SOCIAL SUPPORTS: THEIR ROLE IN
FACILITATING AND HINDERING YOUTH
ADJUSTMENT TO UNEMPLOYMENT

by

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There is little research data available on the experience of unemployed youth and the effects of social supports in buffering or insulating their adjustment to this stressful life event. Fourteen unemployed youth, between the ages of eighteen and twenty-four, were interviewed utilizing a critical incident methodology. The aim was to identify the factors facilitating and hindering adjustment for these youth as well as isolate sources of support (i.e., friends, parents, relatives, or other key others). The research findings yielded information on the specific needs of this particular group of unemployed young people, and identified sources that provided specific forms of emotional, material and informational support. Recommendations are offered for supportive services and programs needed by these youths.
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CHAPTER 1

INTRODUCTION

During the 1970's, mass youth unemployment resurfaced and has continued to increase well into the 1980's. Unemployment is often viewed as a major life event that generates stress and other psychological variables. According to Isralowitz and Singer (1986), unemployment ranks third on the Social Readjustment Scale by Holmes and Rahe (1967), preceded only by chronic illness or the death of a loved one.

Unemployment has been termed a psycho-social transition that involves a loss (Kirsch, 1983). Loss of a job may involve loss of structure, loss of identity, lower self-esteem as well as financial insecurity. Unemployment has been equated with other major losses experienced such as divorce, death of a spouse and retirement. Borgen and Amundson (1984) have utilized Kubler-Ross's model of grieving to outline a "roller coaster" model, which demonstrates loss and stress reactions in response to unemployment.

Jahoda (1971) and Hill (1977) examined the psychological consequences on mental health resulting from unemployment and delineated stages in the subjective experience including anxiety, depression and loss of morale. Dohrenwend and Dohrenwend (1974) examined the relationship between stressful life events and the physical and psychological consequences on the well being of the individual. Their findings also confirm that psychological impairment can result from a stressful life event. Supporting these findings, Coates (1969) found a correlation between job
loss and psychological disturbance. In this study, individuals experiencing unemployment reported 61.5% symptoms on the Langar Scale (1962) of psychiatric impairment, compared with 22% not experiencing job loss.

Although the research demonstrates a positive relationship between stressful life events and psychological symptoms, Myers et al (1975) and Dohrenwend and Dohrenwend (1974) found that some individuals experience more stress symptoms than others, given similar life experiences. Researchers have begun to examine the interaction of mediating factors with life change in predicting the level of psychological distress (Thoits, 1982; Cobb, 1976). In examining these mediating factors, the role of social support relationships emerged as a possible buffer or insulator for the person experiencing a stressful life situation (Caplan, 1974). Several researchers have termed this the "buffering hypothesis" and proposed that those individuals with a strong social system should be better equipped to deal with major life changes while those with little or not social support would be more susceptible to life changes (Thoits, 1982; Wilcox, 1981).

As unemployment can be viewed as a stressful life event, it would appear that potential social supports may soften or buffer the emotional and psychological effects on youth experiencing unemployment.

However, it would be necessary for the individual to maintain an overall level of support in order to receive the "buffering" effect. Thoits (1982) maintains that life events may alter the number of persons in the social support system or change the degree of support provided by key others. A recent study by
Borgen and Amundson (1984), seems to support this theory. Their findings indicate that unemployed youth experience changes in their social support systems. These changes may result from a decrease in daily structure which in turn would lessen their exposure to social contacts, resulting in a depleted or exhausted support system. Correspondingly, Kirsh (1983) wrote that,

Job loss often weakens people's social support systems just at a time when they most need reassurance and a sense of belonging; providing the unemployed with various types of support is crucial in moderating the negative consequences of job loss. (p. 47)

The effect of unemployment on the individual is an extremely stressful life transition with many psychological variables. The relationship between stressful life events and the role of social support as a psychological and emotional buffer to these transitions has already been explored. However, there is little known concerning how potentially supportive persons can influence, both in a positive and negative manner, youth experiencing a stressful life event such as unemployment. Information is needed on the degree of support provided and the types of support offered. It is also important to identify the source of support. This study was primarily concerned with understanding what support people do or say that facilitates and hinders youth's adjustment to unemployment. The central aim was to understand these conditions as a means to increase the effectiveness of services for unemployed youth. A critical incident research methodology (Flanagan, 1954) was employed in
this exploratory study. The general research question asked of the youth in this study was, "What, from your perspective, did support people do or say that facilitated and hindered your adjustment to unemployment?" Answering this question may provide valuable information that will assist the youth, support people and professionals working with this group.

Definition of Terms

The following terms are referred to in the following and subsequent chapters. Therefore, they are defined here in order to enable the reader to understand the terms used.

1. **Unemployed** - This refers to that segment of the labour force out of work and looking for a job.

2. **Youth Unemployed** - This refers to that segment of the labour force who are unemployed and between the ages of 15 and 24.

3. **Life Events** - The events are defined as discrete happenings requiring some degree of readjustment in one's life circumstances. They include entrances and exits (eg. birth of a child, death of a family member), events within and outside the control of the individual (eg. increased problems with spouse), and desirable and undesirable events (eg. loss of a job).

4. **Social Support Systems** - This refers to the degree to which a person's basic social needs are gratified through integration with others. Basic social needs include affection, esteem or approval, belonging, identity, and security. These needs may be met by either the provision of
socioemotional aid (eg. affection, sympathy and understanding, acceptance and esteem from significant others) or the provision of instrumental aid (eg. advice, information, help with family or work responsibilities, financial aid) (Kaplan et al, 1970).

Significant others, key others and concrete others are terms used synonymously with social supports in this research.

6. **Incident** - An incident is any event, idea, action or thought that occurred to or for the individual participant.

7. **Facilitating Incident** - Helping or contributing to a positive outcome.

8. **Hindering Incident** - Contributing to a negative outcome or preventing a positive outcome.

9. **Critical Incident** - Flanagan (1954) defined an incident as critical if it made a significant contribution, either positive or negative, to the general aim of the activity. In this study, the respondents judged for themselves whether an incident was critical.
CHAPTER II

REVIEW OF LITERATURE

The literature pertaining to unemployed youth and social supports is minimal. Data on what key others say or do that either reduces or induces stress for unemployed youth is not covered in the literature and indicates the necessity for further in-depth research. The literature review will encompass three sections. The first section outlines the magnitude and scope of youth unemployment. Next, a discussion follows on the impact of unemployment on youth from psychological, emotional, and social viewpoints. The third section explores the concept of social supports buffering or insulating individuals experiencing a stressful life event such as unemployment. This is followed with a short summary.

Magnitude of the Problem

Kirsh (1983) indicates that a person is acknowledged as an unemployed person if he/she:

1. was without work, had actively looked for work in the past four weeks and was available for work,

2. had not actively looked for work in the past four weeks, but had been on layoff for 26 weeks or less and was available for work,
3. had not actively looked for work in the past four weeks, but had a new job to start in four weeks or less and was available for work.

However, Kirsh (1983) maintains that there are two other crucial categories of jobless persons that are not included in this statistic:

1. Those who have stopped looking for employment.

2. Those who work part-time because they cannot find full-time employment, or those who work at a skill level much below that of their training.

Deaton (1983) suggests that the number of unemployed youth who are actually drawing unemployment insurance may well be only a small percentage of the total number of youth who are unemployed. Deaton (1983) illustrates this by noting the excluded groups from the unemployed category - discouraged workers, students who would prefer employment, the disabled, unemployed treaty Indians, and those residing in the Yukon and the N.W.T. He labels these the "hidden unemployed". Thus, the unemployment rate would be considerably increased.

Canadian statistics for April 1987 (Canada) indicate that for the youth category, ages 15-24, 14.6% are unemployed, the largest group comprised of the 15-19 year olds with 16% unemployment, and the lowest being the 20-24 year old span with 13.9%.

B.C. ranked high in the unemployed youth category with 18.3% unemployed in the 15-24 year old category.
When compared to the Canadian rate of 9.8% unemployment for all age groups and B.C. with 12.9%, it is easy to understand why youth unemployment has become a national concern with widespread emotional, social and economical implications.

According to Hepworth (1980), widespread unemployment will become a permanent feature of our society. With this prediction and in view of the recent statistics, it is necessary that counsellors and other helping professionals look closely at the meaning of unemployment and its effects on family and society in order to assist those coping with this resulting life event.

Therefore, the question of how youth react to unemployment and which factors may induce or reduce stress will be significant to our understanding of the problems faced by this specific group.

The Emotional and Psychological Consequences of Unemployment

Being unemployed is really quite hazardous to anyone's mental health. All this time with no source of income. I applied for unemployment insurance for a second time but I didn't get it again. So that, you know, that was another deterrent there. I would maybe have a chance at a job but then it would suddenly just fall through and this would happen maybe every third day for months straight. After each time you're just back to the point, as I said before, where
you just don't even want to get out of bed.

Dan (age 18) - pilot interview

The study of the psychological and emotional impact of unemployment dates back to the 1930's, although many of these studies have pinpointed specific aspects rather than presenting a total picture of the problem (Borgen and Amundson, 1984). There have been even fewer studies concerning the psychological consequences of unemployment in young people, despite the magnitude of the problem (Jahoda, 1982; Hartley, 1980).

A study by Sherraden and Adamek (1985) suggested that unemployment affects adolescents in a manner similar to adults and includes reaction stages such as optimism, confusion, despair and boredom. This research indicated that adolescents who cannot find jobs often develop dysfunctional behavior patterns and low self esteem.

Feather (1982) found that unemployed young people suffered more depressive symptoms, diminishing self esteem and higher levels of apathy when compared with those who have jobs.

Three models outlining stages of reactions to unemployment will be discussed in order to portray the emotional and psychological effects of job loss. Levine (1978) depicted three distinct phases during unemployment:

Stage 1: Optimism
- feels free and relaxed
- confident of finding employment

Stage 2: Ambiguity
- bored, feels isolated from the mainstream
- parents (and friends) exert pressure to look harder
- questions own competence and self worth

Stage 3: Despair
- morose, moody
- questions her/his life and of society
- angry at self, parents, schooling
- might "act out" through drugs, vandalism
- halts job search

Gold (1984) confirms this finding of stages in her study of unemployed adolescents. She found that youth were initially hopeful but after lack of response and continual refusals, they became discouraged and angry. Gold contends that unemployment is a modern-day stressor and of great concern to counsellors and psychiatrists due to the range of emotional reactions. Sanford and Mullen (1985) agree that there is a link between unemployment and physical and mental illness but were unable to pinpoint the exact impact on physical health.

The second model of psycho-social transitions is proposed by Hopson and Adams (1976) and delineated seven stages:

1) Immobilization: overwhelmed by the event; unable to understand what is happening, numb, shocked.

2) Minimization: attempts to maintain reality as if event had not occurred.

3) Depression: begins to face fact changes will have to be made, but doesn't want to, and doesn't know how to.

4) Acceptance: of reality-letting go: begins to change former assumptions about self and situation.
5) Testing: starts to try out new behaviours and attitudes and ways of coping.

6) Search for meaning: attempts to establish a useful conceptual framework for understanding the "new" self and new situations.

7) Internalization: new framework becomes accepted and internalized.

Feather and Davenport (1981) propose that loss of self esteem as well as depression symptoms are present in people unsuccessfully searching for employment. Other consequences suffered by those unemployed include loss of wages, isolation and negative effects on peer relationships and family life. In addition, prolonged unemployment has been found to reduce the motivation to seek work.

Wilcock and Franke (1963) made a similar observation in their study of the effects of permanent layoffs and long-term unemployment on psychological adjustment. Job loss led to loss of self-esteem and deterioration of interpersonal relations due to financial insecurity. Hepworth (1980), in a study determining man's subjective reactions to unemployment, found that length of unemployment significantly affected mental health and led to poorer subjective well being. This research concludes that individuals may respond to unemployment with different subjective experiences. Hill (1977) agrees that while there is a typical response to unemployment, it can affect people in various ways.

A more recent model developed by Borgen and Amundson (1984) describes the process of unemployment as an "emotional
"rollercoaster". Unemployment or job loss represents a transition which is comprised primarily of a loss, similar to losses experienced with death or retirement. Borgen and Amundson's model draws on Kubler-Ross's model of grieving in order to portray people's experience of unemployment. The most common experience of unemployment as outlined by Borgen and Amundson is illustrated as follows:

A. Initial reactions to job loss (shock, anger).
B. Reflection upon job loss (worry, sadness, anxiety).
C. Acceptance of job loss (determined, in control).
D. Anticipation of job search (hopeful, optimistic, proud).
E. Initial reactions to stress associated with job search (pressure, discouragement, stagnation, fear, anger, desperation).
F. Insulation from job search related stress (apathy).
G. Internalization of rejection (worthless, isolated, lonely, drifting).

Amundson and Borgen (1987) in At the Controls: Charting a course through unemployment outline the importance of work in meeting our basic needs. According to Amundson and Borgen (1987) these needs include survival, material security, belonging to a group where we are considered to be contributing members, and the need for a sense of achievement and recognition. Work provides a sense of identity in relation to others. Consequently, when this is taken away, overwhelming feelings of helplessness and hopelessness may occur. A study by Marsden and Duff (1975) demonstrates that the unemployed person feels
excluded from the normal rhythms of life.

Emotional and psychological effects of unemployment that may be specific to the youth group include an inability to develop an established sense of personal identity linked to occupational identity (Kirsh, 1983; Roberts et al, 1982). Young people learn many useful work skills from a first job and can begin to acquire independence from their family. If this opportunity is beyond their reach, they are denied these growth experiences (O.E.C.D. 1977; Jahoda, 1982). Equally disturbing are results from studies indicating that unemployed youth have little awareness of the situational factors governing unemployment and therefore tend to internalize blame and guilt. Jahoda (1982) reports that youth often attribute lack of a job to personal inadequacies. Tanner, Lowe and Krahn (1984) refer to the Edmonton Youth Unemployment Survey, conducted by Hilary Lynas, in relation to the youth's views on reasons for unemployment. Results were surprising in that forty-six of the seventy unemployed respondents cited "lack of experience" as the most prevalent explanation. Only five of the sample pinpointed government policies as a factor determining unemployment. These findings confirm that there is a tendency for unemployed youth to blame themselves for their situation, leading to increased feelings of hopelessness, worthlessness, and lower self esteem. These findings confirm those of Levin (1976) in her study of unemployed persons. Levin reported that 90% of her sample placed blame and assumed responsibility for their job loss even with an awareness of the present economic situation.

There is additional evidence supporting the negative effects
on youth that are experiencing unemployment. Donovan and Oddy (1982) and Turtle et al (1978) found that young people without work became socially isolated from their friends and other contacts. Kirsh (1983) and Marsden (1982) cite examples of unemployed youth's state of boredom and lack of purpose or goals. Similar findings were obtained by Millham, Bullock and Hosie (1978) in their study of three hundred unemployed youth. This research reported that youth experience depression, boredom, frustration and generally feel worthless regarding their plight. Half of the respondents reported a marked decline in their social life and other activities, due to limited and often restricted funds.

As unemployment is likely to continue, its consequences will persist. Therefore, more information will be required in order that the issues can be addressed and effective programs and intervention strategies developed.

The Role of Social Supports

During the past twenty-five years research has documented a positive relationship between psychological distress and stressful life events. These events are defined as events or happenings that require change in the behaviour and basic life pattern of an individual (Holmes and Rahe, 1967). Numerous studies have documented high levels of psychological symptoms, including depression and anxiety, in individuals experiencing such events (Coates et al, 1969; Myers et al, 1975).
Researchers have begun to examine the interactions of mediating factors with life change in order to predict levels of psychological distress. One important factor is the role of social support relationships in providing a buffer or insulator for the person faced with a stressful life situation (Caplan, 1974; Cassel, 1976; Cobb, 1976). This is termed the "buffering hypothesis" whereby individuals with a strong social support network should be better equipped to cope with life changes and those with minimal social support would be more susceptible to life events (Thoits, 1982).

An early study conducted by Nuckolls et al (1972) explored the relationship between life stress and pregnancy complications and psycho-social assets. Nuckolls studied 170 pregnant army wives before and after delivery. Results demonstrated that support or "psycho-social assets" reduced the level of complications that would normally follow a high number of stress events. Specifically, 91% of the pregnant women having high stressful life events coupled with low psycho-social asset scores had one or more complications of pregnancy. In comparison, only 33% of women with equally high stressful life events but with high psycho-social assets (social supports) had any complications. Nuckolls et al conclude that highly stressed individuals who are supported are in better health than those who are stressed but are unsupported.

Myers et al (1974; 1975) in a large epidemiological survey in New Haven sought to determine why the number of life events is not associated with psychiatric distress for some individuals.
Myers concluded that people with readily available support and access to others are better equipped to deal with the impact and effects of life events and stressors. This study also revealed that those persons that experienced low event scores but had high symptoms of psychological distress were often single, divorced, widowed, dissatisfied with their jobs or unemployed.

Further research lends support to the mediating effect of social support or significant others in relation to stressful events and psychiatric disability. Brown and Harris (1978) studied depression in women in an attempt to explain the increased morbidity among the working class as opposed to the middle class. They identified four factors associated with increased morbidity in the presence of adverse environmental events.

a) loss of the mother in childhood
b) three or more children under 14 years of age at home
c) lack of full or part time employment
d) lack of an intimate confiding relationship with a husband or a boyfriend.

Brown and Harris (1978) found that lack of an intimate relationship was the most powerful indicator of psychiatric distress, which lends support to the buffering hypothesis.

In a study of social support being linked to those experiencing unemployment, Friesen (1983), addressed the importance of social support for individuals affected by a crisis and examined the effects on the individual's spouse. Friesen interviewed 46 couples, ranging in ages from 16 to 61. Each
couple had an unemployed male that was head of the household in terms of major earnings. There were six social support components measures, including directive guidance, non-directive support, positive social interaction, tangible assistance, support satisfaction and need.

The individual and family health variables consisted of anxiety, depression, interpersonal sensitivity, physical symptomatology, expressiveness, conflict, adaptability, and cohesiveness. Friesen (1983) found that directive guidance was related only to lowered anxiety and depression in husbands and wives in spite of perceived support dissatisfaction. The other important finding suggested that in general the measure of support satisfaction was related to lower symptom levels. The results of this study further suggest that there may be possibilities for prevention of life event stress by increasing support satisfaction.

A study researching perceived support by youth and parents in relation to the youth's outcome following treatment was conducted by De Maio (1983). Thirty families consisting of youth and their mothers were interviewed to assess network size and perceived support from five sources: relatives, friends, school personnel, social service personnel, and parent or youth. Mothers and their youth were asked to complete a 12 item questionnaire in order to determine perceived support level. The youth outcome following treatment was assessed by youth self report, parental report, school and work participation as well as a court contact. Results of this study indicate that the youth
perceptions of support from family and professionals such as school and social services were strongly related to successful outcome following treatment. They also indicated that parent perceptions of support from family but not the professionals were related to a more success oriented youth outcome.

Gore (1978) addresses the issue of social support in relation to unemployment stress. Gore was interested in determining why many individuals maintain good health even while exposed to stressful life events. Beginning with the assumption that support increases coping ability which leads to increased well-being, Gore set out to test the hypothesis that support buffers the health effects of stressors. Her study is a longitudinal investigation of the physical and mental health consequences of involuntary job loss. Gore interviewed one hundred men at five stages over a two year period. The subjects had been laid off as a result of a plant shut down. Social support was measured by a thirteen item index covering the extent of supportive relationships with wife, friends and relatives. The study examined 54 rural and 46 urban workers. Results indicate a higher level of support for the rural sample, which is attributed to the strength of ties in a small community. The findings also reported more changes in cholesterol, illness symptoms and effective responses than the subjects that received greater support. In Gore's study it is impossible to pinpoint specific behaviours of significant others which helped ameliorate life stress. An insight into what aspects of the support and what sources were responsible for helping or hindering these
individuals is lacking.

A more recent study by Clarke and Clissold (1982) examined the correlation of adaptation among unemployed and employed young men. The study explored several variables, including the support an individual perceives as coming from peers, family and community and his past experience of success and failure, mainly at school. These variables are assumed to influence the person's current feelings of competence as well as his adaptation to unemployment. Questionnaires were completed by 126 unemployed and 59 employed men.

Findings indicate that social support and past successes influenced competence and adaptation. Social support emerges as the most powerful single predictor of adaptation. The unemployed group reported lower social support from the family than the employed group. There was no difference in level of perceived support from friends, as well as community support. While this study demonstrated a change in social support among groups of employed and unemployed men, it does not discuss what changes occurred, nor the lack of family support.

An additional study by Ullah, Banks and Warr (1985) studied 388 white females, 388 white males, 129 black females and 245 black males. All were unemployed seventeen year olds. The researchers measured social support in terms of five forms of help from others including psychological distress, perceived pressures from others to obtain a job, employment commitment, contact with other young people and contact with other unemployed young people. They found that two types of support including
having someone to turn to for financial help and having someone suggest interesting things to do were significantly associated with lower measures of distress, as well as perceived pressure to obtain a job and employment commitment. The association between distress and having someone to turn to for financial help was greater for those perceiving pressure from others to obtain a job than those not receiving pressure. The association between distress and having someone to turn to when feeling low was greater for those with a high employment commitment than those with a low one.

A study by Barrera (1981) posed a different perspective by hypothesizing that supportive relationships might be ineffective in facilitating adjustment if they were also sources of interpersonal conflict. The study involved a sample of 86 pregnant teenagers with a mean age of 17.2 years. The assessment batteries included the Arizona Social Support Interview Schedule (ASSIS). A structured interview with each subject was also conducted. The findings indicate that social support appears to be a good predictor of psychological adjustment. However, while the results suggested that receipt of support is related to positive adjustment, the study did not explore factors that contribute to the development of satisfying support. Barrera maintained that intervention is needed to eliminate conflict in otherwise supportive relationships in order to aid the adjustment of people undergoing major life changes. Wellman (1981) agrees that not all social contacts possessed by individuals are necessarily supportive. Other research has demonstrated that not
all sources of social support are equally effective in reducing distress (Thoits, 1982).

There remains conflicting evidence in the social support model for buffering life events as several researchers found no significant stress-buffering effects and concluded that social support only minimally affects psychological adjustment (Andrews et al, 1978).

Summary

While the buffering hypothesis points to the potential importance of social support in reducing or insulating the individual experiencing a life stress such as unemployment, studies specific to job loss are rare and do not indicate the manner in which support persons can either help or hinder the individual experiencing this life change. Sources of support are not pinpointed in respect to which individuals provide what types of support. The question of how social support systems affect unemployed youth has yet to be explored. Therefore, it is necessary to examine this area and to consider both helpful and hindering consequences of social support.

Some research assumptions resulted from the literature review. These assumptions are as follows:

1. Those persons normally considered supportive may in fact exert a negative influence on the unemployed individual.
2. Key persons may contribute sources of support and strain.
3. Unemployed youth may be in a disadvantaged position in regards to drawing on available support.

4. A change in the youth's support system may occur as the result of being unemployed.
CHAPTER 3

METHODOLOGY

Methodological Approach

The data for this research was collected through the use of the critical incident technique which was developed by Flanagan (1947; 1954). This technique was developed during World War II during studies in the Aviation Psychology Program of the United States Army Air Forces. The program was originally designed to develop techniques necessary for the selection and classification of aircrews. The critical incident technique is an in-depth interview method concerned with obtaining specific incidents that facilitate or hinder behaviours. The critical incident technique "consists of a set of procedures for collecting direct observations of human behaviour in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles." (Flanagan, 1954, p.327). The object of the approach is to obtain first hand reports outlining a situation in which success or failure is determined by specific reported causes. The technique is considered valuable because it utilizes the co-researchers viewpoint and permits a more comprehensive understanding of the phenomena under investigation. Flanagan (1954) maintains that the critical incident technique allows for the collection of specific behaviours reported by those qualified to make the judgements regarding the activity in question.
Once specific information on the topic has been elicited, the development of categories can be constructed. This category system must be verifiable by outside observers. Borg and Gall (1983) caution that two observers are necessary in order to determine interrater reliability in studies involving observational research.

Research conducted on the critical incident technique by Andersson and Nilsson (1964) determined that information collected by this particular approach was both reliable and valid.

In summary, the critical incident method was selected as an appropriate means for obtaining information and developing an in-depth understanding of what, from the unemployed youth's perspective, support people do or say that facilitates or hinders their adjustment to unemployment.

Sample

For the purpose of this study, "unemployed" is defined as a lack of full time permanent employment in any field. A total of fourteen volunteer participants were selected from the population of Vancouver, B.C. The sample was selected from contacts within the community. Several were selected through referral from the Specialized Youth Unit, a government organization assisting unemployed youth with their job search skills. The researcher met with the coordinator for an initial interview to explain the nature of the research and review the topics and questions to be asked in the interview format. The coordinator then informed the
youth participating in the Job Search Program of my intent.

Subjects were informed of the criteria required in order to participate in the study. They are as follows:

1. All subjects must be between the ages of eighteen and twenty-four years old inclusive.

2. All subjects must have been unemployed for a minimum of three months.

Subjects ranged in age from 18-24 years of age and the mean age was 19.8 (see Table 1 for Demographic Information). Length of time unemployed ranged from three months to two years, with mean being 14.8 months. The three month minimum time unemployed is necessary in order for the participants to have had adequate experiences to speak from. The breakdown between sexes was 57.14% (n=8) female, and 42.85% (n=6) male.

The educational attainment of participants varied considerably. The lowest grade level completed was grade 9, while the highest was three years university or college attendance. Less than half the sample (35.71%) had post secondary education while the remaining 64.28% had completed one or more grades of secondary school.

Three-quarters of the sample lived with their parents as their situations prevented them from acquiring independent living arrangements. Educational level of youth's parents varied, with approximately half being employed in the professional fields and the other 50% comprised mainly of non-professional or blue collar workers. The origin of the sample was predominantly Canadian with one subject with a native Indian ancestry.
Table 1. Demographic Information

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Age</th>
<th>Sex</th>
<th>Educ. Level</th>
<th>Previous Job/Empl.</th>
<th>Length of Unempl.</th>
<th>Parents</th>
<th>Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>M</td>
<td>Gr. 11</td>
<td>Kitchen help</td>
<td>3 mths.</td>
<td>M-housewife</td>
<td>F-carpenter</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
<td>M</td>
<td>Gr. 11</td>
<td>Furn. repair</td>
<td>15 mths.</td>
<td>M-waitress</td>
<td>F-logger</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>M</td>
<td>Gr. 10</td>
<td>Cook</td>
<td>1 yr.</td>
<td>M-housewife</td>
<td>F-window washer</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>F</td>
<td>1 yr. college</td>
<td>Typist</td>
<td>1 yr.</td>
<td>M-housewife</td>
<td>F-business</td>
</tr>
<tr>
<td>5</td>
<td>18</td>
<td>F</td>
<td>Gr. 10</td>
<td>Babysit</td>
<td>7 mths.</td>
<td>M-typist</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>20</td>
<td>F</td>
<td>2nd yr. Univ.</td>
<td>Day care</td>
<td>4 mths.</td>
<td>M-bookkeeper</td>
<td>F-business</td>
</tr>
<tr>
<td>7</td>
<td>19</td>
<td>F</td>
<td>Gr. 12</td>
<td>Clerk</td>
<td>1 yr.</td>
<td>M-dental assistant</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>18</td>
<td>M</td>
<td>Gr. 9</td>
<td>Delivery</td>
<td>2 yrs.</td>
<td>M-hairdrsr.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>18</td>
<td>M</td>
<td>Gr. 10</td>
<td>Labourer</td>
<td>9 mths.</td>
<td>M-housewife</td>
<td>F-C.A.</td>
</tr>
<tr>
<td>10</td>
<td>18</td>
<td>M</td>
<td>Gr. 11</td>
<td>Gardener</td>
<td>3 yrs.</td>
<td>Foster parents</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>24</td>
<td>F</td>
<td>3 yrs. Univ.</td>
<td>C.C. Worker</td>
<td>10 mths.</td>
<td>M-legal secr.</td>
<td>F-Manager</td>
</tr>
<tr>
<td>12</td>
<td>21</td>
<td>F</td>
<td>1 yr. Univ.</td>
<td>Worker</td>
<td>15 mths.</td>
<td>M-housewife</td>
<td>F-stock brkr</td>
</tr>
<tr>
<td>13</td>
<td>20</td>
<td>F</td>
<td>1 yr. Univ.</td>
<td>swim instr.</td>
<td>8 mths.</td>
<td>M-sales</td>
<td>F-dentist</td>
</tr>
<tr>
<td>14</td>
<td>23</td>
<td>F</td>
<td>Gr. 12</td>
<td>Sales</td>
<td>11 mths.</td>
<td>M-teacher</td>
<td></td>
</tr>
</tbody>
</table>

* Average Age - 19.8 years
* Average Length Unemployed - 14.8 months
Data Collection

Once the participants were selected each was contacted by telephone to inform him/her about the interview. Specifically they were told that the purpose of this study was to examine and identify, from their own experience, what support people said or did that either helped or hindered them in terms of adjusting to being unemployed. It was explained that the study was meant as a follow-up of similar research conducted by Dr. Amundson and Dr. Borgen in the Department of Counselling Psychology, University of British Columbia. Participants were informed the study was approved by the Ethics Committee of U.B.C. and that it was in partial fulfillment of the requirements for a Master of Arts in Counselling Psychology. In addition, they were told that their participation was voluntary, and that one hour of their time would be required for the individual interviews. It was explained that interviews would be audiotaped, and when information was transferred on to index cards, the tapes would be erased.

Subjects were told that they could withdraw from the study at any time, without penalty, and were also informed of the possibility of an additional short telephone call follow-up to confirm the accuracy of the incidents selected by the researcher.

The Pilot Interview

One pilot interview was conducted in order to assess the clarity of questions and the interview format. In addition, this
allowed the researcher to become familiar with the interview style. Following the interview, the participant was asked to give feedback concerning the format. Questions asked included:

1. Were there any parts of the interview which you found confusing or difficult?
2. Did you at any time feel swayed by my comments or questions?
3. Do you have further suggestions relating to the improvement of the interview?

The pilot subject was able to describe in depth his unemployment experience and appeared to be comfortable with the process. He mentioned that it was an "unusual situation" to "talk so much at once." He stated that he was afraid that he wasn't answering the questions "correctly". However, the respondent was able to clearly outline what significant others did or didn't do that either helped or hindered him. Therefore the interview structure, with several minor alterations, was in place.

The Interview

Each interview began with a short introduction, followed by a request of the respondent to review and sign a consent form (Appendix A). After completing the consent form the respondent was asked to complete a short demographic information sheet outlining age, sex, unemployment and educational history (Appendix B). The interviewer began each interview with a standard preamble as follows:
"I am interested in finding out how your friends, family members or other important people in your life responded to you since you've been unemployed. In my jargon we call this "social supports". This basically refers to significant others that are close to you and that may give you encouragement, advice, information or perhaps money. I'd like you to describe in as much detail as possible your experience of these people."

Following this statement the participant was able to ask questions for clarification. The interview consisted of open ended questions, linking, and summarizing in order to allow the participant to fully describe their experience without being led by the interviewer. The subjects were then asked to:

1. List significant or key people in their lives.
2. Describe experience with each in turn.

At this time the interviewer focused each subject's responses to gain more specific considerations of the positive and negative aspects of their situation.

**Facilitating incidents**

"Let's begin with a situation that helped you the most. Think back on experiences in which people behaved or acted in a positive manner that helped you to adjust to your situation. Can you describe for me in detail the incident that happened and why it was so helpful to you?"

**Follow-Up Questions**

1. What were the general circumstances leading up to the incident?
2. What exactly happened that was so helpful to you at that time?

3. What was it about the incident that helped you specifically?

**Hindering incidents**

"Now let's turn to an experience with key people that you had some disagreement with or that made you upset or angry. Could you tell me about the incident that happened and why it was so unhelpful or hindering to you at the time?"

**Follow-Up Questions**

After the participants recalled the incident the three follow-up questions as cited above were asked.

**Data Analysis**

Audiotapes were transcribed and incidents extracted and transferred to index cards. The next step involves examining the incidents for similarities. The main objective was to summarize the data in a clear manner in order for it to be utilized to provide new information while sacrificing as little as possible of its validity (Flanagan, 1954). The usual procedure for the formation of categories comprised five steps. Step one involves classification of the incidents and the formulation of descriptive statements representing these groups. Several considerations should be kept in mind when selecting categories in relation to the level of how general or specific each might be. The following specifications regarding headings
as outlined by Flanagan (1954) were useful guidelines.

1. Headings and requirements must be clear-cut, logically organized and easily discernable with an easily remembered structure.

2. Titles require meanings in themselves without detailed definitions.

3. Headings for major areas should be homogenous and parallel in content and structure and they should be neutral.

4. Headings must be of the same type and level of importance.

5. Headings should facilitate findings being easily applied and maximally useful.

6. The list of headings needs to be comprehensive, covering all incidents.

Utilizing these guidelines, incidents deemed critical were summarized on to index cards, one incident per card. Each card was assigned a sequential identification number.

After the incidents were summarized, the category classification system was organized. This involved adding additional incidents to categories by means of a trial classification. Incidents that seemed similar were sorted and placed together. The process continued with more incidents falling into groups. The categories were reviewed and refined until all the incidents describing similar experiences were slotted into the same sub-category headings. The definitions of categories were re-evaluated in relation to actual incidents included in each and this process repeated until the system of classification was complete.
CHAPTER IV
RESULTS AND DISCUSSION

In this critical incident study on what facilitates or hinders unemployed youth in relation to support persons, the fourteen participants reported a total of 209 incidents. Of these 209 incidents, 129 or about sixty-one percent (61.8) were facilitative, and 80 or about thirty-eight percent (38.2) were hindering.

After completion of the interviews, the incidents from the audiotape recordings were summarized on to index cards. Through an induction process of gradual refinement, a set of 20 basic or sub-categories emerged. These 20 categories were grouped into three major or superordinate categories. The three superordinate categories are represented with roman numerals and the 20 subordinate categories are represented with arabic numerals.

The results of the data analysis are presented in four sections. Section one outlines checks on reliability and validity. Section two outlines and defines the three main categories and lists the subcategories of each. Section three describes each sub-category briefly. The number of people mentioning each incident will also be given. Finally, one or two direct quotes from the interviews will be used to portray the flavor of the respondent's experience. Section four identifies sources of support, ie. friends or parents, and isolates aspects and types of support that were designated as either helpful or hindering.
Reliability and Validity

Rater Reliability

The method of data analysis consisted of developing a category system and then checking its reliability by determining how consistently raters placed the incidents into subordinate and superordinate categories. Due to the subjective nature of the classification decisions, the system was submitted to two independent raters. The rater reliability scores for superordinate and subordinate categories are displayed in Table 2.

Table 2.
Rater Reliability Scores for Superordinate and Subordinate Categories

<table>
<thead>
<tr>
<th>Rater Number</th>
<th>Superordinate Categories</th>
<th>Percentage</th>
<th>Subordinate Categories</th>
<th>Rater Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>#A</td>
<td>95.2</td>
<td>#A</td>
<td>89.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#B</td>
<td>100.0</td>
<td>#B</td>
<td>93.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A minimum of seventy percent (70%) agreement between each rater's category placement and those of the researcher's for the sub-categories and eighty-five percent (85%) agreement for superordinate categories was set (Woolsey, 1986).

Rater A was a 26 year old female, with three years university training in psychology and special education. She was also a Registered Psychiatric Nurse. She received instruction in
how to categorize the incidents. Rater B was a 30 year old male, with a Bachelor's degree in Psychology. He had training in counselling and statistical techniques.

The two raters achieved reliability scores or about ninety-five percent (95.2%) and one hundred percent (100%) respectively for the superordinate categories and about eighty-nine (89.4%) and ninety-three (93.6%) respectively for the subordinate categories. These figures suggest that the category system is a reliable reflection of the reported incidents.

Validity Checks

As one check for validation, two participants were selected at random and were contacted by telephone. They were asked if the descriptive results matched their experiences. The researcher asked if it was necessary to make any changes or additions. The participants commented that the incidents and categories accurately described their experiences. In the words of one participant, "That about sums it up."

As an additional validation check, the researcher compared the categories that were developed with the literature that was reviewed. The relation of specific categories to the literature is summarized in the following tables.
Table 3.

**Literature Support for Category System**

**Facilitative Categories**

<table>
<thead>
<tr>
<th>Category</th>
<th>Support Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking and Listening</td>
<td>Amundson &amp; Borgen (1987)</td>
</tr>
<tr>
<td>Optimism and Encouragement</td>
<td>Amundson &amp; Borgen (1987)</td>
</tr>
<tr>
<td>Belonging and Affection</td>
<td>Amundson &amp; Borgen (1987)</td>
</tr>
<tr>
<td>Realistic Expectations</td>
<td>Amundson &amp; Borgen (1987)</td>
</tr>
<tr>
<td>Receiving Job Leads</td>
<td>Borgen &amp; Amundson (1984)</td>
</tr>
<tr>
<td>Assistance with Social Interaction/Recreation</td>
<td>Ullah, Banks &amp; Warr (1985)</td>
</tr>
<tr>
<td></td>
<td>Millham, Bullock &amp; Hosie (1978)</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>Ullah, Banks &amp; Warr (1985)</td>
</tr>
<tr>
<td>Help with Transportation</td>
<td>Not specifically reported in the literature</td>
</tr>
<tr>
<td>Help with Accomodation/ Household Tasks</td>
<td>Not specifically reported in the literature</td>
</tr>
</tbody>
</table>
Table 4.

<table>
<thead>
<tr>
<th>Literature Support for Category Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hindering Categories</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Having Time to Listen and Understand</td>
<td>Clarke &amp; Clissord (1982)</td>
</tr>
<tr>
<td>Negative Judgements/ Criticism and Blame</td>
<td>Kirsh (1983)</td>
</tr>
<tr>
<td>Lack of Encouragement and Optimism</td>
<td>Gold (1984)</td>
</tr>
<tr>
<td>Pressure to Continue Job Search</td>
<td>Ullah, Banks &amp; Warr (1985)</td>
</tr>
<tr>
<td>Unrealistic Expectations</td>
<td>Feather &amp; Barber (1983)</td>
</tr>
<tr>
<td>Alienation</td>
<td>Amundson &amp; Borgen (1987)</td>
</tr>
<tr>
<td></td>
<td>Kirsh (1983)</td>
</tr>
<tr>
<td>Support People Not Supplying Job Leads</td>
<td>Not specifically reported in the literature</td>
</tr>
<tr>
<td>Lack of Financial Assistance</td>
<td>Not specifically reported in the literature</td>
</tr>
<tr>
<td>No Help With Transportation</td>
<td>Not specifically reported in the literature</td>
</tr>
</tbody>
</table>
Superordinate Categories

Three major superordinate categories emerged as a result of the sub-categories. These are:
I. Emotional Support
II. Informational Support
III. Material Support

Emotional Support

Emotional support was defined by being understood and accepted by others, a feeling of affection, intimacy or empathy. Empathy through talking or listening. Receiving encouragement, trust, optimism and a sense of hope from support persons.

Four positive incident categories were identified comprising events which helped the subjects during their unemployment experience. These four categories were labelled as follows: feeling understood and approved of through talking and listening, receiving optimism and encouragement, belonging and affection, and realistic expectations from others.

Six negative incident categories were identified comprising events which hindered the subjects while unemployed. These six categories were labelled as follows: key others not having time to listen and understand their situation, receiving negative judgements, criticisms and blame, lack of encouragement and optimism, pressure to continue the job search, unrealistic expectations from others, and alienation.
Informational Support

Informational support was defined as support useful in assisting the unemployed youth seek out employment through job leads and tips, either by support people or job club counsellors providing advice, suggestions and directives. Information on how to prepare resumes and present oneself at a job interview would also be included.

Two positive incident categories were identified. These categories were labelled as follows: receiving job leads and helpful job tips and employment skills. Two negative incident categories were identified. These were labelled as follows: key support people not supplying job leads or helpful tips, negative information concerning employment.

Material Support

Material support was defined as receiving goods and services, time, help with work responsibilities and financial assistance. This would include help with transportation and accommodation costs.

Four positive incident categories were identified. These categories were labelled as follows: social assistance with interaction and recreation with others, financial assistance and other material services, help with transportation and help with accommodation and household tasks.

Two negative incident categories were identified. These categories were labelled as follows: lack of financial assistance, and receiving no assistance with transportation.
Facilitative Categories

Emotional Support

**Feeling understood and approved of through talking and others listening**

This category included instances where support persons validated the youth's experience of unemployment by offering support through listening without being critical or judgemental. Having someone simply to talk who could grasp their difficulties proved to be extremely beneficial.

There were a total of twenty-four incidents within this category. Ten respondents mentioned incidents pertinent to this category. The following quotes serve as an illustration:

"Well, she listened. That was basically it. She didn't say much back but she listened. She was somebody who listened and mainly agreed which was what I needed, which made me feel better....She was a thing of beauty through all this ugliness that was going around."

"He'd listen if I had problems. He was comforting and always around."

**Receiving optimism and encouragement**

This category included incidents where key persons offered support through presenting the "brighter side", assisting the youth to feel hopeful and positive about their future, suggesting viable options and offering reassurance that their situations
will improve. There was a total of twenty-five incidents within this category, seven respondents mentioned incidents pertinent to this category. The following quotes serve as an illustration:

"If I said I didn't think I got the job, he's say, 'That's OK, you can try for another, to go for another job.' He'd encourage me to keep looking."

"When I just wanted to give up she's say, 'Don't, you'll find a job.' She'd say, 'Well, you're not stupid even though you may feel that way now. You're smart. You can get a job if you just take the time to look and a job will come soon."

**Belonging and affection**

The incidents in this category pertain to the ongoing feelings of warmth, tenderness, regard and devotion. Incidents included verbal expressions demonstrating caring as well as physical actions such as hugging and touching. There was a total of seven incidents and five participants referred to incidents in this category. The following two quotes serve as an illustration:

"He just puts his arms around me when he knows I feel bad and says, 'I love you'."

"Girlfriend...she basically kept me going like, I didn't want to, that's the only thing I
really was wanting to live for was the fact that I had a girlfriend that was completely honest with me and loved me just the way I was and not for any other reason."

Realistic expectations from others

This category comprises those incidents in which significant others hold reasonable job and job search expectations for the unemployed youth. It also includes key others having an awareness of the career aspirations of the person involved. There were three incidents in this category, referred to by one participant. The following quote illustrates this category:

"She doesn't expect me to go and try for a job that I know I'm not going to get."

II. Informational Support

Receiving leads and helpful tips

This category refers to specific information received from others including job openings, interview assistance and other useful advice pertinent to seeking employment. There were a total of twelve incidents, five participants referred to incidents pertinent to this category. The following quote serves as an illustration:

"She would read my resume and say it looked good - build up my skills and self-confidence. Single out my strong points."
Employment Skills

This category pertains to incidents involving direct and specific employment assistance such as generating job alternatives, teaching employment skills, practicing interview strategies and resume preparation. It includes the basic information on how to get and keep a job. Also included is the demonstration or teaching of a marketable skill. Seven incidents were reported by three of the respondents. The following quotes illustrate this type of assistance:

"She helped me to list those qualities, talents, things I could do. To see myself in a different light, and to bring me back to reality."

"They were giving me interview skills, how to present myself better. I felt a lot better after doing that."

"He taught me how to wash windows, I guess something of a skill, some training."

III. Material Support

Social Interaction and Recreation with others

This includes financially assisting the youth to participate in leisure activities, and being able to continue with outings such as movies, dinners and sports events with friends and/or family members. Family and friends included and invited the
unemployed youth to participate in "fun activities". There were a total of nine incidents mentioned by six of the respondents within this category. The quotes that follow serve as illustrations:

"He knew I didn't have money so he helped me by going out with me to the football and hockey games - he'd have seasons tickets and instead of taking his parents, he'd take me."

"Well, he was always around. He'd come over and play cards or something when there was nothing to do. Or we'd do some exercise or go to his house and watch his videos."

Financial assistance and other material services

The incidents in this category include the lending of money, bus fare, and services such as photocopying resumes and purchasing envelopes. Services that assisted the youth in their search for a job. There were twenty-four separate incidents in this category, referred to by eight of the respondents. The following quotes illustrate this category:

"She hated the fact that I quit school, but she didn't kick me out of the house. She still bought me my clothes, my food. If I needed spending money, like if I needed a new pair of jeans or something, she'd get it for me."
"He'd get me out of my depression. He'd lend me a few bucks."

Help with transportation

This category included instances where key others assisted the youth by either driving them to job interviews, job clubs, or lending them a vehicle. It also included assistance with bus routes and transport information. There were twelve incidents in this category mentioned by five participants. The following quotes illustrate this category:

"It was my step mom that came up with concrete stuff, like taking me to the Employment Centre and driving me to the interviews. In that way she was helpful."

"Well, he left me his car to go places, or drive me there, one or the other."

Help with accommodation and household tasks

This category was comprised of incidents such as free room and board, places to stay with friends and/or family members and tasks such as cleaning bedrooms which helped the youth during this stressful time. There were a total of six incidents mentioned. Two direct quotes from the interviews serve to illustrate this category:

"He let me stay at his house regardless of the problems and trying to tell his wife that's the way it was going to be and she
was going to have to make some sacrifice, as well as himself."

"She tried to help me; cleans my room for me."

"I didn't have to pay rent - I did work around the house."

Hindering Categories

I. Emotional Support

Key others not having time to listen and understand their situation

This category represents incidents where key people did not take the time to talk to the youth and empathize with their situation. The youth experienced feelings of isolation and frustration due to minimal emotional contact with key others and lack of understanding. There were seventeen incidents recorded within this category and seven participants reported incidents. The following quotes portray this category:

"...Through all this time I was just really depressed all the time. You know, I'd just basically see things in black and white, and it just didn't matter so I didn't care. And I lost so much emotion through that time just because I had, you know, I was crying out for help except
nobody was there to listen. Nobody saw exactly what was happening to me."

"And it wasn't so much...I was asking for emotional help. Just occasionally I would phone up just to talk, and they would -- my sisters would always be busy or they wouldn't have a kind, any kind words at all when I got on the phone. I can remember numerous phone calls not lasting more than a minute and a half. I mean, there were days when I literally sat and just phoned to talk to my sisters. I phoned everyone in the family to talk to them and the longest conversation was I think about five minutes, and the rest of them, they just didn't have time to observe what was happening to me physically or mentally. They were just too busy, or you know, too wrapped up in themselves to see what was happening. Just to express any emotion or feeling. Just not being able to see what's going on here."

Receiving negative judgements, criticism and blame

This category is comprised of incidents relating to the youth being blamed for not trying hard enough to obtain employment or for not applying for a certain quota of positions.
It also involves name calling and a tendency on the part of significant others to focus on negative behaviors rather than positive aspects. There were twenty-two recorded incidents. Eight respondents referred to incidents within this category. The following are illustrative quotes:

"My father would say, 'Jesus Christ, you didn't do this and you didn't do that. Well, if you don't go out and do this, then nothing's going to happen anyways', and it's not what I wanted to hear."

"She claimed I hung around the house. I found it really hard to get any energy to go out and get a job, especially when I've got someone telling me, 'You're lazy.'"

Lack of encouragement and optimism

This category includes incidents where key others focus on what the youth haven't attempted to do, rather than what has been done. Incidents clearly demonstrate a lack of lobbying and advocacy for the youth involved. There were a total of eight incidents within this category reported by four persons. The following quote is an example:

"Well, my dad would constantly say to me -- well, he'd tell me about a job in the paper and I'd go and apply and nothing would come of it and he, like he would put me down because I didn't get the job instead
of encouraging me all this time. Like saying, 'At least you went out and tried and something's going to come up soon.' He would always just say, 'Well, you didn't go out today and look for a job.' He was always discouraging. It was always a discouraging fact just to talk to him."

Unrealistic expectations from others

This includes pressure to apply for jobs that the youth were not qualified for or to settle for a job that was unacceptable to the youth involved. There were six incidents of this nature, reported by three of the participants. The following quotes illustrate this category:

"They tried to push me into jobs I hated, like McDonald's. They didn't think about how I felt - they didn't care - just take any job."

"He was always saying that I should get a nice office job somewhere. Logically, I don't have the skill or the experience nor do I want to do it. I felt annoyed and frustrated and kept explaining what I wanted to do and what I was trained and equipped to do."
Pressure to continue job searching

This category includes incidents where the youth were pressured to keep looking, keep searching despite their efforts. The co-researchers report pressure not to take a day off from the search, even for special activities. This category also includes support persons insisting they start early each morning, regardless of how the youth felt. There were eight incidents within this category, reported by four of the participants. The following quotes serve to illuminate this category:

"I had been looking for work, concentrated for two months until I felt there was no use anymore. So I just felt like forgetting looking so I felt that I could have taken some time off, but they wouldn't let me, they kept pressuring me."

"She kept insisting that I call this place for a job and I had already called and they didn't want people without degrees. I felt pressured by her."

Alienation

This category includes incidents where the youth felt isolated due to support people moving further away, distancing, not calling or maintaining contact. As a result, the youth were often excluded from social functions and other activities. There were three incidents within this category reported by three
participants. Following are illustrative quotes from two of the interviews:

"Friends...a few of them, they wouldn't phone me as often, and they wouldn't want to go out if I didn't have money and stuff. So I was sort of secluded. Sort of out of the in-crowd while I was unemployed."

"People that I was friends with backed away, more or less. You know, guy's not working, he's not going to school."

II. Informational Support

Support people not supplying job leads or helpful tips

This category consists of incidents where support persons did not assist the unemployed youth in their job seeking activity. Their lack of interest was demonstrated through situations where they did not share useful job information, such as where to apply and what to say or do in an interview setting. There was a total of six incidents reported by four participants. The following quotes illustrate this category:

"I would ask her, 'What do you say in an interview?', but she would just close her mind to the subject and say, 'Go back to school.'"
"I'm sure if my mom heard about a job that I could get she wouldn't bother telling me about it."

Negative information concerning employment

This category involves incidents where people labelled as supportive have a negative attitude towards employment and young people working. This could be either a family member or a prospective employer. There were two instances of this nature, reported by two of the respondents. The following quote illustrates this category:

"People don't want to hire youth - they think they're hooked on marihuana or have had ten million abortions, my parent's friends too."

III. Material Support

Lack of financial assistance

This category contained incidents where key others would not assist the youth financially, either by refusing to lend money or by not supplying an allowance. There was a total of seven incidents, listed by four of the participants. The following quotes illustrate this category:

"Because I'm not working or going to school, I don't get an allowance. My older brother is still in school and he still gets an allowance."
"Let's see, from my sister Lisa, you know, I would call her up and I'd ask her if she would be able to lend me some money until I got on my feet again and all of a sudden there would be yelling and screaming over the phone and why are you phoning me for this reason and blah, blah, blah..."

Receiving no assistance with transportation

This category contains incidents of supportive persons not helping the unemployed youth with transportation, either driving them to job interviews, lending a car or assisting them with transit information. There were a total of two incidents reported by two of the participants. The following is a direct quote from one of the interviews:

"She wouldn't help me get a job, she wouldn't drive me anywhere, she wouldn't do anything."

Correspondence of Categories With Support People

This section will outline what significant others did or said that proved facilitative towards the unemployed youth, as well as pinpointing what it was that hindered them during this period.

By far, the largest of the three superordinate categories was that of 'Emotional Support', with over half of all incidents
(58.4%) forming this category. This demonstrates the importance the participants placed on relationships with others as significant in assisting their adjustment. Participants cited 'Material Support' as being next in importance with 60 incidents (28.7%) belonging to this category. 'Informational Support' was considered somewhat less important in their adjustment, making up for 27 of the incidents, or 12.9%. The frequency and percentage distribution within the three superordinate categories are displayed in Table 5.

Table 5.

<table>
<thead>
<tr>
<th>Superordinate Category</th>
<th>F</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Emotional Support</td>
<td>122</td>
<td>58.4</td>
</tr>
<tr>
<td>II. Informational Support</td>
<td>27</td>
<td>12.9</td>
</tr>
<tr>
<td>III. Material Support</td>
<td>60</td>
<td>28.7</td>
</tr>
</tbody>
</table>

In terms of emotional support the two most important facilitative categories, as displayed in Table 6, are 'Receiving Optimism and Encouragement' from key others in their lives and through supportive others 'Talking and Listening'. When participants were feeling most desolate, 42.4% reported that people close to them could enhance their general mood and self-esteem or spirit simply by highlighting the brighter side of the situation and allowing a sense of hope for the future.
Feeling 'Understood through Talking and Listening' was cited by participants as being almost equally important. Having someone close to them who would not pass judgement but rather offer empathetic responses was pinpointed by 40.7% of the youth as helpful to their adjustment.

It is interesting to note that these same two categories corresponded with the two most hindering categories in terms of emotional support. As illustrated in Table 7, 'Receiving Negative Judgements/Criticism and Blame' was reported by 33.3% of the participants to be detrimental in their coping ability. The other category 'Not Having Time to Talk and Listen' was cited as being almost equally responsible for negative effects with 27% of participants reporting incidents of this nature.

In terms of informational support, as indicated in Table 6, the most important facilitative category was 'Receiving Job Leads and Tips' with 63.2% of participants referring to incidents whereby others offered support in the form of useful advice. They mentioned the importance of key people supplying job leads, especially after their own ideas were exhausted. Receiving 'Employment Skills' enhanced the adjustment of these unemployed youth with 36.8% reporting helpful incidents with this sub-category.

In contrast, 'Support People not Supplying Job Leads' with 75%, was reported most often as hindering their adjustment. Negative information concerning unemployment rated second, with 25% of participants citing incidents considered hindering.

The most frequently cited sub-category within 'Material
Table 6.

Frequency and Percentage of Facilitating Categories Within Each Superordinate Category

<table>
<thead>
<tr>
<th>Facilitative Categories</th>
<th>F</th>
<th>% within Superordinate Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Emotional Support</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>1. Talking and Listening</td>
<td>24</td>
<td>40.7</td>
</tr>
<tr>
<td>2. Optimism and Encouragement</td>
<td>25</td>
<td>42.4</td>
</tr>
<tr>
<td>3. Belonging and Affection</td>
<td>7</td>
<td>11.9</td>
</tr>
<tr>
<td>4. Realistic Expectations</td>
<td>3</td>
<td>5.1</td>
</tr>
<tr>
<td>II. Informational Support</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>1. Receiving Job Leads</td>
<td>12</td>
<td>63.2</td>
</tr>
<tr>
<td>2. Employment Skills</td>
<td>7</td>
<td>36.8</td>
</tr>
<tr>
<td>III. Material Support</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>1. Assistance with Social Interaction/Recreation</td>
<td>9</td>
<td>17.6</td>
</tr>
<tr>
<td>2. Financial Assistance</td>
<td>24</td>
<td>47.1</td>
</tr>
<tr>
<td>3. Help with Transportation</td>
<td>12</td>
<td>23.5</td>
</tr>
<tr>
<td>4. Help with Accommodation/ Household Tasks</td>
<td>6</td>
<td>11.8</td>
</tr>
</tbody>
</table>
Table 7.

<table>
<thead>
<tr>
<th>Hindering Categories</th>
<th>F</th>
<th>% Within Superordinate Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Emotional Support</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>1. Not Having Time To Listen and Understand</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>2. Negative Judgements/ Criticism and Blame</td>
<td>21</td>
<td>33.3</td>
</tr>
<tr>
<td>3. Lack of Encouragement and Optimism</td>
<td>8</td>
<td>12.7</td>
</tr>
<tr>
<td>4. Pressure to Continue Job Search</td>
<td>8</td>
<td>12.7</td>
</tr>
<tr>
<td>5. Unrealistic Expectations</td>
<td>6</td>
<td>10.2</td>
</tr>
<tr>
<td>6. Alienation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>II. Informational Support</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1. Support People Not Supplying Job Leads</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>2. Negative Information Concerning Unemployment</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>III. Material Support</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>1. Lack of Financial Assistance</td>
<td>7</td>
<td>77.8</td>
</tr>
<tr>
<td>2. No Help With Transportation</td>
<td>2</td>
<td>22.2</td>
</tr>
</tbody>
</table>
Support' was 'Financial Assistance' (47.1%). 'Help With Transportation' (23.5%) was also reported as being facilitative. As illustrated in Table 7, the sub-category 'Lack of Financial Assistance' (77.8%) was cited as being most hindering to these youth.

The frequencies and percentages of each facilitative and hindering sub-category are illustrated in Table 8 and Table 9, respectively.

In Table 8, it is demonstrated that 'Optimism and Encouragement' (19.4%), 'Talking and Listening - Being Understood' (18.6%), and 'Financial Assistance' (18.6%) were the three most frequently mentioned facilitating sub-categories.

In Table 9, the two most frequently reported hindering sub-categories are 'Negative Judgements/Criticism and Blame' (26.2%), and 'Not Having Time to Listen and Understand' (21.2%). Both of these sub-categories fall within the superordinate category of 'Emotional Support'.

Because there is little understanding of what key others do or say during this stressful unemployment experience, the results will attempt to isolate and yield information on which key others are responsible for supplying specific types of support. Tables 10, 11, 12, 13, and 14 outline the types of support and identify those responsible for the facilitative and hindering incidents within each sub-category and each superordinate category.

As Table 10 indicates, the overall percentage of emotional support was obtained from friends of the participant (42.4%), while parents provided 32.2% of the total emotional support.
Table 8.

Frequency and Percentage of Incidents Within Each Facilitating Subordinate Category

<table>
<thead>
<tr>
<th>Facilitation Categories (n = 129 facilitation incidents)</th>
<th>F</th>
<th>% Within Facilitative Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Emotional Support</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>1. Talking and Listening - Being Understood</td>
<td>24</td>
<td>18.6</td>
</tr>
<tr>
<td>2. Optimism and Encouragement</td>
<td>25</td>
<td>19.4</td>
</tr>
<tr>
<td>3. Belonging and Affection</td>
<td>7</td>
<td>5.4</td>
</tr>
<tr>
<td>4. Realistic Expectations</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>II. Informational Support</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>1. Receiving Job Leads</td>
<td>12</td>
<td>9.3</td>
</tr>
<tr>
<td>2. Employment Skills</td>
<td>7</td>
<td>5.4</td>
</tr>
<tr>
<td>III. Material Support</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>1. Assistance With Social Interaction/Recreation</td>
<td>9</td>
<td>7.0</td>
</tr>
<tr>
<td>2. Financial Assistance</td>
<td>24</td>
<td>18.6</td>
</tr>
<tr>
<td>3. Help With Transportation</td>
<td>12</td>
<td>9.3</td>
</tr>
<tr>
<td>4. Assistance With Accommodation/ Household Tasks</td>
<td>6</td>
<td>4.7</td>
</tr>
</tbody>
</table>
Table 9.

<table>
<thead>
<tr>
<th>Hindering Categories (n = 80 hindering incidents)</th>
<th>F</th>
<th>% Within Hindering Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Emotional Support</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Not Having Time to Listen And Understand</td>
<td>17</td>
<td>21.2</td>
</tr>
<tr>
<td>2. Negative Judgements, Criticism/Blame</td>
<td>21</td>
<td>26.2</td>
</tr>
<tr>
<td>3. Lack of Encouragement and Optimism</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>4. Pressure to Continue Job Search</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>5. Unrealistic Expectations</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>6. Alienation</td>
<td>3</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>II. Informational Support</strong></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1. Support People Not Supplying Job Leads</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>2. Negative Information Concerning Employment</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>III. Material Support</strong></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>1. Lack of Financial Assistance</td>
<td>7</td>
<td>8.8</td>
</tr>
<tr>
<td>2. No Help With Transportation</td>
<td>2</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Siblings supplied 17% of this form of support. In examining family support, a total of 49.2% would be accounted for, if sibling support is included.

In comparison, as Table 11 indicates, 62% of emotional support of a hampering nature was contributed by the parents, while only 15.9% of this negative support was by friends. Total family support of an hindering emotional nature amounts to 81%. In both facilitative and hindering instances, relatives provided only minimal support.

In regards to Informational Support, as indicated in Table 10, the highest percentage received (36.8%) was received from counsellors and job clubs. Parents, however, were instrumental in furnishing 26.3% of this type of support. Participants reported receiving low informational support (15.8%) from friends.

Hindering Informational Support, Table 11, was surprising in that parents (87.5%) were reported to be responsible for not supplying job leads or tips more often than anyone else. There were no reported hindering incidents involving siblings or counsellors, and friends rated low (12.5%).

In terms of Material Support, Table 10 demonstrates the high number of respondents reporting parents (43.1%) as being helpful, compared to the number reporting siblings (17.6%), or friends (23.7%) as being supportive.

In comparison, Table 11 demonstrates that respondents reported siblings (55.4%), and parents (44.4%) as being solely responsible for not assisting with necessary material support.

Therefore, it would appear that friends are the most helpful
Table 10.

<table>
<thead>
<tr>
<th>Superordinate Category</th>
<th>F</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Emotional Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. From Parents</td>
<td>19</td>
<td>32.2%</td>
</tr>
<tr>
<td>B. From Siblings</td>
<td>10</td>
<td>17.0%</td>
</tr>
<tr>
<td>C. From Friends</td>
<td>25</td>
<td>42.4%</td>
</tr>
<tr>
<td>D. From Relatives</td>
<td>2</td>
<td>3.4%</td>
</tr>
<tr>
<td>E. From Counsellors</td>
<td>3</td>
<td>5.1%</td>
</tr>
<tr>
<td>II. Informational Support</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>A. From Parents</td>
<td>5</td>
<td>26.3%</td>
</tr>
<tr>
<td>B. From Siblings</td>
<td>2</td>
<td>10.5%</td>
</tr>
<tr>
<td>C. From Friends</td>
<td>3</td>
<td>15.8%</td>
</tr>
<tr>
<td>D. From Relatives</td>
<td>2</td>
<td>10.5%</td>
</tr>
<tr>
<td>E. From Counsellors</td>
<td>7</td>
<td>31.8%</td>
</tr>
<tr>
<td>III. Material Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. From Parents</td>
<td>22</td>
<td>43.1%</td>
</tr>
<tr>
<td>B. From Siblings</td>
<td>9</td>
<td>17.6%</td>
</tr>
<tr>
<td>C. From Friends</td>
<td>14</td>
<td>23.7%</td>
</tr>
<tr>
<td>D. From Relatives</td>
<td>6</td>
<td>10.2%</td>
</tr>
<tr>
<td>E. From Counsellors</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
in terms of emotional support, while parents excelled in providing material support. However, it should be noted that parents also exerted a strong negative influence in regards to this material support. That is, they were responsible for contributing both major sources of support in addition to sources of strain. With informational support, parents again represented major sources of support and strain.

Parents

Parents contributed minimal emotional support (8.3%) in the form of showing understanding through talking and listening as demonstrated in Table 12. They did, however, provide maximum support (52%) in terms of being encouraging and being optimistic about the future and job prospects.

Emotionally, parents were hindering in the areas of criticizing, blaming and having negative judgements towards the youth in question (57.1%). In addition, parents were cited as being solely responsible for maintaining unrealistic expectations and pressured the youth (88%) to continue the job search despite their feelings of futility and failed attempts (See Table 12). Often parents would insist that the youth explore options that were simply not feasible, thus setting the youth up for additional failures and disappointments which further eroded their self esteem.

Parental expectations consisted of searching and applying for jobs on a continual basis that the participants were either
Table 11.

<table>
<thead>
<tr>
<th>Superordinate Category</th>
<th>F</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Emotional Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. From Parents</td>
<td>39</td>
<td>62.0%</td>
</tr>
<tr>
<td>B. From Siblings</td>
<td>12</td>
<td>19.0%</td>
</tr>
<tr>
<td>C. From Friends</td>
<td>10</td>
<td>15.9%</td>
</tr>
<tr>
<td>D. From Relatives</td>
<td>2</td>
<td>3.4%</td>
</tr>
<tr>
<td>E. From Counsellors</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>II. Informational Support</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>A. From Parents</td>
<td>7</td>
<td>87.5%</td>
</tr>
<tr>
<td>B. From Siblings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. From Friends</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>D. From Relatives</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>E. From Counsellors</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>III. Material Support</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>A. From Parents</td>
<td>4</td>
<td>44.4%</td>
</tr>
<tr>
<td>B. From Siblings</td>
<td>5</td>
<td>55.5%</td>
</tr>
<tr>
<td>C. From Friends</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>D. From Relatives</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>E. From Counsellors</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
### Emotional Support - Facilitative Incidents  
*(n = 59 facilitative incidents)*

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Siblings</th>
<th>Friends</th>
<th>Relatives</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feelings understood -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talking and listening</td>
<td>F 2 8.3%</td>
<td>F 6 25%</td>
<td>F 16 66.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Optimism &amp; Encouragement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F 13 52%</td>
<td>F 2 8%</td>
<td>F 6 24%</td>
<td>F 2 8%</td>
<td>F 2 8%</td>
</tr>
<tr>
<td>3. Belonging and Affection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F 2 28.5%</td>
<td>F 2 28.5%</td>
<td>F 3 42.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Realistic Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F 2 66.6%</td>
<td></td>
<td></td>
<td></td>
<td>F 1 33.3%</td>
</tr>
</tbody>
</table>

### Emotional Support - Hindering Incidents  
*(n = 63 hindering incidents)*

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Siblings</th>
<th>Friends</th>
<th>Relatives</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Key others not having</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>time to listen and understand</td>
<td>F 7 41%</td>
<td>F 7 41%</td>
<td>F 3 17.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Negative judgements,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>criticism and blame</td>
<td>F 12 57%</td>
<td>F 4 19%</td>
<td>F 3 14.2%</td>
<td>F 2 9.5%</td>
<td></td>
</tr>
<tr>
<td>towards youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Lack of encouragement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Optimism</td>
<td>F 7 88%</td>
<td></td>
<td>F 1 12.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Pressure to continue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>search</td>
<td>F 7 88%</td>
<td>F 1 12.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Unrealistic expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F 6 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Alienation</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Table 12.*
### Informational Support - Facilitative

**(n=19 facilitative incidents)**

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Siblings</th>
<th>Friends</th>
<th>Relatives</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Receiving job leads and helpful tips</strong></td>
<td><strong>F</strong> 5 41.7%</td>
<td><strong>F</strong> 2 16.7%</td>
<td><strong>F</strong> 3 25%</td>
<td><strong>F</strong> 2 16.7%</td>
<td></td>
</tr>
<tr>
<td><strong>2. Employment skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>F</strong> 7 100%</td>
</tr>
</tbody>
</table>

### Informational Support - Hindering

**(n=8 hindering incidents)**

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Siblings</th>
<th>Friends</th>
<th>Relatives</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Key people not supplying tips or job leads</strong></td>
<td><strong>F</strong> 5 83.3%</td>
<td></td>
<td><strong>F</strong> 1 16.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Information concerning employment</strong></td>
<td><strong>F</strong> 2 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Material Support - Facilitative Incidents
(n=51 facilitative incidents)

<table>
<thead>
<tr>
<th>Facilitative Incidents</th>
<th>Parents</th>
<th>Siblings</th>
<th>Friends</th>
<th>Relatives</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assistance with social interaction and recreation with others</td>
<td>F 2 22.2%</td>
<td>F 7 77.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Financial assistance and other material services</td>
<td>F 13 54.2%</td>
<td>F 2 8.3%</td>
<td>F 4 16.7%</td>
<td>F 5 20.8%</td>
<td></td>
</tr>
<tr>
<td>3. Help with accommodation and household tasks</td>
<td>F 4 66.6%</td>
<td>F 2 33.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Assisting with transportation</td>
<td>F 5 41.6%</td>
<td>F 3 25%</td>
<td>F 3 25%</td>
<td>F 1 8.3%</td>
<td></td>
</tr>
</tbody>
</table>

Material Support - Hindering Incidents
(n=9 hindering incidents)

<table>
<thead>
<tr>
<th>Hindering Incidents</th>
<th>Parents</th>
<th>Siblings</th>
<th>Friends</th>
<th>Relatives</th>
<th>Counsellors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Receiving no financial assistance</td>
<td>F 2 28.5%</td>
<td>F 5 71.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. No assistance with transportation</td>
<td>F 2 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
under-qualified or over-qualified for. Youths were often criticized for not trying hard enough or for wanting a short break from it all. These results support Kirsh's (1983) findings that those close to the unemployed person often responded in a negative manner and that family members and friends were of the opinion that the unemployed were not putting enough effort into finding work. Parents were not very supportive when it came to listening and appreciating the young person's dilemma.

As Table 13 indicates, parents were recognized as being very helpful in terms of relating job leads and giving useful tips concerning the job market and interview techniques (41.7%). However, although parents were identified as being helpful in this area by some respondents, they were also considered to be very unhelpful by not supplying job leads and tips. In other words, the respondents reported that their parents (83.3%) were most responsible for demonstrating a lack of interest in the search or not volunteering helpful hints and advice. In several cases, the parents clearly disapproved of the youths not attending school and would therefore ignore their problems in securing a job. This demonstrates how key others can exert both a positive and negative influence on these youth during times of stress. These results are consistent with Barrera (1981) who examined the social support systems of pregnant adolescents and concluded that major sources of support could also constitute major sources of stress.

In terms of material support (Table 14), parents were recognized as being the most helpful in providing financial
assistance (54.2%) and other material services such as photocopying resumes and supplying typewriters. It is possible that the unemployed youth's friends were not in a position to help in this manner. Financial assistance lent security to the individual and provided opportunities to seek out employment and to continue to participate in normal daily activities. There was a considerable degree of stress removed if the youth felt he/she could afford to pay rent, room and board, bills and food. Without this necessary support, youth often became immobilized. This concept is illustrated in Finlay-Jones and Eckhardt's (1984) study of unemployed 16-24 year olds. Their findings indicate that the inability to borrow money for both female and male subjects was one of the factors associated with an increased prevalence of psychiatric disorder.

Parents were also instrumental in helping with accommodation and other household chores (66.6%) as well as assisting with transportation (41.6%). Respondents found that help with transportation increased their access to employment opportunities which heightened their chances of regaining security and independence. Parents assisting the youths by way of lending a car, driving the youth to interviews or maintaining vehicle expenses was pertinent to their adjustment.

There was no mention of parents being helpful in relation to social interaction and recreation with others, although financial help played a role in allowing the youth to have funds to participate in these types of activities.

Parents were also identified by some of the respondents as
being unsupportive in regards to financial help. As Table 14 indicates, 28.5% of the participants reported their parents as being unhelpful and refusing to assist with bills, or supply funds necessary to continue their job search. Parents were also reported to be solely responsible for turning down these youth's requests for assistance with transportation such as borrowing the car.

To summarize, parents were clearly facilitative in the areas of supplying job leads and providing financial assistance but were almost equally as hindering in these categories. Parents were able to provide maximum emotional support in terms of being optimistic and encouraging, but again there were many instances referring to their negative judgements and blaming of these respondents. These findings confirm those of Clarke and Clissord (1982) whose study comparing 126 unemployed and 59 employed young men demonstrated that the unemployed group reported lower social support from the family than the employed group. In addition, this study emphasized the importance of friends in providing the necessary support. This study proposes that the lack of family support may occur because family members have a limited awareness of the consequences of unemployment.

Siblings

As evidenced by the data presented in Tables 12, 13 and 14, siblings played a less significant role in the adjustment of the respondents than either parents or friends. Siblings rated
higher than parents in providing emotional support through talking, listening and understanding the situation (25%) but their overall support was negligible. They were only minimally supportive by offering encouragement and being optimistic (8%) to their sibling experiencing unemployment.

It is interesting to note that siblings were identified, by the respondents, in furnishing negative emotional support by not having time to listen and demonstrate empathy and understanding (41%). Both parents and siblings contributed equally in this regard (See Table 12). However, they were less damaging than parents in terms of criticizing and blaming the youth for their current plight, with about 19% of participants citing siblings as behaving in this manner.

Siblings were not mentioned in sub-categories such as unrealistic expectations, lack of encouragement and optimism and alienation.

With informational support, (Table 13), siblings contributed little in the way of facilitative or hindering support. The respondents reported additional sibling support through supplying helpful job tips and leads (16.7%).

While parents did not assist with social interaction and recreation, siblings furnished some of this support (22.2%) to their unemployed brother or sister. They supplied even greater amounts of support with transportation (25%) by lending cars or driving the youth to interviews and other appointments (Table 14).

The number of respondents reporting siblings as hindering
their adjustment by not lending money or otherwise financially assisting them was surprising. Siblings (71.4%) were reported by respondents to be responsible for not helping out. The youth experiencing unemployment perhaps were expecting their siblings to be more supportive in this area and were disappointed with their negative response. Lack of funds served to limit participation in outside activities and severed or weakened their existing ties, which further isolated those unemployed. Millham, Bullock and Hosie (1978), in their study of unemployed youth, reported that half of the respondents reported a marked decline in their social life and recreational access due to restricted funds. Kirsh (1983), and Borgen and Amundson (1984) also found that the loss of a job adversely affected one's social system in terms of others distancing, thereby depleting the available resources to draw on. In this study, youth sometimes perceived their siblings as secondary sources of financial support after parents failed to meet their expectations and were even more discouraged when no support was offered.

Friends

Respondents cited friends (66.7%) as being essential in providing positive emotional support through talking and listening and demonstrating understanding of their situation. Having someone that the youth could talk to and vent their feelings without fear of reprisal was considered beneficial and instrumental in buffering their stressful experience. Friends
(24%) were also considered important by the participants in offering words and gestures of encouragement, and shedding hope on the future. In addition, the respondents identified their friends (42.8%) more than anyone else as providing the affection, warmth and caring that was needed during this life event (Table 12). Friends were reported much less frequently than parents and siblings as being unavailable to the participants when they required someone to talk to concerning their predicament (17.6%).

The participants reported no incidents involving friends pressuring them to continue the job search relentlessly nor placing unrealistic expectations and demands upon them. The absence of these unsupportive behaviors served to strengthen the existing emotional bonds to their friends.

Friends were identified by participants as exerting a hindering effect on their adjustment by distancing themselves, withdrawing and generally becoming less available to the youth. This was described as an alienating experience - a loss that compounded the unemployment experience. These results confirm those of Amundson and Borgen (1987) whose study identified shifts in friendship patterns whereby people close to the person unemployed often pulled away or distanced themselves. The reason for this was attributed to support people feeling uncomfortable and unable to understand the experiences of the unemployed person.

Friends were the only group of individuals whose distancing was mentioned by the youth. They often reported being excluded from normal activities and "left out" because of not having a
job. (See Table 12). Several respondents indicated a change or reduction in their networks once their daily structure was altered.

As indicated in Table 13, friends were reported by participants as being supportive by volunteering news and information about job openings (25%). Although parents contributed more information, the youth found that the sharing and exchange of job leads with their friends was helpful, a joint activity.

In terms of material support (Table 14), respondents found friends to be highly significant (77.7%) in their assistance and participation in recreational activities and outings. Having fun, keeping busy and being able to maintain a certain degree of pre-unemployment activity level was a priority for these youths. Friends (16.7%) provided minimal financial support but did offer more assistance than siblings. Friends and siblings contributed equally (25%) in their share of transportation assistance. It is interesting to note that while parents were considered both helpful and unhelpful in their contribution with finances and transportation, friends were reported only as being helpful in these two areas.

Generally, respondents deemed friends as contributing significantly to their emotional strength by talking, listening and demonstrating an understanding of what they were going through. In addition, participants singled out friends as being particularly important in helping them participate in recreationally oriented activities.
Borgen and Amundson (1984) found that social support systems were very important in helping the unemployed person maintain a sense of confidence. They reported that support from friends was listed as most important in helping maintain spirits.

Relatives

Relatives were not often referred to by participants as being either supportive or non-supportive. They provided minimal encouragement and optimism to the youth, perhaps because they were seldom turned to in times of need. Some of the incidents cited relatives in a negative light, projecting blame and criticizing the youth (9.5%). Relatives furnished some positive support of an informational nature, passing on job leads and tips (16.7%). It is interesting that relatives contributed significantly financially (20.8%), second only to parents. Generally, relatives appeared to offer more positive support with little hindering effects.

Counsellors

In this study counsellors offered support in two major areas - emotional and informational. There were no negative incidents mentioned by the participants concerning counsellors. Emotionally, counsellors offered support by offering hope for the future (8%) in an encouraging manner and by displaying realistic expectations (33.3%). Counsellors were identified by the youth as being most responsible for furnishing positive informational
support specific to job search techniques and related employment skills (100%). Youth reported this type of support to be instrumental in their coping ability and adjustment to unemployment. It was demonstrated that counsellors and job clubs provided the most useful information on how to get and keep a job by providing concrete instruction and training.

These factors correspond to Borgen and Amundson's (1984) findings that the participation in job search support groups was effective in facilitating adjustment to unemployment. One of the factors that helped these individuals was the range of job search techniques provided.
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

As unemployment will likely be a constant companion for many years to come, it is imperative that counsellors and other professionals working within this realm have a thorough working knowledge of the devastating emotional, psychological and social effects of job loss and long term unemployment.

It is clear that social supports can insulate the individual experiencing unemployment, however these supports must be strengthened in order to maximize the potential benefits. Casel (1976) maintains that social contacts are more amenable to change than coping ability, therefore, in times of stress, one needs to utilize these valuable social assets. As friends were considered important supports to the unemployed youth, counsellors can encourage increased social contact through support groups containing both the unemployed and his/her friends. Information workshops for parents, other family members and friends of unemployed youth would be helpful in explaining the consequences of unemployment and focusing on the emotional needs of the youth.

The following section suggests counselling strategies for professionals working with this population.

A familiarity with the stages of unemployment including job search and burn out is a necessary foundation for working with these youth. In addition, recognition of the importance of social supports and the need to strengthen ties to significant others during times of stress is crucial to the adjustment of
youth experiencing unemployment. It is recommended that counsellors be prepared to offer crisis intervention and management as they may well be faced with youth requiring this service. The goal of crisis counselling/intervention is to prevent further deterioration, return the individual to a pre-crisis level and to provide the client with an ability to deal with future situations (Umana, Gross & McConville, 1980). These skills may be necessary in order to stabilize an individual in crisis.

The counsellor could assist the youth in pinpointing strengths and weaknesses of his/her support network and in identifying sources of support and strain, as the results from this study indicate that parents can be responsible for both negative and positive forms of aid. A necessary foundation is the validation of feelings and the degree of emotional support required during this period. The counsellor could further assist in clarifying options and facilitating the finding of alternate options in order to meet the specific needs of this population.

During the course of interviewing, the respondents consistently referred to their need for emotional support and the subsequent lack of it from their parents. Hence, recommendations for future programming include educating the parents regarding the specific needs of this population as well as assisting the youth with an awareness of parental sources of strength and strain. For example, parents were not considered helpful when it came to understanding the youth's situation and were unable to demonstrate empathy through talking and listening, but did,
however, excel in their ability to provide encouragement and optimism. Therefore, counsellors may suggest that friends be identified and sought out for emotional support of an understanding nature, while relying on parents for more basic forms of encouragement. To facilitate this process, the youth could plot their own personal support map in order to identify the influence of key others within their circle. The individual could pinpoint emotional and other needs and could arrange to spend additional time with persons considered helpful and supportive. Examples of exercises include:

1. Examine your social network in order to determine and assess whether your needs (emotional, informational and material) are met and by whom.

2. To determine whether your personal network contains built-in supports.

3. To question whether your support system is adequate in terms of quantity and quality of support.

The counsellor could inquire if the youth has someone he/she can go to for the following:

1. Fun
2. Practical advice
3. Information
4. Emotional advice/mentor
5. Nurturance
6. Validation
7. Affection
8. Leisure/recreation
9. Financial assistance
The goal would be for the youth to know when they require assistance from other people and to generate the necessary skills for arranging and increasing contacts with others. Counsellors could learn about an individual client's facilitating and hindering sources from that client and could utilize this knowledge in the counselling process. As friends were considered essential in providing emotional support, counsellors could encourage clients to seek out new friends and to maintain and strengthen existing friendships.

Counsellor's would also be in a position to seek out resources and potential supports (groups, workshops, organizations) and make the appropriate referrals.

Another area worth exploration is the manner in which an individual defines unemployment. Counsellors may want to suggest ways of reframing this experience by examining the economic and situational factors involved. It is recommended that counsellors challenge the youth's feelings of self blame and inadequacy. Alternate coping strategies and stress relieving activities might be suggested as a means of venting and re-directing these emotions. It is also suggested that counsellors be cognizant of the dynamics of victimization accompanying unemployment - helplessness, hopelessness and low self esteem. Using this as a basis, counsellors could explore means of staying healthy and identify sources of ego repair. This may involve channelling youth into areas such as exercise programs, use of relaxation techniques or the development of hobbies and
interests. Further, these activities would possibly allow for interaction with potentially supportive individuals.

The counsellor may want to assist clients in developing their inner strengths and potential through suggesting alternate means of productivity such as volunteer work. This option serves to structure their time, increase self satisfaction and may strengthen ties with other individuals, as the results indicate a decrease in the amount of support from parents.

An important facet of the service delivery involves the education of parents and other potential support persons through individual or group counselling sessions. These sessions could focus on the dynamics and the impact of unemployment and on the individual and key persons in his/her life. The specific needs of the youth could be emphasized and strategies for meeting these needs could be generated. The possibility of educating and mobilizing parents and other key individuals could become a valid means of intervention in counselling unemployed youths. The counsellor or other professionals involved may help facilitate open and direct communication within the family system and attempt to eliminate conflict in relationships generally considered supportive.

The results in this study indicate that parents played a major role in exerting both a positive and negative influence on the youth. Respondents reported that the stress of unemployment created friction in their relationship with their parents. Parents were also identified as not being able to appreciate and respond to the young person's dilemma and were therefore
responsible for having expectations that often exceeded the youth's current level of functioning. Counsellors may need to examine historic patterns of expectations in order to eliminate this often reported conflict of interests. In addition, some of the parents exerted pressure on the youth to quit seeking employment and return to school. Due to this finding counsellors may need to clarify for their clients and separate parental needs from client personal needs.

The youths in this study perceived encouragement as positive, and easily distinguished this form of assistance from pressure, in this case, pressure to continue with the job search. Encouragement was viewed as inspirational, a form of lobbying for the youth involved. According to the participants, encouraging words and acts from significant others boosted their spirits and motivated them to continue job searching. In contrast, pressure to continue seeking employment was generally perceived as demanding behavior which tended to curtail their attempts at seeking employment.

There was evidence that some parents projected their own hopes on the youths and pushed them to pursue avenues that are considered unsuitable or non-congruent with the youth's aspirations and qualifications. Parents need to be counselled in order to set realistic and feasible job and career goals, as parents and youths may differ over the youth's future educational and vocational plans. Parents can provide encouragement by giving cues or asking questions designed to increase the youth's motivation and job seeking behaviors. Parents can verbally
reinforce the indication that a youth is presently seeking information and leads pertinent to the job search. Through individual and group counselling, as well as public education forums, parents can learn concrete ways of demonstrating interest and generating positive forms of assistance.

Results indicate that some parents were recognized as contributing to the youth's feelings of isolation and immobilization by restricting funds for transportation and generally not supplying money for job search and other activities. Counsellors could advise parents on the long term benefits that may result when youth have reasonable access to funds. Perhaps an incentive program could be devised where parents contribute funds for worthwhile employment seeking activity and effort.

Finally, counsellors could develop a support group for unemployed youth, designed specifically to focus on the difficulties encountered, the feelings and emotions involved as well as the special needs of this targeted group. Groups can provide many advantages for unemployed youth. For example, it is important and helpful for these youth to know that they are not alone. Therefore, involvement with other youth in a similar situation can help to alleviate the isolation and alienation often accompanying unemployment. A group such as this could serve to strengthen ties and to increase network size. Another advantage of support groups is that members create a safe environment which encourages and promotes sharing and expression of feelings. Members could offer reciprocal support to one
another, through the exchange of skills such as budgeting, resume writing and the provision of emotional and informational support. In addition, constructive feedback from members frequently facilitates new learning and insight.

An important strategy in facilitating the adjustment of unemployed youth is to educate the general public in order to minimize the stresses associated with this life event and to promote greater understanding of the dynamics involved. The more information and knowledge people have regarding unemployment, the better able they will be to understand and grasp the dynamics of the situation. An increased understanding could promote and elicit stronger and more appropriate types of support to assist youth experiencing unemployment.

The educational system is a primary target to approach with information concerning the impact and magnitude of unemployment. There appears to be a need to continue to prepare students educationally for further training beyond the public school years. Information concerning the degree of unemployment and the necessity of courses focusing on employment skills for both graduates and drop-outs could soften the impact following completion of school if unemployment occurs. It is recommended that focus be placed on increasing career preparation and work experience programs.

In addition, parents play an important role in career planning as they often exercise influence over the attitudes of their children by means of conveying information. Expected outcomes of these programs are increased understanding and
possibly some concrete ways of demonstrating interest and providing greater assistance. Parental education and awareness programs could be instrumental in effecting change.

As the results indicate that counsellors were instrumental in providing informational support, there is an increased need for services that provide skills, emphasizing job search techniques, job-getting, and self-marketing strategies. Incorporated into these programs could be individual counselling sessions focusing on the personal impact of unemployment. Youths need to be realistically informed about their employment prospects in view of the current degree of unemployment. Professionals offering employment and career counselling could suggest related job options and career opportunities in areas of higher demand until their preferred career choice arena eases up. Specific information on depleted career options and re-channelling the youth is vital in attempting to maximize their chances of securing employment.

The mass media is an important area due to its impact on the public. Programs outlining the magnitude of unemployment, its emotional and psychological consequences and the needs of the youth experiencing this could familiarize the public and generate understanding and necessary support. It is also recommended that pamphlets on this topic be distributed to high schools, colleges and universities, libraries, recreational centres and the C.E.I.C. offices to promote knowledge and increase awareness of the problems face by this youth group.

Similar to the Crisis Line, an unemployment help line could
be implemented to assist those individuals in crisis. This telephone line could provide both emotional support through talking and listening to the youth calling, as well as informational support, such as referral to groups, job clubs and other sources of assistance. Another idea may be to connect each caller with four or five other youth within their local area in order to increase their supportive network and offer concrete advice and job leads.

Unemployment is increasing, particularly with respect to youth. It is hoped that the results from this research offer useful information that will help others understand the predicament of today's youth and the factors that facilitate or hinder their adjustment.

Limitations of the Study

The critical incident technique used in this study is of a subjective nature and is therefore subject to certain limitations. Due to the reflective nature of the data recall, the subject's may omit or forget important information. Also, because of the sensitive nature of the incidents, subjects may have been inclined to alter the facts to make their situation involving family, friends and key others seem more acceptable. However, given the voluntary nature of this technique and the anonymity provided, these limitations were kept to a minimum.

Generalizability of the results is affected by the number of respondents in the study. Since participants in this study were
limited in number to 14, this was taken into account when interpreting the results.

Borg and Gall (1983) pointed out that people who volunteer to participate in studies tend to have the following characteristics: better education, higher social-class status, higher intelligence, have an increased need for achievement and social approval and also tend to be more sociable than non-volunteers. This indicates that volunteer participants may identify different incidents than a non-volunteer group.

Thus, due to the descriptive methodology, small sample size and volunteer status of the respondents, the findings of this research are regarded as exploratory in nature. Recognizing the limitations of this study, these factors were taken into account when interpreting the results.

Implications for Further Research

The existing research on youth unemployment and social supports is very scarce. It is hoped that others will continue work in this area by exploring other aspects of the youth's situation.

Many additional questions arose while working with the data. Among these questions are the following:

1. How do significant others perceive the unemployed?
2. Does the length of unemployment affect the types of support, ie. quality or quantity required?
3. Do people that are unemployed create barriers between themselves and key others in their lives?
4. Do support people feel inadequate and consequently distance themselves from the unemployed person?
5. Does the sex of the youth affect the types of incidents reported?
6. Do life experiences of parents affect the quality or quantity of support they can offer?
7. What are the effects of quality of support versus quantity of support provided?

It would be helpful to conduct research on the support systems of other groups of unemployed persons such as college graduates, single individuals, and married couples. This would allow researchers to compare and contrast the results with this study. It would also be of interest to conduct studies focusing on the factors which facilitated or hindered key individuals in providing necessary forms of support. Valuable information could be obtained from peers' and family members' experience of relating to and assisting an unemployed person. Patterns of reactions to stress and methods of coping would be beneficial data.

It is recommended that similar studies be conducted on other groups experiencing a stressful life event involving a loss, such as divorce or death. It is possible that these groups may identify the same types of facilitating or hindering incidents or sources of support as the youth in this study, and therefore the implications and recommendations may be transferable to other
groups experiencing a similar life event.

One might explore factors or characteristics that led to the inability to offer maximum support such as personality differences and level of empathy. A study comparing families that tend to be supportive with families that clearly are unable to assist an unemployed member might extend the knowledge and information necessary to strengthen available supports.

It is also suggested that research examining the long term effects of support versus non-support on unemployed individuals could prove instrumental in implementing programs and resources to mobilize existing supports and serve as a form of prevention when anticipating times of crisis.

The role of social supports is significant in relation to buffering stressful life events and therefore additional research on unemployment and youth is necessary in order to improve service delivery to this population.
References


APPENDIX A

Subject Consent Form
Subject Consent Form

I agree to participate in a research project about being unemployed. I also understand that participation in this study is voluntary, that I am free to withdraw at any time or refuse to answer any questions.

I understand that this project will require me to talk with an interviewer for approximately one hour about my experience being unemployed. I understand that there may be follow-up questions by telephone after the interview. I give my permission for the interview to be audiotaped with the understanding that the contents of the interview will be kept confidential and be used for research purposes only. This taped interview is to be labelled with a randomly selected number and will be erased upon completion of the research. At the beginning of the interview I will complete a short questionnaire.

Signature of Subject
I Consent

Signature of Subject
I acknowledge receipt of consent form.

Barbara Marak
Researcher and Interviewer

Thesis Title: Social Support Factors Which Facilitate and Hinder Psycho-Social Adjustment of Unemployed Youth

Thesis Committee:
Dr. Norman Amundson, Counselling Psychology Dept., U.B.C.
Dr. William Borgen, Counselling Psychology Dept., U.B.C.
Dr. Larry Cohran, Counselling Psychology Dept., U.B.C.
APPENDIX B

Demographic Questionnaire
Demographic Questionnaire

Age: ____
Sex: ____
Previous Schooling: (check highest level completed)
Grade 8 ____
Grade 9 ____
Grade 10 ____
Grade 11 ____
Grade 12 ____
Colleges (specify year) ____
University (specify year) ____
Previous jobs: ________________
__________________________
__________________________
Income level of previous jobs:
   Hourly wage: ___________
   Monthly wage: ___________
Length of time unemployed:
   Months _____
   Years _____
Parents occupation: ________________
Subject's telephone number: ________________
Subject's address: ________________