furthermore, friends, distance and alcohol also tended to be discouraging factors. Three participants stated that friends influenced them not to participate in the IGP and two participated only when their friends did so. Two participants indicated that it took 45 to 60 minutes to reach the IGP destination. The money that they received from the IGP was often

used to buy food (6 agreed and 3 strongly agreed with this statement). Nevertheless, some participants admitted that they used the money for alcohol. Although not necessarily relevant to the participants in this study, several studies revealed that adolescent alcohol abuse, particularly in rural areas, is a cause for concern as the abuse increases as young people grow older (Onya *et al.*, 2012:355). However, the needs-assessment done in the Vyfhoek area as mentioned in the context discussion, revealed that alcohol abuse was high in that area. Literature indicated that Tswana people drink beer that they make from sorghum and mealies, as part of their culture (Van der Wiel, 2012:23). Therefore alcohol abuse can be probable amongst Tswana people, which might influence participation.

Four supporting factors evolved from the open-ended questions namely household priorities, not earning enough money from the IGP, passivity, and group pressure, which discouraged participation in the IGP. These are discussed next.

Household priorities:

When participants were asked individually why they think their co-participants did not attend the project work sessions on certain days, they cited that household activities, washing, cleaning and caring for their children as the reasons, as one person said, *"because they wash the clothes and clean the house"*. The traditional role of Tswana women includes household activities such as washing, cleaning and preparing food for the families (Van der Wiel, 2012:23). Therefore, it might be more important to them to take care of the household than participate in the IGP.

Not earning enough money from the IGP:

The participants also indicated that they do not want to work for free: *"they want money first", "they want to get paid every month", "because they say that they are not going to work for mahala (for free)"*. As the IGP needs to be self-sustainable, rewards in the form of payments were possible only after the products they had produced in the IGP had been sold. Viable behaviour is motivated intrinsically while non-viable behaviour is motivated extrinsically, for example, through financial rewards (Jansson-Boyd, 2010:118). It can thus be assumed that the participants requested money as a reward through their absence and might be extrinsically motivated by money rather than intrinsically motivated. The study conducted by Menyuko (2011:103) also revealed that irregular income from an IGP caused demotivation as it did not fulfil their need to feed their families. Furthermore literature revealed that salary is said to be a hygiene factor rather than a motivator, but it also specified that if salaries are not adequately provided, it might lead to frustration which explains their behaviour by being absent.

Passivity:

Van der Wiel (2012:23) stated that Tswana women are hard-working. As only four participants participated in the IGP regularly during the 16 month period, other reasons for their absence such as a decline in interest were mentioned such as *"two or three times are enough"*, *"I'm not in the mood"*. This might be that they find it convenient to do nothing. When the participants were asked why they think the other participants do not participate in the IGP regularly, they said that *"they stay at home, watch television and do nothing"*. It might be that they do not know that they are able to do something else other than nothing, *"because, I have nothing else to do"*.

Group pressure:

Dominance was experienced among the participants who influenced the dynamics among fellow participants: *"If one does not come then everyone does not come"*; *"if one says today I am not going to the project then all of us stay"*. Such behaviour might indicate the presence of extrinsic motivation to avoid participating in the IGP (Van Wyk, 2011:16). Therefore, the fellow participants acted as the extrinsic motivators which caused them to avoid the IGP.

4.3.4 Observations during the data collection period of 16 months

Participation varied on a daily basis but it was evident that four of the participants attended the work sessions regularly for the entire duration of the study (A-D). One new participant was present during the second (F), third (G), fifth (H) and sixth (I) sampling sessions. Recordings of participant E were collected only during the first three sessions, as pregnancy and the birth of her first born prevented her from participation in this study. She revealed personal experiences concerning her pregnancy and her relocation to live with her partner to the researcher during the third recording. Owing to personal circumstances, she returned to her previous residence (Ikageng) near the urban area of Potchefstroom and was unable to participate in the IGP any further.

The researcher experienced an increasing willingness by the participants to share information as their skills developed and they became familiar with the researcher and the data gathering sessions. Initially, the participants struggled to cut the glass but as they became familiar with the process and they developed the skills required, it became easier for them and consequently greater enthusiasm was witnessed. The participants did not object to photographs being taken of their houses, but they requested a scheduled appointment as they first wanted to clean their houses and they expected photographs in return. During the

third recording (November 2010), it was evident that the participants had become familiar with the data collection procedure.

4.4 Phase two (Intermediate comparison of categorised participants)

A distinction could be drawn between the participants according to their attendance of the work sessions at the IGP. Therefore, they were divided into groups of active and non-active participants. Four participants (A - D), were categorised as active participants as they were present on all the days (six days) on which data were recorded while four participants (F - I) were categorised as non-active participants, because they were present on only one of the said days. In order to determine whether there are observable differences between those who participated regularly and those who did so irregularly, the data of these two groups were compared. Participant E was not included in this comparison due to her circumstances which was discussed in section 4.3.4. Only the data and evidence pertaining to the first survey of each participant (A-D and F-I) were used.

4.4.1 Comparison of socio-demographic characteristics of active and non-active participants

General socio-demographic information was discussed under phase one and presented in Table 2 which contains a summary of the information of all the participants. Therefore, only a summary of the key differences between the active and non-active participants is presented in Table 6.

Table 6: Comparison of socio-demographic information

Active Participants	Non- active Participants
<ul style="list-style-type: none"> • Part of religious group • Never married but have partners • Regularly receive money from partner, friend, family member or social grant • Income varies from R350 - >R1000 	<ul style="list-style-type: none"> • Not part of religious group • Single, never married • Regularly and occasionally receive money from partner, friend, family member or social grant • Income varies from R50 - >R1000

It was noted that the active participants were all associated with a religious group while the non-active participants did not associate themselves with any religious group. In a study conducted by Van Niekerk (2006:66), the results revealed that the participants of an IGP

(Holding Hands) indicated that being a member of a religious group is important; it was rated third on the list of stability indicators. The study was conducted in the early stages (third year) of the researched IGP. In a further study that was carried out on the same IGP (Holding Hands) it was revealed that to be part of a religious group is rated 15th on the list of important stability indicators (Niesing, 2012:89). However, it must be kept in mind that on the day of this print (November 2013), the researched IGP that was researched (Holding Hands) is still active. Thus, it appears that to be part of a religious group is an important factor in the beginning stages of an IGP, but appears to become less important as the IGP develops.

Non-active participants indicated that they were single, although they also indicated that they received money from their partners. It might be that they are separated from their partners who might be obligated to continue to contribute financially towards the needs of a child. The possibility also exists that participants did not disclose all their personal information regarding their financial position. On the other hand, active participants indicated that they have a partner. Furthermore, as mentioned in phase one, active members reside with their partners. Thus, living with a partner might also be a motivational factor for the active participants, because of the increased need to support the household's income. One person said that her *"partner" says I must not sit at home – I have to look for a job*". Moreover, literature revealed that supportive relationships with families, facilitators and the environment exerted the greatest positive influence on IGPs (Menyuko, 2011:92). Therefore, positive relationships such as those with a partner might be a motivational factor, which may result in regular participation as opposed to being single.

Active participants receive money regularly from a social grant, a partner, a friend, or a family member, whereas non-active participants not only receive money regularly but also occasionally from a partner, friend, a family member or a social grant. This is anomalous, as the non-active participants receive money both regularly and occasionally meaning that they should arguably receive more income than the active participants. To debate this aspect further, it can also be assumed that non-active participants should rather attend the workshop sessions regularly, especially since they indicated that they do not have much income. Active participants might also enjoy a higher general income than non-active participants do owing to receiving additional income from the IGP.

Thus, it was identified that active and non-active participants differ with regards to their involvement in religious groups, marriage status, income and income resources. Furthermore, it can be speculated that the involvement in a religious group as well as residing with a partner exerted a positive influence on the active participants, resulting in

regular participation in the IGP. The following section includes a comparison of the housing and household assets of active and non-active participants.

4.4.2 Comparison of household information of active and non-active participants

All the participants resided in either structured formal or semi-permanent houses. No significant variances exist between the active and non-active participants concerning household information, except the appliances or methods used to prepare food. Therefore, only the comparison of appliances or methods used to prepare food between the active and non-active participants is presented in Table 7.

Table 7: Appliances / methods used to prepare food comparing active with non-active participants

Appliances/methods to prepare food:	Active	Non-active
Gas Cylinder-cooker	0	1
Hot plate (one/two plate)	4	2
Electrical three/four plate oven/stove	2	4
Microwave oven	1	3
Toaster	0	2
Electrical kettle	0	3
Fire	3	1
Fridge freezer combination	0	3

Except for one active participant who uses a microwave oven, the rest of the active participants tend to use only necessary appliances or methods such as a hot plate or one or two plate stove, an electrical three or four plate oven or stove and fire to prepare food. On the contrary, non-active participants tend to use "luxury" appliances, which the active participants do not have such as a gas cylinder-cooker, toaster, and electrical kettle. Thus, it was found that non-active participants tended to possess more "luxury" items than the active participants.

When the results of phase one concerning aroused needs caused by constant exposure to television advertisements are taken into consideration, it can be speculated that the active members might be faced with needs for luxury items which they do not possess. Hence, this could be a possible motivational factor to participate in the IGP in the hope that they would earn sufficient money to buy more "luxury" items.

4.4.3 Comparison of factors influencing participation between active and non-active participants in the IGP

During phase one, both active and non-active participants indicated possible motivational factors. They also indicated encouraging- and discouraging motivational factors which influenced their participation during the first phase. When they were compared, it was found that there were only a small number of key differences. However, these differences were found among general possible motivational factors and encouraging motivational factors.

4.4.3.1 General possible motivational factors between active and non-active participants compared

Factors such as participating in the IGP, making friends and making new things with their hands were indicated as being more important to the active participants than the non-active participants. All the active participants and only one non-active participant indicated that it is very important to them to understand what is expected of them regarding the IGP. Thus it is clear that the majority of these general given factors are considered to be more important to the active participants than the non-active participants, which might indicate that the active participants attach a high value to these factors, especially attending the work sessions, making friends, creating new things with their hands and to understand what is expected of them regarding the IGP, all of which might be possible motivational factors.

4.4.3.2 Encouraging motivational factors between active and non-active participants compared by order of importance according to each group

No main differences were apparent during the comparison of the encouraging motivational factors in the structured questions. Nonetheless, active and non-active participants differentiated clearly on the order of importance regarding the factors that emerged from the open-ended questions. These factors are ranked in order of frequency in Table 8 according to how many times these factors were mentioned by each group.

Table 8: Summary of encouraging motivational factors that emerged from the open-ended questions compared

Active Participants	Non-active Participants
1. Personal achievement	1. Crafting skills
2. Gaining knowledge	2. Gaining knowledge
3. Crafting skills	3. Buying food and necessary consumables
4. Buying food and necessary consumables	4. Personal achievement

Acquiring crafting skills is ranked as the key factor that influenced participation when both active and non-active participants are considered. However, when the two groups were compared, the greatest difference was that all four active participants mentioned aspects concerning personal achievement numerous times, whereas only a few non-active participants rarely mentioned aspects relating to personal achievement, but rather, they mentioned aspects concerning crafting skills more frequently.

These findings support the results of the first phase where, as discussed earlier, behaviour is maintained due to intrinsic motivation where the individual is rewarded intrinsically by means of personal achievement (Shanks, 2006:32; Pink, 2010:4). Therefore, this phenomenon explains the regular attendance of these participants in terms of their desire for personal achievement (part of intrinsic motivation), whereas the non-active participants do not desire personal achievement, but rather, crafting skills; hence their poor attendance record (Van Wyk, 2011:17).

Regardless of the results in phase two displaying no major differences between the active and non-active participants, there are indeed differences concerning socio-demographic, household information and encouraging motivational factors that might exert an influence on regular participation in the IGP.

4.5 Phase three (In-depth interviews)

During the third phase, in-depth interviews concerning practices related to the IGP were conducted with the active participants. By this time the IGP stopped operating due to the relocation of the active participants. Through data analysis, two main relevant themes such as compelling individual experiences and integrated recurring themes were identified which improved the understanding of the motivational factors that influenced participation in the IGP.

4.5.1 Compelling individual experiences concerning the IGP

The active participants mentioned several of their unique experiences regarding the IGP. However, only experiences concerning the objectives of this study are discussed, using the field notes as supportive information. It was found that the majority of the experiences mentioned by them were positive, although a few negative experiences also occurred. These experiences were found to be related to relationships within the IGP as well as self-improvement of the participants; these are discussed accordingly.

Relationships:

Relationships with co-participants were important. Participant C mentioned that unity without disrespectful arguments is important to her: *"We should not hurt each other with words or something."* Furthermore, she indicated that she could not do her work due to the lack of adequate equipment, resulting in conflict with co-participants, which would also bother her. It was observed in the field notes that participant C's conflict was caused by co-participants when they said that her products were not neat or attractive. This conflict caused participant C to absent herself from the IGP when a person with whom she was in conflict was present, as it made her feel unsafe in the environment, even though, as participant C mentioned, the other co-participants motivated her to ignore this conflict and continue with her work. She also mentioned how her sister would encourage her to participate in the IGP and how her *"heart felt free"* when working at the workshop when there was no conflict. Hence, positive relationships are an important motivational factor which results in regular participation, as also indicated by literature at section 2.5 under income-generating projects (Menyuko, 2011:92).

Participant A mentioned that facilitators interacted sociably with the participants by laughing together: *"we would laugh out loud and the two white ladies would ask what we laugh about and we would tell them and they would laugh with us"*. It appeared that this meant much to participant A as she expressed feelings of happiness due to the understanding between the participants and facilitators; this might indicate feelings of self-worth which are also associated with esteem (egoistic) needs of Maslow's hierarchy.

Participant A also mentioned that the project facilitators would provide food if they worked late and they would also drive them home because they found it discouraging to have to cope with the long distances they travelled to the workshops. Due to the fact that this was mentioned again in the in-depth interviews means that the long distance they had to travel was a definite issue. When the facilitators displayed consideration, she enjoyed working with

them. Therefore, positive relationships with the project facilitators are crucial; otherwise, it directly impacts the IGPs undesirably, as found in the study conducted by Menyuko (2011:92) when, for example, relationships with the environment, the hosting agent and the social worker are negative.

Self-Improvement:

It was found that the participants realised the extent to which they had developed their skills after the IGP had ceased. As participant B mentioned, her ability to carefully handle and cut glass without injury had improved, although she still mentioned that she would rather avoid making products that were difficult to produce. Furthermore, their personal lives improved. As Participant B mentioned, her family were not concerned about her when she participated in the IGP since her bad habits such as using drugs and alcohol abuse decreased. She also mentioned her struggle with inactivity because she had nothing to do, but learned self-discipline through the IGP.

Participant C was further particularly positive about the IGP as she continuously mentioned how she would long for the IGP and herself to grow, realising that it brought about a difference within her. She mentioned that she would see herself going places with the IGP. This supports the statement concerning self-actualisation as a motivational factor that positively influenced participation in the IGP as a result of phases one and two.

Participant D mentioned that she found the IGP meaningful as her creativity was stimulated which resulted in her developing a sense of pride in the products she had made. This is another indication towards the need for self-actualisation, as supported by literature. Participant D also mentioned that her participation in the IGP reduced her stress, for example, regarding the personal and financial problems at home. Thus she described the working place as being peaceful, which can be considered to be another encouraging motivational factor resulting in approach behaviour as she is drawn to the stress relieving effect the IGP had on her. Participant D mentioned her disadvantaged background as being the cause of her deprived circumstances. In spite of her circumstances, she participated in the IGP which enabled her to prevent her child from suffering from the same circumstances. She was able to send him to the crèche, where he continued attending the crèche even though the IGP had been terminated.

4.5.2 Integrated recurring themes

During the in depth interviews, all four active participants repeatedly mentioned aspects that emerged into three themes, namely passivity, knowledge, and money.

Passivity:

The participants repeatedly mentioned lack of responsibility or activity: *"there is nothing else better for us to do. We are just sitting at home."* and indicated inattentiveness: *"like when we are at home with nothing to do, we don't even know why we are not doing anything. We're just there sitting and doing nothing with our lives"*. The fact that they continuously mention that they have nothing to do correlates with literature (Segalo, 2011:233) as well as results in phase one which indicated that there are limited job opportunities in rural areas; these situations might contribute to their passivity. Participant D mentioned that she would wander into the streets which would lead her to visit "shebeens" resulting in alcohol abuse and the consumption of drugs, because she had *"nothing else to do"*. Thus, it appears that she had limited opportunities or was not aware of opportunities to do something meaningful with her life.

Participation in the IGP was originally motivated by having *"something to do"*. The fact that a person had nothing to do at home, may result in personal tension and cause a person to react, and in this case, participate in the IGP to reduce the tension as displayed in Figure 3 (George, 2010:159; Schiffman & Kanuk, 2010:114). Furthermore, the influence that IGPs exert on the tension that the participants experience is supported by those participants who appeared to become aware that being passive was bothering them more so after the IGP had been terminated: *"when sitting at home I don't feel well because I am so used to working"*; *"when you're at the project you're always on your feet or sitting and working, sleep becomes a distant thought"*. Regrets were expressed regarding the termination of the IGP: *"I don't want it to end; I want to continue so that we can have something to do"*; spending time alone doing nothing resulted in *"crying"*. Hence, they realised that to be busy with the IGP influenced them positively and also made them aware that by sitting at home doing nothing caused their lives to have less purpose. Segalo (2011:233) found similar results, which indicated that being part of an IGP brought the members to a place where they could think of their possible selves.

Knowledge:

Gaining knowledge seemed to have an impact on the participants, as they repeatedly mentioned that they had learnt various life skills such as creating a meaningful future for

themselves: *"I learnt so much that I can do on my own"; "it gave me knowledge that I never thought that I could ever have"*. On various occasions, they mentioned their lack of knowledge to create sellable products out of waste: *"I had no clue about it"* and how they were enabled to put into practice what the IGP had taught them: *"I learnt that a person can create something beautiful to sell for money"*. One participant mentioned how she had learnt how to paint her house decoratively while her child attended crèche.

It was mentioned that conversations concerning knowledge and education among the participants and their peers resulted in a desire for more knowledge in order to do things with their hands rather than to wander the streets. Although one of the participants mentioned that the IGP had educated her, she also mentioned that it was also supposed to teach her how to work with machines such as sewing machines and computers and how she looked forward to this as she had always longed to use such equipment. The participants mentioned that the IGP should not end as they longed for more. *"They would have taught me more than they had taught me now."* Furthermore, one of the participants mentioned that she finds herself expressing her feelings of desire to return to the IGP in order to learn more. Thus these findings support the literature concerning Maslow's hierarchy, describing that after one need is fulfilled, a new one arises. It appears that the desire to learn more was awakened by learning new skills by participating in the IGP.

Moreover, the participants also became aware of their ability to discern what they want to do with their lives as they mentioned how the IGP enabled them to teach others the skills that they had been taught. Segalo (2011:233) mentioned that women who are part of an IGP also want to make a difference in the lives of their families by teaching their families what the IGP had taught the women. One participant mentioned how she had gained knowledge of "holding hands" through the IGP. Hence, these findings could influence participation in order to promote sustainability as it concerns skills transferred from one generation to the next. This also supports the findings regarding personal achievement, and indicates self-worth by being able to teach others.

Money:

The participants mentioned money less often than aspects concerning passivity and knowledge which is compelling as literature reveals that money is a strong lure factor when it comes to motivation in a labour/payment context (Jansson-Boyd, 2010:118). In contrast, money appeared not to be very important to the participants. Although, field notes revealed that certain participants absented themselves from the IGP when they had not yet received payment for the work they were busy with, even though their products had not yet been sold,

as they required their earnings before they would continue their participation. However they regarded money as not being very important, this behaviour indicated that it might well have been important to them.

The concept to produce excellent quality products in order to generate income rather than to be paid for labour was difficult to understand, according to the field notes. Nonetheless, participants A and C understood this concept in some way as Participant A indicated during the in-depth interviews that she came to a valuable realisation that one must work for money: *"If you don't work or do anything for money nobody will give you money"*.

Furthermore, they also mentioned that receiving money assisted them to care for their children and family, as participant A indicated that she would buy nappies and food for her children and support her family with the money she earned from the IGP. Participant B mentioned that she could see where she had spent money and was also able to take her children to town to purchase items that they needed, such as stationary for school, clothes, food and shoes, which made her feel better about her life. This clearly supports the findings in phase one that the participants value their children and care for them.

4.6 Conclusion

Although only nine female farm dwellers participated in this IGP in the NWP, during the data collection period and the results could not be generalised, a better understanding of their motivation to participate in the IGP was explored and recorded. Results of phase one revealed that the socio-demographic profile of the women who participated in the IGP indicated that they were mostly young adolescent Setswana speaking women, and except for one participant, had never been employed. They had left school at an early stage and thus were regarded as women with poor literacy. The two youngest participants also had the lowest educational levels of grade four and grade six. They received a regular small income from either a partner or a family member or a social grant, for example, one participant received between R500 – R800 per month and four participants received less than R350 per month. Furthermore, two participants did not receive social grants even though they are eligible for child support. Thus, vulnerability and low school qualifications among the participants faced with limited employment opportunities in rural areas, negatively affected their opportunities to provide money for their households. Hence, these circumstances could indicate possible motivational factors that might have caused the said women to participate in the IGP.

They all had access to electricity in their houses but only two had running tap water and a flush toilet inside their homes. Seven participants indicated that their food is cooked on either a hot plate or stove with limited or no food preparation areas. Thus, the participants were faced with deprived circumstances concerning their household status which could lead to health and safety risks. Literature revealed that people in deprived environments experience fewer needs that are stimulated due to the unlimited opportunities. However, exposure to media advertisements owing to the constant presence of switched on televisions increase the opportunities that arouse their perceived needs, causing tension which might also have been possible motivational factors which led to their participation in the IGP.

Gaining knowledge and education were identified as general motivational factors. In addition, personal achievement and being involved in meaningful activities (crafting skills), and buying exceptional articles which they normally could not afford, were identified as encouraging motivational factors. These general and encouraging motivational factors influenced approach behaviour, causing participants to attend the IGP. Although they left school prematurely they emphasised the importance of education, which might explain their drive to gain knowledge and new skills.

The money that the participants generated enabled them to care for their children. The participants indicated that the first things they bought with the money they received from the IGP were food and soap, one participant bought beer, while another indicated that she bought disposable nappies. The said items could be regarded as basic needs by most "wealthier" households, but for these women living in deprived conditions, they normally could not afford such items. Hence, it can be speculated that the prospect of an income would motivate participants to participate in IGPs. Although, according to literature financial rewards are an extrinsic motivator which do motivate people but does not last long (Shanks, 2006:30). Therefore it is a poor motivator to enhance regular participation.

The participants indicated that by contributing to developing a product and also interacting with other people encouraged participation in the IGP. They enjoy working with their hands and creating products such as the coasters, bottles, and frames. Enjoyment is an intrinsic reward concerning personal achievement. They also indicated pride in their products, another aspect which contributed to their intrinsic motivation.

On the other hand, aspects such as rainy days and feeling unsafe at the premises of the IGP were identified as discouraging factors. The participants indicated that the rain was bad for their accompanying children which caused them to rather stay at home. Sometimes their

friends also discouraged the participants as three of them indicated that their friends influenced them to not participate in the IGP. Furthermore, four supporting factors such as household priorities, passivity, not earning sufficient money, and group pressure were identified as discouraging motivational factors which caused avoidant behaviour and hence the reason for absence from the IGP.

Furthermore, the frequency of attendance prompted a separation of participants into two groups, namely active and non-active participants, in phase two. The only observable distinction between the socio-demographic profiles of the two groups was that the active participants indicated that they belonged to a religious group and had partners who influenced their participation positively. Personal achievement was also the most important motivational factor among the active participants while learning crafting skills was the most important motivational factor among the non-active participants. However, both groups indicated that gaining knowledge is the second most important aspect for them. The four main aspects that were indicated as being important by both groups were exactly the same. Considering the fairly low educational literacy of the participants in this study, it can be concluded that any additional skills or knowledge that they could gain might be viewed as positive motivation that also encouraged intrinsic motivation. The need to gain knowledge was also emphasised by all the participants during the in depth interviews.

The results revealed that the individual experiences of the participants in phase three were mostly concerned with relationships and their individual progress, which indicated that positive relationships and the need for self-actualisation were possible motivational factors which resulted in regular participation. Furthermore, it was found that the participants took part in the IGP at the beginning stages because they had nothing to do, whereas later, their motives changed when the more knowledge they gained the more they wanted to gain more knowledge.

To conclude, it was determined that, overall, said women participated in the IGP because they had nothing else to do at home and also wanted to gain knowledge and education. The participants enjoyed learning skills for crafting. Hence, the IGP influenced their lives by providing benefits which might have aroused the need for the participants to attend regularly seeing as they enjoyed it. These experiences might have caused the regular attendance of some participants. They also realised that the IGP empowered them to do something with their lives, which they repeatedly mentioned in the in-depth interviews. Furthermore, it was determined that there was an observable difference in motivation during the period of 16 months as it changed from being external motivation to internal motivation because they

wanted to achieve more. The IGP stimulated the participants to achieve more. Personal achievement therefore also differentiated the regular attendees from those who did not attend the workshops regularly.