

**THE PERCEIVED IMPACT OF UNEMPLOYMENT ON PSYCHOLOGICAL
WELL-BEING AMONG UNEMPLOYED YOUNG PEOPLE IN WORCESTER**

by

RACHEL PHILLIPHINA WILLEMSE

submitted in accordance with the requirements for the degree of

MASTER OF ARTS

in the subject of

PSYCHOLOGY

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR J. LIVINGSTON

MARCH 2015

DECLARATION

I declare that **THE PERCEIVED IMPACT OF UNEMPLOYMENT ON PSYCHOLOGICAL WELL-BEING AMONG UNEMPLOYED YOUNG PEOPLE IN WORCESTER** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

(Rachel Philliphina Willemse)

DATE

DEDICATIONS

Dedicated in love and gratitude to my late grandmother, Sarah Ruiters and my late grandfather, Piet Ruiters.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks and appreciation to the following people who played a major role in the completion of my dissertation.

- My supervisor, Dr Jacques Livingston, for his guidance, support, patience, and encouragement.
- My late grandmother, Sarah Ruiters, who sadly died on 24 January 2015, for the support that she provided in my life. Ouma, you have been a pillar of strength in difficult times and you have always been there for me when I needed you. Your love was unconditional and you taught me many life lessons which I will never forget.
- My late grandfather, Piet Ruiters, for his support in my academic life. Oupa, you believed that I can make a success of my life and introduced me to opportunities that you never had.
- Sam Sanders for his support throughout my studies and encouraging me to complete my studies.
- My son Ryan Sanders for his support.
- Mr Ernest Malan who introduced me to potential research participants and transported the participants to my home.
- My niece, Sharné Smith, who introduced me to potential research participants.
- Each participant, without whom the study wouldn't have been possible, for sacrificing their time to participate and for talking openly.

TABLE OF CONTENTS

ABSTRACT	1
KEY TERMS	3
CHAPTER ONE: INTRODUCTION	4
Background and Motivation for the Study	4
Importance of study	6
Aims of Study	7
Methodological Approach	8
Outline of the Study	8
Summary	9
CHAPTER TWO: LITERATURE REVIEW	10
Conceptualising Unemployment	10
Theoretical Approaches to Unemployment	11
Jahoda’s latent deprivation theory	11
Incongruence approach	12
Grawe’s consistency theory	12
Fryer’s agency theory	13
Warr’s vitamin model	13
The Functions of Unemployment	15
Psychological Aspects of Unemployment	16
Impact of unemployment on self-esteem	19
Impact of unemployment on life-satisfaction	21
Impact of unemployment on time use	21
Impact of unemployment on job-seeking behaviour	23
Coping with unemployment	24
Social support	24
Summary	27
CHAPTER THREE: RESEARCH DESIGN	28
Purpose of the Research	28
The Qualitative Research Paradigm	29
Research Design	32
Role of the researcher	32
<i>Self-reflection</i>	33

The participants	34
<i>The research site</i>	34
The data collection method	35
<i>Demographic questionnaire</i>	35
<i>Semi-structured interviews</i>	35
<i>Data recording and storage</i>	36
<i>Fieldwork</i>	37
Thematic analysis	38
Ethical considerations	40
Criteria for establishing trustworthiness	41
Summary	42
CHAPTER FOUR: FINDINGS AND DISCUSSION	43
Themes	43
Negative feelings experienced on a daily basis	45
<i>Blaming self for previous mistakes</i>	45
<i>Sense of failure to provide as a parent</i>	46
<i>Experiencing guilt/shame</i>	47
<i>Comparison with employed peers</i>	48
Financial impact of unemployment	48
<i>Financial dependence on others</i>	49
<i>Barrier to fulfilling future plans</i>	50
<i>Limited social interaction as a result of withdrawal and isolation</i>	50
Loss of and seeking for a sense of purpose during unemployment	51
<i>Lack of time structure with increases in inactivity</i>	52
<i>Passing the time with menial tasks or social activities</i>	52
Attitude towards employment	53
<i>Importance of work</i>	54
<i>Expectations of finding a job</i>	55
Coping with unemployment on a daily basis	56
<i>Variety of coping strategies used to manage their unemployment.</i>	56
Support needed and received during unemployment	59
<i>A need for motivation, being listened to and being cared for</i>	60
<i>A need for financial assistance and aiding in job-searching</i>	61
Facing judgement by community and family members	62

<i>Stigmatisation comments by community and family members</i>	62
<i>Effect of negative public attitude</i>	63
Summary	64
CHAPTER FIVE: CONCLUSION	65
Purpose of the Research	65
Summary of the Research Findings	65
Limitations	67
Recommendations	67
Final Reflections	68
Summary	69
REFERENCES	70
APPENDICES	81
APPENDIX A: SAMPLE CHARACTERISTICS	81
APPENDIX B: DEMOGRAPHIC QUESTIONNAIRE	83
APPENDIX C: INTERVIEW GUIDE	86
APPENDIX D: INFORMED CONSENT FORM	88
APPENDIX E: TRANSCRIPTS	90

LIST OF FIGURES

Figure 1.1: Organising themes linked to the global theme “impact of unemployment on psychological well-being among unemployed young people”	44
Figure 1.2: Basic themes linked to the organising theme “Negative feelings experienced on a daily basis”	45
Figure 1.3: Basic themes linked to the organising theme “Financial impact of unemployment”	49
Figure 1.4: Basic themes linked to the organising theme “Loss of and seeking for a sense of purpose during unemployment”	51
Figure 1.5: Basic themes linked to the organising theme “Attitude towards employment”	54
Figure 1.6: Basic themes linked to the organising theme “Coping with unemployment on a daily basis”	56
Figure 1.7: Basic themes linked to the organising theme “Support needed and received during unemployment”	59
Figure 1.8: Basic themes linked to the organising theme “Facing judgement by community and family members”	62

ABSTRACT

Unemployment among young, less-educated coloured individuals is a major problem in the community of Worcester in the Western Cape. The purpose of the research study is to gain in-depth insight into the impact of unemployment on psychological well-being among young coloured people in Worcester. The study is based on a qualitative approach by conducting semi-structured interviews with twelve unemployed, coloured persons in Worcester. The ages of the participants ranged from 18 to 30 years, with the median age of 20.33 years. Purposive sampling and snowball techniques were used to select these unemployed young persons. Two instruments, a demographic questionnaire and a semi-structured interview guide, were used to gather data on the research participants. The transcribed data were analysed by means of content thematic analysis and aided by thematic network analyses. The findings of the study suggest that unemployed participants experience negative feelings daily as a result of their unemployment. Some participants blamed themselves for previous mistakes that they had made, they feel a sense of failure to provide for their children's needs as parents, they expressed feelings of guilt or shame, and compared themselves with employed peers, which is indicative of low self-esteem. Furthermore, unemployment has a financial impact on participants which includes financial dependency on others, unemployment serving as a barrier to being able to fulfil future plans and aspirations as well as unemployment having an effect on the social life of participants in that participants appear to withdraw from social interaction and isolate themselves. For some participants there was a loss of a sense of purpose experiencing difficulties in structuring their time and generally spent their time with passive and purposeless activities. Despite being unemployed, certain other participants seek a sense of purpose and try to spend their time engaging in menial tasks or social activities. Participants expressed an overall positive attitude towards employment which includes regarding work as being very important as well as remaining optimistic about their chances of finding a job. Coping with unemployment daily emerged as one of the struggles experienced by the participants in the study. The process of coping with unemployment daily includes utilising a variety of coping strategies to manage their unemployment as well as to manage negative feelings that emerge from being unemployed. The coping strategies indicated by the participants include listening to music, sleeping, reading the Bible, and talking to their friends or family members. Participants also revealed that they needed and received two types of social support from family and friends to help them cope with their unemployment predicament; including a need for emotional support and

a need for instrumental support. Participants in the study experienced judgment by community and family members daily because of their unemployed status which includes stigmatising comments. These comments are internalised by participants which may exert a negative impact on their psychological well-being. Limitations of the study includes, participants could have answered the questions of the semi-structured guide in a socially desirable manner as well as the audio-recorded interviews were transcribed into Afrikaans and translated into English and as such, some of the meaning of what the participants had said could have been lost in the translation process. Recommendations for further research includes exploring whether perceived support have a greater beneficial effect on the psychological well-being of unemployed individuals than received support, as well as the role such types of support play in coping with unemployment.

KEY TERMS

Psychological well-being, unemployment, unemployed coloured youth, Worcester, coping strategies, social support, qualitative research design, semi-structured interview guide, content thematic analysis, thematic network analyses.

CHAPTER ONE

INTRODUCTION

Chapter one consists of an introduction to the research including the background and motivation for the study, aims of the study, methodological approach, outline of the study and summary.

Background and Motivation for the Study

Unemployment among young, less-educated Coloured individuals is a major problem in my community of Worcester, located approximately 120 kilometres north-east of Cape Town in the Western Cape (Western Cape Government Provincial Treasury, 2012). The Cape Winelands District comprises six towns, which includes Worcester and the Breede Valley Municipality in the municipal area of Worcester. The Breede Valley municipal area experienced an unemployment rate of 18.8% in 2007 and was rated as the municipality with the second highest unemployment rate in the Western Cape Municipal Area. The coloured population experienced the highest unemployment rate at 62.7% in the Cape Winelands District in 2007. In addition to the high unemployment rate, the incidence of crime, affiliation to gangs, and methamphetamine/“tik” addiction is very high (Western Cape Government Provincial Treasury, 2012). Some of these young, unemployed individuals do not have any hope of finding a job in the near future, especially in the current economic climate. However, some young, unemployed people with whom I have made contact with make comments such as:

You vote for a certain party in the hope of getting employment only to find that local government structures do nothing to create jobs for the unemployed.

You only get a job at the local Municipality or other organisations if you have a family members working there or know someone at the particular institution.

You get invited to interviews only to find that the employer already has a candidate in mind and are only following protocol to advertise the position and invite interviewees.

Comments such as these indicate a sense of hopelessness in finding a job in the near future.

Unemployment is considered to be one of the most stressful life events a person can experience, because of the loss of substantial material and psychological resources that are provided by employment (Westman, Etzion, & Horovitz, 2004). Results of a meta-analytic examination of 237 cross-sectional and 87 longitudinal studies found evidence that unemployment is associated with depression, anxiety, psychosomatic symptoms, low subjective well-being and poor self-esteem (Paul & Moser, 2009). Studies conducted in the United States, Canada, Lithuania, Sweden, and Finland regarding general and early unemployment indicate that unemployment is associated with a significant increase in symptoms such as perceived physical illness, sleeping problems, musculoskeletal pain, restlessness, concentration difficulties, anxiety, depression, worries, heart palpitations, hostility, and alcohol abuse (Hakulinen, Jakela, Hintsanen, Pulkki-Ráback, Elovainio, Hintsanen, Hutri-Kähönen, Viikari, Raitakari, & Keltikangas-Järvinen, 2013; Hammarström & Janlert, 2002; Khan, Murray, & Barnes, 2002; Mckee-Ryan, Kinicki, Song, & Wanberg, 2005; Mossakowski, 2008; Stankunas, Kalediene, Starkuviene, & Kapustinskiene, 2006; Virtanen, Janlert, & Hammarström, 2013).

Møller's (1992) study conducted from 1987 to 1989 among 1300 black unemployed South Africans found that unemployed persons typically experience a range of negative psychological symptoms, which are generally framed as "unemployment blues". The notion of unemployment blues manifests in a variety of psychological and psycho-physical symptoms such as worry, fatigue, lack of concentration, sleeplessness, listlessness, feelings of loneliness, and boredom, amongst others (Møller, 1992).

Studies conducted in Ireland and Canada suggest that an unemployed individual's chance of finding employment decreases as the length of unemployment increases (Conefrey, McCarthy, & Sherman, 2013; Wong, Henson, Roy, & Smith, 2002). Clarke (2003) drew data from the British Household Panel Survey in 1991 and 1992 and found that those unemployed persons who were less affected by unemployment were less likely to look for a new job and more likely to remain unemployed. In addition, research studies conducted in the United States, Australia, Ireland and the United Kingdom found that other psychological effects of unemployment include increased anxiety, lack of motivation, feelings of embarrassment, a lack of identity, increased stress level, feelings of worthlessness, lack of self-confidence, pessimism, fatalism, hopelessness, alcoholism, apathy, and suicide, as well as stress-related psychosomatic disorders such as headaches, stomach ulcers, dermatitis, and heart disease

(Argyle, 1990; Conroy, 2010; Creed, Hicks, & Machin, 1998; Statt, 1994). Research conducted by Latif (2010) in Canada found that unemployment exerted a negative impact on psychological well-being for individuals aged 15-54.

Certain studies have indicated that unemployment reduces an individual's social life, the awareness of which could cause conflicting feelings within the unemployed individual (Ashenberg & Phillips, 1999; Vansteenkiste, Lens, De Witte, & Feather, 2005; Waters & Moore, 2002; Westman et al., 2004). The findings of international studies conducted in Sweden and the United States confirmed that unemployment leads to premature death for men, specifically men of working-age who have a larger attachment to work than the very young and the very old (Halliday, 2014; Lundin, Lundberg, Hallsten, Ottosson, & Hemmingsson, 2010; Sullivan & von Wachter, 2009; Voss, Nylén, Floderus, Diderichsen, & Perry, 2004). Research conducted by Newman and Bland (2007) in Canada found that unemployment is strongly associated with an increased risk of attempted suicide (parasuicide). The findings of studies conducted in the United States and Sweden found that unemployment is associated with an increased risk of suicide with a higher risk for women and a decreasing risk for men after 4 years of unemployment (Kposawa, 2001; Voss et al., 2004). Interestingly, research conducted by Noh (2009) found that higher income, and not unemployment, is associated with higher suicide rates. Further research is needed to explore why higher income is associated with higher suicide rates (Noh, 2009).

Importance of the Study

According to Du Toit (2003), there is an urgent need for in-depth research on the unemployed youth, given that the last large study of this kind was conducted in South Africa in 1987-1988. Du Toit (2003) is of the opinion that such studies are necessary in the light of the major socio-political transformation that South Africa has undergone and rising levels of unemployment in the country. According to Mckee-Ryan and others (2005), there is a need for further transactional research on how people cope with unemployment, the coping strategies utilised, and why individuals with the same circumstances during unemployment may appraise their situation differently. De Witte, Rothmann, and Jackson (2012) recommend that future research include investigation into the experiences of the unemployed people, their job application behaviour, and coping skills, as well as their subjective well-being in other contexts, also carried out with larger samples. According to De Witte and

others (2012), there is a need for longitudinal studies conducted in South Africa which investigate and provide evidence of the psychological response to unemployment.

By undertaking this research, I hope to provide insights into the psychological well-being of young unemployed people in Worcester. I believe that unemployment is at the root of secondary problems such as “tik” addiction, alcohol abuse, crime, and gang affiliation currently experienced within the Worcester community. My work as an Intern Psychological Counsellor at Toevlug, an Alcohol and Substance Abuse Rehabilitation Centre in Worcester, in individual and group sessions, brought me into daily direct contact with young people who are addicted to drugs. I experienced the destruction caused by substance abuse and the effect that it has on community members and family members. Community members also appear to be frustrated because local government structures, non-governmental organisations, police, and other relevant stakeholders in the Worcester community have been unable to address these problems and provide lasting solutions. According to Kelvin and Jarret (1985), research into the psychological factors related to unemployment could provide insight into the experiences and problems of the unemployed, and may help friends and relatives to gain a better understanding of the problems confronting the unemployed. It is assumed that once people gain insight into their problems and behaviour, they are better able to cope with their situation.

According to Pullen (1990), society holds many myths associated with unemployment. As more information becomes available, these myths can be dispelled, which could facilitate a change in attitudes. This is important since unemployment is a permanent feature of society, and it is thus important that the associated stigma is removed (Pullen, 1990). According to Pullen (1990), work is often taken for granted, and individuals frequently overlook its value and the debilitating effects of unemployment. Thus research into the psychological effects of unemployment on youth might provide information which could be valuable to relevant stakeholders in the Worcester community to adequately address the socio-psychological problems.

Aims of Study

The aim of this research study is to gain in-depth insight into the impact of unemployment on the psychological well-being of young coloured people in Worcester. The following research questions were explored:

- How do unemployed coloured youth in Worcester perceive and react to their unemployment status?
- What coping and survival strategies do the unemployed youth adopt and develop to deal with unemployment?
- What are the perceptions of the community or society about unemployed young people in the Worcester community and how do unemployed youth respond to these perceptions?

Methodological Approach

The study is located in the qualitative research paradigm which assumes a constructivist ontology where individuals actively negotiate meaning (Bloom, 2005). The constructivist ontological view holds that reality is constructed rather than being objectively measurable and individuals construct their reality by associating meaning with certain events or actions (Bloom, 2005). More specifically, the study draws upon the interpretive approach. According to Terre Blanche, Durrheim, and Painter (2006), the interpretive approach involves taking subjective experiences of the people seriously as the essence of what is real for them (ontology), making sense of their experiences by interacting with them and listening carefully to what they tell us (epistemology), and making use of qualitative research techniques to collect and analyse information (methodology). Qualitative methods allow the researcher to study selected issues in depth, openness, and detail as the researcher identifies and attempts to understand the categories of information that emerge from the data (Terre Blanche et al., 2006). Consistent with this approach, in-depth interviews were conducted with young unemployed coloured persons in Worcester to determine the impact of unemployment on psychological well-being. Purposive sampling and snowball techniques were used to select the participants in the study. A semi-structured interview schedule was used as an interview guide. In addition, a socio-demographic questionnaire was utilised to further contextualise the findings. The audio-recorded interviews were transcribed and the data analysed by means of content thematic analysis.

Outline of the Study

The remainder of this dissertation is outlined as follows: Chapter Two furnishes a review of pertinent literature including a conceptualisation of unemployment, functions of work, and the psychological effects of unemployment. Chapter Three includes a discussion of the

research design as it emerged in the course of the study, including the purpose of the research, the theoretical underpinnings of the study, the participants, the data collection method, data analysis, ethical considerations, and criteria for establishing trustworthiness. Chapter Four examines the findings of the data gathered and a discussion of the findings. Chapter Five presents a summary of the findings, as well as recommendations and limitations of this study.

Summary

In this chapter the background and the motivation for conducting the study were discussed. This included reference to relevant literature relating to unemployment and its consequences. Furthermore, the importance of the study was discussed by highlighting voids in the research, and stating my personal interest for conducting the study, as well as the possible contribution of the research to the body of knowledge in the field of unemployment. The aims of the study as well as the research questions explored by the study were discussed. Finally, the chapter concludes with a discussion of the methodological approach adopted in the study. Chapter two focuses on the review of the literature.

CHAPTER TWO

LITERATURE REVIEW

Chapter two provides a discussion of pertinent literature including the conceptualisation of unemployment, the functions of employment, psychological aspects of unemployment, and summary.

Conceptualising Unemployment

According to the National Youth Act of 1996, youth in South Africa are defined as persons between the ages of 14 to 34 years, where 15 is the age at which children are formally permitted to start working (Du Toit, 2003). Two definitions of unemployment in South Africa can be found in the literature. According to Du Toit (2003), these definitions may be viewed as the official or strict definition, and the expanded definition. Both definitions include people aged 15 years or older, who are unemployed but are available for work. However, the requirement for the strict definition is that the individual must have taken steps to find employment for four weeks prior to a given point. Furthermore, the expanded definition also includes the discouraged individuals who have not taken active steps to find work (Du Toit, 2003). I prefer the expanded definition of unemployment as it provides a more accurate view of the unemployment problem in South Africa. When official unemployment figures are calculated, the discouraged individuals are not included. Unemployment figures are therefore indicated as much lower as would be the case if discouraged individuals were included.

According to Statistics South Africa (2013) there are an estimated 33.2 million people aged between 15 and 64 years in South Africa. Among these people, 13.6 million were deemed to be economically active, and almost a third (4.6 million) were found to be unemployed, according to the official definition. Over two thirds (70.7%; 3,25 million) of the 4.6 million people who were unemployed included youth between the ages of 15 and 34 years, according to the South African definition. More than half of the people who are unemployed are between 15 and 24 years of age (52%; 2.4 million), according to the international definition of youth. The international definition of youth includes youth between the ages of 15 and 24. The unemployment rate among the 15-24 year olds remains the highest among all age groups and appears to be on the increase (Statistics South Africa, 2013).

According to Barker (1999, p. 163) “unemployment is probably the most severe problem South African society has experienced, and it is conceivably the root cause of many other problems such as crime, violence, and HIV/AIDS”. More than half of all unemployed people are younger than 30 years of age, and have not worked before, and therefore, have no sources of financial support other than their families (Barker, 1999). The various aspects of unemployment, such as theoretical approaches to unemployment, the functions of unemployment and psychological aspects of unemployment are therefore explored in the next sections. The literature review includes a limited number of studies conducted in South Africa from the year 2000 onwards on the impact of unemployment on young people. Most of the findings contained in this section are based on studies conducted in other countries. This highlights the need to conduct research within the South African context.

Theoretical Approaches to Unemployment

The phenomena of unemployment and employment are explained by the following approaches: Jahoda’s latent deprivation theory, incongruence approach, Grawe’s consistency theory, Fryer’s agency theory and Warr’s vitamin model.

Jahoda’s latent deprivation theory. According to Jahoda (1982), work has a manifest and latent function. The manifest function of work is to provide an income, and a loss of employment can have a negative influence for a person’s standard of living as well as on psychological well-being, the family, and other aspects of daily life. Jahoda (1982) argued that there are five latent functions of employment. These latent functions are: (a) time structure, (b) regular shared experiences, (c) a link with common goals and collective purpose, (d) information about personal status and identity, (e) and enforced activity. According to Jahoda (1982) employment imposes a time structure on a daily basis and is considered the most important latent function. Unemployed people suffer a loss of a pre-give time structure and this may have a negative effect on psychological well-being. Employment exposes individuals to regular shared experiences and contact with people outside the nuclear family. According to Jahoda (1982) unemployed people are involved in fewer social activities and have less social support from close relatives and authority figures and this may lead to lowered psychological well-being. Furthermore, employment links an individual to common goals and collective purposes which transcend his or her own. In addition, employment provides some definition of one’s position in society, status and identity (Jahoda, 1982). The unemployed suffer not only from the absence of status but even more

from the undermining of a clear sense of identity. Finally, employment enforces activity. Therefore, the absence of structured activity may lead to lowered psychological well-being in unemployed individuals. Jahoda (1982) argued that unemployment causes psychological distress because it deprives people of the latent functions that employment provides. Creed and Macintyre (2001) found evidence that financial concern is the more important factor associated with psychological distress in unemployed individuals. This finding is inconsistent with Jahoda's theory, which suggests that psychological distress in the unemployed are as a result of the deprivation of the five latent benefits of employment. Creed and Macintyre (2001) criticises Jahoda's (1982) theory, which according to them acknowledges but downplays the role that income plays in maintaining well-being.

Incongruence approach. Paul and Moser (2006) propose an incongruence hypothesis as an explanation for the negative mental health effects of unemployment. According to the incongruence hypothesis high employment commitment levels among unemployed people and low employment commitment levels among employed people are associated with symptoms of psychological distress. Paul and Moser (2006) conducted a meta-analytic study to test this incongruence hypothesis and found that incongruent levels of employment commitment are correlated with symptoms of impaired mental health. A state of incongruence for the employed is characterised as having a low commitment to work, and for the unemployed as having a strong commitment to work, were associated with impaired mental health and reduced well-being. According to Paul and Moser (2006) the incongruence hypothesis can be seen as an extension of the traditional unemployment approaches. A strength of the incongruence hypothesis is its context independency, implying that unemployed people all over the world should be defined by the characteristic of being incongruent (Paul & Moser, 2006).

Grawe's consistency theory. According to Holtfort and Catanguay (2005) the most fundamental assumption of Grawe's consistency theory is that human beings strive for the satisfaction of their basic human needs. The consistency theory proposed four basic psychological needs: orientation and control, pleasure, attachment, and self-enhancement. To satisfy their psychological needs and prevents their needs from being frustrated, individuals develop motivational goals. Motivational goals consist of approach goals and avoidance goals. Approach goals are geared toward the satisfaction of needs. In contrast, avoidance goals are assumed to develop in response to strong and/or prolonged aversive experiences and are geared toward protecting the individual from re-experiencing the frustration of his or

her needs. To pursue approach and avoidance goals the individual also develops more concrete plans and behaviours. According to consistency theory, insufficient need satisfaction (incongruence) contributes to the development and maintenance of psychopathology (Holtforth & Castonguay, 2005). Griep (2012) applied the consistency theory on the experience of unemployment and explained psychological distress and decreased life satisfaction as the occurrence of incongruence between goals and perceived goal attainment. According to Griep (2012) high levels of incongruence are expected to be a leading cause of the creation and maintenance of unwell-being and psychological distress.

Fryer's agency theory. According to Fryer (1986) the individual is an agent with the ability to make independent decisions, the courage to try out new things, live according to their own values and morals, and is guided by a life perspective which is strongly influenced by the future and the past. Their actions are based on their interpretation of events which are influenced by their values and purpose in life and predictions of possible outcomes. According to Fryer (1986) various forms of employment allows for the exercise of agency in the work environment. The manifest function of unemployment, to provide an income, allows for self-determination in employed individuals. Fryer (1986) also argues that the feature of agency can be undermined in the individual both by the work place and under conditions of unemployment. According to Fryer (1986) the loss of income as a result of unemployment may cause frustration of agency which may lead to psychological distress in the unemployed individual. Paul and Moser (2006) criticises the agency theory by stating that the theory ignores a common characteristic of unemployed people and that is that they are strongly committed to employment and the desire to have a job. According to Paul and Moser (2006) this is an important human characteristic of unemployed people and may be one of the reasons for their low measures of well-being.

Warr's vitamin model. According to Warr (1987) mental health is assumed to be influenced by the environment in a manner similar to the effect of vitamins on physical health. The availability of vitamins is important for physical health up to but not exceeding a certain level. At low levels of intake, vitamin deficiency gives rise to physiological impairment and ill-health, but after attainment of specified levels there is no benefits derived from additional quantities. It is suggested that principle environmental features are important to mental health in a similar manner: their absence tend towards impairment in mental health, but their presence beyond a required level does not yield further benefits. In addition,

certain vitamins become harmful in very large quantities. The nine principal features of the environment and explanation of how it relates to unemployment are as follows:

- a) *Opportunity for control:* Mental health is expected to be enhanced by situations which promote personal control of activities and events. During unemployment there is reduced opportunity for control. The unemployed have less chance than those employed to act in ways which are determined by own choice.
- b) *Opportunity for skill use:* A work environment can provide the opportunity for the utilisation and development of skills. In a work environment where skills utilization and development are inhibited may lead to negative psychological well-being in the worker. Similarly in an environment where skills utilization and development are encouraged can positively impact the psychological well-being of the employee. For the unemployed there is reduced opportunity to use the skills they already possess and to develop new skills and may have a negative impact on psychological well-being.
- c) *External generated goals:* A work environment provides the opportunity to set goals. During unemployment fewer goals and demands are made and less encouragement of purposeful activities. The unemployed also have more time and less time structure.
- d) *Variety:* Environments which allow individuals to have more responsibilities and growth opportunities in a specific role will impact positively on psychological well-being. This role variety is lacking in the life of the unemployed person and they may become stuck in a daily life without routine which may lead to psychological distress.
- e) *Environmental clarity:* According to Warr (1987) an environment, as in the case of the unemployed, which are unclear in the following three respects are likely to impair mental health: (a) the availability of feedback about the consequences of one's actions (b) the degree to which other people and systems in the environment are predictable, so that one can foresee likely responses to one's own actions and, in the long term, develop a conception of a likely life course, (c) is the clarity of role requirements and normative expectations about behaviour, the degree to which standards are explicit and generally accepted within one's environment.
- f) *Availability of money:* a work environment provides the opportunity for the individual to earn money. During unemployment the absence of money can lead to extensive psychological problems in the unemployed.

- g) *Physical security*: an environment provides physical security. During unemployment the unemployed may be threatened by the loss of a secure, permanent physical living environment and this can impact negatively on psychological well-being.
- h) *Opportunity for interpersonal contact*: The work environment provides opportunity for interpersonal contact which provides (a) friendship and reduces loneliness, (b) social support, (c) aid in social comparison, (d) aid in collective goal attainment. The unemployed individual is denied the benefits of interpersonal contact because of reduced opportunity for interpersonal contact.
- i) *Valued social position*: The position an individual has in an environment can provide status and esteem to the individual. The unemployed can suffer a loss in status and esteem because of his or her position as unemployed.

Feather (1989) criticises the vitamin model by questioning whether the nine environmental features reflect basic human needs.

The Functions of Employment

In order to understand why employment is such an important aspect of a person's life, one should consider the functions of employment. According to Gonzo and Plattner (2003), work serves various social and interpersonal functions, and offers opportunities for people to satisfy their psychological needs. Work can provide social contacts, friendship and support (through colleagues), as well as opportunities for gaining recognition and developing competencies (Gonzo & Plattner, 2003). Work can help young people enter into the adult world (Bynner & Parsons, 2002). Remuneration for work done helps individuals provide for themselves and their families (Gonzo & Plattner, 2003). A job can engender a sense of purpose and value, and shape a person's identity and level of self-esteem (Argyle, 1990). According to Stankunas and others (2006) research conducted in Lithuania found that joblessness is associated with feelings of personal unworthiness, powerlessness and inferiority among the unemployed over time.

According to Jahoda (1982), the functions of work are as follows: (a) work is a source of income, (b) work is a form of activity, (c) work structures time, (d) work is a source of creativity and mastery, (e) work provides an opportunity for social interaction, (f) work is a source of identity, and finally (g) work gives a person a sense of purpose. According to Hayes and Nutman (1981), employment provides status as a working person, and the unemployed not only suffer from the absence of status, but an undermining of their sense of

personal identity. According to these authors there is a strong relationship between status as a working person and personal identity. When a person loses their identity as a working person, their personal identity is also affected, and ultimately the way they see themselves (Hayes & Nutman, 1981).

According to Hammarstöm and Janlert (2002) work provides an occupational identity for young school-leavers and is essential for the transition from adolescence to adulthood. Early unemployment, therefore, delays these developmental tasks for young people and may lead to diminished well-being and unemployment in adulthood. Research conducted by Meeus, Dekovic, and Ledema (1997) in the Netherlands found that unemployed young people showed more signs of psychological distress, have an average relational identity, and a relatively weak work identity compared to school leavers and young employed. Relational identity refers to the definition of the self that are based more on interpersonal relationships than on school or work. According to Meeus and others (1997), failure to succeed in one domain (i.e. getting work) might result in an increasing significance of other domains for defining the self, such as the domain of interpersonal relationships. Because it is more difficult for unemployed young people to tie their well-being to their work identity, they must rely on their relational identity for that. For the unemployed, relational identity is a relatively strong buffer against psychological distress (Meeus et al., 1997).

Psychological Aspects of Unemployment

According to Huppert (2009) psychological well-being is the combination between feeling good and functioning effectively. The concept of feeling good not only incorporates the positive emotions of happiness and contentment, but also includes emotions such as interest, engagement, confidence, and affection. The concept of functioning effectively (in a psychological sense) involves the development of one's potential, having some control over one's life, having a sense of purpose (for example working towards valued goals), and experiencing positive relationships. According to Huppert (2009) sustainable well-being does not require individuals to feel good all the time and she emphasised that the experience of painful emotions (for example disappointment, failure, grief) is essential for long-term well-being. Psychological well-being is, however, negatively affected when negative emotions are extreme or very long lasting and interfere with a person's ability to function in his or her life (Huppert, 2009).

Some studies have found that not all unemployed individuals suffer from lowered psychological well-being, and that certain variables help unemployed individuals to cope better with the stress of unemployment. A study conducted in the United States by Linn, Sandifer, and Stein (1985) found that unemployment had an adverse effect on psychological functioning, with the unemployed becoming more anxious, depressed and concerned with bodily symptoms than those who were employed. But the study also found that people with strong support systems and greater self-esteem seemed to cope better with the stress of unemployment (Linn et al., 1985).

Møller's (1992) longitudinal study conducted from 1987 to 1989, found that people who feel confident in their self-worth, and feel they have control over their lives, are capable of sustaining higher levels of morale during unemployment. Among young and mature participants who denied feeling helpless (53%), and useless (64%), and generally felt that they were able to perform tasks for their family (88%) scored higher on subjective well-being. The more mature participants who indicated that they were not ashamed to perform casual jobs (69%) appeared to be better adjusted. Equally important is that the unemployed receive messages from their families and the community to confirm that they are doing their part.

Results of a meta-analytic study found evidence that long-term unemployed individuals experience lower psychological and physical well-being than short-term unemployed individuals (Mckee-Ryan et al., 2005). According to the adaptation theory, people react to events but then adapt to the situation and return to previous levels of well-being over time (Lucas, Clark, Georgellis, & Diener, 2004). A longitudinal study conducted by Lucas and others (2004) in Germany found that people were less satisfied during long-term unemployment than they were before unemployment, and this decline occurred even though individuals eventually became reemployed. Thus, unemployment seems to have a lasting effect on individual's life satisfaction. Furthermore, contrary to expectations of the adaptation theory, people who had experienced unemployment in the past did not react any less negatively to the new experience of unemployment than did people who had not been previously been unemployed (Lucas et al, 2004). Clarke, Georgellis, and Sanfey (2001) found that men who are unemployed for longer habituate to their situation and those men who are less affected by unemployment are more likely to remain unemployed. Higher past level of unemployment reduce the psychological harm associated with current unemployment, and equally reduce the probability that the individual will find employment

(Clarke et al., 2001). Research conducted by Kulik (2001) in Israel found that psychological stress was highest among participants who have been unemployed for 2 to 3 months, and gradually declined after longer periods of unemployment.

Research conducted in the United Kingdom by Cassidy (2001) found that individuals who have been previously unemployed experience greater psychological distress than those who were not previously been unemployed. According to Cassidy (2001), those who have been unemployed for more than a year experience greater psychological distress than those unemployed for a shorter time. However, research conducted by Kulik (2001) in Israel found that after longer periods of unemployment individuals are more likely to become accustomed to their unemployment situation and will therefore experience less psychological stress. One possibility is that the longer the period of unemployment and the higher the amount of unsuccessful attempts to find a job, the unemployed individual's expectations for success might lower and the less effort will be made to find employment (Kulik, 2001).

Several studies provide evidence that unemployed young people are an "at risk" population for a wide range of psychological problems (Ferguson, Horwood, & Woodward, 2001). Results of a meta-analytic study by Paul and Moser (2009) found evidence that the change from school to employment leads to an improvement in mental health, while becoming unemployed after school leads to a significant decrease in mental health. A longitudinal study conducted in six European countries found that unemployed youth who have found permanent employment reported a decrease in psychological distress (Bjarnason & Sigurdardottir, 2003). This indicates the psychological importance of employment for young people. Research conducted by Meeus and others. (1997) in the Netherlands found that unemployed school-leavers had a relatively high level of psychological well-being in comparison to unemployed young people. According to these authors this finding suggests that the negative effects of unemployment is less likely to be felt directly after leaving school and offer support for the idea that a distinction should be made between school-leavers and unemployed adolescents. Studies have also revealed that unemployed youth show significantly higher rates of anxiety, anger, helplessness, guilt, and shame than those of an older age (Hess, Petersen, & Mortimer, 1994). Daly and Delaney's (2013) longitudinal study that investigated 6253 British children from age 16 to 50 between 1974 to 2008, found evidence of psychological scarring as a result of exposure to prolonged unemployment. Another important finding is that the duration of unemployment throughout adulthood was associated with elevated levels of psychological distress at age 50. Unemployment may lead

to decreasing distress levels that persist over time and cannot be attributed to childhood or early-life well-being or cognitive functioning early in life. According to Daly and Delaney (2013) further work is needed to identify psychological mechanism through which unemployment affects later well-being. One possibility is that the experience of unemployment leads people to think that their future employment prospects will be poor and that this insecurity generates feelings of distress (Daly & Delaney, 2013).

Several researchers found characteristic emotional and behavioural patterns in ‘school leavers’ (both graduates and drop-outs) who failed to find work (Donovan & Oddy, 1982; Kosky 1980; Stafford, Jackson, & Banks, 1980). Initially school leavers may experience a sense of release from the regimentation of school, but this soon turns into frustration, resentment, or anxiety when they are unable to find work. They begin to associate more with others in a similar predicament, feeling undervalued or excluded by the rest of the community. This increased sense of alienation, frustration, and hopelessness can be acted out, leading to the development of antisocial attitudes, which may be reinforced by peers, make it progressively harder for the school leaver to integrate into the work force (Donovan & Oddy, 1982; Kosky 1980; Stafford et al., 1980). Research conducted by Ferguson and others (2001) in New Zealand found that young people who have been exposed to unemployment for six months or longer had an increased risk for mental health problems (depression and anxiety), criminal offending, substance abuse disorder and suicidal behaviour than their non-unemployed peers. Studies also found that because of the lack of financial resources, unemployed youth are often excluded from leisure activities undertaken by their working peers. Hence, not only are young unemployed people alienated from the structured world of work, but they are also alienated from the social activities they have been accustomed to (Hess et al., 1994; Kosky, 1980).

Impact of unemployment on self-esteem. Baumeister, Campbell, Krueger, and Vohs (2003) defines self-esteem as the amount of value people put on themselves, their self-worth and competencies. Therefore high self-esteem refers to a positive evaluation of the self and low self-esteem to a negative evaluation of the self (Baumeister et al, 2003). A publication by the Committee on Psychiatry in Industry in the USA (1982, p.73, cited in Gonzo & Plattner, 2003) came to the conclusion that “the ability to work is an integral part of a healthy self-esteem, and is essential for good mental health of most of the population”. Self-esteem decreases because of joblessness, especially when people have internalised the attitude that work generally makes one a valuable person (Gonzo & Plattner, 2003). Diminished self-

esteem has been a central finding in almost every study of workers who lose their jobs, and is often linked to shame and self-blame (Gonzo & Plattner, 2003).

Goldsmith, Veum, and Darity (1997) investigated the relationship between unemployment and self-esteem using data drawn from a longitudinal survey of youth in the USA. They found that the longer young people are unemployed, the more their self-esteem decreases. A possible reason for this might be that long-term unemployment signals a loss of a control. Lefcourt (1982) suggested that the belief of being in control of stressful events contributes to positive feelings about self-worth. As a consequence, losing control of one's life because of a stressful event such as unemployment might negatively affect one's self-esteem. Waters and Moore's (2002) longitudinal study conducted in Australia investigated continuously unemployed and re-employed people for a period of six months. These authors found that unemployed people who became employed after six months reported higher self-esteem and a greater sense of internal locus of control (being in control of one's life) than the unemployed people. Winefield, Tiggeman, Winefield, and Golding's (1993) longitudinal study that investigated 3000 South Australian school leavers between 1980 and 1989, found that unemployment among youth led to lower self-esteem, and increased emotional depression, particularly in the case of long-term unemployment.

Research by Goldsmith and others (1997) found that unemployment damages self-esteem for female youths. Young women who had been unemployed during the most recent year demonstrated a significant reduction in self-esteem. However, episodes of unemployment that take place between one and two years earlier do not affect their current perception of self-worth. As a result, there is little evidence of a long term loss of self-esteem amongst young women exposed to unemployment. However, the study also found that for both young men and women, who in the past spent time out of the labour force, the greater the duration of their exposure to this form of unemployment, the lower their level of self-esteem (Goldsmith et al., 1997).

Kates, Greiff, and Hagen (1990) maintain that however resilient or self-assured an individual may be, losing a job or remaining unemployed can seriously undermine one's self-esteem and sense of personal continuity. This process may begin with initial feelings of rejection, or of being unwanted, and may be reinforced by further rebuttals from unsympathetic employers, or acquaintances. Negative comments from family members, or those to whom an individual turns to for help, can add to a sense of inadequacy. Over time

these changes in self-esteem can lead an individual to see him or herself as being of lesser value as a person, or as a second class citizen. However, research conducted by Møller (1992) found that the self-esteem of most unemployed persons participating in the study remained intact in spite of being unemployed.

Impact of unemployment on life-satisfaction. Diener, Oishi, and Lucas (2002, p. 63) defines subjective well-being as ‘person’s cognitive and affective evaluations of his or her life’. According to Diener (1984), satisfaction with life as a whole and global happiness are frequently applied measures of subjective well-being. The results of a South African survey conducted in 1989 indicated that only 9% of the unemployed participants were satisfied with life as a whole compared with 32% a year earlier (Møller, 1992). Similarly, 16% of the unemployed compared to 38% of urban blacks stated that they were unhappy with their life situation. Winefield and others (1993) longitudinal study found that youth who were still unemployed seven months after leaving school were less satisfied with themselves, and felt more depressed, unhappy, and lonely than those who found work.

Research by Pittau, Zelli, and Gelman (2010) and Selim (2008) conducted in Turkey and the European Union found that unemployed people reported diminished life satisfaction. According to Jahoda’s (1982) latent deprivation theory diminished life satisfaction can be related to the fact that they were denied the financial rewards, higher standards of living, and other positive environmental features that come with paid employment. Diminished life satisfaction may also be experienced because they were excluded from an important role that is assumed to be a normal part of one’s experience in a setting that offers the possibility of satisfying some basic human needs. Stavrova, Schlösser, and Fetchenhauer’s (2011) analytic study of European and World Values Survey found that life satisfaction is low in unemployed people who live in a country that has a strong work norm and therefore consider employment as very important. According to these authors the observed reduction in life satisfaction in the unemployed is not due to disappointment in oneself, but rather to exposure to external social disapproval and rejection (Stavrova et al., 2011).

Impact of unemployment on time use. According to Jahoda (1982), unemployment means the loss of a pre-given time structure. As a consequence of unemployment, the individual has a lot of “free time” at his or her disposal, which one has to learn to use constructively. Ironically, a large amount of “free time” can become a major stress for the unemployed (although it might appear to be a luxury for those who are employed and wish to

have more free time available to themselves). According to Plattner (1993, cited in Gonzo & Plattner, 2003), people's difficulties with too much free time could also be linked to an industrial way of life. From early childhood, people become used to externally determined time structures (be it in kindergarten, school or work place). When a person is suddenly confronted with the loss of structured time he or she might find it difficult to occupy him or herself with self-determined activities (Plattner, 1993, cited in Gonzo & Plattner, 2003). If someone has nothing to do, time becomes meaningless, as do goals and plans. A vicious cycle may ensue: the more a person becomes caught up in the monotonous manner in which time passes, the more time seems to 'melt away', and future orientation diminishes (Gonzo & Plattner, 2003).

Winefield and others (1993) longitudinal study found that unemployed school leavers spent their time less productively than those employed. According to these authors, time spent doing nothing was often correlated with negative psychological well-being for the unemployed. Winefield and others (1993) found that if young people could be counselled, and persuaded to engage in purposeful activities involving other people, they will be better able to cope with the stress of unemployment than if they spent their time engaged in aimless activities, doing nothing in particular or watching television. Research conducted by Van Hoye and Lootens (2013) in Flanders (Belgium) found evidence that time structure is a coping resource that can be used to buffer some of the negative effects of unemployment. Specifically, evidence confirmed that unemployed individuals with a higher sense of purpose and present orientation experienced higher psychological well-being (Van Hoye & Lootens, 2013).

The results of the 1987 Household and Community Survey conducted in Great Britain indicated that the unemployed filled some of their spare time by sleeping (Gallie, Marsh, & Vogler, 1994). In addition, the study also found that by far the greater amount of additional time was spent in passive leisure (Gallie et al., 1994). Passive time can be taken to include time spent on sleep, eating, and personal care as well as 'passive leisure' activities such as watching television, listening to the radio, reading newspapers, and just sitting around. The study found that unemployed men spent approximately two hours more than the employed on passive types of leisure, while unemployed women approximately one and a half hours more. A further finding was that the single most salient leisure difference between the unemployed and the employed was the amount of time spent watching television. The unemployed spent approximately twice as much time on this as the employed (Gallie et al., 1994).

Impact of unemployment on job-seeking behaviour. Research studies have found that the psychological effects of unemployment on an individual's general well-being also affect job-seeking behaviour (Feather, 1992; Landy, 1989). Low self-esteem, self-blame and lack of confidence, as a result of unemployment, can negatively affect the outcome of job-seeking behaviour. For example, in a job interview the candidate may not assert him or herself in a positive manner that could reveal his or her potential. A longitudinal study conducted by Taris (2002) in the Netherlands found that participants who had been unemployed for a long time reported worse mental health and less satisfaction with their current state of unemployment. Taris (2002) found evidence that these long-term unemployed individuals also had a lower intention to look actively for a job. Dodley's (1992) longitudinal study with Dutch technical graduates, found that less psychologically distressed graduates were more likely to become employed than more distressed graduates. According to Gonzo and Plattner (2003), Dodley's study illustrates that unemployed people could get stuck in a vicious cycle: the longer they stay unemployed the lower their self-esteem may become, and therefore the less likely they are to perform well in job interviews, and so on. Taris' (2002) longitudinal study found evidence that unemployed individuals who were satisfied with their present life were less likely to look for jobs than those who were dissatisfied with their present life. Results of a meta-analytic study found evidence that actively engaging in job-search activities is related to lower mental health for unemployed workers. (Mckee-Ryan et al., 2005). This negative relationship reflects the stressful experience of looking for a job and facing inevitable rejections (Mckee-Ryan et al., 2005). A meta-analytic study conducted by Paul and Moser (2009) found evidence that among unemployed person impaired mental health lowers their chances of finding a new job.

Taris' (2002) longitudinal study conducted in the Netherlands found evidence that participants who were actively searching for a job employed a variety of job searching strategies and applied for jobs more often and more widely than others. Research found that that the longer the period of unemployment, the lower the frequency of different job search strategies and the less time is spend on searching for jobs (Kulik, 2001). Results of a study conducted in Japan among unemployed Japanese graduates found that job-seekers who reported higher capabilities beliefs had stronger commitments to search for employment (Shirai, Shimomura, Kawasaki, Adachi, & Wakamatsu, 2013). These unemployed persons spent more time in collecting information to find regular employment, to improve skills, obtain certification through professional schools, correspondence courses, vocational training

programs and applied for lifelong careers, which improve their chances to find permanent employment (Shirai et al., 2013).

Coping with unemployment. Lazarus and Folkman (1984, p. 141) defined coping as “constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person”. According to Sojo and Guarino, (2011) the coping style adopted by individuals in stressful situations is dependent on individual factors such as resilience, which may result in the maintenance or deterioration of health. Lazarus and Folkman (1984) considered two main forms of coping: (a) emotion-focused coping, where coping is directed toward regulating the emotional response to the problem; and (b) problem-solving coping where coping is directed toward managing or altering the problem that which is causing the distress.

According to Dollard and Winefield (2002) persons employing problem-focused coping strategies are likely to deal with the stressful situation by taking action that directly helps to find a solution to the problem being faced. For a person who is unemployed, this might mean taking steps to re-skill or to apply for new positions. A person employing emotion-focused coping is likely to deal with personal feelings and reactions to the problem and may avoid solving it. The second strategy may be less adaptive in an unstable employment market and is more likely to lead to related health problems (Dollard & Winefield, 2002). Evidence suggests that people utilise problem-focused coping when the situation is controllable and emotion-focused coping when the situation is not controllable (Endler, Speer, Johnson, & Flett, 2000; Sojo & Guarino, 2011).

Findings of a meta-analytic study revealed both problem-focused coping strategies and emotion-focused coping were linked to higher mental health among unemployed workers (Mckee-Ryan et al., 2005). Higher levels of well-being were found among those who sought to manage their stress level directly (through problem-focused coping other than proactive job search, such as enrolling in a retraining program, seeking to relocate to an area of increased employment opportunity, reframing negative events more positively, or engaging in non-work activities), and indirectly (through emotion-focused coping, such as distancing oneself from the job loss, devaluing one’s former job, seeking social support or financial assistance, or getting involved in the community) (Mckee-Ryan et al., 2005).

Social support. Research studies by Kieselbach (2003) found that social support is a crucial issue in coping with unemployment. Ashberg, Bowers, Renk, and McKinney (2008)

defined social support as (a) the actual structure of individual's support networks (b) the degree to which individuals perceive relationships to provide adequate emotional and instrumental support (c) interpersonal transaction that involves the actual receipt of support, including emotional concern, instrumental aid, information, and/or appraisal assistance. Uchino (2009) points out that there is a distinction between perceived and received support. While received support refers to the helping behaviours that are actually provided, perceived social support refers to the belief that family and friends would provide support if needed (Noris & Kaniasty, 1996). According to Vaux (1988) earlier studies failed to distinguish actual received and perceived elements of support, and applied measures often contained items reflecting both. A meta-analytic study conducted by Mckee-Ryan and others (2005) found that social support leads to higher psychological well-being in unemployed individuals and reduce negative consequences of stressful events such as unemployment.

According to Ashberg and others (2008) two views explain the positive effects of social support. The first view is that social support has a direct effect on adjustment by aiding in the development of adaptive coping skills. In stressful situations, therefore, a support network can help reinforce the ability to cope with adversity. The second view is that social support functions as a buffer against the potentially negative effects of stress, especially when stress levels are high. This is in line with Lang's (1995, p. 1) study that found evidence that "informal support systems such as friends and relatives, can buffer against negative effects of unemployment". Evidence from more recent studies has emphasised the importance of this buffering role, while recognising the enhancement of social skills is also a factor (Ashberg et al., 2008; Green, 2007; Uchino, 2009). Results from a longitudinal study conducted in six Northern European countries among unemployed youth found that social support plays a buffering role in combatting the psychological stress of unemployment (Bjarnason & Sigurdardottir, 2003).

According to Møller (1992) the unemployed are very aware of the critical role of family support. Møller's (1992) study of 1987 and 1989 found that 60% of unemployed persons indicated that they were reliant on family income to survive, and on hand-outs from relatives to continue the job search. In turn, the unemployed try to contribute to family welfare as best they can. Almost all respondents (91%) in the 1989 survey stated that they felt loved by their families in spite of being out of work (Møller, 1992). However, it appears that unemployed persons might not take family affection for granted. Some respondents participating in the pilot study felt they were not entitled to full family benefits while they were out of work. Just

under two- thirds agreed with the statement "people who lose jobs cannot expect to get as much from their families as they did when they were working" (Møller, 1992). Some participants in the pilot study even indicated approval for withdrawal of certain family privileges. They argued that negative incentives forced them to continue the job search and this activity helped them to sustain morale.

According to Kolm (2005) societies with a strong social work norm place a high value on the importance of work. Therefore unemployed individuals may experience feelings of embarrassment or shame when they fail to adhere to this norm. However, the more common it is to be unemployed, the weaker the normative pressure is likely to be, and the less likely it is that the unemployed individual experiences such emotions. When unemployment is high, it is therefore more socially accepted to be unemployed, and both employed and unemployed workers will have less incentive to avoid unemployment (Kolm, 2005). A literature review by Starrin (2006) revealed that stigmatizing public attitudes towards the unemployed are widespread in Sweden. Those with hostile attitudes toward the unemployed are of the opinion that the unemployed is to blame for their unemployment and could get work if they wanted to. According to Starrin (2006) studies found that employers adopted negative attitudes towards especially long-term unemployed based on the views that the unemployed lack motivation, good working practice, discipline, competence and flexibility. Evidence was found that unemployed people experience feelings of shame that can become harmful because of negative public attitudes (Starrin, 2006). According to Stankunas and others (2006) research conducted in Lithuania found that unemployed people held the value system that being jobless is shameful, stigmatic and unacceptable.

Research conducted in the United Kingdom by Cassidy (2001) found that where unemployment levels are high and unemployment is the norm, there is less stigma attached to being unemployed and some psychological consequences are reduced. Powdthavee (2007) used data from the South African Household Survey in his research and found evidence that psychological well-being is negatively correlated with unemployment in households in South Africa. According to Powdthavee (2007) evidence was also found that it may be psychologically easier to be unemployed in a region with high levels of joblessness. That is because the stigma of unemployment is abated where unemployment levels are high, partly because social disapproval of the unemployed will be less prevalent if unemployment hits many at the same time. Evidence was also found that persons employed in the informal sector as well as the non-participants in the labour market, like the unemployed group, also

feel less worse about themselves for not holding a job in the formal sector when unemployment levels is high in a region (Powdthavee, 2007). Research conducted by Kulik (2000) in Israel found that unemployed men perceived the state of unemployment as more stigmatic than women do.

Summary

In this chapter a review of the literature on unemployment and its consequences were presented. This included a discussion of the conceptualisation of unemployment, the functions of employment as well as dominant theoretical approaches pertaining to unemployment. Furthermore, psychological aspects of unemployment including the impact of unemployment on self-esteem, life satisfaction, time use, and job-seeking behaviour were discussed. In addition, the coping strategies utilised by unemployed individuals as well as the role of social support in coping with unemployment were discussed. Finally, the chapter concludes with a discussion of the attitude of society towards unemployed individuals. Chapter three focuses on the research design.

CHAPTER THREE

RESEARCH DESIGN

Chapter three discusses the purpose of the study, the qualitative research paradigm, the role of the researcher, and include a self-reflection section by the researcher. The participants, the data collection method, and thematic analysis were also discussed. Finally the ethical considerations which formed a vital part of the study as well as the criteria for establishing trustworthiness were included in the discussion.

Purpose of the Research

As discussed in chapter two, unemployment remains a very serious problem in South Africa, with almost a third (4.6 million) of South Africans unemployed (Statistics South Africa, 2013). Young people are especially severely affected by unemployment; over two thirds (70.7%; 3,25 million) of unemployed people include youth between the ages of 15 and 34 years (Statistics South Africa, 2013).

Research studies have found evidence of decreased psychological well-being among unemployed people, poorer outcomes among those unemployed over the longer-term (Cassidy, 2001; Lucas et al., 2004; Mckee-Ryan et al., 2005). Furthermore, research has shown that unemployed young people are especially at risk of developing psychological problems, including psychological scarring as a result of elevated levels of psychological distress in adulthood (Daly & Delaney, 2013; Ferguson et al., 2001; Hess et al., 1994; Meeus et al., 1997; Paul & Moser, 2009). The coping style and coping strategies an individual adopts to cope with a stressful situation such as unemployment is dependent on individual characteristics and the controllability of the situation, which may lead to either the maintenance or deterioration of health (Dollard & Winefield, 2002; Endler et al., 2000; Mckee-Ryan et al., 2005; Sojo & Guarino, 2011). Research conducted in the United Kingdom and in South Africa has found that where unemployment levels are high, and where unemployment is the norm, the less stigma there is attached to being unemployed, and that social disapproval is less prevalent reducing some of the psychological consequences of unemployment (Cassidy, 2001; Powdthavee, 2007). Mckee-Ryan and others (2005) pointed out certain gaps in unemployment research and emphasised the need for more transactional research on how people cope with unemployment, the coping strategies they utilised, and why individuals with the same circumstances during unemployment may appraise their situation differently. Furthermore, De Witte and others (2012) recommend that future

research include investigation into the experiences of the unemployed people, their job application behaviour and coping, as well as their subjective well-being in other contexts. Stemming from the literature review on unemployment the following research questions are addressed in this study:

- (a) How do unemployed coloured youth in Worcester perceive and react to their unemployment status?
- (b) What coping and survival strategies do the unemployed youth adopt and develop to deal with unemployment?
- (c) What are the perceptions of the community or society about unemployed young people in the Worcester community and how do unemployed youth respond to these perceptions?

The Qualitative Research Paradigm

A paradigm is a basic belief system adopted by the researcher based on ontological, epistemological, and methodological assumptions (Guba & Lincoln, 1994). Ontology specifies the nature of reality that is to be studied (Guba & Lincoln, 1994). Epistemology specifies the nature of the relationship between the researcher (knower) and what can be known (Guba & Lincoln, 1994). Methodology specifies the methods researchers use to study whatever they believe can be known (Guba & Lincoln, 1994). Paradigms act as perspectives that provide a rationale for the research and commit the researcher to particular methods of data collection, observation, and interpretation. Therefore, paradigms are central to research design because they impact both on the nature of the research question and on the manner in which the question will be studied (Terre Blanche et al., 2006).

Qualitative researchers do not assume that there is a single unitary reality apart from our perceptions (Kraus, 2005). Since each of us experiences from our own point of view, each of us experiences a different reality. As such, the phenomenon of “multiple realities” exists. In general, qualitative research is based on a relativist, constructivist ontology that points out that there is no objective reality. Rather, there are multiple realities constructed by human beings who experience a phenomenon of interest. Conducting research without taking this into account violates their fundamental view of the individual. Qualitative researchers also argue that the researcher is a unique individual and that all research is essentially biased by each researcher’s individual perceptions (Kraus, 2005). Qualitative researcher’s epistemological assumption is based on the belief that the best way to understand any

phenomenon is to view it in its context. They see all quantification as limited in nature, looking only at one small portion of a reality that cannot be split or unitised without losing the importance of the whole phenomenon. For many qualitative researchers, the best way to understand what is going on is to become immersed in it and to move into the culture or organisations being studied and experience what it is like to be part of it. Rather than approaching measurement with the idea of constructing a fixed instrument or set of questions, qualitative researchers choose to allow the questions to emerge and change as one becomes familiar with the study content (Krauss, 2005).

The development of methodologies for understanding human phenomena in context is a central achievement of qualitative methodology (Terre Blanche et al., 2006). Qualitative researchers collect data in the form of written or spoken language, or in the form of observations that are recorded in language, and analyse the data by identifying and categorising themes. In qualitative research, rather than using a measurement scale as a measure of observation, the researcher is the instrument of observation. Data are collected either by interviews or by observing and recording human behaviour in context of observation. These particular observations are then categorised in themes, and a more general picture of the phenomenon under investigation is built up from particulars (Terre Blanche et al., 2006). The qualitative research paradigm investigates social human problems in which the researcher conducts the study in a natural setting and builds a whole and complex representation by a rich description and explanation as well as a careful examination of the participant's words and experiences (Andrade, 2009). The aim of qualitative research paradigm is to develop concepts that can help us understand social phenomena in natural settings, giving emphasis to the meanings, experiences and views of the participants (Al-Busaidi, 2008). Qualitative research seeks to represent the diverse perspectives of participants and the richness of people's experiences through a variety of approaches and methods (Regmi, 2010).

According to Merriman (1998) although there are various approaches in the qualitative research paradigm, these approaches share the following common characteristics: (a) qualitative methods focus on understanding constructed meaning therefore assuming that meaning and knowledge are constructed in a social context (b) the qualitative researcher is viewed as the primary instrument for data collection and analysis (c) fieldwork is used as primary method of data collection since qualitative researchers seek to study phenomena in context (d) qualitative research tends to emphasise inductive reasoning by seeking to build theory from

observations of real-world phenomena in their specific and natural context (e) qualitative research aim to provide rich descriptions of phenomena by presenting data holistically and comprehensively within a credible theoretical framework. I adopted the qualitative research paradigm in my study since I am interested in how unemployed young coloured people in Worcester construct the perceptions of their unemployment status which is subjective in nature. A qualitative study enabled me as researcher to gain in-depth insight into the perceptions, feelings, coping and survival strategies of these unemployed individuals in their natural context and obtain answers to the research questions.

I adopted an interpretive approach in my research since the purpose for conducting the research is to understand and describe how unemployed young people in Worcester perceive and react to their situation of unemployment. An interpretive approach provides a deep insight into the life experiences of people and the way they perceive their experiences (Andrade, 2009). If the researcher believes that the reality to be studied consists of people's subjective experiences of the external world, he or she may adopt an intersubjective or interactional epistemological stance toward that reality (Terre Blanche et al., 2006). According to Terre Blanche and others (2006) this is characteristic of the interpretive approach, which aims to explain the subjective reasons and meanings that lie behind social action. The interpretive approach involves taking people's subjective experiences seriously as the essence of what is real for them (ontology), making sense of people's experiences by interacting with them and listening carefully to what they tell us (epistemology), and making use of qualitative research techniques to collect and analyse information (methodology) (Terre Blanche et al., 2006). Since the interpretive approach has its origin in phenomenology it shares the same focus, which includes exploring how human beings make sense of experience and the meaning they give to these experiences. Phenomenologists are interested in how people put together the phenomena they experience in such a way as to make sense of the world and develop a worldview. They assume commonality in human experience and focus on meaning-making as the essence of human experience. The essence is the core meaning mutually understood through a phenomenon commonly experienced. Bracketing is one of the central ideas in phenomenology. It means that the researcher should set aside all of his prejudgements and his previous experience about the phenomena and approach the field with an open mind (Al-Busaidi, 2008).

Researchers conducting research according to interpretive and constructionist approaches use qualitative methods of data collection such as interviewing and observation.

Furthermore, researchers adopting the interpretive and constructionist approach are of the opinion that qualitative research can be used not only for exploratory purposes, but also to formulate rich descriptions and explanations of human phenomena (Terre Blanche et al., 2006). Noting these similarities, the two approaches differ also differ in a number of ways. Researchers conducting research according to the interpretive framework focus on the subjective understandings and experiences of individuals or groups whereas social constructionist researchers want to show how understandings and experiences are derived from larger discourses. Within the interpretive approach, people are treated as though they are the origin of their thoughts, feelings, and experiences. The social constructionist approach views people's thoughts, feelings, and experiences as the products of systems of meaning that exist at a social rather than at an individual level (Terre Blanche et al., 2006). Interpretive researchers believe that reality is constructed by social actors and people's perceptions of it (Wahyuni, 2012). Furthermore, they recognise that individuals' varied backgrounds, assumptions and experiences contribute to the on-going construction of reality existing in their broader social context through social interaction. Because these human perspectives are subjective, social reality may change and can have multiple perspectives. To understand the social world from the experiences and subjective meanings that people attach to it, interpretive researchers prefer to interact and have a dialogue with the studied participants. Interpretive researchers take the stance of the emic or insider perspective, which means to study the social reality from the perspective of the people themselves (Wahyuni, 2012).

Research Design

A research design is a strategic framework for action that serves as a bridge between research questions and the execution of the research (Terre Blanche et al., 2006). According to Terre Blanche and others (2006) the research design should provide a plan that specifies how the research is going to be executed in such a way that it answers the research questions. A vital part of the design involves the decisions regarding how data will be collected and analysed to ensure that the final report answers the initial research questions (Terre Blanche et al., 2006).

Role of the researcher. According to Hunt (2011) both quantitative and qualitative research is influenced in some way by the researcher, but this is especially true in qualitative research because the researcher is an integral part of the research process. In interpretive

research the researcher is the primary instrument for both collecting and analysing the data (Terre Blanche et al., 2006). The benefit of the researcher as instrument is that the subjectivity of the researcher allows the understanding of personal and social realities empathically (Terre Blanche et al., 2006). A limitation of the researcher as instrument is that the biases, motivations, predispositions, and perspectives of the researcher may have an influence on how data is collected and analysed (Terre Blanche et al., 2006). To minimise these potential influences by the researcher it is recommended that the researcher describe and interpret their own presence appropriately by means of self-reflection in any research project (Terre Blanche et al., 2006). Hunt (2011) suggests that researchers should indicate to readers their roles in the study, including a description of their assumptions, an indication of potential biases about the phenomenon in question, and how these were addressed throughout the study. According to Morrow (2005) reflexivity, or self-reflection, on the part of the researcher is a procedure used to establish trustworthiness in qualitative research. Reflexivity often occurs in the form of a reflexive journal in which researchers write about their 'experiences, reactions, and emerging awareness of any assumptions or biases that comes to the fore' (Morrow, 2005, p.254).

Self-reflection. My interest in the impact of unemployment on the psychological well-being of young people stemmed from my own experience of being unemployed. Although I achieved a basic undergraduate degree, I still struggled to find a job in Worcester. After being unemployed for a long time I started to get discouraged and didn't bother to fill in job applications for fear of rejection. Through the process of reviewing the unemployment literature, I understood more clearly what the unemployed person is experiencing. While I was conducting the interviews with the participants I could empathically relate to some of their disclosures which were very painful for some participants. Some of the participants were relieved to offload their heavy burden and they were therefore very open in sharing their feelings. Because I had first-hand experience of the psychological impact of unemployment, I believed I knew everything about the phenomenon of unemployment and what the participants are experiencing. However, while listening to the stories of each participant, I learned that our circumstances differ and therefore our experiences of the impact of unemployment are also different. All of these participants had no tertiary qualifications and that made it even more difficult to find a job. When conducting the pilot interviews I felt very anxious and unsure of myself since I have never conducted interviews of this kind. My questioning was a bit mechanical and I am sure my participants sensed I am not skilled in

this. It might have had an impact on the responses of the first two participants. By the time I conducted the third interview I was a bit more relaxed and I also noticed that the participants talked more freely and the interviews lasted longer. By then I also developed the skill of probing when I wanted more information from a participant. Although I did not form part of the semi-structured interview schedule, I decided to ask the suggestions of the participants regarding job creation during the first pilot interview. By adding that category I got the impression that they felt that their opinions mattered. Their suggestions on how job creation agencies can create jobs were very insightful. Therefore I included their suggestions at my recommendations section of the thesis.

The participants. The participants in the study included 12 unemployed, coloured persons in Worcester between the ages of 18 and 34, and included 4 male and 8 female participants. The sample size was informed by the saturation principle, also known as sampling to redundancy, which states that one should stop recruiting new participants at the point where nothing new can be learnt (Terre Blanche et al., 2006). The study focuses on unemployed young coloured people, thus the reason for selection of participants between the ages 18 to 34 was based on the South African definition of youth. Purposive sampling and snowball techniques were used to select these unemployed young persons. Purposive sampling is often used when looking for particular types of participants (Durrheim, 1999), and is used to obtain a representative sample by including typical groups in the sample (Kerling, 1986, cited in Terre Blanche et al., 2006). Purposive sampling specifically selects information-rich cases (Patton, 1990). Once selected, these key informants facilitated the recruitment of other participants on the basis of their matched criteria to the ones required to answer the research questions being asked. Once key informants were identified, a snowball technique was used to recruit participants (Bloor & Wood, 2006). The median age of the participants is 20.33 years (see appendix A for a summary of the sample's characteristics). Ten participants are single and two participants are in a relationship. With regard to parental status, seven participants have no children while five participants are single parents. Six participants indicated that their highest level of education is Standard 8/Grade 10 or below, four participants obtained a matriculation certificate, one participant completed a certificate/short course and one participant obtained grade 11.

The research site. According to Devers and Frankel (2000), the research site is defined as social and physical settings where “subjects” or “cases” are located. The participants in the study stay in various coloured neighbourhoods of Worcester. Seven participants stay in

municipal flats for disadvantaged coloured people. Unemployment, gangsterism, 'tik' abuse, and crime are very high in the municipal flats and some of these flats are even use to sell drugs from. These participants were approached by a community leader, a friend of mine, who is involved with upliftment projects with young people who are staying in the municipal flats. He identified these participants as suitable potential participants for the study and as such he arranged that I meet each of the potential participants. Two participants stay in an adjacent neighbourhood and I approached them myself since one participant is known to me and the other participant is a friend that he recommended and stay in the municipal flats in this particular neighbourhood. One participant stays in another neighbourhood which is notorious for gangsterism, 'tik' abuse, and crime and was recommended by a contact. Two participants stay in the central business area (CBD), and these two participants are sisters. One of these sisters was recruited by a contact and she recommended her sister as a potential participant. The three neighbourhoods are high crime zones where gun shooting is a daily occurrence. Since the majority of the participants stay in these dangerous neighbourhoods I decided to conduct the interviews at my home office for safety purposes. Privacy was also a consideration in my decision since most of the participants stayed in overcrowded houses.

The data collection method. Researchers who adopt an interpretive approach commonly use qualitative methods of data collection such as observation and interviewing (Terre Blanche et al., 2006). In this particular study in-depth interviews were conducted to obtain information of the impact of unemployment on the psychological well-being on young people. Two instruments, a demographic questionnaire and a semi-structured interview guide, were used to gather data on the research participants.

Demographic questionnaire. A demographic questionnaire was used to gather data of the participant's age, education, employment history, job-searching behaviour, perceptions of the effects of unemployment, income sources and religious affiliation. The demographic questionnaire was utilised to provide background information of the participants as well as to further contextualise the findings. (See appendix B for demographic questionnaire).

Semi-structured interviews. Since I wanted the participants to talk in depth about their experience of being unemployed and how it affects them psychologically, I used a semi-structured interview schedule as an interview guide. A semi-structured interview, also known as the non-standardised or qualitative interview (Saunders, Lewis, & Thornhill 2009), is a hybrid type of interview which lies in between a structured interview and in- depth interview.

In a semi-structured interview schedule one develops a list of key topics and perhaps subtopics in advance (Terre Blanche et al., 2006). The list of predetermined themes and questions were constructed from the most important issues covered by the literature review chapter (Chapter 2) and from my own experience of being unemployed. According to Al-Busaidi (2008) one of the strengths of semi-structured interviews is the flexibility it offers, enabling the researcher to enter new areas and produce richer data. In addition, it helps the researcher to develop rapport with the participants. Another strength of semi-structured interviews is that it elicits people's own views and descriptions and has the benefit of uncovering issues that have not been anticipated by the researcher (Al-Busaidi, 2008). One of the disadvantages of semi-structured interviews is that it takes longer to conduct and to analyse (Al-Busaidi, 2008). Another disadvantage is the open ended nature of questions in a semi-structured interview which makes it very difficult to analyse (Al-Busaidi, 2008). In response to these disadvantages, I sampled information-rich cases to the point of saturation, which ensured that the sample size remained manageable. To aid analysis, I developed a coding matrix to make it easier to compare the responses of the participants across the various categories and aiding in the analysis of data. The semi-structured interview guide was piloted with the first two participants to ensure that the right information was generated by the semi-structured interview questions. As a result some of questions which the two participants found difficult to answer were reformulated. For instance, the first two participants found the question dealing with emotional and behavioural strategies utilised to deal with negative psychological feelings very difficult to understand. I reformulated the questions as follows: "How do you handle negative feelings the days that you feel down because of your unemployment situation?" I added two questions to the interview guide to elicit the opinions of the participants with regard to their perceptions of job creation efforts by local governmental and non-governmental structures in Worcester and their suggestions for job creation opportunities (See appendix C for interview questions).

Data recording and storage. The interviews lasted 30 - 40 minutes and the participants were informed beforehand about the length so as not to inconvenience the participants. After the interview, the participants were asked to fill in the demographic questionnaire. The interviews were audio-recorded, with the written consent of the participants. The interviews were conducted and transcribed in Afrikaans and translated into English by the researcher. Transcribing an interview makes it easier to refer back and forth to different parts of an interview if it's in typed format than listening to an audio-recording (Terre Blanche et al.,

2006). However, transcription is very time consuming and an interview of one hour can take six or more hours to transcribe (Terre Blanche et al., 2006). Saunders and others (2009) suggests that interviews should be transcribed as soon as possible after they are conducted to avoid build-up of audio-recordings and associated transcription work. When I conducted two interviews a day, I allowed a few days before continuing with the next interview to give me enough time to transcribe interviews. I transcribed the interview on the same day on the three occasions that I conducted only one interview on a day. After transcribing the interviews, I listened to the audio-recordings again to ensure that all the information in the transcripts is correct and captured. This process was repeated until I was sure that the transcript and the audio-recordings were a complete match. This process also help me to familiarise myself with the data and to get to know the content of the transcripts. I used back translation to translate the transcripts of the Afrikaans interviews into English, and then into Afrikaans again. The purpose of back translation is to achieve equivalence of meanings between two different languages (Regmi, 2010). The main disadvantage of translation is that it is often intensive and time consuming, since the transcription and the translation should be a match with the recorded interview on the digital recorder (Regmi, 2010). The audio-recorded interviews were stored together with the questionnaires in a locked cupboard only accessible to the researcher. Thus respecting the participant's right to confidentiality. The data will be maintained for a period of 5 years after the research is completely finished. Anonymity of the participants will be protected as far as possible by not revealing their names of the participants in any published material.

Fieldwork. Once potential participants were identified, I set up a meeting with them. I explained to the potential participants that the study is being conducted to determine the effect of unemployment on mental well-being. Information was given to the potential participants about the approximate length of the face to face interview (30-40 minutes). Terre Blanche and others (2006) suggest a pilot study should be conducted before implementing the final research design. According to Terre Blanche and others (2006) pilot studies are preliminary studies on small samples that help to identify problems with the design, particularly the research instruments. Therefore, I piloted the semi-structured interview with two participants to ensure that the right information was generated by the semi-structured interview questions. As a result some of questions in the interview guide were reformulated. After analysing the data gathered by the pilot interviews, I conducted the rest of the interviews.

All the interviews were conducted at my home office at a time agreed upon with the participants. I decided to conduct the interviews at my home since most of the participants stayed in overcrowded houses and in areas with high crime incidences. I allowed a day before continuing with the next interviews to give me time to preliminary analyse the data of the transcripts. On other days I conducted two interviews a day depending on the availability of the participants. It was very challenging to get some of the participants on the arranged days since some of them were still sleeping by the time my contact went to fetch them. We had to reschedule an appointment for the next day. Interviews were conducted in the late morning and the late afternoon to accommodate the late sleepers. I conducted some interviews early in the morning at 10h00. Only the participant and I were present in the home while the interview took place, and there were no interruptions. I started each interview by welcoming the participant and offering him or her a cup of tea or coffee. I then explained the purpose of the research and explained their right not to answer, or to withdraw at any point. I then invited the participants to ask questions. None of the participants had any questions so I proceeded with the semi-structured interview questions. Before ending the interviews I asked each of the participants if there are any questions that they would like to ask. I ended the interviews by thanking each participant for their time and willingness to share their experience of being unemployed.

Thematic analysis. The transcribed data were analysed by means of content thematic analysis and aided by thematic network analyses. Content thematic analysis is a flexible tool that involves the identifying of themes or patterns within data (Braun & Clarke, 2006). Themes are defined as recurrent unifying concepts or statements about the subject of inquiry (Bradley, Curry, & Devers, 2007). According to Attride-Sterling (2001), content thematic analyses can be successfully aided by and presented as thematic networks, which refer to web-like illustrations that summarise the basic, organising and global themes constituting a piece of text. Whereas content thematic analyses uncover themes and patterns deemed salient in a text, thematic networks facilitate the structuring and depiction of these themes (Attride-Sterling, 2001).

Immersion in the data to comprehend its meaning in its entirety is considered to be the first step in qualitative data analysis (Terre Blanche et al., 2006; Crabtree & Miller, 1999; Pope, Ziebland, & Mays, 2000). Reviewing data without coding helps identify emergent themes without losing the connections between concepts and their context and involves reading through the transcripts and notes several times to gain an overall

understanding (Bradley et al., 2007). I therefore immersed myself in the data by reading through my transcripts several times. Because I transcribed the interviews myself, it helped me to get to know the content of the transcripts. At this stage of the data analysis I felt quite overwhelmed by the data because I had an Afrikaans version of the transcripts as well as a translated English version of the transcripts. I didn't know how to link all the information together. I decided to work with the Afrikaans version of the transcripts and used the English version for direct quotes of the participants when reporting the findings in the next chapter.

The next step in data analysis process is inducing themes. I consider the identifying of themes as the most important step in data analysis process and spent hours in reading through the transcripts and notes. Maxwell (2005, p. 96) argued that thematic analysis offers researchers the ability to categorize and compare data to 'aid in the development of theoretical concepts'. This approach to analysing the data requires an inductive approach (Rossman & Rallis, 2003), which can facilitate the exploration of how the participants used language to discuss their experiences. This was accomplished by engaging in a systematic process of reading the interview transcripts, identifying themes in the participants' responses constructed during the interview process, questioning how those responses are structured, and exploring the themes identified to develop an understanding of the participants' lived experiences (Stewart, 2011). Bloom (2005) suggests a process called 'selective coding' involving further refining the data, bringing together the patterns, consistencies, categories and constructions, and creating meta-themes. This step in my data analysis I found quite challenging since there is no guide lines to check if you are on the right track.

After themes were developed, I proceeded to the next step of coding the data. Coding entails marking different sections of the data as being instances of, or relevant to, one or more of your themes (Terre Blanche et al., 2006). According to Terre Blanche and others (2006) thematising and coding blend into each other, because the themes we develop tend to change in the process of coding as we develop a better understanding of them and how they relate to other themes. Codes should therefore never be regarded as final and unchanging (Terre Blanche et al., 2006). The identified themes were presented by descriptive and interpretive accounts to preserve the richness of the data (Murray, 1998). I developed a coding matrix to manage the data. A coding matrix involves assigning data from the interview transcripts to the themes and categories in the coding matrix (Smith & Firth, 2011). This step in the analysis I found quite easy especially since developing a coding matrix really made it easier

to organise the data and to compare the responses of the participants across the various categories.

After codes have been applied to themes, I explored the themes more closely. This step in data analysis is called elaboration and entails comparing sections of text that appears to belong together. It is also at this stage that it becomes apparent that extras that were grouped together under a single theme differ, or new themes come to light. I then proceeded to interpretation which is considered by Terre Blanche and others (2006) to be the final step in analysis. Interpretation was quite exciting because I felt like the whole picture of the impact of unemployment on the psychological well-being of young people unfolded and the findings started to make sense.

Ethical considerations. The ethical principles of autonomy, nonmaleficence and beneficence were applied on the study. The principle of autonomy entails that participation in the research study is voluntary that the confidentiality of the participants be protected (Terre Blanche et al., 2006). The identity of the participants will not be revealed in the published thesis and the audio-recorded interviews together with the questionnaires will be stored in a locked cupboard only accessible to the researcher. The principle of nonmaleficence entails that no harm is done to the participants by participating in the study (Terre Blanche et al., 2006). With regard to this principle, each participant was informed that they could stop the interview at any time and talk about a question that upset or distress them. Participants were given the contact number of the researcher if they need to talk about any sensitive issues after the interview. The principle of beneficence entails that the research study benefits the participants and society and that the participants does not benefit financially by participating in the study (Terre Blanche et al., 2006). With regard to beneficence, the findings of the study might provide valuable information to relevant stakeholders in the Worcester community to adequately address the problem of youth unemployment and associated socio-psychological problems. The participants did not receive any money for their participation in the study. The purpose of the study was verbally explained, in detail, to the participants (Terre Blanche et al., 2006). An informed consent form outlining the research, stating the voluntary nature of participant's involvement in the study, and discussing the scope and limitation of confidentiality were given to each participant beforehand (See appendix D). The content of the informed consent form was explained in detail to each participant in Afrikaans. They were required to sign the consent form before conducting the interview. The questions in the semi-structured interview

schedule were carefully selected because of the sensitive nature of the topic of unemployment and did not elicit any adverse responses from the participants. One participant (Participant 10) said there is there a lot of support that she needed when asked about other types of support needed. When I asked her to elaborate, the participant said she didn't want to talk about the issue. I assured her that it's okay if she doesn't want to talk about it and I proceeded to the next question on the interview guide.

Criteria for establishing trustworthiness. In qualitative research trustworthiness is assessed by the criteria of credibility, transferability, dependability and confirmability (Guba, 1981). The first criterion is credibility and establishes how confident the researcher is with the truth of the findings based on the research design, informants, and context (Guba, 1981). Techniques to promote credibility are peer debriefing, member checks, peer scrutiny of the research project, negative case analysis, reflective commentary, triangulation, and thick description of phenomenon in question (Shenton, 2004). Transferability refers to the degree to which the findings can be applied to other contexts and settings or with other groups, and the ability to generalise from the findings to larger populations (Guba, 1981). A technique to promote transferability is to provide background information to establish the context of the study and detailed descriptions of the phenomenon in question to allow for comparisons to be made (Shenton, 2004). Dependability refers to whether the findings would be consistent if the study were replicated with the same subjects or similar subjects in the same or similar context (Guba, 1981). A technique to promote dependability is by providing an in-depth methodological description to allow the study to be repeated. Critical to this process is the establishment of an audit trail which allows others to trace the course of the research step-by-step via the decisions made and procedures described (Shenton, 2004). Confirmability refers to the degree to which the findings are a function solely of the informants and not of other conditions of the research and not of other biases, motivations, and perspectives of the researcher (Shenton, 2004). A technique suggested to promote confirmability is to provide a detailed methodological description to allow the integrity of the research results to be scrutinised. Providing an audit trail will allows others to trace the course of the research step-by-step via the decisions made and procedures described (Shenton, 2004). I utilised the following techniques to promote trustworthiness in the study: (a) I kept a reflective journal in which I wrote all my experiences, reactions, and emerging awareness of any assumptions or biases during the study. (b) I provided a detailed description of the methodological section and kept an audit trail by keeping all documents related to my research including all notes,

transcripts, questionnaires, and the audio-recorded interviews which I will keep for a period of five years (c) I provided a thick description of the setting of the study, the participants, and the themes that emerged from the data.

Summary

In this chapter the methodological approach adopted in the study were discussed. The chapter started by discussing the purpose of the research. The qualitative research paradigm was then presented by discussing the theoretical underpinnings located within the broader qualitative paradigm. Furthermore, the research design including the role of the researcher, the participants, data collection method and data analysis were discussed. Finally, ethical considerations as well as the criteria for establishing trustworthiness were discussed. Chapter four focuses on the research findings and the discussion of the findings.

CHAPTER FOUR

FINDINGS AND DISCUSSION

Chapter four presents the findings which were obtained from the interviews conducted with unemployed participants. The themes that emerged from the data analysis are discussed and supporting verbatim quotes derived from the interview transcripts are presented. Furthermore, an interpretation of the findings is provided as well as relating the findings to previous research and/or theory.

Themes

With the aid of thematic network analysis, seven organising themes were identified around the global theme “impact of unemployment on psychological well-being among unemployed young people”. The seven organising themes identified are as follows: (a) negative feelings experienced on a daily basis (b) financial impact of unemployment (c) loss of and seeking for a sense of purpose during unemployment (d) attitude towards employment (e) coping with unemployment on a daily basis (f) support needed and received during unemployment (g) facing judgment by community and family members (see Figure 1.1 for a graphical representation of the themes). Each organising theme is presented by providing a brief description of the organising theme. The basic themes are then presented by providing an overview of the basic themes and supporting verbatim quotes from the interview transcripts. The verbatim quotes are then interpreted with the aid of theory and/or previous research.

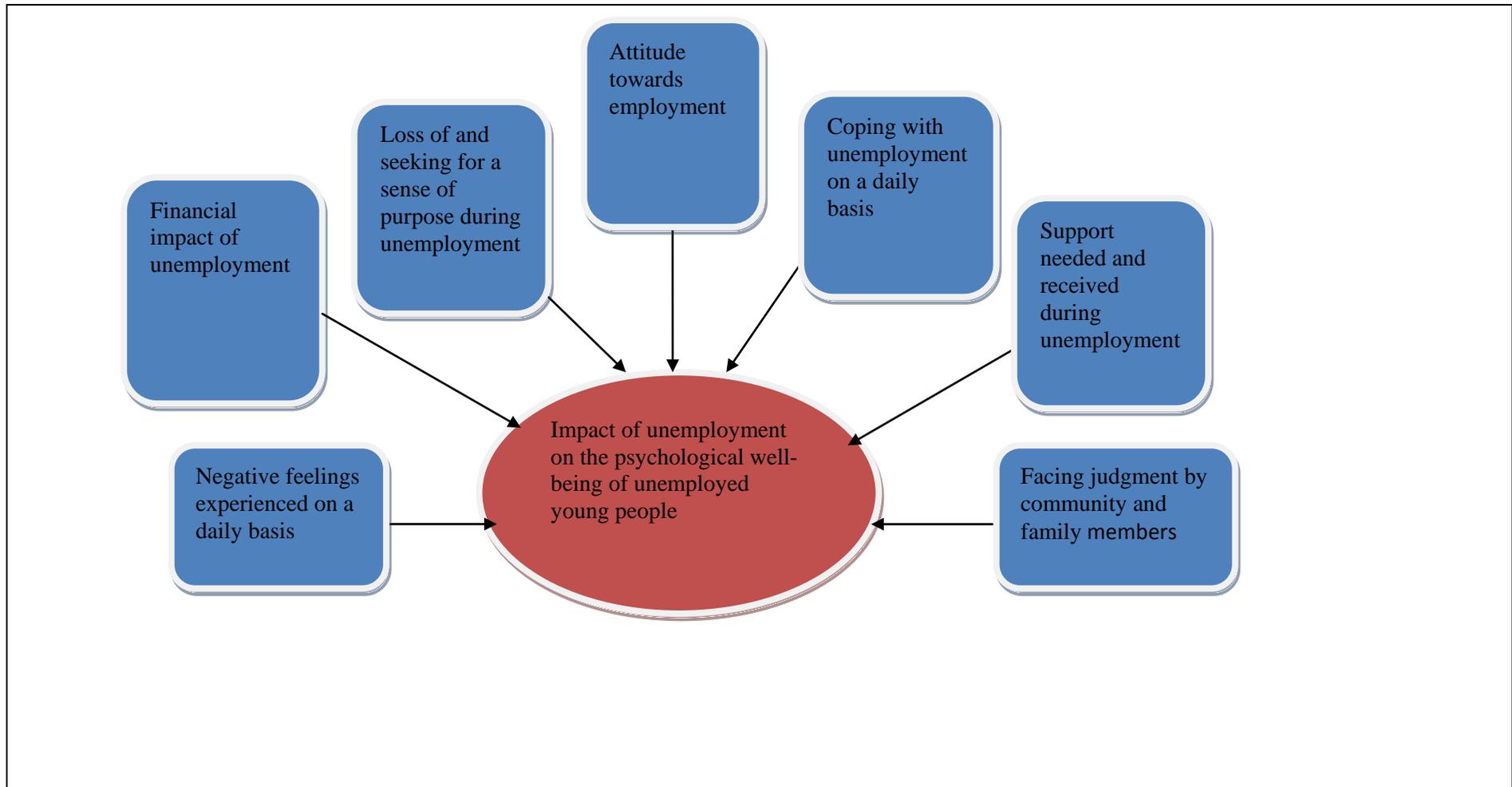


Figure 1.1: Graphical representation of the global theme “impact of unemployment on the psychological well-being among unemployed young coloured people” and organising themes.

Negative feelings experienced on a daily basis. The organising theme “negative feelings experienced on a daily basis” refers to negative feelings that the unemployed individuals experience on a daily basis as a result of their unemployment. The organising theme consists of the following basic themes “blaming self for previous mistakes“, "questioning capabilities as parents", "experiencing guilt/shame" and "comparison with employed peers" (see figure 1.2 for a graphical representation of the organising and basic themes).

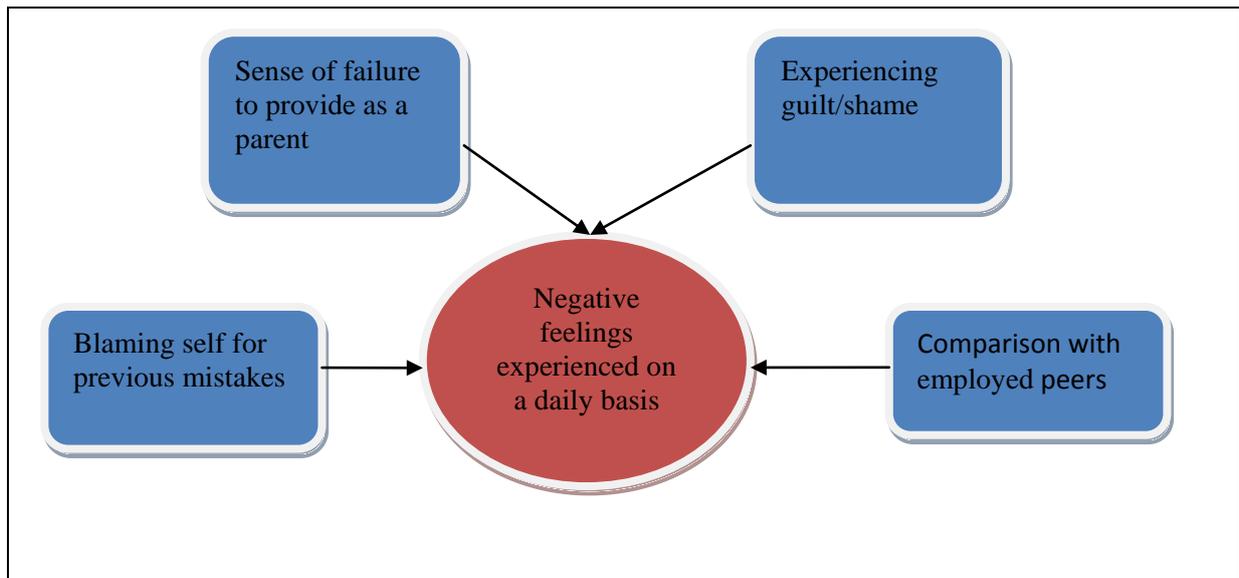


Figure 1.2: Basic themes linked to the organising theme “Negative feelings experienced on a daily basis”

Blaming self for previous mistakes. The basic theme “blaming self for previous mistakes” refers to participants blaming themselves for their unemployment. These are evident in these quotes below:

“I just think that previously ... I may have made some mistakes in life ... causing me to struggle to find work now.” (Participant 5)

“Then I will lie and think about things ... like why I can't get a job. What mistakes did I make in life that has such a negative effect on my life now? I think a lot of things!” (Participant 11)

“At this age that I am now and when I look at other people of the same age ... I just think that I may be made some mistakes in life.” (Participant 12)

These quotes suggest that these participants blame themselves for not finding a job and attribute this to mistakes that they made in life. According to Fetchenhauer, Jacobs, and

Belschak (2005) the most fundamental assumption of Janof-Bulman's model of self-blame is that 2 types of self-blame can be distinguished namely: characterological self-blame and behavioral self-blame . The characterological self-blame model suggests that individuals regard their own personality as the reason for a negative outcome. The behavioural self-blame model suggests that individuals engage in behavioural self-blame when they regard their own concrete behaviour as the reason for a negative outcome. Furthermore, Janof-Bulman's behavioral model of self-blame is regarded as adaptive because it offers concrete explanations for negative outcomes and thereby enhances the feeling of control and the perception of being able to avoid a recurrence of negative outcomes and affect positive outcomes in the future (Fetchenhauer et al., 2005). Applied to unemployment, Janof-Bulman's behavioral model of self-blame suggests that unemployed individuals regard their own behavior, in this case mistakes that they made in the past, as the reason for their unemployment and failure to find a job. Unemployed individuals in the study did not engage in characterological self-blame because they don't regard their personality as the reason for their unemployment situation.

Sense of failure to provide as a parent. Participants in the study who are parents seem to question their capabilities as a parent. These are indicated in the quotes below:

“There is times when my child complains that she is hungry.” (Participant 4)

“Then I must tell her there is no bread. It makes me feel that I am not a good mother. Why can't I find a job? I try my best to find a job.” (Participant 4)

“I have a child ... the child comes to me every time asking for money. Then I must tell her I don't have ... where must I get? I will send my child to ask my mother for money. So that is why it's very hard on me!” (Participant 5)

“Because I have a 10 month old baby. So it is very frustrating for me. Because I can't give him everything that he needs.” (Participant 6)

“The All pay money that I receive for my child is not enough. I can't give her the things that she wants. It makes me feel very uncomfortable.” (Participant 11)

“I am a mother! I want to be the best for my son! He should be able to say with pride ... 'My mother' ... like that. He must look up to me! But he can't because I am not working! So I can't give him what he needs.” (Participant 7)

These quotes suggest that these participants feel that they are not good enough parents because they are unable to provide for their children's needs suggesting feelings of inadequacy experienced by these participants. Similar findings were found by research conducted by Mabella (2012) in South Africa that revealed that unemployed participants experience feelings of inadequacy since they felt they were not able to provide for their children's needs. As discussed in the literature review chapter, research conducted in Lithuania found that joblessness is associated with feelings of personal unworthiness, powerlessness and inferiority among the unemployed over time (Stankunas et al., 2006). Furthermore, in chapter 2 it was found that unemployment can leave some individuals with feelings of worthlessness (Conroy, 2010).

Experiencing guilt/shame. The basic theme “experiencing guilt/shame” refer to how participants feel guilty or ashamed about being unemployed. This is evident from the quotes below:

“For example I stay with other people and when they complain about a shortage of food in the house I feel inferior. Then I feel guilty because I am unemployed and can't make a contribution. And the children in the house are also complaining because the food doesn't last for long. So this is the kind of things that will make my turn to other things.”
(Participant 11)

“I asked myself when will I be able to work for them! Because I am 21 years old ... but I have to ask them to buy me toiletries when I don't have. I feel ashamed because I should be able to buy stuff for myself.” (Participant 11)

“You are 18 years old already... but you are dependent on your parents. And your parents are struggling financially. So it is not a nice feeling!” (Participant 3)

These quotes suggest that some participants experience feelings of guilt and shame as a result of having to rely on the financial support of others and not being able to provide for themselves. As recalled from the literature review chapter, studies revealed that unemployed youth show significantly higher rates of guilt and shame than those of an older age (Hess et al., 1994).

Comparison with employed peers. Participants compared themselves with employed peers. This is indicated by the following quotes:

“You don't fit in with your friends! Because they are better off than you even though I passed matric. They have steady jobs. And they earn a good salary.” (Participant 3)

“I see my school friends ... they have jobs and are prospering in life. It was so difficult for me that I tried to commit suicide.” (Participant 5)

“I sometimes feel that I am stupid and don't have the same intelligence than other young guys who are working.” (Participant 12)

Unemployed participants make social comparisons with others in terms of their financial security and intellectual abilities. In so doing, their own failings are accentuated. As such, their self-esteem is eroded as a result of the constant social comparison. The findings are consistent with the study by Mabella (2012) that revealed that unemployed participants experienced low self-esteem as a result of comparing themselves with employed peers. Research conducted by Sheeran, Abrahams, and Orbell (1995) found evidence that unemployed people had more negative social comparison scores than employed people in the study confirming the social comparison theory approach. According to the social comparison theory comparison are made between one's self and others at different levels (as individuals or as group members). Unemployed people make social comparison with employed people therefore comparing themselves at group level and this result in diminished self-esteem (Sheeran et al., 1995).

Financial impact of unemployment. The organizing theme “financial impact of unemployment” refers to the impact of unavailability of finances due to unemployment. The organising theme “financial impact of unemployment” consists of the basic themes “financial dependence on others“, “barrier to fulfilling future plans” and “limited social interaction as a result of withdrawal and isolation“ (see figure 1.3 for a graphical representation of the organisational and basic themes).

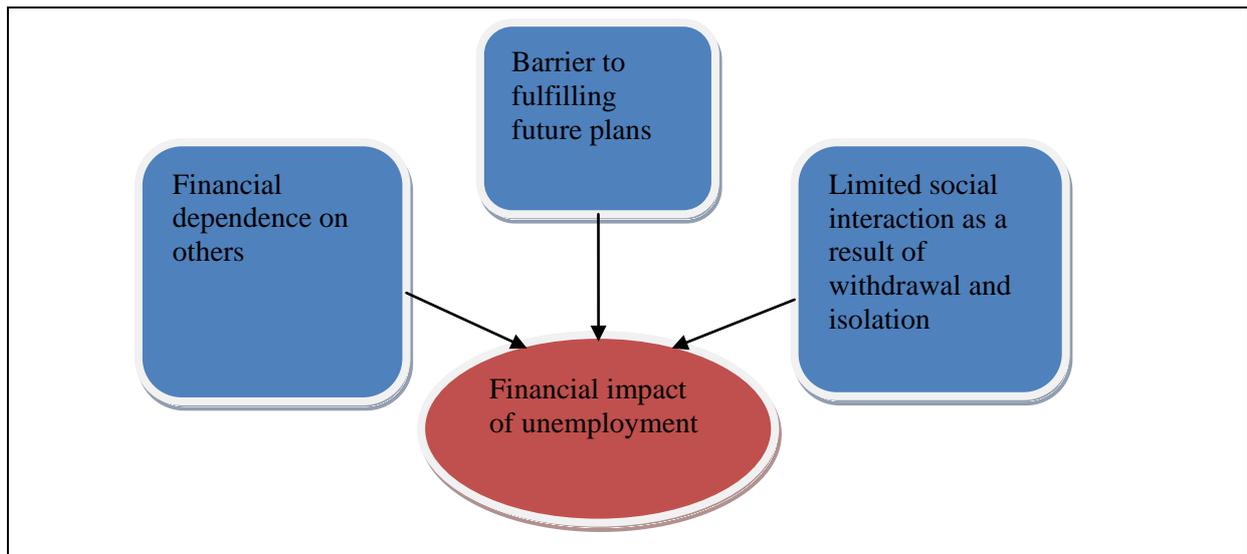


Figure 1.3: Basic themes linked to the organising theme “Financial impact of unemployment”

Financial dependence on others. Financial dependence on others is quite clearly described by the participants as indicated by the quotes below.

“Because I can’t contribute at home. I also have a three year old child that I must provide for. I can’t give him what he needs.” (Participant 7)

“I am dependent on the boy's father. I don't want to be dependent on a man or on my parents. I want to provide for myself. I want to be the one who provide for my son!” (Participant 7)

“There is a lot of pressure. Because I have a 10 month old baby. So it is very frustrating for me. Because I can't give him everything that he needs. I have to ask his father constantly when he needs something. I can’t buy the way I did when I still had a job.” (Participant 6)

“I want to buy stuff for myself. Currently if I want something I must always ask my mother or my grandfather. And then they tell me can't afford it at that moment. Then I have to wait and wait until they have money to buy it.” (Participant 9)

“I don't have an income. I can't support my child and my fiancée financially. My fiancée is the only breadwinner.” (Participant 4)

“I am 30 years old, Neh! And I am still staying with my mother.’ (Participant 5)

“It is very difficult like this. Now I am not working ... I sponge on my mother.” (Participant 5)

Participants revealed that they are financially dependent on others, including on family members, partners and friends. This may be a source of stress and frustration as they are limited in their ability to provide for themselves and have control over their basic needs. According to Fryer (1995) money allows people to have control over their lives and provides them with experiences, roles, and a means of socializing, which are essential for developing and maintaining self-esteem and identity.

Barrier to fulfilling future plans. A participant indicated that unemployment is an obstacle to fulfilling future plans as indicated by the quote below.

“Because everything is too difficult for me at the moment. Especially since I am a young girl. I need a lot of things, and I look forward to many things that I still want and that I want to achieve. But I can't!” (Participant 11)

The quote suggests that for this participant unemployment is viewed as a stumbling block in fulfilling future plans, demonstrating a sense of futility. According to Strandh (2000) unemployment limits an individuals' autonomy which make it very difficult to attain and plan for a satisfying lifestyle which is essential for long-term well-being. This is also consistent with the findings of research conducted by Pittau and others (2010) in the European Union that personal income is positively related to reported level of life satisfaction of individuals. According to Pittau and others (2010) personally experiencing unemployment markedly reduces life satisfaction beside the indirect effect of income loss. Furthermore, research conducted by Vansteenkiste and others (2005) in Belgium found that unemployed people who place high value on the importance of having a job experienced negative psychological well-being and low satisfaction of life.

Limited social interaction as a result of withdrawal and isolation. The basic theme “limited social interaction as a result of withdrawal and isolation” refers to the impact that unemployment has on the social life of some participants. A decrease in social interaction for some of the participants is indicated by the statements below:

“During the week I slept the whole time. I didn't feel like going out anymore.” (Participant 1)

“I just sat at home! I isolated myself at home! ... [Pause] I struggled a lot.” I needed money to buy clothes for myself. Because my parents ... they can't provide in all my needs.”
(Participant 2)

“And sometimes when I have to go out with my friends, I can't. Because I never have money.” (Participant 11)

“I want to go out, but there is no money! So it's holding me back a little.” (Participant 8)

The quotes above suggest that participants withdraw from social interaction and isolated themselves because of limited resources. Research conducted by Vansteenkiste and others (2005) in Belgium found that unemployed people who place high value on employment experience their unemployment situation as more meaningless and feel more socially isolated. This is in line with research conducted by Waters and Moore (2002) in Australia which found that unemployed participants in the study reported a marked drop in social leisure participation compared to employed participants.

Loss of and seeking for a sense of purpose during unemployment. The organising theme “loss of and seeking for a sense of purpose during unemployment” refers to how unemployed participants utilise their spare time. The organising theme “loss of and seeking for a sense of purpose during unemployment” consists of the basic themes “lack of time structure with increases in inactivity”, and “passing the time with menial or social activities” (see figure 1.4 for a graphical representation of the organisational and basic themes).

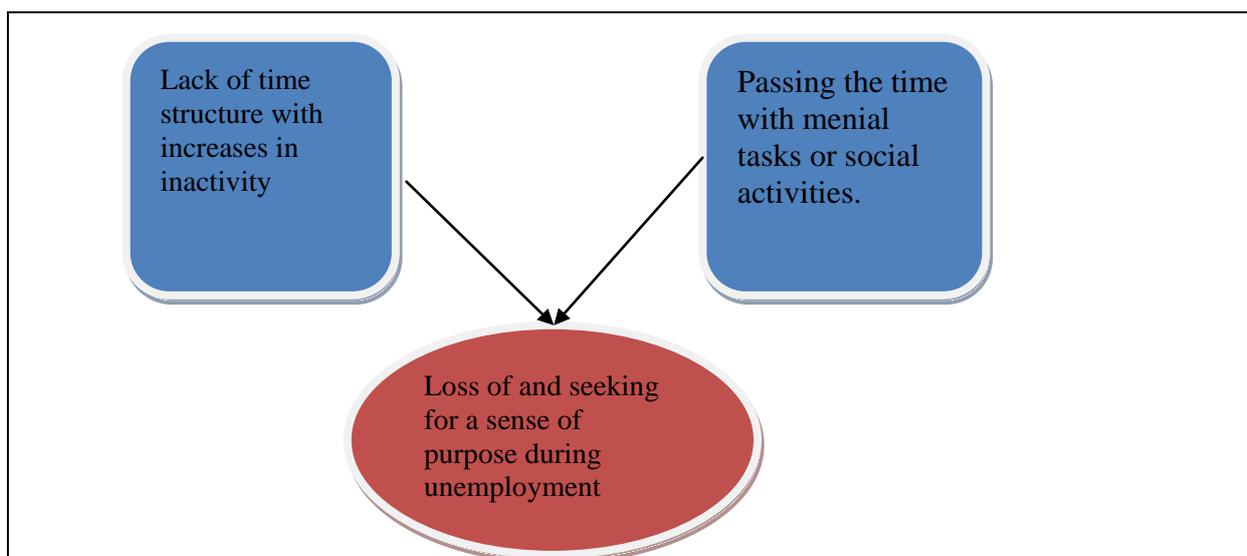


Figure 1.4: Basic themes linked to the organising theme “Loss of and seeking for a sense of purpose during unemployment”

Lack of time structure with increases in inactivity. Participants were of the opinion that unemployment has an influence on their use of time as indicated by the quotes below.

“Yes! Because I sleep most of the time. And when I find a job, I will be lazy because I slept most of the time.” (Participant 7)

“You are really wasting time! Most of the time you are sitting around ... standing around ... walking around. Because you have nothing to do. You don't have a job. And you are also not studying.” (Participant 3)

“I stand up at around 19h00 or 10h30. Then I sit at home doing nothing.” (Participant 9)

Participants revealed that they typically spent their free time sleeping and doing nothing, demonstrating that they utilize their spare time in a non-constructive way. As discussed in the literature review chapter, the loss of a pre-given time structure is the most important negative consequence of unemployment (Jahoda, 1982). Jahoda's (1982) latent deprivation theory states that unemployment deprives an individual from the latent functions of employment and that is time structure and enforced activity and can cause psychological distress. In line with Jahoda's theory, research conducted by Wanberg, Griffiths, and Gavin (1997) in the United States found that unemployed individuals with time structure problems experienced lower mental well-being.

Passing the time with menial tasks or social activities. Participants spent their time engaged in menial tasks or social activities as indicated by the quotes below.

“I wake up very late ... about 11h30. Then I will clean the house.” (Participant 10)

“Then the rest of the day I will spend with my friends. We sit under the tree or on the street corner. After that I will go home to eat.” (Participant 10)

“I wake up ... clean the house ... eats. Like that ... that's about all. Or I will maybe visit my friend. Or we take a walk!” (Participant 8)

“Stand up in the morning. Bath my child. Eat. Sleep. When he's sleeping, I also take a nap. [Laughs] It goes on like this the whole day. Prepare meals for the family. Clean the house. This is basically all that we do the whole day.” (Participant 6)

“All that I can do is to support my family! By carrying out duties such as house cleaning and meal preparation and so on. That is about all I can do. To better my quality of living and to satisfy the people around me.” (Participant 4)

“I stand up. Help my mother to clean the house. Do handymen work in our yard. I do everything necessary to keep my mother happy ... so that she doesn't throw me out of the house.” (Participant 5)

“I started a small business at home that is keeping me busy. That why I am mostly at home ... clean the yard ... and clean the house. And when people come and buy at my house shop I will help them.” (Participant 12)

“I do hair braiding and charge R50. Or people will send me to the shop to buy something and they will pay me then.” (Participant 10)

“I looked after my sister's baby when I didn't have money. Then she would pay me when she receives her salary. I fetched her baby at the crèche and so on. At least I received money for that.” (Participant 1)

Despite being unemployed, participants try to spend their spare time with menial task or social activities. By engaging in purposeful activities may be a way of coping with their unemployment situation on a daily basis. This finding is consistent with research (Van Hove & Lootens, 2013; Waters & Moore, 2002). In chapter 2, it was found that time structure can act as a coping resource that can be used to buffer some of the negative effects of unemployment (Van Hove & Lootens, 2013). According to Van Hove & Lootens, (2013) those unemployed individuals who filled their time in a valuable and purposeful way and who focused on the present instead of dwelling on the past or future, experienced higher psychological well-being. Research conducted by Waters & Moore (2002) in Australia found that leisure activity performed with friends was considered to be more meaningful by the unemployed in reducing psychological distress. According to Waters & Moore (2002) social activity, which may be reflective of a sense of belonging and support, contributes more to psychological health, by reducing latent deprivation, during unemployment.

Attitude towards employment. The organising theme “attitude towards employment” refers to how the unemployed participants view employment and their chances of finding employment in the near future. The organizing theme "attitude towards employment"

consists of the basic themes “importance of work” and "expectations of finding a job” (see figure 1.5 for a graphical representation of the organisational and basic themes).

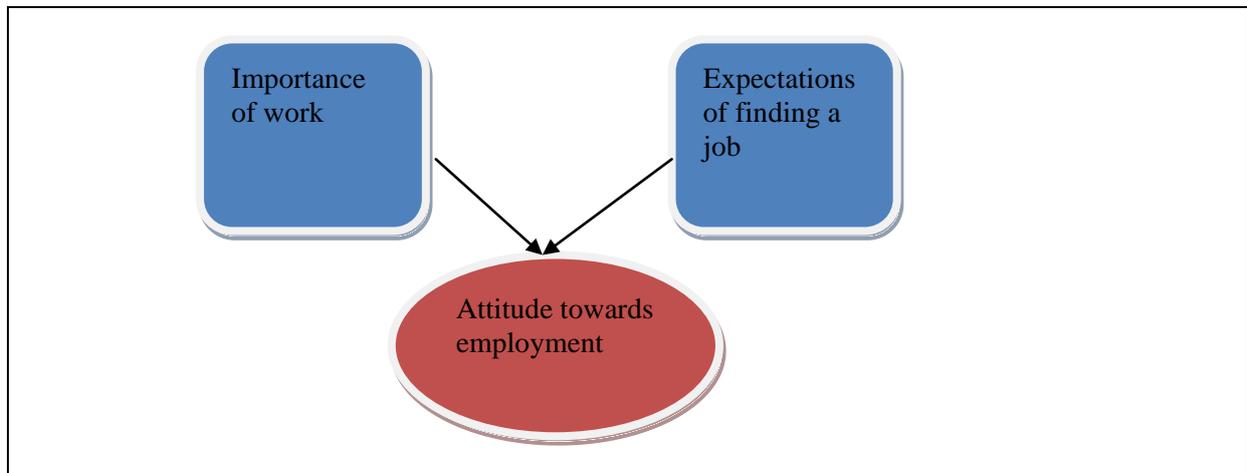


Figure 1.5: Basic themes linked to the organising theme “Attitude towards employment”

Importance of work. Participants discussed the importance of having a job as indicated by the quotes below.

“On the one hand I think it’s important to have a job in life ... because what will become of you if you don’t have a job. You can’t wait for other people to give you something. That’s why you must go and look for a job. You must have different plans in place to survive in life.” (Participant 12)

“Nothing is free in life! So you must go and work for the things that you want. If you want something you must work for it ... because you can’t go and steal it ... you will go to jail. So you must work!” (Participant 9)

“I know why one must work ... you must work to make a living. If you don’t work, how’s will you survive in life? I pray a lot that I will find a job. I believe that God will help me to find a job.” (Participant 5)

These quotes suggest that participants view having a job as very important suggesting that for these participants being employed is associated with surviving in life and not being dependent on others to make a living. This finding is similar to the findings of a South African survey study conducted by de Witte and others (2012) in the North West Province where 96% of the unemployed participants regarded work as important, particularly because it provides meaning. The expectancy-value theory appears a useful theoretical framework in which to investigate the predictors of future employment status (Lynd-Stevenson, 1999). The

expectancy-value theory is based on the assumption that a person's actions are related to the expectations that the person holds and the subjective values (or valences) that are associated with alternative instrumental actions and their possible outcomes (Feather, 1992).

Expectations of finding a job. Most participants were optimistic that they would find a job as indicated by the quotes below.

“I have a 100% chance to get a job! I am positive that I will find a job. If you are not positive it will have an effect on you and shatter your self confidence even more.”

(Participant 7)

“I think I stand a good chance to get a job. Because I'm learning skills. I will be qualified to do a job. Certain careers require that you must have certain skills. And you must have a certificate to do these jobs.” (Participant 2)

“My chances are good! I'm enrolled at college ... and if you have a qualification ... you have more opportunities. You have a better chance to get a job.” (Participant 3)

“I think I have a better chance now that started a course. I now don't only have grade 11.” (Participant 1)

“I am positive that I will find a job! I'm not someone who gives up easily. But there comes times when you think that that you won't find a job ... so just leave it. But then I just try again.” (Participant 4)

Despite of their status of being unemployed, participants remained optimistic about their chances of finding a job, demonstrating a degree of resiliency. As recalled from chapter 2, similar finding was made by Møller's, (1992) longitudinal study of 1987 and 1989 conducted in South Africa which found that many unemployed persons showed remarkable resilience. Participants reported that they themselves were surprised at their resourcefulness and competence when it was put to the test. 60% of younger (under 25 years) and 70% of the more mature (33 years and older) individuals indicated that unemployment had taught them to stand on their own feet. Participants in Møller's (1992) longitudinal study revealed that discovering personal strength was one of the few positive experiences of being unemployed. Furthermore, a South African survey study conducted by de Witte and others (2012) found that 78% of the unemployed participants reported that they would like to find a job within the month, and they expected to do so. Interestingly, a longitudinal study conducted by Taris

(2002) in the Netherlands found that unemployed individuals who felt incapable to change their situation were especially active job hunters. According to Lynd-Stevenson (1999) the expectation of finding a job and the value placed on being employed will determine an unemployed individual's motivation to search for work. Accordingly a person who is confident that they will find a job (job expectancy) and place high value on being employed (job importance) will be more motivated to search for a job and would engage in higher rates of job-seeking behavior (Lynd-Stevenson, 1999).

Coping with unemployment on a daily basis. The organising theme “coping with unemployment on a daily basis” refers to the coping strategies that unemployed participants utilise to cope with their unemployment situation. The organising theme “coping with unemployment on a daily basis” consists of the basic theme “variety of coping strategies used to manage their unemployment” (see figure 1.6 for a graphical representation of the organisational and basic theme).

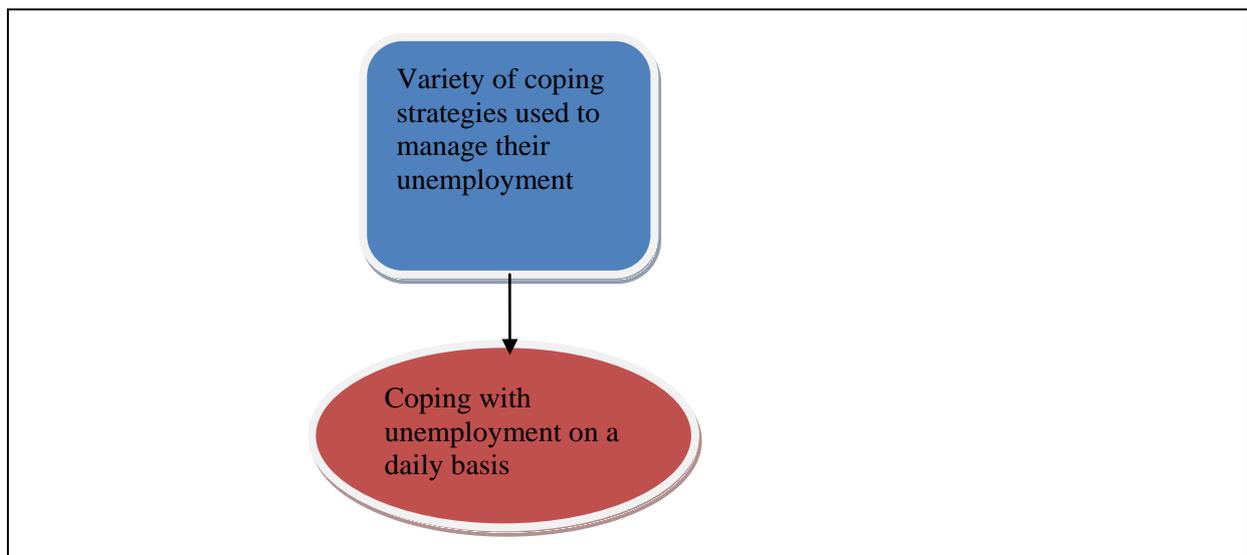


Figure 1.6: Basic theme linked to the organising theme “Coping with unemployment on a daily basis”

Variety of coping strategies used to manage their unemployment. Participants utilised a variety of coping strategies to deal with their unemployment situation as indicated by the quotes below.

“I take it day by day. Because it's no use to show that I am unhappy. That is why I take it day by day and I pray that there will be a solution for me.” (Participant 7)

“I do nothing. I just sit around with my friends. Then we will sit and talk ... about how we feel and stuff.” (Participant 10)

“I am coping quit well with it. Because I know that I am not alone in this situation and there are a lot of unemployed young people in Worcester in a similar situation. There are a lot of young people who are unemployed.” (Participant 4)

“I take my unemployment calm. There are a lot of people who helps me by telling me about available jobs are where I must hand my CV in.” (Participant 9)

“I decided I am not going to worry anymore. If I don't have, I don't have. So I must accept it.” (Participant 5)

“I can do nothing about not getting a job ... that is why I will rather go and sleep. When I wake up I feel better.” (Participant 9)

“Sometimes it's very hard. Other times I will just persist.” (Participant 10)

“I remained calm. I enjoyed spending time in the company of my friends. We motivated each other.” (Participant 3)

Participants utilized a variety of coping mechanism to manage their unemployment, including adopting a day-by-day approach, talking with others, developing a sense that they are not alone, eliciting the support and motivation from others, deciding to remain calm and not worry, sleeping as a way to escape their reality, not giving up, and motivating others. This suggests that participant utilise emotion-focused coping. As discussed in the literature review chapter, persons employing emotion-focused coping is likely to deal with personal feelings and reactions to the problem and may avoid solving it (Dollard & Winefield (2002). However, as recalled from chapter 2, research studies found that emotion-focused coping is more effective when the situation is uncontrollable such as in unemployment (Endler et al., 2000; Sojo & Guarino, 2011). Furthermore, research conducted by Beasley, Thomson, and Davidson (2003) found that emotion-focused coping had a beneficial effect by decreasing somatic symptoms for females who are confronted with a negative life event.

Participants indicated that they listen to music if they feel down because of their unemployment situation as indicated by the quotes below.

“If I am upset I listen to loud music to make me forget. I talk to my friends and we motivate each other.” (Participant 1)

“I listen to music ... alone. If my child is sleeping I will put on earphones.... Then I will listen to love songs. The music makes me calm. And it takes my attention away from thinking about my situation. Or I go and sleep!” (Participant 6)

“I read the Bible and listen to Christian music and rekindle myself again.” (Participant 4)

‘I listen to music or go to friends to ‘cool down.’ (Participant 3)

Participants revealed that listening to music makes them calm and allow them to forget about their unemployment situation, suggesting that music has a therapeutic effect. This finding is confirmed by research (Argyle, 2001). According to Argyle (2001) music is a recognized form of therapy for patients and it works partly because of the calming effect of certain kinds of music.

Participants indicated that they talk to a friend or family member if they feel down because of their unemployment as indicated by the quotes below.

“I talk to my mother about what I can do to find a job. My parents motivate me. They advise me on what I can do to achieve my goals. I also talk to my friends and we motivate each other.” (Participant 2)

“I’ll rather go and sleep. Or I will keep myself busy ... does the washing ... or just get away from home. Maybe visit someone and sit and chat.” (Participant 7)

“I go and sleep. Sometimes I will visit my friends and we have a nice chat. We really help each other a lot.” (Participant 8)

“When I feel down, I watch a movie that will encourage me. Or I talk to a friend or a family member who can encourage me.” (Participant 12)

Participants revealed that they talk to a friend or family member to manage negative feelings that emerge as a result of being unemployed, suggesting that the support they receive from talking to friends or family members aid in coping during unemployment. This finding is similar to the findings of research conducted by Lorenzini and Giugni (2010) that found that friends are very important as they represent a “security valve” for the unemployed, allowing them to diminish the negative impact of unemployment on mental health. Friend support in the study was related to going out, changing one’s mind, and having opportunities to talk to other people, either about the situation of unemployment or about other things

(Lorenzini & Giugni, 2010). Additionally, it was revealed that friends can also provide a diffuse support, sharing everyday-life activities and therefore avoiding or reducing a feeling of isolation by the young unemployed. Thus, talking with friends about unemployment is a form of debriefing which help in coping with the moral distress that can result from unemployment (Lorenzini & Giugni, 2010). Additional support for the positive effect of friend support was provided by Salzman and Holahan's (2002) longitudinal study among college students. The research found that social resources, such as parent and peer support, relate to reduced depressive symptoms in part by bolstering self-efficacy (believe in one's ability to handle a stressful situation) and, in turn, adaptive coping strategies (Salzman & Holahan, 2002). Furthermore, as discussed in the literature review chapter, research conducted by Green and Pomeroy (2007) found evidence that social support benefits individuals directly and act as a buffer against stressful life events.

Support needed and received during unemployment. The organising theme “support needed and received during unemployment” refers to the social support participants indicated that they needed and received. The main types of social support indicated by the participants were organised in the basic themes “a need for motivation, being listened to and being cared for” and “a need for financial assistance and aiding in job searching” (see figure 1.7 for a graphical representation of the organisational and basic themes).

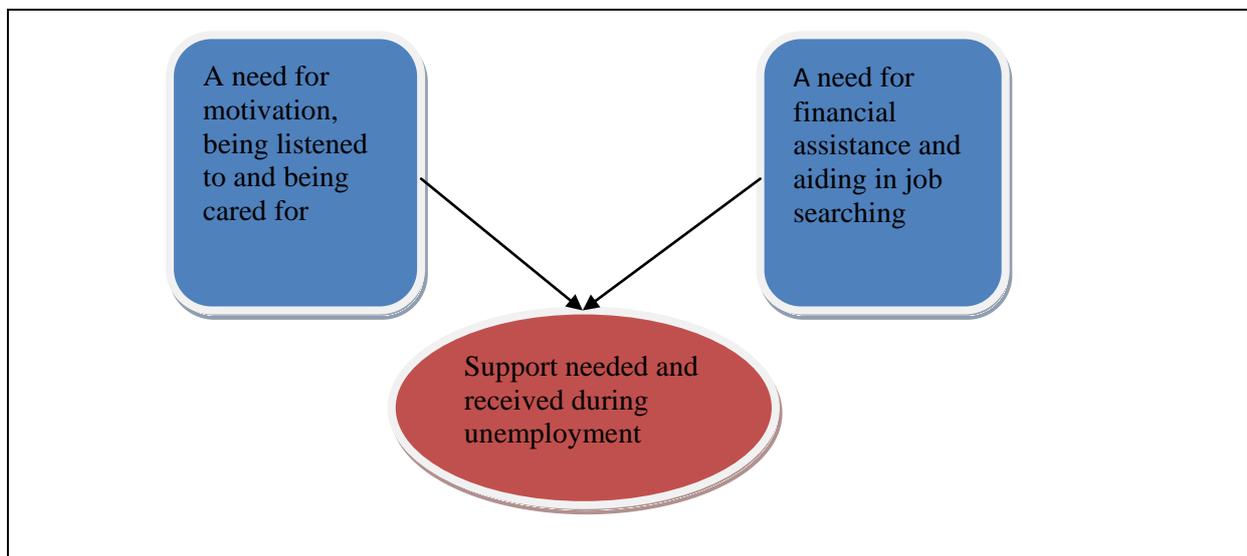


Figure 1.7: Basic themes linked to the organising theme “Support needed and received during unemployment”

A need for motivation, being listened to and being cared for. Participants indicated they needed and received social support from family and friends in the form of being listened to and receiving motivation as indicated by the quotes below.

“My parents accepted that I was sitting at home. Despite them telling me sometimes to look for work. But they did not pressure me. They supported me through everything.”

(Participant 1)

“My friend always gives me good advice.” (Participant 10)

“My grandmother motivated me a lot ... to continue to look for a job. I motivated myself also. I received a lot of support from my grandmother and also from my friends. Our friends motivate each other constantly.” (Participant 3)

“I love my children and my mother very much. Just that they must stand by me! I just need the support of my mother and my children. My mother is there for me most of the time.”

(Participant 5)

“My family must be positive towards me and support me in achieving my dreams. They must show interest in my life ... they must also help me in every way they can. I must also help them ... by asking them how I can help at home. I get both of that support from them.”

(Participant 2)

Participants revealed that they need and receive support in the form of not putting pressure on them to search for work, giving advice, motivating them, being there for them during hard times, and showing interest in their life and dreams from family members and friends as very important to help them cope with their unemployment situation. This suggests a need for emotional support. The positive effects of social support are emphasized by the finding of research conducted among youth in six Northern European countries that parental emotional support lead to a decrease in psychological distress in both male and female unemployed youth living with their parents (Bjarnason & Sigurdardottir, 2003). This finding is consistent with the findings of research conducted by Lorenzini and Giugni (2010) that family support consists both in financial help and opportunities to talk to someone who can offer help in looking for a job, for example.

A need for financial assistance and aiding in job searching. Participants indicated that they needed and received social support from family and friends in a tangible and/or physical way as indicated by the quotes below.

“Like in ... people must come to me and tell me 'did you hear they are looking for people at this place'. Like my mother's friend will always tell me when she knows about a work opportunity somewhere. She will tell me 'did you hear they are looking for people you must go there and find out' or 'bring your CV so that I can make changes to it' Like that ... I get that support.” (Participant 8)

“That people must have their ears on the ground! To listen where there is vacancies. Then I will go out of my way to hand my CV in at those places. I have a fair amount of support from my child's father since he is working. My parents also help me financially.” (Participant 7)

“Financial assistance! I need that very much to support my child. Support ... for myself and my child. To have like somebody who will help me. This is basically as all that I need! I get both. Because my child's father supports me financial. And my parents support me ... I get a lot of support from them. They are always there to help me with my child.” (Participant 6)

“And she helps me with my children. If they need something, my mother will help.” (Participant 5)

“My parents must also provide in the things I need. That is basically all. I get both of that support from them.” (Participant 2)

“My mother and my grandfather support me. They give me a lot. They go the extra mile for me. They spend a lot of money on me.” (Participant 9)

Participants revealed that they need and receive financial assistance, help with searching for a job, and assistance with their children, demonstrating a need for instrumental support. Research found that social support can have a positive influence on job-searching behavior. Schaffer and Taylor (2012) with their research of unemployed African-American men found that unemployed persons with strong social support and high self-efficacy may lead to the unemployed engaging in job-searching. High self-efficacy may facilitate more optimistic beliefs and subsequent more positive coping skills that lead to more extensive job search behavior. The emotional support inherent in social support may also encourage and reinforce positive coping behavior, and the instrumental support that is part of social support enables

the individual to actually meet the day-to-day practical demands of job searches (Shaffer & Taylor, 2012). Furthermore, research conducted by Ulla and others (1985) found that having someone to turn to for help with money was associated with lower levels of distress for unemployed individuals perceiving themselves to be under pressure to obtain a job.

Facing judgment by community and family members. The organising theme “facing judgment by community and family members” refers to how the unemployed participants perceive the attitude of community members towards them. The organising theme consists of the basic themes “stigmatisation comments by community members” and “effect of negative public attitude” (see figure 1.8 for a graphical representation of the organisational and basic themes).

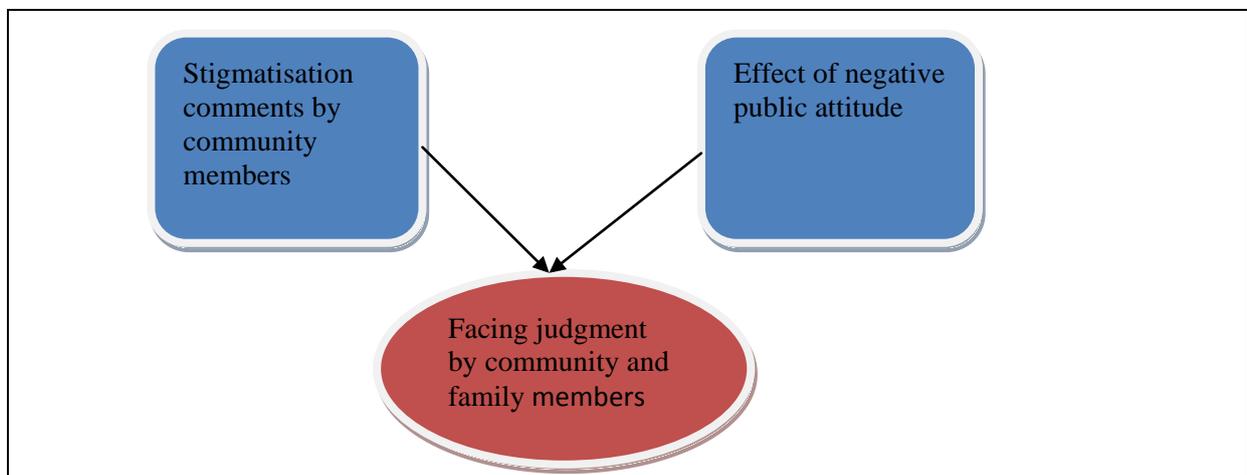


Figure 1.8: Basic themes linked to the organising theme “Facing judgement by community and family members”

Stigmatisation comments by community members. The basic theme “stigmatisation comments by community and family members” refers to comments unemployed participants receive with regard to their unemployment as indicated by the statements below.

“But they don't understand me! They don't know what's in my heart. Then they always say ... You are lazy ... you don't want to attend school because you want to lie at home. You don't want to work. Your mother and grandfather must do everything for you.” (Participant 9)

“My grandmother told me ... You must go and look for work ... You can't sit at home... Your mother is the only one in the house that is working ... You can't go on like that ... You must at least have an income.” (Participant 1)

“My cousin when she is drunk makes comments such as ... 'look at how you are sitting at home' ... You had a job, but now you are sitting at home' ... You don't want to work, you are lazy.” (Participant 5)

“You are lazy... like that. You sleep until the sun shine out of your behind ...stuff like that. My mother always has something negative to say.” (Participant 10)

These quotes reveal that participants are exposed to comments implying that they are lazy and choose to sit at home rather than to search for a job. In addition, participants reveal a number of sources making these statements, including family and community members. These quotes suggest that there is a stigma attached to being unemployed and that community and family members blame the unemployed for their unemployment situation. As discussed in chapter 2, a literature review by Starrin (2006) revealed that people with hostile attitudes toward the unemployed are of the opinion that the unemployed is to blame for their unemployment and could get work if they wanted to.

Effect of negative public attitude. The basic theme “effect of negative public attitude” refers to how the participants feel when they receive negative comments from community and family members because they are unemployed. Participants reported they felt hurt, belittled, and sad as indicated by the statements below:

“I feel like I don't want to live anymore! That kind of stuff. They belittle one ... rather than supporting one. So you don't feel nice!” (Participant 9)

“Very hurt! But I don't want to show them that I am hurt. Then you cry in the inside.” (Participant 5)

“I feel bad. Really sad. Sometimes they will say stuff to you that really hurts you.” (Participant 10)

“I get a lot of degrading words that really hurts me. And she will say 'She eats here for free, but she doesn't even contribute financially'. These kind of things really hurts! Then I feel I will rather not eat my evening meal at home.” (Participant 11)

“I do that a lot to punish myself like that! Or I rather go to my friend's house and maybe eat there.” (Participant 11)

The quotes above suggest that the participants are negatively affected by these insulting and negative comments received from community and family members. Participants felt hurt, belittled and sad suggesting that these negative and insulting comments might have a negative impact on their psychological well-being. Research conducted among youth in six Northern European countries found that perceptions of negative public attitudes toward the unemployed and the personal importance attached to work increased psychological distress, in particular those continuously unemployed (Bjarnason & Sigurdardottir, 2003). Furthermore, it may be recalled from chapter 2 that evidence was found that unemployed people experience feelings of shame that can become harmful because of negative public attitudes (Starrin, 2006). The study by Starrin (2006) found that unemployed people and welfare recipients are more exposed to shaming in the form of insults and ridicule and that can become harmful, leading to adverse effects.

Summary

In this chapter the findings of the study of the perceived impact of unemployment on the psychological well-being among unemployed young people in Worcester were presented. This included a discussion of the main themes as well as providing supporting verbatim quotes derived from the interview transcripts. Finally, an interpretation of the findings were offered with reference to previous research and/theory. Chapter five focuses on a summary of the main research findings.

CHAPTER FIVE

CONCLUSION

This chapter furnishes a summary of the findings of the research study on the perceived impact of unemployment on the psychological well-being among unemployed young people in Worcester, South Africa. Furthermore, recommendations for future research are discussed and the chapter concludes with a discussion of the limitations of the study. Lastly, some final reflections are offered.

Purpose of the Research

The aim of this research was to gain an in-depth insight into the perceived impact of unemployment on the psychological well-being of young coloured people in Worcester. The full impact of unemployment on psychological well-being can be revealed by exploring how unemployed participants in the study perceive and react to their unemployment status. In addition, this research also aimed to explore what coping and survival strategies the unemployed participants utilise to deal with their unemployment dilemma. Furthermore, the study aimed to explore how these unemployed participants perceive the attitude of community and family members in the Worcester community towards their unemployment predicament and how they respond to these perceptions.

Summary of the Research Findings

The findings of the study confirmed that unemployment exerts a negative effect on the psychological well-being of unemployed participants in the study. Furthermore, the literature supports many of the findings of the study. By using content thematic analysis aided by thematic networks, seven organising themes were identified, namely: (a) negative feelings experienced on a daily basis, (b) financial impact of unemployment, (c) loss of and seeking for a sense of purpose during unemployment, (d) attitude towards employment, (e) coping with unemployment daily, (f) support needed and received during unemployment, and (g) facing judgment by community and family members. Each organising theme was presented by discussing the basic themes under the specific organising theme. The next section presents a summary of the seven organising and basic themes identified in the study.

Upon reflecting on the daily experiences of the participants in this study, I found that they experience negative feelings daily as a result of their unemployment. These negative feelings included self-blame for previous mistakes made, and a sense of failure for being unable to

provide financially as parents. Furthermore, participants in the study also seemed to experience feelings of guilt or shame, possibly as a result of having to rely on the financial support of others and not being able to be self-reliant. In addition, by constantly comparing themselves with those who are employed, participants experience a loss of self-esteem. Not only does unemployment have a psychological impact on the unemployed participants in the study, but it also has a financial impact. The financial impact experienced by the participants includes financial dependency on others, including family members, partners, and friends. Financial dependency appears to be a source of stress and frustration as they are limited in their ability to provide for themselves and maintain control over their basic needs. Another financial impact of being unemployed is that unemployment serves as a barrier to being able to fulfil future plans and aspirations. Furthermore, the financial impact of unemployment has an effect on the social life of participants in that participants appear to withdraw from social interaction and isolate themselves because of the limited available resources.

The study also revealed that some of the participants experienced a loss of sense of purpose during unemployment. Participants experienced difficulties in structuring their time and generally spent their time with passive and purposeless activities. It appears that they utilise their spare time in a non-constructive manner. Despite being unemployed, some of the participants seek a sense of purpose and try to spend their time engaging in mental tasks or social activities, suggesting that this may be a way of coping with their unemployment dilemma on a daily basis. An overall positive attitude towards employment was expressed by the participants in the study. Participants reported that they regard work as being very important. Furthermore, participants remained optimistic about their chances of finding a job, despite their unemployment status. This suggests a degree of resilience by the participants in the study.

Coping with unemployment daily emerged as one of the struggles experienced by the participants in the study. The process of coping with unemployment daily includes a variety of coping strategies that the participants utilise to manage their unemployment, demonstrating the use of emotion-focused coping. Furthermore, participants utilised a variety of constructive coping strategies to manage negative feelings that emerge from their being unemployed. These strategies include listening to music, sleeping, reading the Bible, and talking to their friends or family members. The participants indicated that talking to a friend or family member was a key strategy to manage negative feelings that emerged from being unemployed. Participants also revealed that they needed and received two types of social

support from family and friends to help them cope with their unemployment predicament; this included a need for motivation, being listened to, and being cared for, which demonstrates a need for emotional support. Furthermore, a need for financial assistance and aid in searching for a job were expressed and received by unemployed participants in the study, which demonstrates a need for instrumental support. Participants in the study experienced judgment by community and family members daily because of their unemployed status. This includes stigmatising comments by community and family members regarding their unemployment dilemma. Furthermore, participants internalise the negative comments received from community and family members regarding their unemployment, which may exert a negative impact on their psychological well-being.

Limitations

There are several limitations to this study. The results of the study should therefore be interpreted bearing the following limitations in mind. One of the limitations of the study is that the audio-recorded interviews were transcribed into Afrikaans, the home language of the participants, and the transcriptions were subsequently translated into English and back to Afrikaans. As recalled from Chapter 3, the purpose of back translation was to achieve equivalence of meanings between the two different languages (Regmi et al., 2010). As such, some of the meaning of what the participants had said could have been lost in the translation process. Although I tried to minimise this by using back translation, some of the words used by the participants in the study did not always have an equivalent meaning in English.

Another limitation is that participants could have answered the questions of the semi-structured guide in a socially desirable manner. Qualitative research is based on the life experiences of people and the way they perceive their experiences and is therefore reliant on the participants answering the questions honestly and openly. I tried to minimise this risk when I explained the informed consent by reassuring them that there are no right or wrong answers to the questions being asked.

Recommendations

One of the findings of the research is that unemployed participants in the study revealed that they needed and received two types of social support from family and friends to help them cope with their unemployment predicament, namely emotional and instrumental support. As recalled from the literature review chapter, there is a distinction between

perceived and received support (Uchino, 2009). While received support refers to the helping behaviours that are actually provided, perceived social support refers to the belief that family and friends would provide support if needed (Noris & Kaniasty, 1996). According to Vaux (1988), earlier studies failed to distinguish between actual received and perceived elements of support, and the measures they applied often contained items that reflect both these elements. Since this research study focused only on received support, future research should investigate both received and perceived support. Further research is needed to explore whether perceived support had a greater beneficial effect on the psychological well-being of unemployed individuals than received support, as well as the role such types of support play in coping with unemployment. The study explored what coping strategies the unemployed participants utilise to manage their unemployment dilemma. The variety of strategies utilised by unemployed participants indicate that they use emotion-focused coping to manage their unemployment. As recalled from Chapter 4, social support and emotion-focused coping were found to reduce psychological distress in people experiencing stressful life events and aided in coping (Green & Pomeroy, 2007). Further research is needed to explore how perceived and received support aid in the adaptation of effective coping strategies during unemployment. By researching this complex relationship between social support and coping strategies, valuable information can be made available for the development of interventions to help unemployed individuals cope with unemployment.

Final Reflections

Three years ago I began my journey to explore the impact that unemployment exerted on the psychological well-being of unemployed young coloured people in Worcester. I had a particular interest in this research topic because a few years ago I was in exactly the same predicament as these young people. I was an unemployed young coloured person in Worcester struggling to find a job. I had experienced firsthand the psychological impact of unemployment, or so I thought. The interviews conducted with the twelve unemployed participants proved otherwise. None of these participants had any tertiary qualifications, which made my experience as an unemployed person different from theirs. My chances for future employment were better than theirs since I had obtained a tertiary qualification. I realised that I had to put my preconceived ideas of the experiences of the unemployed aside and listen to what the participants in the study had to say. Despite their difficult circumstances, most of these unemployed participants remained optimistic that they would find a job in the near future. I also found it very striking that some participants were still

hoping for a better future, even though their chances of finding employment were minimal. I realised that this degree of resiliency demonstrated by the participants allows for normal social functioning and for coping with unemployment on a daily basis. Reaching the end of this three year journey, I feel enriched, both as an individual and master's degree student, by the knowledge that I acquired during this research study. I also feel humbled that my research will contribute to the body of knowledge in the field of unemployment.

Summary

This chapter provided a summary of the findings of the study of the perceived impact of unemployment on the psychological well-being among unemployed young coloured people in Worcester. Furthermore, the limitations of the study were discussed and recommendations for future research were suggested. Despite the limitations of the study, I hope that the findings will contribute to further research into the impact of unemployment on the psychological well-being of unemployed young people.

REFERENCES

- Al-Busaidi, Z.Q. (2008). Qualitative research and its uses in health care. *Sultan Qaboos University Medical Journal*, 8(1), 11-19.
- Andrade, A. D. (2009). Interpretive research aiming at theory building: Adopting and adapting the case study design. *The Qualitative Report*, 14(1), 42-60.
- Argyle, M. (1990). *The social psychology of work*. London: Penquin.
- Argyle, M. (2001). *The psychology of happiness*. New York: Taylor & Francis.
- Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research*, 1(3), 385-405.
- Ashberg, K.K., Bowers, C., Renk, K. & McKinney, C. (2008). A structural equation modelling approach to the study of stress and psychological adjustment in emerging adults. *Child Psychiatry and Human Development*, 39(4), 481-501.
- Ashenberg, S. L., & Phillips, N. K. (1999). The impact of job loss on professional and managerial employees and their families. *Families in Society*, 80(6), 642-648.
- Barker, F. (1999). *The South African labour market: Critical issues for renaissance*. Pretoria: Van Schaik.
- Baumeister, R. F., Campbell, J.D., Krueger, J. L. & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success or healthier lifestyles? *Psychological Science in the Public Interest*, 4, 1-44.
- Beasley, M., Thomson, T., & Davidson, J. (2003). Resilience in response to life stress: The effects of coping style and cognitive hardiness. *Personality and Personal Differences*, 34, 77-95.
- Bjarnason, T., & Sigurdardottir, T. J. (2003). Psychological distress during unemployment and beyond: social support and material deprivation among youth in six northern European countries. *Social Science & Medicine*, 56, 973-985.
- Bloor, M. A., & Wood, F. A. (2006). *Keywords in qualitative methods: A vocabulary of research concepts*. London: Sage.

- Bloom, A. (2005). Using qualitative interviews in CAM research: A guide to study design, data collection, and data analysis. *Complementary Therapy in Medicine*, 13, 65-73.
- Bradley, E., Curry, L., & Devers, K. (2007). Qualitative data analysis for health services research: Developing taxonomies, themes and theory. *Health Services Research*, 42(4), 1758-1772.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Bynner, J., & Parsons, S. (2002). Social exclusion and the transition from school to work: The case of young people not in education, employment, or in training (NEET). *Journal of Vocational Behaviour*, 60, 289-309.
- Cassidy, T. (2001). Self-categorization, coping, and psychological health among unemployed mid-career executives. *Counselling Psychology Quarterly*, 14(4), 303-315.
- Clarke, A. (2003). Unemployment as a social norm: Psychological evidence from panel data. *Journal of Labor Economics*, 21(2), 323-351.
- Clarke, A., Georgellis, Y., & Sanfey, P. (2001). Scarring: The psychological impact of past unemployment. *Economica*, 68, 221-241.
- Conefrey, T., McCarthy, Y., & Sherman, M. (2013). Re-employment probabilities for unemployed workers in Ireland. *Economic Letters Series*, 2013(6), 1-7.
- Conroy, M. (2010). A qualitative study of the psychological impact of unemployment on individuals. Unpublished master's thesis, Dublin Institute of Technology, Dublin.
- Crabtree, B. & Miller, W. (1999). *Doing qualitative research* (2nd ed.). Newbury Park, CA: Sage.
- Creed, P. A., Hicks, R. E., & Machin, M. A. (1998). Behavioural plasticity and mental health outcomes for long-term unemployed attending occupational training programmes. *Journal of Occupational and Organizational Psychology*, 71, 171-192.
- Creed, P.A., & Macintyre, S.R. (2001). The relative effects of deprivation of the latent and manifest benefits of employment on the well-being of unemployed people. *Journal of Occupational Health Psychology*, 6(4), 324-331.

- Creed, P. A., & Watson, T. (2003). Age, gender, psychological well-being and the impact of losing the latent and manifest benefits of employment in unemployed people. *Australian Journal of Psychology*, 55(2), 95-103.
- Daly, M., & Delaney, L. (2013). The scarring effect of unemployment throughout adulthood on psychological distress at age 50: Estimates controlling for early adulthood distress and childhood psychological factors. *Social Science & Medicine*, 80, 19-23.
- Devers, K. J. & Frankel, R. M. (2000). Study design in qualitative research-2: Sampling and data collection strategies. *Education for Health*, 13(2), 263-271.
- De Witte, H., Rothmann, S., & Jackson, L. (2012). The psychological consequences of unemployment in South Africa. *The South African Journal of Economic and Management Sciences*, 15(3), 1-14.
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542-575.
- Diener, E., Oishi, S., & Lucas, R. E. (2002). *Subjective well-being: The science of happiness and life satisfaction*. In C. R. Snyder, & S. J. Lopez (Ed), *Handbook of positive psychology*. Oxford: Oxford University Press.
- Dodley, D. (1992). Unemployment and psychological distress among graduates: A longitudinal study. *Journal of Occupational and Organizational Psychology*, 65, 291-305.
- Dollard, M. F. & Winefield, A. H. (2002). Mental health: Overemployment, underemployment, unemployment, and healthy jobs. *Australian E-Journal for the Advancement of Mental Health*, 1(3), 1-26.
- Donovon, A., & Oddy, M. (1982). Psychological aspects of unemployment: an investigation into the emotional and social adjustment of school leavers. *Journal of Adolescence*, 5, 15-20.
- Durrheim, K. (1999). Research design. In M. Terre Blanche, & K. Durheim (Eds). *Research in practice: Applied methods for the social sciences* (pp. 29-53). Cape Town: UCT Press.
- Du Toit, R. (2003). *Unemployed youth in South Africa: The distressed generation*. Paper presented at the Minnesota International Counselling Institute (MICI).
- Endler, N. S., Speer, R. L., Johnson, J. M., & Flett, G. L. (2000). Controllability, coping, efficacy, and distress. *European Journal of Personality*, 14, 245-264.

- Feather, N. T. (1989). *The psychological impact of unemployment*. New York: Springer-Verlag.
- Feather, N. T. (1992). Expectancy-value theory and unemployment effects. *Journal of Occupational and Organisational Psychology*, 65, 315-330.
- Ferguson, D. M., Horwood, J. L. & Woodward, L. J. (2001). Unemployment and psychosocial adjustment in young adults: Causation or selection? *Social Science & Medicine*, 53, 305-320.
- Fetchenhauer, D., Jacobs, G., & Belschak, F. (2005). Belief in just world, causal attributions, and adjustment to sexual violence. *Social Justice Research*, 18(1), 25-42.
- Fryer, D. (1986). Employment deprivation and personal agency during unemployment: A critical discussion of Jahoda's explanation of the psychological effects of unemployment. *Social Behavior*, 1, 3-23.
- Fryer, D. (1995). Benefit agency? Labour market disadvantage, deprivation and mental health. *The Psychologist*, 6, 265-272.
- Gallie, D., Marsh, C., & Vogler, C. M. (1994). *Social change and the experience of unemployment*. New York: Oxford University Press.
- Goldsmith, A. H., Veum, J. R., & Darity, W. (1997). Unemployment, joblessness, psychological well-being and self-Esteem: Theory and evidence. *Journal of Socio-Economics*, 26(2), 133-158.
- Gonzo, W., & Plattner, I. E. (2003). *Unemployment in an African country: A psychological perspective*. Windhoek, Namibia: University of Namibia Press.
- Green, D. & Pomeroy, E. (2007). Crime victims: What is the role of social support? *Journal of Aggression, Maltreatment & Trauma*, 15(2), 97-113.
- Griep, Y. (2012). Psychological dimensions of unemployment: A gender comparison between Belgium and South African unemployed. Unpublished master's dissertation. Katholieke Universiteit Leuven.
- Grosse Holtforth, M., & Castonguay, L.G. (2005). Relationship and techniques in cognitive-behavioural therapy: A motivational approach. *Journal of Psychotherapy, Theory, Research, Practice, Training*, 42(4), 443-455.

- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology*, 29(2), 75-91.
- Guba, E. G. & Lincoln, Y. S. (1984). Competing paradigms in qualitative research. In Denzin, N. K., & Lincoln, Y. S., *Handbook of Qualitative Research*. London, New Dehli: Sage.
- Hakulinen, C., Jakela, M., Hintsanen, M., Pulkki-Ráback, L., Elovainio, M., Hintsala, T., Hutri-Káhönen, N., Viikari, J., Raitakari, O.T., Keltikangas-Järvinen, L. (2013). Hostility and unemployment: A two-way relationship? *Journal of Vocational Behavior*, 83, 153-160.
- Halliday, T. J. (2014). Unemployment and mortality: Evidence from the PSID. *Social Science & Medicine*, 113, 15-22.
- Hammarström, A., & Janlert, U. (2002). Early unemployment can contribute to adult health problems: Results from a longitudinal study of school leavers. *Journal of Epidemiology and Community Health*, 56(8), 624-630.
- Hayes, J. & Nutman, P. (1981). *Understanding the unemployed: the psychological effects of unemployment*. London: Tavistock.
- Hess, L. E., Petersen, A. C. & Mortimer, J. (1994). *Youth unemployment and marginality: The problem and solution*. New York, NY: Cambridge University Press.
- Hunt, B. (2011). Publishing qualitative research in Counseling Journals. *Journal of Counseling & Development*, 89, 296-300.
- Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Health and Well-being*, 1(2). 137-164.
- Jahoda, M. (1982). *Employment and unemployment. A social-psychological analysis*. Cambridge: Cambridge University Press.
- Kanaiastry, K., & Norris, F. (1992). Social support and victims of crime: Matching event, support, and outcome. *American Journal of Community Psychology*, 22, 211-241.
- Kates, N., Greiff, B. S., & Hagen, D. Q. (1990). *The psychological impact of job loss*. Washington DC: American Psychiatric Press.

- Kelvin, P. & Jarret, J. (1985). *Unemployment, its social psychological effects: A commentary on the literature*. Cambridge: Cambridge University Press.
- Kieselbach, T. (2003). Long-term unemployment among young people: The risk of social exclusion. *American Journal of Community Psychology*, 32(1/2), 69-76.
- Khan, S., Murray, R. P., & Barnes, G. E. (2002). The structural equation model of the effect of poverty and unemployment on alcohol abuse. *Addictive Behaviors*, 27, 405-423.
- Kolm, A. (2005). Work norms and unemployment. *Economic Letters*, 2005, 426-431.
- Kosky, R. (1980). Unemployment and the mental health of adolescents. *Australian Family Physician*, 9, 845-848.
- Kposowa, A.J. (2001). Unemployment and suicide: A cohort analysis of social factors predicting suicide in the US National Longitudinal Mortality Study. *Psychological Medicine*, 31, 127-138.
- Krauss, S. E. (2005). Research paradigms and meaning making: A primer. *The Qualitative Report*, 10(4), 758-770.
- Kulik, L. (2000). Jobless men and women: A comparative analysis of job search intensity, attitudes toward unemployment, and related responses. *Journal of Occupational and Organizational Psychology*, 73, 487-500.
- Kulik, L. (2001). Impact of length of unemployment and age on jobless men and women: A comparative analysis. *Journal of Employment Counselling*, 38(1) 15-27.
- Landy, F.S. (1989). *Psychology of work behaviour*. Pacific Grove: Brooks and Cole Press.
- Lang, S. (1995). People unemployed, on welfare are at risk for depression. *Human Ecology Forum*, 23(2), 23-24.
- Latif, E. (2010). Crisis, unemployment and psychological well-being in Canada. *Journal of Policy Modeling*, 32, 520-530.
- Lazarus, R. & Folkman, S. (1984). *Stress appraisal and coping*. New York: Springer-Verlag.
- Lefcourt, H. M. (1982). *Locus of control: Current trends in theory and research*. Hillsdale: Lawrence Erlbaum.

- Linn, M., Sandifer, R., & Stein, S. (1985). Effects of unemployment on mental and physical health. *American Journal of Public Health, 75*(5), 502-506.
- Lorenzini, J., & Giugni, M. (2010). *Youth coping with unemployment: The role of social support*. Paper for the YOUNEX Swiss workshop on “Youth, unemployment, precariousness, and exclusion in Switzerland, Geneva, 15 October 2010.
- Lucas, R., Clark, A. E., Georgellis, Y., & Diener, E. (2004). Unemployment alters the set point for life satisfaction. *Psychological Science, 15*(1), 8-13.
- Lundin, A., Lundberg, I., Hallsten, L., Ottosson, J., & Hemmingsson, T. (2010). Unemployment and mortality: A longitudinal prospective study on selection and causation in 49 321 Swedish middle-aged men. *Journal of Epidemiology Community Health, 64*, 22-28.
- Lynd-Stevenson, R. M. (1999). Expectancy-value theory and predicting future employment status in the young unemployed. *Journal of Occupational and Organizational Psychology, 72*, 101-106.
- Mabella, C. M. (2012). *Mental well-being among the unemployed: The role of government intervention*. Unpublished doctoral thesis, University of South Africa, South Africa.
- Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.
- Mckee-Ryan, F., Kinicki, A., Song, Z., & Wanberg, C. R. (2005). Psychological and physical well-being during unemployment: a meta-analytic study. *Journal of Applied Psychology, 90*(1), 53-76.
- Meeus, W., Dekovic, M., & Ledema, J. (1997). Unemployment and identity in adolescence: A social comparison perspective. *The Career Development Quarterly, 45*(4), 369-380.
- Merriman, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Møller, V. (1992). *The unemployment blues: Psychological effects of unemployment on the individual*. Durban: University of Natal.
- Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counselling Psychology, 52*(2), 250-260.

- Mossakowski, K. N. (2008). Is the duration of poverty and unemployment a risk factor for heavy drinking? *Social Science and Medicine*, 67, 947-955.
- Murray, J. (1998). Qualitative methods. *International Review of Psychiatry*, 10, 312-316.
- Newman, S. C., & Bland, R. C. (2007). Case-control study of unemployment and parasuicide. *Comprehensive Psychiatry*, 48, 511-515.
- Noh, Y. (2009). Does unemployment increase suicide rates? The OECD panel evidence. *Journal of Economic Psychology*, 30, 575-582.
- Norris, F. H., & Kaniasty, K. (1996). Received and perceived support in times of stress. A test of the social support deterioration deterrence model. *Journal of Personality and Social Psychology*, 71(1), 498-511.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newburg Park, CA: Sage.
- Paul, K. L. & Moser, K. (2006). Incongruence as an explanation for the negative mental health effects of unemployment: Meta-analytic evidence. *Journal of Occupational and Organizational Psychology*, 79, 595-621.
- Paul, K. L. & Moser, K. (2009). Unemployment impairs mental health: Meta-analyses. *Journal of Vocational Behavior*, 74, 264-282.
- Pittau, M.G., Zelli, R., & Gelman, A. (2010). Economic disparities and life satisfaction in European regions. *Social Indicators Research*, 96, 339-361.
- Pope, C., Ziebland, S., & Mays, N. (2000). Qualitative research in health care. Analysing qualitative data. *British Medical Journal*, 320(7227), 114-116.
- Powdthavee, N. (2007). Are there geographical variations in the psychological cost of unemployment in South Africa? *Social Indicators Research*, 80, 629-652.
- Pullen, R. C. (1990). *Work-related self-concept and family relations in unemployed married males*. Unpublished master's thesis, University of Stellenbosch, South Africa.
- Regmi, K. (2010). Understanding the process of translation and transliteration in qualitative research. *International Journal of Qualitative Methods*, 9(1), 16-26.

- Rossmann, G. B. & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research* (2nd ed.). Thousand Oaks; CA: Sage.
- Salzman, K. M., & Holahan, C.J. (2002). Social support, self-efficacy, and depressive symptoms: An integrative model. *Journal of Social and Clinical Psychology, 21*(3), 309-322.
- Saunders, M., Lewis, P. & Thornhill, H.A. (2009). *Research methods for business students*. London: Pearson Education.
- Schaffer, M., & Taylor, M. A. (2012). Job search behaviours among African-Americans. *Journal of Managerial Psychology, 27*(8), 814-828.
- Selim, S. (2008). Life satisfaction and happiness in Turkey. *Social Indicators Research, 88*, 531-562.
- Sheeran, P., Abrahams, D., & Orbell, S. (1995). Unemployment, self-esteem, and depression: A social comparison theory approach. *Basic and Applied Social Psychology, 17*(1 & 2), 65-82.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information, 22*, 63-75.
- Shirai, T., Shimomura, H., Kawasaki, T., Adachi, T., & Wakamatsu, Y. (2013). Job search motivation of part-time or unemployed Japanese college graduates. *International Journal of Educational Vocational Guidance, 13*, 95-114.
- Smith, J., & Firth, J. (2011). Qualitative data analysis: The Framework approach. *Nurse Researcher, 18*(2), 52-62.
- Sojo, V., & Guarino, L. (2011). Mediated moderation or moderated mediation: Relationship between length of unemployment, resilience, coping and health. *The Spanish Journal of Psychology, 14*(1), 272-281.
- Stafford, E., Jackson, P., & Banks, M. (1980). Employment, work involvement and mental health in less qualified young people. *Journal of Occupational Psychology, 53*, 291-304.
- Stankunas, M., Kalediene, R., Starkuviene, S., & Kapustinskiene, V. (2006). Duration of unemployment and depression: A cross-sectional survey in Lithuania. *BMC Public Health, 6*, 1-9.
- Starrin, B. (2006). Unemployment, poverty and shame: Exploring the field. Unpublished master dissertation. Karlstad University, Sweden & Lillehammer University College, Norway.

- Statistic South Africa (2013). *Quarterly Labour Force Survey: Quarter 2, 2013*. Statistical Release: P0211. Stats SA, Pretoria.
- Statt, D.A. (1994). *Psychology and the World of Work*. London: Macmillan.
- Stavrova, O., Schlösser, T., & Fetchenhauer, D. (2011). Are the unemployed equally unhappy all around the world? The role of the social norms to work and welfare state provision in 28 OECD countries. *Journal of Economic Psychology, 32*, 159-171.
- Stewart, T. (2011). Transactional analysis: Conceptualizing a framework for illuminating human experiences. *International Journal of Qualitative Methods, 10* (3), 282-295.
- Strandh, M. (2000). Different exit routes from unemployment and their impact on mental well-being: The role of the economic situation and the predictability of the life course. *Work, Employment and Society, 14*(3), 459-479.
- Sullivan, D., & von Wachter, T. (2009). Job displacement and mortality: An analysis using administrative data. Retrieved from www.columbia.edu/~vw2112/papers/sullivan_vonwachter_resubmission.pdf
- Taris, T.W. (2002). Unemployment and mental health: A longitudinal perspective. *International Journal of Stress Management, 9*(1), 43-57.
- Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in Practice (2nd ed)*. Cape Town: University of Cape Town Press.
- Uchino, B.N. (2009). Understanding the links between social support and physical health: A lifespan perspective with emphasis on the separability of perceived and received social support. *Perspectives in Psychological Science, 4*(3), 236-255.
- Van Hove, G. & Lootens, H. (2013). Coping with unemployment: Personality, role demands and time structure. *Journal of Vocational Behavior, 82*, 85-95.
- Vansteenkiste, M., Lens, W., De Witte, H., & Feather, N.T. (2005). Understanding unemployed people's job search behaviour, unemployment experience and well-being: A comparison of expectancy value theory and self-determination. *British Journal of Social Psychology, 44*, 269-287.
- Vaux, A. (1988). *Social support: Theory, research and intervention*. New York: Praeger.

- Virtanen, P., Janlert, U., & Hammarström. (2013). Health status and health behaviour as predictors of the occurrence of unemployment and prolonged unemployment. *Public Health, 127*, 46-52.
- Voss, M., Nylén, L., Floderus, B., Diderichsen, F., & Perry, P.D. (2004). Unemployment and early cause-specific mortality: A Study based on the Swedish Twin Registry. *American Journal of Public Health, 94*(12), 2155-2161.
- Wahyuni, D. (2012). The Research Design Maze: Understanding paradigms, cases, methods and methodologies. *Jamar, 10* (1), 69-80.
- Wanberg, C.R., Griffiths, R.F., & Gavin, M.B. (1997). Time structure and unemployment: A longitudinal investigation. *Journal of Occupational and Organizational Psychology, 70*, 75-95.
- Warr, P. B. (1987). *Work, unemployment and mental health*. Oxford: Clarendon Press.
- Waters, L.E., & Moore, K.A. (2002). Reducing latent deprivation during unemployment: The role of meaningful leisure activity. *Journal of Occupational and Organizational Psychology, 75*, 15-32.
- Western Cape Government Provincial Treasury (2012). Regional development profile Cape Winelands District: Working Paper. Western Cape Government Provincial Treasury, Cape Town. Available online at www.westerncape.gov.za.
- Westman, M., Etzion, D., & Horovitz, S. (2004). The toll of unemployment does not stop with the unemployed. *Human Relations, 57*(7), 823-844.
- Winefield, A. H., Tiggeman, M., Winefield, H.R., & Golding, R. D. (1993). *Growing up with unemployment: a longitudinal study of its psychological effects*. London: Routledge.
- Wong, G., Henson, H., Roy, A., & Smith, J.A. (2002). Predicting long-term unemployment in Canada: Prospects and Policy Implications. Retrieved from http://research.upjohn.org/up_bookchapters/176

APPENDIX A

SAMPLE CHARACTERISTICS

The table represents the demographic characteristics of 12 unemployed, coloured youth between ages 18-34 residing in Worcester.

Characteristics	Frequency	%
Home language		
English		
Afrikaans	12	100%
Other		
Gender		
Male	4	33.3%
Female	8	66.6%
Marital status		
Single	10	83.3%
Involved	2	16.6%
Married		
Other		
Parental status		
No children	7	58.3%
One child	4	33.3%
Two children	1	8.3%
Three children		
Highest Level of Education		
Standard 8/Grade 10 or below	6	50%
Matric	4	33.3%
Certificate/Short Course	1	8.3%
Undergraduate degree		
Postgraduate degree		
Other	1(Grade 11)	8.3%
Length of previous employment		
0-2 Months	6	50%
3-6 Months	1	8.3%
7-9 Months	1	8.3%
10-12 Months	1	8.3%
More than 12 Months	3	25%
Nr of times previously unemployed		
Never	3	25%
One	5	41.6%
Two	1	8.3%
Three	1	8.3%
Four		
Five or More	2	16.6%
Methods of job searching		
Newspaper advertisements	9	75%
Employment Agencies	2	16.6%
Approach firms personally	3	25%

Characteristics	Frequency	%
Write letters		
Friends/Contacts	4	33.3%
Other	1(Not looking for a job)	8.3%
Unsuccessful applications since unemployed		
None	5	41.6%
One	1	8.3%
Two		
Three	1	8.3%
Three-Five	1	8.3%
Six-Ten	1	8.3%
More than Ten	3	25%
Two most significant effects of unemployment		
Loss of income	10	83.3%
Loss of feelings of self-worth	2	16.6%
Increase in family problems	2	16.6%
Loss of social contacts		
Boredom	4	33.3%
Depression	6	50%
Other		
No difference		
Positive aspects of unemployment		
Opportunity to pursue hobbies/leisure activities	4	33.3%
More time to spend with family	4	33.3%
No positive aspects	6	50%
Other		
Income sources		
No income		
Family	6	50%
Odd jobs	5	41.6%
Casual job		
All Pay (Child support grant)	1	8.3%
Other		
Religious Affiliation		
Atheist		
Apostolic	5	41.6%
Roman Catholic		
Islam		
Methodist	3	25%
Protestant	1	8.3%
Jehovah's Witness		
No Preference		
Other	3	25%

APPENDIX B

DEMOGRAPHIC QUESTIONNAIRE

Demographic Questions (*Please answer/circle the category in each part that applies to you*)

1. Age:.....
2. Race:.....
3. Home language (**Please circle appropriate response**)
 - 3.1 English **1**
 - 3.2 Afrikaans **2**
 - 3.3 Other (**please specify**) **3.....**
4. Area that you reside:.....
5. Marital status (**please circle appropriate response**)
 - 5.1 Single **1**
 - 5.2 Involved **2**
 - 5.3 Married **3**
 - 5.4 Other (please specify) **4.....**
6. Length of marriage/relationship:.....
7. Number of children:.....
8. Highest level of education obtained (**please circle appropriate response**)
 - 8.1 Standard 8/Grade 10 or below **1**
 - 8.2 Matric **3**
 - 8.3 Undergraduate degree **4**
 - 8.4 Postgraduate degree **5**
 - 8.5 Other **6.....**
9. How long have you been unemployed? (**please circle appropriate response**)
 - 9.1 0-2 months **1**

9.2 3- 6 months	2
9.3 7-9 months	3
9.4 10- 12 months	4
9.5 More than 12 months	5

10. Specify the number of times you have previously been employed. **(please circle appropriate response)**

10.1 Never	1
10.2 One	2
10.3 Two	3
10.4 Three	4
10.5 Four	5
10.6 Five or more	6

11. How do you go about looking for a job? **(please circle appropriate response)**

11.1 Newspaper adverts	1
11.2 Employer agencies	2
11.3 Write letters	3
11.4 Friends/Contacts	4
11.5 Approach firms personally	5
11.6 Other (Specify)	6.....

12. How many job applications have been unsuccessful since being unemployed? **(please circle appropriate response)**

12.1 None	1
12.2 One	2
12.3 Two	3
12.4 Three to Five	4
12.5 Six to Ten	5
12.6 More than Ten	6

13. What do you consider to be the two most significant effect of your unemployment has on your life? **(please circle appropriate response)**

13.1 Loss of income	1
13.2 Loss of feelings of self-worth	2
13.3 Increase in family problems	3
13.4 Loss of social contacts	4

- 13.5 Boredom 5
- 13.6 Depression 6
- 13.7 Other (Specify) 7.....
- 13.8 No difference 8

14. Have you found any positive aspects of being unemployed? **(please circle appropriate response)**

- 14.1 Opportunity to pursue hobbies/leisure activities 1
- 14.2 More time to spend with family 2
- 14.3 No positive aspects 3
- 14.4 Other (Specify) 4.....

15. How have you been supporting yourself since being unemployed? **(please circle appropriate response)**

- 15.1 None income 1
- 15.2 Family 2
- 15.3 Odd jobs 3
- 15.4 Casual job 4
- 15.5 All pay (Child support grant) 5
- 15.6 Other 6.....

16. Religious affiliation **(please circle appropriate response)**

- 16.1 Atheist 1
- 16.2 Apostolic 2
- 16.3 Catholic (Roman) 3
- 16.4 Islam 4
- 16.5 Methodist 5
- 16.6 Protestant 6
- 16.7 Jehova's Witness 7
- 16.8 No Preferance 8
- 16.9 Other **(please specify)** 9.....

The End-Thank you

APPENDIX C

INTERVIEW GUIDE

- 1) How long have you been unemployed?
Hoe lank is jy al werkloos?
- 2) Are you looking for work?
Is jy op soek na werk?
- 3) What general feelings do you experience on a daily basis as a result of being unemployed?
Watter algemene gevoelens ervaar jy elke dag as gevolg van jou werkloosheid?
- 4) How does unemployment affect how you see yourself?
Hoe beïnvloed jou werkloosheid hoe jy jouself sien?
- 5) Are you satisfied with your life as it is currently? (**Probe: If satisfied, why/If not satisfied, why not**)
Is jy tevrede met jou lewe soos dit huidiglik is? **Elaborate (Indien tevrede, hoekom/Indien nie tevrede, hoekom nie?)**
- 6) Does unemployment have an influence on how you spend your time?
Het werkloosheid 'n invloed op hoe jy jou tyd spandeer?
- 7) How do you spend a typical day?
Wat doen jy op 'n tipiese dag?
- 8) What is your attitude towards finding a job in the near future?
Wat is jou houding oor werk kry in die nabye toekoms?
- 9) What do you think is your chances of obtaining a job in the nearby future?
Wat dink jy is jou kans om werk te kry in die nabye toekoms?
- 10) How do you cope with being unemployed?

Hoe hanteer jy jou werkloosheid?

11) How do you handle negative feelings the days that you feel down because of your unemployment situation?

Hoe hanteer jy negatiewe gevoelens wat ontstaan as jy die dag “af” voel a.g.v. jou werkloosheid situasie?

12) What type of support do you need and receive?

Watter tipe ondersteuning benodig jy en ontvang jy?

13) What type of support do you need but don't receive?

Watter tipe ondersteuning benodig jy maar ontvang jy nie?

14) Do job creation organisations in Worcester do enough to create jobs for unemployed young people?

Doen werkskepping instansies in Worcester genoeg om werke te skep vir werklose jong mense?

15) Do you have any suggestions on how jobs can be created for unemployed young people?

Het jy enige voorstelle oor hoe werke geskep kan word vir werklose jong mense?

16) What sort of comments do you receive from community members regarding your unemployment? (**Explain: Family, acquaintances**)

Watter tipe kommentaar ontvang jy van gemeenskapslede (**Verduidelik: Familie, kennisse, mense wat jy nie ken**) oor jou werkloosheid?

17) How do you feel about these comments? (**Probe: about feelings elicited**)

Hoe voel jy oor die kommentaar? (**Probe oor gevoelens wat dit ontlok**)

APPENDIX D

INFORMED CONSENT FORM

Letter of invitation to participate in the study of the impact of unemployment on psychological well-being among unemployed young people in Worcester

Dear Participant:

You are invited to participate in a study focussing on the impact of unemployment on psychological well-being. I am Rachel Willemse (Intern Psychological Counsellor) and I am conducting this study in partial fulfilment of the requirements of the MA degree in Psychology at UNISA.

The study is interested in the impact of unemployment on psychological well-being among young coloured persons in Worcester. You were selected because you appear to belong to this target group.

Your participation in the study is voluntary which means that you withdraw or stop the interview at any time without been penalized. You will not receive money for your participation in the study. If you volunteer to participate in the study, you will be asked a series of general and specific questions.

The interview will last approximately 60-90 minutes. I will ask you a few questions and request that you answer as open and honest as possible. Some questions may be of personal and sensitive nature and you may choose not to answer these questions. However, for the sake of the study, it would be best to answer all questions. There are also no right or wrong answers. You will also be required to answer a short questionnaire after the interview that will last about 10-15 minutes and will be asking you about your background (i.e. age, marital status, education etc.).

The interviews will be audio-recorded. No personal identifying information (such as your name) will be included in the interview and your name will not appear on the questionnaire. The audio-recordings will be destroyed after it has been transcribed by myself. The transcripts will be stored in a safe place or on a computer which are password protected. The results of the study will be released in my completed thesis. No personally identifiable details will be released.

APPENDIX E

TRANSCRIPTS

INTERVIEW 1: FEMALE PARTICIPANT NR 1

7/10/2013. Pilot interview.

Interviewer: Thank you very much for participating in the study that focuses on the effect of unemployment on psychological well-being. I will start the interview by asking you a few general questions. You can stop me at any time during the interview if there is a question that is not clear to you. I will explain it again until you understand. How long have you been unemployed?

Respondent: Say about three years. But I am studying now.

Interviewer: Are you looking for work?

Respondent: Not at the moment because I am studying.

Interviewer: What general feelings do you experience on a daily basis as a result of being unemployed?

Respondent: It is almost like you can't buy clothes for yourself ... because you must ask your parents first. And if they don't want to give you money, then they just don't give! If they don't have, then they don't have! Sometimes I get so angry for not getting what I want. This is how I feel.

Interviewer: How does unemployment affect how you see yourself?

Respondent: Not much. Because I still have that what my parents are giving me. I appreciate what I have. If I don't have I will cope without it. Because this is how I was raised. If there is nothing, there is nothing!

Interviewer: Are you satisfied with your life as it is currently?

Respondent: Not really ... because I was at home because I failed matric. It is almost like I was disappointed and I told myself I am going to do anything further. The next year I decided that I can't sit at home. I must do something with my life. Because I said to myself I am not going back to school to write matric exam.

Because it is too difficult to rewrite the matric exam. That is why I laid at home for a whole year and did nothing. I felt hopeless.

Interviewer: What made you decide to study further?

Respondent: I decided that I can't sit at home. I must do something with my life. If you don't have matric or a qualification you will not get a job anywhere.

Interviewer: Did unemployment have an influence on how you spend your time?

Respondent: I slept more. [Laughs] Never went out. I only went out on weekends. During the week I slept the whole time. I didn't feel like going out anymore.

Interviewer: What did you do on a typical day?

Respondent: This is about the same answer that I gave for the previous question.

Interviewer: What is your attitude towards finding a job in the nearby feature?

Respondent: It's almost like ...people only look out for themselves and their family members! Like people would say..."they work each other in". [**She's talking about nepotism**] You just don't get a job easily. I would look in another town for a job when I decide to start looking for a job. Maybe there are more opportunities in another town than in Worcester.

Interviewer: What do you think is your chances of obtaining a job in the nearby feature?

Respondent: I think I have a better chance now that started a course. I don't only have grade 11 now.

Interviewer: How do you cope with your unemployment?

Respondent: Uhm . . . I looked after my sister's baby when I didn't have money. Then she would pay me when she received her salary. I fetched her baby at the crèche and so on. At least I received money for that.

Interviewer: How do you handle negative feelings the days that you feel down because of your unemployment situation?

Respondent: [Laughs] When I am upset, I listen to music. Very loud music to make me forget. Or I did something just to make me forget about it. I talked to my friends a lot ...we motivated each other. I'm now talking about our friends who did not pass matric. And those friends who passed always motivated us to try harder.

Interviewer: What type of support do you need and receive?

Respondent: My parents accepted that I was sitting at home ... despite them telling me sometimes to look for work. But they did not pressure me. They supported me through everything.

Interviewer: What type of support do you need but don't receive?

Respondent: [Laughs] I received everything that I needed.

Interviewer: Do you think job creation organisations in Worcester do enough to help unemployed young people?

Respondent: Yes, but many young people don't read the newspaper anymore. Or they just don't want to work! And then there are those young people who apply for the jobs advertised in the newspaper. But they just don't get a job and that is how young people get discouraged. Many young people leave school at an early stage and therefore they can't apply for the jobs being advertised.

Interviewer: Do you have any suggestions on how jobs can be created for unemployed young people?

Respondent: To offer school leavers an opportunity to do a job that they are able to do. Also to provide more training. To provide more opportunities to encourage young people to look for a job.

Interviewer: What type of comments did you receive from community members because you are unemployed?

Respondent: My grandmother told me ... 'You must go and look for work' ... 'You can't sit at home' ... Your mother is the only one in the house who is working ... You can't go on like that ... You must at least have an income".

Interviewer: How do you feel about these comments?

Respondent: Sometimes I answered them ... "Why must I go and look for work! ... I just won't". I was very cheeky. I would tell them ... "I won't look for a job ... my parents must provide for me until I turn 21 years old".

INTERVIEW 2: MALE PARTICIPANT NR 2

7/10/2013. Pilot interview.

Interviewer: Thank you very much for participating in the study that focuses on the effect of unemployment on psychological well-being. I will start the interview by asking you a few general questions. You can stop me at any time during the interview if there is a question that is not clear to you. I will explain it again until you understand. How long have you been unemployed?

Respondent: One month ... I completed matric recently.

Interviewer: Are you looking for a job?

Respondent: Not at the moment since I am studying now.

Interviewer: What course are you doing?

Respondent: I am doing a year course in Farming management.

Interviewer: What general feelings do you experience on a daily basis as a result of being unemployed?

Respondent: Sometimes I feel numb. I feel nothing is possible ... especially the things I want to do? I need money to make my dreams come true. I just feel sad because I can't do the things that could help change my parent's situation.

Interviewer: Can you elaborate on this?

Respondent: I originally wanted to do a Safety and Security course but could not register for it because of financial problems. I had to settle for Farming Management instead.

Interviewer: Do you see a future for yourself in Farming management?

Respondent: Yes! At the college they told me ... it can open doors at a university for me. To study other careers such as Boilermaker. It will improve my chance to get a job for instance at PA Venter in Worcester. And it will also help me to improve my family's standard of living. This will give me an opportunity to help my parents to also achieve things.

Interviewer: Are you not interested to study further in Farming management?

Respondent: Yes, I am interested in studying further in Farming Management. I have seen several times on television ... there are a lot of failures because of people who are poorly trained in Farming. I would like to make a success of it.

Interviewer: How does unemployment affect how you see yourself?

Respondent: Uhm . . . sometimes I feel angry because I'm unemployed. Because I have no experience in the job that I want to do ... I think I have to change my study field for the career that I want to follow. But I am not totally hopeless yet. I feel there is hope! I can do it!

Interviewer: Are you satisfied with your life as it is currently?

Respondent: No. As I see it now ... the circumstances that I am in now ... it's very difficult to get out of these circumstances because of gangsterism. It makes me feel unsafe sometimes. I would like to rise above my circumstances.

Interviewer: Does unemployment have an influence on how you spend your time?

Respondent: When you are unemployed ... you feel ... it feels like you want to escape in things that you don't want to do. You are bored at home, so this makes you vulnerable to do wrong things. Unemployment wants you to take from other people that don't belong to you.

Interviewer: Can you elaborate on what the things are that you want to take from others?

Respondent: For instance ... they have something that you don't have ... like a cell phone or money. And now you want to take that from them.

Interviewer: What do you do on a typical day?

Respondent: I am now currently studying at Boland College. When I come home from class then I take my books ... I then study the work that we did in class to practice my skills and also for test preparation. Then I also do sporting activities that helps me to stay away from gansterism. This is basically all that I do.

Interviewer: What did you do on a typical day before you started studying?

Respondent: I was at home. I just sat at home! I isolated myself at home! ... [Pause] I struggled a lot. I needed money to buy clothes for myself. Because my parents ... they can't provide in all my needs. That is why I only sat at home while I was unemployed.

Interviewer: Did you isolate yourself from your friends also?

Respondent: No, I had a lot of contact with them. We talked about stuff and so on. They encouraged me sometimes. We engaged in a lot of motivation talks to build each other up. Then I decided to study further. To become something in life. Not to become trapped in my circumstances.

Interviewer: Do you have a lot of friends?

Respondent: We are 7 friends in our circle. Only three of us attend college. The four other friends are still at school. So we motivate them to finish school and study further ... to rise above their circumstances.

Interviewer: What is your attitude towards finding a job in the nearby future?

Respondent: I strive towards building an attitude that is positive towards life. And I want to implement this positive attitude on every aspect of my life. If you don't have a job, you will not achieve something in life. You will end up on the streets ... you will be lost for yourself and your home environment.

Interviewer: What do you think is your chance to get a job in the nearby future?

Respondent: I think I stand a good chance to get a job. Because I am learning skills currently. I will be qualified to do a job. Certain careers require that you must have certain skills. And you must have a certificate to do these jobs.

Interviewer: How do you cope with your unemployment?

Respondent: I sat still. I then draw a brain card for myself. I wrote positive things about myself. I wrote motivation slogans for myself to remind myself that I can. Then I wrote every goal on the brain card and I wrote next to the dream "I can". I look at these goals every day when I wake up and I tell myself that I can achieve each and every goal. I strive towards reaching my dreams.

Interviewer: How do you handle negative feelings the days that you feel down because of your unemployment situation?

Respondent: I talk to my mother about what I can do to find a job. My parents motivate me. They advise me on what I can do to achieve my goals. I also talk to my friends and we motivate each other. We express our dreams like ... the type of car that we want to drive one day. Then we tell each other to work hard to reach our dreams of having a nice car one day. Then we would tell each other ... that "we can" Don't give up".

Interviewer: What type of support do you need and receive?

Respondent: My family must be positive towards me and support me in achieving my dreams. They must show interest in my life ... they must ask me how my day was ... what did I do for the day? They must also help me in every way they can. I must also help them ... by asking them how I can help at home. My parents must also provide in the things I need. That is basically all.

Interviewer: Do you think you get this support from your parents?

Respondent: Yes! I get that kind of support from them.

Interviewer: Is there any type of support that you need but don't receive?

Respondent: No, there is nothing.

Interviewer: Do you think job creation organisations in Worcester do enough to help unemployed young people?

Respondent: No. I don't see a lot. There are not a lot of job creation organisations in Worcester ... especially in our community. There is only the EPWP (Expanded Public Works Programme). And they only employ a few young people ... maybe 50 young persons. There are for example more than 100 unemployed individuals in the community ... and they only employ a small number. What about the 50 or 150 which are unemployed? That is why I think the municipality should invest in more programmes. I think the municipality must create more skill development programmes for unemployed young people.

Interviewer: Do you have any suggestions on how jobs can be created for unemployed young people?

Respondent: I think ...uhm ... if the municipality can put up billboards ... to motivate young people. And they must open training centre's to develop skills in unemployed people.

Interviewer: Can you suggest types of courses that these centers can offer?

Respondent: Some people don't have computer skills. They can train these people in computers ... and welding ... and to draw building plans. Yes ... and a course in Safety and Security Regulations.

Interviewer: What type of comments do you receive from community members regarding your unemployment?

Respondent: Community members ask you ... "Why you are sitting at home?". They are always negative! They are not positive at all. They will make comments such as ... "You can't sit at home like this ... you will also become a gangster member. But I understand why they are saying these kinds of things. With their negative comments they want to motivate you to search for a job. It's their way of showing that they care about us young people. Some young people think it's negative. I experience it as the community caring for their young people.

Interviewer: How do you feel about these comments?

Respondent: [Pause] . . . I think how people can tell me to look for work if I don't have skills. So I see their comments as negative.

INTERVIEW 3: MALE PARTICIPANT NR 3

14/10/2013.

Interviewer: Thank you very much for participating in the study that focuses on the effect of unemployment on psychological well-being. I will start the interview by asking you a few general questions. You can stop me at any time during the interview if there is a question that is not clear to you. I will explain it again until you understand. How long have you been unemployed?

Respondent: I was unemployed for a year.

Interviewer: Are you looking for work?

Respondent: Yes.

Interviewer: What general feelings do you experience on a daily basis as a result of being unemployed?

Respondent: I sometimes feel discouraged. There was times when I said to myself I'm not worrying about finding a job ... I just did not care anymore. When it was clear that I'm not going to find a job ... I decided to rather enroll at the local college. To improve my chances of getting a good job.

Interviewer: What made you decide to enroll at the college?

Respondent: There are people ... older people ...who motivated me to study further. Because I could not find a job.

Interviewer: How does unemployment affect how you see yourself?

Respondent: [Pause] . . . It's not a nice feeling. Because you are dependent on your parents. You are 18 years old already... but you are dependent on your parents. And your parents are struggling financially. So it is not a nice feeling! You can't buy clothes for yourself. You don't fit in with your friends! Because they are better off then you even though I passed matric.

Interviewer: Why do you think they are better off then you?

Respondent: They have steady jobs. And they earn a good salary.

Interviewer: Do you compare yourself with them?

Respondent: Yes.

Interviewer: Are you satisfied with your life as it is currently?

Respondent: Yes, I am satisfied with my life. I see life as a challenge. You must make a 'way' for yourself to succeed in life. I like that!

Interviewer: Does unemployment have an influence on how you spend your time?

Respondent: It definitely does. Because ...You are really wasting time! Most of the time you are sitting around ... standing around ... walking around. Because you have nothing to do. You don't have a job. And you are also not studying.

Interviewer: What do you do on a typical day?

Respondent: I slept a lot. I stood up on a specific time every morning ... 9h00 in the morning and watched television soaps. Then I waited until school closed and visited my friends when they come home from school. At 17h00 I would go and practice cricket. In winter I had the same routine ... except that I didn't go for sport practice.

Interviewer: Uhm ... What is your attitude towards finding a job in the nearby future?

Respondent: I am positive that I will find a job. And one must remain positive! If you have a negative attitude you are never going to find a job. That is why I remain positive. But if I send my CV to several places and nobody contacts me ... then I start to get a little negative. Then I encourage myself again. Because you must remain positive!

Interviewer: What do you think is your chance to get a job in the nearby future?

Respondent: My chances are good! I am enrolled at college ... and if you have a qualification ... you have more opportunities. You have a better chance to get a good job.

Interviewer: What course are you enrolled for?

Respondent: I am doing a course in Safety and Security.

Interviewer: How do you cope with your unemployment?

Respondent: [Pause] I remained calm. I enjoyed spending time in the company of my friends. We motivated each other.

Interviewer: Is there any other ways that you utilize to cope with being unemployed?

Respondent: I participated in community cricket. And I kept myself busy with sporting activities.

Interviewer: How do you handle negative feelings the days that you feel down because of your unemployment situation?

Respondent: I listen to music. I go to my friends to 'cool off'.

Interviewer: What type of support do you need and receive?

Respondent: My grandmother motivated me a lot ... to continue to look for a job. I motivated myself also. I received a lot of support from my grandmother and also from my friends. Our friends motivate each other constantly.

Interviewer: Is there any type of support that you need but don't receive?

Respondent: No, there is not anything that I didn't receive.

Interviewer: Do you think job creation organisations in Worcester do enough to help unemployed young people?

Respondent: No, not really. For instance ... uhm ...when you finish matric. Many of our young people are not so privileged to have a car and so on. You can't even drive a car! But a lot of advertised jobs require you to have a driver's license. So immediately after you completed matric ... you must get your driver's license. But there are a lot of young people who are not so privileged to get their drivers license!

Interviewer: Do you have any suggestions on how jobs can be created for unemployed young people?

Respondent: The municipality must create work for unemployed young people in the community with their Expanded Public Works Programme. [Pause].

Interviewer: What types of jobs do you suggest?

Respondent: Like a course in Law Enforcement. But not every unemployed young person has a matric certificate to enable them to do the course in Law Enforcement. For persons without matric ... courses such as a cleaning course or in computers.

Interviewer: What type of comments do you receive from community members regarding your unemployment?

Respondent: People in the community would regularly inform me 'There is a vacant position'. They are helpful ... tell you what you must do ... to get the job. They always keep me updated about vacant positions.

Interviewer: How do you feel about these comments?

Respondent: I consider it as constructive comments. They want to help me! They want me to rise above my circumstances.

INTERVIEW 4: FEMALE PARTICIPANT 4

15/10/2013.

Interviewer: Thank you very much for participating in the study that focuses on the effect of unemployment on psychological well-being. I will start the interview by asking you a few general questions. You can stop me at any time during the interview if there is a question that is not clear to you. I will explain it again until you understand. How long have you been unemployed?

Respondent: I have been unemployed for 4 years.

Interviewer: Are you looking for work?

Respondent: Yes, I am looking for a job.

Interviewer: What general feelings do you experience on a daily basis as a result of being unemployed?

Respondent: Look ... in my position ... I have a child. I support her alone and this year she started her first year in school. I don't receive financial support from her father. I must do everything on my own.

Interviewer: How does it make you feel because you have to support your child without any help from her father?

Respondent: It makes me feel as if ... [Pause]. It makes me feel bad about myself. If I didn't have my fiancée who have a job in my life, we would have been no food to eat even. I am a bit discouraged. I don't have any confidence. Because I can't even provide for myself. I am starting to think that I will never find a job since I don't have any qualifications. So it shatters my self image. This is how it makes me feel.

Interviewer: How does unemployment affect how you see yourself?

Respondent: It's difficult for me since I was always the one who provided for my family. But now that I can't anymore ... it does not feel nice. There is times when my child complains that she is hungry. [Pause]

Interviewer: How do you feel when your child tells you she is hungry?

Respondent: Then I must tell her there is no bread. It makes me feel that I am not a good mother. Why can't I find a job? I try my best to find a job. I search for a job, but I just don't get a job!

Interviewer: Are you satisfied with your life as it is currently?

Respondent: Yes and no! [Laughs] On the one hand I'm satisfied with life because I met someone that loves me and my child. He asked me to marry him and we are currently planning our wedding. And on the other hand I am not satisfied with my life. Because I don't have an income. I can't support my child and my fiancée financially. My fiancée is the only breadwinner. That is why I said yes and no.

Interviewer: Does unemployment have an influence on how you spend your time?

Respondent: Yes, unemployment does have an influence in how I spend my time. It's something that I can do nothing about. All that I can do is to support my family! By carrying out duties such as house cleaning and meal preparation and so on. That is about all I can do. To better my quality of living and to satisfy the people around me.

Interviewer: What do you do on a typical day?

Respondent: I pray when I wake up in the morning ... clean the house. When there is an activity at church, I attend it. Yes ... that's about all that I do ... I'm at home most of the time.

Interviewer: What is your attitude towards finding a job in the nearby future?

Respondent: Can you explain what you mean with this question?

Interviewer: Do you believe that you will get a job when you apply for a job?

Respondent: Look if an opportunity comes my way I will take it. But if I don't get an opportunity, I won't give up looking for a job. I just have to continue searching until I find a job! I am positive that I will find a job! I am not somebody who gives up easily. But there comes times when you think that you won't find a job ... so just leave it. But then I just try again.

Interviewer: What do you think is your chance to get a job in the nearby future?

Respondent: I think I have a good chance to get a job. I must just try harder!

Interviewer: Why do you say you are not trying hard enough to find a job?

Respondent: I don't think I am trying hard enough to find a job. Because when a person really wants something badly ... he or she will search until they find it. I was that kind of person! But I don't know what happened to me along the road. I think I must definitely only try harder!

Interviewer: How do you cope with your unemployment?

Respondent: I am coping quite well with it. Because I know that I am not alone in this situation and there are a lot of unemployed young people in Worcester in a similar situation. There are a lot of young people who are unemployed. And there is not a single evening that my child and I go to bed hungry because God provides for us.

Interviewer: How do you handle negative feelings the days that you feel down because of your unemployment situation?

Respondent: I read my Bible and listen to Christian music ... it really uplifts my spirit.

Interviewer: What type of support do you need and receive?

Respondent: I need financial assistance because I want to enroll for a nursing course. My mother helps me to raise my child and provide financially in everything that she needs. And my fiancée also helps me financially. He helped me to buy my child's school uniform and school stuff when she started school this year. My mother helped me to enroll my child at school by fetching the paperwork at the school.

Interviewer: Is there any type of support that you need but don't receive?

Respondent: I really wanted to do a nursing course but I needed R200 to enroll. I desperately needed financial assistance ... but nobody wanted to help me financially. A lot of people promised to assist me financially ... but nobody could help me when I had to pay the registration costs. I believe my mother

could have helped me with the registration money if she wanted to. But she said she can't help me because she is already providing for my child. I feel like a beggar by now. I only need that kind of support for myself now. When I had a job, I supported my family. Whenever I ask my mother for money nowadays, we get in an argument. My mother doesn't want to understand that I need support now.

Interviewer: Do you think job creation organisations in Worcester do enough to help unemployed young people?

Respondent: Yes and no. They do enough on the one hand. They do create jobs, but the jobs are only for young people with matric. I'm not mentioning it because I don't have matric or a degree. Because there is a lot of opportunities ... there is Adult Basic Education Training (ABET) also. But financially I can't afford ABET they charge a fee of R50 a month. I can't afford that kind of money at the moment. I can't take from my child's All pay to pay for my registration fees. And I can't take from my fiancée's money because he is working alone. I just feel that I must get a job to provide for myself ... work to have my own money.

Interviewer: Do you have any suggestions on how jobs can be created for unemployed young people?

Respondent: May be they can offer free training courses! And when we start working ... we can repay the course money. There are a lot of talented people out there. Like for instance my brother he is a chef. He received his training to be a chef free of charge. After he finished his course, he got a very good job. Only after he found a job he repaid his study debt. I think the municipality can do the same for us unemployed people.

Interviewer: What type of comments do you receive from community members regarding your unemployment?

Respondent: My wedding date was set for September 2013 ... but didn't happen. I found out people told my fiancée not to marry me because I don't have a job. Even my own family tells me constantly to find a job. They think it's easy out there

to find a job. But it's not easy! And if you don't have qualifications, you will struggle to get a job. For example, I previously worked at Mercedes Benz as a cleaner. I saw a similar vacancy for a cleaner at Nissan car dealers ... so I applied for the job. But I didn't get the job ... even though I had references. They are very unfair! I think that is why so many young people get involve with the wrong things.

Interviewer: How do you feel about these comments?

Respondent: It came as a shock to me! I didn't expect it from them. [Pause] It hurt me very much. I broke all ties with them immediately. I didn't worry about them anymore. I didn't talk to them anymore. I didn't go to visit them anymore ... nothing. That's all that I did. I distanced myself from them. But I greeted them when I saw them.

INTERVIEW 5: MALE PARTICIPANT NR 5

15/10/2013.

Interviewer: Thank you very much for participating in the study that focuses on the effect of unemployment on psychological well-being. I will start the interview by asking you a few general questions. You can stop me at any time during the interview if there is a question that is not clear to you. I will explain it again until you understand. How long have you been unemployed?

Respondent: Three months. I've worked on the farm previously.

Interviewer: Are you looking for a job?

Respondent: Yes, I am looking.

Interviewer: What general feelings do you experience on a daily basis as a result of being unemployed?

Respondent: Uhm. ... I just think that previously ... I may be made some mistakes in life ... causing me to struggle to find work now.

Interviewer: How does it make you feel about yourself because you are struggling to find a job?

Respondent: It doesn't feel nice to me! Because you see other people are working! Then you think by yourself why can't you also get a job. When I started looking for a job ... Yoh ... it was very difficult. Because I struggled with drug addiction and stayed with my grandmother. Then I started to look for a job ... and I couldn't find a job. I see my school friends ... they have jobs and are prospering in life. It was so difficult for me that I tried to commit suicide. But now I have accepted my situation and made peace with it. But I am discouraged with life. I stress a lot. And that's not nice!

Interviewer: How does unemployment affect how you see yourself?

Respondent: Like I see myself ... is that I will never achieve something in life.

Interviewer: Why do you believe that you will never achieve something in life?

Respondent: I feel like this now because I can't get a job. I have nothing!

Interviewer: Are you satisfied with your life as it is currently?

Respondent: No, I am unhappy about my life! I am not satisfied with my life!

Interviewer: Why are you not satisfied with your life?

Respondent: I am 30 years old, Neh! And I'm still staying with my mother. I already have a child of my own! I shouldn't be staying with my mother still! I should have moved out of my mother's house by now. It's very difficult like this. Now I am not working ... I sponge on my mother. And my mother tells me that. It eats me like a cancer. It's hard!

Interviewer: Does unemployment have an influence on how you spend your time?

Respondent: Yes, because it hurts if you don't have a job. You are just sitting at home ... you have nothing. You see people going to the shops on a Friday. And I have a child ... the child comes to me every time asking for money. Then I must tell her I don't have ... where must I get? I will send my child to ask my mother for money. So that is why it's very hard on me!

Interviewer: What do you do on a typical day?

Respondent: I stand up. Help my mother to clean the house. Do handyman work in our yard. I do everything necessary to keep my mother happy ... so that she doesn't throw me out of the house. I also watch a lot of television. Take a walk. Smoke cigarettes.

Interviewer: What is your attitude towards finding a job in the nearby future?

Respondent: I had a job previously. I worked there for 3 years. The contract of the company I worked for ended. Another company got the contract. I continued working for the new company, but then I lost my job. I think I will get a job quickly! People must only see me work. Because I know for myself I am a hard worker. I know why one must work ... you must work to make a living. If you don't work, how will you survive in life? I pray a lot that I will find a job. I believe that God will help me to find a job.

Interviewer: How do you cope with your unemployment?

Respondent: I decided I'm not going to worry anymore. If I don't have, I don't have. So I must accept it. But I won't go and steal if I don't have something. My parents didn't raise me like that. So I'll rather stay without money! If I get a casual, then I have money again. If there is no work, then I don't worry. This is how I go on in life.

Interviewer: How do you handle negative feelings the days that you feel down because of your unemployment situation?

Respondent: Then I go to my friends and I consume alcohol. They always say alcohol takes your troubles away. But it's not true. But I still drink until I am drunk. Afterwards I will go and sleep. And I know my problems will still be there tomorrow. My cousin will sometimes come to visit me and then he will give my money.

Interviewer: What type of support do you need and receive?

Respondent: Almost like someone who is standing by you?

Interviewer: Yes.

Respondent: I love my children and my mother very much. Just that they must stand by me! I just need the support of my mother and my children.

Interviewer: Do you get support?

Respondent: My mother is there for me most of the time. And she helps me with my children. If they need something, my mother will help. Both the mothers of my 2 children summoned me for support money. Then my mother would help me ... she went to talk to them ... to persuade them not to summon me. But ... it doesn't really help.

Interviewer: Why doesn't it help?

Respondent: Because the mothers just never stop and it's eating away at me. Every time when they see me they will say 'You are going to prison for non-support'. I tell them I am not working. I can't go and steal a job! What must I do! At

least they are working! And they receive a government grant for the children! It's not that I'm using this as an excuse not to support my children. I will get a job one or other time! Then I we I'll support my children financially! It was so hard on me that I went for sessions with a psychologist at the hospital. I couldn't handle the pressure anymore ... so I went every week for a session with the psychologist. I'm very short tempered ... and now they come with their nonsense. Out of frustration I will drink. Nobody cares about me! Then I want to commit suicide. Then at least I will be out of everyone's way! Like that it is. They just want to see me go under! But I really love my children.

Interviewer: Do you think job creation organisations in Worcester do enough to help unemployed young people?

Respondent: Not what I see! No, I don't think so. Because you only hear about job creation! But you don't really see it in the neighborhood where I am staying. I don't see it! But we are waiting patiently for opportunities! And that jobs that the EPWP create for example ... sweeping the roads ... it's only for now! That is not what you call job creation! Because it's not permanent jobs. And one needs money to make a living! It doesn't help if you have a job only for 6 months. And then you are in the same situation again ... jobless. It eats you like a cancer! It can't be like that!

Interviewer: Do you have any suggestions on how jobs can be created for unemployed young people?

Respondent: When they employ people short term, they must at least do inspections to evaluate their working skills. To determine if that people can do the work. Because you can determine by the person's working skills if that person really wants to work! Then they should choose the best workers and appoint them permanently. And after 6 months they evaluate the workers again. Maybe then everyone will get an opportunity to get a permanent job.

Interviewer: What type of comments do you receive from community members regarding your unemployment?

Respondent: My cousin when she is drunk makes comments such as ... 'look at how you are sitting at home' ... 'You had a job, but now you are sitting at home' ... 'You don't want to work, you are lazy'. And every time when she's drunk she messes with me. Sometimes I will answer back and say ... 'I don't worry about a job'.

Interviewer: How did you really feel when she made those comments?

Respondent: Very hurt! But I don't want to show them that I'm hurt. Then you cry in the inside. My mother is also stressing ... 'You must go and work'. Then I will reply ... 'I can't find a job! What must I do? Where must I find work?' Like that. But now she understands ... the psychologist asked her to come and see him ... and he explained my situation to her. When I couldn't find work, I tried to commit suicide. After I started to visit the psychologist, I decided I'm not going to worry anymore. When people raise the topic of work, I just don't worry anymore. If I'm unemployed, I'm unemployed. There is nothing that I can do about it.

INTERVIEW 6: FEMALE PARTICIPANT NR 6

15/10/2013.

Interviewer: Thank you very much for participating in the study that focuses on the effect of unemployment on psychological well-being. I will start the interview by asking you a few general questions. You can stop me at any time during the interview if there is a question that is not clear to you. I will explain it again until you understand. How long have you been unemployed?

Respondent: I completed a course recently. But for the past 3 months now I've been unemployed.

Interviewer: Are you looking for a job?

Respondent: Yes! I have been looking ever since I finished my course. I have applied at a few places, but no word from them so far.

Interviewer: What general feelings do you experience on a daily basis as a result of being unemployed?

Respondent: There is a lot of pressure! Because I have a 10 month old baby. So it is very frustrating for me. Because I can't give him everything that he needs. I have to ask his father constantly when he needs something. I can't buy for him the way I used to when I was employed. It's a bit hard!

Interviewer: How does unemployment affect how you see yourself?

Respondent: Like I were ... when I had a job. I bought a lot for myself ... like clothes and stuff. Now I can't do it! Because I don't have an income. So it puts me behind. You get frustrated because you apply for jobs but you don't get a job. So it's very hard!

Interviewer: How does it make you feel about yourself?

Respondent: I feel very down. Like I'm no longer the same person that I used to be. My self-confidence took a bit of a knock.

Interviewer: Are you satisfied with your life as it is currently?

Respondent: Not at all! [Laughs] Because I don't see a future for myself like this ... to struggle like this. I see a future for myself where I can provide a better quality of life for myself and my child. To have a house of my own and to provide for my child. So my life as it is currently is not the life I want for myself. This is not the future that I want for myself.

Interviewer: Does unemployment have an influence on how you spend your time?

Respondent: Yes, because I have all the time in the world. When I was still working, I didn't have a lot of time to do the things that I wanted to. But now I have the time to do what I want to do. I can go and sleep when I want to! I can do anything that I want to do anytime.

Interviewer: What do you do on a typical day?

Respondent: Stand up in the morning. Bath my child. Eat. Sleep. When he's sleeping, I also take a nap. [Laughs] It goes on like this the whole day. Prepare meals for the family. Clean the house. This is basically all that I do the whole day.

Interviewer: What is your attitude towards finding a job in the nearby future?

Respondent: At the moment I will take any job that I get! This is how I feel. It's not about pick and choose anymore! As long as a get a job that can provide an income for me. I will take anything that comes my way. I handed my CV in at several workplaces, but received no response yet. Like last week I handed my CV in at three different workplaces. This week I handed my CV in at another workplace. But no word from any of these places. So I am still waiting patiently! I am eager to search for a job. I'm only thinking about my child! That's what's giving me the courage.

Interviewer: What do you think is your chance to get a job in the nearby future?

Respondent: I don't know what my chances are. But I am hoping I will get a job from one of the places I handed my CV in.

Interviewer: How do you cope with your unemployment?

Respondent: At the moment I'm calm about it! But after a while I will probably start to get angry. Because I don't get a response from the places where I applied for a job. When it look like I'm not going to get a job. But at the moment I can still handle it. But if I will continue to be unemployed for a longer period, it will take its toll on me.

Interviewer: How do you handle negative feelings the days that you feel down because of your unemployment situation?

Respondent: Most of my time I spend with my child. Or I listen to music ... alone. If my child is sleeping I will put on earphones ... then I will listen to love songs. The music makes me calm. And it takes my attention away from thinking about my situation. Or I go and sleep!

Interviewer: What type of support do you need and receive?

Respondent: [Pause] Financial assistance! I need that very much to support my child. Support ... for myself and my child. To have like somebody who will help me. This is basically as all that I need!

Interviewer: Do you think you receive this support at the moment?

Respondent: I get both. Because my child's father supports me financially. And my parents support me ... I get a lot of support from them. They are always there to help me with my child.

Interviewer: What type of support do you need but don't receive?

Respondent: I can't think of something right now.

Interviewer: Do you think job creation organisations in Worcester do enough to help unemployed young people?

Respondent: I don't think so! I don't see job creation. All that I know about is the Expanded Public Work Programme (EPWP). But I haven't seen a lot of young people working there. I see older people working there. I also have not heard about other organisations that help unemployed young people to find work. Because I see a lot of young people who completed matric but are unemployed. I don't think enough is done to create jobs. That is why many

young people get involved with wrong things like drug abuse. They have too much time on their hands because they don't do anything. If you ask a young person why they are using drugs they will say ... 'Why should I stop using drugs? ... I can't get a job'.

Interviewer: Do you have any suggestions on how jobs can be created for unemployed young people?

Respondent: They can open training centre's that caters for unemployed young people. Or when you complete matric ... give you an opportunity to do a specific course. But the course must enable you to find a permanent job. Because the problem with the Expanded Public Work Programme is that jobs are only for a few months. Then afterwards you are without a job again.

Interviewer: What type of comments do you receive from community members regarding your unemployment?

Respondent: I don't get any negative comments from people. My family will only encourage me to go and study further.

Interviewer: How do you feel about these comments?

Respondent: I feel they are positive towards me and that they want to see me in a good job. That is why they encourage me to study further.

INTERVIEW 7: FEMALE PARTICIPANT NR 7

17/10/2013.

Interviewer: Thank you very much for participating in the study that focuses on the effect of unemployment on psychological well-being. I will start the interview by asking you a few general questions. You can stop me at any time during the interview if there is a question that is not clear to you. I will explain it again until you understand. How long have you been unemployed?

Respondent: I am unemployed for 7 months.

Interviewer: Are you looking for a job?

Respondent: Yes, I am looking for a job.

Interviewer: What general feelings do you experience on a daily basis as a result of being unemployed?

Respondent: Stressful!

Interviewer: Why is it stressful to you?

Respondent: Just that I feel withdrawn.

Interviewer: Why?

Respondent: Because I can't contribute at home. I also have a three year old child that I must provide for. I can't give him what he needs. There is times when I'm disheartened because I'm dependent on the boy's father. I don't want to be dependent on a man or on my parents. I want to provide for myself. I want to be the one who provide for my son!

Interviewer: How does unemployment affect how you see yourself?

Respondent: Only that I ... how can I put it? [Pause]

Interviewer: How does it make you feel about yourself?

Respondent: I feel inferior about myself.

Interviewer: Why?

Respondent: Because I am a mother! I want to be the best for my son! He should be able to say with pride ... 'My mother' ... like that. He must look up to me! But he can't because I'm not working! So I can't give him what he needs.

Interviewer: Are you satisfied with your life as it is currently?

Respondent: I'm not totally satisfied with life.

Interviewer: Why do you so that?

Respondent: Because I don't work! [Laughs] And I really want to work. Because I want to ... I want to give!

Interviewer: What do you want to achieve in life?

Respondent: I want to buy myself a house! I want to buy a car! I want to achieve everything on my own. I don't want to go to other people and ask 'will you pay this for me' ... or 'will you do this for me'. I want to do everything for myself! I want to Nothing must come from other people. I want to achieve everything by myself. People must say about me one day 'look at what this girl achieved' 'she's working and buying stuff for herself' 'She doesn't have to ask anything from others'. So one should not feel so inferior against other people. I want to ... rise above my circumstances.

Interviewer: Does unemployment have an influence on how you spend your time?

Respondent: Yes! [Laughs] Because I sleep most of the time. And when I find a job, I will be lazy because I slept most of the time.

Interviewer: What do you do on a typical day?

Respondent: I wake up at about 6h00 in the morning ... because there are kids in the house that go to school. When they leave the house for school, its round about 8h00. Then I watch Bold and Beautiful on the television ... I watched all my favorite soapies. Then I will go and lie down. Sometimes a friend will come around and we sit and chat. Otherwise I will sleep. Or I will do the washing ... but not everyday ... I do the washing about twice a week. Or my child will keep me busy.

Interviewer: What is your attitude towards finding a job in the nearby future?

Respondent: Excuse me? Can you explain this question?

Interviewer: Do you believe you will get a job when you apply for one?

Respondent: I am constantly looking for a job. I heard the Traffic department has vacant positions. I went to look for application forms at the municipality, but couldn't find forms there. And I don't know where else to look for the application forms. But I am looking for work! I handed my CV in at several work places. But I don't get feedback.

Interviewer: Have you handed your CV in at several places?

Respondent: Yes, at the HR offices of the municipality and several shops.

Interviewer: What do you think is your chance to get a job in the nearby future?

Respondent: I have a 100% chance to get a job! I am positive that I will find a job. If you are not positive it will have an effect on you and shatter your self confidence even more.

Interviewer: How do you cope with your unemployment?

Respondent: I take it day by day. Because it's no use to show that I am unhappy. That is why I take it day by day and I pray that there will be a solution for me. I have someone who helps me by telling me where there is a vacant position. I must only continue to look out for positions in the local newspaper on a Thursday. But by the time I get hold of the newspaper, the positions are already filled. I think that is why I don't get any of the positions advertised in the local newspaper. But I take life on by my own!

Interviewer: How do you handle negative feelings the days that you feel down because of your unemployment situation?

Respondent: I just want to sleep! I don't want to be around people! Because I don't want to take my stress out on other people. That is why I would rather go and sleep. Then I know I can't say hurtful things that I don't mean to people ... because I am in a bad mood. The person might take the things I said very serious ... and

in the mean time I didn't mean the things I said. Tomorrow when I'm in a better mood, I want to pretend as if nothing has happened. But the person is still resentful towards me because of what I said to him or her. That is why I don't want to be around people! So I'll rather go and sleep. Or I will keep myself busy ... does the washing ... or just get away from home. Maybe visit someone and sit and chat. I just don't want to be around the people at home.

Interviewer: What type of support do you need and receive?

Respondent: That people must have their ears on the ground! To listen where there is vacancies. Then I will go out of my way to hand my CV in at those places. I have someone who helps me by telling me where there is a vacant position. I have a fair amount of support from my child's father since he is working. My parents also help me financially.

Interviewer: Is there any type of support that you need but don't receive?

Respondent: [Pause] I think I get everything that I need. I receive a lot of support from them.

Interviewer: Do you think job creation organisations in Worcester do enough to help unemployed young people?

Respondent: I don't think so! I think the municipality and big companies in Worcester like Hextex and Rainbow they can employ 30 or 40 unemployed young men and woman as volunteers ... maybe for a year of two years. Out of these 30 or 40 volunteers, they can select the best and employ them permanently. For example the select 30 volunteers out of this 40 volunteers and permanently employ them! The other 10 can continue as volunteers until they are fit to be permanently employed. At least everyone get an opportunity to be employed. We can be sure that we will get a job. Like that it's not only a case of we just get a job without working for it. We are prepared to make some sacrifices by doing volunteer work. I could get a job at Shoprite and earn a salary ... but instead I volunteer for example for 3 years at the municipality. I sacrifice by volunteering and I think organisations should give recognition to that and appoint me for volunteering! Or organise courses! Like us staying in Russell scheme ... we are never aware of courses organised by the local municipality.

We always read about it in the newspaper ... then the courses are finished already. Like me ... I have matric. But I can't get a job! So I don't know! Really ... I don't understand it! They can definitely use us unemployed young people for volunteer work ... like during elections registrations. During the elections they could use employed young people in Russell scheme ... but we didn't even know where to apply for jobs during election registration or to find application forms. I think our council member in Russell scheme could have approached all the unemployed young people in Russell scheme. They should have giving us as an opportunity during the election registration ... even if they only gave us a R50 or R100. I feel I am sacrificing! And another time they can use us for something different. This is how I feel!

Interviewer: Do you have any suggestions on how jobs can be created for unemployed young people?

Respondent: Like I said previously ... they can employ us as volunteers. When they see we are capable to do the job, they can appoint us in a permanent position.

Interviewer: What type of comments do you receive from community members regarding your unemployment?

Respondent: Almost everyone make comments such as ... 'Work is scarce, you must continue to search' ... 'Be hopeful' ... and so on. These comments really uplift me because then I have the courage again to look for work. Then I am hopeful again that there is something out there for me! To go and search again!

Interviewer: Have you ever received negative comments from community members because you are unemployed?

Respondent: No.

INTERVIEW 8: FEMALE PARTICIPANT NR 8

17/10/2013.

Interviewer: Thank you very much for participating in the study that focuses on the effect of unemployment on psychological well-being. I will start the interview by asking you a few general questions. You can stop me at any time during the interview if there is a question that is not clear to you. I will explain it again until you understand. How long have you been unemployed?

Respondent: A few months ... I finished matric last year.

Interviewer: Are you looking for work?

Respondent: I actually wanted to stay at home for a year. But if I get a job, I will take it!

Interviewer: What general feelings do you experience on a daily basis as a result of being unemployed?

Respondent: It's yoh! [Pause] It doesn't feel so nice because you don't have money! For example ... I don't have a cell phone and my mother doesn't want to buy me one. She said I must go and work to buy myself a cell phone. Stuff like this. I want to go out, but there is no money! So it's holding me back a little.

Interviewer: How does it make you feel when you want something but can't get it because you don't have money?

Respondent: I feel bad ... disheartened. I feel down! Then I will rather go and work! Any work can come my way now! Like that. But okay! [Sighs]

Interviewer: How does unemployment affect how you see yourself?

Respondent: [Pause] Can you repeat the question?

Interviewer: How do you see yourself as a person because you are unemployed?

Respondent: [Pause] For me it would have been better if I was still attending school. Then I didn't have to work. Because it's not nice! Because unemployment ... can cause you to stumble ...you get into temptation. You are unemployed ... it make you feel you are entitled to take that belong to other people. This is how

it makes one feel. But ... it doesn't drive me to that. I feel I'll rather go and work so that I can stay busy.

Interviewer: Are you satisfied with your life as it is currently?

Respondent: Yes, I am! It's only that I can't find a job. And I also did not pass matric so well. [Pause] But at least I passed!

Interviewer: Does unemployment have an influence on how you spend your time?

Respondent: It does! Like now it's only wake up, clean the house, sleep. This is all that I do. But I enjoy being at home ... not working. [Laughs] There will maybe come a time when I will get bored of staying at home. But for now I am enjoying it. [Laughs]

Interviewer: What do you do on a typical day?

Respondent: Wake up! [Laughs]

Interviewer: What time do you wake up in the morning?

Respondent: I wake up any time ... as long as I can sleep. I wake up ... clean the house ... eats. Like that ... that's about all. Or I will maybe visit my friend. Or we take a walk! Like last week we made an appointment to write for our learner's drivers license. So we keep ourselves busy! And last week we went to fetch application forms at the municipality. But we must still complete the application forms.

Interviewer: Okay. What is your attitude towards finding a job in the nearby future?

Respondent: Can you repeat?

Interviewer: Say for example do you apply for jobs.

Respondent: The work history part on my CV ... there is nothing at my work history section. [Laughs] So I just feel ... I am not handing my CV in! They won't give me a chance anyway.

Interviewer: What do you think is your chance to get a job in the nearby future?

Respondent: I don't think people will give me a chance! Because I have no experience.
[Laughs]

Interviewer: Do you believe you will get a job?

Respondent: Yes. I will probably get a job! But not at the moment. But you never know!

Interviewer: How do you cope with your unemployment?

Respondent: [Laughs] I don't know where to turn! Like I just want to borrow! But I get nothing. I would for example go to a person to borrow money and tell the person my mother will repay the money. Then I get into trouble with my mother because she tells me I can't borrow money and expect her to pay ... because I am unemployed. Like that. That's not nice! Because when I want money there is no money. I have to go and borrow from other people and then people don't want to borrow me money. Because they know I'm not working! So it's not nice like that!

Interviewer: How do you handle negative feelings the days that you feel down because of your unemployment situation?

Respondent: I go and sleep. Sometimes I will visit my friends and we have a nice chat. We really help each other a lot.

Interviewer: What type of support do you need and receive?

Respondent: Like in ... people must come to me and tell me 'did you hear they are looking for people at this place'. Like my mother's friend will always tell me when she knows about a work opportunity somewhere. She will tell me 'Did you hear they are looking for people? You must go there and find out.' or 'Bring your CV so that I can make changes to it'. Like that ... I get that support. But it's me! Because I am too lazy! [Pause] I'm very lazy ... I end up not doing it. **[A confession that she has no desire to get as job that she wants to be in this situation]**

Interviewer: Is there any type of support that you need but don't receive?

Respondent: No, I get! I get!

Interviewer: Do you think job creation organisations in Worcester do enough to help unemployed young people?

Respondent: [Pause] No. But I don't know either.

Interviewer: Why do you say this?

Respondent: Because I don't hear a lot ... like uhm ... I heard from people there are a lot of vacancies at the police station. But now nobody knows about these jobs. So ... I don't know how it works. The municipality can for example ... employ more young people who completed matric. They just don't do enough. They can also launch more contracts!

Interviewer: Do you have any suggestions on how jobs can be created for unemployed young people?

Respondent: They can for example ... uhm ... help matriculants to start their own business. They can help us by giving us the startup money for the business. Or they can give us the business premises with all the equipment that we need. They can do that! Then we can pay monthly rental for the premises and we pay our employees.

Interviewer: What type of comments do you receive from community members regarding your unemployment?

Respondent: 'You must stand up and go and work'. [Laughs] 'You can't sit like that'. 'They are looking for people there, go and inquire there'. Comments like that.

Interviewer: How does it make you feel when people say these things?

Respondent: I take it as positive. Because I have to look for work!

INTERVIEW 9: FEMALE PARTICIPANT NR 9

17/10/2013.

Interviewer: Thank you very much for participating in the study that focuses on the effect of unemployment on psychological well-being. I will start the interview by asking you a few general questions. You can stop me at any time during the interview if there is a question that is not clear to you. I will explain it again until you understand. How long have you been unemployed?

Respondent: I dropped out of school ... I am unemployed for a few months. But I am searching very hard for a job. Because I feel ... my mother is also struggling and she does her best to go and work. Now I want to do my best also by searching for a job.

Interviewer: Which grade did you dropped out of school?

Respondent: Grade 10, this is standard 8.

Interviewer: What general feelings do you experience on a daily basis as a result of being unemployed?

Respondent: I am sitting at home doing nothing! There are people who have jobs which they are abusing. Then there are people who are looking for work but we just don't find. People who studied so hard ... who completed matric or who attended university. But they still don't get a job!

Interviewer: How does it make you feel when you see young people around you struggling to find a job?

Respondent: I feel very sorry for them! Because everyone is trying their best to find a job and then they are not successful. You can't anymore! **[she must be feeling very discouraged]**

Interviewer: How does the fact that you don't get a job make you feel?

Respondent: [Pause] Like in that I don't get a job? That type of stuff?

Interviewer: Yes, how does it make you feel?

Respondent: I feel disheartened! I don't have a zest for life anymore! Because I can't get a job. And I am only sitting at home.

Interviewer: Does it have an effect on how you see yourself?

Respondent: No. I just go on! I just move forward! And if I get an opportunity I will take it with both hands.

Interviewer: Okay. Are you satisfied with your life as it is currently?

Respondent: I'm not satisfied.

Interviewer: Why not?

Respondent: I get what I want! But I feel bad at the end because I can't get a job. I want to buy stuff for myself. Currently if I want something I must always ask my mother or my grandfather. And then they will tell me that they can't afford it at that moment. Then I have to wait and wait until they have money to buy it. This makes me frustrated and in a hurry to find a job! Because I want something now! ... I don't want to wait for it!

Interviewer: Does unemployment have an influence on how you spend your time?

Respondent: [Pause] Yes, I just sit at home! And I can do nothing about it if I can't find a job! Like last week ... my mother told me about a nursing course advertised in the Standard [**the local community newspaper**]. The registration cost of the course is R 2500. We don't have that kind of money! Now I can't go for that! And I must be there on Friday to register. That means I won't be able to register because I don't have the money!

Interviewer: Okay. What do you do on a typical day?

Respondent: I stand up at around 19h00 or 10h30. Then I sit at home doing nothing. Then I remind myself I must still go and fetch my report at my former school ... but I end up not going. Because it's very hot and very unsafe for a lady to walk alone. Or I go and visit a friend. My friend is also unemployed although she completed matric. From there on we will go and visit our other friends.

Interviewer: Okay. What is your attitude towards finding a job in the nearby future?

Respondent: [Pause] I want to work! [Pause] Nothing is free in life! So you must go and work for the things that you want. If you want something you must work for it ... because you can't go and steal it ... you will go to jail. So you must work!

Interviewer: Okay. What do you think is your chance to get a job in the nearby future?

Respondent: [Pause] Excuse me?

Interviewer: Say for example if you apply for a job. What do you think is your chance to get the job?

Respondent: I believe I will get a job! My mother and other people are praying that I will get a job.

Interviewer: How do you cope with your unemployment?

Respondent: I take it calm! There are a lot of people who's helping me. They will tell me where to hand my CV in. But I still have to go and fetch my report at school. I remind myself every time that I should go ... but I never do it.

Interviewer: How do you handle negative feelings the days that you feel down because of your unemployment situation?

Respondent: I go and sleep! Then my mother will be on my case. Then she will say 'You are lazy' ... You don't want to go and look for work'. But I can do nothing about not getting a job ... that is why I will rather go and sleep. When I wake up I feel better. [Laughs]

Interviewer: What type of support do you need and receive?

Respondent: People must pray for me that I will get a job! And I must do my best. Because I can't expect people to pray for me and then I'm lazy ... don't want to hand in my CV at places and so on. So I am very grateful when people say they will pray for me when I hand my CV in at places.

Interviewer: Do you think you get that support at the moment?

Respondent: Yes. My mother and my grandfather support me. They give me a lot. They go the extra mile for me. They spend a lot of money on me.

Interviewer: Is there any type of support that you need but don't receive?

Respondent: No, there is nothing that I don't get.

Interviewer: Do you think job creation organisations in Worcester do enough to help unemployed young people?

Respondent: No, they don't help young people who completed matric. They don't help these people! They are always employing people ... but not young people who have matric and that really need a job. I will feel frustrated if I completed matric but still can't find a job!

Interviewer: Do you have any suggestions on how jobs can be created for unemployed young people?

Respondent: Just to give me a job ... even if it's a cleaner job. As long as I have a job and are earning money and so!

Interviewer: What type of comments do you receive from community members regarding your unemployment?

Respondent: Yoh! Everyone will ask me why I dropped out of school. They tell me that I should go back to attending school. But they don't understand me! They don't know what's in my heart. Then they always say ... 'You are lazy' 'You don't want to attend school because you want to lie at home'. 'You don't want to work' 'Your mother and grandfather must do everything for you'. They say that kind of stuff ... then my mother and grandfather will always defend me. Because other people don't know what's going on ... but they say all these things.

Interviewer: How do you feel when people say these things to you?

Respondent: Then I feel like I don't want to live anymore! That kind of stuff. They belittle one ... rather than supporting one. So you don't feel nice!

INTERVIEW 10: FEMALE PARTICIPANT NR 10

22/10/2013.

Interviewer: Thank you very much for participating in the study that focuses on the effect of unemployment on psychological well-being. I will start the interview by asking you a few general questions. You can stop me at any time during the interview if there is a question that is not clear to you. I will explain it again until you understand. How long have you been unemployed?

Respondent: For a very long time.

Interviewer: Is it months or years that you are unemployed?

Respondent: For long! Ever since I left school.

Interviewer: When did you leave school?

Respondent: I dropped out of school in 2008, but I returned to school in 2012. Then I dropped out of school again and since then, I haven't worked.

Interviewer: Are you looking for work?

Respondent: Yes.

Interviewer: Okay. What general feelings do you experience on a daily basis as a result of being unemployed?

Respondent: [Laughs] Nothing. Not really.

Interviewer: How do you feel on a daily basis when you sit at home and don't get a job?

Respondent: [Laughs]. I am disheartened sometimes. And the times when my mother shouts at me to go and look for work [Laughs] ... then I feel very down.

Interviewer: How does unemployment affect how you see yourself?

Respondent: [Laughs] **It's clear she doesn't understand the question]**

Interviewer: Every person has a self image. Some people have a good self image and others a not such a good self image.

Respondent: [Laughs] I feel okay.

Interviewer: Are you satisfied with your life as it is currently?

Respondent: Not really. [Laughs]

Interviewer: Why do you say that?

Respondent: Because I use drugs! I want to stop using it. But I don't know how!

Interviewer: Why do you use drugs?

Respondent: [Laughs] I don't know. When I feel like using it, I just use it. When I am under a lot of stress I use it. [Laughs] Or if I feel depressed then I use it. [Laughs]

Interviewer: Does unemployment have an influence on how you spend your time?

Respondent: Yes, it does.

Interviewer: Why do you say it has an influence on your time spent?

Respondent: Because most of the time I am only at home. Or on the streets with my friends.

Interviewer: What do you do on a typical day?

Respondent: [Laughs] I wake up very late ... about 11h30. Then I will clean the house. [Laughs] Then the rest of the day I will spend with my friends. We sit under the tree or on the street corner. [Laughs] After that I will go home to eat. [Laughs]

Interviewer: What is your attitude towards finding a job in the nearby future?

Respondent: [Pause] I don't understand the question.

Interviewer: Do you apply for jobs?

Respondent: I haven't looked for a job yet. I haven't gone to places to look for a job. Now and then I will go and work on the farm for a week. Then I don't feel like going again and I stay at home. Actually my identity document is gone, and

that is what's keeping from finding a job. And nowadays you can't get a job without an identity document. All the work places want to see your ID.

Interviewer: Okay. What do you think is your chance to get a job in the nearby future?

Respondent: I don't know. [Laughs]

Interviewer: How do you cope with your unemployment?

Respondent: Sometimes it's very hard. Other times I will just persist... [Pause]

Interviewer: Why is it so hard sometimes?

Respondent: My mother is sometimes full of nonsense. [Laughs] Sometimes she doesn't want to buy stuff for me ... and sometimes she buys me stuff. This is how it is. I have to persist. [Laughs] I must do as my mother says then I will get things from her. Or I have to do something for her. Then I know she will give me money.

Interviewer: Is there any other ways that you earn money?

Respondent: Yes ... I do hair braiding and charge R50. Or people will send me to the shop to buy something and they will pay me then. [Laughs]

Interviewer: Have you ever thought about doing a course in hair?

Respondent: [Laughs] A lot of people told me I should do a hair course. But I don't want to. [Laughs] Because I am very shy. [Laughs]

Interviewer: Okay. How do you handle negative feelings the days that you feel down because of your unemployment situation?

Respondent: I do nothing. I just sit around with my friends. Then we will sit and talk ... about how we feel and stuff. But nothing more. [**Then she has a sudden thought**] If we have money I will suggest we use 'tik' or smoke dagga or we drink alcohol. Just to distract my thoughts for now. For example ... if I am stressed at home then I think it would have been better if I had a job. Then I use it. But after that ... a few hours after I used the stuff ... then I feel the same again. So it doesn't help to use the drugs. It just helps for that moment.

Interviewer: What type of support do you need and receive?

Respondent: I don't know. Someone that listens to what I have to say. My friend always gives me good advice.

Interviewer: Are there other support that you need?

Respondent: Yes, a lot! [Laughs]

Interviewer: What type of support?

Respondent: No. [Laughs] I don't want to talk about it. It's orraait.

Interviewer: Fine. It's fine if you don't want to talk about it. Then we move on to the next question.

Interviewer: Do you think job creation organisations in Worcester do enough to help unemployed young people?

Respondent: Yes, they do enough.

Interviewer: Why do you think they do enough?

Respondent: Because they pay the people enough money.

Interviewer: But if they do create enough jobs, why don't you have as job?

Respondent: [Laughs] Most of the work places are looking for people with matric.

Interviewer: But don't you think jobs should also be created for people who don't have matric?

Respondent: Yes.

Interviewer: Do you still think enough is done to create jobs?

Respondent: No. [Laughs] They don't do enough. I don't know how to answer. [Laughs] Nothing. [Laughs]

Interviewer: Do you have any suggestions on how jobs can be created for unemployed young people?

Respondent: [Pause] Like what now?

Interviewer: Like for example an opportunity to do a course to help you find a job. How would you like them to help you to get a job?

Respondent: [Laughs] I don't know.

Interviewer: Do you have a specific area that you want to work in?

Respondent: Any job is okay for me. I don't really have as preference of area in which I want to work.

Interviewer: What about a hair course? Because I notice that you like to do people's hair.

Respondent: Yes. I will go if they help me.

Interviewer: How would you like them to help you?

Respondent: They must help me with for example ... the registration fees for the course and the equipment. I need equipment like as hairdryer and a flat iron and braiding to do people's hair.

Interviewer: What type of comments do you receive from community members regarding your unemployment?

Respondent: 'You are lazy' ... like that.

Interviewer: Who says these things?

Respondent: My mother will tell me I'm lazy! [Laughs] 'You sleep until the sun shine out of your behind' ...stuff like that. She always has something negative to say. If I sit at the corner of the street she will say ... 'Like this you want to sit the whole day'. When I ask her for a R2 she will say ... 'Go and work' ... 'You see I must go and work every day ... but you can sit like this'. [Laughs]

Interviewer: How do you feel when your mother makes these kinds of comments?

Respondent: [Laughs] I feel bad. Really sad. Sometimes they will say stuff to you that really hurts you. [She looks quite serious when she says this but laughs afterwards] [Laughs]

Interviewer: Is there anything that you want to say or ask still?

Respondent: [Laughs] No, its orrait. [Laughs]

INTERVIEW 11: FEMALE PARTICIPANT NR 11

22/10/2013.

Interviewer: Thank you very much for participating in the study that focuses on the effect of unemployment on psychological well-being. I will start the interview by asking you a few general questions. You can stop me at any time during the interview if there is a question that is not clear to you. I will explain it again until you understand. How long have you been unemployed?

Respondent: Uhm ... for more than a year now.

Interviewer: Are you looking for work?

Respondent: Yes. [Pause]

Interviewer: Have you handed your CV in at a few places already?

Respondent: Not yet. But my last work was at Pep Stores in De Doorns. I resigned my job and returned to Worcester. Ever since then I haven't handed my CV in at other places.

Interviewer: What general feelings do you experience on a daily basis as a result of being unemployed?

Respondent: Uhm ... Must I know explain about the things that I can't achieve because I am unemployed?

Interviewer: Yes. And how it makes you feel.

Respondent: It makes me feel very inferior and ... helpless sometimes. Because I can do nothing about my situation. And I have a child ... and the All pay money that she receive is not enough. I can't give her the things that she wants. It makes me feel very uncomfortable. And sometimes when I have to go out with my friends, I can't. Because I never have money.

Interviewer: Okay. How does unemployment affect how you see yourself?

Respondent: [Pause]

Interviewer: Okay. You said previously you feel inferior.

Respondent: Yes! [Pause]

Interviewer: Can you elaborate on this?

Respondent: For example I stay with other people and when they complain about a shortage of food in the house I feel inferior. Then I feel guilty because I am unemployed and can't make a contribution. And the children in the house are also complaining because the food doesn't last for long. So this is the kind of things that will make my turn to other things.

Interviewer: What kind of things?

Respondent: Like for example ... I go and drink alcohol. I drink until I'm drunk! Or I'll go and use drugs. I do just as I please!

Interviewer: Are you satisfied with your life as it is currently?

Respondent: Not at all! Not at the moment.

Interviewer: Why do you say that?

Respondent: Because everything is too difficult for me at the moment. Especially since I am a young girl. I need a lot of things, and I look forward to many things that I still want and that I want to achieve. But I can't! Currently it's not a nice living that I have now.

Interviewer: Does unemployment have an influence on how you spend your time?

Respondent: [Pause] I don't understand the question?

Interviewer: Like for instance the things that you during the day. Do you do it because you don't work?

Respondent: Yes! Unnecessary things! Maybe my friends and I will plan to go somewhere. We will maybe find a man who can buy us alcohol. We will do 'that' with the man. **[She doesn't name the 'that'. Can it be sex?]** I do all the negative stuff because I don't work!

Interviewer: Okay. What do you do on a typical day?

Respondent: I wake up at 11h00. Then I will stand up, sit for a while in the lounge, and then I will prepare something to eat. Then I will clean the house. I don't leave the house unless someone comes to call me. Then I will sit at home the whole day. If maybe my friend come and calls me, I will go with her and we sit in the park. Then we plan a lot of things. Look we are not working! Like we plan to go to a guy who will support us with alcohol and we drink the whole day until we are drunk. When I return home, I am difficult at home.

Interviewer: Okay. What is your attitude towards finding a job in the nearby future?

Respondent: [Pause] Sometimes I will think to myself I ask for a work but it never comes my way. Whenever someone tells me he or she found a job ... I feel almost jealous ... even bitchy. Then I think by myself 'You are not going to last at that work'. And I think by myself I also ask God for a job, but I never get a job! And I am already 21 years old! And I haven't got a job yet! So it is. But I hope and trust that I will get a job. I am desperate to get a job by now.

Interviewer: Do you think you will be able to stop using drugs if you get a job?

Respondent: Yes. Like in now ... I am without drugs. But sometimes I just snap. Then I feel I must maybe turn to it again. **[Drugs]** But I think to myself it's not always a solution. Then I walk somewhere ...go and sit at the Plein. **[a peace garden with the statue of Nelson Mandela]**. Then I sit there alone ... just to find myself again. Like that.

Interviewer: Okay. What do you think is your chance to get a job in the nearby future?

Respondent: Uhm ... like in?

Interviewer: Say for example if you apply for a job. What do you think is your chance to get the job?

Respondent: [Pause] I want to ... How can I put it? I want to give my all when I find a job now. I want to do my best ... really. I want to sacrifice myself for it. I don't want to lose it! Look, this is what I have been looking for all the way! So I will give it my all! Even if I feel uncomfortable in that work ... I will give it my all. I will do everything in my power to keep that job.

Interviewer: Do you believe you will get a job?

Respondent: The way my life is at this stage, I doubt it. I don't know! But I feel very discouraged in myself nowadays. I don't know! But sometimes I trust, sometimes I don't trust. Sometimes I believe I will get a job and sometimes I don't believe. But I believe like I am now! **[Maybe because she is not using drugs now]** ... then I will ... yes. It also depends on me.

Interviewer: How do you cope with your unemployment?

Respondent: Very stressful. [Pause] Like I said previously I do a lot of unnecessary stuff that I don't really want to do. That I am not capable of doing, but I do it. Like for instance, we will steal something and sell it for drugs just to fill our day. **[She and her friends steal from others]** When we are high on drugs we will go with men to undesirable places. Then we drink until we are drunk and we do unnecessary things. And tomorrow when I am back to my old self, I regret it. **[When she is sober and the drugs and alcohol are out of her system]** Then I feel withdrawn in myself. Then I don't want to see my friends. I always feel like that!

Interviewer: Why don't you want to see your friends?

Respondent: Yes, it's almost like ... I blame them. But I know I can't blame them! Because I did the things to myself ... I took part in the things. And my adopted mother will always ask me'M, how do you feel? 'M, why are you so sad?' 'M, why are you crying?'

Interviewer: How do you handle negative feelings the days that you feel down because of your unemployment situation?

Respondent: Sometimes I will lie in bed and think about a lot of things. Maybe I'm not made for it. One thinks a lot of things when you are on the way to turning to an adult. Like many times ... I think negatively about myself. I don't believe in myself sometimes. Then sometimes I believe in my abilities and that I can do a thing! But the days when I feel negative I will lie in the room alone the whole day. Then I will talk to the Lord the whole day. And sometimes I will just lie in bed. I stay with religious people ... which makes it easy for me.

Then I will lie in the room ... I will hear them talking in the house ... they won't disturb me. Maybe they know I want to be alone. Then I will lie and think about things ... like why I can't get a job. What mistakes did I make in life that has such a negative effect on my life now? I think a lot of things!

Interviewer: What type of support do you need and receive?

Respondent: [Pause] [**Seems like she doesn't understand the question**]

Interviewer: Support can be in the form of financial help or maybe someone that listens to you.

Respondent: Like in someone that ... takes me by the hand and don't belittle me. This is the kind of support that I need now! Someone that tells me I know you can do it! And when I trip along the road he or she must pull me up and tell me that I can make it! I am looking for that kind of support now.

Interviewer: Do you think you get that kind of support at the moment?

Respondent: [Pause] Like in recent times I felt like I am not getting it. That's what drove me to the things that I did during this week. I only became calm from yesterday on. So I don't believe that I have it now.

Interviewer: What type of support do you feel you get?

Respondent: Like at home?

Interviewer: Yes.

Respondent: Yes ... or I don't know if I can truly say I get that support. [Pause] Yes, I get! Like in you must just believe and trust. I get that type of support!

Interviewer: Who gives you that kind of support?

Respondent: From my adopted parents ... I call them my mother and father. [**She is staying with them because her biological mother is staying in an old age home in Tulbach.**] I get that a lot from them. And they will talk to me a lot. Sometimes I tell them I know I will not make it ... they will be very hard on me. Then they will tell me they know I can make them proud ... and I am a strong person. So I get a lot of that type of support from them. But in the last

time they didn't understand me ... and I didn't understand them. That is why I believe that I don't have support now. [Pause] But sometimes ... like when I woke up this morning ... I felt discouraged. I asked myself when will I be able to work for them! Because I am 21 years old ... but I have to ask them to buy me toiletries when I don't have. I feel ashamed because I should be able to buy stuff for myself. If I have a job ... I know I must give them my contribution. They deserve it as well as I do. That is what I strive towards ... but it just doesn't happen. That is why I feel very discouraged this morning. Every time when I wake up I feel like that.

Interviewer: Do you think job creation organisations in Worcester do enough to help unemployed young people?

Respondent: [Pause] I don't think so. I don't believe that. Because places like the municipality has a lot of jobs. And there is as lot of jobs that can be allocated to young people! But they don't see the need. ... and I don't think they do enough to create jobs for us young people.

Interviewer: Do you have any suggestions on how jobs can be created for unemployed young people?

Respondent: Uhm ... I will say ... I am so desperate to work that I will do any job that comes my way. Even if I have to sweep floors or clean toilets. That is how desperate I am for work! The municipality must place young people at places where older municipality employees can't work. Because we are young and fit ... they can use us for jobs such as road work maintenance, sweeping the streets. Older municipality employees are not able to do heavy manual labour.

Interviewer: What type of comments do you receive from community members regarding your unemployment?

Respondent: You are not working but you have a lot to say! That type of stuff. Belittling words that are very hurtful to me.

Interviewer: Are there other comments that you receive?

Respondent: Yes, they will say for example, "she dresses well, wonder who bought her clothes' [**maybe the men who buy her the alcohol and drugs**] People have a

lot to say about me. And ... like the girl who also stay with me in the house... we don't get along. I stay with her parents. She gets angry when her parents buy stuff for me. She will gossip about me with her friends. She will say stuff like 'She's dressed up from my parents money' 'She doesn't even work' 'She is no use to my parents' ... and so on. That's why I say that I get a lot of degrading words that really hurts me. And she will say 'She eats here for free, but she doesn't even contribute financially'. These kinds of things really hurts! Then I feel I will rather not eat my evening meal at home. I do that a lot to punish myself like that! Or I rather go to my friend's house and maybe eat there.

INTERVIEW 12: MALE PARTICIPANT NR 12

23/10/2013.

Interviewer: Thank you very much for participating in the study that focuses on the effect of unemployment on psychological well-being. I will start the interview by asking you a few general questions. You can stop me at any time during the interview if there is a question that is not clear to you. I will explain it again until you understand. How long have you been unemployed?

Respondent: I have been unemployed since 2009. I have worked at a place for a short while about six months ago. But I am looking for a job. Just this morning I handed my CV in at a workplace.

Interviewer: What general feelings do you experience on a daily basis as a result of being unemployed?

Respondent: Sometimes I think because of my lack of qualifications ... I finished school at grade 9 ... and at certain workplaces a matric certificate is required ...I think because of that I can't get a job.

Interviewer: How does it make you feel?

Respondent: When I go in look for a job and they say they don't have available jobs ... I feel discouraged.

Interviewer: Okay. How does unemployment affect how you see yourself?

Respondent: It influences my life style. It influences how I interact with people in the house and other people. And when you go some place you see people achieving stuff ... and you also want to be there where that person are. But because you are not working you can't achieve what others are achieving.

Interviewer: Can you elaborate on that?

Respondent: For instance that person buys something for himself ... then you see that ... and you also have a desire to buy but you can't.

Interviewer: Yes, how does it make you feel?

Respondent: Sometimes you feel that you are less intelligent than the person who is working.

Interviewer: Okay. Are you satisfied with your life as it is currently?

Respondent: I can't say that I am satisfied.

Interviewer: Why not?

Respondent: Because at this age that I am now ... and I look at other people of the same age ... I may be made some mistakes in life ... but I am still willing to look for a job. I was under correctional supervision and because of that I didn't want to look for work. If I were working at a place, correctional services would come and check up on me at that workplace ... and I feel that it would give the workplace a bad reputation. That's why I waited until my correctional supervision ended. I am now finished with correctional services ... now I can look for work.

Interviewer: Does unemployment have an influence on how you spend your time?

Respondent: It doesn't have an influence on my time sometimes. Because in the mornings I wake up early ... then I know already where to go to look for work. But I don't really waste my time ... it's only sometimes that I am bored at home. During the week I know that I have to go and look for a job.

Interviewer: Okay. What do you do on a typical day?

Respondent: I started a small business at home that is keeping me busy. That why I am mostly at home ... clean the yard ... and clean the house. And when people come and buy at my house shop I will help them.

Interviewer: Okay. What is your attitude towards finding a job in the nearby future?

Respondent: On the one hand I think it's important to have a job in life ... because what will become of you if you don't have a job. You can't wait for other people to give you something. That's why you must go and look for a job. You must have different plans in place to survive in life.

Interviewer: Okay. What do you think is your chance to get a job in the nearby future?

Respondent: I am currently busy with my learner's driver's license... if I can get my learners license I stand a good chance to get a job. I went to write twice for my learners and failed twice.

Interviewer: How do you cope with your unemployment?

Respondent: Sometimes I feel unhappy ... because my sisters will come and leave their children with me because they assume it's okay because I am not working while they are. Then I feel a bit stressed. If I sometimes ask them for something then they will do it ... but then they bring their kids ... so I must look after their children when I ask them something. I feel uncomfortable about it.

Interviewer: How do you handle negative feelings the days that you feel down because of your unemployment situation?

Respondent: I was in a rehab a while ago ... they thought me ways to handle negative feelings. When I feel down I will watch a movie that will encourage me ... or I will go to someone who can motivate or encourage me.

Interviewer: Is this someone a friend?

Respondent: Sometimes it's a friend ... sometimes it's my family.

Interviewer: What type of support do you need and receive?

Respondent: That we must help each other irrespective of the circumstances. That we must support each other.

Interviewer: Are you referring to your family?

Respondent: Yes, my family.

Respondent: Sometimes when I am frustrated I hit their children ... then they are angry at me ... and when I asked them for something then they will say no.

Interviewer: How do you want your family to support you?

Respondent: They must tell me where there are available jobs. They must keep their ears open and asked other people also about available jobs.

Interviewer: Do you get that support from your family?

Respondent: Sometimes ... but I can't say it's often ... but sometimes.

Interviewer: Do you think job creation organisations in Worcester do enough to help unemployed young people?

Respondent: Sometimes they don't do enough. There are enough jobs ... so if you have the qualifications it's easy to get a job. But if you don't have qualifications it's difficult to get a job.

Interviewer: Do you have any suggestions on how jobs can be created for unemployed young people?

Respondent: They must offer courses. For instance, a course in Plumbing.

Interviewer: What type of comments do you receive from community members regarding your unemployment?

Respondent: Sometimes they say to you "When are you going to look for a job?" Why don't you go and work?

Interviewer: How do you feel about these comments?

Respondent: I can't say that I don't worry about it ... but sometimes I think you must and look for a job.

Interviewer: So you see the comments in a positive light?

Respondent: Yes. Because they won't say stuff that is not right to you. They won't tell you to do things that is wrong ... they will always point you in the right direction.