

**A qualitative study of the impact of unemployment in 'Mazakhele'
KwaZulu-Natal**

by

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DEDICATION

I wish to dedicate this dissertation to my wife Lindi, my two daughters Zekhethelo, Nasiphi and my son Nkosinathi Mzizi.

DECLARATION

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A qualitative study of the impact of unemployment in 'Mazakhele' KwaZulu-Natal

I declare that the above thesis is my own work and that all the sources I used or quoted have been indicated and acknowledged by means of complete references.

Signature

Date

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ABSTRACT

The research study was conducted in Mazakhele, KwaZulu-Natal, South Africa. The aim of the study was to understand the impact of unemployment on the inhabitants of Mazakhele. The primary question of this study was: How does unemployment affect the jobless in Mazakhele? The sample consisted of five females and five males aged between 25 to 55 years who were unemployed. Purposive sampling was used. In-depth interviews were used to collect the data that were analysed using the five steps of qualitative analysis. The findings of the study revealed that unemployed people (a) felt a lack of purpose in life that resulted in them experiencing difficulties in structuring their time, (b) generally spent their time with passive and purposeless activities and (c) experience frustration and anger that may lead to violence, substance abuse, prostitution, drug trafficking and sometimes even suicide. In addition, the participants indicated that unemployed people lose not only their jobs, but also their sense of social identity and self-worth.

Key words:

Unemployment; employment; Mazakhele; identity; grief; patriarchy; illiteracy; resilience; nepotism; qualitative study.

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LIST OF DEFINITIONS

Corruption is a form of dishonest or unethical conduct by a person entrusted with a position of authority, often to acquire personal benefit.

Education is a process of facilitating learning or acquisition of knowledge, skills, values, beliefs and habits.

Employment is a state of having a paid work.

Identity is a person's sense of him/herself, of who they are. It relates to one's self-image, self-esteem and individuality.

Illiteracy is an inability to read and write.

Nepotism is described as a variety of practices related to favouritism.

Participants refer to those people who take part in a study and give responses to questions.

Patriarchy is defined as a system where men are perceived to be the dominant gender and/or superior to women.

Poverty is the deprivation of food, shelter, money and clothing that occurs when people cannot satisfy their basic needs.

Prostitution is the practice or occupation of engaging in sexual activity with someone for payment.

Qualitative study is a study that does not involve measurements or statistics but provides insight into the problem.

Resilience is the ability to recover quickly from trials and tribulations.

Self-esteem is what you feel about yourself.

Unemployment is defined as a state in which people, who can work, are without jobs.

Violence is the use of physical force that causes damage or injury.

Xenophobia is a dislike or prejudice against people from other countries.

LIST OF ABBREVIATIONS IN ALPHABETICAL ORDER

AIDS:	Acquired Immune Deficiency Syndrome.
CWP	The Community Work Programme.
DLC:	The Development of Labour Centre's.
EPWP:	The Expanded Public Works.
HIV:	Human Immune Virus.
LTD:	Latent Deprivation Theory.
NGOs:	Non- Governmental Organisations.
NPWP:	The Natural Public Work Program.
NYDA:	The National Youth Development Agency.
RCCH:	Rhino Cash and Carry in Harding.
RDP:	Reconstruction and Development Programmes.
RSA:	Republic of South Africa.
SETAs:	Sector Education and Training Authorities.
Stats SA:	Statistics of South Africa.
UND:	Uganda Debt Network.
UNISA:	University of South Africa.
WTF:	Weza Timber Forest.

CHAPTER 1

BACKGROUND OF THE STUDY

1.1. Introduction



Source: www.google.com

“My stress level is increasing daily as I am unemployed. I am a laughing stock with my degree”
(Lucy, participant in this study).

This quotation indicates how an unemployed person, who has a degree but is not working, may be psychologically affected by unemployment. Some jobless people endeavor to become self-employed in order for them to earn an income and thus be able to maintain their families. For

example, the above picture shows self-employed men who are waiting for customers that need people for tiling and plumbing.

This study was conducted in KwaZulu-Natal at a place called Mazakhele. The purpose was to gain an understanding of the lived experiences of unemployed people in the district. Carter and May (1999) argued that even though KwaZulu-Natal is not the poorest province it has the highest level of deprivation with regard to access to services and perceived well-being. Therefore, the decision to conduct the study at Mazakhele was influenced by lack of services and high unemployment in the community. I was interested to know whether the jobless manage to cope with unemployment in this community and whether there are any efforts from government to assist the community.

According to Business Tech (2016) South Africa's unemployment rate for the third quarter of 2016 climbed to 27%. Stats SA announced that this topped the shocking jump seen at start of the year. This rate is the highest since 2003, when unemployment hit the same level, but remained 6.1 percentage point lower than the highest seen since 1994, which was in 2004 (Business Tech, 2016). The above statistics indicate that unemployment is a major problem in South Africa and suggests that the government may not be doing enough to create jobs.

South Africans are getting frustrated as a result of unemployment. In places such as Mazakhele, people continually complain about the lack of services, despite the fact that they believe that they voted for better life in the first democratic election held in 1994. Some of the unemployed people do, from time to time, protest and express their frustration about the lack of job creation in South Africa. Alexander (2010) claimed that the numerous protests concerned service delivery and against uncaring, self-serving, and corrupt leaders of municipalities.

The implications of unemployment in South Africa have also resulted in xenophobic attacks in all parts of the country. According to the Collins Corpus English Dictionary (2006, p.1689) 'xenophobia' is defined as a "strong and unreasonably dislike or fear of people from other

countries". In South Africa, many people blame foreigners, who work for less money, for the high unemployment rate. Tshitereke (1999) pointed out that people often create a frustration-scapegoat. For example, foreigners are blamed for ongoing deprivation and poverty in South Africa. The foreigners are seen as a threat to jobs, housing, education and health care (Morris, 1998; Tshitereke, 1999). Although Tshitereke discussed xenophobia as one of the effects of unemployment, he did not explore the phenomenon in Mazakhele.

1.2. Conceptualisation of unemployment

The concept of unemployment can mean different things to different people. According to Investopedia (2017, p.1) "Unemployment is a phenomenon that occurs when a person who is actively searching for employment is unable to find work". The focus of my study was on people who were looking for jobs, but were unsuccessful.

Unemployment may be divided into many categories. These categories are 'frictional unemployment' that is joblessness resulting from time lag between the end of one job and the start of the new one, 'cyclical unemployment' (demand-deficient) that occurs when the number of unemployed far exceed the number of vacancies: The supply of labour exceeds the demand for workers, 'structural unemployment' occurs when jobs are available and there are workers seeking employment, but the workers do not match the job and 'seasonal unemployment' that is a joblessness resulting from seasonal fluctuations in production and unemployment in fields such as construction, recreation and tourism. The broadest two categories of unemployment are: Voluntary, (i.e. a person has left his/her job willingly in search of other job) and involuntary (i.e. a person has been fired or laid off and now must look for another job) (Investopedia, 2017). The participants of this study indicated that it was not their choice to be unemployed. For example, some of them were retrenched and others' contracts expired.

Unemployment contributes to some of the challenges that we face as a society. It is associated with crime, inadequate living conditions, psychological and physiological ill-health and the

performance of the economy as a whole. By reducing poverty these negative effects can not only positively improve the quality of life for the individual but also his/her family and society as a whole. Therefore, we cannot overlook unemployment as one of the causes of poverty (Korankye, 2014).

1.3. Research Context: Mazakhele

Mazakhele, which is situated in KwaZulu-Natal, falls under the Umuziwabantu municipality. The unemployment rate is very high as it is at 95% in this area and some of the people commit crime in order for them to put food on the table. I decided to conduct research about unemployment in Mazakhele as I noticed that unemployment, which is a major problem in this community, negatively affects the physiological and psychological functioning of the jobless. For example, some of them consume alcohol to deal with the reality of not working. Nevertheless, this is not the only community that experiences high unemployment rate in KwaZulu-Natal, there are many others.

1.4. Research problem

Unemployment is a national problem in South Africa. Even though some people try to deal with unemployment by starting small businesses such as selling vegetables, others commit crime (e.g. selling stolen goods) in order to get some income. I believe that the government and private sector should address the problem and create jobs to help this and other communities.

1.5. Objectives of the study

- To understand impact of unemployment from a psychological perspective.
- To explore peoples' attitudes and experiences of unemployment.
- To understand the role that work plays in an individual's life.
- To describe the impact of unemployment in Mazakhele.

1.6. Research question

The research questions in this study are classified into two categories, namely:

1.6.1. *Primary research question*

How does unemployment affect those in Mazakhele?

1.6.2. *Secondary research questions*

- How does unemployment affect an individual's psychological well-being?
- How does unemployment influence an individual's quality of life and standard of living?
- What coping mechanisms do individuals use to cope with unemployment and retain resilience?

1.7. Significance of the study

Employment is regarded as a basic need since employment allows a person to earn an income to pay for fundamental human needs (e.g. food, housing, clothes). Absence of work has been associated with numerous problems for people. For example, crime and prostitution are some of the problems associated with unemployment. Therefore, the main objective of this study was to bring to light the experiences of being unemployed.

Media houses continually report a great deal about the negative effects of unemployment on social and cultural factors, but not much on the psychological effects on the unemployed. Therefore, this study intended to reveal the mental effects of unemployment. The data obtained from this study may guide municipalities to develop services that can help unemployed individuals to cope with job loss and improve their chances of getting work by providing skills such as entrepreneurship and craft skills in order to give them abilities to compete in the open economy. For example, unemployed people may be trained to fix

potholes, build low bridges and maintain public garden spaces following the heavy rain in Mazakhele, KwaZulu-Natal.

1.8. Presentation of Chapters

The thesis comprises six chapters:

Chapter 1: Background of the study

The first chapter of the study, which provides the background of the study, discusses the conceptualisation of unemployment, research problem, objectives of the study, research questions and significance of the study.

Chapter 2: Literature review

Chapter 2 provides the literature review. I consulted numerous sources (N =233) relating to the unemployment. The following issues relating to the topic are addressed: Meaning of employment; unemployment in South Africa; the effects (individual, financial, family) of unemployment. The implications of the Frustration-aggression Model and Kübler-Ross's Grief Model, as they relate to unemployment, are discussed. In addition, the relations between unemployment and gender; violence, identity, education, nepotism, grief, interventions and resilience are examined.

Chapter 3: Theoretical Framework

This chapter presents the theoretical framework of unemployment. The Latent Deprivation Theory was used as a basis for this study as it was deemed to be the most appropriate for the topic.

Chapter 4: Research methodology

The methodology chapter covers the qualitative research approach, the case study design, selection of the participants and sample, data collection, data analysis, research ethics, and strategies employed to ensure data quality.

Chapter 5: Findings and discussion

This chapter presents the findings and discussions of the study. It covers different themes and sub-themes that emerged from the data.

Chapter 6: Limitations, recommendations and conclusion

This is the final chapter of this study. It addresses the limitations of the study, makes recommendations arising from the research and concludes with an overall summary of the impact of unemployment in Mazakhele.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This chapter discusses the relevant literature available on topic of unemployment. Although there is a range of studies conducted on unemployment in various parts the world, none could be found that address the unemployment in the Mazakhele community of KwaZulu-Natal. However, I managed to gather literature on unemployment in South Africa that included other provinces. I used this information as a framework for the impact of unemployment in the Mazakhele community.

2.2. The meaning of employment

According to du Toit (2003) employment means a state of having paid work that gives individuals a sense of identity. In addition, employment has social, personal, economic, and political functions for people. The *social function* of employment determines to a large extent where and how the individual lives, the community and the organisation in which the person participates, and his/her social status (du Toit, 2003). The *personal function* of work is that it is an essential source of identity and provides people with feelings of self-worth and self-esteem as they know that they can, inter alia, provide for themselves and their loved ones (Nkosi, 2002; Zunker, 1994). The *economic function* of work is that people work to earn some sort wages or are involved in activities to be rewarded in such a way that they can sustain themselves and their dependents in order to fulfill certain primary needs. Also, work has a *political function* in the sense that when politicians appeal for votes from the people, they promise them work (Moleke, 2003; Nkosi, 2002). Jahoda (1990) explained that employment fosters social contact with other people, activities, status, purposefulness, a time structure, and introduces major control of people's life as they interact with other people outside the nuclear family. Therefore,

employment is not only about earning an income, it also fulfills the basic human needs of interacting with others sharing ideas about life.

2.3. Unemployment in South Africa: Post-1994

Two decades after the first held democratic elections in 1994, various issues still remain unresolved and conflict between unions and the government linger on. The major challenging issue is the high level of unemployment in South Africa. Unemployment is defined as a “state in which people who can work are without jobs and are seeking for pay or profit” (Adebayo, 1999, p. 185). This results in a socio-economic backlog and continually rising expectations in the masses who are still waiting for an improved quality of life, social welfare, and job opportunities (Adebayo, 1999). Unemployment is a serious problem in South Africa and affects the lives of a large proportion of potential employees in the country, even though we live in a new democratic country. Mike (1995) found that unemployment induces people, who would not otherwise become involved in criminal activities, to commit crimes because they spend much of their time idling or are under financial pressure or are frustrated and indignant. Indeed, the poor are frequently led to crime because of their relative deprivation and acute sense of want (Bangane, 1999). I have sense that as long as people remain in poverty and unemployed they will be vulnerable to criminal activities as stated by the above authors. This is supported by Tshabalala (2003) who stated that prisons are full of people who try to make money by committing crimes as the result of unemployment.

Furthermore, “since the political transition in 1994, South Africa has witnessed the acceleration of its already high unemployment rate” (Burger & von Fintel, 2009, p. 1). Harmse, Blaauw and Schenck (2009) believe that one of the most visible forms of unemployment in South Africa is seeing labourers standing day-to-day on road sides waiting for any job that might come their way. When looking at the state of South Africa’s employment post the apartheid regime, Carmody (2002, p. 256) stated that “despite the elimination of international sanctions, since 1996 when neo-liberal economic reforms were introduced, more than a half a million jobs have

been lost, in contrast to the 600,000 million jobs that were meant to be created.” Not only is the economy unable to create new jobs, people who were previously employed are now finding themselves without employment (Stats SA Census, 2015).

In South Africa, especially in KwaZulu-Natal, the rise in unemployment is affected by the failure of the informal sector to provide alternative employment for the unskilled labour force. The informal sector has grown very little, especially in the outlying areas in the country while the unskilled labour supply has been on the rise (Banerjee, Galiani, Levinsohn, McLaren, & Woolard, 2008).

Moreover, whenever a new administration takes over in leadership, people become uncertain about their future. They become unsure of their positions they were holding (Hodge, 2009). This is what happened to many people when the democratic government took over in 1994. Some companies, which were shut down due to recession resulted in many people becoming unemployed (Carmody, 2002). Certain companies that closed immediately after 1994, re-opened under different names with new requirements for new employees. The advancement of technology development, which replaced humans with automated systems, also played a key role in the decline of employing unskilled manual labourers in South Africa. The new companies wanted people with technological skills thus depriving unskilled labourers of work (Kingdon & Knight, 2005; Koller, 2005).

The lack of entrepreneurship skills is also a major cause of the high rate of unemployment in South Africa. Furthermore, some people do not want to be self-employed as they rely on child support grants, which will be terminated should they derive an income from any source. A large portion of those who tried to open their small business did not prosper since they lacked the necessary entrepreneurship skills (Koller, 2005).

The legacy of apartheid and poor education and training also contributed to the high rate of unemployment in South Africa after 1994. The deliberate exclusion of black people from

educational system and from skilled occupations under apartheid still contributed to the high rates of unemployment today. Not only does unemployment increase progressively with decreased educational level, the educational system is not geared to produce relevant skills for the labour market (Nattrass, 2003). In addition, the role of trade union federations in government has led to many people being unemployed as the increased wages demanded by unions cannot be afforded by many companies thus resulting in a decline in new employment.

Furthermore, many workers lost their jobs as their companies had to reduce their workforce as they could no longer afford to pay all their employees thus contributing to the unemployment rate in the country (Malakwane, 2012). Banerjee, et al (2008) pointed out that the challenge of unemployment continues to plague South Africa. For almost a half century, black people were subjected to a deliberate mediocre education, labour laws that prohibited their progression, business regulations that outlawed many forms of firm ownership, and laws that kept them from living, or doing business, in the metropolitan areas that were at the centre of commerce. These all contributed to the high rate of poverty in KwaZulu-Natal as a province.

Poverty is clearly prevalent and is evidenced by shacks, homelessness and inadequate housing; unsafe environments and social discrimination and exclusion; unemployment; hunger and malnutrition; ill health; poor infrastructures and lack for access to basic service; limited or lack of access to education; increased morbidity and mortality from illnesses (Davids, 2010; Draper, Hagemeyer, Madasen, Spicer, Thaver & Batley, 2006). This situation is certainly in Kwazulu-Natal than other provinces where shacks, ill health because of malnutrition, homelessness and lack of income and productive resources sufficient to ensure sustainable livelihoods are rife. Also, the uneven distribution of resources has to some extent resulted in high poverty levels in this province (Davids, 2010; Fox & Liebenthal, 2006). Bacus (2013) confirmed this and pointed out that five million individuals in KwaZulu-Natal live in poverty. This constitutes a poverty level of 49.5%.

According to Malakwane (2012), poverty is a major cause of social ills (e.g. thieves, drug trafficking, unrest) and threatens to divide the nation because of the issue of inequalities. This happens when wealth in the province is poorly distributed among its citizens. This fuels anger and violence among the community members and the municipalities. One cannot deny the fact that poverty has affected KwaZulu-Natal greatly since 1994. KwaZulu-Natal has high rates of prostitutes, child trafficking and a high rate of crime that includes car hijacking (Bacus, 2013; Draper et. al, 2006). Poverty results in many children not being able to attend school. And those who do go to school simply do not understand how hard work can improve their lives as they witness their parents failing to support them (Bacus, 2013).

Children labour is escalating. Many school children leave school to work and thus help their struggling parents with additional income. Poverty also results in a lack of basic hygiene, which is due to poor housing and living conditions. Furthermore, teenage pregnancies are contributing to overpopulation. Increasing numbers of young girls of 15-16 years of age are giving birth. Furthermore, casual sex increases the chances of contracting HIV/Aids. Many of the children are left without fathers and/or mothers (Fedderke, & Luiz, 2008). Maduna, Dlamini, Msimang, Mbizeni and Chetty (2013) added that one of the escalating plagues caused by poverty in KwaZulu-Natal is alcohol and substance abuse. The use of alcohol and substances, which are self-destructing habits, is a means of coping with stress and despair.

Furthermore, many families have been broken because of poverty. Men migrate to big cities such as Durban, to search for jobs. They leave wives and children at home. Such families depend on family members who work in urban areas to sustain a living. However, the income these men receive is often insufficient to cater for their own daily needs and, in order to maintain their own livelihood, many do not send any money to their wives. This may result in the wives becoming immoral and seeking men who will provide for them (Maduna et al., 2013; Stats SA Census, 2014).

2.4. Effect of unemployment

Unemployment is “the great tsunami of the economy that goes lurching on and people are caught up in tidal wave” (Kew, 2001, p. 73). It affects individuals as well as the community of many levels.

a) Individual

Individuals who lose their jobs are open to a spectrum of emotions, namely anger, sadness, confusion, stress, and depression, all of which can break a person’s spirit. In cases where finding a job takes longer than originally expected, the individual may not have enough money to meet basic needs such as providing food and shelter for his/her family (Cullen, 1999; Warr, 1997). Also, a stressed and worried person may not want to socialise with friends and attend family get-togethers because of embarrassment. Thus, they may experience boredom and tend to devalue life (De Witte, Rothmann, & Jackson, 2012). They may display signs of anxiety, boredom, decreased life satisfaction, depression, minor psychiatric disorders, hopelessness, helplessness and low self-esteem. Some commit suicide, as they believe this is the only solution to the problem (Cullen 1999, De Witte, et al., 2012).

For an individual who is used to working and accustomed to the routine of getting up, dressed and going to work place (Conroy, 2010; Cullen 1999; Kaufman, 1992; Smith, 2000) unemployment can be devastating. It can result in a loss of one’s career identity, income, confidence, low self-esteem, housing and lack of career experience.

Numerous studies have been carried out on the impact of unemployment on the psychological health of unemployed people from the 1930s to date. These studies consistently demonstrate that unemployment has a damaging impact on psychological health (Creed, et al., 2000; Kaufman, 1992). The psychological effects and the consequences of unemployment include irritability with people, substance abuse, day dreaming, loss of memory, nightmares, self-

destructive behavior, hostility, depression, anxiety, stress, worry, fear, anger, despair, loneliness, social isolation, decreased self-esteem, a decrease in life satisfaction, loss of aspiration, less happiness, inability to cope with problems, moodiness, and para-suicide (Jones, 1992). Furthermore, some unemployed people become alcoholics and heavy smokers as they want to forget about the problem of being unemployed, thus depleting their financial resources even further (Hanisch, 1999; Mlomo, 1996).

Hostility, which results from unresolved anger and frustration, is a desire to hurt, punish and gain vengeance. In this regard, an unemployed person may become angry for being unemployed and experience an urge to hurt other people for his position (Holland, 2012). The frustration-aggression hypothesis of Dollard and Miller claims that frustration triggers aggression when the cause of the frustration cannot be confronted then the individual may attack innocent people. On the other hand, some may experience low activity levels and isolation (Beland, Birch & Stoddart, 2002).

b) Financial

Unemployment, which can have diverse effects on one's financial well-being, ultimately leads to economic hardships, which in the end constitute the root cause for human hardship such as failure to support the family financially. Fryer (1997) pointed out that it is the loss of income that impacts on an individual most negatively because of job loss: Money allows people to have control over their lives and provides them with experiences, roles, and the means to socialise. These experiences are essential for developing and maintaining self-esteem and identity (Siemens, 2000). Moreover, Strandh (2000) explained that loss of financial income limits an individual's autonomy, which makes it very difficult to attain and plan a satisfying lifestyle that is a prerequisite for the development and maintenance of a person's well-being. If an individual is only just making ends meet, there is no scope for long-term savings or future goals; the focus shifts from buying a house or saving for retirement to paying next month's bills (Strandh, 2000). In addition, for many individuals, financial uncertainty due to unemployment is a major

source of worry and leads to a sharp decrease in living standards and to persistent insecurity about household budgeting (Draper et. al, 2006; McLoyd, 1990).

c) Family

According to Mmusi (2003) unemployment, which is experienced as threatening because it produces substantial structural disorganisation in the family system, brings change in the family's daily life. The husband who is unemployed loses the respect of his wife and children and this has a direct negative effect on the family structure and functions (Mvelase, 2002). There are instances where the family seriously challenges the authority of the father because he is unemployed and this creates tensions and conflict within the system. The father who is unemployed tends to be irritable (Bangane, 1999; Seabi, 2009).

Furthermore, children with fathers affected by unemployment are more likely to perceive their fathers as less powerful, less supportive and less attractive figures than their mothers who provide for the family (Blackburn, 1992). Gwala (2007) found that the indignities of unemployment negatively affect marital and family life in areas such as communication, satisfaction, companionship, and other crucial aspects. The rates of domestic violence and child abuse are higher in the families of unemployed people and it might be because when unemployed people are frustrated, they displace their frustration on to family members (Seabi, 2009).

2.5. Gender and unemployment

A patriarchal social system is defined "as a system where men are dominant or superior to women" (Martinez, 2008, p. 9). Patriarchies imply that men control, own and determine women's lives, thus laying the basis for immense struggle in the domestic environment (Bancroft & Silverman, 2002). Men frequently have authority over women in all aspects in society. In the patriarchal society men, irrespective of whether they are working or not, are regarded as the head of the household and have absolute authority and economic power over

his dependent, which is the female (Dench, 1996; Obbo, 2000). However, the fact that some men are unemployed and cannot provide for their families creates a shift in terms of the responsibilities in the family. Frequently, the wife now provides for the family while the man sits at home and takes care of the children. Therefore, the patriarchal social system becomes ineffective.

The men are no longer regarded as breadwinners and no longer depended upon by their family for survival. They are no longer regarded as superior to women. Their roles are now reversed (Connell, 1995). That is, because of unemployment, women now frequently fulfil certain traditional masculine roles such as that of being the breadwinner and being dominant over the family. They are now, inter alia, responsible for decision-making that was previously the men's role (Obbo, 2000). As a result of this, some women are in high positions and earn a good salary (Delaney, Egan, & Connell, 2011). This emasculates men as they feel as if their manhood is being stripped away due to their loss of power and having to receive financial support from their wives who have become the breadwinners in their families. This leads to feelings of shame and embarrassment (Connell, 1995; Dench, 1996).

2.6. Violence and unemployment

There are many possible reasons why unemployment leads to violence. Many scholars agree that unemployment causes violence. According to Seabi (2009), violence can affect any member of a family and community. It could be in a community and within the family. Unemployment undermines traditional bases of masculinity resulting in males committing violence within the family as well as outside home as an alternative marker of their masculinity (Campbell, 1995). Moreover, the unemployed see themselves as outsiders of their society because they think that they are perceived as second-class citizens. In addition, they feel socially isolated and marginalised by society, and believe that they are stigmatised by society (Campbell 1997; Thaler, 2010).

Unemployment, which is seen as one of those problems that fuels social unrest in various communities and towns, is caused by the high escalating rate of unemployment in such places (Jili, 2012; Le, 2003; Shoaib, 2009). In South Africa, the phenomenon of violent confrontation against service delivery has been a huge problem over the past several years. Numerous concerns have been recorded, many of which have been categorised as service delivery protests against local authorities (Parliament of RSA, 2009). Such forms of protest which are regarded as socio-economic phenomenon have become increasingly violent and are driven by the frustrations of poverty and inequality. And such high levels of frustration lead to numerous forms of aggression and attacks on scapegoats.

When a goal is blocked people become frustrated as they cannot achieve their goals. Frustration does not lead directly to aggression, but rather to anger (an emotion). If the frustration is unexpected or unfair, this will lead to more anger which could then lead to releasing aggression on people or objects such as weaker people, animals and buildings to relieve themselves of their frustration. The release of frustration through aggression is a catharsis. This is a stage also known as 'letting go'. This is shown in the following diagram of frustration aggression theory below.

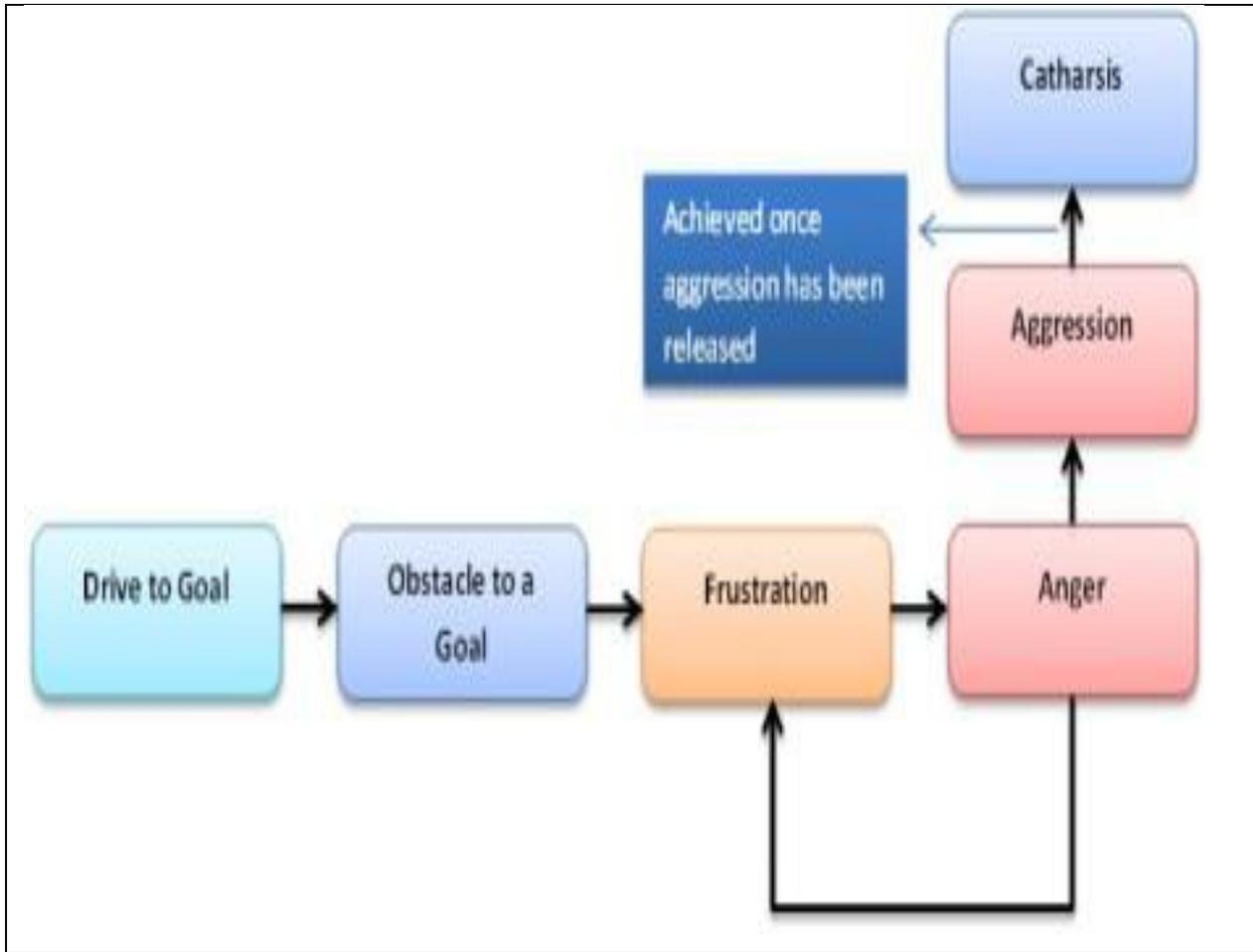


Diagram 2: Frustration aggression theory

<https://noahbedfordhenry.wordpress.com/2013/11/29/how-personality-motivation-and-aggression-affect-performance/>

Many young people protest against the lack of services and opportunities (Jili, 2012). In showing their dissatisfaction, the protestors conduct mass meetings drafting memoranda to be submitted to the municipal councilors with a list of their grievances, *toyi-toying*, processions, stay always, election boycotts, intentional injuring of police, foreigners and government officials, chasing unpopular individuals out of township, burning houses or other structures and looting of shops, throwing of rocks at passing motorists, burning tyres to blockade the roads, destroying buildings, and community resources, expressing unhappiness about councillor nomination lists, and attacking people they meet without reason because of the stress that they experience as a result of being unemployed (Jain, 2010; Jili, 2012; Ragar & Taylor, 2005).

Since 1995 the country has experienced a wave of violent protest action across most provinces including the KwaZulu-Natal. The main reason for these protests, especially in the informal settlements, appears to be dissatisfaction with the delivery of basic services such as electricity, sanitation and running (Burger, 2009).

With regards to employment possibilities, it happens that people, who qualify for certain posts advertised in the Municipalities, are not short listed for the interviews. Although they may not initially react negatively, they may become enraged and engage in violent protest when they see people from outside (i.e. not within that Municipality) or foreigners being employed in the Municipality, while local people who did qualify for the positions remain unemployed (Jili, 2012; Renat 2011).

Families who are unable to meet agreements on arrear payments face evictions, disconnections of water and electricity, repossession of furniture and cars in the lieu of rental payment (Smith & Hanson, 2003). Consequently, some residents live without water and electricity. These consequences may fuel existing frustrations that may result in increases in anger and illegal behaviours. For example, many illegally reconnect themselves to services, and organise against cost-recovery policies in their neighborhoods and across the city (Desai & Pithouse, 2003).

In South Africa, the occurrence of xenophobia has created an additional contribution when it comes to violence. It is unfortunate that the occurrence of xenophobic sentiments is the consequence of competition for scarce resources (i.e. jobs and houses). Local people believe that certain resources, which are given to the foreigners, should have been given to them (Gumede, 2012; Jain, 2010). In South Africa, the high level of the 'xenophobia powder keg' (i.e. the dangerous or volatile situation) incites hatred towards foreigners who frequently have various skills that the South Africans do not have. Furthermore, foreigners often accept low wages out of desperation during periods of chronic unemployment that is, in part, a consequence of economic recessions, further driving violence against them. The limited transparency in the allocation of housing in South African municipalities results in violent

xenophobic episodes as the foreigners who are able to attain scarce houses are rumoured to have improperly attained by bribing government officials, a perception that further drives violence towards foreigners and the state (Chikulu, 2011; Jain, 2010).

2.7. Unemployment and identity

An individual's identity is influenced by many factors. These include how the person interacts with family members, cultural and gender influences, as well as effect of unemployment. Unemployment may have a huge effect on the person's identity and status (Patt, 1984). Income from employment provides freedom and control outside work; in particular, it creates the possibility of engaging in social activities that cost money, thus work enables relationships outside of the family. Work gives people a sense of identity of who they are and what their roles in the society are, and when people become unemployed, their identity is altered (Mukhovha, 2008).

Our identity is largely defined by work. The first question asked after being introduced to others is "What do you do?" (Smith, 2006, p.25). In general, the reply states a job title and the place of employment. In our society, we rarely define ourselves by our familial relationships, values and beliefs. Unemployment strips the individual sense of identity (Mukhovha, 2008; Smith, 2006). When unemployed become unemployed aspects of their self-identity change. They feel disorientated, powerless, worthless and uncertain on how they are expected to behave. They also tend to withdraw from community activities (Mitchell & Anderson, 1994). Conroy (2010) confirmed this by pointing out that work influences our identity. If work is taken away from an individual, certain attributes of his/her sense of identity are altered. The affected people see themselves as naked in front of society in which they live. They may hide themselves from other community members because they do not have a positive sense of identity and status. They are embarrassed of it being known that they do not work and they believe that they are stigmatised for being unemployed. Hayes and Nutman (1991) argued that when an individual becomes unemployed, it is not simply a question of losing the status of a working person, but

also a loss of his common sense of values and his identity in his own eyes and what he imagines in the eyes of the peers (Morgan, 1992; Mullen, 1995).

2.8. Education and unemployment

Badat (1992) stated that education improves the chances of being employed and that access to education is part of the progress of facilitating the social mobility of individuals from the lower to the higher social status. He also indicated that education remains the most effective weapon against unemployment. It is for this reason that education is thought, by many people in the world, as a ticket to a job, and hence a success in adulthood (Hlahla, 2008; Mvelase, 2002). Education plays an important role in not just finding a job but also in the ability to create employment. Global evidence confirms that generally the higher the level of education attainment of people, the higher the probability of them finding employment (World Bank, 2007).

According to the Statistics of South Africa census (2014) most people who are unskilled have a lower chance of being employed compared to skilled ones, while unemployed job seekers largely stay unemployed because unfilled vacancies often require certain skills. The linkage between unemployment and poor education is very clear. It is very difficult for South Africans to overcome unemployment as opportunities are only available in scarce skills professions such as civil engineering, accountants and computer literacy (Nyama, 2010). It is more dismal for those who have not attended school or who have dropped out from lower grades such as Grade 1 to get even a part time job (Mvelase, 2002).

Due to the high levels of grade repetitions and school absence, many young adults remain in secondary school into their early twenties (Morrow, Panday & Richter, 2005). Despite the growing necessity to complete school, many young people leave before attaining graduate status, most commonly due to inability to pay school fees or the need to contribute to the household income. This is a situation that is frequently counterproductive as the individual is then both out of school and out of work (Barrar, 2010). Those who do go on to higher education still experience frustrations associated with unemployment as there are currently

more graduates with degrees than there are degree-level jobs in the fields that students are pursuing (Moleke, 2006).

Balunzi (2001) indicated that youth who fail to complete schooling and those who completed schooling but do not get jobs end up in urban slums and the streets. They engage in illicit activities such as prostitution, thuggery, drug and substance abuse. They do not have the adequate education and skills needed for jobs (Mukhovha, 2008). Those who qualify for jobs are hindered by the high rate of corruption and nepotism by people who are in 'high' positions (Balunzi, 2001). If jobs are not available, frustrations arise and lead to crime, delinquency and other social ills such as prostitution, teenage pregnancies and theft (Moller, 1990). Unemployment forces young women to leave school early because they fall pregnant so as to get child support grant for living. Being pregnant causes young women to stay home and provide domestic services for the rest of the family (Balunzi, 2001).

Unemployment, in various ways, affects school performance (Humal, 2013). For example, children from unemployed families absent themselves from school because they lack motivation from their parents. They do not complete activities that are supposed to be done at home in the form of homework because their parents are illiterate and cannot assist them. They do not have effective resources such as books for learning and writing tools as their parents cannot afford them (Humal, 2013, Nambinga, 2007). Children become demotivated as they fail to see the value of education in their lives and in the community (Moller, 1990). They often cannot attend school due to hunger as they do not have any food to eat before school. Sometimes children go to school hungry and when they are taught, they do not grasp a thing. Some may drop-out of school because they lack educational aids. These are some of the ways in which childrens' education is affected (Moller, 1990; Nambinga, 2007). In addition, they may have anger problems and transfer such anger to their teachers (Balunzi, 2001).

2.9. Job hunting

Many people use newspapers and journals when they search for jobs. However, these days many publications advertise jobs online. It is quicker and cheaper to access recruitment pages online rather than look for jobs in print version (Barrar, 2010). People may also make use of employment agencies who are regularly in touch with prospective employers. They may resort to letting the employers know that they are willing to take on lower paying or less popular, jobs so as to get their foot in the door. This marks them as people who are prepared to work hard to advance in the company (Barrar, 2010).

The importance of on-line social networks in searching for jobs cannot be overemphasized. They may also let others they know that they need a job and are available (Mlatsheni, 2014). Indeed, family, friends and co-workers or associates are often valuable sources of job information. These connections can even recommend them to their bosses (Chapman, 2000, Mlatsheni, 2014). Sometimes volunteering to work in a company is helpful if one is looking for a job. Voluntary work that is relevant to one's work gives a person a fresh experience, a recent reference and new networking contacts. Being in the work environment, whether paid or unpaid, shows employers that you are hardworking, energetic, dedicated and not happy to sit idly around while unemployed. Volunteering also structures people's time and maintains essential skills. Volunteering helps also people to feel motivated, valued and motivated (Hansen, 2005; Smith, 2006).

The internet is becoming an increasingly essential job-search tool. It represents a powerful, fast-changing fluid source of information. People use internet because it is available twenty-four hours per day, seven days a week and its information and resources are often free. Furthermore, there are no geographical boundaries as the job searcher can search for jobs in any part of the country (Barrar, 2010; Hansen, 2005). Using the internet demonstrates leading-edge job skills that set one apart from others who do not have such skills. Some people also use social media as strategy to search for jobs. This strategy is an effective way to put a person's

name out there and make job contacts. For example, LinkedIn, which is a site dedicated to professionals who wish to network, is a good place to search for advertised job openings (Barrar, 2010).

Other people create eye-catching cards and place them with the permission in stores and libraries where most of the people enter. When employers see such eye-catching cards, they may contact the person who placed the advertisement (Hansen, 2005). Another tool used by people to search for a job is an internship. People research companies in the field of their interests, that offer internships, either paid or unpaid. If necessary, they let hiring managers know that they are willing to take on any internship assignment with no pay for the opportunity to show their skills and work ethic. This can be a good way to get their foot in the door and make important contacts (Wilson, 1993).

There are very few people who use the door-to-door technique, which is an old job-hunting method primarily used by those who are uneducated and are less technologically skilled. People who use this technique demonstrate that they are serious about finding work. Others listen to the radio for jobs (Wilson, 1993). Seekings (2006) pointed out that some people forget the challenges faced by the unemployed (e.g. job searching can be too expensive to maintain regularly) and believe that unemployed persons are simply lazy and insist that jobs are available and that the jobless do not make efforts to find a job or are not willing to take menial jobs.

2.10. Nepotism and unemployment in South Africa

Prospective employees face problems associated with nepotism and favoritism in South Africa. Nepotism and favoritism hinder potential people outside the 'ring' to fulfil their goals in life. Zinyemba (2014, p.30) stated that nepotism is a "practice of unfairly giving the best jobs to members of your family when you are in position power." Nepotism occurs when those in higher management positions influence the recruitment and the selection process of employees. Top management takes advantage of their positions to secure jobs in favour of friends and relatives (Mbalamwezi, 2015). Furthermore, organisations go through the process

of advertising a vacant post as a matter of procedure even though the candidates have already been identified (Cloete, 2013). Such situations make a mockery of the recruitment and selection processes (Oyesoji, 2007; Zinyemba, 2014).

Cloete (2013) pointed out that it is a common practice for owners of smaller organisations to influence the recruitment and selection processes by favouring their relatives and friends. In such instances, the issue of qualifications becomes unimportant as people can learn and gain experience on the job. This practice has often resulted in qualified potential candidates not applying for jobs as they see it as waste of time (Mushipe, 2004). Also, UDN (2009) pointed out that nepotism is a bad practice that has destroyed many souls in South Africa. It has destroyed many companies, departmental organisations and municipalities because people who are not eligible for the jobs advertised are given such jobs because of their connections with people in power. It is the root cause of conflicts and protest against those people who misuse their powers and give jobs to other people unjustly.

An examination of what scholars have said about nepotism and unemployment makes it clear that people, who do not have connections in companies, face difficulties in getting jobs. Even though they may meet the requirements needed for the job, they may not even be considered. This act of nepotism contributes to the high rate of illiteracy by causing people not to go to school because they believe that even if they get educated, they will not get jobs, sky-touching poverty and ever-increasing unemployment in countries, especially in South Africa (Overy 2010). This act of nepotism has affected some parents to make decisions about their children's education. Parents who believe that the purpose of education is to get government jobs have become reluctant to send their children to schools, colleges and universities (Overy, 2010; Mbalamwezi, 2015). They believe that even after getting an education at any level, their children will remain unemployed and financially dependent upon them: So why should they send their children to participate in a disadvantageous activity (Overy, 2010)? Furthermore, Oyesoji (2007) indicated that today it is often money and not qualifications that ensures jobs.

Jobs are on the market. There are officials in the high positions who sell jobs to those people who are unemployed (Mbalamwezi, 2015).

As a result, qualified people may become demoralised in searching for jobs because of the high rate of nepotism and favoritism in South Africa. Hlahla (2008) pointed out that people are employed because of their birth place, or because of their parents are well known in the community and not due to their performance in the interviews. A number of people with good skills and qualifications have decided not to search for a job, leading to the high rate of unemployed people in South Africa (Overy, 2010).

Unemployed qualified people frequently become the laughing stock of the community in which they live. Some community members even gossip that certain qualified persons cannot get jobs because they believe they have fake qualifications. Others spread rumours that they failed their studies or have a criminal history. This makes qualified unemployed people to feel ashamed (Motimele & Dieltiens, 2005).

2.11. Grief associated with unemployment

The experience of unemployment can be very disturbing to those accustomed to having secure jobs (Giddens, 2006). When people become unemployed, they experience a loss; the resulting grief must be recognised and mourned in order for them to become whole again (Antczak, 1999).

Involuntary job loss can be experienced as a very real death, as is implied in 'violent' terms used to describe the event. These include the words "sacked," "canned," "cut," "severed," "terminated," or simply "fired" (Antczak, 1999, p. 448). The expressions, such as "cut," "terminated" or "fired" constitute reality of grief to the unemployed person, and the words such as "terminated" and "sacked" constitute the reality of loss. As with physical death,

employers try to disguise the reality and use euphemisms such as workers may “lose a job,” be “laid-off,” “unassigned,” or “selected”) (Smith, 2006).

An unemployed person may go through the whole cycle of grief as suggested by Kübler-Ross’s Grief Cycle (see Diagram 2.2).

The denial stage

Those people who have experienced job loss compare the loss, grieving and subsequent job search to an emotional roller coaster (Antczak, 1999). When the first rumours circulate or when a notice is given, individuals often experience numbness, shock and a sense of unreality. There may be feelings of confusion, disorientation or bewilderment and the individual suffers from a lack of energy (Mitchell & Anderson, 1994). Sometimes individuals may be convinced that management will change their minds because this has happened to them before.

The anger stage

The anger stage is characterised by frustration, irritation and anxiety. After people have passed through denial and accepted that the loss has occurred (or will shortly), they begin to feel anger at the loss and the unfairness of it. Individuals often experience anger that may be directed at the employer, at the family and friends or at themselves. Anger may last for a few days or many months (Wolterstoff, 2009). So, there is inner dying that goes on, and there is anger that accompanies the question: “Why me?” The unemployed person has to deal with a whole array of questions that are often asked by those who have lost a loved one (Kew, 2001; Patricelli & Dombeck, 2016).

The depression stage

Once it becomes clear that anger is not going to reverse the loss, people may then sink into a depression stage where they confront the inevitability and reality of the loss and their own

helplessness to change it. This stage is characterised by a person being overwhelmed, feeling helpless, hostile and flight (Patricelli & Dombeck, 2016). During this period, grieving people may have no motivation, experience unbelievable boredom and believe they have no reason to get out of bed in the morning. Other emotions experienced by unemployed person might be loneliness, uselessness and isolation. Their eating habits may change and they may withdraw from other relationships and activities while they process the loss they have sustained. People may also blame themselves for having caused, or in some way contributed to, their loss, whether or not this is justified (Antczak, 1999; Smith, 2006).

The bargaining stage

This is the fourth stage of grief experienced by people who have lost their jobs. It is characterised by people struggling to find meaning in life, reaching out to others and telling one's story. In this stage, people beg their 'God' to undo the loss, to intervene in the operation of the company, or promise God all sort of things (e.g. to be faithful to God) in return for another job. This phase usually involves pledges of better behavior or significant life changes that will be made in exchange for the reversal of the loss (Wolterstoff, 2009).

The acceptance stage

This is the final stage of grief in Kübler-Ross's model. People in this stage explore new options, have a new plan in place and move on in life. People enter a stage of acceptance when they have processed their initial grief emotions, are able to accept that the loss has occurred and cannot be undone, and are eager to plan for their future and re-engage in daily life (Patricelli & Dombeck, 2016).

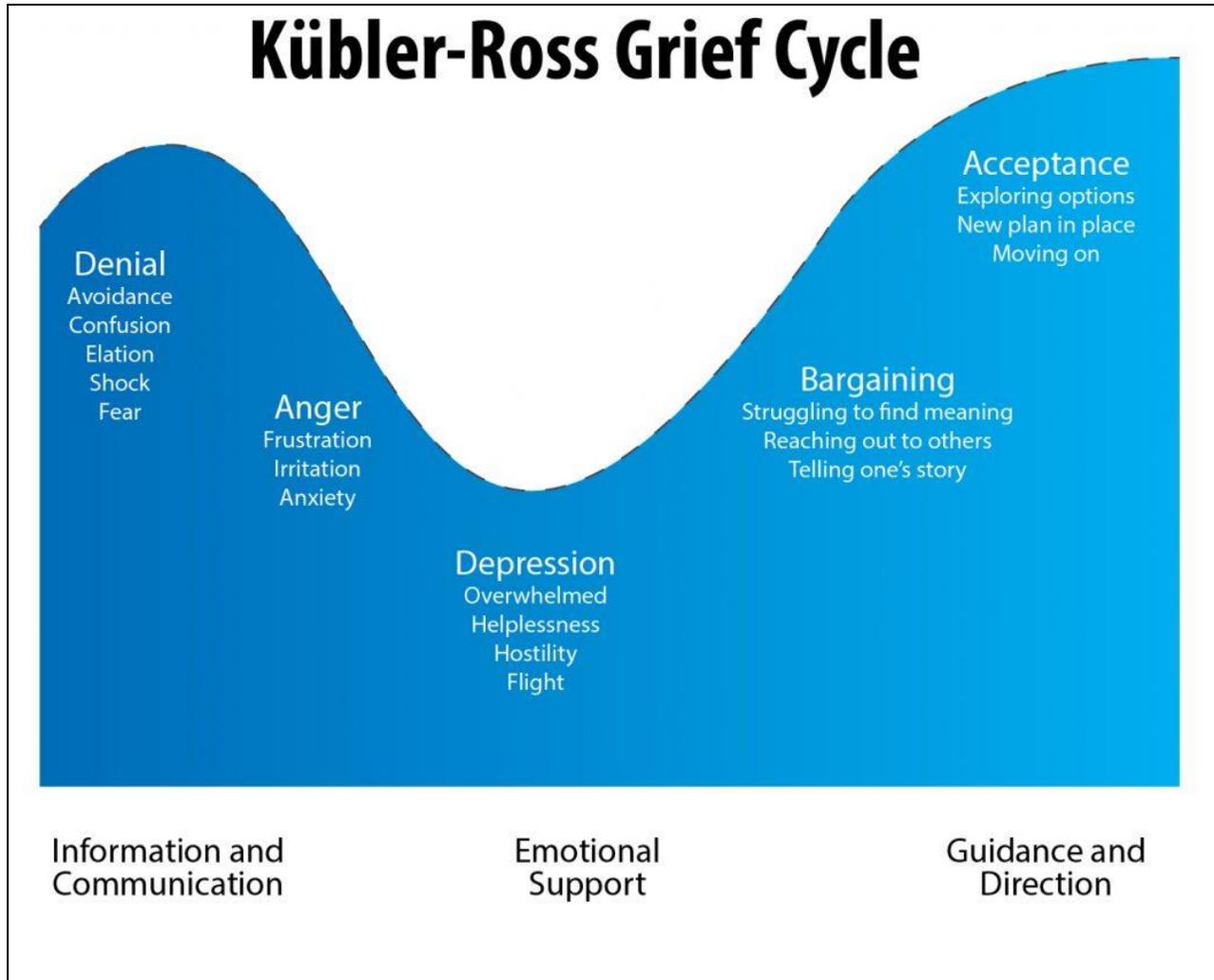


Diagram 2.2: Kübler-Ross Grief Cycle

<http://www.amhc.org/58-grief-bereavement-issues/article/8444-stage-of-grief-models-kubler-ross>.

2.12. Interventions against unemployment

Various measures of government policies to help people enter jobs and acquire skills are applied globally. Employers contribute funds through the Skill Development Levy towards workplace training. Sector Education and Training Authorities (SETAs) are funded from these contributions to provide training programmes that are tailored to the needs of specific sectors. Institutions can employ workers through a leadership contract in order to train workers while

they receive practical work experience (Levinsohn, 2007; Malakwane, 2012). Employers can also claim a tax allowance for workers who are trained through learnership or apprenticeship programmes. The National Youth Development Agency (NYDA) runs job placement programmes, provides skills training that include training in life skills and supports entrepreneurs through loans and training. The Department of Labour's Centres (DLC) helps with job searches, career guidance and curriculum vitae development (Levinsohn, 2007).

The National Public Work Program (NPWP) is a program that was established in 1995 to assist in addressing the plight of rural people (South Africa, 1995). This program was intended to provide, among others, education and training to unemployed people (Adato & Haddad, 2003). It targeted women, youth and rural dwellers, to increase their chances of becoming self-employed and entering the formal economy (Hercules, Anderson & Dangor, 1997).

The Expanded Public Works Programme (EPWP) is a programme, which was introduced by the National Department of Works in 2004, to help combat crime, poverty and unemployment. It offers temporary employment to youths, women, men and the disabled (McCord, 2004). It is a key component of the government's social protection framework for the unemployed. Government attaches significant importance to the EPWP as a means to tackle unemployment (Abedian, 2004). The programme provides short term job opportunities, often those requiring low skills levels on government projects. One may say that the Expanded Public Works Policy is more geared towards temporary job creations (Msimanga, 2013). On the other hand, the Community Work Programme (CWP) has a broader focus and aims to empower communities through a more holistic approach to job creation (Wilson, 1996).

2.13. Resilience and unemployment

Regarding the negative effects of unemployment it should be noted that there are people who are resilient in life and are able to overcome painful situations. Fergus and Zimmerman (2005, p. 339) define resilience as the "process of overcoming the negative effects of risk exposure,

coping successfully with traumatic experience, and avoiding the negative trajectories associated with risk."Walsh (2006) agreed with this sentiment and stated that resilience involves an active, dynamic process that encompasses the capacity to endure, positively adapt to, and rebound from significant adversities, crises and challenges and, through this process grow stronger and more resourceful. Also, Rutter (2012) indicated that job loss and unemployment involve many changes all at once which can rock one's sense of purpose and self-esteem. Therefore, while the stress can be overwhelming, there are several things people can do to take control of the situation, maintain their spirits and come out of this difficult period stronger and more resilient (Grillespie, Chaboyer &Wallis, 2007; Luthar, Cicchetti & Becker, 2000). These include staying socially connected with other people, taking care of themselves daily, redefining their failures and becoming a problem solver by taking actions to make their situations better.

Jacelon (1997) pointed out that resilience is viewed as an adaptive, stress resistant personal quality that permits a person to flourish in spite of any adversity such as unemployment. People may be able to deal with hardships of unemployment if they are resilient. Resilience as a personal trait consists of certain personal characteristics that appear to help positive adjustment to job loss (Lietz, 2006; Luthar et al., 2000). Evidently, resilience involves two components. The first one is personal competence that includes self-reliance, independence, determination, mastery, resourcefulness and perseverance. These traits help the unemployed person to cope with unemployment (Jacelon, 1997).The second component of resilience is acceptance of oneself and life and includes adaptability, flexibility and a balanced life perspective, irrespective of circumstance. Once people have accepted that they are unemployed, they can adapt to the situation and try positive ways to live (Greeff & Aspelung, 2007). Block and Block (1990) agreed that resilience is a personal trait. It reflects personal resourcefulness, sturdiness of character and flexibility of functioning in response to environmental circumstances.

People can become resilient in the presence of an adversity such as unemployment. This dynamic process tends to vary in different context, making resilience an acquired skill.

Grillespie, et al (2007), concur that resilience is a process of struggling against hardship and can be learned by taking responsibility, and a commitment to social relations, fostered by activities (e.g. as academics, sports, or the arts outside the family that foster a sense of accomplishment) at any age. Moorhouse and Caltabiano (2007) confirm that resilient people have the capacity to cope successfully with the adversity of unemployment as demonstrated by assertive job search behaviours and a positive mood state. Resilient qualities such as personal competence and attitudes are assumed to be responsible for positive outcomes that moderate adverse effects of unemployment. The negative impact of long term unemployment on job search assertiveness is lessened for people with resilient qualities. According to Tugade and Fredrickson (2004), every person has the potential to become resilient, but its level is determined by individual experiences, qualities, and environment and by each person's outcome regardless of risk because it mediates the individual's response to adversity. Personal resources, among others, hardiness and social support mitigate against the effect of adversity.

According to O'Leary and Ickovics (1995), people respond in different ways when faced with unemployment. First, there are people who cannot cope with the impact of unemployment and distance themselves from the stressor which is unemployment. They then deteriorate in life and can no longer function effectively. Second, there are those people who are able to distance themselves from the unemployment and re-establish the homeostasis of themselves; however, it may be possible that there has been some damage or impaired functioning as a result of unemployment. Third, there are people who are able to recover after unemployment as they re-establish their homeostasis by connecting with others outside their family, and continue to establish on a pre-morbid level. Last, some people are not only able to re-establish homeostasis after experiencing unemployment, but also shift to a higher level of functioning as they appear to be more resourceful after unemployment.

2.14. Summary of the Chapter

This chapter discussed the meaning of employment; unemployment in South Africa: Post 1994; the effects (individual, psychological, financial, and family) of unemployment. In addition, the relations between unemployment and gender; violence, identity, education, nepotism, grief, Kübler-Ross Grief model (the denial stage, the anger stage, the depression stage, the bargaining stage and the acceptance stage), interventions and resilience were examined.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1. Introduction

This chapter presents the theoretical framework of the study. This framework helped me to explain the phenomenon of unemployment and gave the guidance for the study. I deemed the Latent Deprivation Theory (LDT) to be the most appropriate for the purpose of this study. First, I provide the background of the theory. Second, the justification for using this theory is mentioned.

3.2. Latent Deprivation Theory (LDT)

Marie Jahoda, an Austrian British Social Psychologist, was primarily responsible for the first published piece of work to have an influential impact on subsequent research in the field of unemployment. It was first published more than 60 years ago in German and continues to provide a fundamental foundation for research on the psychological effects of unemployment (Yeu, 1999). Marienthal was a small village, outside Vienna, and in 1930, three quarters of the families residing there did not have one single member that was employed (Freyer, 1992; Willemse, 2015). Jahoda and her colleagues interviewed each and every member of more than 470 families in Marienthal, and concluded that since becoming unemployed, these individuals experienced depression, apathy, inactivity, family conflict, and a disintegrating time structure (Flatau, Galea & Petridis, 1998; Yeu, 1999). The ultimate question regarding these observations of the impact of unemployment in Marienthal was whether it was economical hardship or being without a job that was the cause of such effects (Jahoda, 1992).

Essentially, Jahoda (1981, 1982, and 1997) recognised that both of these factors play an important role when one becomes unemployed. She argued that there are both manifest and latent consequences of employment (Jahoda, 1981), although emphasis is focused on the latter

one. According to Jahoda (1990) the psychological aspects of unemployment cannot be considered in isolation because unemployment deprives an individual of various benefit by-products that are typically gained through employment. The theory focuses on the loss of 'manifest functions' (e.g. financial rewards) and a number of by-product 'latent functions' (discussed below) of employment. According to this theory, individuals engage in employment primarily for financial rewards, but also benefit from certain latent functions, which are associated with, and contribute to, the development and maintenance of psychological well-being. She categorised five latent functions of employment:

- ***Time Structure***

Employment imposes a time structure on a daily basis and is considered the most important latent function for everyone (Jahoda, 1982). Previously employed people have to change their lifestyle when they become unemployed. For example, they have to minimise and discard certain activities (e.g. buying expensive clothes, eating out, going out with friends) that they did while they were employed (Willemse, 2015). A lack of time structure may have a negative effect on a person's psychological well-being. As a consequence of unemployment, an individual has a great deal of extra free time at his or her disposal, which he or she 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 (Jahoda, 1982). Gonzo and Plattner (2003) pointed out that for unemployed people, a vicious cycle may ensue: The more a person becomes caught up in a monotonous manner, the more time seems to 'melt away' and a future plan diminishes.

- ***Collective structure***

Employment links an individual to others' common goals and collective purposes, which transcend his or her own. Jahoda (1982) stated that people cannot do without what she called 'collective purpose,' that is, the feeling of being useful, of being needed by other people.

Therefore, people, who are unemployed and cannot find a job, experience a lack of collective purpose. They feel that they are not needed by the society in which they live as they see themselves as worthless. It is because of this lack of collective purpose that distressed people may commit suicide, vandalise community resources and fail to participate in any community activity as they believe that they are not a part of the society (Jahoda, 1984).

- ***Social contact***

Furthermore, employment exposes individuals to regular shared experiences and contact with people outside the nuclear family such as workmates, friends, and other members of the society (Jahoda, 1982). According to Jahoda (1982) unemployed people are involved in a fewer social activities and have less social support from close relatives and authority figures and this may lower their psychological well-being. For example, they may feel humiliated by their status of being unemployed and resort to isolating themselves from other people in the communities as well as their extended families (Jahoda, 1982).

- ***Status***

An individual's personal identity is shaped by his or her social status within the particular society in which they live (Jahoda, 1990). People tend to see themselves in a similar way as others see them, and, even a low status, for example being a manual worker, is better than having no status at all, which is the way unemployed people often experience their situation (Jahoda, 1982). Therefore, employment provides some definition of one's position in society, status and identity (Jahoda, 1990). People feel respected in their families and in the community in which they live because of employment. When employment is taken away from them, they are stripped of their status, which is detrimental to their well-being (Jahoda, 1990). In sum, the social status of a person and the construction of his or her identity is largely a result of the value system of the society in which he or she lives (Jahoda, 1997).

- **Activity**

Finally, according to Jahoda's model, the level of activity is the fifth most important determinant of a person's mental health. According to Jahoda (1990) employment enforces activity and the absence of structured activity may lead to lowered psychological well-being in unemployed individuals. Being active, even if due to external forces such as the need to earning a living, is better for a person's psychological well-being than being passive (Jahoda, 1997). In addition, Jahoda (1997) argued that unemployment causes psychological distress because it deprives people of latent functions (e.g. time structure, collective purpose, social contact, status and activity) that the employment provides.

As discussed previously, psychological distress in the unemployed is a result of deprivation of the five latent benefits of employment. I decided to apply Latent Deprivation Theory in the study since it is relevant to this study of unemployment. It deals with the implications of unemployment and the benefits of employment. Latent Deprivation Theory documents not only the economic situation that results from unemployment, but also notable changes in the daily life routines of the unemployed. It emphasises the multiplicity of resources and benefits that are usually linked to work. These benefits indicate that work provides an income, activities, opportunities for social interactions and creativity and mastery, and a sense of purpose. Furthermore, it structures time and is a source of identity. When such multiplicity of resources and benefits are not met, the unemployed tend to suffer, both physically and psychologically.

The strengths of the Latent Deprivation Theory

The strengths of Latent Deprivation Theory are summarised below:

- The theory deals with the benefits of employment.
- It documents important changes in the daily life routines of the unemployed.

- It emphasises the multiplicity of resources and benefits, such as an income and the activities that are usually linked to work.
- It explains the importance of time structure and a sense of work identity.

There are various models (e.g. Economic Model, Control model, Stress model, Social Support Model and Vitamin Model) that explain the various consequences of being unemployed. However, none of these models explain the latent functions of unemployment. For example, the Economic Model indicates that the lack of money causes unemployed persons to be affected directly or indirectly by health issues; the Control Model emphasises the fact that unemployed people blame themselves and other people for being unemployed; the Stress Model emphasises that people may be affected with different diseases (e.g. hypertension) when they are unemployed; the Social Support Model suggests that when unemployed people do not receive the necessary support for their situation, their health is affected negatively and finally the Vitamin Model explains the effects of nine environmental features on people's mental health. All these models do not discuss the latent functions of employment which address the individuals' psychological well-being and are in line with physiological needs of a person. The abovementioned models just add to what the Latent Deprivation Theory addresses. The following is a brief discussion on the models that support the Latent Deprivation Theory.

Economic Deprivation Models

Economic Deprivation models are based on classical sociological paradigms. Under average circumstances unemployed people have less money than those who are employed. And insufficient money worsens, either directly or indirectly, the prerequisites for good physiological and psychological health. This model also suggests that the most deleterious effects of unemployment could be alleviated by giving the unemployed support (e.g. training talented people who lack skills and work experience) for subsistence (Janlert, 1991).

Control Models

Control models include a wide variety of formulations, however they all state the possibility to control (or feel that one can control) the environment. This is as crucial in dealing with the situation of unemployment (Karasek, 1990). In the Demand-Control Model, unemployment is regarded as an inactive work station, with low control and low demand in relation with working-life. A specific aspect of control is addressed by the notion of locus of control, (i.e. whether people believe that the outcomes of their behaviour are determined either by external or internal factors). A person with an internal locus of control believes he/she is responsible for behavioural outcomes. For example, an unemployed individual blames him/herself for their lack of employment. On the other hand, those with an external locus of control believe that outcomes are due to external factors (e.g. chance, fate, luck or others) and thus beyond one's own control. According to this model those with an internal locus of control have a better chance of gaining employment as they feel that they themselves can control their situations and are thus more likely to be proactive than those with an external locus of control.

Stress model

The Stress Model attempts to relate social stimuli to health effects using physiological dimensions as intermediating factors (Levis, 1997). In the Stress Model, psychosocial stimuli (e.g. employment termination) together with the psychobiological factors (including effects of earlier environmental and genetic factors) evoke the stress mechanism that results in precursors of diseases such as stroke and mental illness (Levis, 1997).

In a more recent development of the Stress Model, coping and social supports are seen to play an important role in moderating stress reactions (Cobb & Kals 1997). An important part of the stress concept is the notion of coping (i.e. the individuals handles the stress situation). With regards to unemployment research, only a few studies have focused on the effects of the coping process during unemployment (Cobb & Kals 1997).

Social Support Model

Theories of support and social networks are closely connected to the stress perspective. It is usual to differentiate between two different mechanisms for social support, the direct and the buffer effects. According to the Direct Effect Model, the lack of social a network has an immediate negative impact on health. The presence of human contact is seen to be a fundamental need and when this is lacking, it results in unfavorable reactions. According to the Buffer Model, social support acts as a shield against different types of stressors such as unemployment (House, Williams & Kessler, 1986). Furthermore, House, William and Kessler (1986), conducted a study on the effects of unemployment within this theoretical tradition. Their analysis revealed only modest and selective effects of unemployment on social integration and support; however, on the other hand, social integration and support seemed to be critical for promoting health and buffering the impact of unemployment.

Vitamin Model

A similar perspective that supports Jahoda's theory was proposed by Warr (1987). He developed the Vitamin Model (similar to the effect of vitamins on physical health) to document that unemployment leads to negative psychological and physical effects. This is attributable to the fact that the positive benefits associated with work are involuntarily taken away from unemployed individuals. This model explains the effects of nine environmental features on people's mental health. These environmental features can be considered in any setting, but Warr primarily focused on employment and unemployment. He outlined nine benefits of employment that include (1) opportunity for control;(2) opportunity for skill use; (3) externally generated goals;(4) variety; (5) environmental clarity; (6) money; (7) physical security; (8) opportunity for interpersonal contact; and (9) valued social position. Thus, as a consequence of unemployment, these nine benefits associated with work are no longer experienced by the individual due to loss of work. Low levels of these factors are thought to have negative effects on mental health.

Research finding related to the Latent Deprivation Theory

Evidence in support of Jahoda's theory has come from various researchers. Several studies from Australia (e.g. Creed & Macintyre, 2001, Creed & Reynolds, 2001; Hoare & Machin, 2006; Muller, Creed, Waters & Machin, 2005), The United Kingdom (Evans & Banks, 1992; Haworth & Paterson, 1995), and United States of America (Brief, Konovsky, Goodwin & Link, 1995; Wanberg, Griffiths & Gavin, 1997) have demonstrated that a positive correlation between latent functions and various measures of mental health among employed and unemployed persons, as predicted by Jahoda's model of latent deprivation.

Jahoda (1997) insisted that even 'bad' employment is preferable to non-employment as it psychologically supports these manifests and latent consequences for individuals. Her research was supported by a study carried by Miles and Howard (1989) who agreed that differences existed between the latent functions of individuals who were employed and unemployed, though differences were not identified across all five latent functions. Creed, Hicks and Machin (1998) demonstrated that the latent functions can also be satisfied by other means other than employment (e.g. attending work related training, or educational institutions, or going to church).

Other researchers have examined the latent benefits of employment separately and reported their effects on psychological well-being. Jahoda (1982, p.23) argued that the most important latent benefit was time structure, and that the loss of this benefit was experienced as "a heavy psychological burden." A number of researchers have reported that people have a less structured and purposeful time used than employed (Freyer, 1997; Jackson, 1999, Wanberg, Griffiths & Gavin, 1997).

In addition, others have linked low levels of structured and purposeful time use to minimal levels of self-esteem, depression and high levels of psychological distress (Evans & Haworth, 1999; Ullah, 1990). Winefield, Tiggeman and Winefield (1992): A large-scale longitudinal youth

study concluded that time structure played a buffering role in mediating the negative effect of unemployment.

With regards to activity, unemployed people have found to have lower levels of physical activity than the general population (Underlid, 1996). A number of studies have also found a relationship between activity levels and well-being. Haworth and Ducker (1991) found that unemployed people, who spent more time in activities such as household chores, socialising and active leisures (e.g. playing sport) experienced better psychological well-being than those who were idle and indulged in passive leisures (e.g. watching television, playing games, listening to the radio). Winefield, et al. (1992) found that unemployed youths who partook in structured, or socially gregarious activities experienced better psychological well-being than those who pursued unstructured or aimless activities. Social contact has been shown to have positive effects on psychological wellbeing (Haworth & Ducker, 1991) and depression (Bolton & Oatley 1990). Hammer (1993) found that social support from a close social network of family and friends moderated some of the negative effects of unemployment on wellbeing. This author also found that social isolation was linked to low self-esteem.

In addition, work of a lesser empirical nature has examined the relationship between 'collective purpose' and wellbeing. Jahoda (1982) argued that outside of the nuclear family it was employment that provided a stage for people to feel a part of society, and that the loss of his benefit was related to a decline in wellbeing. For unemployed people, Haworth and Patterson (1995) found that collective purpose was significantly related to wellbeing if gained through work or leisure activities. Last, Jahoda (1982) argued that one's status is often defined by one's job. This notion was reported by Donovan and Oddy (1992) who found that older workers who became unemployed lost their work-related identity, while school-leavers entering the workforce were faced with the prospect of establishing a work identity. Status has also been shown to be related to psychological wellbeing.

Criticism on latent deprivation theory by Jahoda

Although Latent Deprivation Theory is a suitable theory for this study of unemployment, it is subject to criticisms. A criticism on Jahoda's theory offered by Creed and Evans (2002) noted that her Latent Deprivation Theory fails to take into account individual differences, such as temperament, values or experiences. O' Brien (1986) questioned that Jahoda (1982) failed to provide measures of quantification of these functions (i.e. how much time structure, social contact, or how many goals and purposes employed does an unemployed persons need to be physiologically and psychologically healthy? At what levels do these benefits begin to decrease, and perhaps become harmful? Similarly, can too much employment be too good?) In addition, Winefield, Winefield, Tiggeman, and Goldney (1991) proposed that the theory does not account for differences between work and employment. The underlying implication of the theory is that retired persons, housewives, academic students, those who undertake volunteer work and other non-employed persons alike would suffer psychological difficulties because the manifest and latent consequences are not enforced upon them through the institution of employment. Siemens (2000) pointed out that Jahoda's theory pays limited attention to the role of broader social systems, for example, government assistance for the unemployed in determining people's experiences of unemployment.

3.3. Summary of the chapter

This chapter discussed the theoretical framework relevant to the topic of unemployment. The Latent Deprivation Theory (LDT) and its five latent functions, which formed the basis of this study, strengths of Latent Deprivation Theory, various models (e.g. Economic Deprivation Models, Control Models, Stress Model, Social Support Model and Vitamin Model), research findings related to the Latent Deprivation Theory, and criticisms on latent deprivation theory were described in detail. According to this theory employment is important for the psychological well-being of a person. And when people are not employed they frequently become psychological distressed.

CHAPTER 4

RESEARCH METHODOLOGY

4.1. Introduction

In every study, an appropriate research design should be applied in order for a researcher to collect pertinent data required to achieve the objectives of the study. A research methodology offers direction on how the researcher should conduct the study (Babbie, 1998; Mouton & Marais, 1990). This chapter explains the way in which the research was conducted and how the data was collected. Qualitative research and case study designs are discussed in detail in this in this chapter.

4.2. Qualitative research

Punch (1998, p. 4) defined qualitative research as “an empirical research where the data are not in the form of numbers”. The qualitative researcher is concerned with understanding people’s experiences in context (Van Maaneen, 1990). I was interested in understanding the personal experiences of unemployed people in Mazakhele in KwaZulu-Natal. Therefore, a qualitative research method, which assisted me to explore those experiences and allowed the people in this community to share their stories of living in poverty as result of unemployment, was deemed appropriate.

Qualitative research has the following characteristics that make it different from quantitative types of research: In qualitative research data are collected in the form of words rather than numbers. The research is conducted in natural settings rather than in laboratories and other artificial locations. Its focus is on ‘process’ rather than ‘outcome’. The participant’s perspective (the ‘insider’ or ‘emic’ view) is emphasised in qualitative research (McMillan & Schumacher, 2010; Murphy, Dingwall, Greatbatch, Parker & Watson, 1998). The primary aim of qualitative research is to elicit in-depth (‘thick’) descriptions of personal actions and experiences that are

embedded within the individual's particular environment. That is, to understand social action in terms of a specific context (idiographic motive) rather than attempting to generalise the findings to a theoretical population (Babbie, & Mouton, 2007).

Strengths of Qualitative Research

Qualitative research has the following strengths:

- Topics can be explored in detail and in-depth.
- It is less expensive than quantitative research, because the researcher does not need to recruit as many participants.
- It offers flexibility as far as location and timing, as the researcher does not need to interview a large number of people at once.
- Interviews are not restricted to specific questions and can be guided/redirected by the researcher in real time.
- The research framework and direction can be quickly revised as new information emerges.
- The data based on human experience that is obtained is powerful and sometimes more compelling than quantitative data.
- Subtleties and complexities about the research subjects and/or topic are discovered that are often missed by more positivistic enquiries.

Limitations of Qualitative Research

Shortcomings of qualitative research are indicated as follows:

- Research quality is heavily dependent on the individual skills of the researcher and is more easily influenced by the researcher's personal biases and idiosyncrasies.
- Rigor is more difficult to maintain, assess, and demonstrate.
- The volume of data makes analysis and interpretation time consuming.

- It is sometimes not as well understood and accepted as quantitative research within the scientific community.
- The researcher's presence during data gathering, which is often unavoidable in qualitative research, can affect the subjects' responses.
- Issues of anonymity and confidentiality can present problems when presenting findings.
- Findings can be more difficult and time consuming to characterize in a visual way.
- Data are usually collected from a few cases or individuals so findings cannot be generalised to a larger population. Findings can however be transferred to another setting (Murphy, Dingwall, Greatbatch, Parker & Watson, 1998).

The strengths were relevant to my study because in order for me to obtain valuable information from participants, I had to be flexible enough to ensure in-depth discussions and probe more details during the interview process. I made sure that I had enough time to analyse and interpret data. All relevant quotes are highlighted in the findings.

4.3. Case study design

The type of qualitative design that was used in this study was a Case Study Design. This method enables the researcher to answer *how* and *why* questions while taking into consideration how the phenomenon is influenced by the context in which it is situated. It opens the possibility of giving voice to voiceless people (Stake, 2008). According to Creswell (2007) a Case Study involves an exploration of 'bounded systems' (bounded by time, context, and place). It may be a single study or multiple studies over a period of time through detailed, in-depth data collection that involve multiple sources of information. My study used a single Case Study because it involved an intensive, holistic description and analysis of a single instance, phenomenon (or a social unit) within a limited time scale (Feagin, Orum, & Sjoberg, 1991). The implication of this is that the researcher is not necessarily looking for findings that can be generalised to wider populations although the findings may be applied usefully to similar

contexts. In this study, I was interested in studying the impact of unemployment on those who live in Mazakhele, KwaZulu-Natal.

In case studies a variety of study methods may be employed. These include in-depth interviews that produce narrative data and is achieved by speaking with the participants on a one-on-one setting; participant and non-participant (e.g. direct and indirect) observation, focus group interviews (e.g.in-depth interviews) and ethnographic fieldwork that involves spending a year or more in a society, living with the local people and learning about their ways of life. By doing this, the researcher attempts to see events and experiences from the viewpoint of those studied in order to develop an in-depth and long-term account of the community, events, or trends under observation (Creswell 2007). I used in-depth interviews to gather data in order to answer the research questions on the impact of unemployment in Mazakhele, KwaZulu-Natal. Henning, Van Rensburg and Smit (2004, p.2), indicated that in case studies, the main assumption is that the phenomenon being investigated is a “bounded system.” The system may be the group of people or single entity. Any social entity that can be bounded by parameters and dynamic, relevant, and reveals information that can be captured within these boundaries may be a case study (Nieuwenhuis, 2007; Pope & Mays, 2006).

4.4. Selection of participants

I entered the community of Mazakhele and started by walking around to get a picture of how the people live in this community. While busy with preliminary observations, I also started to have informal conversations with the mayor of Umuziwabantu municipality (Mr Dau). I negotiated access to the community through Mr Dau and it was agreed that I could conduct the study in Mazakhele community. The Umuziwabantu mayor referred me to the relevant office of the ward councillor so as to get a brief description and historical background of the community at large, all of which happened spontaneously. Also, the ward councillor called a short meeting for Mazakhele people including NGOs. He gave them reasons for my presence in the community to eliminate any doubts that they may have about me. Having introduced to all stakeholders of

Umuziwabantu municipality, in particular Mazakhele community, I started to build rapport with people. I introduced myself as a researcher to the participants and explained the purpose of my study. I stated by explaining the importance of conducting such a research initiative and then made it clear that whilst I could not offer material benefits, the research could have empowering outcomes. I would give the unemployed males and females an opportunity to participate in the process and to learn to understand their situation much better, try to understand it from their own frame of reference. I started collecting information through in-depth interviews.

I selected 10 participants (i.e. five females and five males) to take part in my study. The age group of the participants ranged from 25-55 years of age and all of them were unemployed. They were all living in Mazakhele. Purposive sampling was applied to select the participants for the study because it allowed me to select suitable people. According to Maxwell (1996, p. 87) purposive sampling is “a type of sampling in which particular settings, persons and events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices.” Therefore, I selected the people that I knew would provide relevant information about the impact of unemployment in Mazakhele. The following refers to the inclusion and exclusion criteria for my study.

Inclusion criteria

The inclusion criteria for the participants included in this study were not random but had to meet certain requirements. The participants had to...

- be a Mazakhele resident, a socially and economically disadvantaged community in KwaZulu Natal under the Umuziwabantu Municipality
- have lived in Mazakhele for four to five years
- be unemployed for at least one year
- be between the ages of 25 to 55 years old

- be unemployed (for this study, a gender-balanced sample was preferred, since the experience of unemployment may vary due to gender-five female and five male participants formed the sample)
- be willing to participate voluntarily in the study
- sign and return the informed consent form.

Exclusion criteria

People who were excluded from this study as participants were those who failed to meet the requirements needed. They possessed the following characteristics:

- Those who had stayed in Mazakhele for only one to three years.
- People who were visitors to Mazakhele.
- They were unemployed for one to 11 months.
- Their ages were less than 25 years or more than 55 years.
- Males and females who had no experience of unemployment.
- They were not willing to participate voluntarily in the study.
- They wanted compensation for their information.
- They qualified to be included in the study but failed to sign and return the informed consent form.

4.5. Data collection

The data were collected by using in-depth interviews. In-depth interviews, which are excellent discovery-oriented methods, allow the interviewer to deeply explore the respondent's feelings and perspectives on a given subject. This results in rich background information that can shape further questions relevant to the topic (Kvale, 1996; Boyce, 2006). An unstructured interview, which was used in this study, allowed the interviewees to reveal their own thoughts and ideas and thus helped me to obtain more information on their beliefs and attitudes than would be possible from other data gathering procedures.

The interviews took place from the 25-29 July 2015. Each interview took approximately 45 minutes. I interviewed two participants each day. The participants were interviewed in their homes as I assumed that they would feel more at ease in their surroundings than if they were interviewed in an unfamiliar environment: This allowed them to speak freely and openly on the research topic. I used a voice recorder to document the participants' perceptions and feelings of their situations. According to Opdenakker (2006), recording the interview sessions allows the researcher to concentrate on exploring the topic, noting the non-verbal cues and being more attentive during the interview process. During the interviews in this study, there was no malfunctioning of the voice recorder, all the participants were comfortable about being recorded and there were no disturbances during the interviews. Walker (2007) highlighted that although people can usually summarise what different people have said to them, it is impossible to remember all the nitty-gritty details, therefore a voice recorder is necessary to assist the researcher recall all the specifics. In this study, the voice recorder enabled me, as the researcher, to dispense with note taking and thus be able to concentrate on what was being said, and to be an active part of the interview process.

The interviews were conducted primarily in English language. Some participants preferred to be interviewed in isiZulu to allow the free flow of discussion and to account for the fact that some of the research participants were only able to communicate in isiZulu. This was due to the lack of education and unfamiliarity with speaking English. Using their mother tongue would enable the participants to provide detailed accounts of their experiences, which might not have been the case if they had to use English. I translated the entire interviews questions written in English into isiZulu for all those participants who preferred to be interviewed in isiZulu. Participants as they answered the interview questions used the language of their choice. When the interviews were completed, I transcribed and translated the raw data from isiZulu into English to ensure the conceptual equivalency. Also, I translated the data, attempting to take notes of the changes that were difficult to translate such as proverbs, metaphors and isiZulu idioms. This was done in order to keep the translated text (the target language text) as close as possible to the original or source language text which was English.

4.6. Data analysis

Data analysis is the process of bringing order, structure and meaning to the mass of the collected data (De Vos, Strydom, Fouche & Delpont, 2005; Moore, & Rossman, 1995). Brink (1991, p.16) stated that “in qualitative research, analysis is an ongoing process. There is usually a large amount of data collected; therefore, the researcher begins processing the data from the first day”. This was affirmed by Polit, Beck and Hungler (2008) who stressed that analysing qualitative data is an active process of deliberately reading and rereading the data and searching for meaning and deeper understanding. The key to a good interpretive analysis is to stay ‘close’ to the information and to interpret it from a position of emphatic understanding. In this study, the data were analysed using the steps of qualitative data analysis identified by Terre Blanche, Durrheim and Painter (2006).

Step 1: Familiarisation and immersion

During this phase I concentrated on gaining a thorough understanding of the field notes and interview transcripts. I read through the texts many times, made notes, drew diagrams, and brainstormed by considering various viewpoints. By the time I had finished these procedures, I had an overall understanding of the material and was in a position to know which notions were likely to be supported by the data.

Step 2: Inducing themes

Second, once the content of the data was summarised, it was categorised into themes and further sub-themes that emerged during the classification. The themes, which emerged through categorisation process, were assigned specific codes.

Step 3: Coding

Coding systems are typically used to 'break down' qualitative data into useful units that can then be assimilated in new ways that allow a systemic, dense explanatory theory to develop (Priest, Roberts & Woods, 2002). Thus, coding is the tentative development and labeling of concepts from the text that are considered to be of potential relevance to the problem. In brief, codes are labels for assigning units of meaning to the information accumulated during a study.

Step 4: Elaboration

When collecting material for interpretive analysis, one experiences events or things people say in a linear and chronological order. When one then immerses oneself in field notes or transcripts, the material is again viewed in a linear sequence. The aim of the introduction of themes and coding (steps 2 and 3) was to break up that sequence so that events, or remarks, that were 'far away' from one another were brought close together. At this stage, I discovered that there were different ways in which the extracts could be grouped together under single themes. Furthermore, all kinds of sub-issues and themes came to light. By exploring the themes more closely I was able to elaborate on them.

Step 5: Interpretation and checking

I combined all the interpretations I collected. This is the stage where I made sense of the data and its meaning by transcribing the findings I collected during the research period. I then reported the findings of my study concerning unemployment in Mazakhele.

4.7. Research ethics

"Ethics is the discipline of dealing with what is right and wrong within a moral framework that is built on obligation and duty" (Nation, 1997, p. 92). I submitted a research proposal to the Ethics

Committee of the Department of Psychology at the University of South Africa (UNISA). The proposal was approved prior to the commencement of the research.

Kumar (2005) acknowledged that it is unethical to accumulate information without the participants' awareness of the nature of the research, and their expressed willingness and informed consent. In this study, all participants were made aware of the principles of autonomy (i.e. I made it clear to all the participants that their participation was voluntary and that they were free to withdraw from the study at any time) and non-maleficence (i.e. I informed them that the research should not harm them in any direct or indirect way).

Before conducting the study, I first gained informed consent from all the participants. All participants signed a consent form stating that they were willing to participate in the interview; this form also ensured them of confidentiality and anonymity throughout the process. The participants were then given, prior to the interview, a broad outline of the subject to be discussed, an indication of the type of information that was required of them, the reasons why the research was being conducted and how the information that they provided was going to be used. Prior to the commencement of each interview the participants were informed of the length of time the interview might take, and sufficient time was allowed before and after the interview for the participants to ask questions relating to the research topic.

I notified the participants that I would use pseudonyms, and not their original names, to protect their identity in the community and to anyone who might know them. Anonymity refers to concealing the identity of participants in all documents related to the research, that is, actively protecting the identity of the research participants (King & Horrocks, 2010). I promised participants that their identities would not to be disclosed either verbally or in any publications. I used pseudonyms during data gathering and the processing of interview notes, voice recordings and transcripts. Care was also taken concerning privacy by ensuring that no participant could be identified in the final reports, thus preventing any harm by people who were not part of the study.

4.8. Strategies employed to ensure data quality

In qualitative designs, validity and reliability are described as strategies for trustworthiness. This research operationalised the strategies of credibility, applicability, dependability, confirmability, and authenticity as described by Lincoln and Guba (1985).

Credibility

Credibility as defined by Erlandson, Harris, Skipper and Allen (1993, p. 35) is the “degree of confidence in the truth that the findings of a particular inquiry have for the subject which and context within which the inquiry is carried.” To ensure credibility in this study I built trust by honouring anonymity, honesty, and openness. This included establishing rapport by spending time with the participants before the interviews and allowing new data to emerge until the point of saturation.

Applicability

Applicability refers to the degree to which the findings can be applied or generalised to the settings, contexts, or populations; it is analogous to external validity. To ensure the applicability of the research findings, I detailed the research methods I used to investigate the impact of unemployment in Mazakhele.

Dependability

Dependability, which is a criterion listed by Lincoln and Guba (1985), establishes the trustworthiness of the study. It is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. Qualitative research cannot be deemed credible unless it is dependable. An inquiry into dependability must provide an audience with

evidence that if it were to be repeated with the same or similar respondents (subjects) in a same or (a similar) context, the findings would be similar (Erlandson, et al., 1993).

Confirmability

Confirmability is a measure of how well an inquiry's findings are supported by the data collected (Erlandson, et al., 1993). It refers to the extent to which the research findings can be confirmed or corroborated by others. Strategies for enhancing confirmability include searching for negative cases that run contrary to most findings and conducting a data audit to pinpoint areas of bias or distortion. Confirmability is analogous to objectivity, that is, the extent to which a researcher is aware of, or accounts for, subjectivity or bias. It guarantees that the findings, conclusions and recommendations are supported by the data and that there is internal agreement between the investigator's interpretations and the actual evidence.

Authenticity

Authenticity is an evaluation of whether or not the research findings represent an 'authentic' conceptual interpretation of the data drawn from the participants' original data. Authenticity was established by context-rich and meaningful, or thick descriptions. This is the alternative to internal validity, in which the goal is to demonstrate that the inquiry is conducted in such a manner as to ensure that the subject has been accurately identified and described. The researcher asks if there is a match between the research participants' views and the researchers' reconstruction of them. This criterion is an assessment of the authenticity of the research findings from the perspective of the members or study participants. Authenticity is analogous to internal validity, that is, the impact of one variable on another. In qualitative research, authenticity is established by context-rich and meaningful, or 'thick', descriptions.

4.9. Summary of the chapter

The nature of qualitative research approach was defined and its characteristics were outlined for the purpose of this study. Furthermore, I discussed the Case Study Design and its importance to the study. The selection of the participants and data collection were also described. I provided information on how the data were analysed using the five steps of qualitative data analysis. Last, the research ethics and strategies for trustworthiness also presented in this chapter.

CHAPTER 5

FINDINGS AND DISCUSSION

5.1. Introduction

This chapter discusses the findings of the study. It gives the summary of the findings, bibliographical information of the participants, themes and sub-themes emerged from the study as well as the implication of unemployment.

5.2. Summary of the findings

Participants indicated that the effects of unemployment are very overwhelming to anyone who experiences them. They blamed themselves for not being able to support their families financially as a result of unemployment, experienced feelings of guilt and had to rely on the financial support of others. They also had withdrawn themselves from social interactions and isolated themselves from community activities as they were uncomfortable that they are unemployed.

Participants also indicated that to be unemployed is to feel different, looked-down upon, ineffective and excluded from the normal patterns of life of normal people. In losing their jobs, unemployed individuals lose much of their senses of belonging to the society. Participants confirmed that unemployment creates frustration and anger that leads to violence such domestic and community violence, substance abuse, prostitution, drug trafficking and sometimes even suicide. In addition, the participants indicated that unemployed people lose not only their job, but also much of their social identity (Jahoda, 1997). To ensure that there is no desirable social identity outside of employment, the unemployed are stigmatized. They are portrayed, frauds, hopeless cases or lazy bludgers who are living up at taxpayers. They even lose respect from the family members and this makes them feeling very embarrassed.

Furthermore, the participants indicated also that unemployment has a financial impact on individual's standard of living and their psychological well-being. The findings illustrate that the financial limitation imposed by unemployment effect an individual's quality of life and standard of life. The study confirmed that unemployed people like employed people have the same basic human needs (e.g. food, clothing and adequate housing) like the employed people. They also need the same services like n for themselves and their families: health, education and recreation. But they have to reduce these very necessities because of their situation of unemployment.

5.3. Biographical information of the participants

James

James Smith, a thirty-five-year-old male, had been living in the Mazakhele community for about thirty-three years. He had been unemployed for about three and the half years. James was once a till cashier at a Checkout store in Harding (a town situated in the Mzimkulwana River valley, Ugu District Municipality of KwaZulu-Natal) and he was retrenched. His highest education is standard seven. James is a single male with five children to support.

Russell

Russell Tears, a twenty-five-year-old male, had been living in the Mazakhele community for about fifteen years. He had been unemployed for twelve years. Russell was once a security guard in Rhino Cash and Carry in Harding (RCCH).He is single man with three children and is relied on child social grants and his girl friend who was working at Lewis furniture in Harding. His highest education is Grade eight.

Pat

Pat Law, a forty- five- year- old male, had been living in Mazakhele for about thirty-five years. Pat was married and had eight children. He had been unemployed for about three and the half years. Before he became unemployed, Pat was a manager at Ellerinnes furniture shop in

Harding. He lost his job when the shop was closed down since they implemented the cost-cutting measures. His highest education is Grade 12.

Eric

Eric Mbango, a thirty-year-old male, had been living in the Mazakhele community for about twenty-years. He had been unemployed for about a year. Eric was once a truck driver for the Coca Cola Company in Port Shepstone. After losing his job, his wife divorced him. He had three children and relied on a child support grant. His highest education was Grade one.

Senzo

Senzo Yaphi, a thirty-year-old divorced male, had been living in the Mazakhele community for about thirty-eight years. He had been unemployed for three years. Senzo was once a clerk at Shell Garage in Port Shepstone. He had two children and survived on a child support grant. His highest qualification was Grade 12. Senzo mentioned that he did not have any knowledge of computer and administrative skills which added to his stress.

Octavia

Octavia Mure, a twenty-five-year-old single female, had been living in Mazakhele community for about fifteen years. She had been unemployed for one and the half years. Octavia was once a caretaker at Banny Rainbow play centre in Harding. She had four children and relied on a child support grant. Octavia never went to school and could not even write her name. As a result, she found it difficult to get a job and she decided to become the prostitute.

Mercy

Mercy Phakade, a fifty-year-old married female, had been living in Mazakhele community for about fifty years. She had been unemployed for two years. Mercy was once a Grade one school teacher at Gayiga Primary school in Harding. Her highest qualification was Adult Basic Education Training (ABET). She had seven children and was looking for any job that would assist her to reinstate her life style.

Lucy

Lucy Nyamande, a forty-seven-year-old divorced female, had been living in Mazakhele community for about twenty-seven years. Lucy had been unemployed for eight years. Before she lost her job, she worked as a manager at Weza Timber Forestry (WTF) for some years. Lucy's highest qualification was a Degree in Accounting and a certificate in plumbing. She had nine children and was desperately looking for any job to help her put something on the table.

Elizabeth

Elizabeth Pandayachee, a twenty-nine-year-old single female, had been living in Mazakhele community for ten years. She had been unemployed for three years. Elizabeth was once a babysitter for Happy Star in Harding at Ghost town and has three children. She never attended school and thus had no qualifications which made it difficult for her to find a job. She was looking for a job as a babysitter, kitchen girl, cleaner, or shelf packer in a shop.

Mary

Mary Bangwant, a forty-year-old married female, had been living in Mazakhele community for about thirty-one years. She had been unemployed for about five and the half years. Before she lost her job, Mary was supervisor at First National Bank in Harding. Her highest qualification was a diploma in Management. She had seven children and was supported by her husband who was an owner of three saloons and two car washes in Harding.

5.4. Themes emerged from the study

The findings of the study are presented in the form of themes and sub-themes. The following table (Table 5.1) presents the outline of the themes.

Table 5.1: Themes and sub-themes

Themes	Sub-themes
5.4.1 Implications of unemployment	5.4.1.1 Psychological effects of unemployment 5.4.1.2 Social effects of unemployment
5.4.2 Gender and unemployment	
5.4.3 Violence	5.4.3.1 Domestic violence 5.4.3.2 Community violence
5.4.4 Personal identity	
5.4.5 Illiteracy and employment	
5.4.6 Grief	
5.4.7 Drug abuse and prostitute	

5.4.1. Implications of unemployment

Unemployment has a variety of effects on individuals. The findings in this study concurred with Latent Deprivation Theory. The ten unemployed participants (e.g. five females and five males) indicated that they suffered from a lack of time structure, collective purpose, social contact, status and activity. Both the Latent Deprivation Theory and the findings of this study failed to provide information as to how much time structure, social contact, or how many goals and purposes unemployed persons need to be physiologically and psychologically healthy. At what levels do these benefits begin to decrease, and perhaps become harmful? Findings of this study indicated that financial impact of losing one's job is one of the main stress factors associated with unemployment. Participants in this study pointed out that once people become unemployed, they become bored and end up being involved in criminal activities. Furthermore, unemployed people abuse drugs and others become involved in prostitution. Also, participants indicated that they even failed to see any value in their lives. In addition to the findings, participants further indicated that when an individual loses their jobs, they lose some aspects of

their identity and social contact which they had while they were working. This theme was classified into the psychological and social effects of unemployment. For example, the first part focuses on the emotional experience of the unemployed people and the second part is about the way the unemployed people interact with the community.

5.4.1.1. Psychological effects of unemployment

All the participants in this study pointed out that unemployment has a negative effect on psychological well-being. The participants mentioned that unemployment was very stressful since they could not buy household necessities houses, cars and other essentials. They experienced negative emotions such as worry, anxiety, sleeplessness, loneliness, boredom, and worthlessness, low self-esteem, moodiness that often resulted in addition problem and suicidalness. The negative feelings experienced by unemployed people are evident in Mary's and James's comments:

Mary: *"I felt stressful and unhappy daily. I do not know why I am living for. I tried to kill myself. I become angry with myself, my family and to the community by damaging community resource."*

James: *"I felt ashamed. I do not see any value in life as a result I tried to commit suicide. I experienced self-blame and a sense of failure to provide for my family as the man should be. My children cannot listen to my instructions."*

What was said by Mary and James above indicate that unemployed people feel that they do not see any value in their lives. Both Mary and James even tried to commit suicide as they felt embarrassed of being unemployed. James's comments indicate that unemployed men may experience self-blame and a sense of being a failure in supporting their families. Lee (2003) pointed out that unemployment creates frustration and anger that may lead to violence, substance abuse and sometimes even suicide. This was supported by Jahoda (1982) who found

that the unplanned results of employment are an important cause of sorrow that unemployed people often experience in life.

5.4.1.2. Social effects of unemployment

The participants indicated that they experienced a lack of social support and social interaction. For example, during the interview one of the participants admitted that being unemployed can leave a person feeling powerless and isolated. This is demonstrated in the following quotes:

James: *“I have lost all of my friends, my girl friend; all people that were around me have forsaken me now.”*

Mercy: *“The community members associate you with thief, drug dealer, a person with criminal records and the person who is useless in the society if you are unemployed.”* They then run away from you.”

I am of the view that unemployed people find themselves failing to participate in daily community activities. They become disconnected from their communities and significant others. Added to this community member stigmatised unemployed people. The participants indicated that when they woke up they felt that the day was ruined and that there was nothing in their lives that could bring them any joy. They (N=10) felt like empty shells. This made them short-tempered to anyone around them. According to Moller (1992) and Mabasa (2008) there is evidence that unemployed people tend to withdraw from community activities. For the jobless there is no longer any need to participate in the regular round of activities and social relationships that are attached to the work role. Financial constraints also curtail activities outside work. Their slow spirit prevents them from actively seeking to enlarge their circle of friends and re-engage in new activities to improve their morale. Furthermore, Willemse (2015) stated that the people who are unemployed do not enjoy social contact with other people as

they feel humiliated by their status of unemployment. They isolate themselves from other people in the communities as well as their extended families.

5.4.2. Gender and unemployment

According to the male participants unemployment caused males (N =05) to be disrespected by their families. Because of unemployment, certain males (N =04) adopted traditional female roles such as babysitting, household tasks, which include amongst other things cleaning, cooking, and ironing. The males found the stigma of unemployment more threatening than females as it lowered their levels of self-esteem. This was confirmed by these quotes from the participants:

Russell: *“I was well respected in my family while I was working and providing. Now that I am not working, I have lost respect. My children cannot listen to my instructions. I have to clean my mud room, wash clothes, bath my children, and feed them. This is the work of females.”*

Pat: *“As I am not working, my role the head of my family has changed. My wife has become the boss of the house. I do cooking, washing, cleaning and ironing, making her a lunch box. I have to prepare her clothes to wear from Monday to Monday. My children have learnt that only their mother who can say a word to them not me. I really feel humiliated by this act.”*

In my understanding from what the male participants have raised in this study, males are no longer seen as performing males' roles and females performing females' roles as it was done in the patriarchal period. Unemployment has changed their positions. According to Connell (1995), the men now have more responsibility to the family; it is not solely an economic burden. Patriarchy is declining in certain cultures. Nowadays men are no longer regarded as breadwinners and are no longer depended upon by their family for survival. Moreover, they are no longer regarded as superior to women. Also, Delaney et al., (2011) made the strong point that unemployed women are now fulfilling a traditional masculine role such as that of being the

breadwinner and being the dominant party in their family. They are in higher positions than men and earn a lot of money (Delaney et al., 2011; Obbo, 2000).

5.4.3. Violence

The theme of violence was also divided into two categories. First, domestic violence which is exacerbated by frustration (see Kübler-Ross's Grief Cycle diagram 2.2). This frustration and resultant anger incites violence and family physical abuse. Second, community violence occurs when the unemployed resort to violence and vandalise the properties.

5.4.3.1. Domestic violence

A participant stated during the interview that when one is unemployed one develops a short temper and may resort to physically abusing people. This also demonstrated in the following quotation:

Mercy: *"My husband is an alcoholic who always fights with me every day. He is unemployed; we always fight for the child support grant. He wants money to be given to him, arguing that he is the father of the children. Sometimes he intimidates me by saying he is going to kill me and my kids if I do not give him money. When I am in my periods, and do not want to be with him in the bed, he becomes mistrustful that I was with another man. He then hit me."*

I am of the view that unemployment is one of the contributing factors of domestic violence. Campell (1992) found that unemployment undermines traditional bases of masculinity resulting in males committing violence within the family as well as outside home as an alternative marker of their masculinity. In addition, Seabi (2009) added that unemployed males called their partners with names that degrade them and stopped them from seeing or visiting friends and relative. They pushed, shaken, punched, slapped, and torn off their clothes. Sometimes they burn females' body, criticize them in public for example, telling them that they are stupid,

useless, cold and regretting himself why he married or fall in love with her, sometimes male pulled or cut the female hair so that they are seen as not beautiful.

Furthermore, De Castell and McClatchy (2011) confirmed that unemployed males become angry with their families. They batter their wives and children. They control them as they controlling their cell phones, friends, and bank cards trying to make their wives dependent on them.

5.4.3.2. Community violence

One of the participants declared that community violence is tapping into poverty, racism, joblessness and hopelessness. Senzo, the participant in this study voiced out how they experienced violence in their community.

Senzo: *“We are not working in my community. We want work. New projects have started. We hope that we were going to get jobs, but that was not the case. We are always left behind. Tenders are unjustly given to business people who have no interest to us as community members... They come with their own people to work in our community...Our municipality gives job to foreigners and to their friends and family members. This makes us upset and act by boycotting and beating foreigners.”*

The above quotation confirms the cause of community violence in various communities. It is clear from the quotation above that nepotism, unfair distribution of tenders to people who know nothing about the community in which the project is to be done, and work given to people from outside the country while the community has it people who deserve to be given job as they are not working. This is an issue for unemployed people and fuels them to act aggressively to make their voices heard. Shaidi (2013) emphasised that unemployment leads to community violence. It is due to nepotism that community members fight against service providers and the municipality.

Jili (2012) pointed out that sometimes people who qualify for certain posts that have been advertised in the municipalities are not short listed for the interviews. When they see people who are not from within that Municipality or foreigners being employed in the Municipality; while local people who qualified for the positions remained unemployed; they become aggressive and engage in violent protest. According to Lee (2009) the core of the entire aggressive act by the community members is because they are frustrated, hungry and need jobs so as to fulfill their basic needs. They draw attention from those who are in power by protesting.

5.4.4. Personal identity

All participants agreed, during the interviews, that work gives a person a sense of identity and status. Working people are respected by their families and society. Their voices are heard in their family and in communities. Participants indicated that work is the primary source of self-worth and sense of self. In work, people come to know and orient themselves to the external world.

***Pat:** "I failed to be what God has created me to be, that is to be the head of the family and give my family food. It is very bad to hear people saying you are fed by your wife. This is humiliating me. My sense of identity is lost. When I worked, I was known as the manager. I had a lot of friends and the whole of our discussions were revolving around my work. That has gone now."*

In my understanding people are defined by the work they do. Their work gives them a sense of identity. Through work they establish a coherent web of socialising, direction and purpose in life. Indeed, the data revealed that when people lose their jobs, they lose, inter alia, their sense of identity. The moment people become unemployed; other people look down upon them. Their status drops and as it drops they lose their identity. Smith (2006) explained that, for men, masculinity is linked to having a job. He argued that when a man becomes unemployed, his masculinity identity as a breadwinner is jeopardized and his status and personal identity as a

worker and the provider for the household are taken away from him. If this happens, then the sources for many of his privileges are also threatened as his position may be challenged by other family members. Thus they feel that they are not needed by the society in which they live as they are perceived as worthless.

5.4.5. Illiteracy and employment

According to one of the participants, education is the key to a better future life. She stated this in her home language “Uma ungenayo i-education awunaniks empilweni.” This means that if you are not educated you have nothing in life. One of the participants confirmed the difficulties she experienced due to being uneducated in the following quotation:

***Octavia:** “Uma ungenayo i-education awunaniks empilweni. I am survived by selling my body to men. Kunzima (It’s hard) to get a job because I am not educated. I am always stigmatized by the community members. When they see me, they see a lazy woman.”*

The above quotation indicates the hardship experienced by uneducated people and how they are judged by community members. Street (2002) claimed that Illiteracy is the cause of the impoverishment, exploitation and oppression of the poor. In addition, many illiterate people cannot speak English which is the language for business. Illiteracy decreases the chances of being employed. It jeopardises individual’s future as most companies require at least a Grade 12 qualification. Mlatsheni (2014) found that most people, who are illiterate and unskilled, do not get jobs. They cannot read job advertisements, read papers and Google jobs on the internet. Unfilled vacancies often require certain skills and minimum qualifications.

5.4.6. Grief

The participants also agreed that jobs provide people with structure, purpose and meaning in life and that job loss and unemployment are stressful life events. Job loss was seen as

destructive to individuals' psychological well-being that progressively deteriorates in response to the grief associated with the job loss. The sense of loss is demonstrated in the following quotation:

Lucy: "I feel rejection, shock and surprised that I am not working. I feel hopelessness, angry for myself and everyone around me. At times I feel stressed. There are times where I asked God to get involved to my unemployment. I get a feeling of fear. I feel a sense of failure in looking for the work. I become negative about future. When I wake up, I felt that the day is nothing to enjoy and there is nothing that brings me joy. "

Unemployed people are inclined to ask themselves as to why unemployment happened to them. The above quotation indicates that the participant experienced the denial stage as she felt shock and surprise that she was not working. She also experienced the anger stage as she became angry at herself and everybody around her. She also experienced the depression stage as she did not see any value in her life. She then entered the bargaining stage where she pleaded with God to intervene in her situation of being unemployed. The aforementioned experienced by Lucy concur with grief as suggested by Kübler-Ross's Grief Cycle of unemployment. In addition, Kew (2001) confirmed that unemployed people go through the whole cycle of grief. When a job is lost, the person has to let go of what might have been. So there is inner dying that occurs. There is also anger that accompanies the question: "Why me?" The unemployed person has to deal with the whole array of questions that have to be dealt with when a loved one is lost. The person has to confront the stages of denial, anger, depression, bargaining and acceptance of the job loss (Patricelli & Dombeck, 2016).

5.4.7. Drug abuse and prostitution

Senzo stated that he was overindulging in smoking cigarettes and dagga to deal with the reality of not working. Another participant (Mary) mentioned that she became a prostitute because of being unemployed.

Senzo: *“When I am taking drugs, I forget about all my worries including that I am unemployed.”*

Mary: *“I am selling my body. With this work, I am feeding my children. This is not a good job but what can I do. I need money.”*

The above quotations confirm the difficulties faced by unemployed people and how they deal with the situation. It appears that they abuse marijuana and cigarettes so as to flush away their stress and forget about their plight. Some unemployed people may turn to prostitution in order to earn a living. According to Jones (1992) and Mlomo (1996) some unemployed people become alcoholic and heavy smokers as they want to forget about their predicament. They use the little money they have to buy alcohol and cigarettes. Sussman and Arnett (2014) indicated that unemployed individuals may deal with unemployment by turning to tobacco, marijuana and alcohol. When they are drunk or under the influence of drugs they see life as very pleasing and tolerable.

Dalla (2000) argued that prostitutes frequently remain in the sex trade as it is financially viable and allows them to support themselves and their children. In addition, Hope (2007) claimed that prostitutes fuel themselves with drugs so as to have stamina to be extra active in their job. The participants (N=8) reported that substance abuse helps them to cope with the demands of the work.

5.5. Summary of the chapter

The chapter presented the findings of the study and relevant literature was mentioned to support the findings. In addition, it provided the bibliographical information of the participants, themes and their sub-themes that emerged from the study, for example, implications of unemployment with its sub-themes (i.e. psychological and social effect of unemployment), gender and employment, violence with sub-themes (i.e. domestic and community violence), personality identity, illiteracy and unemployment, grief, drug abuse and prostitute. Through the

participant's quotations and their experiences of unemployment, it was revealed that people who live in Mazakhele are vulnerable to undesirable conditions which may lead them to, inter alia, violence, drug abuse and prostitution. Furthermore, the participants confirmed that they often felt rejected by the society and unable to support their families, which promoted feelings of anger and inferiority. In the last chapter of this dissertation I provide recommendations as to how the people of Mazakhele can be assisted.

CHAPTER 6

LIMITATIONS, RECOMMENDATIONS AND CONCLUSION

6.1. Introduction

This chapter is the final chapter of this study. The study exposed the lived experiences of the people of Mazakhele and how the scourge of unemployment and poverty influenced their wellbeing. In this chapter the limitations and recommendations of the study are addressed. The final conclusions regarding the overall study are then presented.

6.2. Limitations of the study

Rudestam and Newton (2001) pointed out that limitations are restrictions in a study over which the researcher has little or no control. The limitations of this study may be classified into two categories, namely, methodological and theoretical.

6.2.1. *Methodological limitations*

A qualitative approach, which was selected for this study, does not compel the researcher to have a large sample size since the aim is to generate information rather than generalise the results to a population. Qualitative research quality is heavily dependent on the individual skills of the researcher and is more easily influenced by the researcher's personal biases and idiosyncrasies than is the case with quantitative research. Rigor is more difficult to maintain, assess, and demonstrate. The volume of data makes analysis and interpretation time consuming. It is sometimes not as well understood and accepted within the scientific community. The researcher's presence during data gathering, which is often unavoidable in qualitative research, can affect the subjects' responses. Issues of anonymity and confidentiality can present problems when presenting findings. Findings can be more difficult and time consuming to depict in a visual way. Data are usually collected from a few cases or individuals

so findings cannot be generalised to a larger population. Findings can however be transferred to another setting.

6.2.2. *Theoretical limitations*

The Latent Deprivation Theory, which formed the basis of this study, has some limitations with regards to my study. First, the foremost limitation of Latent Deprivation Theory is that the theory's view relies on the notion that employment is universally beneficiary to psychological well-being. There are people who do not experience work as satisfying or beneficial. Indeed, leaving dissatisfying and stressful work can produce improvements in well-being when an individual becomes unemployed. So, the generalisation that all paid employment is beneficial, fails to acknowledge that individual differences in personality, dispositions (e.g. temperament), values and previous experience influence the way in which people interpret situational information. And the way in which one interprets the situation will determine one's reaction to that situation. Therefore, to provide a more coherent explanation of a well-being, the theory should take into account the notion that people are unique and acknowledge the individual differences that people bring to a life situation. The theory does not address the variety of behavioural responses that emanate from psychological stress due to unemployment. Indeed, the unemployed people of Mazakhele manifested different reactions to unemployment. For example, some of them reported abusing alcohol, others admitted to committing crime, whilst others reported feeling dejected and depressed.

6.3. Recommendations

My recommendations, which are based on the findings of this study, are divided into four categories.

I. Community participation

Community collaboration to create jobs may be of great benefit in Mazakhele. For example, the people can be encouraged to form indabas with the aim of brainstorming ideas about projects that can create jobs in the community. These proposals can then be communicated to the government. Community participation may empower the primary beneficiaries of development programmes by helping them to break away from the dependency mentality. In addition, such participation can promote self-confidence and self-awareness. Therefore, the community needs to be educated regarding the importance of their participation in such endeavours in terms of their own, and others', well-being.

II. Mazakhele Municipality

The municipality should accept some responsibility to ensure that jobs are created for the people of Mazakhele community. I recommend that the municipality of Mazakhele make use of *Batho Pele principles* as a part of service delivery. Some of the programs that can be implemented by the municipality include (1) the Natural Public Work Program (NPWP), which provides, among others, education and training to unemployed people, in particular women, the youth and dwellers to increase their chances of becoming self-employed and entering the formal economy and (2) the Expanded Public Works Program (EPWP) that can help reduce poverty through temporary work for unemployed people.

III. Non-governmental organisations

The non-governmental organisations in Mazakhele should be encouraged to develop programmes that will empower the community. For example, the residents can be educated about the establishment of businesses and provided with the necessary training. The fight against unemployment is, inter alia, the responsibility of government, NGOs and community.

IV. Scientific community

In my literature search I did not find any study that was conducted on unemployment in the Mazakhele community. Therefore, this is the first. I used a qualitative approach, with a limited number of participants, to conduct this study on unemployment. I recommend that quantitative studies, which typically involve many respondents, be conducted in future by other researchers in order to reach a larger population. Such research can statistically test specific hypotheses, and gain insight regarding certain specific variables that can be generalised to the broader population.

6.4. Summary of the chapter

This research study investigated the impact of unemployment in Mazakhele, which is located in KwaZulu-Natal. A literature search was conducted on unemployment and various sources were consulted, for example, books, journal articles and the internet. A qualitative approach and Case Study Design were followed in this study. The findings of the study confirmed that unemployment impacts negatively in a number of ways on people in Mazakhele. Although this dissertation is of limited scope it did reveal the severity of the impact of unemployment on its residence.

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APPENDIX1

CONSENT FORM

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University of South Africa

Dear Participant

My name is Jabulani Nkosikhona Mzizi and I am conducting research on the Impact of unemployment on people in Mazakhele in KwaZulu-Natal. The study aims to find out how unemployment affects the people of Mazakhele community and how unemployment can be addressed in this community.

Participation is voluntary and you are requested to take part in an interview, which will be recorded. Each interview with will last approximately for 45 minutes. However, there might be a need for a follow-up interview. You may

discontinue the interview at any point or skip questions that you do not feel comfortable to answer.

All information is strictly confidential and will only be used for research purposes. Data that may be reported in scientific journals and in my dissertation will not include any personal information that could identify you as a participant in this study.

Thank you for your cooperation

Yours sincerely

Jabulani Nkosikhona Mzizi

INFORMED CONSENT FORM CHECKLIST

I, the participant, confirm that (please tick box as appropriate):

1.	I have read and understood the information about the project, as provided in the information sheet dated.....	
2.	I have been given the opportunity to ask questions about the project and my participation.	
3.	I voluntarily agree to participate in the project.	
4.	I understand I can withdraw at any time without giving reasons and that I will not be penalized for withdrawing nor will be questioned on why I have withdrawn.	
5.	The procedures regarding confidentiality have been clearly explained (e.g. use of names, pseudonyms, anonymisation of data, etc.) to me.	
6.	The use of data in research, publications, sharing and archiving has been explained to me.	
7.	I understand that other researchers will have access to this data only if they agree to preserve the confidentiality of the data and if they agree to the terms, I have specified in this	

	form.	
8.	I, along with the Researcher, agree to sign and date this informed consent form.	

Participant:

Name of participant Signature Date

Researcher:

Name of Researcher Signature Date

APPENDIX 2

INTERVIEW SCHEDULE

**TITLE: A qualitative study of the impact of unemployment in 'Mazakhele'
KwaZulu-Natal**

Researcher:Mr JABULANI NKOSIKHONA MZIZI

DATE: 25-29 JULY 2015

In this section, I was interested in getting biographical information of the participants.

- 1) The name of the participant.
- 2) Age
- 3) Number of children
- 4) Single/Married

In this section, I was interested in understanding the historical background of unemployment.

- 1) How long you have been unemployed.
- 2) Have you worked before?
- 3) How you lost your work?

In this section, I was interested in understanding the impact of unemployment.

- 1) What is the impact of unemployment on your well-being?
- 2) How is unemployment affecting your relationship with your friends and family?

In this section, I was interested in understanding how they are coping with unemployment.

- 1) Do you get any support from your family as you are not working?

2) Do you apply for other jobs?

In this section, I was interested in understanding possible interventions to address unemployment in the community.

1) What do you suggest the government should do to deal with unemployment?

2) What is the role of community to deal with unemployment?

APPENDIX 3

Ethical Clearance for M/D students: Research on human participants

The Ethics Committee of the Department of Psychology at Unisa has evaluated this research proposal for a Higher Degree in Psychology in light of appropriate ethical requirements, with special reference to the requirements of the Code of Conduct for Psychologists of the HPCSA and the Unisa Policy on Research Ethics.

Student Name: J N Mzizi

Student no. 31102077

Supervisor: Mr F Z Simelane

Affiliation: Dept. of Psychology, Unisa

Title of project:

Impact of unemployment on people in the Mazakhele community in South Africa.

The proposal was evaluated for adherence to appropriate ethical standards as required by the Psychology Department of Unisa. The application was approved by the Ethics Committee of the Department of Psychology on the understanding that –

- All ethical requirements regarding informed consent, the right to withdraw from the study, the protection of participants' privacy and confidentiality of the information should be made clear to the participants and adhered to, to the satisfaction of the supervisor;
- All permission that may be required by the community structures will be obtained before the study commences;
- If further counselling is required in some cases, the participants will be referred to appropriate counselling services.

Signed:



Prof. M Papaikonomou

Date: 2014/11/04

[For the Ethics Committee]
[Department of Psychology, Unisa]

to

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the Psychology Department Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.
- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

APPENDIX 4

CERTIFICATE OF EDITING



Date: 28 August, 2017

I confirm that I have edited* the following thesis:

Author: Jabulani N. Mzizi

Title: A qualitative study of the impact of unemployment in Mazakhele, KwaZulu-Natal

***Please Note:** I do not guarantee that all the suggested/necessary changes were implemented by the student.

My details:

Dr Caryl Ochse D.Litt et Phil: Psychology: Unisa

E-mail : carylochse@gmail.com

Cell : 083-4410-934



I Caryl Ochse confirm that I have edited the thesis entitled A qualitative study of the impact of unemployment in Mazakhele, KwaZulu-Natal by Jabulani N. Mzizi