Self-esteem, self-efficacy and employability among disadvantaged youth in Orange Farm, Johannesburg

Student: Renske van den Hof
Master program: Social Policy and Social Interventions
Student number Utrecht University: 4252748
Supervisor Utrecht: Trudie Knijn
Second lecturer: René van Rijsselt
Supervisor Johannesburg: Kim Baldry
Date: 15.08.2015

Acknowledgements

Writing this master thesis as the final work of my master 'Social Policy and Social Interventions' at the Utrecht University, has been a great journey for me. The research I conducted, explores the content of the concepts self-esteem, self-efficacy and employability by examining what these constructs mean to young graduates and the staff of Afrika Tikkun's Career Readiness programme in Orange Farm, Johannesburg.

Summary

Youth unemployment is one of the challenges South Africa's society is dealing with. Many of these unemployed young people live in townships. To increase their chances on the labour market, various organisations try to help them to become more employable. Many programmes that stimulate employability focus on increasing young people's self-esteem and self-efficacy. Possibly, because literature suggest that high self-esteem and high self-efficacy have a positive impact on employment options. One of the programmes that does this is Afrika Tikkun's Career Readiness programme in Orange Farm. Afrika Tikkun is a NGO which offers a wide variety of training and support to children and young people in townships. To help do this it is crucial to understand the content of these concepts in the context of Orange Farm. This study therefore focusses on what it means to value yourself (self-esteem) and belief in your own capabilities (self-efficacy). Secondly, it explores how graduates and other stakeholders of the programme view the relation between self-esteem and self-efficacy and employability. The present study also provides an explanation on the influence of the programme on employability trough addressing self-esteem and self-efficacy.

Participants of this study are Career Readiness' graduates of the first cohort of 2015 and the last cohort of 2014. Moreover, one manager of the Arekopaneng community centre and one trainer participated in the research. In-depth interviews and a focus group were used to explore the ideas of these stakeholders. During the interviews the concepts were defined as feelings of self-worth, belief in your own capabilities and the ability to find and remain in employment. Thereafter, the answers of the stakeholders were analysed using Nvivo 10 software. The results showed that relations with others (peers, family and community members) were described as crucial when valuing oneself, trusting ones capabilities and finding work. Young people defined their self-worth based on their family relations and their cultural background. How other community members and peers viewed their 'identity' based on the abovementioned subjects, also influenced how young people valued themselves. To shape and alter views of peers and community members young people pointed out the importance of communication. Self-efficacy was strengthened by achievements in education and shaped by future perspectives. The level of self-efficacy was determined by the amount of support they received from their direct surroundings. Employability mainly depended on professional skills and the ability to retrieve information from a social network. Striking was the lack of trust in labour legislation among young people in Orange Farm. The responses from the research participants supported the expectation based on the literature that high self-

esteem and high self-efficacy lead to high employability. They stated that being confident with yourself gave them the trust they needed to apply their skills and qualities in their job search and future employment. Additionally, graduates mentioned that high self-esteem and self-efficacy can help to collect information regarding job posts from their social contacts. The Career Readiness programme helped the participants to gain skills and express themselves in front of others. The latter helped these young people to become more employable.

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Content

1. Introduction

As the capital of the South African province Gauteng, the city of Johannesburg struggles with high youth unemployment rates (Statistics South Africa, 2014). In 2014 the youth unemployment rate was 36.4% in Gauteng. However, this rate reflects the narrow definition of unemployment, meaning that only the people who are looking for work are included in the statistics (Statistics South Africa, 2014). Thus, when young people who are not looking for work are included the number might be much higher (Kingdom & Knight, 2007). This demonstrates that it is a major problem in Gauteng today. The present study therefore focuses on the employment chances of young people who live in Orange Farm, a township in Johannesburg.

Townships are known for lacking resources, which can negatively influence the employment options of young people living there. For example the minor transportation options (Geerars, 2013), social assistance for those without work history (Altman, Mokomane & Wright, 2014) and the lack of information (Geerars, 2013) are factors which can lead to poor employment chances. Moreover, the areas themselves lack employment chances due to poverty, and vice versa (Mlatsheni & Rospabé, 2002). Furthermore, young people in townships are more likely to be involved in risk behaviour such as unsafe sexual activities and substance abuse or have absent family members (Graham, 2012). This increases the risk of falling pregnant at a young age (Scaramella, Conger, Simons & Whitbeck, 1998), which withholds young women in townships from accessing employment (Mlatsheni & Rospabé, 2002). This disadvantaged position prevents young people from accessing employment and/or pursuing higher education (Geerars, 2013; Seddon, Hazenberg & Denny 2012; Graham, 2012). In addition, young people often lack the skills that are required by the labour market. The combination of these factors results in young people being and remaining unemployed (Mlatsheni & Rospabé, 2002). Being in this position makes them disadvantaged compared to others who have the chance to access education or employment (Mlatsheni & Rospabé, 2002).

Participating in the labour market will give young people a chance to become active citizens, which may improve the economic situation of the country (Graham, 2012). Moreover, employment can influence the social status and life chances of people, for example in the townships of Johannesburg being employed enables young men to contribute financially to the household (Graham, 2012). Employment thus helps young people in townships to cope

with some of the social economic challenges they encounter. Besides, employment often has a psychological function (Du Toit, 2003). It enhances one's personal wellbeing (Du Toit, 2003). Increasing the employment chances of disadvantaged young people is therefore important.

The extent to which young people are able to use and learn skills, which might help them find work, depends on their personal capital. This is made up of their talents, motivation, resilience and self-esteem (Phillips, 2010). In addition having confidence in oneself and trust in the effectiveness of one's own actions increases the likelihood of finding a job (Potgieter, 2012; Eden & Aviram, 1993). Furthermore people's perception of their employment options and abilities, influences employment chances (Rothwell & Arnold, 2007). Being unemployed may lead to a negative perception of their capabilities and themselves (Patel, Noyoo & Loffell , 2004; Du Toit, 2003). This can have consequences for the way these young people perceive their employment chances (Rothwell & Arnold, 2007; Potgieter, 2012). To stimulate employment among young people seems therefore essential to support their own confidence and their capabilities.

The present study will investigate employability among young people who are living in one of the townships in Johannesburg, namely Orange Farm. More specifically it will look at the influence of the Career Readiness programme, offered by Afrika Tikkun in Orange Farm. This NGO offers services to help young people in their quest for a job. One of these services is the Career Readiness programme, which takes two months to complete and helps the participants become more employable (Afrika Tikkun Services, 2014). The policy theory of the Career Readiness programme assumes that in order to become more employable, participants need to be confident about themselves and confident to act (Afrika Tikkun Services, 2014). Increased confidence might help the participants to fully master the new skills offered by the programme, which in turn will help them navigate on the labour market and increase their employability (Afrika Tikkun Services, 2014). Young people included in this study are between the ages of 18 and 35 (the eligible age for the Career Readiness programme) (Afrika Tikkun Services, 2014) and have recently completed the programme in Orange Farm.

1.2 Overview

This thesis starts with a theoretical framework that reviews the literature on the concepts relevant in the present study. Secondly, the research objectives are described leading to the research question. After that the methodology explains how the data collection and analysis was conducted. Thereafter, the results are presented. The last chapter provides an answer to the research question and the final conclusions. Finally, recommendations for further researches are presented in the last chapter.

2. Theoretical framework

The following chapter will first provide a discussion on the concepts of self-esteem, self-efficacy and employability. Thereafter, the relation between these constructs will be clarified. Lastly, this chapter will provide an explanation how these theoretical approaches are used in the present study.

2.1 The concept employability

Employability is often described as the ability to find a desired job (Berntson, Näswall & Sverke, 2008; Rothwell & Arnold, 2007) or to remain employed (Rothwell & Arnold, 2007). Others define it as the willingness to remain attractive for employers (Sanders & De Grip, 2004). Sol and Kok (2011) state that the ability to work includes various skills, ranging from hard (occupational) skills, to soft skills like social skills. Potgieter (2012) hypothesises that employability includes a wide range of factors: it can be a reflection on career options, the recognition of own skills, social network, ability to adapt to different surroundings and openness to feedback from others. Others suggest that it also relates to the ability to handle specific work related problems (Bernston et al., 2008). However, employability does not only depend on individual attributes, it is also influenced by the current state of the labour market, for example the demand for one's profession (Rothwell & Arnold, 2007). Yet the main focus of this research is on individual self-esteem and self-efficacy and the relation of these concepts with employability. It will therefore look at individual perception of employability.

2.2 The concept self-esteem

Self-esteem refers to feelings of self-worth (Shaffer, 2009; Phillips, 2010; Potgieter, 2012). Literature often distinguishes between global self-esteem and domain specific self-esteem. Global self-esteem refers to the overall feeling of self-worth. Domain specific self-esteem suggests that feelings of self-worth depend on the setting. Therefore, someone can be very confident in general but at the same time have low self-esteem in specific circumstances

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(Shaffer, 2009). Apart from differences between settings, reasons for low or high self-esteem differ between men and women. For men getting ahead of others seems to be important for maintaining a high self-esteem, for women contact with others is more relevant. Also, men associate self-esteem with personal achievements whereas women link their self-esteem to approval of others. For both male and female adolescents self-esteem seemed to be strongly shaped by relations with peers rather than parents (Thorne & Michaelieu, 1996). However, other studies find evidence for the influence of parenting on adolescents self-esteem (Bean, Bush, McKenry & Wilson, 2003). Bean et al. (2003) conclude that behavioural control and psychological control have a negative influence on the self-esteem of adolescents. In addition, a single parent family structure relates negatively with self-esteem and maternal support positively. It should be noted that the influence of family characteristics and parental behaviour differentiate between ethnical groups. Family structure and maternal support only has a significant influence on self-esteem in African American families. Whereas behavioural and psychological control only significantly relates to the self-esteem of adolescents with an European background (Bean et al., 2003). Apart from family and peers, being unemployed may lead to loss of confidence and lower self-esteem (Patel et al. 2004). Several studies conclude that when self-esteem increases employability improves (Potgieter, 2012; Trzesniewski et al., 2006). So when trying to increase employability of unemployed young people, it might be important to stimulate their self-esteem.

2.3 The concept self-efficacy

Self-efficacy refers to the extent to which people believe in their capabilities. In short the perception of their own competence (Bandura, 1982; Eden & Aviram, 1993; Scholz1, Doña, Sud & Schwarzer, 2002). Self-efficacy has an effect on people's coping behaviour, and how they deal with different situations. It also influence people's emotional reactions towards these situations (Bandura, 1982). When people have a low self-efficacy they have troubles adapting to changing circumstances (Scholz1 et al., 2002). This might cause people to avoid certain environments that require coping behaviour of which they think it exceeds their own capabilities. Moreover, self-efficacy determines the efforts and persistence of people, higher levels of self-efficacy might therefore lead to more persistence in job searching (Bandura, 1982). Additionally, people with higher levels of self-efficacy tend to set higher goals for themselves (Scholz1 et al, 2002). Eden and Aviran (1993) state that people with high self-efficacy are more likely to act in response to job opportunities. Vice versa, low self-efficacy makes it less likely for people to undertake action to find employment (Scholz1, Doña, Sud &

Schwarzer, 2002). As noted in the introduction, being unemployed can influence one's self-efficacy (Du Toit, 2003). Consequently, people might avoid new environments that can help them find work, because they might fear failing. Also, self-efficacy can differ for setting to setting, because it relates to specific tasks (Chen Gully & Eden, 2004).

2.4 Overlap between the concepts

It is important to realize that self-esteem and self-efficacy are closely related to one another (Chen et al., 2004). Judge and Bono (2001) suggest that people with high self-esteem perceive a situation as an opportunity whereas people with low self-worth anticipate the same situation as a challenge they might fail to meet. This indicates that people who have a low self-image are less likely to think they can handle the circumstances they are in. The latter defines someone's self-efficacy (Bandura, 1982). In contrast, people with high self-esteem are tended to handle situations more effectively, which helps them maintain their positive self-image (Judge & Bono, 2001). On the other hand, people who feel incapable of controlling a situation can feel helpless and anxious within that moment (Scholz1 et al., 2002). It could be that these feelings have a negative influence on someone's self-worth. Therefore, the relation between self-esteem and employability may be influenced by perceptions of self-efficacy (Chen et al., 2004), because people who are confident about themselves and therefore about their own actions, are more likely to be employable (Eden & Aviram, 1993). In addition, Eden and Aviram (1993) found that self-esteem and self-efficacy both decline when people become unemployed. This suggests a relation between the concepts.

It should also be noted that a person's own perception of their ability to find work (employability) may seem similar to self-efficacy. Yet, general self-efficacy is not necessarily related to work. Thus, whereas self-efficacy measures the general belief people have in their own capabilities, employability measures the work specific abilities of people such as knowing how to find and get a job. Nevertheless, it is an ongoing academic debate whether or not self-efficacy is part of employability (Bernston et al., 2008; Potgieter, 2012). Hence, it is crucial to recognize the possible overlap between self-efficacy and employability. Self-efficacy can increase employability (Moynihan, Roehling, LePine, & Boswell, 2003), but being highly employable also relates to high self-efficacy (Berntson et al., 2008).

2.5 Self-esteem, self-efficacy and employability in the present study

The discussion above shows the knowledge regarding the content and relation between self-esteem, self-efficacy and employability. Employability programmes often aim to improve and

stimulate participant's employability by using the relation between these concepts. Usually, they incorporate stimulating self-esteem and self-efficacy (Trzesniewski et al., 2006). Explore the meaning of self-esteem and self-efficacy according to participants, managers and trainers of an employability programme might therefore help explain the use of incorporating these concepts. Although many studies are conducted in townships (Geerars, 2013; Graham, 2012; Mlatsheni & Rospabé, 2002), little academic literature to be found on Orange Farm. For these reasons present study focusses on the Career Readiness programme of Afrika Tikkun in Orange Farm.

The aim of the programme is to prepare young people in deprived areas for the labour market (Afrika Tikkun Services, 2014). In order to increase employability, the Career Readiness programme points out the importance of psychological conditions. This part of the programme is called Personal Mastery and is centred around personal development. During the first month of the Career Readiness programme, Afika Tikkun Services organizes daily classes that address self-esteem and self-efficacy by focussing on themes like fear, self-management, victimization, values and beliefs, creating a life vision, thinking patterns and rights and responsibilities (Afrika Tikkun Services, 2014). The main idea is that this personal development will improve the ability of young people to find and remain in employment.

How the stakeholders (e.g. participants, trainers and managers) of the Career Readiness programme perceive the concepts of self-esteem, self-efficacy, employability and their relation is thus important in understanding how the programme can stimulate employability by addressing self-esteem and self-efficacy. Firstly, perceptions of participants regarding their ability to find work are questioned. As noted in the earlier this may depend on their self-esteem and self-efficacy (Potgieter, 2012; Eden & Aviram, 1993). Secondly, the content of self-esteem and self-efficacy are explored by addressing the perceptions of the different stakeholders concerning these constructs. Their perceptions of self-esteem may depend on their relations with peers and family (Bean et al, 2003; Thorne & Michaelieu, 1996). Estimates of their capabilities may depend on their self-esteem (Scholz1 et al., 2002). Since self-efficacy might shape the extent to which they view their surroundings as demanding and failure might influence self-esteem, self-efficacy might be determined by the relation of these young people with their environment (Scholz1 et al., 2002; Bandura, 1982). How exactly young people in Orange Farm perceive these concepts is examined in the present thesis. Because the present study aims to provide an overall image of self-esteem and self-efficacy, it

is focussed on overall feelings of self-worth and general estimates of their competence. The focus of the inquiry is therefore on global self-esteem and general self-efficacy, not on domain specific self-esteem or task specific self-efficacy (Shaffer, 2009; Chen et al., 2004). Given the fact that young people who enter the Career Readiness programme are unemployed (Afrika Tikkun Services, 2014), it might be that they have low self-esteem and self-efficacy (Patel et al. 2004; Du Toit, 2003). However, all the participants of the present study have already completed the Career Readiness programme. Therefore their perception of self-esteem and self-efficacy might differ from unemployed peers who have not completed the programme. Thirdly, how their self-esteem and self-efficacy was influenced by the programme, is explored by the present study. Furthermore, ideas of managers and trainers are included to clarify the intended effect of the programme on employability, self-esteem and self-efficacy.

3. The research objectives and research questions

The aim of present inquiry is two-fold, on the one hand this study explores how the stakeholders (e.g. trainers, participants and managers) (Rossi, Lipsey & Freeman, 2004) view self-esteem, self-efficacy, employability and how they think these concepts relate. On the other hand it will examine the influence of the Career Readiness programme on the perception of these constructs. The latter is done by focussing on how stakeholders think the programme affects self-esteem and self-efficacy and therefore influences employability. Stakeholders included in the present research are young people who participated in the Career Readiness programme in the last semester of 2014 and the first two months of 2015. Stakeholders are also trainers who facilitate the classes and managers are the ones who organize and monitor the programme (Rossi et al., 2004).

The study seeks to provide an answer to the following research question:

How do the stakeholders of Afrika Tikkun's Career Readiness programme perceive (the relation between) the concepts self-esteem, self-efficacy and employability and how does the programme influence the participants' perceptions of employability by addressing self-esteem and self-efficacy?

In order to answer the research question following sub questions are addressed:

What does employability, self-esteem and self-efficacy mean to the stakeholders?

How do self-esteem, self-efficacy and employability relate to one another, according to the stakeholders?

How are self-esteem and self-efficacy addressed by the Career Readiness programme according to the stakeholders?

How does this translate into increased perceived employability of the participants in the short term (immediately after completing the course) and the long term (6 months after completing the course)?

4. Methodology

The present study can be considered a case study because the aim is to gather in-depth information on the experiences of people involved in the Career Readiness programme of Afrika Tikkun. It will therefore only provide information about this single case (Creswell, 2003). This chapter describes the definitions of the key concepts, the data gathering and analysis.

4.1 The key concepts

The following paragraph discusses the key concepts and the operationalization of these concepts.

Self-esteem

To develop the interview questions information obtained from the Rosenberg scale (1965) was used. In the interviews the participants were asked questions based on this scale. To understand the concept of self-esteem among unemployed youth in Orange Farm, young people's perceptions of self-esteem and its' relation with the ability to find work are gathered. Therefore questions were asked about how they reflect on the feeling of having good qualities, feelings of pride and meaningfulness. Moreover, questions regarding feelings of uselessness and hope for change were asked (Rosenberg, 1965; Robins, Hendin & Trzesniewski, 2001). In the interviews with managers and trainers and during the focus groups the definition based on the literature was given first before any questions were asked about the concept itself. It was defined as the general feeling of self-worth. And refers to the extent to which people feel confident about themselves and how they value themselves as a person (Shaffer, 2009; Chen, Gully & Eden, 2001).

Self-efficacy

Self-efficacy was defined based on information obtained from the new general self-efficacy scale (Chen, Gully & Eden, 2001). This scale was chosen as an inspiration for the interviews, because its items are, unlike other self-efficacy scales such as the general self-efficacy scale, more distinct from self-esteem. In this scale self-efficacy relates solely to one's estimate of one's competence and capabilities (Chen, Gully & Eden, 2001). During the interviews the participants were asked to reflect on their own self-efficacy by asking about their belief in their own competence, belief in their ability to achieve self-set goals, their ability to successfully overcome challenges, task performance and achieving important outcomes. During the interviews and the focus groups, self-efficacy was defined by the researcher as to

what extent people believe in their ability to achieve goals. This definition was provided before asking any questions.

Employability

The examination of employability in the current study was based on the self-perceived employability scale developed by Rothwell and Arnold (2007). These authors define employability as the perceived ability to find and get the job you want (Rothwell & Arnold , 2007). Due to the fact that this may depend on a wide variety of things ranging from social networking skills to professional knowledge (Potgieter, 2012; Rothwell & Arnold, 2007) the participants were asked what they themselves think is important, including what extent they think they are able to find a job by themselves, how they are trying to find work and what they think is crucial when trying to find work or remaining in work. The concept was first defined by the interviewer and then interviewees were asked to elaborate on their perception and experiences regarding their employability. In the interviews with the trainers and managers and during the focus groups the concept was explained by the researcher as the perception of participants regarding their ability to navigate on the labour market.

The relation between self-esteem, self-efficacy and employability

As explained in the theoretical framework, the concepts are similar to some extent. Therefore, the concepts were again clearly defined when asking the participants about their ideas regarding the relation between the concepts. The participants were asked how self-esteem might influence employability. Moreover, they were asked to reflect on the relation between self-efficacy and employability. The questions were focussed on exploring the relation that is assumed in the literature: participants with high self-esteem and self-efficacy will also be more employable.

The Career Readiness programme

The perceived influence of the Career Readiness programme itself was examined during the study. The effects of the Career Readiness programme were addressed by asking people involved in the programme about their experiences and their ideas regarding change in the self-esteem, self-efficacy and employability. Special attention was paid to the experiences with the Personal Mastery lessons. The latter focuses on themes that could be expected to affect self-esteem and self-efficacy. Moreover, the participants were asked to express their ideas about how their experience with the programme helped them finding and/or staying in work. In short, how did it affect their perception of employability.

4.2 Participants and sampling

The data collection was done with the help of Arekopaneng community centre, one of Afrika Tikkun's centres that offers the Career Readiness programme in Orange Farm. Via the head office of Afrika Tikkun situated in Hyde Park Johannesburg, an appointment was made to join the graduation of the first Career Readiness class of 2015. During graduation the researcher was introduced to the students and staff members at Arekopaneng by Afrika Tikkun's head of training and development. After the introduction the researcher made efforts to get to know the students and staff of Arekopaneng. The researcher collected contact details of key staff members such as the facilitator/trainer of the class and the manager of the Arekopaneng community centre. Through these contacts the researcher managed to get access to information required for the data collection.

Every Afrika Tikkun Services site has several trainers a location manager and a skills developer. Arekopaneng specifically has two trainers in the programme and two managers in charge of the programmes within the community centre. One trainer and one manager were interviewed. These interviews were conducted together with a fellow researcher from Utrecht University (Kirsten Verhage). The trainers of the Career Readiness programme organize the daily lessons that address various subjects, including the Personal Mastery lessons. Every Career Readiness class has around 50 participants. The young people who were included in the present research had recently completed the Career Readiness programme. Out of the class 2015, 19 graduates participated in the focus group. The latter was organized at Arekopaneng in cooperation with the trainer and my fellow researcher from Utrecht University. In total 7 graduates from 2015 and 8 graduates of last year's cohort (2014) were included in the in-depth interviews. This latter group was still present at Arekopaneng for the IT or Fashion Design, two follow-up courses offered by Afrika Tikkun. Others who were already in employment, were still involved with the centre by staying in contact with the skills developer who is in charge of recruiting participants for the programme and providing information about work opportunities and learnerships. The young people in the present study were between the ages of 18 and 35 and had obtained their matric (meaning they have completed secondary education), which makes them eligible for the Career Readiness programme (Afrika Tikkun Services, 2014). Participants were recruited for the interviews and the focus groups via the Arekopaneng's skills developer.

4.3 Instruments

As noted above in-depth interviews with participants who completed the programme in 2015 or 2014 and a focus group with graduates from 2015 were conducted to acquire the necessary information. The focus group with the graduates of 2015 provided information on the broader context of the programme. Understanding the context is very important when studying the content of self-esteem, self-efficacy and perceptions of employability, because it can influence how interviewees view these concepts (Larkin, Watts & Clifton, 2008). This was done by assessing what it is like trying to find work in Orange Farm and why the young people decided to engage in the programme. Moreover, some attention was paid to the effect of the programme on the concepts of self-esteem, self-efficacy and ideas regarding employability. A focus group was used because it enables participants to add to each other's opinions and makes it easier for the young people to talk to the researchers for the first time (Barbour, 2007). The interview guide for the focus group is attached in appendix A.

The in-depth interviews with the (ex) participants, trainers and managers provided detailed information about their views on self-esteem, self-efficacy and employability as well as the relation between these concepts (Darlington & Scott, 2002). Moreover, interviewees were asked to illustrate their perceptions by providing every day examples and stories. By asking about their own opinion and experiences, their interpretation of the concepts was explored. In addition the influence of the Career Readiness programme on these concepts was discussed.

The focus groups with the participants and the interviews with all the stakeholders were semi-structured. Predetermined questions related to the study subjects were asked (Kvale, 2007). The aim of the interviews is to clarify the concepts of self-esteem, self-efficacy and employability and the relation between them within the Career Readiness programme. The interviews can therefore be categorized as conceptual interviews (Kvale, 2007), which emphasize conceptual explanations. The interview guide for the interviews with the trainer and manger is attached in appendix B. The interview guide for the interviews with the (ex) participants is attached in appendix C.

4.4 Analysis

The interviews were recorded with an audio recording device and subsequently transcribed. This study aims to provide an understanding of the perceptions of participants, trainers and managers. Therefore, their answers were analysed for the occurrence of particular structures and themes. To fully grab the content of self-esteem, self-efficacy and employability the data

analysis is based on ideas obtained from interpretative phenomenological analysis. The latter emphasizes to first to understand phenomena by mapping the experiences of the subjects. Secondly, it clarifies the meaning of phenomena by trying to understand these experiences in relation with the context of the subjects (Larkin, Watts & Clifton, 2006). In the present study the content of self-esteem, self-efficacy and employability of young people in Orange Farm is explored using the experiences and knowledge of Arekopaneng's personnel and participants regarding these constructs. Additionally, collecting the experiences with the Career Readiness programme and the sensed effects on these concepts, can clarify the influence of the programme.

To analyse the answers of the interviewees the transcriptions of the interviews were uploaded in NVivo software version 10. This software helped to match and summarize the answers of the stakeholders by providing options for bottom-up coding, that is retrieving codes (labels) from the data. Firstly, codes were produced by open coding that represent the concepts in the data. Secondly, axial coding was used to categorize the open codes and finally focussed coding was used to extract patterns from the data (Lapan & Quartaroli, 2009). In order to interpret these emerging patterns the theoretical background of the studied concepts was used as well as knowledge about the context. These patterns represent the meaning and explanation of the different concepts given by the stakeholders. Moreover, they show how the stakeholders perceive the correlation between these concepts. Lastly, it provided information about the influence of the Career Readiness programme regarding these concepts. The results from this analysis were used to answer the research questions.

Appendix D provides insights into how the theoretical constructs were linked to the data.

4.5 Ethical considerations

For ethical reasons participants of the study have to be aware of the study they are participating in and what their rights are as participants. Before taking part in this study interviewees were informed about the aims of the research, the context and their rights when participating. Additionally, every participant signed an informed consent form to confirm their understanding of these rights. After collecting the data the audio recordings were treated confidentially and carefully to guarantee the privacy of the participants. All participants participated voluntarily and had the right to choose whether they wanted to be in an interview or not (Boeije, 2010). However, it should be mentioned that the participants were recruited for the interviews with the help of the skills developer of Afrika Tikkun. The students are reliant

on this same skills developer's help when applying for bursaries and learnerships. Therefore it might be expected that the students would be cooperative anyway.

4.6 Reliability and Validity

Validity and reliability are key aspects in any piece of research. Therefore it is important to consider how these two aspects are represented in the present study. Reliability in qualitative research refers to the repeatability of the study and the researchers' ability to collect the data accurately. Internal validity refers to the extent to which findings are a true reflection of reality and external validity refers to the extent to which the findings are applicable across groups (Brink, 1993). Internal validity and reliability depend on the extent to which the answers of the subjects taking part in the studies are trustworthy. Therefore the researcher tried to minimize the distrust between the researcher and the subjects. How this was done is discussed below.

During this study the researcher was aware of the fact that she might be viewed as an outsider. Coming from the Netherlands and being white might have made participants feel uncomfortable. One must keep in mind that in South Africa people are still strongly segregated by race, income and space. However, being an outsider was sometimes an advantage, because participants tended to open up when they realized that the researcher was not from Orange Farm nor from South Africa. Maybe this was due to the fact that the researcher was not a part of the strong community and collective culture which seemed to be present in Orange Farm. Furthermore, the researcher got the idea that the fact that she was around the same age as the participants helped them to communicate in an informal manner (Hochfield & Graham, 2012).

In order to increase the trust between the researcher and the subjects numerous attempts to get to know each other were made by the researcher. In the first instance she was introduced to the people at the community centre during the participants' graduation. Moreover, chats during lunch were carried out to recruit participants for the focus group and get to know the students and staff. Thirdly, the researcher visited several sites in Orange Farm to get to know the community better. These included three different clinics, the shopping mall, a police station and library, as well as the Skill Centre which was another community centre. Lastly, the researcher also spend considerable time just being present at the community centre until people were used to her presence. Getting to know each other before carrying out the in-depth

interviews helped to increase validity and reliability as the participants might now be more willing to answer the interview questions truthfully.

Additionally, the research instruments were checked by several readers to minimize systematic mistakes that might have lowered the validity of the study (Brink, 1993; Boeije, 2010). During the interviews the questions were explained in advance to the interviewees. This was done to increase their understanding of the subjects being examined, thereby improving the internal validity aspect of the study (Boeije, 2010). Since the present inquiry is a case study it is hard to generalize the findings to a larger population of disadvantaged youth. However, these findings might be applicable to new groups of participants entering the Career Readiness programme, increasing the external validity of the study (Brink, 1993).

To ensure the reliability of the study the answers given were checked with the subjects themselves during the interviews to avoid misinterpretations. During the analysis codes given to fragments to extract patterns, were discussed with fellow researchers to avoid unsystematic mistakes and interpretation errors affecting the reliability of the research (Brink, 1993; Boeije, 2010).

5. Results

The following chapter describes the research findings using quotes from the interviews. Quotes used in this chapter are altered to make them more readable. The sub questions are used to structure this chapter. This study was conducted at Orange Farm a research site of which only minor information is available. Therefore, the first paragraph contains an introduction to the research site of Arekopaneng in Orange Farm. The second paragraph describes the meaning of the concepts self-esteem, self-efficacy and employability in this context. This is followed by a paragraph on the relations between this constructs. The last paragraph explains the subjects' ideas about the influence of the Career Readiness programme on the abovementioned constructs.

5.1 The context: Orange Farm

A forty minute drive takes you from the centre of Johannesburg to the township Orange Farm. The township consists of 12 extensions and confiscates a large area. It less packed than townships such as Alexandra, this gives people the opportunity to maintain a small garden. The distance from Johannesburg causes people to perceive Orange Farm as an autonomous place which is clearly different than the city. *"Joburg is another place it is another world"* (Female, 21)

The strong community in Orange Farm consists mainly of people who speak Sotho, Zulu and/or Xhosa. This environment is a challenging one of young people to grow up in, due to the lack of resources, poverty, substance abuse and crime. But also high rates of HIV/Aids, teenage pregnancy and unemployment are common problems. Or as the manager in charge of the youth and child development at Arekopaneng noted: *"The challenges in Orange Farm that we come across are teenage pregnancy, high prevalence of HIV/Aids and unemployment"* (Child and Youth development manager at Arekopaneng). The graduates themselves also spoke about these obstacles. The following quote illustrates this:*"When we were growing up like in a in townships you find that your father is drinking your mother is drinking"* (Male, 24).

The community centre of Afrika Tikkun, Arekonaneng, is therefore seen as gateway to a better future. Arekopaneng offers several programmes among which Career Readiness. This programme aims to help young people to find their way into a career. However, during the interviews people explained that future employment was not the only motivation them to join the course. Many hoped to increase their chances to get into university or wanted to apply for

the follow up course in IT or Fashion Design. During the focus group participants mentioned being enrolled for Career Readiness to get access to a follow up course. *"You see because it [Career Readiness] is teaching you how to behave in a workplace and then you go for your course that you wanted like IT or designing"* (Focus group). Other reasons to join the course were escaping poverty and the fact that Arekopaneng offered free lunches. *"Poverty. Poverty was the motivation too[…] Yes during the day you get hungry but here [Arekopaneng] they gave us food so"* (Focus group). Some also stated that they were tired of wasting time at home. Besides, not all described their home situation as pleasant. Therefore, they wanted to spend as much time as possible at Arekopaneng. *"I preferred being here [Arekopaneng] more than being at home"* (Female, 18).

Education even seemed to be one of the few options to escape a life in Orange Farm. Although Orange Farm was developing according to the staff of Arekopaneng, many challenges have yet to be overcome. Orange Farm was claimed to be a partially 'approved township'. Consequently, governmental organisations invest in the area by improving public services such as a police station, library, schooling and even building a mall. Also the status as 'approved township' enables citizens to access services as public housing. Nevertheless, the area can be described as disadvantaged, because there are still a lack of resources and obstacles to overcome. Not all extensions of Orange Farm were approved, meaning lots of inhabitants live in shacks and have only little access to basic resources such as electricity and food.

This study tries to understand the concepts of self-esteem, self-efficacy and employability within this context. The following paragraph will describe how young people in Orange Farm perceive these concepts.

5.2 The content of self-esteem, self-efficacy and employability
<u>Self-esteem</u>
This subparagraph explores the definition of self-esteem by describing how young people in Orange Farm understand the concept self-esteem. What do they associate it with? What is important in self-esteem and what kind of experiences influence their self-esteem? Also, how do these experiences relate with the context of Orange Farm? To some extent interviewees linked feelings of self-esteem with achievements. Especially, when asking about what they are proud of, participants started to talk about what they achieved in the past which was mainly related to obtaining their matric degree. As illustrated by the following quotes: *"I*

thought I was not going to pass matric but I did pass with an A and I was proud of that" (Female, 18, cohort 2015). *"Well I am proud of I am proud of I can say I once did CPR [Cardiopulmonale Resuscitative]"* (Female, 21, cohort 2014). *"The first thing is that I am proud of is myself because I finished my matric"* (Female, 20, cohort 2015).

However, most of the time when talking about subjects that relate to self-esteem like meaningfulness, pride, confidence and self-views interviewees talked about how they related to their family members, friends and the community. Moreover, they often described themselves using their family background for example being part of the Zulu tribe. Self-value seemed to depend on how others respect this 'identity'. Furthermore, they mentioned that respecting and dealing with people who have different values and beliefs was very important to them.

The majority stated that feelings of usefulness and uselessness depended on to what extent they contributed to the community, how they contribute to the household and related to their families. This is illustrated by a participant who had a young son that depended on him. Failing providing for his son made him feel useless. *"When I can't do something when I can't get much help I sometimes feel useless […] Maybe let's say my son is sick and he needs medication and I don't have any other way to get it to him that's when I feel down"* (Male, 26, cohort 2015). That relations with families matter is clearly stated by a young woman who was interviewed: *"So like that is why me I feel like I am useless that is why he [father] left me with my mother like for my mother to raise me so that is why sometimes I feel useless"* (Female, 20, cohort 2014). The fact that her father left his daughter, in short that some family members did not seem to care about her made her feel useless. The way other family members valued them as children, siblings or parents shaped the way these young people value themselves. Apart from relations with others, some of the interviewees associated being useful with work and /or education. Although this was not mentioned by the majority, being unemployed or not in school made them feel useless sometimes. This is clearly pointed out by a participant who views his time at home as a waste when he is not out looking for work or education. Before he did not try to grab opportunities and at that time he felt useless. *"Yeah so I don't actually believe in like staying at home and doing nothing because then I feel like you are just wasting your time you know"* (Male, 24, cohort 2015).

When talking about pride many described being proud of what they achieved in education as noted above. Additionally, interviewees talked about their relation with their families and their cultural background when thinking of pride. Also, pride was influenced by other people from the community. However, people were proud of their families and or backgrounds and proud of themselves when the community viewed them positively. There was thus a slight difference between discussing pride in regard to family and background and discussing pride in relation to others in the community. They seemed to view family and their cultural background as a part of them, which they were proud of. How the community viewed them stimulated their pride, but they perceived the community as something separate from their identity. The following quotes illustrate this difference. Two graduates describe that they are proud of their cultural background: *"Yes so I can say I am proud of myself even of my background […] Yes my parents are there [in Kwazulu Natal, province of South Africa] yeah so I am KZN"* (Male, 26, cohort 2014). *"Yes be proud of being a Zulu girl"* (Female, 20, cohort 2015). In relation to family a participant illustrates his pride as a father. *"Well I am proud to be a dad […] Ja I am proud to be there for my son […] Because I grew up without a dad"* (Male, 26, cohort 2015). Comparing this with the following quote the difference between perceptions of background, family relations and relations with the community become clear. A graduate describes she is proud of what she achieved in school and her self-esteem is strengthened by the respect from the community she gained with that. *"Instead of my the community looking down on me they were also proud of me and what makes me proud most of all is that most of the parents here they say to their kids like okay instead of being lazy and everything maybe you should go to G. and ask her to help you with the homework and stuff so that one makes me proud"* (Female, 20, cohort 2014).

Other subjects that relate to self-esteem also immediately triggered respondents to think about interacting with others. When discussing their qualities they either described how they would use their qualities to help others or interact with others. These two graduates clarify that they are good at interacting with others. They view this as an important quality of themselves. *"You know listening I got to understand a bit more about different things[…] Cause I listen to people speak"* (Male, 21, cohort 2014).*"Well I'm I am a very I am not easy but I can interact with people"* (Female, 20, cohort 2014). Qualities that helped them understand others and interact with their environment were valued the most by the students.

When these young people talked about confidence they did not frequently spoke about family. More often they spoke about to how other people in the community and their peers valued them. What was claimed to be very important in confidence was the ability of these young people to express themselves in front of others. This is where self-efficacy, their believe in their capability to express themselves properly, was strongly linked to self-esteem. Some explained that when you are able to express yourself to others they might view you differently. Expressing yourself might make others notice you and enable you to stand up for yourself. Furthermore, dealing with people with different cultural backgrounds was associated with confidence, in the sense that confidence depended on how comfortable they were around people with different cultural backgrounds. The importance of expressing oneself is illustrated by an interviewee who wants his voice to be heard by others. *"Yeah be positive about myself like how to present myself more and to be confident you know like to have my voice heard yeah"* (Male, 24, cohort 2015).

Pride, usefulness, qualities and confidence all seemed to make sense in relation with others in Orange Farm. Whereas pride and usefulness mainly related to family situations, qualities and confidence were explained in relation with other people in general. Self-views and perceptions of self-worth thus seemed to be influenced by views of others in the community and how people try to cope with these views. The latter suggests a relation with self-efficacy, since self-efficacy determines people's coping behaviour according to the literature (Bandura, 1982). When young people are unable to cope with negative responses from people around them, it can affect their self-esteem negatively. Self-worth also depended on how people view their own cultural background and how they think others view their background. In short young people's self-perceptions in Orange Farm are intermingled with their close surroundings. The trainer and manager of Arekopaneng also spoke about the relation between self-esteem and the community. However, unlike the graduates they did explicitly mention the influence of peers. Peer pressure and friendships can give you a sense of belonging to a group the manager stated. This sense of belonging might define who you are and therefore your self-worth according to the manager or Arekopaneng.
"So some of them they get into peer pressure, you know if you don't have that self-esteem you would want to fit in even if you know that okay we have what we call sense of belonging. Sense of belonging it can be a good one, it can be a bad one. You'll find that a person belongs into gangs, some they've got good relationships. All those things for me they are related to self-esteem." (Child and Youth development manager at Arekopaneng)

The trainer of the programme described the crucial role of expressing your opinion, ideas and values to others. This can improve your self-esteem by experiencing other people's acceptance of your ideas. *"Exactly the more they know each other the more confident they are and it makes it easier for them to express whatever it is that they want to say because now I know if I say this you are not going to laugh at me you will correct me if I am wrong you are not going to judge me"* (Trainer of New Beginnings at Arekopaneng)

The trainer and manager also pointed out the importance of knowledge of human rights and the development of skills to improve self-esteem. Indicating they support the idea that education is a way to add value to yourself as a person. The trainer points out the role of education: *"It [Career Readiness] gives you more value. As a person I can do this, I can do this. Now it adds more value compared to some that directly came from a matric or you know just looking for employment out there."* (Trainer of New Beginnings at Arekopaneng)

How the Career Readiness programme addresses self-esteem is further discussed in paragraph four.

<u>Self-efficacy</u>

This subparagraph describes how young people in Orange Farm perceive self-efficacy. Unlike self-esteem, self-efficacy was more related to the future perspectives of the interviewees. The possibility that they might have a better life than their parents helped them to create goals in life and strive for them. This strong hope for a better future seemed to make them believe in their own ability to achieve these goals. One of the graduates said she wanted a better future for her and her children. She also stated she wanted to be able to handle it by herself. *" I want my children to go like in a big home and they have everything I don't want ask for something from the father of the baby. Yes if he is there to do that but I don't like asking [...] I want to do everything by myself and they must grow up in a proper home"* (Female, 24, cohort 2015). Another graduate illustrated her determination and will to break the 'chain of poverty' in her family. *"I want a better life for me and for the next generation to come, because even if you are poor it doesn't mean you have to adjust to it you can make a difference you have a mind you have a soul I want to make a success of my life and if possible to change the perspective of people here in Orange Farm to start seeing things form a different view you know"* (Female, 20 cohort 2014). She also pointed out she is the one who was going to cope with the daily challenges in Orange Farm differently and wanted others to follow her example.

Young people's believe in their own competence was also influenced by their experiences in education. Achievements like completing matric and/or improving skills helped these young people to trust their own competence. Especially when they were the first one in their family to complete education. An interviewee described she was the first one in her family to complete her matric. This strengthened her believe in her alibies to achieve more. *"At home I have two siblings and then three by me so then the first one is my brother it is an achievement for me that I passed matric because my brother did not get that opportunity to reach matric so for me it was an achievement because also my mother did not reach that one"* (Female, 20, cohort 2014).

Another element that was claimed to be important in self-efficacy was the presence of support. Friends and family encouraged these young people to reach their future goals. This strengthened their trust in their own ability to do so. Many interviewees pointed out the importance of a role model. These role models inspired them by giving the 'right' example. Showing these young people it is possible to achieve your goals and build a better future, a participant mentioned: *"Yeah a lot of support I get from my friends […] They support me mostly inspiration and encouragement they support me […] When we talk I get like inspired […] Because lot of them are even in better jobs"* (Male, 20, cohort 2014). The participants themselves also hoped to be an inspiration to others. It motivated them that maybe one day others would be inspired by them. *"I just want to be to be different you know just to bring a change perhaps when people look at me they can also be motivated ah she is from Orange Farm look at the things that she is doing"* (Female, 20, cohort 2014). On the other hand participants were discouraged by their surroundings. Every interviewee mentioned the negative mind-set of people in the community. They mentioned neighbours, peers and sometimes even family that seemed to constantly discourage these young people. One graduate from 2014 explained that a lot of young men are disappointed in people around them and didn't undertake action anymore to achieve the goals they once had. He states: *"Some guys you would actually see that they had dealt with a lot of rejection in their lives so some actually gave up say whatever that comes like I take it so they were not looking for what they really want"* (Male, 21, cohort 2014). Another interviewee indicated she found it hard to deal with the negative environment in Orange Farm. Peers discouraged her by saying they also completed the Career Readiness course but did not manage to find work. *"Yes in Orange Farm there are more disadvantaged people but then they don't get to acknowledge that yet that they are disadvantaged but they judge they say ah that is nothing that certificate you will*

never get a job with that certificate because them before I matriculated they were here but then they ah I did that that course [Career Readiness] but then look at I am still around here I haven't found a job since" (Female, 19, cohort 2015). Nevertheless, she was still convinced she will make it. This was due to support from close friends at church, who helped her out and encouraged her. This enabled her to cope with the negative comments. Other interviewees mentioned family members that discouraged them. This seemed to have more impact, than discouragements from community members. One person states: *"I don't know why they do things first they were like they [family] want you to achieve but when you are trying to do something they are like why are you doing this you are disrespecting us and when you are not do anything they like against everything you do when you try"* (Female, 18, cohort 2015). Her family was not supporting the choices she made. This affected her a lot. She therefore wanted to be a role model to her sisters, because she thought other family members she lived with were not able to do that. Support from close surroundings were thus influencing self-efficacy of young people in Orange Farm. It helped them to cope with negative responses from community members and enabled them to reach self-set goals.

When speaking about self-efficacy the trainer and manager of the programme pointed out the role of fearing others and abilities to cooperate with peers. *"[…] Those are the people that you will show off your great talents, you show off your great things. So it was always about them learning from each other."* (Trainer of New Beginnings at Arekopaneng). The trainer stated that working together can help strengthen the believe in your competence. Others will help you discover your own talents. In addition, they mentioned the importance of your own responsibility in life and the value of education. The trainer noted it is people's own responsibility to see and grab opportunities. *"[…] If you are poor, it is because you choose to. And don't go beg and say it is your parents, because it is not your parents who are supposed to wake up and go to school for you."* (Trainer of New Beginnings at Arekopaneng)

The manager and trainer also spoke about expressing yourself in front of others when talking about self-efficacy. At this point self-esteem and self-efficacy relate and overlap. Expressing yourself might release a certain fear of failure within yourself. Expressing yourself also means risking that people might judge you. Consequently, your self-esteem might be affected negatively. The Career Readiness programme tries to address and break this fear. How the programme does this is discussed in paragraph four.

Employability

When talking to the participants about employability it was hard to separate their job search behaviour and trust in finding a job from the role of Afrika Tikkun. This might be because they were interviewed at Arekopeneng or because they were still involved with the centre. Moreover, Afrika Tikkun helps young people to get into learnerships. These learnerships are on the job training and gives these young people the opportunity to gain work experience. Therefore, many hoped to get a learnership and get a job afterwards. When talking about employment options and ways to get into employment many interviewees repeated what they had learned in the Career Readiness course. For example how to write an application letter or a CV, how to behave in a job interview or how to make a presentation. Their definition of employability was greatly influenced by what they were taught during the course. Apart from the skills they learned during Career Readiness they talked about knowing people who could provide them up to date information about job posts. Which is illustrated in the following quotes. An interviewee explained she would advise people to socialize with others in order to get information regarding jobs. *"So they should I am not saying they should make friends everywhere but they should try and socialize with other people because information mostly here you gain information from another person because there are those that cannot get access to the internet and all that"* (Female, 20, cohort 2014). A second quote confirms the importance of social contacts. *"Just send in CV's you know contacting people you just I have to know more people communicate with more people so that it can be easy for me to get a job I know it's not going to be easy"* (Male, 26, cohort 2014).

Others talked about the importance of relevant education and wanted to try and get into university before looking for work. As noticed before obtaining a degree or a qualification was valued greatly by the participants. Firstly, because it shows you mastered certain skills and secondly, because it cannot be taken away anymore. They reasoned you might not be in a job for very long but a certificate does last. The following quote illustrates the great value of education to obtain better jobs:*"[…]Like you don't have to rush it like to rush looking for a job you know because sometimes you go looking for a job and then you get those jobs like let's say from construction site working hard and being paid late and getting education so that you can get a better job with better salary you know"* (Male, 24, cohort 2015). Another interviewee noted certificates are important to find work again after leaving an old job. *"Before looking for a job do not if you have an opportunity to study just like this [Career Readiness] it's a free course […] You leave your job and study first get a some qualifications*

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because jobs they do not last when you have qualifications they last you will for sure even if your job ends you'll find another one the same one by using your qualifications" (Male, 34, cohort 2014)

When talking about challenges to get into work graduates mainly referred to the poor transport and the lack of financial resources. There was a difference between people with work experiences and people with no work experiences in describing challenges (with remaining) in work. People with no work experiences mainly talked about coping with colleagues that have different cultural backgrounds and/or religions. How to cooperate with colleagues who have different beliefs in a work setting was taught during Career Readiness. Whereas people with job experiences talked about the lack of (knowledge regarding) rights as an employee. One participant who worked as a cashier mentioned that she was fired, because she miscalculated the cash after a workday. The employer pretended she made mistakes very often and fired her she explained. *"Yes they will just fire without any reason then they say okay you getting shortages every month so we cannot handle your shortages anymore"* (Female, 24, cohort 2015, work experience as a cashier). Another interviewee stated he had trouble with getting a contract which insured his rights as an employee such as payment. *"Yes they should actually sign like after three months […] Then they have to pay and then after three months but there I worked even longer and there were some people who even worked there over four years […] Yes but then we were getting paid like so late like per week […]So that are like some of the challenges that made me like to quit that kind of a job"* (Male, 24, cohort 2015, work experience as a construction worker). Remaining in work seemed to mainly depend on (knowledge about) labour legislation. People did not know what rights they were entitled to, for example they accepted intimidating behaviour from an employer or bulling from colleagues. Also, the lack of power or courage to stand up for these your rights as an employee caused these young people to stop working. However, it was not clear whether these jobs were (completely) formal jobs. The latter makes it hard to know what rights people have in the work circumstances they talked about. How young people think they should behave in the workplace is clarified by one of the graduates: *"At work you have to be the one who is submissive and all that you have to be the one who accepts everything that is happening there […] Everything that you can accept of course not accept everything no fighting"* (Male, 34, cohort 2014, work experience as a plumber and electrician)

When discussing employability the manager and trainer of Arekopaneng referred to mastering skills such as computer skills, helping young people into learnerships, teaching how to behave in a work place and cooperating with colleagues who have different values and beliefs. The trainer explained young people need to learn how to cope with people with different cultural backgrounds. *"[…] But one needs to understand that as you are in a working environment, obviously there will be people, different cultures, different beliefs and we tend to say because this is what I believe in then this is the only thing that's right […]"* (Trainer of New Beginnings at Arekopaneng). The manager pointed out the importance of a professional attitude, for example how someone dresses at work. *"You know being professional. Maybe a person wearing a very short skirt like you know if they see this short skirt I will be taken […]"* (Child and Youth development manager at Arekopaneng). Rights as an employee and how to stand up for these rights was not mentioned by the trainer. Although the manager did explain that employees rights were taught a at Afrika Tikkun, using these rights was only explicitly mentioned by one of the participants. Some participants even seemed to accept the lack of rights as an employee. On the other hand participants did claim to have learned to check if a company was trustworthy before applying. How the Career Readiness course addresses employability by trying to improve self-esteem and self-efficacy is discussed in paragraph four.

5.3 The relation between self-esteem, self-efficacy and perceived employability

This paragraph describes how the Career Readiness graduates perceive the relation between self-esteem, self-efficacy and employability.

<u>The influence of self-esteem and self-efficacy on job searching behaviour</u>
Participants of the study discussed the importance of communication when connecting the different concepts. As already mentioned in the paragraph on self-esteem expressing oneself to others was frequently mentioned by the graduates. Interviewees reasoned that, when you are more confident and value yourself higher you are tended to believe you are competent enough to reach self-set goals. When one of these goals is getting a job you can rely on your own competences and express yourself in a job interview. On the role of confidence in a job interview one respondent elaborated the following: *"And also that person you are going to see, maybe if a person is interviewing you and you are not confident enough I don't think they will consider you so it is important to believe in yourself"* (Female, 24, cohort 2015). She clearly connects confidence and believing in yourself with the ability to successfully conduct a job interview. Also, asking others to provide information concerning job posts connects the

concepts. A graduate clarified the relation between self-efficacy and thoughts on employability as: *"You need to know yourself and believe in yourself and be passionate in what you want […] Yes if I was going to look for a job must go must not sleep"* (Male, 21, cohort 2015). When you believe in your own capabilities you are also able to find work.

On the other hand, one may expect that a possible rejection of employers would degrade the self-esteem of the graduates, since the participants described that their self-views were influenced by relations with others. Or lower their self-efficacy, because failing a job application might rob them from the opportunity to reach future goals such as providing for family. Some described this to be the case. A quote from one of the graduates simulates this perfectly. *" Yes it takes a lot of patience and patience at some time I feel like I don't have you know. I feel like I should be doing something but how can I do something because you don't know where to go where to start because it is very difficult to get a job here […] because most people get jobs depending on who you know […] It depresses me a bit […] when everyone is working everyone is contributing and you like they are doing basically everything for you and you are not you are just receiving […] She doesn't have a problem in providing for me but for me it's I feel like I can help her because she is she is a single mother"* (Female, 20, cohort 2014). She mentioned she does not seem to know how to collect information from people who are in work. Besides, she felt down because she is not contributing to the family. Not being able to do this made her feel less valued. However, others were not influenced in that way. Rejection by employers did not seem to weigh them down. One of the interviewees stated she support from her mother helped her to cope with negative reactions of employers. *"I also think that if I take my CV to a certain place and they do not respond I don't feel bad I am just saying that my time will come even I will have support from my mom"* (Female, 20, cohort 2015). The latter shows that she is still able to deal with rejection which might indicate a strong self-efficacy. This is due to the support from her family.

The trainer and manager only spoke about the relation between self-esteem, self-efficacy and employability in terms of the programme. Therefore their responses are discussed in the next paragraph.

5.4 Effects of the Career Readiness programme on self-esteem and self-efficacy and how this affected the perceived employability of graduates.

This paragraph describes how the Career Readiness programme uses the previous described relation between self-esteem, self-efficacy and employability to upgrade the employability of participants of the programme by addressing their self-esteem and self-efficacy.

<u>Effects of the programme on self-esteem of graduates and how this translates into perceptions of employability</u>

Graduates indicated that the Career Readiness programme helped them to understand who they are. When asking about what they meant by that, participants mentioned the ability to reflect on their own behaviour in relation to others. Interviewees explained that the Career Readiness gave them the opportunity to express themselves in a new group of people who have different cultural backgrounds and beliefs. They learned to respect others and felt respected themselves. During the Personal Mastery course the programme participants got information about different subjects that were related to self-esteem. The Career Readiness thus helped them discover 'who they are' by offering individual assignments on self-reflection. One of the assignments concentrated on victimization for example, this addressed what is meant to be a victim but also how to cope with it. Providing this information was important according to the stakeholders but the group dynamic between these peers seemed to make the difference. The Career Readiness programme addressed self-esteem by giving guidance to these group dynamics and offering them a platform to express themselves, for example to talk about their own ideas values and beliefs. Respect and acceptance from their peers helped them to increase their self-esteem. One graduate explains she learned to respect her own perspective on work related issues based on her values, but also learned how to tolerate other people's opinions. *"I got to know the difference of how they see things in their own perspective and also mine […]"* (Female, 19, cohort 2015). Another participant described how a presentation about his own culture received appreciation from the group and how this helped him. *"We were doing all cultures you know showing what we do what we eat and what not […] Yes and so it was a bit difficult for me cause I am a shy person […][but when he managed to do the presentation] Well I felt a bit confident you know […] Well I felt loved you know"* (Male, 26, cohort 2015). Secondly, the programme helped the participants to cope with reactions of peers. This helped them to deal with reactions of others in general and how they let responses of others influence how they think about themselves. Participants expected that feeling (more) comfortable in their own skin will help them interact more

positively within a new environment such as a job environment. The latter makes them more employable. In short the Career Readiness programme helped them to increase self-esteem which can increase self-efficacy (ability to cope with a new environment). Subsequently, graduates had higher estimates of their own employability. This is illustrated by one of the graduates from 2015, she felt more confident in dealing with people from different backgrounds. *"Yes it [Career Readiness] did help us to be positive because I will know that I am more like that kind of person. I now know how to behave in a work place how to treat other people and how to respond so I think I will always be positive"* (Female, 20, cohort 2015).

Knowing 'who they are' also gave them direction in 'what they want' in the future. How 'knowing what you want' relates to employability, is described in the next subparagraph on self-efficacy. When discussing the influence of the programme on self-esteem no significant differences between the cohorts were noticed. This might be caused by the fact that all of the participants were still involved with the centre and were participating in activities that made them feel useful and part of the centre as a whole. In short they were still in contact with (some of) the people who they experienced Career Readiness with.

Effects of the programme on self-efficacy of graduates and how this translates into
perceptions of employability

The programme addressed self-efficacy by helping these young people to set up short-term and long-term goals about what they want to reach in life. As described in paragraph two future perspectives influenced people's ideas about their own ability to reach self-set goals. The Career Readiness programme helped them to set up realistic goals. Apart from this short-term goals, they still hoped to reach their big dreams one day. They mentioned that the Career Readiness programme helped them to create stepping stones. One of the participants described that setting short-term goals enables him to take charge in life. *"Yeah because after all it is my life I am the one who has to decide what do I want in life [...] Like what do I want in my future you know I don't want to be left behind you know"* (Male, 24, cohort 2015). Moreover, the mastery of new skills, such as presentation and computer skills, increased the participants' trust their own abilities to use these skills. Career Readiness provided these young people with the opportunity to practice and develop these new skills in a group with fellow students. The latter helped break the fear of failure and increased young people's trust in their ability to control a situation.

As noted above the Career Readiness programme provided a platform for the students to express themselves. This affected how they values themselves (self-esteem) but also strengthened their believe in their capabilities (self-efficacy), because it helped them to learn how to cope with reactions of peers. One graduates illustrated this by using the example of a presentation. *"I was very shallow I did not imagine myself saying this out in a crowd standing saying something but mister K. (trainer 2014) made me to do that so he made me stronger I can say that is it"* (Female, 21, cohort 2014). Again, the group dynamics were crucial, creating a strong group interaction enabled young people to learn from each other. They stated this helped them to become more employable. Graduates seemed to be more comfortable with using these skills in job interviews and during work. Some who were accepted for a learnership, claimed to have used skills that they learned during Career Readiness when applying for this learnership. Lastly, the fact that they received a certificate that proved they had completed the course, made them feel more certain about their own capabilities. One graduate summarizes the value of a certificate as follows: *"Like I can do it yes, I mean like I have got certificates l from here at Arekopaneng. I am computer literate I just need to know where can I take my CV and my documents to then it can be possible"* (Female, 20, cohort 2014).

A slight difference in the effects of the programme on self-efficacy between the two cohorts was noticed. People who were in the last cohort of 2014 talked more about the influence of the trainer. The trainer of 2014 was an inspiration to many. The students viewed him as a role model and he gave them the individual attention, confidence and trust they needed to achieve. It should be mentioned that the programme shortened in 2015, due to this it might be harder for the trainer to develop a more personal relation with the students. Making it harder for the trainers of 2015 to be a role model to the students.

<u>Influence of the Career Readiness programme according to the trainer and manager of the programme</u>
According to the trainer and manager the programme firstly helped the students to discover who they are (their values and beliefs for example) and taught them about the rights they are entitled to as an individual. Secondly, the programme helped them to discover what they are good at and share this with fellow students. Public speaking and motivational was very popular amongst the cohort of 2015. Again expressing yourself was mentioned. The Career Readiness programme helped these graduates to lose the fear of expressing themselves in front of others. This is explained by the trainer in this quote: *"When you then have to address*

ten, fifteen people it then brings a certain fear in with you so just to say that look public speaking is one of the things that people don't like and it's through the class that we use the platform to break that fear so we give you your own students talk to them here is a task present it to them here is a product sell it to them now in that way you get that freedom of speaking to people and then it builds up into to say what I am fearing is actually nothing I can actually do this." (Trainer of New Beginnings at Arekopaneng). Thirdly, mastering and practicing new skills and knowledge about professional behaviour such as knowing how to dress will enable these students to become more employable. According to the trainer and manager valuing yourself and trusting yourself will help when applying these new learned skills in reality. The manager explained how important feeling confident is when applying for a job. *"You go to an interview, you cannot manage because you are not confident you know. You don't know your worth, you don't know how good you are and you can mess up a lot of things. […] So we have a template that we use to help them through you know to build their self-esteem as to be able to you know to speak up when they go out."* (Child and Youth development manager at Arekopaneng). Lastly, the trainer mentioned motivating the students to undertake action was important in the programme. During the interview he was emphasizing the importance of people's personal motivation and responsibility to find work and in work. On the other hand, the manager explained that some were depending too much on organisations as Afrika Tikkun. She described this as one of the issues in Orange Farm.

6. Conclusion and recommendations

In the present study the content of the concepts self-esteem, self-efficacy and employability according to participants of Career Readiness in Orange Farm and the view of other stakeholders of the course was explored. Moreover the influence of the programme on these concepts was examined. Interviews were conducted to answer the research question: *How do the stakeholders of Afrika Tikkun's Career Readiness programme perceive (the relation between) the concepts self-esteem, self-efficacy and employability and how does the programme influence the participants' perceptions of employability by addressing self-esteem and self-efficacy?* The following chapter offers an answer to this question. Furthermore, a critical reflection on the used strategy is provided as well as recommendations for future research.

6.1 Conclusion

The main finding the important role of others and the influence of these others on the way young people in Orange Farm value themselves, the extent to which they have trust in their own capabilities and the extent to which they are able to find and maintain in employment.

Family and academic achievements played a big role in how young people perceive themselves. Obtaining their matric and relations with their parents, siblings and some extended family members influenced how they valued themselves. If the relation with family members was positive, graduates described themselves more positive as well. This supports the theory of Bean et al. (2003) that family support is important in developing self-esteem. Also, respect from peers seemed to influence self-esteem of young people in Orange Farm which complements the theory of Thorne and Michaelieu (1996) that states peer relations are influencing self-esteem. However, Thorne and Michaelieu (1996) state that relations with parents are less important than relations with peers. This was not confirmed by the youth from Orange Farm. For them relations with family were valued similar of higher than relations with peers. The manager and trainer of the programme only emphasized the influence of peers. To this the present study adds the importance of community members' opinions. The nature of the interaction with their surroundings was reflected in the way young people in Orange Farm perceive themselves. Literature on self-esteem suggests that being unemployed might influence self-esteem of people (Patel et al. , 2004). Only a minority of the respondents confirmed this. The ability to express themselves and show their identity to others and a positive reaction of these others was viewed crucial to uplift their self-esteem. This is where

the Career Readiness programme played a role. It gave the students a possibility to show and discuss their identity, values and ideas with peers in a relatively safe environment. This practice gave them the trust they needed to navigate on the labour market. The latter shows how strongly self-efficacy and self-esteem are related when it comes to improving employability according to interviewees. This shows that employability programmes seem to upgrade employability of young people by addressing self-esteem and self-efficacy as stated by Trzesniewski et al. (2006). Although the net effect on employability was not measured, responses from participants in the study support the idea behind the Personal Mastery course in Career Readiness, that is helping young people from Orange Farm find their way into employment by stimulating self-esteem and self-efficacy (Afrika Tikkun Services, 2014).

Family, friends and community members influenced the perceptions of young people regarding their capabilities. Unlike what was expected from the literature the fact that most of these young people were unemployed did not seem to affect their perceptions of their own abilities (Du Toit, 2003). Supportive surroundings and having an inspirational role model, mattered more to these young people. Moreover, education influenced self-efficacy of the graduates. The fact that they had reached something others had not achieved, for example their matric, had a big impact on their self-efficacy. Many interviewees talked about their dreams, which mainly concentrated on living a better life than their parents. Career Readiness helped the students to set up realistic goals in life. Increased participant's confidence in their abilities by helping them master and practice new skills. Moreover, the idea that they completed an accredited course and obtained a degree boosted the self-efficacy of participants. Career Readiness influenced young people's perceptions of employability by stimulating self-efficacy. This was done through enhancing the trust they needed to apply new learned skills and express themselves in a new environment. Learning how to cope with new situations thus helped people improve their self-efficacy as expected from the theory (e.g. Bandura, 1982).

When discussing employability many participants echoed what was taught in the course. The mastery of professional skills and completing relevant education was frequently stated to be crucial when trying to find a desired job. Participants also explained that social ties were important in trying to find work. Social contacts could provide them with information, but friends were also viewed as competition. It was therefore not yet completely clear what the exact value of social contacts were in finding work. However, it was similar to what was

expected based on the literature namely that employability depends on mastering occupational skills, social skills and the use of a social network (Potgieter, 2012; Sol & Kok, 2011). Lastly, participants with work experience explained that bad treatment at work was a reason to stop working. Other participants had some negative expectations of how employers would treat them. Although it was claimed by the manager to be taught during Career Readiness and one participant spoke of it, many graduates were still negative about their rights in work. And even thought it was not directly mentioned by the participants, their responses about fearing or even accepting poor working conditions, suggested young people from Orange Farm still find it difficult to stand up for their rights as an employee.

Participants intermingled self-esteem and self-efficacy when describing how these concepts contribute to their ideas regarding employability. Their responses can be summarized as: to what extent you are able to express yourself in front of others, and not having the fear of failing which makes you vulnerable to negative responses of others, helps you to become more confident when applying for jobs or being employed. In examples they talked about explaining what your qualities, skills and personal ideas are to an employer in a job interview. The perceptions of graduates regarding this relation thus supported what was expected from the literature that is you are more likely to have higher estimates of your own competence when you have a higher self-esteem. Which results in a higher employability, because people are more willing to take the initiative to find work (Eden & Aviram, 1993; Scholz1, Doña, Sud & Schwarzer, 2002).

6.2 Methodological reflection

This paragraph provides a critical note on the limitations of the study. First of all, the present study tried to understand the meaning of the above mentioned constructs in the context of Orange Farm (Larkin, Watts & Clifton, 2006). However, many of the participants spoke about these concepts in terms of the course. Consequently, a lot of responses from the participants did not describe the meaning of the concepts in general but how these concepts were addressed by the programme. Although the researcher tried to limit this possible bias in the responses by asking about experiences outside Career Readiness, all participants were still engaged with the centre. Moreover, their dependence on Afrika Tikkun might have caused them to speak more positively about the centre then others who were not involved anymore might have done. Also, many graduates were not yet looking for work because they first wanted to continue studying.

Secondly, it should be noted that New Beginnings stopped providing the training for

Arekopaneng which might change the effects of the course on the concepts in the future. Moreover, the manager in charge of child and youth development resigned in July. This might also have an effect on the out role and effectiveness of the course.

Thirdly, some of the answers given by graduates might not completely reflect the reality because some might have felt distrust regarding the researcher or the research itself. Which might have caused them to give socially desirable answers. This might have impacted on the internal validity of the study negatively. The researcher did try to limit these issues by being present at the centre often as possible. Above all, she tried to make the interviewees feel comfortable by creating a relaxed and informal atmosphere. However, due to the limited time she was present she felt she did not completely gained the trust of all the participants. Lastly, it should be mentioned that a bigger group of participants can help to extract clearer patterns from the collected data.

6.3 Recommendations for future research and policy

The present study shows the important role of family, peers and community members in defining self-esteem, self-efficacy and employability. Negative responses from family members also seemed to have a bigger impact on these graduates than negative responses from peers. Previous studies of students of the University of Utrecht also suggest the role of family when applying for work or accessing education (Van As, 2014). It might therefore be interesting to use quantitative measurements to examine the impact of family support on employability. More qualitative research can help to expand the knowledge on how family relations are shaped in townships like Orange Farm. Furthermore, quantitative research could map the effects of the Career Readiness programme or similar programmes on self-esteem, self-efficacy and employability. From a policy perspective it might be interesting to examine the need for more information on, and help with standing up for employee rights in disadvantaged areas such as Orange Farm. Young people indicated that they expected to be treated badly in jobs they could obtain with only a matric certificate. It might be helpful to elaborate more on how to defend your rights as an employee during the Career Readiness programme. Moreover, as a researcher I got the impression there was a need for some of these graduates to discuss personal matters with a person outside of the community. It might be helpful for students with trauma's or very negative experiences to talk to a person who does not live in Orange Farm.

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Appendix A: Interview guide focus group

Informed consent

In this focus group we would like to hear from you what your experiences are with the program, what you have learned from the training meetings and maybe subjects which were not being discussed but which you'd rather had seen included in the program. We will ask some questions and will discuss these in the group. Please feel free to ask questions as well and remember that it is important to respect each other's opinion. Some might find it difficult to speak in public, so please respect each other and give other people room to speak their minds as well.

Information about the research and your participation

- Your participation in this research is entirely voluntary. Participating in this research will in no way affect your relation with Afrika Tikkun Services in any way. If you rather would not do this focus group with us, than please tell us.
- Everything you say to us will be processed anonymously. That means that your name will not be used in my research and that your information will confidentially processed at any time during the research.
- We would like to ask you if you are fine with us recording this interview. We want to do this so that we can listen to you instead of writing everything down. In that case, we will not forget anything important you have told us. This record is also anonymous. Your name will not be mentioned anywhere in the report, if you would not like that.
- Our research will be published in the Utrecht University database and will be given to Afrika Tikkun, but as we described, this will be done anonymously and your name will not be mentioned anywhere in the report.

  If you have any questions before or during the focus group, please feel free to ask us. You can interrupt us at any moment and if you change your mind later on about your participation in this research, you can always approach us to withdraw.
  If you are still happy to participate in the research, we would like to ask you to sign this form for us. This means that we have informed you on the purpose of the research and it assures you that we will process this with care and confidentiality.

  Sign: Date:

Focus group

<u>Introduction</u>

First of all, thank you very much for being here and dedicating your time to help us with our research. The program you have participated in was focussed on teaching you hard and soft skills which you might need for your future job. In the end, being able to find a job is an important part of the program.

In this focus group we would like to hear from you what your experiences are with the program, what you have learned from the training meetings and maybe subjects which were not being discussed but which you'd rather had seen included in the program. We will ask some questions and will discuss these in the group. Please feel free to ask questions as well and remember that it is important to respect each other's opinion. Some might find it difficult to speak in public, so please respect each other and give other people room to speak their minds as well.

In short, we would like to focus on how you have experienced the program. Besides, we would like to know how you think that social networks can contribute to finding a job. Secondly, we will discuss how the program has helped you to think differently about yourself and your behaviour with regard to finding a job that suits you.

Motivation:

1. We know a lot of young people find it challenging to find a job in Orange Farm. Can you describe for us how it is to try and find a job in Orange Farm? What are the main obstacles?
2. What made YOU decide to apply for the Afrika Tikkun program? What was your personal motivation?

Questions about the program:

3. Can you describe what elements of the program were most helpful in making you Job Ready?
4. What subjects or information did you miss during the program, which you rather had seen included?
5. What challenges did you encounter during your participation in the program?
6. What helped you finish the program?
7. How do you see the future now the program has ended?

Social Network

> To what extent do you think that social networks will help you to find a job? And should networking skills be stimulated in the program?

Self-esteem

To what extent do you think that being confident about yourself and your own actions will help you find a job? And should confidence be stimulated in the program?

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Appendix B: Interview guide trainer/manager

Interview manager/trainer

Thank you very much for dedicating some of your time to us and our research. I believe we have told you about the purpose of our research before, but for the sake of clarification please allow me to elaborate on it some more. We are students from the Netherlands and are here for an exchange between our home university and UJ. We are writing our master thesis and our subject is on youth unemployment and employability programs that seeks to contribute to the alleviation of this problem. Kirsten's research is focussed on how social networks contributes to youth acquiring information on job opportunities and consequently job chances. Renske's research is focussed on how your self-esteem (how you view yourself) and confidence in your own capabilities (that is the extent to which you believe that you are capable of achieving what you want), relates to employability. We are both interested in how the Afrika Tikkun Job Readiness programme addresses these components.

1. Can you please tell us something about your role in the program?
2. Can you briefly describe for us the process of the program? Out of which elements it has been built up.
3. How would you describe the profile of the youth that participate in the program?
4. Can you describe the aim of the programme, what is the main outcome?

Self-esteem

5. What way do you think being confident about yourself and your own actions relates to your employability, I mean the ability to find a job?
6. How does the programme address self-esteem and trust in one's own capabilities?
7. After the programme, to what extent do you notice change in the confidence of the participants? And do you also notice change in faith young people have in their own capabilities?

Social networks

8. To what extent do you think that social capital, like social networks and social support, is important for youth to be employable, thus the ability to find a job?
9. Does the program pay attention to the development of social capital?
10. Is there something about the program that makes the youth use their social network more or in different ways than before?

Appendix C: Interview guide participants

Interviews with participants February 2015

Respondent details

Name	
Surname	
Age	
Gender	
Currently living in	
In what year did you participate in the Job Readiness programme?	

Dear participant,

Thank you for meeting with me today my name is Renske van den Hof and I am conducting research on youth employability in Johannesburg. The aim of this interview is to collect your ideas about your employment options, your goals and how you think about yourself. Moreover I will ask about your opinions and thoughts on the Job Readiness training that is part of the Afrika Tikkun Services. Additionally I would like to know you how you experienced the training sessions of the Job Readiness programme.

As a participant in this sub study you have the right to remain anonymous and withdraw from the study whenever you want. Your participation in the study is completely voluntary and participating will not have any specific benefits for example you will not be paid. During the interview you are not required to answer questions you do not want to answer. Before we start the interview I would like you to sign an informed consent form. This is to confirm your voluntary participation in my study. If questions make you feel uncomfortable or you are not able to answer them for any reason, you are not required to do so.

I would like to take notes and audio recordings, are you oke with this?You will be able to see what I write down. At the end of the interview we will summarize it together clarifying any remaining questions or uncertainties. The answers you have given will be used in my sub-study on the Job Readiness programme. Moreover you identity will remain anonymous and the information you give me will be treated confidential.

Informed consent form:

I want to thank you for taking the time to meet with me today.

My name is Renske van den Hof, I am a master student from Utrecht University in the Netherlands. I am currently conducting this sub-study to obtain my master degree in the Netherlands. During my time in South-Africa I am doing an internship at the Centre for Social Development in Africa, a research centre at the University of Johannesburg. I would like to talk to you about how you value yourself as a person and what you think about achieving goals. Moreover I would like to talk about your experiences with the Job Readiness programme at Afrika Tikkun in Orange Farm. I want to map the effects of this programme on job opportunities of the participants. There are no specific benefits for participating in the sub-study – for example, you will not be paid. The interview should take less than one hour. I will be taping the session because I don't want to miss any of your comments. Although I will be taking some notes during the session, I cannot possibly write fast enough to get it all down. All responses will be kept confidential. This means that your identity and interview responses will only be shared with my fellow researchers at the Centre for Social Development in Africa at the University of Johannesburg and my supervisors at the Utrecht University, a university in the Netherlands. No one else will know about your responses and I will do everything I can to protect your privacy. I will ensure that any information I include in my report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time. Even after you have signed you can always withdraw from the sub-study and you answers will not be used in the research.

Are there any questions about what I have just explained?

YES, Question:	NO

Are you willing to participate in this interview?

YES	NO

Interviewee	Witness	Date:
Name and signature:	Name and signature:	

Explanation of the core concepts
Today I want to talk to you your ability to find a work or get a job you want, this can depend on your skills for example your education, interview skills or CV writing skills or your knowledge on where to find jobs. Secondly I would like to talk to you about how you as a person value yourself. In short how you feel about yourself. Thirdly I would like to talk to you about how you think you can achieve your goals.

Employability,

I would first like to talk to you about your job experience, if you have a job or how you are managing looking for work. Moreover I would like to talk about what helps/helped you to navigate on the labour market .

Do you currently work?
a. What kind of job do you have?
b. How did you find this job?
c. What challenges did you encounter when looking for this job?
d. What helped you?

Can you describe if this is the case, how your job search is going at the moment?
a. How do you look for work?
b. What challenges do you encounter?
c. What helps you?
d. Do you have a certain strategy or process that you use to find work?

If not in work, because not looking for work, what are your expectations of searching for jobs?
a. What challenges do you expect?
b. What might help you?

What do you think of working? What comes to mind when you think of work?
a. Is it important to you or not? Why?

If you could pick any job what kind of job would like to have?
a. What things do you think are important to get this job?
b. What part of your personality might help/ helps you to find work? Do you have certain qualities on which you rely?
c. What help do you receive from your surroundings?
d. Can you give me some examples?

What is your advice to someone who is currently looking for work?

Self-esteem,

I would like to talk to you about how you feel/think about yourself in general.

How would you describe yourself, your personality?
a. What characteristics of yourself are you (most) proud of?

b. What things would you like to change about yourself?

c. If you thinks of yourself and the things you are good at what comes to mind? What would you describe as your qualities?

d. Are there times that you feel useless, can you describe why you feel like that or not?

How does being positive about yourself or feel confident with yourself help you find work?

Self-efficacy,

I would now like to talk about what you think about achieving goals. I mean what helps you to believe you can achieve what you want. It might be helpful to think about various situations and not just one.

Can you describe one of your biggest achievements?

a. Why does this feel like an achievement?

b. How did you achieve this?

What would you state are challenges you experience when living in Orange Farm/ Johannesburg?

a. How do or did you deal with these challenges?

b. How did you overcome them?

Can you describe a task that was given to you (for example in school or during the programme) that was difficult for you?

a. How did this make you feel?

b. What was the outcome?

What do you think is important when you want to achieve something you want?

How do you think the belief in yourself, your competence to achieve what you want can help you when you want to find work?

Job Readiness programme,

The last two months you have been participating in the Job Readiness programme of Afrika Tikkun. During the programme Afrika Tikkun offers lessons on Personal Mastery. I would like to talk with you about these lessons.

Can you describe the Personal Mastery course of the programme?

a. What did the lessons look like? What did you do?

b. What kind of assignments did you have?

Can you describe how you have experienced these lessons?

a. Were these lessons useful for you?

b. In what way is/was this part of the programme useful for you?

What experiences during the lessons made you feel (more) confident/positive about yourself?

a. Do you feel more positive about yourself/ more confident with yourself as a person than before the programme? In what way?

What experiences during the lessons made you feel (more) certain that you can achieve what you

want to achieve?

a. Do you now feel more certain that you can achieve your goals than before the programme? In what way?

What do you think about your job opportunities now and is this different from the time before you entered the programme?

a. What elements of the Personal Mastery lessons do you think are most helpful when you want to find a job?

b. Would you state that you are now more able to find a job by yourself? Why (not)?

c. What elements might help you keep the job you want once you have it?

Would you change anything about the Job Readiness programme that might improve it?

a. What elements would you like to change?

b. What elements would you add?

c. What would you leave out?

d. What is/was the most important part of the programme according to you?

End of the interview

Thank you so much for participating

Do you have anything that you would like to add to this interview?

Do you have any questions?

Appendix D: Categorizing codes

The following framework indicates which interview questions were used to explore the content and relation of the investigated concepts. Moreover it shows how Nvivo was used to code and analyse the answers of the stakeholders.

This study used interview questions based on self-esteem, self-efficacy and employability scales. These scales were also used to give guidance during coding the answers of interviewees. The following table therefore provides an overview of which interview questions were used to explore the meaning of the different concepts and what definition was used to distract information regarding the different concepts from the data.

Research sub questions	Theoretical concepts	Corresponding interview questions	How the data was analysed
What does employability, self-esteem and self-efficacy mean to the stakeholders?	Employability	Interview manager/trainer: Q 5,6,7 Interview graduates: Q 1-6	The data was analysed by coding all the answers of participant that relate to job finding (job searching strategies, challenges with finding work), opinions on what is important to get the job they want and how to remain in work.
What does employability, self-esteem and self-efficacy mean to the stakeholders?	Self-esteem	Interview manager/trainer: Q 5,6,7 Interview graduates: Q 7	The data was analysed by coding all the answers of participant that relate to feelings of pride, perceptions of

			self-worth, meaningfulness and confidence
What does employability, self-esteem and self-efficacy mean to the stakeholders?	Self-efficacy	Interview manager/trainer: Q 5,6,7 Interview graduates: Q 9-11	The data was analysed by coding all the answers of participant that relate to trust in the ability to reach self-set goals, experienced achievements and ideas about failure
How do self-esteem, self-efficacy and employability relate to one another, according to the stakeholders?	1. Self-esteem 2. Self-efficacy 3. Employability	Focus group interview: Q 9 Interview manager/trainer: Q 5 Interview graduates: Q 8, 12	The data was analysed by coding all the answers of participant that indicate a relation between the above mentioned concepts
How are self-esteem and self-efficacy addressed by the Career Readiness programme according to the stakeholders?	1. Self-esteem 2. Self-efficacy 3. Career Readiness	Focus group interview: Q 9 Interview manager/trainer: Q 6,7 Interview graduates: Q 13-16	Perceptions of stakeholders on if and how self-esteem and self-efficacy are influenced by the Career Readiness programme
How does this translate into increased employability of the participants in the short term	1. Employability 2. Career Readiness	Focus group interview: Q 9 Interview manager/trainer: Q 4 Interview graduates: Q 17,18	Perceptions of stakeholders on if and how employability influenced by the Career Readiness

(immediately after completing the course) and the long term (6 months after completing the course)?			programme. And if and how this relates to change in self-esteem and self-efficacy.

Appendix E: Initial and Axial coding

Initial coding

Name	Sources	References
Afrika Tikkun	17	146
Information about CR	10	16
The helpfulness Career Readiness programme	18	197
effects of the CR programme on self-efficacy	16	166
challenges within CR	17	131
effects of CR on employability	17	284
effects of CR on self-esteem	17	212
motivations to continue CR	1	7
politics	8	34
elements important in employbability according to trainer and manager	3	47
meaning of work	16	99
challenges in work	9	29
self-esteem	15	191
self-views	16	264
confidence	16	136
pride	15	70
qualities	14	105
uselessness	15	72
rejection	8	74
changes	14	116
experience in education	11	55
challenges in education	12	59
safety in Orange Farm	11	52
transport	10	63
support	13	89
support from others	16	123
materialistic support	11	29
empowerment mental support	13	59
helping others	14	75
materialistic support	5	9
empowering others	5	15
self-efficacy	16	321
reaching goals	16	269
challenges with reaching goals	13	50
achievements	16	149
completing tasks	13	52
failure	10	32
regret	3	16
relation with other you people	17	462
different belief systems different cultures	13	47
sharing emotions being there for the other person	7	35
friends	11	31
role models mentors	14	79
social network in employment	7	22
surroundings with a negative view on the future	11	64
new beginnings	2	11
perceptions of youth of the trainer and manager	3	7
family	17	195
emotional bonds within family	5	16
male female roles within the family	11	33

other community centres	8	23
view of employers on CR	4	6
elements important in self-efficacy according to trainer and manager	3	29
commitment	1	2
role of the trainer in CR	1	11
content of the CR	3	39
employment options in OF	15	125
leanerships	7	35
challenges with finding work or leanerships	17	165
job experiences	13	64
challenges when in work	5	24
earnings	6	9
relation between self-efficacy and employability	18	129
job search	16	157
collecting information	9	46
plans to find work	16	115
skills	18	249
relation between employment options and self-esteem	18	101
competition	10	23
current work	12	26
value of education	16	151
elements that are important in self-esteem according to trainer manager	2	28
initiative	2	10
future perspectives	18	226
future education	15	79
challenges to get into education	10	36
stress	2	6
peer pressure	14	96
faith	8	51
inequality	14	92
Orange Farm challenges in the community as a whole	5	26

Axial coding

Name	Sources	References
Afrika Tikkun	15	108
Information about CR	11	19
The helpfulness Career Readiness programme	18	118
effects of the CR programme on self-efficacy	16	168
challenges within CR	16	104
ideas to upgrade CR	13	36
effects of CR on employability	17	285
effects of CR on self-esteem	17	215
motivations to continue CR	2	8
content of the CR	3	40
new beginnings	2	11
view of employers on CR	5	7
role of the trainer in CR	6	20
elements important in employbability according to trainer and manager	3	47
perceptions of youth of the trainer and manager	4	8
elements important in self-efficacy according to trainer and manager	3	29
commitment	1	2
elements that are important in self-esteem according to trainer manager	2	28
politics	7	30
meaning of work	16	100

challenges in work	10	31
self-esteem	15	191
self-views	16	265
confidence	16	136
pride	15	70
qualities	14	105
uselessness	15	72
rejection	8	74
changes	14	116
experience in education	11	55
challenges in education	12	59
transport	10	63
self-efficacy	16	323
reaching goals	16	270
challenges with reaching goals	13	50
achievements	16	149
completing tasks	13	52
failure	10	32
regret	3	16
initiative	2	10
relation with other you people	17	464
different belief systems different cultures	13	54
sharing emotions being there for the other person	7	35
support	14	94
support from others	16	128
materialistic support	11	29
empowerment mental support	13	62
helping others	14	75
materialistic support	5	9
empowering others	5	15
friends	11	37
family	17	195
male female roles within the family	11	33
emotional bonds within family	5	16
role models mentors	14	84
surroundings with a negative view on the future	11	67
peer pressure	14	96
other community centers	8	23
employment options in OF	15	107
leanerships	7	35
challenges with finding work or leanerships	17	169
job experiences	13	64
challenges when in work	5	24
earnings	6	9
relation between self-efficacy and employability	18	133
job search	16	157
collecting information	9	46
plans to find work	16	115
skills	18	249
relation between employment options and self-esteem	18	101
competition	10	23
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future perspectives	18	228
future education	15	79
challenges to get into education	10	36

stress	2	6
faith	8	51
Orange Farm challenges in the community as a whole	7	33
safety in Orange Farm	11	53
inequality	14	92