UNDER THE SHADOW OF RECESSION
A NARRATIVE EXPLORATION OF YOUNG GREEK GRADUATES’ EXPERIENCE OF RECESSION

A thesis submitted to the University of Manchester for the degree of Professional Doctorate in Counselling Psychology in the Faculty of Humanities

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ABSTRACT

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Since the recession has hit Greece, individuals have not only experienced financial loss but they have seen their whole life overhauled by the crisis. The purpose of this study is to explore how young Greeks who have recently graduated, or who are about to graduate, perceive their lives and futures at this time of severe economic crisis. More particularly, I tried to focus on their feelings (such as worries and hopes) about how the recession has impacted their lives and their feelings regarding their futures. Research has shown that during periods of recession, young individuals are affected the most and for that reason I chose this population as the target group of my research. Coming from the perspective of developmental and life-span theories that in order to achieve healthy psychological development, individuals need to go through particular tasks during their life span; I was particularly interested to see how the recession has psychologically affected young individuals who, even though they have recently ended two of the main markers that identify their transition to adulthood (education and gaining a professional qualification) due to the recession they were unable to move to the stages which are employment and financial in-dependence. I wanted to listen to these individuals’ stories and see how they perceive their lives and futures and what their feelings are during the period of recession. In a narrative framework, following an unstructured interview and asking the participants one main question, ‘What are your thoughts and feelings about your life and your future during the period of recession?’, the participants were allowed to express their stories and what they considered as important, creating in that way unique narratives that represented their own processes. The main themes that were identified from the stories are: ‘Their career choice and their hopes for employment prospects’, ‘Broken dreams and collecting the pieces’, ‘Impact of recession on the individual’, ‘Impact of recession on other aspects of their life’ and ‘Participants’ feelings about their future’. Presenting and exploring the participants’ stories I attempted to gain a better understanding and awareness of how the recession has impacted them psychologically, investigating their psychological needs finding ways to support them. The realisation of the significant losses that were described by the participants drove the researcher to turn to bereavement counselling theory trying to identify ways to psychologically support individuals who experience similar losses and clinical interventions were suggested.
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Chapter 1: Introduction

1.1 A reflexive prologue: my role as counselling psychologist and researcher

Counselling psychology is traditionally related to the humanistic values of promoting individual's well-being (Aldarondo, 2007, Cooper, 2009; Strawbridge & Woolfe, 2010). According to Packard (2009) there are nine core values for counselling psychology. These are:

1. Altruism is our foundation as we strive to enhance the welfare of others.
2. Positive relationships are a necessary condition for stimulating change in those we seek to help.
3. The synergistic integration of science and practice is essential to our work and includes use of various methods of inquiry.
4. We focus on healthy development across the life span, including work and career, and seek to prevent avoidable problems as well as optimize individual and societal growth.
5. From a holistic frame of reference, we emphasize strengths, resilience, and positive coping in the context of the person's social and cultural environments.
6. We are committed to respectful treatment for all, inherent human dignity, inclusion rather than exclusion, and accepting and celebrating cultural and individual diversity.
7. We believe in social justice and the necessity, on occasion, of advocacy for just causes that promote the welfare of others.
8. We value collaboration, multidisciplinary practice and research, and sharing counselling psychology with colleagues in our own country and around the world.
9. In our remedial work with dysfunctional clients and systems, whenever possible we focus on strengths and positive coping in the context of a helping relationship. (Packard, 2009: p.623)
As noted in Packard’s seventh point, advocacy and social justice are some of the core values of counselling psychology. In line with this view, many counselling psychologists use an emancipatory communitarian approach in their profession, where they acknowledge the significance of social, historical, political and cultural contexts that shape and are shaped by the individual (Prilleltensky, 1994;1997). Over the last years there has been a recent major shift in institutional social justice advocacy – it is now a central professional activity, referred to by many as the ‘fourth leg’ of the profession (Fouad, Gerstein, & Toporek, 2006; Hage, 2003; Hartung & Blustein, 2002; Ivey & Collins, 2003; Toporek & McNally, 2006). Adopting this view, I acknowledge as part of my professional identity the focus on the conditions of social injustice, the reproduction of inequity, and how such conditions influence the mental health and well-being of individuals and communities. I believe that the practice of psychology can contribute to, or even improve these situations, and I consider my responsibility to be a preventative counselling psychologist to work toward social justice. For that reason, upon witnessing the dramatic impact of the financial crisis on my home country (Greece), I felt that it was my personal and professional responsibility to use my counselling psychology expertise and knowledge to support the needs of my family, friends and Greek citizens. Therefore, in this study I aim to explore how young recent-graduate Greeks perceive their lives and future at this time of recession. More particularly, I am focusing on their feelings (such as worries and hopes) about how the recession has impacted their respective lives and futures. Perceptions of their lives and futures can be brought to the fore through their stories, revealing their feelings about the effects of the recession. In this way, I hope to be able to see what the psychological needs of this group and those that have similar experiences are and how counselling psychologists can support them psychologically.

1.2 Thesis Development

At the beginning of my counselling psychology doctorate, I decided to research young people’s experience of international volunteerism. The purpose of this research was to explore and understand, within a narrative conceptual framework, the experiences and stories of volunteers working in an underprivileged community. My intention was to better understand how young
people experience volunteering, gaining insight to their worries, thoughts and anxieties as well as ascertaining the associated positive impacts. Having been a volunteer, I have personally experienced the effect that this role can have on an individual’s life. The aim of this research was to contribute to the improvement and change-making of volunteer organisations, focusing on meeting volunteers’ needs. International Volunteers often work in stressful environments so it would be important to find ways to meet their psychological needs, improving their overall respective project experience. To meet these needs, a specific support system could be put in place such as counselling services and supervision. During the first year of my course, I contacted a number of volunteer organisations and my project was accepted by one such organisation in Sri Lanka. I met the programme director and arranged to collect my data in July 2012. Meanwhile, I submitted my proposal to the School of Education and in June 2011, I presented to the postgraduate research panel; I submitted the amended proposal in July 2011.

In the meantime, Greeks were suffering more and more from the traumatic effects of the economic crisis. In May 2010, the Eurozone countries and the International Monetary Fund (IMF) agreed on a €110 billion bailout loan for Greece under the condition of applying austerity measures to restore the fiscal balance. However the worsening recession and the inadequacy of the Greek government to meet the agreed conditions, led to the need for a second bailout. Consequently, in October 2011, Greece received a second bailout of €130 billion and further austerity measures were applied. Under these circumstances, Greek citizens have experienced great loss including salary decreases, loss of property, unemployment and social interruption (Madianos, Economou, Alexiou and Stefanis, 2010). This was a particularly difficult period for me. Being in the ‘safe place’ that is England, where I was still able to dream and hope for my future, I was observing my family and friends going through uncertainty and despair, not knowing how the austerity measures would impact their lives and future. Under these circumstances, I felt professionally and personally responsible to represent my fellow Greek citizens during these difficult times. Under these current circumstances, I decided to change my research topic and focus on the psychological impact of recession on Greek population. More particularly I chose to focus on young Greek graduates, as I felt that they are one of the groups of the population that recession has affected them the most psychologically. Coming from a developmental psychology perspective, I saw this group as one of the most vulnerable
psychologically and in higher risk to become a ‘lost generation’. I believe that these people grew up with specific perspectives and having in mind specific tasks that they needed to fulfil to succeed in life, going to school, studying hard, gaining the education and qualification that is needed were some of them, and from my experience being Greek, I can see that education and professional career as important social markers that characterise life success and happiness. On my perspective young Greek recent graduates were in the middle of an important development transition when recession started in Greece, as they have just finished education and gained the required qualifications to move on their next important developmental stages such as gaining financial independency, having a career and starting a family. However recession started and changed everything, living them in a limbo, unable to do this transition. For the above reasons I chose to focus my thesis on how recession affects Greek young graduates’ life and their perception regarding their future.

As it was mentioned earlier this research is perceived as part of the movement of social justice in counselling psychology. Smith (2003) defines a social just world as one in which each individual has access to adequate food, sleep, wages, education, safety, opportunity, institutional support, health care, child care, and loving relationships. ‘Adequate means enough to allow [participation] in the world . . . without starving, or feeling economically trapped or uncompensated, continually exploited, terrorized, devalued, battered, chronically exhausted, or virtually enslaved (and for some, still, actually enslaved)’. (Smith, 2003: p.167). In a country such as Greece where the rate of youth unemployment has risen to 61.7%, young people have less and less hope of accessing adequate wages, institutional support and opportunities to fulfil their dreams.

Initially, I had decided to explore how young recent graduates in Greece (or soon to graduate) perceive their future at this time of severe economic crisis. I was going to contrast my findings with the experiences of young Uruguayans, who in and post 1999 encountered the same issues in the wake of a severe recession. Thus, the initial plan was to investigate what could be learnt from the stories of Uruguayans who had suffered and survived similar hardship. Their accounts might have been of help to young Greeks, providing emotional support as they live out storylines of increasing economic hardship and social trauma. While I was analysing the Greek stories, I notice how strong the participants’ feelings were, such as disappointment, anger, fear,
hopelessness and the multiple loss that they experienced and I felt that it was significant to give primarily voice to these feelings and losses. For that reason, seeing how significant and powerful the Greek participants’ stories were, I decided against noting the Uruguayans’ experiences, feeling that they might overshadow the main focus – the accounts of Greek young graduates.

Therefore, in this study I aim to explore how young recent-graduate Greeks perceive their lives and future at this time of severe economic crisis. More particularly, I want to focus on their feelings (such as worries and hopes) about how the recession has impacted their respective lives and futures. Perceptions of their lives and futures can be brought to the fore through their stories, revealing their feelings about the effects of the recession. In this way, I hope to be able to see how I might be professionally able to provide emotional support to this population and those that going through similar experiences.

As it was mentioned earlier, according to Packard (2009), one of the core values of the counselling psychology profession is the focus on healthy development across the life span, including work and career, and seek to prevent avoidable problems as well as optimising individuals’ life and societal growth (Packard, 2009: p.623). Following this perception, I see young adulthood as a significant stage during one’s development. Therefore, I am particularly interested to see what impact the recession may have on how young people perceive their lives and futures, their feelings during these difficult times and consequently on their perceptions of their development.

Through this research I hope that local authorities and organisations will gain a deeper understanding of the impact that recession has on young people’s lives and it is within their capability to take action. Similarly, seeing that the financial crisis has started to spread to other countries the Western world (such as Spain, Ireland, Portugal, and the US) I hope that this research will be beneficial for all young people who experience or will experience similar situations. By listening to the stories of young people in Greece, others going through the same trauma may find comfort in knowing that they are not alone and that these issues are surmountable, thus finding ways to reduce and better manage the emotional distress associated
with economically challenging times. Moreover, undressing ways to meet the psychological needs of the participants will give the knowledge to professionals to support psychologically those who are going through similar experiences. To illustrate the context of my research, the next section will outline the recent economic recession. I will then specifically discuss the recession in Greece and its impact on the youth population.

1.3 The recent economic recession

In 2008, a major financial crisis impacted many then-developed countries. Although it started in 2007 as a national banking crisis in the US, it soon spread to other countries in the EU, and to Russia, Japan and other parts of Asia. By the end of 2008 it was declared as a global financial crisis. Many economists consider this financial crisis as the worst international recession since the Second World War, which is known as the ‘Great Recession’ (Rampell, 2009). By April 2009 many countries across the world had lost four trillion US dollars in the value of their holdings (IMF, 2009). As a result of the global recession, many industrialised economies experienced an ongoing slowdown in production indicators in major sectors, international trades dropped, the demand for labour fell, unemployment increased rapidly by more than 6% and commodity prices fell dramatically. The recession spread rapidly in Europe affecting many of the countries in the Euro zone and causing political and financial tension among EU states. In 2010 and 2011, Greece, Ireland and Portugal had to agree on terms related to bailouts in the billions, to keep their governments operative and to make interest payments. Other countries such as Spain and Italy faced extreme financial struggles and more pressure due to their bigger financial and political roles in the EU. Their situation posed a threat to the stability and future of the Euro. As this thesis focuses on the recession in Greece and its impact on the Greek youth, the next section will delve into the Greek financial crisis.

1.3.1 The recession in Greece

In late 2009, the Greek government’s incapability to pay its debt and rising governmental corruption led to a crisis of investor confidence in Greece’s ability to pay off its debt.
Additionally, during that time the new government of PASOK (PanHellenic Socialistic Movement), after admitting that previous Greek governments had been under-reporting the budget deficit, revised the estimate of the 2009 budget debit from 6.7% to 12.7% of GCP (IMF, 2011). This resulted in the downgrading Greek bonds by major financial markets in April 2010 and dropped investor confidence (Hope, Peel, Barber, 2009). Investors began to demand higher interest rates for buying and holding Greek bonds (Nelson, Belkin & Mix, 2010). Consequently, in May 2010, Eurozone countries and the International Monetary Fund (IMF) agreed on a three-year package of a €110 billion bailout loan for Greece at market-based interest rates, following three conditions:

1. Austerity programme applied by the Greek government to restore the fiscal balance.
3. Application of outlined structural reforms, to improve growth prospects.

As a result, the Greek government implemented deep cuts to public spending and enhanced revenue growth, increasing taxes (such as the average VAT and taxes on certain commodities such as energy, housing, health and education), and clamping down on tax evasion. Moreover, the government applied healthcare reforms, with a reduction in total expenditure and the alliance of certain hospitals. Furthermore, pension reforms were implemented where the average retirement age was increased and they would become means tested.

However, due to worsened economic conditions in 2011 and the inadequacy of the Greek government to comply with the second and third conditions of the bailout, in July 2011, the Eurozone leaders decided to offer a second €109 billion bailout loan for Greece, on more favourable terms than previous. With this new bailout, it was agreed that the holders of Greek bonds would sign a deal accepting lower interest rates and losses of 53.5% on the nominal value of their bonds (Strupczewski, J., & Breidthardt, 2012).

After the Greek elections in mid May 2012, the inability to form a new coalition government led to strong fears that Greece would have to exit the Eurozone. This potential exit had an effect on international market behaviour and impacted the result of the second elections in mid-June,
where the formation of a new government was achieved. The main agenda of the new government was to implement the main principles outlined by the signed bailout plan. However, due to the worsened recession and delays in its formation, the new government asked the troika (European Union, European Central Bank, and International Monetary Fund) to push back the date for being required to return the budget into a self-financed condition from 2015 to 2017. At the end of August 2012, the creditors decided to withhold the scheduled €31.5bn bailout payment for August 2012, under the condition that the Greek government was still committed to following the agreed bailout plan. The following three months, the Greek government tried to negotiate with the troika about the exact conditions of the "Labour market reform" and "Midterm fiscal plan 2013-2016", in order to put the bailout plan back on track. The two major bills combined had austerity measures worth €18.8billion, of which the first €9.3billion were planned for 2013. In return, troika accepted paying a third bailout loan on €30billion to financially support the two-year extension of the bailout programme, while also trying to find solutions to decrease Greek debt to a sustainable level.

As a result of the conditions of the troika, on November 2012, the Greek parliament approved the "Labour market reforms" the "Midterm fiscal plan 2013-16" and the "Fiscal budget for 2013". As all three bills were passed as planned, the troika report was printed and distributed to the Eurogroup in its first complete draft version. The report has mapped the results and state for the Greek economy, reforms, privatisation programme and debt sustainability. This two-year extension of the bailout programme will cost Greece an additional €32.6bn.

The Greek population was concerned about the impact the recession and austerity measures would have on their lives, they began to face a hopeless and uncertain future. As a response to the austerity measures, a series of demonstrations and general strikes have been taking place across the country where millions of Greeks have been protesting against the government’s decision to cut public spending and raise taxes.
1.3.2 The impact of the recession on the Greek population

The strict austerity policies imposed by the EU and IMA have had huge financial and political consequences on Greek society. Citizens have seen a series of cuts to their salaries and pensions, where on many occasions, incomes have already declined by 40% since 2011 and there are fears that they will fall further. Six out of ten households have been affected by the crisis while a big part of the low and middle class population struggles to keep up with their regular bills (Frangos, Sotiropoulos, Orfanos, Toudas, and Gkika, 2012). Moreover, according to the Greek Chamber of Commerce estimates, during the last six years, 20-25% of small businesses have closed down, leaving thousands unemployed. Furthermore, six out of ten Greek businesses functioned on losses in 2012.

Consequently, the rate of unemployment in Greece is increasing rapidly, where according to 2012 reports by the Hellenic Statistical Authority (ELSTAT, 2012), in November 2012, six years after the beginning of the recession, unemployment had hit 27% of the population. It is important to note that the young population has been the worst hit in this age group (18-24), unemployment rates are at 61.7%, and 29%. As Chrysoloras (2013: 6) very accurately commented, ‘whoever loses his or her job in Greece today has virtually no prospect of finding another one in the foreseeable future’ As a result, almost one third of the Greek population now lives below the poverty line and soup kitchens have become commonplace in major Greek cities. In an attempt to support the low income population, a bartering movement has been established in many cities of Greece (known as the potato movement) where customers can get products directly from the producer for a third of the price (The Guardian, March 2012).

Commenting on the impact of the recession on the Greek population, Aliki Mouriki (a sociologist at the National Centre for Social Research) stated, “Joblessness will continue to grow, the recession will get worse, more businesses will close. The big question is who will survive” (The Guardian; January 2013). Caught up in a financial and political storm, citizens live in fear, without hope for their future. Furthermore, suicide rates have increased by 22% between 2010 and 2012 (Chrysoloras, 2013). A study conducted by Economou, Madianos, Peppou, Theleritis, Patelakis and Stefanis (2011) showed that the most vulnerable groups are men, those who have
previously attempted suicide, married individuals, people suffering from depression, individuals with low interpersonal trust, and those who experience financial difficulties. In some cases those who committed suicide stated that they were driven to this decision because of the recession. For instance in 2012, a 77-year-old retired pharmacist committed suicide in front of the Greek parliament as he felt that he couldn’t live a dignified life after his pension had been slashed. His suicide note stated that he couldn’t face the possibility of “scavenging through garbage bins for food and becoming a burden to my child,” adding that “I am not committing suicide. They are killing me.” (New York Times, April, 2012). Moreover, Greek police data revealed a rise in crime (such as theft, assault and rape) and homelessness, which has increased by 25% over the last two years (European Commission, 2012).

Greek citizens are used to live in a developed country and these changes in circumstances are dramatic and difficult to adapt to. People are unable to meet their mortgage payments and as such, for-sale and for-rent signs are ubiquitous. Furthermore, people cannot pay their utility bills and some cannot afford fuel for their vehicles. Worse still, insurance companies have refused to insure exports to Greece and oil and gas suppliers require to be paid in cash in order to provide Greece with fuel (Chrysoloras, 2013). As a result, local authorities have also had to bear the brunt of these recessionary effects. For example Emmanouil Hatzisimeonidis, the mayor of Kastoria, a city situated in northern Greece, close to the Albanian border, commented that as they have yet to receive funds from the central government they cannot afford central heating in schools, leaving thousands students in 53 schools in cold conditions (Bloomberg, December, 2012).

Moreover, the health system in Greece is disturbing. Since 2009 there have been about 40% cuts in hospital budgets. As a result, hospitals experience understaffing and occasional shortage of medical and trivial supplies. Furthermore, the Greek state owes 8 billion euros to its suppliers and therefore has difficulties importing medicine (Kathemerini, October, 2012). The worsening of the Greek National Health Service has coincided with an increase in reports of poor health. A study conducted in 2013 provided evidence that recession has a significant negative impact on health trends in Greece (Vandoros, Hessel, Leone, Avendano, 2013).
1.3.3 Being young during the Greek recession

The age group most affected by the Greek recession is the country’s young people, so much so that the media refers to them as ‘lost generation’. Many see the situation in Greece for those under the age of 35 as being close to desperate and youth unemployment is seen as ‘one of the most serious problems faced by this country (CNN, March, 2011). The latest unemployment figures show that youth unemployment (ages 18-24) impacts 61.7% of the population, while unemployment among Greeks aged between 25 and 29 rose to 38%. However, even those in employment often work in jobs irrelevant to their qualifications and find it difficult to cover their expenses.

According to Eurostat figures (2012) 83.4% of Greeks aged between 20 and 24 have at least an upper secondary school education. However, one in three graduates are unemployed and 24.8% of those hold a post graduate degree and 12.6% have a graduate degree (ELSTAT, 2012). A significant number of skilled Greeks work in occupations irrelevant to their training while ‘lower-skilled young people become semi to permanently exclude from the labour market’ (The Telegraph, March, 2012). Many scholars have warned about the negative impact of long-term unemployment on mental and physical well-being. Katerina Rudiger, skills adviser at the Chartered Institute of Personnel and Development, advises that the longer a young person is out of work the greater the ”scarring effect” on adult life (The Telegraph, March, 2012). Moreover, as salaries in the public sector have been decreased by 40% since 2009 and there have been reductions in the private sector, even those on employment find it difficult to live independently. Under these circumstances, a new group has emerged – those who work full time for 590 euro per month, without job security and without hope for a decent pension. This population cannot live independently on such a salary so they rely on the support of family and friends.

Under these conditions, many young people consider immigration as the only solution. A Eurobarometer survey conducted for the EU’s Youth on the Move programme in May 2011 revealed that 37% of the young Greek population (under the age of 30) wishes to work abroad, for the long term (Eurobarometer, 2011). In addition, in a survey carried out by Panteion
University in 2012 showed that 53% of the 444 participants aged between 18 and 24 said that they might emigrate, while 17% are already planning to leave. Shockingly, seven out of ten of the participants believe that emigration is the only solution to the financial crisis (Bloomberg, April, 2012). This mass immigration has led to a Greek ‘brain-drain’ as many talented young people leave to create a better future abroad (CNBC, June, 2011; BBC, June, 2012; The Guardian, January, 2013.). To further illustrate this phenomenon, according to a 9-month study conducted between 2009 and –2010 nearly 91% of Greek graduates who received all of their degrees abroad do not look for employment in Greece while half of the graduates who graduated from Greek institutes seek employment elsewhere (Lambrianidis, 2011).

Described by many as the lost generation, many young people in Greece see no purpose for staying at home and see no future there. Georgia Lagoumtzi, a professor of sociology says that ‘a generation is defined by its social consciousness and how it is impacted by a social event. This generation will be defined by the economic crisis. It's a lost generation’ (CNN, March, 2011). However if a society wants to exit the crisis, its future relies on the efforts of the youth population, those with the energy and knowledge to set the foundation for a better economy. But if young Greeks have emigrated and those who have stayed feel hopeless, victimised and lost, how can this country survive? For that reason Greece needs to address this problem not only for these people’s well-being but also for its future and survival. As pointed out by Malkoutzis (2011) it is important and vital for Greece to give young people better access to jobs with a suitable standard of living and produce graduates that reflect the needs of the market.

As I mentioned earlier I believe that youth is the future, the ones that have the energy and the ideas to make a change. But unfortunately there is a fear that recession is turning the youth to a passive, voiceless, ‘lost generation’. I hope that through this research the fears and worries of these young people will be heard and Greek local authorities will do something not only to protect this generation’s future and well-being but the country’s future.

Moreover, I believe if Greece falls, it will have a domino effect on the global economy. The media has highlighted little hope for economies such as Portugal, Spain and Ireland but even stronger economies such as the UK are suffering. Instead of passively observing, can we do
something to change it? Can we learn from the mistakes and experiences of Greece and other countries? I hope that this research will be beneficial for all the young people who experience or will experience similar situations. Listening to the stories of Greek young people, they may find ways to reduce and better manage the emotional distress associated with economically challenging times.

1.4 Structure of the thesis

The focus of this research was on how recession has impacted four Greek young graduates’ perceptions about their lives and futures. It was highlighted that the importance of attempting to understand the changes and ‘losses’ that the individuals experience, how this has impacted them psychologically and what interventions need to be done to support individuals who are in a similar situation.

This thesis is presented in six chapters. The first chapter introduces the research question and the objectives of this study. Chapter two summarises the literature on the developmental needs of young individuals; focusing on how young adulthood is perceived by scholars and what the developmental expectations of this age group are. Then I focus on the transition to adulthood (as this is the age group of my participants) and its implications on an individual’s development and well-being. Acknowledging that economic recession has an impact on the employment opportunities available in the affected country, I then describe the importance of employment in one’s life, focusing on the impact of unemployment on an individual’s psychological well-being. Following this, I give an overview of studies that have been conducted on the impact of the current recession on young individuals, focusing on studies relevant to my research area, which is more specifically, the psychological impact. In an attempt to gain a better understanding on how the recession may impact individual’s well-being, I finish the literature review by presenting an overview of the research on shattered dreams and the grieving process of internal losses. Chapter Three presents the research methods used in this study and it falls into seven distinct sections: the theoretical position underlying the research, the research method, research design, a section
where I situate myself in the research context, another where I present the participants, and finally a section entitled rigour credibility and trustworthiness of the research. In Chapter Four I move on to the presentation of the findings, the data analysis process is presented, clearing an attempt to clarify and understood how the analysis was undertaken. The last part of this chapter is the presentation of the analysed data – the findings. Chapter Five discusses the findings where the main themes of the stories are discussed and interpreted with the literature in mind, in an attempt to validate the participants’ stories and gain a better understanding of their experience. The second part of this chapter focuses on what we can learn from the participants’ stories and what actions need to be taken to meet the psychological needs of these informants and those in a similar situation. Finally in Chapter Six I summarise the purpose of this study and I discuss the findings and the key issues that arose from them, focusing on the implication of these findings on how to meet the psychological needs of those who have similar experiences to those of this study’s participants. Moreover, the study’s limitations, contributions to and implications for practice and recommendations for future research are presented. Finally, I conclude with recommendations for future avenues of research into similar subjects.
Chapter 2: Literature review

Recession does not only impact individuals financially but also psychologically. This research taking a psychological and developmental perspective, attempts to gain an understanding of how young people who have recently graduated perceive psychologically their lives and futures in a period of recession. I see graduation as a significant part of individual’s psychological development. Individuals, who choose to gain a qualification, rely much of their personal and professional development on this choice. As it is pointed out by the life course theory, moving from the parental home into independent living, completion of education and starting a full-time job, are some of the significant transitions to adulthood (e.g., Arnett, 2000; Fussel and Furstenberg, 2005; Hogan & Astone, 1986; Shanahan, 2000). However, external social factors such as a recession may not allow the individuals to meet these milestones, impacting their psychological and social development. This research focuses on the impact of a recession on young graduate’s lives, and on their development, and how they feel about their lives and futures. Acknowledging young adulthood and the transition from education to employment as an important part of an individual’s development, this research is positioned as part of the developmental and lifespan psychology. Therefore, in the first section of this literature review, trying to gain a better understanding of how this age group is perceived by the developmental theories and of this age group’s particular developmental needs and expectations, I am going to present an overview of the lifespan theories of the developmental psychology, focusing on how young adulthood is perceived by scholars. Then I will focus on the transition to adulthood (as this is the age group of my participants) and its implications on an individual’s development and well-being. As it will be described below, employment is one of the five main means that identify the transition to adulthood. Acknowledging that economic recession has an impact on the employment opportunities available in the affected country, I will then describe the importance of employment in one’s life, focusing on the impact of unemployment on an individual’s psychological well-being. Following this, I will give an overview of studies that have been conducted on the impact of the cur-
rent recession on young individuals, focusing on studies relevant to my research area, which is more specifically, the psychological impact.

All the research participants expressed how many psychological losses they have experienced seeing their future and dreams to be shattered because of recession. In an attempt to gain a better understanding on how the recession may impact individual’s well-being and understanding better these ‘losses’, I will finish the literature review by presenting an overview of the research on shattered dreams and the grieving process of internal losses.

2.1 Developmental psychology

As it was mentioned in the previous chapter, I perceive this research as part of the developmental psychology where recession has impacted the participant’s developmental process. For that reason in this section an overview of some of the most influential developmental theories will be presented. Developmental Psychology, as a scientific study focuses on the ontogenetic development of the individual, starting from the prenatal age until old age and death (Sigelman & Rider, 2010). It examines the fundamental theories of age-related changes in behaviour and the psychological processes of growth, trying to gain a deeper knowledge on the sequence of biological, cognitive, and socio-emotional changes that occurs in the entire life span of the human development. Also it studies the processes that lead to age-related changes and transitions between successive developmental states. Even though developmental psychology was initially focused on childhood and adolescence, over the last years it has been expanded on the entire life span of the human being, where the developmental needs of the age group of this research participants and the transition to adulthood are perceived as important developmental milestones.

According to Sugarman (1996) ‘the study and understanding of life span developmental psychology can be seen as a task for counselling as well as developmental psychologists’ (Sugarman, 1996: p. 287). Packard (2009) sees the focus on healthy development across the life span as
one of the nine core values of our profession. Therefore, knowledge of the various theories of development can help counselling psychologist to gain a better understanding of their clients’ lives, taking into consideration how individual’s struggles can be part of the psychosocial contexts of their life stages (Carlsen, 1988). In an effort to gain a better understanding on how some of the problems faced by young adults such as my participants are related with their life span development, in the next section, I will review some of the most important theories on human development.

2.1.1 The psychoanalytic theory

The underlying philosophical assumption of psychoanalytic theories is based on the importance of early childhood experiences and their unconscious motivation in influencing behaviour (Loow, 1989; Shafer and Keep, 2007). Freud who is the father of the psychoanalytic theory of human development, claims that human development is based on the individual’s desire to maximise pleasure and to minimise pain (pleasure principle). However, individuals’ natural need to seek pleasure may be in conflict with the expectations of the society and therefore this need may be repressed (Stone & Church, 1979). Freud perceived development as a discontinuous process and he introduced five different stages of human development (oral, anal, phallic, latency and genital stages) where each of these stages represents a primary focus of pleasure, which is called the erogenous zones. Freud proposed that if the child experienced any conflict in relation to any psychosexual developmental stage, this may have an impact on their development and this traumatic experience would persist into adulthood as neurosis.

Even though Freud’s theory on developmental psychology has been widely criticised, it influenced scholars to focus on the role of early experiences in personality formation. In addition, his emphasis on the dynamics of the conflict between the individual’s biological drives and society’s
restrictions on the expression of these drives has been a big source of hypotheses and inspired other developmental theories (Miller, 2002). In his theory, Freud assumed that development is completed at the end of puberty and suggested that a fully functional adulthood is achieved if the previous stages have been successfully completed. Levinson (1986) argued that this perspective undervalues the possibilities of adult development and the nature of the life cycle as a whole.

2.1.2 Psychosocial theory

In contrast to Freud, Erikson (1963) in his psychosocial theory presents development as an ongoing process that does not end with adolescence but continues through to old age. Moreover, in opposition to Freud’s emphasis on sexual and aggressive drives, Erikson’s developmental theory focuses on the impact of social and cultural factors on the individual’s development.

Erikson (1963) states that human development is a result of the interaction between changes in three different systems: the somatic system, the ego system, and the societal system. Similar to Freud, Erikson sees development as a discontinuous process and suggests that human beings progress through eight separate stages. At each stage the individual would have to face a unique crisis. The successful resolution of each crisis defines their healthier developmental progress to the next stages. In addition, the skills and capabilities that will be achieved at one stage will be used as resources for the successful overcoming of the next-stage crisis (Berzoff, 2011). Following Erikson’s theory individuals such as this research participants are in their sixth stage which is called young adulthood (19 to 40 years). During this stage, young adults need to form an intimate, loving relationship with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
2.1.3 Developmental task theory

Havighurst (1952), drawing from Erikson's work, introduced his developmental task theory where critical tasks occur at specific periods in an individual’s life. Havighurst’s developmental task theory covers the entire life span and introduced six age periods where specific developmental tasks occur. Havighurst argues that the successful accomplishment of these tasks leads to happiness while not dealing with the tasks will have a negative impact on various aspects of the individual’s life such as unhappiness, social problems and difficulty with later tasks (Keenan and Evans, 2009). Following a different perspective from Erikson, Havighurst sees the age group 18-30 as a stage on its own where the individual needs to follow specific developmental tasks. According to Havighurst individuals at this stage, such as the participants of this research need to follow the following developmental tasks: selecting a mate, learning to live with a partner, starting family, rearing children, managing home, getting started in occupation, raking on civic responsibility, finding a congenial social group. Following Havighurst’s theory, it can be argued that recession impacts negatively many of these tasks. When a country is struggling by a financial crisis, young individuals find it more difficult to start an occupation and manage a home. Not being able to become financially independent subsequently makes it more difficult to start a family and bear children, or even to maintain social relationships. It will be interesting to gain a better understanding of how the failure to complete these tasks may impact developmentally these young adults such as the research participants.

2.1.4 Maslow’s hierarchy of needs theory

According to Maslow (1954, 1970) individuals are born with a set of five needs: physiological, safety, belongingness, esteem, and self-actualisation. These are arranged in a hierarchy and lower-order needs have to be satisfied before higher-order needs are activated. The lowest need is
the physiological which refers to basic biological drives such as thirst, hunger and sex. Once the individual has gratified these needs, the need for safety becomes important, which refers to security, stability, dependency, protection, and need for structure, order, law and limits. Once the individual has satisfied his or her needs for safety, order, predictability and lawfulness the need for belonging increases. As such, the individual will attempt to establish affectionate relationships with other people.

The fourth need in the hierarchy is that of esteem where the individual desires confidence and a high evaluation of himself and for others to see him or her in the same light. According to Maslow when someone achieves these four needs, he or she moves to the need for self-actualisation. This is the final need in Maslow’s hierarchy where the individual tries to become everything that he/she is capable of becoming. This need is referred as a being need (B-need) where unlike to the previous needs in this stage, growth is a continuous process, where the more that one achieves, the more that one wants (Poston, 2009). During recession though individuals are struggling financially and therefore they may find difficult to meet needs such as financially safety, security, dependency, need of structure or in some cases are unable to meet their basic biological needs such as hunger and thirst. It can be argued therefore that recession can impact negatively individual’s development as it is seen by Maslow.

2.1.5 Levinson’s theory of lifespan development

Levinson (1978) formulated a detailed Human Life Cycle model where he recognises the unique elements in each individual’s life and takes into consideration his or her interpersonal relationships with family, friend, work, religious and community as significant influences through ones development (Levinson, 1978). He claims that the life cycle embraces a sequence of four eras where each lasts for approximately twenty-five years. Each of these eras consists of a number of developmental periods. During the developmental periods of each era the individual needs to ac-
complish a set of tasks and attempts to modify his or her life structure. He acknowledges the importance of the existence of a vision, a dream that generates excitement and vitality through the various periods. Each transition between eras may take between three and six years to complete as the individual tries to accomplish the changes that are required in each of them. It was also mentioned that throughout the life cycle the individual goes through another important process which is that of individuation where the individual changes relationships between self and others, such as mentor relationships, love and family relationships, and occupational relationship throughout the life course. Through this process the individual tries to gain his or her independence by moving away from the world but at the same time this process of separateness makes the person part of the world (Schlossberg, 2005). Following Levinson’s theory, it can be argued that individuals such as the participants of this research belong to the second and third period of his second era which he called early adulthood (age seventeen to forty-five) where they need to go through the entering the adult world period. To achieve complete entry into adulthood individuals need to achieve four main developmental tasks: (1) define a dream of adult accomplishment, (2) find a mentor, (3) develop a career, and (4) establish intimacy (Craig, 1996). Again it can be argued that a financial crisis will threat these accomplishments and therefore may have a negative impact on the individual’s development.

As it was noticed, not all theories account for the importance of young adulthood for the healthy development of one’s life. Some theorists such as Freud focused mainly on childhood and adolescence, perceiving that after a specific age the person will not or develops more. Other theories see development as a process that takes place during the whole life span and they focus on the changes and transition of different age groups. For instance, both Erikson and Levinson who were mentioned above have presented theories that expand on the entire life span. However, regardless of where theorists are coming from, it seems that young adulthood has always been seen as less important in ones development as other stages such as childhood and adolescence. Actually, many scholars in developmental psychology present young adulthood as part of adulthood, underestimating or even not recognising the unique needs and challenges that this age group may face. Personally, I see young adulthood as an important and unique stage in one’s development and this is the approach that I take in this research. With this perception, this research focuses on
this age group in an attempt to identify how the recession impacts their unique needs as well as their developmental process.

During the last decades more dynamic, and more contextualistic views on development have been established (Pulkkinen & Caspi, 2002), views that better match my own perspective. Similar to the stage theories, these theories acknowledge the importance of developmental tasks and life transitions (e.g. Baltes et al., 1998; Elder et al., 2003). However, in contrast with developmental stage theories, they consider development as an ongoing process where any stage in the life course is seen as a consequence of past experience and as a starting point for ensuing experiences (Schoon, 2006). Moreover, the contextualistic views identify the importance of contemporary conditions such as recession and wars and the impact that these may have on lifelong development. As such, I will introduce two of the most well-known contextualistic theories, Baltes’ Life Span theory and Elder’s Life course theory.

2.1.6 Life-span theory

Baltes introduced a more psychological-based theory on human development (e.g., Baltes, 1987; Baltes et al., 1998;). According to the life-span theory human development cannot be understood within a scope of a single framework but as a selective age-related change in adaptive capacity (Baltes et al., 1998). The basic principles of the life-span perspective is that the individual’s actions and social factors, such as age-graded influences, history-graded influences, and non-normative influences, contribute to their human development. Baltes (1987) describes age-graded influences as the impact of biology and the environment on the individual’s development, such as developmental tasks (e.g., becoming a parent). These situations are considered to occur in relatively similar ways for all individuals. However to understand an individual’s development and experiences we must consider what came before and what is likely to come afterward (Riley, 1979) and in what social, environmental and historical contexts and changes he/she is devel-
oping. Baltes et al. (1998) pointed that non-normative influences such as having an accident or winning the lottery may have a powerful impact on an individual’s development. The impact of non-normative events on the individual’s life span and personal well-being depends on the duration and the importance of the event as well as the individual’s personal situation and available resources. Under these circumstances and influences the individual contribute to their own process and development (e.g., Baltes et al., 1998).

Finally history-graded influences, such as war, recession, or prevailing education system, are actions that may have an impact on the individual’s development across historical periods. Thus it can be argued that the experiences of one generation may not be the same as those of another. Baltes et al. (1998) were the first developmental scholars that pointed the importance of historical influence in one’s development. They recognised the impact of historical contexts such as recession on the individuals, putting individuals’ experience into the developmental perspective such those of Greek population and the research participants. Following his standpoint Elder (1974), using archival records from the Berkeley Institute studies, examined the effects of the Great Depression on the social and psychological development of children and their families, pointing the instability that individuals’ experience under drastic economic declined times and argued that experiences such as the Great Depression pointed to a lost generation of young people.

### 2.1.7 Life course theory

Following Baltes et al.’s perspective Elder introduced the life-course theory. According to the life course theory human development and aging are lifelong processes (Elder et al., 2003: p.11). The life course theory sees human lives and development as an emerging paradigm (recognised that an individual’s life is defined by the social context that he/she develops (Elder, 1998). This social context usually constructs a system of phases (trajectories) that an individual needs to go through. These phases are typically separated from each other by particular transitions. Elder
(1998) sees the life course as the trajectories that an individual goes through over the time. Life course theory claims that human development is based on four interdependent principles.

According to the first principle individual’s lives are situated in a historical time and place. The chronological period that a person was born is an important element of the developmental trajectories he or she will follow. Historical influences can impact an individual in various ways. One of these is through cohort effects, which occur when people from different birth cohorts are impacted differently by some historical circumstances (Keenan and Evans, 2009). Another type of historical effect is a period effect (Keenan and Evans, 2009). Elder (1998) suggests that a period effect occurs when a historical situation applies a quite uniform influence across different birth cohorts. Finally, in regards to historical time and place, Elder argues that geographical settings play an important role on someone’s development.

More particularly, in his work on the effects of the Great Depression during the 1930s, Elder (1998) pointed out that the experience of drastic economic declined times impacted differently people who were at a different age/stage during that time. Elder and Johnson (2000) pointed that social and historical contexts are more than simply behavioural settings but that the impact of particular times and places, but that they shape every individuals’ pathways and together become ingredients of their development and ageing (Elder and Johnson, 2000). As Elder and Johnson (2000) very accurately argued ‘where we have been in our lives tells a story of who we are’ (Elder and Johnson, 2000, pp.41). Following this approach, it can be argued that historical contexts such as the current recession in Greece impact in some extent each developmental cohort that experience it and shapes their development and pathway.

A second important principle of life course theory is the perception that individual’s lives are socially timed, therefore social roles and events are organised regarding the particular norms that exist for an age group in the society in which someone develops. Thirdly, Elder (1998) claims that individuals are interdependent on each other and the quality of relationship that someone establishes has an impact on their development and well-being. Finally, according to the fourth principle of the life course theory, within a certain social environment, individuals’ actions and
how they choose to relate to others have an impact on their lives and their development (Rutter and Rutter, 1993).

As Elder and Johnson (2000) pointed earlier historical context such as the current recession in Greece shapes each individuals development and pathway, however as the subject of this thesis is the impact of recession on young graduates, I want to gain a better understanding of the developmental needs of this population. Life course theory perceives life development as a sequence process over time (Rohwer and Trappe, 1997) where life development is seen more as a process of discrete transitions rather than a life pathway. Adopting the framework of the life course theory (Elder, Kilkpatrick, Johnson and Crosnoe, 2006), I acknowledge the importance and the significance of transitions and trajectories where age graded and socially-constructed classifications of roles are connected with various phases of life (Mortimer and Shanahan, 2006). In addition as it was stated earlier, I see young adulthood as an important part of one’s development; hence in the following section I am going to focus on the transition to adulthood, in an effort to gain a better understanding of the process of becoming an adult and the characteristics that define adulthood.

2.2 Transition to adulthood

Reaching a particular age does not indicate the transition to adulthood but maturation, psychological development, social membership and other aspects of age-graded social life are related to this transition (Settersen and Mayer, 1997). As it mentioned in the previous section, many developmental theories describe human development as a process from one stage to the other, where an individual is going through age-specific psychosocial challenges, which reflect biological changes, social roles, norms and expectations, as well as personal goals (e.g. Erikson, 1963; Havighurst, 1982; Levinson, 1986; Levinson et al.,1978). A successful resolution of these challenges is important for the individual’s wellbeing and for his/her positive progress to the next stages. Over the last forty years many researchers have focused on life changes in adulthood.
Erikson (1963) claims that the shift from adolescence to adulthood involves the central challenge of identity formation. With this challenge the individual gains a sense of sameness and continuity across time and place and a positive resolution (achieved identity) which would allow personal progress in the following stages of intimacy during early adulthood, and generativity and integrity in middle-age. In Havinghurst’s theory the individual needs to go through age-graded developmental tasks which include biological changes, social roles, norms and expectations, as well as personal goals (Havighurst, 1982). According to Havinghurst some of the developmental tasks that the individual needs to achieve a successful transition to adulthood are moving from the parental home for independent living, finding an occupation, entering working life, and establishing a family. Levinson argues that the human life span consists of fifteen stages and transitional periods (Levinson, 1986; Levinsons et al., 1978). He claims that the transition to adulthood includes a stable period and two transitional periods. The stable period lasts approximately from the age of 17 to 45 years of age and begins with the early adulthood transitions (from 17-22). During the stable period of early adulthood the individual is expected to form and pursue youthful aspirations, establish a place in society, raise a family and as the era ends (40-45) to reach a more senior position in the adult world. Elder (Elder, 1995, 1998; Elder et al., 2003) proposes that transitions at different life stages are interdependent and that if we want to understand the structure of the life course it is important to take into consideration these various dimensions (Macmillan & Copher, 2005).

According to the life course theory the significant transitions to adulthood are moving from the parental home to independent living, completion of education, starting a full-time job, establishment of an intimate relationship, and becoming a parent (e.g., Arnett, 2000; Furstenberg et al., 2005; Hogan & Astone, 1986; Shanahan, 2000). Goldscheider and Goldscheider (1994) suggest that the most important fact of the transition to adulthood is the shift from dependence to independence, where the individual is able to leave the parental home and becomes self-sufficient. All these interdependent transitions have been called the five “markers of adulthood”. However, none of these transitions are seen as necessary or sufficient on their own for the achievement of adult status but taken together, they define the adult stage of life course development. In addi-
tion, research has shown that experiences in any one of these areas will have an impact on the others (Dodge et al., 2009; Masten et al., 2005). For instance, lack of full-time employment will postpone the process of moving from parental home or the transition to becoming a parent and hence the full transition to adulthood (Ranta et al., 2012).

As it was noticed from the above literature, completion of education, independent living, entering working life and the establishment of an intimate relationship are some of the transitions that describe the process to adulthood. In the middle of the twentieth century, these transitions were more standardised (Bruckner and Mayer, 2005; Modell, 1989) where most young people (such as our parents and grandparents) followed a sequence of transitions in the same order. The move to adulthood was more brief and less varied (Settersten, 2008; Shanahan, 2000) where school-work-marriage patterns were more homogenous (Modell, 1989). From my personal experience growing up in Greece, I identify with this as my culture acknowledges this homogenous take on the process of young individuals as well. A study conducted with 183 Greek students aged 18-25, confirmed the importance of these transitions in the perception of adulthood. Being financially independent from parents, no longer living in parent’s household, becoming ready to care for children, supporting a family financially and keeping a family physically safe have all been perceived as markers of adulthood (Petrogiannis, 2011). This research participants have similar age and are coming from similar culture such as those at Petrogiannis’s study and therefore it can be argued that they have similar perspectives regarding adulthood.

However, over the last thirty years researchers have acknowledged that transition to adulthood has become more diverse in Western lifestyles (Shanahan, 2000; Furstnberg, 2000) and the period between adolescence and what was perceived as adulthood lasts longer. Nowadays, society has changed and conditions such as the need for higher levels of education to stay competitive, the social acceptance of cohabitation and the advancing age of first marriage and parenthood have shaped and changed what is perceived as adulthood (Buchmann, 1989; Rindfuss, 1991; Shanahan, 2000; Arnett, 2007a). As a result of these changes some individuals do not go through the five markers of transitions into adult roles. For example according to Fustenber et al (2004)
in 1960 by the age of thirty years old 77% of women had completed all five major transitions to adulthood while in 2000, only 46% of 30-year-old women had done so.

Moreover, nowadays in developed societies adulthood is perceived in a more modern, individualised way where the criteria of being an adult has been shifted from demographic characteristics to more individualist, subjective criteria (Benson & Furstenberg, 2007; Molgat, 2007; Arnett, 1998). Observing this change, scholars have argued that the shift from adolescence to adulthood is no longer a short homogenic transition but an entirely new stage of development in the life course of contemporary young individuals (Arnett, 2007; Furstenberg, Kennedy, McLoyd, Rumbaut, & Settersten, 2004; Settersten, 2008).

Arnet (2003, 2007) noticed that in countries that are highly industrialised the entry into adulthood is postponed until well past the late teens and he proposed that the period between 18 and 25 should be considered as a distinct stage that is called Emerging Adulthood where individuals, even though beyond the dependency of childhood and adolescence, don’t perceive themselves as adults. However, as Petrogiannis (2011) argued, in societies such as Greece, where family values and the importance of parents are strong cultural characteristics; and specific transitions are required from the individuals in order to be considered an adult, it still takes time to acknowledge a more individualistic development. Even young individuals have yet to accept this shift where research has shown that young adults who have not achieved a stable career or cannot be financially independent perceive their lives as unstable and themselves as failures (Hendry and Kloep, 2007; Furlond and Cartmel, 2007).

Following an individualistic perspective on adulthood, many scholars have focused on the importance of healthy psychological development, which is associated with better adaptation in the transition to adulthood. Personal characteristic and psychological capacities such as flexibility, agency and social competence could increase a positive transition to adulthood (Côté & Arnett,
2005). In addition, a positive transition to adulthood has been linked to improved psychological well-being, whereas missing transitions has a negative impact on individuals’ psychological functioning (Caspi et al., 1998; Helson & Picano, 1990; Horwitz et al., 1996; Schulenberg et al., 2005; Williams et al., 1997). Through positive adult transitions, the individual has the opportunity to successfully face developmentally appropriate challenges through which they achieve competence, autonomy and relatedness and it increased their self-sufficiency (Schulenberg & Maggs, 2002; Schulenberg et al., 2005; Schulenberg & Zarrett, 2006; Deci & Ryan, 2000). Moreover, research has shown that there is a direct association between the timing of adult well-being and psychological well-being (e.g. Fadjukoff et al., 2007; Pitkanen et al., 2008; Sacker & Cable, 2010; Spence, 2008). These researchers pointed out that if the transition to adulthood starts earlier or later in one’s development, this has a negative impact on their well-being and it is linked to poorer psychological functioning. Following this perspective, social and historical conditions and changes such as recessions may negatively impact the psychological transition to adulthood (Elder, 1998). Through my research, I will gain a deeper understanding of how the financial state of one’s country may impact their psychological development.

As mentioned above, one of the markers of adulthood is employment and financial independence; therefore, young people such as the participants of my research gain an understanding of their identity and their adult role through financial independence. However recession has a negative impact on individuals’ finances and employability aspects and therefore it can be argued that this marker of adulthood is the one that is affected the most during periods of financial crisis. As my research is focused on the impact of a financial crisis on young individuals, in the next section I will present the literature surrounding the impact of employment in someone’s life and the effect that unemployment has on subjective psychological well-being.
2.3 The importance of work in psychological health

Researchers have argued that nowadays being employed is not just a central means to earn an income and provide for one’s self and his or her family but it is also one of the strongest factors that contributes to subjective well-being (Blustein, 2008a; Frey and Stutzer 2002; Dolan et al. 2008; Clark et al. 2008b; Korpi 1997). However, having a job does not increase psychological well-being just because individuals can buy goods and provide for themselves and family there but also as Winkelmann and Winkelmann (1995) mentioned, being employed satisfies something deeper within the individual. Research mentions the importance of work to an individual’s well-being as it provides structure in their life, strengthens their social and economic connections to society and enhances their well-being and sense of satisfaction and accomplishment (Blustein, 2006; Lent & Brown, 2005; Cramm, Moller, & Nieboer, 2010; Lavis, 2002). A number of studies that have compared those who have paid permanent jobs with those who are retired, unemployed or being housewives/house-husbands, have reported that those in paid employment experience better well-being (Kessler, House, & Turner, 1987; Moser, Fox, Jones, & Goldblatt, 1986; Ross & Mirowsky, 1995).

In fact it seems that even having a mediocre job is better for the individual than not having a job at all (Layard, 2005; Knabe et al. 2010). Building on what was mentioned above, scholars suggest that employment has a positive impact on overall well-being as it promotes one’s social status, creates economic independence and provides social support and recognition from others, characteristics that are related to a sense of life satisfaction, high self-esteem and happiness (Bird & Ross, 1993; Gordo, 2006; Ross & Mirowsky, 1995). Blustein (2006) claims that work serves three central purposes in one’s life: a) work is vital to survival and power as through this, individuals are able to provide food and accommodation to sustain life; b) work promotes a sense of self determination and it helps individuals to gain an understanding of their identity; and c) work can be a source of social connection. It seems that the modern world is driven and constructed by the importance of employment. As Fenwich and Tausig (1994) mentioned, work
plays a central role in most adults’ lives. From a very young age we focus on gaining the education and the qualifications needed to get decent work. Moreover, in most cultures, classes are divided by one’s employment status where working class, middle-class and upper-class categories define our employment and position in society. Living in a society where money equates to power and the control that we have over our life, it is interesting to consider the importance that our employment actually has in life. The impact that work has on one’s life can be most clearly demonstrated by the clear consequences of unemployment on one’s psychological well-being.

2.3.1 Impact of unemployment on individual’s well-being

Research has repeatedly shown that there is a consistent relationship between unemployment and lower levels of subjective well-being of adults regardless of age, sex, ethnic background and country of origin (Kieselbach, 1988; Warr, 1987; Hammarstrom, 1994; Di Tella et al. 2003; Cole et al. 2009; Welsch and Bonn 2008; Stokes and Cochrane 1984; Theodossiou 1998; Clark et al. 2008a; Meer, 2012; Giuntoli, 2012). Research conducted in 2009 (Cole, Daly and Mark, 2009) on 7000 participants using cross-sectional data from Australia showed a strong relationship between employment status and wellbeing where employed individuals perceive themselves as healthier and happier. Similarly, in a study that contacted using data taken from AMECO, the annual macroeconomic database of the European Commission’s Directorate General for Economic and Financial Affairs showed that unemployment is negatively linked to life satisfaction and well-being (Welsh and Bonn, 2008).

Other scholars have focused more on how unemployment impacts mental health; research has shown that unemployment is related with higher levels of depression, lower self-esteem (Goldsmith & Veum, 1996; Goldsmith, Veum, & Darity, 1996, 1997; Winefield, Tiggemann, & Winefield, 1992b) and psychological distress (Brown, 2003). In a prospective cohort study that
conducted in general practices in UK, Estonia, The Netherlands, Portugal, Slovenia, Spain and Chile it was shown that there is a correlation between unemployment and depressions (Jefferis et al., 2010). In other research conducted among unemployed individuals registering in a Labour Market Office in Lithuania shows that unemployment is related with increased depressive symptoms (Stankunas et al., 2006). Other studies using data from national surveys found that unemployment is associated with higher levels of depressive symptoms among young adults (Mossakowski, 2008; Rodriguez, Frongillo, Chandra, 1999; Montgomery, Cook, Bartley and Wadsworth, 1999).

Further research focused on the impact of unemployment on self-esteem; for instance, research conducted by Waters and Moore (2002) revealed that unemployment impacts individual’s self-esteem, and that there is a direct association between unemployment and lower self-esteem, showing men to be more vulnerable than women. Hobbs, and Grimmer, (2011) used survey data with a large sample of unemployed and employed young people from seven European countries, finding that there is an association between unemployment and low self-esteem but that this is also associated with the unemployed experience of social stigmatisation.

Moreover research has shown that the unemployed population experience more psychological distress (Gordo, 2006; Paul and Moser, 2009). For instance a study that was conducted using data from the 2001 Behavioral Risk Factor Surveillance System (BRFSS) in the USA showed a correlation between unemployment and frequent mental distress (Brown, 2003). Acknowledging the particular difficulties that the young and unemployed face, other scholars have focused on the impact of youth unemployment on individuals’ mental distress (Pervaiz, Saleem and Sajjad, 2011). In addition, other researchers are warning that unemployment is significantly associated with an increased risk of suicide (Classen & Dunn, 2011; Chen et al. 2010, Chung 2009, Classen & Dunn, 2011, Koo & Cox 2008; Wu & Cheng 2010; Stuckler et al. 2009). Finally, research has shown that unemployment is associated with substance abuse (Van Praag, et al., 2009; Virtanen,
et al., 2008; Kestilä, et al., 2008; Bolton & Rodríguez, 2009; Fagan et al., 2007) and physical illness (Maier et al., 2006; Cohen et al., 2007; Gordo, 2006; Böckerman and Ilmakunnas, 2008).

Over the years, several reviews and meta-analyses have been conducted, summarising the results of nearly a century of research on the impact of unemployment on psychological health; they provide an in-depth understanding of the particular issue (e.g., Hanisch, 1999; Kasl et al., 1998; McKee-Ryan et al., 2005; Murphy & Athanasou, 1999; Winefield, 1995). For example, Murphy & Athanasou (1999) examined sixteen longitudinal studies that were conducted on the relationship between unemployment and mental health and they concluded that all of the studies supported that there was a correlation between the two factors. They divided the studies into two categories: (a) those addressing the question of the extent to which gaining employment impacts mental well-being; (b) those addressing the question on the extent to which employment loss impacts mental health (Murphy and Athanasou, 1999: p.1). They pointed out that there was a significant effect size of 0.54 for the first question and a weighted effect size 0.36 for the second question.

McKee-Ryan, Song, Wanberg, & Kinicki (2005) summarised the results of 104 studies of the effect of unemployment on psychological health, conducted in and before 2002 with young and middle-aged adult participants. It showed that unemployed participants had poorer psychological well-being. Those who perceived work as important, who had fewer financial resources and less social support were more likely to feel distressed. In addition, there was a correlation between the time and effort that someone was spending seeking work and the levels of psychological well-being. Those who put a significant amount of time into job hunting, with little success, showed signs of poor psychological health.

Paul & Moser (2009) examined 235 cross-sectional and 87 longitudinal studies that were conducted on the effects of unemployment on mental health. An important difference was found
among the psychological health of unemployed participants and those that were working. In addition, it was pointed out that those who work in blue-collar jobs were more distressed by unemployment than people with white-collar jobs. Therefore, it can be seen that all the meta-analyses of longitudinal studies concluded that unemployment is not only associated with distress but it is actually the cause of distress among the jobless population. Finally, Blanchflower’s research (2010) confirms Paul & Moser (2009) point, showing that in comparison with the employed, young unemployed individuals were described as less happy with their health, friendships and family life, much less confident of the future and more likely to say that they had turned to drugs and alcohol abuse.

It is important to consider that especially in the western world, individuals assign more meaning and importance to their employment than in the past and that this not only defines their financial status but their class and even their physical and psychological well-being. Consequently, the issues that are involved with employment and unemployment should have psychologists’ professional attention. According to Woolfe and Dryden (1996) one of the main characteristics of counselling psychology is the focus on facilitation individual’s well-being rather than on mental issues and disorders. They add that ‘the work of counselling psychologists is concerned with enhancing the psychological functioning, effectiveness and well-being of individuals who are not necessarily ill …but who have encountered problems or issues … which are generating unhappiness and perhaps less than desired levels of functioning’ (Woolfe and Dryden, 1996: p.8). Therefore, acknowledging the issues faced by those who are unemployed and providing psychological support to them are some of the responsibilities and roles of a counselling psychologist.

Several psychological theories have been applied to the problem of unemployment and the deterioration in well-being that people experience when they are exposed to unemployment.

In the following sections I am going to review some of the most influential theories that were developed within the field of psychological unemployment research.
2.3.2 Theories on the impact of unemployment on psychological well-being

According to Jahoda’s latent deprivation theory (1982, 1982) the individual in order to achieve his or her well-being needs to fulfil five fundamental needs: a) time structure, b) social contacts, c) engagement in activities meant for collective purposes, d) status, and e) regular activity. Even though there are various institutions that could fulfil these needs, according to Andersen (2009), living in a modern industrialised society, individuals try to achieve that mainly through work. Therefore, employment has not only the manifest purpose of earning a living but as well a latent function, to fulfil other needs that are also important for one’s well-being. Through work one has the opportunity to structure their everyday life, as they are required to be in a certain place for a certain amount of time. Secondly, work facilitates social contacts and interactions (through colleagues and/or customers). Thirdly, through work people have the opportunities to carry out meaningful actions for collective purposes. Fourthly, a job provides an individual with status and a certain identity and work secures regular activity (Andersen, 2009; Nordenmark & Strandh, 1999; Strandh, 2000, 2001). In contrast when someone loses his or her job, they have fewer possibilities to fulfil these five functions, leading to psychological distress and reduced well-being (Jahoda, 1982). Research has empirically supported Jahoda’s model, showing that there is a negative association between well-being and low access to the latent functions of employment, (such as Creed, Muller, & Machin, 2001; Creed & Reynolds, 2001; McKee-Ryan et al., 2005; Nordenmark, 1999; Paul & Batinic, 2010). For instance, in a study that was conducted by Creed, Muller and Machin (2001) eighty-one unemployed individuals were assessed on measures of psychological distress and it was shown that the latent functions of employment and financial strain were each able to contribute significantly to the prediction of psychological distress. A later study, carried out by Paul and Batinic on a representative sample of the German population (N¼998) showed that Jahoda’s model was clearly endorsed for four of the five latent functions of employment and partly endorsed for the fifth function.
Coming from a similar hypothesis that certain characteristics of the environment predict well-being, Warr introduced his Vitamin Model (1987). According to Wall, the environmental features that predict well-being are: opportunity for control, opportunity for skill use, externally generated goals, variety, environmental clarity, availability of money, physical security, opportunity for interpersonal contact, and valued social position. He argues that certain job characteristics have an impact on mental health which is analogous to the way that vitamins work in the human body (Warr, 1987) where some job characteristic such as salary, safety, and task significance have ‘constant effect’s where when the ‘dose’ is increased up to a threshold, the individual’s well-being is increased as well. Therefore, being unemployed impacts one’s mental health as they cannot get the ‘dose’ that is needed to achieve well-being. Alternately, some job characteristics such as job demands, autonomy, social support, skill utilisation, skill variety, and task feedback, have a curvilinear effect, where moderate levels are the most beneficial, but too much or too little can have negative impact on one’s mental health.

Further theories focused mainly on the consequences of unemployment on one’s mental health. For instance, Fryer (1986) on his ‘agency restriction model’ focused on the financial deprivation, seeing it as the main negative consequence of unemployment as when one loses his or her work, they may lose their sense of control and therefore may experience frustration and depression (Fryer, 1986). At the same time he criticised Jahoda’s deprivation model (1981, 1982) for pragmatic, methodological and empirical reasons. He argued that the theories presented by Jahoda and Warr perceive individuals as passive and dependent on factors out of their control. In his perspective, individuals are “agents actively striving for purposeful self-determination, attempting to make sense of, initiate, influence, and cope with events in line with personal values, goals, and expectations of the future” (1997a: p. 12). A study that was conducted in 2005 tested and compared Jahoda’s and Fryer’s models and indicated that these theoretical models are more complementary than contrary in explaining the impact of unemployment on psychological well-being (Zvonimir, 2005).
The theory purported by Fenwick and Tausig (1994) highlighted the importance the macroeconomic changes have on the work structure and they argued that these changes not only transform the work environment and organisation but also expose individuals to stressful work conditions. According to their theory, macroeconomic and economic changes influence exposure to life events such as unemployment and the level of stress from transforming work roles and the structure of the workplace. This theory links well with the topic of my research as it shows that particular macroeconomic changes such as recessions increase individual’s exposure to stressful conditions.

Another theory is Kasl’s (1982) ‘reverse causation theory’. According to Kasl (1982), unemployment has a negative impact on one’s self-esteem, a situation that impacts his or her level of motivation and ability to find a job. In that way a negative cyclical effect is created between psychological health and job search activity. Research has supported Kasl's reverse causation hypothesis, presenting that negative affectivity had a direct negative relationship with subsequent job-search success (Crossley & Stantonb, 2005; Waters & Moore, 2002).

Finally, one of the most used models to explain the link between job disruptions and personal well-being is Pearlin’s ‘stress process paradigm’ (Pearlin et al. 1981; Pearlin 1989). According to the stress process model, socio-economic statuses have an impact on individual’s health and well-being through “shaping the contexts of people’s lives, the stressors to which they are exposed, and the moderating resources they possess” (Pearlin, 1999:p.399). Therefore, normative social arrangements could damage the physical and emotional health of individuals who are coming from underprivileged social and economic statuses. Scholars have used this model to explain how life events such as unemployment and long-term chronic illness increase the risk of negative health and well-being outcomes. Mediating resources, such as self-esteem, mastery, social support, and coping resources acted as a defence to change perceptions in response to these life events. Social status and social roles such as age, sex, race, marital or socio-economic status determined exposure to stress and levels of mediating resources (Pearlin,1989).
2.4 Impact of recession on young people’s well-being

Scholars have argued that youth population, such as the research participants, is one of the social groups that has been affected the most by the current financial crisis (Chung, Bekker, Houwing, 2012; Norris, 2010.). The World of Work Report (2012) showed the young members of the population are the ones who have been suffered the most by the current financial crisis; as Norris (2010) mentioned that during recession young workers are often the ones last hired and first fired. Research has shown than since 2008 youth unemployment increased more rapidly than the overall level of unemployment (Bell and Blanchflower, 2011) while the European Commission (2010) specified that in the period 2008 and 2010 the largest amount of the increase in total unemployment was accounted amongst 25-34 years old. More particularly in EU member states during 2009 and 2010 the rates of youth unemployment were three times higher than the average unemployment (Quintini et al., 2007; Perugini and Signorelli, 2010). Only in the second quarter of 2011, 21% of young people in Europe were unemployed while in counties such as Spain and Greece unemployment amongst young workers has hit 40%. Under these circumstances researchers express their concerns of the long run consequences of the recession on the youth populations, raising the risk of a ‘lost generation’ (Scarpetta et al. 2010; Choudhry; Mareli and Signorelli; 2012) and warn the governments of the importance of establishing policies to support the young population and prevent in that way long term consequences that will not only impact the individuals but the whole country (Bell and Balncflower, 2011).

Regardless of experts’ indications that times of recession particularly impact youth unemployment, few studies have been conducted on this topic. Using data from the USA and the UK, Bell and Blanchflower (2010, 2011), analysed youth unemployment and they indicated that there is strong evidence that recession particularly affects young individuals’ employment status. Other studies have highlighted the impact of recession and unemployment on residence independence (which is one of the main markers of adulthood) where it was pointed out that unemployment increases the possibility of moving back to the parental home by about 70 per cent (De Marco
and Berzin, 2008; Bell and Balncflower, 2011; Mykyta and Macartney 2012) In particular, recent research that was carried out using data from the European Union Statistics on Income and Living (EU-SILC) warned that co-residence with parents between 2007-2010 in South European countries such as Greece, has been increased more than 75% as many young adults have failed to gain economic independence (Aassve, Cottini, Vitali, 2013).

Under these circumstances, Hozler (2010) who highlighted that 2009 and 2010 have been among the worst years ever recorded for youth unemployment, suggests that the only way to avoid the consequences of a ‘lost generation’ is the establishment of an aggressive policy agenda. Indeed, Oreopoulos et al, (2006) and Kahn (2010) warn about the possibility of a lost generation, arguing that young graduates who enter the labour market during a period of recession experience significant long term negative wage effect that may even be permanent. Indeed studies that have focused on the impact of the economic recession for young people's trajectories into adulthood (Edwards and Weller, 2010; Duckworth, Schoon and Vignoles, 2011, 2012); pointed the importance of particular prior resources which can reduce the risk effect of the recession.

Further studies investigated the impact of recession on young people’s well-being and belief status. A study conducted by Stein et al. (2013) examined the association among young adults’ economic pressures, financial coping and religious meaning-making coping strategies and their reports on psychological well-being within the context of the economic crisis in the US. It reported that there is a direct relationship between perceived economic pressure and psychological well-being. In addition, the use of education and communication financial coping strategies was related to lower levels of self-reported anxiety, depressed mood, and general life satisfaction. Another study carried out in 2011 by Stein et al. examined the impact of the economic crisis on a sample of 68 young adult–parent dyads where concerns about the economic future in accounting for variation in self-reports of psychological distress for adult children and their middle-aged parents were examined. In this study young adults related personal economic pressure to self-reported anxiety and depressed mood. Finally a research that was conducted among Greek university stu-
dents by Frangos et al (2012) showed the effects of the economic crisis and corruption levels of the Greek political system on the way that Greek young people think and live today, and the impact of this on their academic progress. It was shown that participants experienced negative psychological attitudes, loss of confidence toward state institutions, increased living expenses and a strong desire for immigration. Also, a second logistic regression model reveals that job insecurity, a sense of abandonment, pessimistic feelings, nihilistic feelings since there are no social values, and a strong desire to emigrate as a result of economic circumstances are conditions that are related with the need to seek psychological support. Finally, a grounded study carried out among Greek graduates, focused on the experience of long-term youth unemployment in a sociological perspective (Anastasiadis, 2012).

Recession not only has impacted the developmental process and needs of young adults but as well they have experience the loss of their dreams and the need to adapt in a reality that they haven’t planned or chosen. For that reason, in the following section is focused on the loss of dreams and adjustment trying to gain a better understanding of the impact of shatter dreams and adjustment on one’s well-being.

2.5 Shattered dreams and experience of grief

As it was mentioned above, in the course of life the individual is expected to go through specific developmental stages where they need to face certain developmental milestones. Many people feel socially obliged to experience these markers, seeing them as the only way to give their life certain richness and meaning (Lewis and Gorman, 2010). These milestones help the individual to form their world where they feel safe and consistent to act and plan (Parkes, 1975; Janoff- Bulman, 2004) and they are shaped by the historical context and social circumstances of each these worlds (Doherty, 2011). Parkes (1971) argues that in the process of establishing a sense of stabil-
ity, the individual creates an ‘assumptive world’ and a meaningful life where he or she feels that everything is under their control. Indeed, having a meaning in life and feeling under control are important elements in our life which is actually constructed around them (Frankl, 2006).

However, when these normative expectations cannot be met, people experience inner chaos and disruption, feeling that they have loss sense of their self and the ability to perceive and understand their life and future (Gilbert, 1996; Becker, 1997; Attig, 2011). Janoff-Bulman argues that traumatic life experiences destroy one’s fundamental assumptions about his/her identity and the way that he/she perceives the world (Janoff-Bulman, 1992 as cited at Janoff-Bulman, 2004). Other scholars add that when an individual is going through experiences where they feel loss of space in their physical and social surroundings such as unemployment, financial disaster and homelessness they may feel helpless and vulnerable, feeling unable to have a control in their life (Attig, 2011) and may see their life being shattered (Bowman, 1999). Experiences like these where the individual has invested emotionally (Harvey, 2002) may be perceived as significant internal losses; and the individual may go through a grieving process (Harris, 2011, Bowman, 2000). Indeed number of scholars associate the experience of grief with losses of a sense of stability or continuity one’s life (i.e., Abercromby, 2010; Papa and Maitoza, 2013; Kevorkian, 2004) giving various definitions to this grieving experience such as internal loss (Harris, 2010) or non-finite loss (Bruce & Schultz, 2002). In losses like these, the person experiences inner chaos and disruption, mourning for the life that they have planned and feeling unable to accept the changes in the world view and make new dreams (Harris, 2011; Becker, 1997). Recession has been perceived as such experiences where the person feels out of control and helpless.

One of the main impacts of recession is financial insecurity and unemployment and as it mentioned earlier, unemployment impacted individual’s psychological well-being. Moreover research has shown that job loss is also related with experience of grief. Indeed many studies on the experiences of unemployment have presented them in terms of grief (i.e., Harris and Jsenor, 2011; Papa and Maitoza, 2013; Archer and Rhodes, 1995; Brewington, Nassar-McMillan, Flow-
ers and Furr, 2004). In modern society, we are essentially defined by the work that we do (Harris and Jsenor, 2011) and therefore loss of employment involves losses in many different levels of one’s life. Losing a job not only marks the loss of income and financial security but as well the loss of self-concept, social status, the role in the family, the professional role, maintenance of a daily routine and loss of social contacts (Creed, Lehmann, & Hood, 2009; Papa and Maitoza, 2013; Brewington, Nassar-McMillan, Flowers and Furr, 2004). While research has well- indicated the negative effects of unemployment on individual’s well-being (as it can be seen previously in this chapter), few studies have examined the relation of job loss and specific experiences of grief (Papa and Maitoza, 2013; Archer and Rhodes, 1993; 1995; Brewington, Nassar-McMillan, Flowers and Furr, 2004). Archer and Rhodes (1993) conducted a cross-sectional study among sixty unemployed men and they found that twenty-seven per cent of the participants fulfilled the author’s criteria for a clear grief-like reaction. Two years after this study (1995) they carried out a longitudinal study where they interviewed 38 unemployed men at five times over a year (where the first interview was held shortly after job loss. In this study they concluded that 24% of the participants fulfilled their criteria for a grief-like response and that there was a gradual decline over time in the grief reaction. In their exploratory study, Brewington et al. (2004) using the Grief Experience Inventory, Loss Version, subscales (Sanders, Mauger, & Strong, 1985 as cited in Brewington et al., 2004) found that the responses of individuals who have experienced involuntary job loss were similar on all measures to those of grief, except job loss is also linked to the depersonalization scale. Finally, Papa and Maitoza (2013) examined if the reaction to job loss can be validly described using the concept of prolonged grief in the context of death of a significant other. Moreover, they inspected if there is a relationship between the experience of prolonged grief after job loss and the levels of self-esteem and just world beliefs. On the whole they concluded that the construct of prolonged grief accurately describes the job loss experience and there is an association between self-esteem and a prolonged grief experience.

As it has been discussed earlier, internal grief is associated with the individual’s experience of seeing their assumptive world disintegrate. Harris and Jsenor (2010) trying to summarise how the experience of involuntary job loss impacts individuals, suggested that in a situation like this,
individuals may experience the following assaults to their once structured and under-control world:

- The view of the world and of others is challenged. That the world is not a safe place and that others cannot necessarily be trusted, differing from one’s previous outlook and as such, a very difficult and painful realisation (...). Assumptions about justice and life are shattered. We are often taught that if you work hard you will be rewarded. However, an individual’s unemployment may have very little or no relationship to the quality of that person’s work or work ethic (...).

- Views of oneself as valuable and worthy are invalidated. It is almost impossible to maintain positive self-regard and self-esteem when you cannot earn a living or define yourself with your work in a society that defines success through financial means. (Harris and Jsenor, 2011 p167-168).

In death-related bereavement, mental health professionals highlight the importance of healthy psychological process, and they warn the negative impact of complicated grieving processes such as disenfranchised grief (Doka, 2002), unresolved grief or post traumatic depreciation (Lewis and Gorman, 2010). It has been argued that individuals who do not process their grief, may experience alienation, self-hatred, or they may respond with anger, resignation, fatalism, denial and despair (Harris, 2010, Bruce and Schultz, 2001; Worden, 2009). On occasions like these, psychological support from a professional is vital, helping the participants to integrate their losses into their lives (Frankl, 2006), re-establish their meaning and adjust to the new reality (Stroebe et al. 2001). According to Worden (2009) the aim of grief counselling is to help the individual to adapt to the loss, to find ways to ‘collect his or her pieces’ and adjust to the new reality. He adds that through counselling the person has the opportunity to go through the four tasks of the mourning process which are 1) increasing the reality of loss, 2) helping the counsellee deal with both the emotional and behavioural pain, 3) helping the counsellee to overcome various impedi-
ments to readjustment after the loss, and 4) helping the counsellee to find a way to maintain a bond with the deceased while feeling comfortable reinvesting in life (Worden, 2009, p. 84). Other scholars have pointed out that validation of the losses (Doka, 2002), the acceptance of the new reality (Kosminsky, 2007), and the establishment of hope for the future (Osborn, 1998) are important aspects of the process of bereavement counselling.

In the end, a successful grieving process can have a positive long-term impact on the individual. Tedeschi and Calhoun (2007) argued that experiences such as a successful grief process can contribute to positive psychological changes and they identified these changes in five different levels of one's life. These are: new possibilities; relating to others; personal strength; spiritual change; and, appreciation of life (Tedeschi and Calhoun, 2007). In addition, Samios, Pakenham and Sofronoff (2009) highlighted that experiencing a traumatic event can help the individual to value what is important in his or her life. This personal growth may help individuals such as the participants of this research to find ways to grow and be developed regardless of the difficulty of the financial conditions of their country.

2.6 Conclusion

The research reported in this thesis aims to understand how the recession has impacted the life of young Greek graduates. By positioning this process as part of their developmental transition, some of the main developmental theories have been presented. Furthermore, the process of becoming an adult and the transition to adulthood were presented, gaining a better understanding on the markers that shape these transitions. One of the markers that characterises this transition is employment and the main area impacted by a recession is employment; the importance of employment on well-being has also been explored and discussed. In addition, as this research focus is on young graduates, the literature on the impact of the recession on the young population’s
well-being was covered. Finally, as recession has impacted the way that people perceive their lives and attitudes where the individuals have lost their sense of selves and their assumptive worlds, research on non-death related experience of grief has been presented.

In the following chapter, a detailed account of the research design used is described along with the participant selection process and the data collection method. Furthermore, a brief introduction to the participants will be provided. Trustworthiness and credibility of the research will be also discussed.
Chapter 3: Method

Introduction

An important part of every academic research is to provide an understanding to the reader of the rationale of the study and its credibility. In this chapter I provide a detailed account of the research method and practice that was used in this study. As mentioned earlier, the initial plan of my research was to interview Greek and Uruguayan participants about their thoughts and feelings regarding their lives and futures during the recession period. The Greek stories were focused on how the participants are experiencing the recession and how they feel about their futures while the Uruguayans stories would have focused on how Uruguayans had experienced the recession, how they felt about their future during the downturn, how they feel regarding the future now and their reflections on the Greek stories. Therefore, even though I kept the same methodology and analysis, the design of the research that is presented in this chapter is different from what I had originally planned.

The rationale of this study is to explore how young Greeks who have recently graduated perceive their lives and futures at this time of severe economic crisis. Furthermore, the aim of this study is to better understand how the recession has impacted young people’s well-being and to identify the psychological needs that should be addressed. This presentation was undertaken from within a qualitative framework, specifically drawing on a narrative perspective. This chapter falls into seven distinct sections: the theoretical position underlying the research, the research method, research design, a section where I situate myself in the research context, another where I present the participants, and finally a section entitled rigour credibility and trustworthiness of the research.
3.1 Theoretical position underlying the research

3.1.1 Quantitative vs. Qualitative Research

At its heart, qualitative research involves doing one’s utmost to map and explore the meaning of an area of human experience. (McLeod, 2001: p.x)

Qualitative researchers suggest that although the ontological, epistemological and methodological principles of quantitative research remain significantly important, when the focus of the research is on people’s beliefs, behaviours and stories then a different set of research principles is required (McLeod, 2001; Denzin and Lincoln, 1994). Using qualitative research the researcher seeks to clarify the human experience, emphasising processes and meanings (Polkinghorne, 2005; Denzin and Lincoln, 2005). Maxwell (1998) adds that qualitative studies are particularly useful for particular research purposes such as understanding the meaning of life experiences, the context in which people act, and the process of how a story takes place. Polkinghorne (2005) argues that the study area should determine the research method that will be used. In this research I attempted to explore how individuals experience the recession and its impact on their beings, feelings, thoughts and hopes for the future, where their personal meaning creation and social, structural and cultural context are central. Therefore, it can be argued that a qualitative research design was the most appropriate method for this study. Moreover, according to Parker (2005), qualitative methods allow the researcher to explore the participant’s experience from their own viewpoint and understanding. Creswell (2007) adds that a qualitative method is the appropriate design when the focus of the research is on individual’s meaning. As my research question required a methodology that would allow the thoughts and feelings of young graduates to be heard and to accept their unique realities, a qualitative methodology fits well with the rationale of this study.

Finally, a qualitative methodology not only fits the study’s exploratory and interpretative aims but my professional and personal philosophy as a humanistic counselling psychologist. Working as a therapist I have valued the importance of individuals’ stories and how clients make sense of
their respective realities through their experiences, acknowledging the epistemological power of these individual stories; and this is how I approach research as well.

3.2 The research method: Narrative Inquiry

Stories have the power to direct and change our lives.
(Noddings, 1991: p. 157)

As a qualitative research methodology, narrative inquiry has developed rapidly over the last thirty years. It focuses on the subjective experiences and stories of individuals (Parker, 2005), providing an understanding of how human beings make sense of their world (Jovchelovitch & Bauer, 2000). Narrative inquiry as a research approach sees stories as fundamental to humans’ identity formation (Swain and Gilman, 2000) and uses stories as the main object of investigation for gaining an understanding of the human experience (Pinnegar and Daynes, 2007; Riessman, 2002a). We live in a world with multiple realities (Pollinghorne, 2005) and people actively understand their reality through interaction with others, their culture and history (Burr, 2003; Gergen, 1985). Through this process, people use stories to communicate and interpret their life experiences (Riessman, 2002a). Bruner (1991) argues that narrative is a basic property of the human mind; individuals make sense of themselves through stories and the way that they present their life experience to particular audiences (Riessman, 2008; White and Epston, 1990).

In this methodology, narrations are collected and analysed in a narrative frame where the content and form of stories are examined. Patsiopoulos and Buchanan (2011) describe narrative research as a lens through which one can see how humans perceive their lives within a particular cultural and temporal context. Through the process of telling, recording and analysing personal life narratives, the researcher provides an in-depth understanding of how human beings create meaning in terms of their existence, and he or she well-suited to research professional practices (Patsiopoulos and Buchanan, 2011). Polkinghorne (1988) argues that the main purpose of narrative research is the production of accurate and descriptive narrative accounts of how individuals understand meaningful events in their lives. A narrative inquiry ‘produces a document describing the narrative held in or below awareness that make up the interpretive
schemes  people or community uses to establish the significance of past events and to anticipate the consequences of possible future actions. The research does not construct a new narrative; it merely reports already existing ones.’ (Polkinghorne, 1988: p.161-162). Therefore, through narratives, researchers gain the meaning of individuals’ significant stories and how they perceive themselves and their future.

According to Riessman (2002a) in narrative inquiry the story itself is the object of investigation, giving us the opportunity to understand and relate it to one’s own experience. Using narrative inquiry to gather and examine stories of Greek young graduates’ experiences during recession was a useful method for understanding their situations but also for other young individuals to hear about similar situations that they can relate to. Lieblich et al. (1998) claim that narrative research is particularly useful in the investigation of specific periods of transition. Having a narrative perspective can be particularly useful in research where self-identity is being explored. Participants create or present themselves through the way that they share their stories; therefore, the construction of narratives is vital to how they define themselves (Crossley, 2000; Riessman, 2008). Moreover through developing a narrative identity people integrate their past, present and future to define themselves (McLean and Pasupathi, 2010). Therefore, it can be argued that this methodology was appropriate for this research where the central focus was the self-identification of young graduates regarding their respective lives and futures during recession. Through the creation of narratives, individuals make sense of their social world and establish their social identity (Sommers, 1994). While narrative approaches are useful for examining the interactions between society, community and individuals (Salzer, 1998), they are relevant here as the construction of social identity and the impact of society on self-identification are central to my research.

Narrative analysis has been used in a wide range of humanities and other related fields such as the social sciences, including history, anthropology, psychology, cultural studies and sociology, and it is used increasingly in the professions of law, medicine, nursing, education, and occupational therapy (Riessman & Speedy, 2007). In psychology, the 1970s and 1980s saw a rise in the use of narrative inquiry as a research method (McLeod, 1997), which came from a need to gain a deeper understanding of the human experience, and a focus on phenomena from the
perspective of those experiencing it (Parker, 2005). As such, narrative inquiry fits this study where the focus is on how young Greek recent graduates experience the phenomenon of a recession in their country.

Narrative analysis has a range of narrative methods that are used to interpret stories and individuals’ construction of meaning (Riessman, 2008). Actually, an overview of narrative methods presents a wide range of approaches, confirming Mischler’s view (1995) of this array of attempts as a ‘state of near anarchy’. In fact when I was looking for the appropriate narrative method to analyse my data I ‘felt lost’ among the plethora of perspectives that were used in narrative research, struggling to understand the different approaches and how they linked with my area of research. Authors have actually highlighted the phenomenon of the researcher becoming baffled by the range of methods available (e.g. Hanninen, 2004; Lieblich et al., 1998; Mischler, 1995; Polkinghome, 1995; Rogan & de Kock, 2005). Depending on the research purpose, researchers give different attention to the context of the stories. Narrative researchers may focus on various approaches to analyse their data where the main themes are the content approach (what is being told), the constructural approach (how it is being told) and the context approach (why it is being told) (Squire et al., 2008). Moreover, some researchers may pay attention to the whole life story (e.g. Mishler, 1999) while others focus on smaller parts of the interview material (e.g. Bailey, 2001).

Riessman (2008a) introduced four approaches to analysing narrative data: thematic, structural, visual and dialogic approaches. Riessman (2008a) perceives the thematic and structural approaches as the foundation of narrative analysis where the other two are based on these. Believing in the power of the data, I turned to them, trying to find the best the appropriate analysis for my research. After carefully reading the interview transcripts, I realised that all of the participants covered some specific themes in their stories. For that reason, following Riessman’s (2008a) take on narrative inquiry I chose the thematic narrative analysis as most appropriate for my data.
3.2.1 Data analysis rationale

As previously mentioned, Riessman (2008a) proposes four main types of analysis: thematic, structural, dialogic and visual. The thematic narrative analysis focuses on the content of the narration, while structural analysis attends to “how” a story is told (the sequencing, specific words and metaphors) (Riessman, 2008a). Dialogic analysis is an interpretative approach which explores how talk between speakers is produced interactively as narrative (Riessman, 2008a). Finally, visual analysis emphasises how people communicate using images (Riessman, 2008a).

In the process to find the most appropriate way to analyse my data, I focused on the stories that I collected and examined the content that I wanted to extract from these stories and how this information could be utilised. Actually reading the transcriptions from the interviews I conducted with my Greek participants, I noticed that all of the participants expressed some common themes. More particularly the main themes that were identified from the stories are: ‘Their career choice and their hopes for employment prospects’, ‘Broken dreams and collecting the pieces’, ‘Impact of recession on the individual’, ‘Impact of recession on other aspects of their life’ and ‘Participants’ feelings about their future’. These themes were powerful and interesting enough to focus on and as such, Riessman’s (2008a) narrative thematic analysis is the most appropriate approach to analyse my data. Riessman (2008a) claims that identifying common elements shared in all the participants’ narrations and using this to theorise across the stories is an established tradition in qualitative research. However, narrative thematic analysis has some particular distinctions from other similar theories such as grounded theory. First of all, in thematic narrative analysis, established theory and preparatory research guides the inquiry process. In addition, the content of the story is kept as a whole narrative unit and is taken as the main resource while interpreting it (Riessman, 2008), where themes appear to be unmediated by an investigators’ theoretical perspective, interests, mode of questioning and personal characteristics (Riessman, 2008: p.59). Riessman acknowledges that the researcher has a personal impact on the analysis while at the same time he or she encourages the narrators to express their experience (Riessman, 2008). This discourse is an important element of narrative approaches which is also the main distinction between narrative thematic analysis and grounded theory “where a priori concepts
are discouraged” (Riessman 2008: p.66). Moreover, narrative thematic analysis is case centred, which attends to situate the stories by historicising the account in time and place.

In this study, I attempted to listen to Greek stories regarding their experiences during the period of financial crisis. By using thematic narrative analysis, I extracted meaning of the ‘whole story’ of these young graduates and I was able to find similarities and differences that helped me to achieve a deeper understanding of their process. Therefore, following the principles of thematic narrative analyses I tried to keep each story as whole as possible by ‘theorising’ from each case rather than from component themes across the stories (Riesseman, 2008: p. 53) Using narrative thematic analysis, it allows me as researcher to focus on the common themes that were identified on the participants’ narrations without reducing these to ‘codes’ and ‘categories’ whiles I was able to keep their ‘whole story’. Moreover using thematic narrative analysis attention is paid in the subsequent analyses to situating the narratives in the relevant context of time and place, both for the research and for the participants in terms of their cultural background, age and the stage of their life at the time of interview. Therefore, following this analysis I can pay attention to the cultural and historical context of my participants’ stories, a significant consideration according to the topic of this research. An overview of the data analysis process and the data analysis outcomes are described in the following chapter.

3.3. Research Design

In this current research, I attempted to explore how individuals experience the recession and its impact on themselves, their feelings, and thoughts about their future. A narrative approach was applied to give voice to the participants’ stories.
3.3.1 Selection of participants

3.3.1a Purposeful sampling

In the process of finding a suitable and purposeful sample for my research, I used a snowball or chain sampling method. By asking well-situated people to recommend potential participants, the researcher can find the appropriate research participants (Patton, 1990). In this project, by asking a number of people who else to talk to, I accumulated information rich key participants. Due to the nature of the narrative methodology, it was planned to gain rich and in depth stories and therefore I aimed to recruit four participants. Four individuals that matched the research criteria, volunteered to be interviewed. Due to the nature of this research piece, the only participants considered had to belong to the 22-30 age bracket and had to be a Greek recent graduate or a Greek soon-to-be graduate. The chosen participants were three women and one man. Two of the Greek participants had an undergraduate degree, one had a master’s degree and one had already graduated with an undergraduate degree but was in the final year of his second undergraduate degree in medicine. He was also in the final year of his PhD.

3.3.2 Data collection

3.3.2.a Narrative Interviews

The data was collected over a one-month period through a series of narrative interviews. According to Riessman (2008a), narrative interviewing gives the researcher the opportunity to generate a detailed account of experiences where the participants are enabled to share their experiences, stories and perceptions in their own words with little prompting from the researcher. Interviews were conducted between the researcher and the participants; they were digitally recorded and transcribed.

The interviews were arranged through email and telephone correspondence and the participants were given an information letter and consent form (Appendix A-B) to read through prior to the
interviews. The interviews took place face-to-face in a jointly-agreed location to ensure the respondents comfort and privacy. Three interviews were conducted at the respective participant’s home and the fourth in a café of the participant’s choice.

I began each interview by informing each participant about my research and explaining that I wanted to hear their stories about the recession and on how they feel and think about their lives and futures in the current financial situation. I also briefly described my professional background. In addition, the participants were asked to fill out and sign the consent forms. At this time I also explained that the interview would be unstructured and gave them time to ask questions.

3.3.2.b Research question and interview question

The research question of this study was: How young Greeks who have recently graduated, or who are about to graduate, perceive their lives and futures at this time of severe economic crisis?

At the interviews the participants were asked one initial question-
‘What are your thoughts and feelings about your life and your future during the period of recession?’

The reason behind conducting an unstructured interview was that one main open question would lead to information that the informant found relevant and important. It gave space for him or her to express unique narratives without being prompted. During the interview, I made notes about important points that I wanted to return to later and at appropriate times, I would ask questions to gain a deeper understanding of their stories. So as not to disturb the narrative flow and to allow the participants to feel free to express themselves, I kept interruptions minimal, only speaking when I felt that the participant was awaiting my response or feedback. At times I repeated or rephrased what the participant had said so as to gain more information. At the end of each interview I informed the participants that I would give them a copy of the interview transcription and that they could then read and make amendments wherever they pleased. This allowed them to consider which information should remain in the study, which should be removed and which new points should be added to truly tell their story and experiences.
It is important to note that in the interview process, I purposefully chose to keep the interviews unstructured to give my participants the opportunity to tell me their stories, sharing their own experiences related to the research question, uninterrupted by my own perceptions and views. While throughout the interviews, one of the main elements of the unstructured interviews was to invite the participants to talk about their thoughts and feelings regarding their future during a period of recession, all the participants chose to talk more widely about how the recession has impacted them. Therefore, by the end of the data collection period, the two main original research areas were only two of five main themes.

### 3.3.4 Ethical consideration

This research project adhered to the ethical guidelines set down by the British Psychological Society (BPS) in Ethical Principles for Conducting Research with Human Participants (BPS, 2009) and it received ethics clearance from the University of Manchester Ethics Committee before any participants were approached to be interviewed. As a result, an informed-consent form was required from the participants (see Appendix B).

Participants had time to read the details of the research, what this research would involve and the necessary commitment. They were given the opportunity to ask any questions they had (contact details will be provided on the information sheet) and upon agreeing to take part, they were required to complete a signed consent form (see Appendices A and B. Consent was monitored following this and at the end of the interview they were asked to confirm that they were still happy for the transcript of their interview to be used. Participants were reassured that there was no requirement to take part and that they were allowed to withdraw at any time if they were unsure about their participation in the research.

In addition, participants’ anonymity was guaranteed. To assure anonymity, the participants’ interviews were deleted from the audio recorder following the transcription process. The transcriptions were done by me in a private study area of my home. No identifiable quotes were used in the written report of the research, and participants were given the option to check any
quotes which may be used, to ensure they feel comfortable that they are non-identifiable. Pseudonyms were used in the written report.

Confidentiality was ensured through a number of measures: participants’ pseudonyms were used in all stored data and files were password protected. Contact details for participants were kept separately from their data. Only non-identifiable quotes from interviews were used in the final write-up, and where there was doubt that some information may reveal the participant’s identity, he or she was consulted for permission before use. Moreover, participants were assured that once the data had been collated and analysed it would be destroyed. They were informed that I received adequate supervision and guidance in assuring the quality and integrity of the research.

Due to the nature of the research topic, I was aware that the participants might feel upset by talking about their experience. As an experienced counsellor, I felt confident to use my counselling skills to deal with situations like this and felt that I was able to provide them a safe environment to explore their stories. Moreover, in case participants needed further psychological support a list of external support services was offered.

3.4. Situating myself

3.4.1 My role as a researcher in the narrative inquiry process

Ezzy (2002) describes narrative as a tangled ball of wool where the researcher’s role is to organise this complex mixture of events, attributions, time, emotions, interactions and contexts. As researcher I position the narrative that formed by the interview as a product of both the participant and the researcher (Ezzy, 2002; Mishler, 1999; Riessman, 2008).

According to Riessman (2008) the researcher has an active role in the creation of the story where in the social context of the narration event, he or she acts as a co-constructor. Following Riesman’s view, even though I perceive the participant’s role in the narration of the story as the
most significant, I acknowledge the researcher impacts and contribution to the formulation of the data. I perceive the researcher as an active listener, a vehicle who helps the participants to tell their stories according to the research focus. In addition, even though the data presented and analysed in this study consists of experiences and information that the participants decided to share with the researcher it is important to consider the role of the researcher in the transcription process as I was the one who transcribed the interviews, making editorial choices and identifying the narrative themes. Even though, as part of the trustworthiness of the research at the end of the analysis, I sent the final findings to the participants, asking them for feedback and if they consent to the final portrayal of their stories. Therefore, it can be argued that the final form of the narration is a co-creation of the researcher and the participant.

3.4.2 Situating myself in the research

Like the research participants, I too am a young Greek recent graduate, in the final year of my doctorate. I did my undergraduate degree in Greece and came to England in 2008 to complete my master’s degree in counselling psychology. After I finished my MSc in 2010, I went through a difficult phase trying to decide what to do with my future. I had the qualifications that I needed to start looking for a job but faced an uncertain situation in my country, which played a big role in my decision to stay and look for work in England. I was aware that it was still difficult to find work in England and I had to take different positions (as a support worker and volunteer) to garner enough experience to attain employment in my field. However, the hope that my efforts would lead to a therapist role kept me motivated and I finally found a relevant job in September 2012. As there are similarities between my story and those of the participants, I had to be aware that my own thoughts and feelings might cloud my understanding and interpretation of the participants’ stories. This awareness allowed me to acknowledge my thoughts but to keep them separate from those expressed by the contributors.

Guillemin & Gillam (2004) claim that reflexivity is an important and vivid part of the research process. As such, I tried to be reflexive, encouraging myself to be critically open and actively aware of my role, thoughts and feelings at every stage of the study. Being an active listener
during interviews and being actively reflexive throughout the research process were some actions that I took in this reflexive process.

Being an experienced counsellor I am aware of the importance to stay with my clients’ agendas and I have learnt to be an active listener, a skill that was useful during the interview process where I tried to engage with the participants’ pace, not interrupt them, acknowledge their experience and give them a safe place to express their feelings and stories. At the same time I was aware that my role in this process was to be their interviewer and not their therapist; therefore, I tried to provide them with a safe environment without turning the interview into a therapeutic session. In an attempt to achieve that and to gain awareness of my counselling role and how this may have an impact on my role as an interviewer, prior to my interviews, I made a presentation on this subject to a peer group of other narrative researchers, which led to a very fruitful discussion that helped me prepare for my interviews.

Being actively reflexive during the whole research process helped me to gain awareness of my thoughts and beliefs regarding the topic and not let my personal assumptions impact my interpretations. I see journaling as an active process where I tried not only to observe and get an understanding of my experience but also to explore how I interpret the experiences of others. I began the reflexive process before I contacted my interviewees so as to gain an understanding of my assumptions on the topic before listening to the participants’ stories. Through this process, I discovered that I feel angry with what is going on in Greece and hopeless that I will not find a job in my country. At the same time I realise that sometimes I felt that I was selfish in my choice to take the easy way out, living abroad rather than staying in my own country to face the problems that my family and friends are dealing with. However, my feelings of anger and disappointment gave way to the strong belief that I had nothing to do with the current state of my country and I don’t want to ‘waste’ my life and dreams in what I see as a hopeless place.

Finally, having regular contact with my supervisors and debriefing with them on the process of the analysis provided me with useful insights and valuable feedback. Similarly, with the reflecting process, debriefing helped me to expose my biases and explore aspects of the research that I may not have otherwise been aware of.
3.5 Presenting the participants

This section introduces the participants and provides an overview of their backgrounds and stories. A detailed presentation of the participants’ stories and the themes that were created by their analyses is presenting in the following chapter. The names used are pseudonyms.

3.5.1 Anna

When I interviewed Anna, she had just graduated with a degree in education. She was twenty two years old and from a city on mainland Greece. Anna was always trying hard to have great marks and she managed to get the marks that she needed to pass in a very demanding course. Being financially independent and having her own family has always being her dream. This is why she chose to study primary education as she hoped that being a teacher will help her fulfil this dream.

A common friend suggested Anna as a participant for my research. I met Anna face to face where we discussed if she would be interested in being interviewed. Once she had agreed to be interviewed, I contacted her by email where I provided her with a brief description of my study and we arranged the time and place for the interview. The interview was conducted at her home. First, I gave her time to read the information letter and the consent form and I offered her time for possible questions regarding the research topic. I began the interview with explaining the topic of my study, informing her that the interview will be unstructured and that I would only ask her one central research question, which was to share her thoughts and feelings regarding her life and future during the period of recession.

3.5.2 Pavlos

At the time the interview was conducted, Pavlos had an undergraduate degree, he was in the fifth and final year of his next degree, in medicine, and he was in his final year of a PhD. He was
thirty years old, from a city on mainland Greece. He always wanted to become a doctor and even though he hasn’t managed to achieve the marks that were required to study medicine, he studies Veterinary and finished this demanding course in 5 years (while the average graduation for this course is 8 years), hoping to study Medicine after that. He gave his graduate Medical exams twice. After the first time that he failed, he decided to start a Phd. Therefore by the time I interviewed him he was in his final year of his degree in medicine and in his final year on his Phd.

A common friend told Pavlos about my research and I first met him face to face in Greece, where we discussed my study and his potential interest in participating. Once he had agreed to be interviewed, I emailed him a brief description of my study and we arranged a time and place for the interview. The interview was conducted at his home. Before we started the interview he had the opportunity to read the information letter and consent form and I answered his questions regarding my research. As with the first interview I began by explaining the topic of my study, informing him that the interview will be unstructured and telling him that the only question I would ask would be to share his thoughts and feelings regarding his life and future during the Recession.

3.5.3 Maria

At the time that I conducted the interview, Maria had finished her master’s degree (two years prior to our meeting) and she was looking for work. She was 25 years old, from a city in Northern Greece. Maria has studied psychology and has a Master in special needs. Even though she didn’t have the grades that she needed to study psychology in a public university in Greece, with her parents’ support she studied in a private university and did her master in the UK.

I knew her personally and she had expressed her interest in participating in my study. First, we discussed my study via emails and once she had agreed to participate, I contacted her to arrange the date and time of the interview. We met in a quiet café where before we started the interview, she had time to read the information letter and the consent form and I addressed her queries regarding the interview process and my research. Again, I commenced the interview by
explaining the topic of my study, informing her that the interview would be unstructured and asking her one central question: to share her thoughts and feelings regarding her life and future during the period of recession.

3.5.4 Zoe

At the time that I conducted the interview, Zoe had just finished a degree in education. She was twenty two years old from Southern Greece. She had very good grades and she chose to do this degree because she liked this job and she hoped that would help her to become financially independent.

I knew Zoe personally and asked her if she would like to participate in my study. After she agreed, I emailed her a description of my study and we arranged the time and place for the interview. The interview was carried out at her home. Before we started the interview, Zoe had time to read the information letter, sign the consent form and ask questions regarding the interview process. I began the interview by explaining my research topic, informing her about the interview process and then asking her my main research question: to share her thoughts and feelings regarding her life and future during the recession.

3.6 Rigour, credibility and trustworthiness of the research

Narrative researchers adopt the perception of multiple realities and multiple meanings where stories can be situated in ever changing frameworks and can be read and understood in different ways (Riessman, 2008). Therefore, a traditional research concept on validity and reliability, where the main focus is to identify the ‘absolute truth’ is not suitable to narrative research as the researcher focuses mainly on the rigour and credibility of the study. Mischler (1990) suggests that focusing on the trustworthiness of a study rather than its ‘absolute truth’ moves validation to the social world where there isn’t a neutral and objective reality in any case, according to Mischler, we construct our world through our discourses and actions. Following this perspective on trustworthiness and credibility, this research applied the following criteria.
3.6.1 Transparency

Through transparency the readers have the opportunity to see the stages of the research process and how they have a better understanding of why interpretations and analysis of the data were presented in a particular way (Yardley, 2008). In the methodology chapter of my research, a reader is able to follow the process of this research. In the thematic narrative analysis section, which is described in the next chapter, the stages of analysis can be identified. In addition, the regular contact I maintained with my supervisors and other narrative researchers was significant in achieving transparency in my research. Their feedback on my interpretations and on how the narrations were reported enabled me to reflect on my work and gain awareness of my personal assumptions and biases, therefore, limiting their negative impact on the stories.

In addition, I have tried to involve the participants in the analysis process. First, I sent the interview transcriptions to the participants, followed by the findings and themes of my research, using the member-check technique. By allowing them to give feedback and make changes, I maintained transparency in this research. In the results section I tried to include direct quotes from the interview, whenever it was possible to show the link between the narrations and my interpretations. However, being aware that the results of this research are my own interpretation of the narrations I found it important to inform the reader of my position as a researcher toward the research and the context in which it is situated. For that reason it was important to have a specific section in the methodology chapter where I situated myself and also to be reflexive throughout the research process, in an effort to remain aware of my own assumptions and prejudices and their impact on my interpretations.

3.6.2 Coherence

Through the process of coherence the researcher tries to put different parts of the story together to maintain a whole, complete and meaningful image, where the reader should be able to understand each time why particular arguments were made or why they were presented using a
particular way and methodology (Lieblich et al., 1998). Riessman (1993) mentions that good coherence of an interpretation should take place on three levels: global, local and themal. The global level refers to the overall goals of the story tellers in revealing their stories. Themal coherence refers to the common themes that emerge from the story. Whereas, local coherence involves the way that the participant shares his or her story. In the current study, these can be seen in the methodology chapter where I have explained the reasons that a particular narrative methodology was chosen for this study. Furthermore, in the analysis and results chapter, the interview summary along with the use of direct quotes from the interviews seeks to strengthen the arguments that were made and keep the whole image of the stories.

3.6.3. Persuasiveness

Riessman (1993) claims that persuasiveness is an important part in the process to achieve trustworthiness and validity. This criterion refers to the possibility that a number of researchers will evaluate the data (Lieblich et al., 1998). According to Riessman (1992) the researcher achieves persuasiveness when his or her claims are supported with evidence from research studies and when alternative interpretations are taken into consideration. Similarly with the process to achieve transparency I used the feedback that I gained from my supervisors, peer review and participants to assess if my result would uphold these criteria.

3.6.4. Pragmatic Use

Even qualitative studies cannot be generalised, they can be used as a base or example for other future studies. Riessman (2008) claims that the pragmatic use of narrative research is an important criterion of its rigour and credibility, which leads to the research responsibility to contribute to future research and to social change. She advises that in order to achieve this criterion the researcher needs to:

1) Describe how the interpretations were produced
2) Make the process visible
3) Make the primary data available

Following these guidelines in the introduction chapter, I attempted to clarify my study aims and its potential impact on future research. In addition, in the discussion and conclusion chapters of my study, I have presented in details the contribution of this research for future studies in this area. Furthermore, I hope that this research will be relevant for fellow researchers, those who experience similar situations to those of the participants and to the wider public. Nowadays, many countries face a financial crisis and I hope that by listening to my participants’ stories regarding their own struggles and worries, other young people facing a similar situation could be helped.

**Conclusion**

The aim of this research is to explore how young Greeks who have recently graduated perceive their lives and futures at this time of severe economic crisis, trying to gain a better understanding of how recession has impacted participants’ well beings and identifying their psychological needs that should be addressed. I hope that this chapter will give the reader the opportunity to gain a better understanding of the methodological structure and the foundation of this thesis.

In this chapter, attempts were made to outline some of the struggles involved in choosing the appropriate methodological choice in terms of the research question and the object under investigation, trying to give right of way to the participants not only to express their voice but to reassure them that their stories and their ‘truths’ would be heard. In this process, the research design used in this study was described. Furthermore, the methodology, including the methodological underpinnings of the thesis and the research design question were presented.

An important part of this chapter was to acknowledge the role of the researcher and the situation of her research in the research process, which was described in detail, contributing in that way to the validity and trustworthiness of the study reported. Moreover, participants were introduced and issues of rigour, credibility and trustworthiness of the study were investigated.
After the presentation of the methodological foundation of this research, the next chapter will explore the data collection process and its subsequent analysis. The following chapter provides an overview of the corpus of the generated data, how this data was analysed, a summary of the participants’ stories and an overview of the findings.
2.1: Data processing and analyses

The analysis of qualitative data is always a complex process and before I move on to the presentation of the findings, the data analysis process will be presented, clearing an attempt to clarify and understood how the analysis was undertaken. In the first section of this chapter, the transcription process and data analysis of the data will be presented; following by the presentations of the analysed data- the findings. Finally an overview of the generated data will be presented.

4.1 Transcription process

The initial transcription of the interviews was verbatim, which included all utterances by both the participants and myself as researcher. In my process to encourage the participants to continue with their story and to reassure them that I was following what they were saying I used many non-lexical utterances such as ‘uh-huh’, ‘mmm’ and ‘yeah’ At times when the interviewee sighed, laughed or paused, I made note of these expressions. An important part of the narrative analysis is the researcher’s engagement with the recordings, for that reason, for optimal conditions, I went through the recordings alone and carried out the transcription process without assistance. Even though this was a lengthy process, it allowed me from the beginning to immerse with my participants’ stories. The initial transcript was sent back to the participants for verification so that they could add any information that they may have thought of after the interview; they also had the opportunity to remove any information at their will.

As the interviews were undertaken in Greek, I decided that it would be useful and respectful for the participants to read their stories as they were uttered, in their mother tongue. For that reason, I transcribed them in Greek. All the participants were happy with the interviews as they were and nothing was added or removed. In addition, possible identifying information was also removed as promised. A pseudonym was used for each participant.
4.2 Conducting the thematic narrative analysis

As it was mentioned earlier, a thematic narrative analysis was conducted to analyse the data (Riessman, 1998). During the transcription stage, some key themes from each interview were identified and recorded. After I completed the transcriptions I started the first phase of my analysis where I closely read the stories, in an attempt to identify key themes and contextual details of each story. In this stage, each interview was read in isolation from the others. A careful analysis was carried out where I tried to engage with the data, discover and specify the important categories and themes in each story. I then created a table for each story where I included all the themes that were identified. A sample of this table can be found in Appendix C.

I then proceeded to the second stage of the analysis, which involved a deeper immersion in the cases where I tried to capture the core meaning of the stories. In this process I again read each story separately. I focused on identifying themes, with the relevant table in front of me, I listed general issues, and those which were repeated could be listed and considered a theme. Those points and issues that were mentioned in isolation were not included in the themes table. In addition, I checked which of these themes could be included as part of a broader study-wide theme, coming up in other participants’ stories. Finally, I tried to identify themes that I may have previously overlooked. A sample of this phase can be seen in Appendix D. In this stage it was important to stay close to the way that participants represented their stories. Having regular contact with my supervisor helped me to stay as close as possible to the participants’ stories, avoiding my own assumptions.

In the third stage, I gathered and listed the themes from all of the stories in a new word document. Then I re-read each story trying to re-identify the themes. Whenever the participants were talking about a specific theme I copied the specific blocks of text from each story and pasted it under the relevant theme list in a new document. (Appendix E)

When I gathered all the themes and the blocks of text for each of them I moved to the fourth phase, where I checked which of these could be considered a sub-theme of a bigger theme. Then
I created tables with the main themes and sub themes of each story. Then I re-read each story focusing on their sub-themes, checking if I had included all of the relevant blocks of texts under each sub-theme. (Appendix F)

I then moved on to the fifth phase of the analysis. In this phase, I left the transcripts to focus on each theme and sub-theme, trying to identify the sub-themes or new sub-themes. Next I created a new document with sections given to each theme and each sub theme was represented in a table with all of the related segments from the interview transcripts. A sample of this table can be seen in Appendix G. Finally in the sixth phase I re-read each transcription again focusing in the themes and subthemes in case I had forgotten to add something relevant. The new blocks of texts were added in the tables.

At this point, I would like to clarify that the analysis was conducted in Greek. Coming from a person- centred perspective, as a narrative researcher and as a therapist, I am concerned for my participants’ stories to be heard respecting their identity and uniqueness. Therefore it was important to take into consideration the linguistic part of the participants’ world and represent my participants in ways appropriate to who they are (ie Greek-speakers). Sharing the same language with the participants, gave me the advantage to that I could share the same language-medium language with the participants, and analyse their stories in the language that they were narrated rather than reformulating them/ translating them in a different language. Therefore, in conceptualising and designing my study, it seemed appropriate for me to analyse the stories in the language that they were actually narrated, trying to avoid unnecessary transformation of the data.

However, being aware that I am sharing this research in a largely English-medium examination for a largely English-reading/speaking audience, even though on the presentation of my Findings I provided the parts of the processed data into their original version, I presented in brackets their English translation for my English- speaking readers’ benefit. Moreover, while translating the extracts, I checked the transcripts carefully so as to ensure that the translation was accurate. With the help of my proof-reader, I paid attention to any subtle meanings of expressions that are used in Greek, trying to find the best possible equivalent in English. For instance, a participant
mentioned in Greek ‘Νιώθω μία κουκίδα στον οкеανό’. The direct translation of this expression would be “I feel like a dot in the ocean’, a translation that may not represent accurately what the participant tried to say; after explaining to my proof-reader the meaning of this expression, we decided to translated as “I am just one small fish in the ocean”.

Furthermore, I realised that during the analysis stages, at times I was feeling tired while reading the stories and found it difficult to concentrate. These times I chose to stop reading, I would take a break so as not to miss anything. Moreover, in the process of ensuring that all that the participants had said under each theme was included, I read the stories many times and in different stages. A summary of the analysis process can be seen in the following table.

**Summary of the phases of the analysis**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First phase</td>
<td>Stories were read closely in isolation from the others.</td>
</tr>
<tr>
<td></td>
<td>Key themes and important categories in each story were identified.</td>
</tr>
<tr>
<td></td>
<td>A table for each story and its themes was created.</td>
</tr>
<tr>
<td>Second phase</td>
<td>Stories were read again separately, focusing on the themes that were found.</td>
</tr>
<tr>
<td></td>
<td>Topics that came up in isolation were identified and ruled out, some of the</td>
</tr>
<tr>
<td></td>
<td>recurring topics, or themes, were identified as being part of a broader theme</td>
</tr>
<tr>
<td></td>
<td>Searched for further themes to add to the list</td>
</tr>
<tr>
<td>Third phase</td>
<td>Themes from all stories were gathered in a word document.</td>
</tr>
<tr>
<td></td>
<td>Stories were re-read in an attempt to identify themes.</td>
</tr>
<tr>
<td></td>
<td>Blocks of text from each story were added under the listed theme in the new</td>
</tr>
<tr>
<td></td>
<td>document</td>
</tr>
<tr>
<td>Fourth phase</td>
<td>Themes were identified as themes or sub-themes.</td>
</tr>
<tr>
<td></td>
<td>A new table was created with the main themes and sub themes of each story.</td>
</tr>
<tr>
<td></td>
<td>Stories were re-read, focusing on their own sub-themes, checking if all the</td>
</tr>
<tr>
<td></td>
<td>blocks of texts of each story were included under each sub-theme.</td>
</tr>
<tr>
<td>Fifth phase</td>
<td>Researcher focused on each theme and sub-theme trying to identify the sub-</td>
</tr>
<tr>
<td></td>
<td>themes or other-new sub-themes.</td>
</tr>
<tr>
<td></td>
<td>A new document was created where each theme was the title of each section</td>
</tr>
<tr>
<td></td>
<td>and each sub-theme was represented in a table where all the related blocks</td>
</tr>
<tr>
<td></td>
<td>of text from each interview were included.</td>
</tr>
<tr>
<td>Sixth phase</td>
<td>The transcriptions were re-read again focusing on the themes and subthemes</td>
</tr>
<tr>
<td></td>
<td>trying to identify if there were more segments from the interviews to include.</td>
</tr>
<tr>
<td></td>
<td>The new blocks of texts were added in the tables.</td>
</tr>
</tbody>
</table>
4.3 Presentation of the findings

It described earlier that thematic narrative analysis was used in relation to my data. During the coding and thematising, I developed five themes. Each theme had two to four sub-themes. The analysis process can be seen in detail in the previous section as well as in Appendix X. The five main themes were all endorsed by the four participants. These five main themes were: ‘Their career choice and their hopes for employment prospects’, ‘Broken dreams and collecting the pieces’, ‘Impact of recession on the individual’, ‘Impact of recession on other aspects of their life’ and ‘Participants’ feelings about their future’. An overview of the themes and the sub-themes can be seen in the following table.

Themes and subthemes of the research

<table>
<thead>
<tr>
<th>Theme</th>
<th>Subthemes</th>
</tr>
</thead>
</table>
| Their career choice and their hopes for employment prospects’ | 1a. Career choice  
                           | 1b. Hopes of achieving better employment prospects and future with their degree  
                           | 1c. Personal sacrifices to achieve their goal  |
| Broken dreams and collecting the pieces    | 2a. Shattered dreams  
                           | 2b. Compromising dreams – Changing dreams  |
| Impact of recession on respective participant’s life | 3a. Impact of recession on employment  
                           | 3b Impact or recession on participant’s parents and their significant others.|
| Impact of recession on the individual     | 4a. Impact of recession on the individual’s idiosyncrasy  
                           | 4b. Impact of recession on their psychological and emotional well-being |
| Participants’ feelings about their futures | 5a. Future uncertainty  
                           | 5b. Disappointment and feelings of hopelessness  
                           | 5c. Hope  
                           | 5d. Fear for the future |

What follows is the title and description of each of the themes and sub-themes, followed by a block of verbatim quotes from each participant which expressed the theme during his or her
research interview. In each quote, I tried to capture a summary of the most important parts that have been said about each theme by each participant. Findings are presented into their original version following with their English translation in brackets.

4.3.1 The participant’s career choice and their hopes for employment prospects

Participants described the reasons why they chose their career, their hopes to achieve financial security and independence with their degree (before the recession) and the sacrifices that they had made to accomplish that.

4.3.1a: Career choice

Three participants reported that they chose their studies because this is what they wanted to do as a career, expressing how much they liked this profession.

Maria: Ηµουν απο τα ατοµα που ηθελε... ελεγα απο µικρη ψυχολογια, µολις το πρωτοακουσα ελεγα τι ειναι αυτο αα αυτο θελο.... το ειχα επιλεξει , το ηθελα παρα πολω να το δουλεψω.

(I was one of those people who knew what I wanted to study... since I was a child I was saying psychology, this is what I want to do... the first time that I heard what this profession is about I said aaah this is what I want to do.... I chose to study this and I would love to work in this field.)

Zoe: Λοιπον, οπως ειναι γνωστο εγραψα παρα πολω καλο βαθµο στις πανελληνιες και θα µπορουσα να περασω σε διαφορες σχολες οποτε επιλεξα να περασω στο Παιδαγωγικο για κυριο λογο οτι µου αρεσε...
Αλλα εγω ηµουν απο τα ατοµα που το διαλεξα επειδη µου αρεσε περισσοτερο. ∆εν ηθελα να περασω κατι άλλο, νοµικη ας ποις, ηταν η πρωτη µου επιλογη....Αυτο ηθελα να κανω, να γινω δασκαλα.

(As I had very good grades I could have studied whatever I wanted, but I chose to study primary education mainly because I liked it... I was the kind of person who chose these studies because I liked it the most.... I didn’t want to study Law... this was my first choice...this is what I wanted to do, to become a teacher...)
Pavlos: Η μεγάλη μου επιθυμία ήταν να σπουδάσω Ιατρική... Ήταν η μεγάλη μου αγάπη.
(My big desire was to study medicine.... I deeply love this profession...) 

The fourth participant’s main dream was to become financially independent and to have a job that would give her the opportunity to raise a family as well.

Anna: επελέξα να παω στο παιδαγωγικο δημοτικης γιατι ήξερα ότι θα εξασφαλίζα το επαγγέλμα μου, ότι θα γινω δασκάλα, ότι θα δουλέω σε σχολείο...εν αυτή σκοπο να κανω καριερα θα εκανα κατι αλλο ... Εννο αυτο που ήθελα αυτο που θελω ειναι μια δουλεια απλα... ενας στοχος μου, να μπω δηλαδή σε μια καλη σχολη που θα μου εξασφαλισει σημαντικα ενα καλο μελλον... ειχα παις στο παιδαγωγικο οχι για να κανω καριερα αλλα για να εξασφαλισω ενα επαγγελμα και να μπορει να κανω την οικογενεια μου.

(I chose to study primary education because I knew that this study could ensure me a job, I would be able to become a teacher and work in a school…. I didn't want to become a career-woman , what I wanted was to simply get a job , my goal was to study for an occupation that would offer me a good future... I chose to study education, not because I wanted to have a career but to have a secure job so I can have my own family.)

Another participant mentioned that even though she chose her occupation because she liked it, the fact that she could have good employment prospects was an extra reason to choose this profession.

Zoe: Επελέξα να περασω στο παιδαγωγικο για κυριο λογο οτι μου αρεσε, ειχε βιβλια και αποκατασταση και το σκεφτηκαμε ετσι. Αλλα εγω ήμουν απο τα ατομα που το διαλεξα επειδη μου αρεσε περισσοτερο. Με τους γονεις το σκεφτηκαμε γιατι ήταν καλη επιλογη .

(I chose to study primary education mainly because I liked it, I also considered the fact that it was a job with good employment prospects...my parents and I agreed that it was a good choice...).
4.3.1.b: Hopes of education leading to a better future and employment prospects

All the participants associated their career choice with hopes and dreams of achieving a better future.

Anna: Ηξέρα ότι θα γίνω δασκάλα, ότι θα δουλέω σε σχολείο και ότι από εκεί και περα πλέον θα μπορούσα να δημιουργούσα κατι παραπάνω...

(I knew that I was going to be a teacher, I would work in a school and I would also be able to do other things...)

Pavlos: Η Ιατρική είναι μια επιστήμη που οι ανθρώποι συνεχώς αρρωστάνουν καλώς ’ή κακώς και πάντα χρειάζονται να θεραπευτούν, αυτό εχει σαν αντικτύπο όταν καποιος είναι καλός και θέλει να επιβιωσει να μπορεί να βρει δουλεια No matter what... Κι αυτό είναι που με κανει να ελπιζω και να παλέω μεχρι και τώρα γιατι ζερω ότι ηφοσον το αγαπαω και ειμαι ερωτευμενος με αυτο καποια στιγμη θα μπορεσω να κανω αποσβεση.

(Medicine is a science that will always be needed... people are always getting ill and they need to be cured. As a result if you are a good doctor and want to survive you can find a job, no matter what... This is what gives me hope and this is why I keep trying. Because I love this profession and I am in love with it, I know that eventually I will be able to find a job in this field.)

Maria: Ελέγα απο μικρη ψυχολογια. Αυτό ήθελα να κάνω... ότι τη φανταζοσουνα αλλιως τη ψοη σου στα 25 σου ελεγες θα έχω ενα σπιτι, το ενα, το αλλο

(Since I was a child I was saying psychology, this is what I wanted to do... As a child, I was dreaming that by the age of twenty five I would have a house, a job...)

Zoe: Λεγαμε ότι θα δωσουμε μολις μπουμε ΑΣΕΠ και τα λοιπα και θα διορισουμε κατευθειαν... Να αρχισου κατευθειαν τη δουλεια, να ελαφρωνου τους γονεις να ειμαι ανεξαρτητη...

(We [she and her colleagues] were sure that we were going find a job in a public school and that we would have a relatively good salary... I was planning to find a job, to release my family from their financial obligation to me, to become independent)
Two participants chose their profession with the hope of it bringing a specific lifestyle and as such, helping them to achieve other life dreams.

Anna: Διαλέξα να σπουδάσω παιδαγωγικό όχι επειδή ήθελα να κάνω καριέρα αλλά γιατί ήθελα να εξασφαλίσω μία δουλεία για να κάνω τη δική μου οικογένεια... Να κανω οικογενεια. Δηλαδή οταν τελειώσα το σχολείο...οι δρόμοι μου ήταν δύο. Είτε να παω στο Παιδαγωγικό, οπου αμα παω Παιδαγωγικό θα πρέπει να βρω ενα αγόρι μετα να παντρευτουμαι να αρραβωνιαστουμε να κανουμε οικογενεια κλπ. Αν ακολούθησα θετικες επιστηµες για παραδειγµα ιατρικη, φαρµακευτικη ή κατι τετοιο, δε θα παντρευτο θα κανω πραγµατα απλα για τη καριέρα μου.

(I chose to study education, not because I wanted to have a career but to have a secure job so that I could have my own family... I wanted to raise a family. When I finished school, I had two options....Either to study education, where if I did so, I would find a good boyfriend, we will get married, get engaged, have a family etc. I mean, this is how it was in my head. While if I had studied something else like medicine or pharmaceutical science or something like that, I would not get married, I would have focused on my career)

Zoe: Βασικα η δουλεια που επέλεξα δεν είχε κατι να σκεφτο να υπήρχε περίπτωση να ημουν ελευθερός επιχειρησιακας οποτε να μην εχω σταθερο ωραριο... απο την αρχη ήξερα πως θα εχω σταθερο ωραριο 8-2 το πολυ.

(Basically with the job that I chose, there wasn’t anything to think... I knew from the beginning that I would have a standard schedule, from 8am to 2pm)

4.3.1c Personal sacrifices to achieve their goals

Three participants reported the sacrifices that they have made to achieve their dream to study their profession.

Anna: Γενικότερα απο παντοτε προσπαθούσα... τα πτυχια των αγρόκοντων, γαλλικών ασχολούμουν με ξένες γλώσσες ε να διαβαζω να ασχολούμε με δραστηριότητες, ακομα και στο γυµνασιο, και στο λυκειο..κατι δηλαδη που θα μου εξασφαλίζει εμενα το περισσότερο και εβαζα πισω αλλα πραγµατα οπως το να βγου εξο, να διασκεδασο γιατι ελέγα οτι εγω θα καταφερω για παραδειγµα να δουλεψω... Δηλαδή πως δε θυμαμαι
(I was always trying... to learn English, French... I was studying, doing extra activities even in high school... something that would ensure me something more and I was putting behind other things like going out, having fun because I was saying I will manage to find a job for instance... I never remember myself enjoying life, doing things that I would have enjoyed but I always put my profession first, it was my main goal.)

Pavlos: Το 2000 μπήκα, σε πεντε χρονια, η σχολη ειχε μεσο ορο αποφοιτησης 8,9 χρονια. Μια πολο δυσκολη σχολη με προαπαιτουμενα, αλυσιδες μαθηματων. Άπο τη μια διαβαζα απο την αλλη βοηθησε ο Θεος πολυ και φυσικα ηθελα πολυ να περασω Ιατρικη. Ήταν ο μεγαλος μου ποθος για μενα , ήταν ενα εξτρα κινητρο για μενα να διαβασω για να μπω μεσα στην Ιατρικη... Το 2008 παραλληλα δοκιμασα με το 10% και μπηκα στην Ιατρικη Αλεξανδρουπολης... Πηγαινα ανθηµερων 3 ορες να παω τρεις ορες να γυρισω, κοιναστικο ήτανε και οικονοµικα δε το αντεχα πολω.

(I finished my studies [veterinary studies] in 2005, I started this course in 2000, I finished in five years, the average years that were needed to finish this course was 8-9 years. It was a very difficult course... On the one hand I was studying really hard, on the other hand God helped, and because I really wanted to study medicine... It was my big desire, an extra reason to study to get into medicine.... In 2008 I achieved my goal of getting into medicine in the University of Alexandroupolis... I was going there on the same day, three hours to get there, three hours to come back, it was tiring and it was a drain on my finances...)

Maria: Σε πιανει η απαισιοδοξια οτι και που τα εκανα τα πτυχια τι καταλαβα; Μηπως εχασα και τοσα λεφτα που εδωσα ας πουμε, και τοσο χρονο... Εκτοσ του οτι την ηθελα, οταν το πρωτοακουσα ελεγα τι ειναι αυτο αα αυτο θελο... ετυχε κι αυτο με τις πανελληνιες και παρολα αυτα ειχα την οικονοµικη δυνατοτητα να μου πουν οι γονεις μου οτι πηγαινε σε καποιο ιδιοτικο οποτε ήταν κατι που πραγματικα ηθελα.

(I am wondering if I wasted for no reason all this money and time (for studies)... When I first heard about psychology I said this is what I want to do... Even though I wasn’t lucky to get the grades that were needed (to study psychology), my parents had the finances to pay for entry to a private university so it was something that I really wanted.)

Even though Zoe didn’t mentioned particular sacrifices that she has made for her studies, she mentioned that she got very good grades. In Greece when she studied, primary education was one of the most
popular career options as it had almost guaranteed employment prospects. Therefore, to gain the grades needed to study education, one needed to study really hard and therefore she probably sacrificed other needs and wants.

Zoe: Εγραψα παρα πολύ βαθμό στις πανελληνιες και θα μπορούσα να περασω σε διαφορες σχολες.

(I had really good grades and I could have studied whatever I wanted.)

4.3.2 Shattered dreams and collecting the pieces

Since the recession started in Greece, the majority of the participants saw their dreams destroyed and they had to compromise their ambitions and lower their expectations

4.3.2a: Shattered dreams

As mentioned in the previous theme, all the participants dreamt of achieving financial independence and planned their future life according to the profession that they chose. However, since the recession hit Greece, at least three of the participants said that their dreams had been shattered.

Anna: Αισθανθηκα σα να ξυπνησα ένα πρωινό και να είπα αυτό ήτανε, ότι δηλαδή δεν υπηρχε μέλλον για εμένα, ότι ξαφνικά θα έπρεπε να είμαι ξανά με τους γονείς μου, ότι δε θα μπορούσα να κανω πραγματα για τη ζωή μου, πραγματα που ονειρευόνταν εγώ για μένα. Δηλαδή φαντασου που διαβαζες καθε φορα για να εξασφαλισεις κατι για εσενα και ξαφνικα να γυρνανε να σου λενε ζεις κατι βασικα δεν υπαρχει τιποτα... Και πιεσε πιστευω πως σε αυτη τη μοιρα βρισκονται όλα τα παιδια, όλοι οι Ελληνες, όλες οι Ελληνιδες, δε μπορες να δημιουργησεις οικογενεια γιατι απλα δεν εχεις τη δυνατοτητα να το κανεις, οχι γιατι δε θελεις... Και ειχα παει στο παιδαγωγικο όχι για να κανω καριερα αλλα για να εξασφαλισω ενα επαγγελμα και να μπορω να κανω την οικογενεια μου, Όσα ονειρα και να εκανα γκρεμιστικα.

(I felt that I woke up one morning and said to myself that that’s it, that I would not have any future and suddenly I would have to live again with my parents, that I would not be able to make my own life, things that I was dreaming for myself. Imagine, I was studying all the time, hoping to secure something for myself and suddenly they turn back to you and they tell you, you know what; actually there is nothing here
for you…. And I feel that all the people my age, all of the Greeks are in the same situation as me, we will not be able to make a family, not because we don’t want to but because we can’t… And I chose to study education, not because I wanted to build a career but because I wanted to make a family…. It is sad, a big desire that suddenly will come to nothing, it will never come true)

Maria: Πλέον σου λεω ο τομεας ειναι χεχαςμενος... Ειναι επισης παρα πολυ ασχημα οτι ο περισσοτερος κοσμος στην ηλικεια μας που μοιλες εχει τελειωσει ας πουμε…σχεδον δε βρισκει δουλεια... Απο τοτε που ήμουν μικρη, έλεγα ψυχολογια... Αυτο ήθελα. εγω σκεφτομουν οτι θελω να γινω ψυχολογος και στον βλεπο στις φορον για ταμα δε με παρνουνε λες και τι θα κανεις? Δηλαδη σκεφτεσαι και καποιες αλλες φορες και λες μα δε ξηρω τι αλλο να κανω. Δηλαδη και αυτο που σπουδασα που δε ξηρω ντε και καλα να το κανω αλλα που αυτο θελω και αυτο ειναι το μοναδικο που εχω μια γνωση να το κανω, δε μπορω να το κανω.

(The idea to work in my field is already forgotten… all the people that I know believe that there isn’t any possibility to find a job in the area that they have studied…. It is almost an imaginary idea that cannot happen… Since I was a child, I was saying psychology… this is what I wanted… I chose to do it… I wanted so much to work in this area… and now nothing… I was dreaming to become a psychologist and I can’t even get a job as a cashier in a bakery. I am wondering what am I going to do? ….The thing that I studied, although okay I may not have much experience, but the thing that I want to do, it and it is the only area that I know how to work in, I cannot do it.)

Zoe: Λεγαµε οτι θα δουσουµε µολις µπουµε ΑΣΕΠ και τα λοιπα και θα διοριστουµε κατευθεια, ηρε µε η οικονοµικη κριση και ολα ανατραπαν. Και απο εκει που εχω σχεδιασει τη ζωη µου πως θα ειναι µετα το πανεπιστηµιο επρεπε τορα να σκεφτο να τελειωσω το διαφορετικο γιατι τα σχεδια µου ειχαν παι παρε στραφει… Στο τεταρτο ετος συνειδητοποιαµε οτι οντως δε θα βρουµε δουλεια και επρεπε να µαξουµε να βρουµε κατι αλλο... Ήθελα αυτο να κανω να γινω δασκαλα αλλα µπορει να µη µου αρεσε και στην τελικη αλλα εγω ήθελα να το δω... Παντα σκεφτοµουν οτι στη ταδε ηλικια θα ηµουν ανεξαρτητη και οχι οτι θα φτασω στα 40 και δε θα ειµαι ανεξαρτητη.

(We [trainee teachers] thought we would do the ASEP exams [Civil Service Staffing Council examination] and that after graduating, we would be immediately appointed teacher roles. , Suddenly, due to the recession, everything has changed. And while I was planning how my life was going to be after university, now I have to find something very different to do as my plans have been ruined… During the final year of my course…we realised that we will actually not be able to find a job and that we would have to find something else to do…. But I wanted to become a teacher… I don’t know if I would actually like this job
but I would at least like to try... When I was young I was dreaming that at this age I would be able to be (financially) independent, I had never imagined that I might become a dependent forty year old)

Only Pavlos who studies medicine didn’t share the feeling that his dreams have been shattered. Pavlos was the only participant to use the future tense when referring to his career dreams (presented in the previous chapter). The others spoke of their dreams in the past tense, as though they no longer existed. But as Pavlos mentioned earlier:

Pavlos: Η ιατρική είναι μία επιστήμη που πάντα θα χρειάζεται...

(Medicine is a science that will always be needed...)

Actually Zoe and Anna commented on the fact that if they had studied something else like medicine they may still be able to dream about working in their field.

Anna: Οι δρόμοι μου ήταν δύο. Είτε να παω στο Παιδαγωγικο... ή θετικές επιστήμες για παραδείγμα ιατρική, φαρμακευτική τελικα αν ήμουν στον δευτέρο δρόμο που σου είπα ίσως θα είχα καταφέρει περισσότερα πράγματα.

(When I finished school I had two options either to study education...or to study medical science such as medicine or pharmaceutical science... it seems that if I had chosen my second option that I mentioned earlier I could have achieved more for myself)

4.3.2b Compromising dreams – changing dreams

Because of the recession most of the participants saw their dreams as destroyed and they felt as though they had been forced to change their dreams and plans, in order to adapt to the financial climate in their country.

Anna: Στην αρχή ελέγα ενταξία δε περαζέι δε θα βρω δουλεια στο δημοσιο, θα παω σε καποιο ιδιωτικο μετα στου εβλέπω στα πράγματα δυσκολευον και στο ιδιωτικο, ελέγα δε περαζει δε θα παω στο ιδιωτικο σχολειο θα παω για παραδειγμα να κανω καποια αλλη δουλεια, ακομα και στα Goodies να δουλευω, δεν ενας ΚΑΜΙΑ δουλεια ντροπη... Δε θα μου εξασφαλισει τιποτα. Και αυτη την απελπισια την εκδηλωνο μερικες φορες με το να σκεφτομαι να παω σε καποια αλλη σχολη. Να δοσο κατακτηριες να καθησου να διαβασω και να παω σε καποια αλλη σχολη. Χωρις να ζερεο αν θα μου εξασφαλισει ξανα κατι σιγουρα. Απλα αν παω
At the beginning I was saying, never mind, I will not find a job in a public school, I will find a job in a private one. Then when I saw that private schools were not doing well either, I said never mind I will not work in a private school I will find another job, I can even work at Goodies [fast food retail company]… My degree will not ensure me any job. And this feeling of desperation makes me think sometimes to study something else… I don’t know if this new study will ensure me a job but at least if I study medicine or dentistry for instance I will be able to do something else... and then I may start dreaming again)

Maria: This uncertainty can either make you feel depressed or something close to that feeling... or start looking for new things, new countries, new jobs… I have set my standards very low. Even the standards of my dreams have changed I have even dreamt of having that job in the bakery, a dream for any kind of job. In addition I believe that after a while I will not even care for the salary, I will say, I don’t care at all as far as I have some pocket money so to not have to ask my parents for this 100 euro…

Zoe: Ουσιαστικά απο το τρίτο ετος οτι δε θα βρουμε δουλεια, στο τεταρτο ετος συνειδητοποιησαµε οτι οντως δε θα βρουµε δουλεια και επρεπε να ψαξουµε να βρουµε κατι αλλο... Και εγώ για μεταπτυχιακα αλλα δε µου αρεσε τιποτα γιατι εγω ηθελα αυτο να κανω να γινω δασκαλα αλλα µπορει να µη µου αρεσε και στην τελικη αλλα εγω ηθελα να το δω... Το θεµα ειναι πως εγω δε θελω να κανω κατι αλλο ακοµα και τωρα. Ακοµα και το μεταπτυχιακο θα το κανω επειδη πρεπει όχι πως δε θα εκανα μεταπτυχιακα , θελο αλλα ήθελα να το κανο πανω σε κατι που µου αρεσε πραγµατικα, αλλα τωρα τι µον αρεσε πραγµατικα:... Οι αλλοι βλεπουν το μεταπτυχιακο σα λυση για µενα δεν ειναι λυση... Νιωθω οτι πρεπει να βρω κατι αλλο να κανω... ή να κανω κατι µαζι µ’αυτο το πρωi δασκαλα και το βραδυ κατι αλλο. Ναι, γιατι αλλιως δε γινεται σε αυτη τη δουλεια, δε µπορεις να ϊσης µε τοσα λιγα λεφτα.

(We realised that we will not find a job and we started looking for other solutions… And I was looking to find a master’s to do but I don’t like anything because what I wanted to do was to become a teacher… The thing is that I don’t want to do anything else even now... I will do a master’s not because I want to but because I have to. I wanted to do a master’s but I wanted to do it on something that I would really like and now what do I really like? ... It is something forced, especially if I don’t like what I am going to choose and actually I don’t want to do it... Everybody sees a master’s as a solution but for me it is not the solution… I feel that I have to find something else to do… Or to find something to do in the evening after my teaching job [in the future]... as with the salary of this job you cannot survive anymore [in 2012 a salary of a newly qualified teacher in full time employment was 744,22 euro per month]
Even though Pavlos, the fourth participant, still hopes to achieve his dreams, he still had to compromise and adjusts his dreams.

Pavlos: Η λίστα αναμονής είναι τόσο μεγάλη και ηδή εχω χασεί πολλά χρόνια για να φτάσω στο ονείρο μου δε με περνει να κατασκευάσω άλλα 10 χρόνια στην Ελλάδα για να κανω ειδικευσία οποτέ αυτό που εχω σαν επιλογή είναι να παω στο εξωτερικό με 5-6 χρόνια αμέσως, με καλύτερο μισθό και πιο γρήγορα και καλύτερη καταρτιση για να μπορέσω να κανω αυτό που αγαπαω γιατί αν θες να επιβιώσεις στην Ελλάδα πρέπει να είσαι ο καλύτερος και θέλω να είμαι ο καλύτερος... Εχω μια κρυφή αισιοδοξία μεσα μου βαθιά και επειδή οποις είπα το αγαπαω βαθιά το αντικείμενο και επειδή στο εξωτερικό υπάρχουν χώρες που ακομα ανθίζει η ιατρική και υπάρχει καλή αποκατάσταση νιωθω αισιοδοξος αρκει να ξεφυγω απο εδω περα ποιωθω εγκλιματισμενος.

(The waiting list for specialisation in Greece is really long… I cannot stay in Greece... so my only choice is to move abroad for 5 or 6 years [for his specialisation] where I will have a better salary and better and faster training so that I can do what I love. Because in Greece if you want to survive you have to be the best and I want to be the best.... I am positive, deeply, inside me, because as I said I really love this profession and because abroad medicine is booming and there are good employment prospects. I feel positive. Just to get away from here where I feel trapped.)

Actually the other three participants also mentioned that trying to find a job abroad was their only hope of realising their old dreams. However, this too would be a compromise as none of them had actually planned or wanted to immigrate.

Anna: Όχι στο εξωτερικό θα είναι καλύτερα αλλα απλα θέλω να πιστεω, αισιοδοξώ στη εκει περα τουλαχιστον αν πάλεψες, αν το προσπαθήσεις και αν πραγματικα αξιώς θα εχες κατι το καλύτερο... οσο ημουν στο δημοτικο, στο γυμνασιο στο λυκειο για παραδειγμα, δεν ειχα κανενα προβλημα να καθησου στην Ελλαδα και γιατι ολοστη επελέξα αυτο το επαγγελμα, αν ειχα σκοπο να κανω καριερα και να παω στο εξωτερικό και να γινω διασημη πχ θα εκανα κατι αλλο, θα επελέγα για παραδειγμα ιατρικη, νομικη ή καποιον αλλο τομεα. Ενω αυτο που ηθελα, αυτο που θελω είναι μια δουλεια απλα.

(I don’t believe that the situation abroad is better but I hope that if you try, if you fight for it and if you really deserve it, you will have a better future... When I was a student in primary school, in high school for instance, I didn’t have any problem with staying in Greece, this is why I chose this profession, if I was...
planning to make a career, to go abroad and become famous for example, I would have studied something else, for instance medicine, or law. While what I wanted and what I want is just a job…

Maria: Και το βασικό είναι ότι είμαι σχεδόν σιγουρή ότι δε θα βρω αρα προσπαθώ να βρω αλλές διεξόδους ακόμα απο αλλές χώρες… Πλέον δε το σκέφτομαι και ότι θα εγώ καποιο μελλόν στην Ελλάδα

(I am sure that I cannot find a job that I cannot find one [job] and I am trying to find other solutions, even in other countries… I don’t think that I can have a future in Greece.)

Zoe: Η μονή λύση είναι να βγεις εξω… αλλά το θέμα είναι είναι σωστό να βγεις εξώ… και αμα βγεις εξώ θα γινεστει ποτε?. Αλλα εγω δε θελω να φυγω απο την Ελλαδα αλλα αν αναγκαστο αυτο δε θα με κανει ομως και ευτυχες, δεν ειναι κατι που ηθελα ποτε αλλα αμα αναγκαστο θα πρεπει να το κανω αλλα κι αυτο δεν ειναι κατι που θελω αλλα κατι που πρεπε να κανω οποτε η οικονομικη κριση μας αναγκαξε να κανουμε πραγματα που πρεπει και όχι πραγματα που θελουμε.

(The only solution is to move abroad… but is it right to move abroad? And if you move abroad will you ever come back?.... But I don’t want to leave Greece but I will have to. But this will not make me happy, it is not something that I wanted, that I ever dreamt of, but I may have to do… The recession forces us to do things that we have to do not things that we want to do.)

4.3.3 Impact of the recession on participants’ lives

Not only has the recession impacted the informants personally but it has impacted other aspects of their lives such as their employment prospects, relationships, their parents’ lives and other parts of their lives.
4.3.3a. Impact of recession on employment

Even though only two of the participants have actually experienced the impact of the recession on their employment status, all of them have faced issues of joblessness or have thought of it to some extent. All participants reported their frustration and disappointment at this situation.

Anna: Επειδή εναγίζει και κατοικείς αλλές δουλειές επειδή είμαι κατώ των 24 δήλαδη λές και εμείς δεν εχούμε ζωή , εμείς δεν εχομε προσοπικά εξόδα εες οταν δουλεύεις 4ορα θα περνεις 240 το μήνα, με 240 δεν κοστίζει καν η διαμερίσμα και επειδή είμαι λίγο περιθαλάσσιος σε κάτι αυτά τα θέματα δε θέλω μια ζωή να είμαι με τους γονείς μου. Δήλαδη δε θέλω μια ζωή να τρω τα απο τα θέματα των γονιών μου.... Και αχταωρο να δουλέψεις με πληρή εκμετάλευση είναι γυρω στα 500 ευρο ζανα είναι πολύ μικρο εισοδήμα (I have looked for some jobs and as I am under 24, it’s like they believe we don’t have life, we don’t have personal expenses, if you work 4 hours per day you will get 240 euros per month, to rent a flat costs more than 240 euro… And I am proud - I don’t want to live with my parents for ever…. Even if I work 8 hours per day in a full time job, it will be around 500 euro, again a very small salary…)

Pavlos: Αυτο το διδακτορικο αργήσει πολύ να χαθήσει...Η ψυχολογια μου ήταν πολύ ασχημα εκείνη τη διαστήμα, στεναχοριούσα πολύ, ήμουνα 12 ορεις στο πανεπιστήμιο, καθ'εκατοντάκα, χριστουγεννώνα, Πασχάλη, καλοκαιρι. Μονικές επει δε θα με παρουνε αλλά δε πληρονομουνα, δε με αφήναν να δουλέψω, δε με αφήναν να κανω submission για κατοικο scholarshi. Εες μετα απο δεκαοετοι μηνες έκανε έκανε το διδακτορικο αλλά και παλ παλ παλ καθυστέρησε παρα πολύ γιατι δεν εκαμε τις υποδομες για το πρόγραμμα και να μη στα πολυλόγω εχω εξομολογηθεί 6,5 στο διδακτορικο και ακομα να το τελειωσω κι ας δουλέψω υπερντατικα... Μπορούμε απο νιασιδικα μικρές διακεκρίσεις για την υποτροφια και τη διαβολικη εκκατορίες απο μενα. Προσπαθω και νιώθω εγκλωβισμους μεσα στο συστημα. Και ωστε στην Αυστρη που πηγα περνα 22-23 που σουδαζηνα ιατρικη και κανουν μαζι και διδακτορικο και εχουν περισσετερες ευκαιριες απο μενα. Η στην Αμερικα που οι φιλιοι μου φυγαν και κανουν διδακτορικο πληρονομουν πολυ καλα. Κε γεγονοτα πελερωματα εστε διοριστερης εχε γιατι ελεγχονο εργασια... Και δε λιγο να παρακατοιχουνται δεν μπορολει να ζω με τους γονιους μου. Δεν υπαρχουν ποροι στην Ελλαδα, δεν υπαρχει ελεγχος αξιοκρατια, δεν υπαρχει αξιοκρατια. Και μπορει να υπαρχεις φυσικα με ελεγχος ενακο...
Maria: Τις προαλλές πηρα τηλεφωνο σε ενα ζαχαροπλαστειο που υπαγον για ταµια, πο ταµια σε ενα ζαχαροπλαστειο ε ε το μεγαλυτερο ποσο που μπορει να διαχειριστει σε ενα αρτοποιειο το πολυ 10 ευρω να ποι; Και μου ζητουσε προωηροσεια, ως ταµιας και κατα αντιστοιχο... και τους λεο... πλεον εχεις φτασει στο σημειο να εχεις παγει να εισαι ευγενικος και να λες το πολυ ενα συγνωμη... αλλα εχεις φτασει να λες ρε παιδια τι προωηροσεια; 2-3 ευροθ θα μου δεινουνε... εχο βγαλει το λυκειο... να σας φερου το απολυτηριο μου... Αλλα δεν... Οχι δυστυχως χρειαζομαστε προωηροσεια... Οταν ζητας προωηροσεια παντον, προωφανος ο αλλος που θα βρει τηνπρουπηρεσια... Δηλαδη εχο ονειρευει ακομα και το φουρνο ειναι ενα ονειρο για μια οποιαδηποτε δουλεια... Ααα περιμενε... να και ο μυσθος που θα περνεις θα λες δε με νοιαιζει καθολου, θα λες να περνω ενα χαρτζιλικι για να εχο να μη ζηταω αυτο το καποστευρου ας ποιμε απο τους ανεξεις μου... Ας ποιμε παραδεγμα, βρισκει μια δουλεια για μια εβδομαδα ητανε να κρατατ ενα παιδακα με συνδρομο down. Αυτος με ηθελε καθε μερα απο τις 1-6 εε και σαββατοκυριακα απο τις 9-6 προωφανος η ζωη ενος 25χρονου δε μπορει να σημειη μεσα σε αυτα τα πλασια εε εν τοις αυτος εν τελη εμαθα στη θα μου εδινα 400 ευρο για όλες αυτες τις ερεις, ητανε ουτος η αλλος εξεφατευτητη τιμη. Ο τυπος γνωση και εκευνε παραπονα στη μαμα της φιλης μου στο δεν εκεια δουλειες του σπιτιου... Την ιδια μερα ο ιδιος ο τυπος του αλλαξαε το ωραριο και ηθελε να μου δινεi 400 ευρο απο τις 5- 3 το βραδυ, να ειμαι εκει καθε
μέρα και Σαββατοκύριακα... και τοτε είπα πριν πίσω στη σκλαβία καλύτερα να ψαξώ λίγο ακόμα αλλά θεωρού οτι αυτο αν μου το πεις ενα χρόνο μετα που θα είμαι ανεργη θα το κανω δηλαδή μετα απο κατοικ σημειο ποιος μισθος, ποιο πνιγομαι στη δουλεια, ποια σκλαβία. Δηλαδή θεωρού οτι δε θα εχουμε πλέον αλλό περιθωριο, την πολυτελεια να εμε σοη.

(I called a bakery that was looking for a cashier; the biggest transaction that you will have to deal with will be 10 euro per person? They required applicants to have experience. I told them... after a while you stop being polite... sorry but I will deal with small transactions, only 2-3 euros.I have finished school.... But nothing, No sorry we need someone with experience... But if you are asking for experience everywhere, how will the others find this experience... magically?... I have even dreamed about this job in the confectionary.. it is a dream to have any job... Aaah, wait, after a while you will not care for the salary, you will say Ok just to have some pocket money... For instance I found a job to look after a child with Down’s syndrome. The father wanted me to work every day 1-6 plus weekends 9-6, of course if you are 25 year old you cannot live the life that you want in this context. Anyway I found out that that guy was going give me 400 euros for all these hours. The salary was already ridiculous... That guy complained to my mum’s friend that I wasn’t doing any housework but he didn’t mention any of this to me, on the contrary, he seemed happy because this was my specialisation and it will be better if I look after his child than just a nanny...Anyway the same day that I heard that, he told me that his work timetable has changed and that for now on he would like me to work every day and weekends 5-3am. And I thought before becoming a slave it’s better to keep looking for jobs. But I think that if you mention to me something like this next year when I will still be unemployed, I will do it, without caring about the salary , the fact that I will not have any free time, the slavery. Because I think that after a while we will not have the luxury to say no...)

Ζωή: Και τώρα εγώ ψάχνω να βρω δουλειά, που εβγαλα το πανεπιστήμιο με αριστα, πον περασα το πανεπιστήμιο με αριστα, τώρα θα πρέπει να βρω μια δουλειά, οτι να ναι , να πλύνω πιατα κι αυτο για να περνω 400 ευρω... Μερι μα να καλυτερεψουν τα πράγματα. Και πάλι οι δασκάλοι θα περνουν το πολυ 800 ευρω ποις μπορείς να ζησες?... Και να δουλέψεις, θα δουλέψεις οχταωρο και θα περνεις το πολυ 400 ευρω αντε 500 που με πεντακοσία ουτε νοικι μπορείς να πληρώσεις μονος σου ουτε να συντηρεις το σπίτι δηλαδή και πάλι θα πρέπει να εξαρτηθεί σε άλλους. Ακομα και αναπλήρωση θα ημουν και ημουν σε ενα χωριο θα επρέπε με τα 600 ευρω που θα παιρνο να συντηρουσα σπίτι, τον εαυτο μου και αυτο παλι δε γίνεται.
∆ηλαδή και δουλεια να ειχα τορα παλι οι γονεις θα επρεπε να με ξελασπωνουν. Παντα θα εξαρτιεσαι απο τους γονεις σε αυτη τη δουλεια.... Δε γινεται... Δεν εχεις πολλα περιθωρια να εξελιχθεις...

(Now I am looking for a job and even though I have a degree with a distinction I will have to find a job where I will wash dishes for 400 euro per month... But even when I find a job as a teacher, a teacher will get 800 euro per month. With this money you cannot live... Even if I get a job I will get 400-500 euro, with 500 euro you cannot even pay your rent on your own... Even if I find a job as a substitute teacher, I will have to live in a village earning only a 600-euro salary; I will have to pay for my rent, house and personal expenses. This is impossible to happen. So even if I had a job I will still have to rely on my parents...There are not opportunities in Greece at the moment...)

The participants have also reported their experience and worries about unemployment and how the recession has impacted their opportunities to get into the labour force.

Pavlos: Πιστευω οτι το μελλον στην Ελλαδα ειναι αρκετα δυσοιωνο αν δεν ήταν το θεμα της ιατρικης ισος να εμενα να το παλεβα αλλα επειδη η λιστα αναμονης ειναι τοσο μεγαλη και ηδη εχω χασει πολλα χρονια για να φτασω στο ονειρο μου δε με περνει να κατσο να περιμενω αλλα 5-10 χρονια στην Ελλαδα για να κανω ειδικοτητα οποτε αυτο που εχω σαν επιλογη ειναι να παι στο εξωτερικο με 5-6 χρονια ημεσα, με καλυτερο μισθο και πιο γρηγορα και καλυτερη καταρτηση.

(The future in Greece seems very negative and if it wasn’t because of medicine I could have stayed and tried to live here but because we have to wait for many years to find a specialisation placement in a Greek hospital and because I have already spent so many years to achieve my dream I cannot stay in Greece for 5-10 years waiting for that, so my only choice is to go abroad where I can finish in 5-6 years, I will have a better salary and a better education.)

Maria: Και το εχω σιγουρω στι ω θα θα μου πουτε δουλεια στο αντικειμενο μου. Νταζει αυτο το ποτε ακουγεται λιγο απολυτο αλλα εχω ψαξει τορα εδω και ενα χρονο που δεν ήταν ψαχνω απλα... εχω παι ποδαραστο απο γραφειο σε γραφειο εχω ξαναβρεθει, εχω παρει ξανα και ξανα τηλεφωνα, το ειδατε το βιογραφικο μου δε το ειδατε το βιογραφικο μου δε πειραζει....Παρολα αυτα καποιοι σου δεινουν την ελλαδα
ζητάω δεν κανένας να το θες. Γιατί και να ψάξεις κατά από εδώ κι απο εκεί δεν εχει πολλές πιθανότητες και αυτό που θα βρεις είναι πολύ κατώτερο και τον σπουδάσεις και της προσωπικότητας σου... κι οσα περισσότερα προσοφέρεις και γνώση αυτος κατώτερο είναι γιατί ξέρεις ας βασικά οι εργοδότες ξέρουν ότι εχεις μικρό και θα διεκδικήσεις τα δικαιώματα σου ενώ αυτός που δε θα εχει σπουδάσει δε θα εχει τόσες απαιτήσεις όσες εχω εγω οποτε θα προτιμήσουν τον κατώτερο μου παρα εμενα για την ίδια θέση σερβίτορας.

(They make me unemployed against my will. Because even if I look for jobs everywhere, there are not many possibilities of getting a job, and even if I do, it will be beneath my studies and my personality and the more qualifications you have the more difficult it is. Employers don’t want employees who have knowledge as they can demand their rights... so they prefer to have someone with no degree for a waitress position.)
4.3. 3b Impact of recession on participants’ parents and their significant others

Some of the participants reported their worries on how the recession has impacted or will impact their parents. More particularly, all of them expressed their worries that what their parents experience will have an impact on them as well as they are still financially dependent.

Anna: Ναι όταν ακους τα πάντα να μειώνονται, τους μισθούς να μειώνονται, εννοώ τους μισθούς των γονιών μου. Γιατί τώρα ζω από τους γονείς μου. Είμαι τεσσάρα αδέρφια κι ολας, αμα μειωθεί ο μισθός των γονιών μου εμείς τι θα κανούμε?

(When you hear that all the salaries will be reduced, I mean my parents’ salaries because now I live off my parents, we are four siblings, so if my parents’ salary will be decreased what are we going to do?)

Zoe: Ειδικά το οποίο πρέπει πάντα να βασίζεσαι στους γονείς οι οποίοι από παντού πληρώνουν και εχουν τοσα πράγματα δε μπορείς κι εσύ να είσαι ενα εξόδο, να τους επιβαρνήσεις πρέπει να τους βοηθάς, και επειδή εγώ νιώθω πολύ ασχημα όταν οι άλλοι κανονίζουν κατά γενιά και δυσκολείονται μετα γιατί θα προτίμω να μη κανώ τίποτα... Πληρώνουν τοσα λεφτά σε φορους ξέρω εγώ, αμα εχουν και μενα... Είναι παρα πολύ δυσκόλο... Βλέπεις η κρίση δεν είχε επιρρεάσει μονο εμένα αλλα και την οικογενεια μου και τα σχεδια που καναμέ δε μπορούν να γίνουν πραγματικότητα.

(It is difficult, especially when you rely on your parents. They are affected too and they have many issues to face, I cannot be their burden as well... They pay so much money on taxes and other expenses if they have me to take care of too, it will be very difficult for them... You see the recession hasn’t impacted only me but my family as well so plans that we were making together cannot come true.)
In addition, some of the participants reported their parents’ sadness on seeing them (the participants) go through this experience.

Anna: Οι γονείς μου είχαν πολλά ονείρα για μενα. Πάντοτε εβλεπαν ότι προσπαθούσα το συν πολύ εν πολλές φορές τους βλέπω ότι στεναχωριούνταν κι αυτοί, στεναχωριούνταν γιατί στεναχωριούμε κι εγώ ειτε γιατί ξέρουν ότι είχα καποιες ιδέες για μένα και οι αυτοί δε θα πραγματοποιήθηκαν και μπορεί να μη το λένε για να μη με στεναχωρήσουν αλλά το βλέπω αυτό προσωπικά τους. Προσπάθηκα να μην συζητάω αυτά τα θέματα με τους γονείς μου. Προσπάθηκα να συμπλήρωσε τη δική μου πραγματικότητα στη ζωή μου, ότι θέλω να τα καταφέρω αλλά βλέπω και αυτοί ότι καταλαβαίνουν ότι ολα τα σχέδια που είχα ανατράπηκαν κι οτι δεν είμαι αυτή που ημοσιώνουν.

(My parents had so many dreams for me. They were always seeing me trying and many times I have seen them feeling sad, feeling sad because I am feeling sad as they know that I had some plans in my life that they haven’t come true and they may not say it as they don’t want to upset me but I see it on their faces. I am trying not to talk about these things with my parents, I am trying to make them think that I am still proud of myself, that I can achieve things in my life but I see that they also see that my plans have been shattered and I am not who I used to be…)

Maria: Το βλέπω όσα ομιλεί και από τους γονείς μου οι οποίοι είναι κι αυτοί απελπισμένοι σε αυτή τη φάση και από εκεί βγαίνει πολύ τετοιο...νταξεί όταν σου μιλάνε οι γονείς σου και σου λένε χει εξερευνήτες είναι πολύ ασχημο να βλέπεις το παιδί σου να το έχεις σπουδάσει να εχεις κοιτάσσει για να εχεις οπιότι εκπαιδεύεσαι θέλει και στο τέλος να μη μπορεί να εχεις υπερ πολύ δουλειά και ικανή δουλειά. Γιατί ξέρουν ότι δε ψάχνω πλέον στον τομέα μου ενταξεί εκεί περα πιο πιο στενάχωρες ακόμα πιο πολύ και λες ορασίες είναι κι αυτοί χαλιά.. Απλά, δείχνου κι αντοι βλέπουν και τη στεναχωρία μου που δε βρίσκου μια κι αυτοί στεναχωρούνται από μονοί τους. I even see that my parents are desperate as well.

(When your parents are telling you, you know it is really hard to see your child who has studied, who has tried… to not be able to have work, any work. They know that I am looking for any job at all so then I feel worse and think, great now they feel sad as well… They see my sadness as I cannot find a job but they already felt sad anyway. Regardless if I was feeling fine… they will still go on thinking about it.)
In addition, two participants commented on how the recession has impacted their relationships with friends and relatives in general.

Anna: Η οικονομική κριση, και η οικονομική κριση που εγω επιβιωνο προσωπικα επηρεαζει ολους τους τοιχεια μου, επηρεαζει τον επαγγελματικο μου τομεα, επηρεαζει τον προσωπικο μου τομεα , επηρεαζει ακομα και τις σχεσεις. Όταν ενας ανθρωπος δεν εχει δουλεια εκτονωνεται στην οικογενεια του αρα κι εκει εγεις περισσοτερα προβληματα. Και το γεγονος ότι ακομα κι ο φιλος μου δεν εχει δουλεια ειναι κι αυτο ενα πολο μεγαλο προβλημα. Γιατι κι αυτος ειναι 30 χρονων και δεν εχει καποιο σταθερο εισοδημα.

(Zeε: Εδω περα για παραδειγμα εμεις που ειμασταν μια χαρα οικογενεια τωρα ας πουμε πω η αδερφη μου θα αρκεστε μαζεπαιν απο τορα λεφτα κι οχι για να παινε ολοι... Ληλαδη αυτο ειναι πολο ασχημο... Γιατι ας πουμε κ η οικογενεια απομακρυνεται μαντο το τροπο γιατι τα λεφτα ειτε το θελουμε ειτε οχι μας κυβερνανε και μας κανουν να ζουμε ειτε καλιτερα ειτε οχι... Αμα δεν εχεις χρη για να γλυκες πραγματα. Εμεις ειδικα που ειμαστε απο εδω και απο εκει απομακρυνομαστε δεν ειναι το ιδιο...Πα παραδειγμα η μαμα μου παλιτερα ερχοτα στη Θεσσαλονικη αρκετα συχνα τα τελευταια δυο χρονια δεν ερχετε τοσο συχνα οσο παλιτερα... Αλλα οχι μονο με τους δικους μου ανθρωπους και με τους φιλους μου γενικοτερα. Για παραδειγμα παρα πολλοι δε βγαινουμε για να μη ξοδευουμε λεφτα.

(We used to be a fairly well off family and now my sister is going to graduate next year in England and my parents have already started saving money to go for her graduation... This is very sad. Because the family is falling apart in that way as money, we like it or not, controls us and it makes us live miserably...If you don’t have money you cannot do things, In my family for instance, as we don’t live near each other, we feel alienated ... For instance my mum used to visit me in Thessaloniki quite often but the last two years she has not come as often... But this alienation impacts my friendships too. For instance many of us don’t go out as we don’t want to spend money.).
4.3.4: Impact of recession on the individual

All the participants talked about the impact that recession had on them, seeing not only their lives change but also their personality. They reported the impact that the recession had on their psychological wellbeing, sharing their feelings and worries regarding the situation that they are living through.

4.3.4a: Impact of recession on the individual’s idiosyncrasy

As it mentioned earlier, all of the participants reported the importance to have a dream and a plan in their lives, hoping that they will achieve some of these goals through their profession. Unfortunately, because of the recession these dreams have been shattered and the participants had to change and adjust to a new reality. However, in some cases this has resulted in a change in their perception about their dreams and their significance. Actually three of the four participants mentioned that their attitude has changed because of the recession.

Anna: Η αλήθεια είναι πως δε θέλω να το σκεφτομαι. Ενώ ολο το χρονο σκεφτομουν τι να κανω πως θα ζει κα πλέον δε θέλω να σκεφτομαι τιποτα, λεω στι ερθει... Οτι ερθει, που δε ξερο τι θα ερθει, δε ξερο τι θα ξημερωσει... Δε μπορεις να κανεις ονειρα πλεον για το μελλον, με αυτη τη κατασταση που επικρατει δε μπορεις να κανεις ονειρα.... Μον εχουν καταστρεψει δηλαδη ολη τη ψυχολογια που ειχα... Φοβαμαι να ονειρευτω γιατι θα απογοητευτω ξανα. Όσα ονειρα και να εκανα γκρεμιστικαν. Ήταν τοσο μεγαλη η απογοητευση μου οταν το βιωσα αυτο που άρανος για κατασταση εγω ξανα στη ζωη μου. Και οταν το ακους αυτο απο μια κοπελα για παραδειγμα απο μια κοπελα σα κ μενα που ειμαι 22 χρονον είναι ακομα πιο τραγικη η κατασταση... Απλα αμα ερθει κατι ευχαριστο θα το καλοδεχτω αμα ερθει κατι δυσαρεστο
θα είμαι προστατευόμενη ψυχολογικά γι’αυτό το λόγο. Ουσιαστικά με αυτόν τον τρόπο προσπαθού να προστατέψω τον εαυτό μου... Ως θα συνεχίσω να κανώ καποια πραγματα θέλω να τα συνεχίσω αλλά αυτό δεν είναι ονειρο ουσιαστικά. Είναι η συνεχεία τον σπουδών ενα πτυχίο θα φερεί ενα μεταπτυχιακό ‘η ενα διδακτορικό, λεπτό προσπαθήσω αλλά δε λεπτό θα το κανώ εγώ αυτό σημαίρει το ονειρο τελεσπαντών οι στοιχείο είναι για να υλοποιούνται. Εγώ λεπτό στο εγώ αυτό, ενα μακρίνο σχέδιο τελεσπαντών μεσα στο προγραμμα μου αλλά δε ζέρω αν θα υλοποιηθεί, αλά το λεπτό, θα ηθελα να κανω ενα μεταπτυχιακό αλλά δε ζέρω αν θα υλοποιηθεί... Ναι και βλέπω στις ακομα και ατομα που εχουν παίλεψει παρα πολλά στη ζωή τους μερικές φορές απογοητευούνται οτι δεν εχουν φτάσει εκει που ήθελαν και πολλές φορές μπαίνου στη διαδικασία συγκρισης με κανει να νιώθειτε πως και εγώ θα περασω απο αυτο πως ακομα και να παίλεψεις να τα κανεις κατα αρα μηπως ειναι καλύτερα ειτε να μη κανεις τιποτα ειτε να μην ονειρευεσαι; Λε με ευχαριστει ομως κι αυτο γιατι δεν ημουνα ετσι στο χαρακτήρα.

Pavlos: Παλιότερα ενιωθα πιο δυνατός. Ενιωθα ότι µπορουσα να κατακτησω τον κόσµο, Τωρα νιώθω ότι είναι τοσο πολυπλοκό, εξαρτώµαι από τοσους παραγωγούς που εγώ εµια µια κοικίδα στον οικιακό. Θα κανω τη προσπάθεια µου µεν αλλά βλέπω ότι δεν εµια µονο εγώ. Ανα πασα στιγµή µπορει καποιος να µου
γκρεµισει τα ονειρα. Ενας πολεµος, µια οικονοµικη κριση, ακοµα και οι γονεις µου να παθουν κατι, χτυπα ξολο, εγο δε θα µπορεσω να τελειωσω τις σπουδες µου. Ειναι µια λεπτη ισσοροπια ολα.

(In the past I used to feel stronger. I thought that I could conquer the world. Now I feel like it is so much more complicated, I have little control over this, I rely on so many factors to fall into place and I’m not the only one responsible for whether or not I achieve my goals’ “I am just one small fish in the ocean”. I will try but I see that I am not the only one responsible for achieving it. At any time someone or something can ruin my dreams. A war, a financial crisis, even if something happens to my parents, touch wood, I will not be able to finish my studies. Everything is unpredictable…)

Zoe expressed another attitude on how she perceived her dreams, she expressed fears that the achievement of her dreams also relies on others.

Zoe: Το θεµα ειναι να σου δινονται και οι ευκαιριες και δε νοµιζω οτι δινονται ευκαιριες στην Ελλαδα αυτη τη στιγµη… Αρα κανεις ονειρα άλλα νιωθεις ότι πρεπει να παλεψεις πιο πολο γιατι δε σου δινεται καµια ευκαιρια και παλι πρεπει να στοιρηχθο στους γονεις αν για παραδειγµα θελω να κανω το κετερινγκ θα πρεπει να βασιστω στο κεφαλαιο και τις γνωριµιες των γονιων.

(The thing is to have opportunities (to make dreams come true) and I don’t think that the opportunities I’m looking for are available in Greece at the moment… And again I will have to rely on my parents. For instance, I would like to start a catering business but I will have to rely on my parent’s money and network.)

Actually, the perception of independence and its importance on one’s perception of their identity was presented by three of the participants.

Anna: Επειδη ειµαι περηφανη επειδη δε θελω µια ζωη να ειµαι µε τους γονεις µου. Δηλαδη δε θελω µια ζωη να τρωω απο τα χρηµατα των γονιων µου… Δε θελω να ειµαι υπο κανενος και για αυτο το λογο θελω
I am proud... I don’t want to be with my parents for the rest of my life. I mean, I don’t want to live on my parents’ money... I don’t want to be ‘under’ anyone, this is why I want to leave Greece... To make you understand how independent I have always been, since the first year of my course I have continuously tried to have a job. To be independent was one of my biggest desires.)

(Maria: Εκλείδη οταν βλέπω στο σαν ατόμο στη προσωπική μου ζωή δεν εχω και πολύ την ανεξαρτησία που θέλω αλλά αυτό είναι επειδή δεν εχω τη δουλειά ποι θέλω αυτό με κανεί... Τη φανταζόμουν αλλιώς τη ζωή σου στα 25 σου ελέγες θα εχω ενα σπίτι, το ενα, το αλλο και δε μενοιαξουν οι πολυτελειες αλλα όχι κι αυτο, σημειρα όχι αυτο.

(When I see that as a person, in my personal life I cannot have the independence that I want but this is because I don’t have a job... this affects me... I imagined that my life would be different at the age of 25, I was saying I will have a house, I will have this and that and I don’t care about luxuries but I could have never imagined something like what I am experience now, definitely no...)

(Zoe: [Τα σχέδια μου] ήταν να βρω μια δουλειά, να απαλλάξω οικονομικά τοθς γονείς μου και να είμαι ανεξαρτητή. Και τώρα εγώ γιαγιώ να βρω δουλειά, που εβγάλα το πανεπιστήμιο με αριστεία, που περασά το πανεπιστήμιο με αριστεία, τώρα θα πρέπει να βρω μια δουλειά, να πλυνω πιατα κι αυτο για να περνω 400 ευρω...

([My plans were] to find a job, to relieve my parents from financial burden and to be independent...And now I am looking to find a job, even though I graduated with a distinction, now I have to find a job, any job, to wash pots or something so that I can earn 400 pounds so to feel that I don’t burden my parents any more.)

The idea of being dependent and its impact on them has been presented by all of the participants.
Anna: Και η αλήθεια είναι πως πιστεύω πως ποτέ δε θα γίνω... Δυστυχώς... Και να σου πω την αλήθεια μερικές φορές λέω ότι θα εξάρταμαι από τον φίλο μου. Γιατί αυτός σπουδάζει μαθηματική, καποια ειδικότητα που θα μπορεσει να δουλέψει στο εξωτερικό θα πληρωνεται οσο κανει την ειδικότητα του. Ενώ για εμας, για εμενα για παράδειγμα οταν τελειωσει το παιδαγωγικο δεν θα υπαρχουν πολλες δουλεις για σενα δεν υπαρχουν πολλες δικλίδες. Τι άλλο θα μποροσει να κανει για παράδειγμα μια δοσκόλα;... Ναι και ουσιαστικα στηριζόμαι στους γονες μου και στον φίλο μου. Προσπαθω δηλαδή να στηριξω της ελπιδες μου στον φίλο μου. Ότι θα ξω μεσα αυτον.

(The truth is that I will never be able to be [independent]. Unfortunately... And to be honest with you, sometimes I say that I will always be dependent on my boyfriend, because he is studying medicine, he will find a specialisation and a chance to go abroad and he will be paid for that. While for us, for me for instance, after we graduate there are not many opportunities. When else can a teacher do? .... And I actually depend on my parents and my boyfriend. I try to rely my hopes on my boyfriend, to live through him. )

Pavlos: Στο background παιζει πολύ η κρίση και με κανει να σκεφτομαι ανα πασα στιγμη την ηλικεια μου και το οικονομικο στατους που εχω. Καθε στιγμη περναω απο αυτη τη κριση οτι κι αν κανου... συνεχεια διχαζομαι γιατο το πραγμα. σκεφτομαι ότι εχω φτασει 30 και ότι δεν εχω χρηματα να πω διακοπες, δεν εχω χρηματα να αγορασω ενα gadget που θελω δε μπορω να αφησω στην ακρι βιγια χρηματα, να πω οτι προσφερω μια υπηρεσια και oτι ανταμοιβαυαι, με πιαραξει αυτο, και να στηριζομαι συνεχως οικονομικα απο τους γονες μου...η ιδεα και μονο στι κουραζομαι πολυ χωρις να αμοιβαυαι επιρρεαζει πολυ την ηθικεια μου.

(The recession is always there in the background, it makes me think all the time of my age and my financial stage. Every time I face this recession, whatever I am doing... I always feel upset about that. I am thirty years old and I don’t have money to go on holidays, to buy a gadget, to have some savings, to feel that I offer a service and that I am paid for that. I am annoyed that I have always to be depended on my parents... the thought that I am working hard and I am not getting paid has a big impact on my psychology...)

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Maria: Polu sycha einai h fasa zekas te xristianh mou ntazi de peiraizhe sthe se suntheke o mpameas sou mekrin na pethaive... alla ntazi, firirikaleo... Mporei na emeiae mono duo chronia exw alla akoma den exw prosarimaste oti prepei na menen me touz gynes mou... Exouni skrefei ametrhites fores... na sunkeatoikismoume, se ena mikro spiti me duo doymatia kai as mevoume duo duo aplia gia na emaste pio makris, na viowsoume as poume ligio pio anezarton... alla ouste ki autou ginetas profainous gayti akoma kai to 50 eiro to to skreftes, tha pieis giai na to dowso gia to zevo spita; Exou spiti, exou fai, exou to mpavio mou to eva kai to alllo... opote de dinieis ouste to 50eiro... to oupto me epiraezi akoma perissotero sto na brio mia douleia, dhliadhi sthan bleso gia san atomo sthe prosopikh mou zoi exw kai poli th anezarton sou thato alla autou einai epieidhi den exw th douleia pou thlevo autou me kanei... Exou megaloioi ki olai... Alliokois ti fantradosouna allios ti zoi sou sta 25 sou elyges tha exo eva spiti, to eva, to alllo kai de meunaoeuwn oi politelesies alla orki ki autou, agoura orki autou.

(Sometimes I am like, forget it... Ok, never mind you will rely on your dad until he dies... but OK... this is horrible... Even though I have lived abroad only for two years, I still find it difficult to come to terms with the fact that I have to live with my parents... We [a few friends] have thought that we could find three or four people and share a two bedroom house ... to feel more independent... but even this is not possible because you have to take into consideration that you need to pay this extra fifty euros, why should I give this money for a strange house? I have a house, I have food... This pushed me more to find a job, the fact that I cannot have independence in my life... I have grown up as well, I imagined my life differently for the age of 25, I thought I would have a house, I will have this and that and I don’t care about luxuries but I can never imagine that now.)

Zoe: Ma me 800 eiro de mporeis na zheis, de mporeis exarchh ta kaneis oikeyeneia. De mporeis na synthrieses eva paidi moni sou, prepeie pantai na exartitasi apo kapou... Einaia parapolo asigma edika sthan ftaaneis se mia hliaka... ntazi mekhi trora hmoioun foitiathia alla arxotera pou akoma tha me synthireun oi gynes mou nioiho parax polio asigma. Gia kai sthan hmoioun mikri pantai sketomou oti sthe taide hliaka tha hmoioun anezarton kai oriki oti tha ftaasou sta 40 kai de tha emia anezarton... Einaia h synexia tis zosi meto to panaeistimio na eisai anezarton dhliadhi de prepei na pseis sth mima sou doea mou leftra na paro paooutasa h thelevo na paw eva ftaidi kai na kathesa na syzhthas mepi th mima sou ti thelesis na kaneis kai ta loipta... Eisai evnikh kai prepei kai kala na kaneis autou pou thelesis aima einai pola na eisai epo tnon elygo ton gonioin kai na leis thelevo na kanei autou kai na sou lexen e orki kai auta dein eisai
ενηλικας, παιδι εισαι ακοµα... Εγω πιστευω ότι ειμαι ακοµα παιδι γιατι τορα ουσιαστικα θελω να
απαιξαρποποιηθω δεν εγω απαιξαρποποιηθηκα μεχρι τορα ημουνα φοιτητρια.

(But with 800 euros how can you live? Και παντα θα πρέπει να στηρίζεσε στους γονεις σου γιατι αλλιως δε
μπορεις να προχωρησεις. First of all you cannot have your own a family. You cannot support a child; you
will always have to depend on others... And you will always have to rely on your parents...otherwise you
will not be able to move on... It is very difficult, especially after a certain age, okay until now I was a stu-
dent but later when I will still be dependent on my parents I will feel very bad. Because as a child I
thought that at a certain age I would be independent and that would be it, not that I might have to rely on
my parents at the age of 40... It is the process of life after university to be independent; you cannot still
ask your mum to give you money for shoes or to go on holidays. And to have to discuss with your mum
what you want to do etc. You are an adult and you have to do what you want without relying to your par-
ents, to tell them I want this and to get the answer no. In this case you are not an adult, you are a child. I
believe that actually I am still a child)

Anna mentioned how proud she used to be as a person and that she feels that she cannot feel
proud of herself anymore, feeling that she is no longer the person that she used to be.

Anna: Μου έχουν καταστρέψει την ψυχολογεια. Ήμουν περήφανη για τον εαυτο μου και τορα νιώθω ένα
τιποτα... Προσπαθω να μη συζηταω αυτα τα θεματα με τους γονεις μου. Προσπαθω να νομιζουν ότι ειμαι
περηφανη ακομη, ότι θα καταφερω πραγματα στη ζωη μου, ότι θελω να τα καταφερω αλλα βλεπω και
αυτοι ότι καταλαβαινουν ότι ελα τα σχεδια που εειχα ανατραπηκαν κι ότι δεν ειμαι αυτη που ημουν....

(They have ruined my psychology. I used to be proud of myself but now I feel that I am nothing... I try not
to discuss these things with my parents. I want them to think that I am still proud of myself, that I can
achieve things in my life, that I want to achieve them, but I see that they can see that all the plans that I
had have been ruined and that I am not the person that I used to be.)

Similarly, Pavlos reported how strong he used to feel in the past and how the recession has
changed that perception of himself, he now feels weak and trapped.
Pavlos: Εκεί που ενιωθα πολύ δυνατός και με πολυ θέληση και αυτοπεποίθηση ξαφνικά νιώθω αδυναμος να με κανουν να σκεφτομαι τα πράγματα... αξιζει να συνεχισω... Ενιωθα εμπιστευμενος εδινα το παραπανω της δυναμης μου χωρις να προσφερω αυτο που θελω να κανω αυτο που θελω, να προχωρησω με τις δουλειες μου... Νιωθο εγκλωβισμενος μεσα στο συστημα . Παλιότερα ένιωθα δυνατός, οτι μπορούσα να κατακτησω τον κόσμο.

(I used to feel strong and full of willingness to do things in my life and self-confident but suddenly I feel weak and they make me wonder if it is worth it to keep trying… I don’t know … what to do… I’m exhausted; it’s a big injustice… I was feeling exhausted, I was giving more of my energy without actually giving what I wanted to give… without doing what I wanted to do… I feel trapped in the system… In the past I was felt stronger. I felt that I could conquer the world…)

Zoe also expressed a similar state, feeling doomed, adding that she feels that she does not have control over her life anymore.

Zoe: Επειδη εγω ειμαι ενα ατοµο που θελω να προγραµµατιζω τη ζωη μου, με σχετων παρα πολυ ολο αυτο το πραγμα...Ουσιαστικα δεν επιλεγα τιποτα αυτη τη στιγμη. Ας πονει εγω δε θα επελεγα να δουλεψω στη δοµενη του καθε ηλιθιου ... αλλα τορα θα ιπτερεουν να γινει σερβιτορα. Και το θεμα ειναι και να εχει πιο ιδιες προτοτυπες και αυτο δε μπορει να τις υλοποιησεις... Μα πως να βασιστισω στον εαυτο σου στον περατο εναντιον αυτης της στιγμης; Ας πονει εγω ας ιπτερει να γινει σερβιτορα... Ενιωθω εγκλωβισθενος στο συστημα. Παλιότερα ένιωθα δυνατός, οτι μπορούσα να κατακτησω τον κόσμο.

(As a person I want to plan my life and I am very stressed about this situation… Actually I don’t have the choice of anything at the moment. For instance I would have never chosen to work for every idiot… but now I will have to become a waitress… and the thing is that you may have some innovative idea, but you cannot put it into action… how can you rely on yourself when others play games behind the) back of a whole country? I want very much to work, now that I am young but I cannot do that and this makes me
feel sad. They make me unemployed even though this wasn’t my choice… I feel doomed… At least until the situation will be improved. But even then a teachers’ salary will be 800 pounds per month. How can you live with this money? And I will always be doomed to rely on my husband.)

She concludes that she perceives herself and her generation as very unlucky.

Ζοε: Η γενιά μας είναι ατυχή, εμαθή να ζει διαφορετικά και τώρα μέσα σε ένα χρόνο πρέπει να αλλάξει τρόπο ζωής υποχρεωτικά...

(Our generation is unlucky, we learnt to live differently and now in a year we had to change our way of living by force.)

4.3.4b: Impact of the recession on their psychological and emotional well-being

All of the participants reported that the recession has had an impact on their psychology and on their emotional well-being. All of them reported that they have experienced feelings of sadness and disappointment.

Anna: Φοβάμαι να ονειρευτώ γιατί θα απογοητευτώ ζανα. Οσα ονειρά και να εκάνα γκρεμιστικά. Ηταν τόσο μεγάλη η απογοήτευσή μου οταν το βίωσα αυτό που λέω δε προκείται να ονειρευτώ εγώ ζανα στη ζωή μου... Στεναχωρια, ενας ευσεβής ποθός που ξαφνικα γκρεμιστικέ δηλαδή δε προκείται να πραγματοποιηθεί... Και αυτή την απελπία την εκδηλώνον μερικές φορές με το να σκέφτομαι να παω σε καποια άλλη σχολή... Νιώθω ένα τίποτα.

(I am afraid to dream again because I am going to be disappointed again… My disappointment was so big with what I experienced that I said I am not going dream again in my life… I feel sad, a big desire was suddenly shattered… And this despair I express it by thinking to study something else... I feel that I am nothing... )
Pavlos: Εχω νιώσει πρωτωγρα αισθήματα... πολύ καταθλύψη μελαχροία και εκεί που ενιώθα πολύ
dοντας και με πολύ θέληση και αυτοπεποίθηση... ζαφνικά νιώθον αδυναμος να με κανουν να σκεφτομαι τα
πραγματα... Αξίζει να συνεχίσω... Μεγάλη (απογοητευση)
(I have felt depression, melancholy and even though I used to feel strong, with willingness to do things. I
was confident, suddenly I feel weak and they make me think things like is it worth it to keep trying? ...)

Maria: Ενταξή αυτες δεν ειναι οι καλες φασεις. η πτυχη η καλη ειναι η κακια πτυχη που λεει δε βρισκου
τιποτα εεε δε με θελου για καμια δουλεια... σε πινακι η ακαπλισοδοξια στι και ποια τα εκανα τα πτυχια τι
catalafba... βλεπω ας σου λεει κι απο τους γονεις μου οι οποιοι ειναι κι αυτοι απελπισμενοι σε αυτη τη φαση
και απο εκει βγανει πολυ τετοιο... νταξει οταν σου μιλανε να σου λεεις γονεις σου και σου λεεις εεε ειναι πολυ
ασχημο να βλεπεις το παιδι σου να το εεε σπουδασει να εεε κοινασε για να εεε αυτοι ακαπλισοδοξια θελει και
στο τετοιο να μη μπορει να εεε οντε μια δουλεια νταξει και σου πεει πεει ακομα πολυ και λεει εεε εεε
ωραια ειναι κι αυτοι χαλια...η δικη μου διαθεση εται ειναι κι η δικη τους. Δηλαδη κι αυτοι βλεπουν και τη
στεναχωρια μου που δε βρισκου αλλα κι αυτοι... στεναχωριονται απο μονοι τους.
(Ok these are not the good times... you say I cannot find anything.... No one wants me, I can’t find any
job ... you feel disappointment, thinking why did I get all these degrees... I look at my parents too and see
that they feel desperate from this situation ... when your parents tell you that they are sad to see their
child who had tried so hard, who had studied, not find a job... then you feel worse thinking, great, they
feel bad as well... you know, my psychology impacts them... They see how sad I am and they feel sad as
well...)

Zoe: Στην πραγματικότητα αυτή η κατάσταση σε επιρρεαξει ψυχολογικά και σε κανει πιο κλειστο.
Σκέφτομαι όλα αυτα που απολάμβανα να κάνω...
(Actually this situation affects you psychologically and it makes you more closed. I think about all the
things I used to enjoy doing...)

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Maria adds that in this situation, it is difficult to not get down and to be able to think positively, expressing her fear about the impact that this situation may have on one’s psychological well-being.

Maria: Νταξεί μου φαινεται πολύ δύσκολο, οσο κοσµό ακονω που ειναι στην ίδια ηλικια και στην ίδια κατασταση ακονω τις ίδιες ιστοριες πανω κατω με λιγες αλλικες στις συνθηκες οποτε δε μπορεις εσυ να εισαι ο τρελος που να το δεις μες στην αισιοδοξια και ακοικη και καποια στημη που εισουνα καποιος τυχηρος καταφερε και σου εκοςε τα φτερα, δε θεωροι οτι μπορεις πλεον να εχεις αισιοδοξια... Απλα θεωρου οτι πρεπει να το προσεξιες γιατι εχω δει και κοσµο που εχει φτασει σε πιο χαµηλα σημεια απο τα δικα μου . Εγω ας πουμε το λεω και θα χαµογελασω , γελασω λιγο ακομα κι αντω διχνει ας ποιμε οτι εχω μια ελπιδα, στο πισω στο βαθος κηπος αλλα εγω δει και πολυ χειροτερα πραγµατα... Ναι ναι ξερω ας πουμε ατοµο το οποιο ειναι 3 χρονια ανεργος και αυτω τη στημη ουτε ορεξη για να βγει εχει, ουτε τιποτα, επεισης εφοσον δε βγαζει δε μπορει να βγει.

(It is very difficult, I hear all the people in my age-group, I hear the same stories... so you cannot be the crazy one who will see things positively... I think that you cannot be positive anymore... But I think that you have to be really careful because I have seen people that have been in lower stages than the one that I am in now. Now for instance I say these things and I am smiling, even this shows that I have some hope in the back of my mind but I have seen worse situations... I know for instance someone who has been unemployed for three years and he is not in the mood to go out and do things for himself)

Zoe also commented on how anxious this situation makes her feel.

Zoe: Ειναι παρα πολυ πιεστικο, και με αγχωνει παρα πολυ και το γεγονος οτι και να θελω να κανω κατι, αυτω θα στοιχισει παρα πολλα χρηµατα και οι γονεις

(It is very stressful, I feel very anxious by the fact that even if I want to do something this will cost my parents money that they don’t have...)
Anna reported that she is feeling hurt and angry at this situation.

Anna: Ναι και η αλήθεια είναι ότι περισσότερο πληγωμένη είμαι με την κατάσταση που επικρατεί γιατί ξέρω πως σε αυτή την κατάσταση με εγών φέρει καποίοι, οι ανωτέροι μου, και επειδή θέλω ακόμη να ειμαι περήφανη για τον εαυτό μου δε θέλω να ειμαι υπό κανένας και για αυτό το λόγο θέλω να φύγω από την Ελλάδα... Ειμαι θυμωμένη με αυτή την κατάσταση και απογοητευμένη... Γιατί εδώ περα αισθάνομαι οτι με εκμεταλεύθηκαν ουσιαστικά. Νιώθω τόσο θυμό και νιώθω πως πιαστικά θίμα. Δηλαδή δε θέλω να καθήσω άλλοπλευρών στην Ελλάδα γιατί εγώ θα δημιουργήσω και άλλοι θα τα καταστρέψουν για εμένα... Ειμαι τόσο θυμωμένη που και δουλεία να βρω εδώ περα θέλω να φύγω. Νιώθω ότι ξανα και στη μένη είτε θα αδικήθω είτε θα με σεαναρχήσουν και δε θέλω να τους το δώσω αυτό... Νιώθω τόσο θυμωμένη με την κατάσταση που μας έφεραν, γιατί άλλοι είναι υπεύθυνοι και γι’ αυτό το λόγο θέλω να φύγω...

(The truth is that I feel more hurt with this situation because I know that I’ve been put down by some others, like, my superiors and because I still want to feel proud of myself and I don’t want to be under anyone, for that reason I want to leave Greece.... I feel that here I’ve actually been exploited...I feel very angry with this situation... I feel angry because I feel that I am the victim. I mean, I don’t want to stay in Greece anymore because I will create something and others will destroy these things... I feel so angry that I want to leave, even if I find a job here. I feel that again in some point I will either experience injustice again or they [the governments] will make me feel so sad and I don’t want to give them this... I feel so angry at this situation that they brought, because this is others’ fault and for that reason I want to leave... I am so angry with this situation... I don’t deserve this...) 

Anger is a feeling that Zoe expressed as well.

Zoe: Ταλαιπωρούνται και παρα πολύ ανθρώποι που δε φτάνει καθολου... Γενιες που δε φτάνε... και ταλαιπωρούνται...Είναι αυτό που λέες στους γονείς σου εσύ εξής και και τωρα επιδίων εσύ εκανες αυτες τις επιλογες στο παρελθον με καταδίκαζες σε κατι υπ ηθελα... νταζη δε φτανε και οι γονεις αλλα κι αυτοι εκαναν και σου επιλογες... αλλα ενταζη κι αυτοι φαγαν πολυ παραμθη που να καταλοβουν
(With this situation many people are suffering without it being their fault. Generations who haven’t done anything wrong are suffering... It is what I am saying to my parents, you lived a good life and because of your choices in the past now I am doomed to live a situation that I never wished to live... Okay it is not my parents’ fault but they made some bad choices... okay they also believed the wrong people...)

4.3.5 Participants’ feelings about their futures

As previously mentioned, the first aim of the unstructured interview was to invite participants to share their feelings regarding their futures. The main feelings that were reported by the participants were uncertainty, disappointment and fear but they also referred to their hopes.

4.3.5a. Future uncertainty

Anna: Βλέποντας αυτή τη κατάσταση που ανατερπονται ολά λές εντάξει τώρα... to be or not to be? Δεν εννοω την αυτοκτονία. Αιλάδη τορά ξόω με τους γονείς μου... Άργοτερα, χτυπα ξύλο αλλά ολοί ξέρουμε ότι θα γίνει δε θα υπάρχουν οι γονείς μου... Άρα εγώ τι θα κανω;... Αυτή τη στιγμή τορά εδώ είμαι με την βοήθεια των γονιών μου, εχω και ενα επίδομα απο τον ΟΑΕΔ. Αλλά αυτα είναι για ένα χρονο μονο... μετα απο εκει και περα δε ξερεις τι γίνεται... Όταν ακος τα παντα να μειωνονται, τους μισθους να μειωνονται, εννοου τους μισθους των γονιων μου. Γιατι τορά ξόω απο τους γονεις μου. Είμαστε τεσσερα αδερφια κι ολας, αμα μειωθει ο μισθος των γονιων μου εμεις τι θα κανουμε? Και δεν εχω κανενα προβλημα να παλεψω και να προσπαθησω και να παρω κι αλλο πτυχιο και να παρω κι μεταπτυχιακο και διδακτορικο αν εχω τη δυνατοτητα την οικονομικη εννοο αλλα δε ξερω ξανα αν ακομα κι αυτο θα μου εξασφαλισε ενα επαγγελμα. Αιλάδη βλέπεις ανθρωπους, μια καθηγητρια μας για παραδειγµα με διδακτορικο και δε ξερει αν την αλλη μπορει να συνεχισει να εχει τη δουλεια της. Ειναι αβεβαια τα πραγµατα. Δε ξερω αυτο ποι θα με βγαλει, δε ξερω αν οι επομενες μερες που θα ξημερωσουν θα ειναι στην ιδια κατασταση, δε ξερεις καλα
καλά αν θα ζεις. Δε ξέρεις αν θα εχει φαγητο στο σπίτι σου για παράδειγμα. Δε ξέρεις αν αυτο το σπίτι σου ανοικεί τωρα δε ξέρεις αν θα είναι δίκο σου.

(Seeing this situation that everything has changed you say to be or not to be? And I don’t mean suicide but now I am relying on my parents, in the future, all of us we know that this will happen, my parents will not live forever, what am I going to do then? … At the moment I am here with my parents’ support and some unemployment support from OAED [Job centre] but this is only for a year, after that I don’t know what will happen… When you see that everything is being decreased, you see salaries being decreased, I mean my parents’ salary because now I rely on them, we have four siblings in the family, if my parents’ salary is decreased what are we going to do? I don’t have any problem with getting another degree, masters or a PhD if I can afford it but even then I can’t be sure that I will get good employment. I mean you see people like one of my lecturers who have a PhD and she doesn’t know if she has a job the next day. Everything is so uncertain… You don’t know how the next days will be, you don’t even know if you will live, you don’t know if you will have food at home for instance, you don’t know if your house will still be yours…)

Παντόσ: Πιστευω πως το μέλλον στη Ελλάδα είναι πολύ αβέβαιο… Στο background παιζει πολύ η κρίση και με κανει να σκέφτομαι ανα πασα στιγμη την ηλικία μου και το οικονομικό στατούς που εχω. Καθε στιγμη περναω απο αυτη τη κρίση στι α αν κανω… συνεχεια διχαζομαι γιατο το πραγμα… Βεβαια δε ξέρεις αμα κοιλαι πολυ αυτο που θα που, πολυ φοβαμαι ατι θα γινει κανενας παγκοσμιος πολεμος και να μην υπαρχει μετα μελλον για τα τοις βλεψεις… και με κανει να σκέφτομαι διστακτικα και αυτο το σεναριο στο μυαλο μου και να μην αφηνω να περνουν τα μυαλα μου αερα.

(I believe that the future in Greece is really uncertain… The recession is always playing on my mind. I think all the time of my age, my finances. Whatever I do, I always face this recession and I am always feeling lost for this… In addition I don’t know if this is related to the subject but I am afraid that a world war may happen and then there will not be a future to think about… this makes me think with uncertainty and this possibility doesn’t make me think very positively…)

Μαρια: Όταν βλέπω στι στο φουρνο για ταμια δε με παρνουνε λες και τι θα κανεις: Ενα πολυ ελπιδοφορο ειναι αυτες οι εταιρειες που σου λενε ψαχνουν ατομα να εκπαιδευουν αλλα και σε αυτα εχω τυχει πολλες
φορες ενω στην αγγελια λευν θα σε εκπαιδευσουμε και παρολαυτα δε συμβαινει... εχω γνωστους που μου ειπανε τη λυση γιατι δε ψαχνεις να κανεις ενα καινουργιο πτυχιο και ειμαι αν χασω κι αλλα τεσσερα χρονια απο τη ζωη μου χωρις προυπηρεσια μετα θα ειμαι 29, χωρις προυπηρεσια 29 χρονον. Δηλαδη τωρα εχω το advantage στη ειμα μικρη. Δε ξερω... Πολυ αβεβαιοτητα...

(When you see that you cannot find a job even as a cashier in a confectionary shop you are thinking and what else?... Something that gives you hope is this companies that says that they are looking for people to train.... and even on these ones nothing happened so this uncertainty drives you to depression or something close to that. Some friends told me why don’t you look to do another degree and I am saying if I lose four more years of my life with no job experience then I will be 29, with no experience, 29 year old. Now I have the advantage that I am young. I don’t know, there’s a lot of uncertainty.)

Zoe: Αλλα και περα απο αυτο η κατασταση ετσι οπως ειναι εγω σκεφτομαι και τα παιδια που δινουν τωρα πανελληνιες, τι να διαλεξουν, και γιατι να το διαλεξουν. Ποι ξαρουν στο μελλον:... Μπορει του χρονου να ειμαστε η πιο πλουσια χωρα του κοσµου μπορει να ειμαστε και η πιο φτωχη, δε ξερεις. Γιατι και εκει που ειμασταν μια χαρα και λεγαμε ολα τελεια ξερω εγω μετα την αλλη μερα ολα ανατραπλικαν... Επειδη εγω ειμαι ενα ατοµο που θελω να προγραµµατιζω τη ζωη μου, με αχρονει παρα πολυ όλο αυτο το πραγµα και δε ξερω τι να κανω.

(I am also thinking of these kids that having their final exams this year, what to choose [as a career choice] and why to choose it. How can they predict the future?... We may be the richest country of the world next year, we may be the poorest, you don’t know. We used to be fine and we were said that everything is perfect and suddenly in a day everything changed... As I am a person who wants to schedule my life, this situation stresses me very much that I can’t see anything positive and I don’t know what to do.)

4.3.5.b Disappointment and feeling hopeless
All the participants have reported their disappointment and feelings of hopelessness regarding their futures.

Anna: Αισθανθήκα σα να ξυπνησα ένα προινό και να είπα αυτό ήτανε, ότι δηλαδή δεν υπήρχε μέλλον για εμένα... Οτι δε θα μπορούσα να κανω πραγματα για τη ζωή μου, πραγματα που ονειρεύομουν εγώ για μένα... Δηλαδή δε θέλω να καθησκεύσω άλλα πλέον στην Ελλάδα γιατι εγώ θα δημιουργικο και άλλοι θα τα καταστρέφουν για εμενα... Δεν υποχω πια μέλλον... Δηλαδή ακομα και στο κατώτερο επιπέδο, βλέπεις ότι και εκεί δε μπορεις. Οτι και ευθυς εις καταφερεις κατι. Ακομα και σε αυτον τον τομεα δεν υπαρχει περιπτωση να σα προσλαμβουν... Δε θέλω να σκεφτομαι το μελλον. Ενω ολο το χρονο σκεφτομουν τι να κανω ποις θα ζω κατα πλεον θελω να σκεφτομαι πιπητα, λεω οτι ερθει... Οτι ενδιαφερεται, που δε ξέρω τι θα ερθει, δε ξέρω τι θα εμφητορευει... Δε μπορεις να κανεις ονειρα πλεον για το μελλον, με αυτη τη κατασταση που επικρατει δε μπορεις να κανεις ονειρα.... Και λεω σιγουρα δε μπορεις να βρουμε καποιο επαγγελμα... Πληρης απογοητευση. Οτι δε μπορεσαι να κανω πιπητα κατι για εμενα. Πολλες φορες καθομαι και χαζεω στην ηλεοραση αυτως τις προσπαθειες που γυνωνται για τους αστεγους...και λεω κοιταζε σε αυτη τη κατασταση θα ερθομε κι εμεις. Θελω να προσπαθησω και να παλεψω να βρω μια δουλεια αλλα ξερω ποις αυτο δε θα γινει...

(I felt that I woke up in the morning and I said that was it, there was no future for me...I will not be able to do things in my life, things that I was dreaming for myself... I don’t want to stay in Greece cause I will create and they [the government] will ruin them for me...There is no future. You see that you cannot find work even in the lowest stage... I don’t want to think about the future... During the last year I was thinking, what should I do, how to live etc. but now I don’t want to think of it anymore... I don’t know how the next day is going to be, you cannot make plans for your future anymore, with this situation you cannot dream...I am sure that I will not find any job. I feel totally disappointed, that I will never do what I want to do... Sometimes I watch on TV these attempts to support homeless people... I look and say, we will end up in this situation... I want to try and fight in my life to find a job but this will not happen)

Pavlos: Και ξαφνικα νιωθο αδυναμοσ και σκεφτομαι αζει η προσπαθησ. Μεγαλη απογοητευση, να μη ξερεις ποις να συνεχισεις, η να κανεις.
(I suddenly feel weak and I am thinking is it worth it to keep trying? It’s a big disappointment, not knowing how to move on, what to do…)

Maria: Akoma kai na brw douleia zérou de tha eimiem evcharistimeni. Kai to basiko einai oti eimi schédon stignh oti de tha brw ara prosapado brw allæs deixódois akoma apo allæs chories... Pléon de to skéftomaí kai oti tha échou kapoio melíon sthn Elláda... evgo skéftomouin oti thelo na ginou psíholologos kai othan bllpou oti sto fouro para tamia de me parroune lez kai ti tha kaneis... To méllon sthn Elláda einai poló apogheusikó... Dhlaðh, de vómiçou kaneis na mporei na to déi thetika.

(Even if I find a job I know that I will not be happy. And the thing is that I am almost sure that I will not find one so I am trying to think of other possibilities, other countries... I don’t think that there is a future in Greece anymore... It is very bad... When I am thinking that I want to be a psychologist and when I see that I cannot even find a job in a confectionary shop as a cashier I am thinking what am I going do? The future in Greek is really disappointing; I mean, I don’t think that anyone can see it positively.)

Zoe: Ka to káko einai oti eimi 22 chrónon kai eno tha éprepe tora na chrísmíponenthei to moulo mou pou échou orezi kai ta loipá auto prepei na nekróthei upochreutika na kanei káti ocoli apo auto pou échou epilæzi... Ousiasasik deu epilægo tipota antí th stignh. Kai to thema einai kai na écheis idees prototupes kai auto de mporeis na ti lýsotheis... Pínaviódzia... Me 800 euvro de mporeis na zisses, de mporeis eçarwes na kaneis oikogeneia. De mporeis na synthireis einai pайдi monh sou, prepei panta na eçartisai apo kapou... Kai bllpous pou deu uparáchi elpidia na kallipteróoun ta prágmatá alla ta plánta cheiroteréoun... Aposgáithesi giai kai na doulegws, tha douleiaçes ohtaworo kai tha perneis to poló 400 euvro ante 500 pou me penvakosia ouste noiki mporeis na plérouseis monos sou ouste na synthireis to spiti dhlaðh kai páli tha prepei na eçartesai se allous... De écheis polles epilogie...}

(The bad thing is that I am 22 years old and while I should be using my brain now that I have the energy and everything that I will end up doing will deaden my brain, doing something irrelevant to what I have chosen... I don’t have the choice about anything at the moment... I have ideas that I cannot materialise... Everything is so disappointing... With 800 euros you cannot live, you cannot have a family first of all, you cannot support a child on your own, you will always have to rely on someone else... And you see that there isn’t any hope for things to get better but everything is getting worse... Disappointment, because
even if you have work, if you work eight hours you will get 400 euros, maximum 500 euros, with 500 euros you cannot pay your rent on your own, or your household expenses, so again you will have to rely on others… You don’t have many options…)

4.3.5.c Fear for the future

Three of the participants have expressed their fear for their futures.

**Anna:** Φοβάµαι να ονειρευτώ γιατί ξέρω πως θα απογοητευτώ ξανα.. Μου κατέστρεψαν όλα μου τα όνειρα... Βλεπω ανθρωπους στα φαναρια κ λεω σ’αντι τη κατασταση θα ειμαι θε θε αντι στημη.

(I am afraid to dream because I am going to get disappointed again. All of my dreams have been shattered… I see people begging and I am thinking that I will be in their place one day… I am sure that this will happen to me.)

**Pavlos:** Πολυ φοβαµαι ότι θα γίνει κανενας παγκόσμιος πόλεμος και να μην υπάρχει μετα μελλόν για τέτοιες βλέψεις... Έχουμε φτάσει στο μεταχειμίο υπερπαράγωγη πλούτου, όλες αυτές οι χώρες έχουν εξαγόθευτο τοσο με πυρηνικα και πολλοι ειναι αυτοι που λενε ότι εμαστε κοντα σε τριτο παγκοσμιο πολεμο και με κανει να σκεφτομαι διστακτικα και αυτο το σεναριο στο μυαλο μου και να μην αφηνω να περνουν τα μυαλα μου αερα.

(I am afraid that a world war may occur and then there will not be a future to dream of… We are in a stage of overproduction of wealth, all these countries have developed atomic weapons and there are many who believe that we are close to a third world war and this makes me reluctant to think about my future.)
Zoe: Η οικονομική κρίση μας αναγκάζει να κανονίζουμε πραγματά που πρέπει και όχι πραγματά που θέλουμε. Και ίσως μεγαλώνουμε να γίνουμε μια γενιά που ιστος εχει πολλά αποθημένα και αυτά ίσως τα βγάλει στα παιδιά τους οποίους κανανε και οι προηγούμενες γενιες... που περασαν κατοχή και τέτοια και μεγαλώσαν μια γενιά που εκαναν προβολή των αποθημένων τους... (Σε φοβήζει αυτό; ) Ε ναι αλλά δε νομίζω ότι είναι συνειδητό αμα γίνει...

(The recession makes us do things that we have to do not things that we want to do and we may grow up becoming a generation that may have many repressed needs that then we may transfer to our children like other generations who experienced  war...[ I asked: “Is this your fear?”] Yes, but I don’t think that this is something that may happen on a conscious level.)

4.3.5.d Hope

Even though the participants have expressed their feelings of hopelessness regarding their futures, all of them also expressed their hopes about the future. However, this better future that they spoke of took place outside Greece, away from the financial crisis.

Anna: Και ξαφνικά ολοι πιστεύουνε, μαζί με μενα ότι θα πας στο εξωτερικό και θα είναι όλα ρόδινα, ότι θα σου εχουν στρωσει ένα χαλί κοκκινο, να περπατήσεις και να εξασφαλίσεις ότι το καλύτερο... Όχι ότι στο εξωτερικό θα είναι καλύτερα άλλα απλά θέλω να πιστευω, αισιοδοξία ότι εκεί πέρα τουλάχιστον αν πάλεψες,αν το προσπαθήσεις και αν πραγματικά αξίζεις ότι θα εχεις κατι το καλύτερο...

(Everybody, even me, believes that we will go abroad and everything will be perfect... It is not going be better abroad but at least I want to believe, I hope at least that if you fight, if you try and if you actually deserve it you can have the best.)

Pavlos: Εεε πιστευω ότι το μέλλον στην Ελλάδα είναι αρκετα δυσοίωνο αν δεν ήταν το θέμα της ιατρικής ίσως να εμενα να το παλέβα αλλα επειδή η λίστα αναμονής είναι τοσο μεγάλη και ηδη εχου χασε πολλα
χρονια για να φτασω στο ονειρό μου δε με περνει να κατσω να περιμενω άλλα 5-10 χρονια στην Ελλάδα για να κανω ειδικοτητα οποτε αυτο που έχω σαν επιλογη ειναι να παω στο εξωτερικο με 5-6 χρονια αμεσα, με καλυτερο μισθο και πιο γρηγορα και καλυτερη καταρτηση για να μπορουω να κανω αυτο που αγαπω.

(I believe that the future in Greece is very negative; if it wasn’t because of medicine I may have stayed and tried to fight… but I cannot stay 5-10 years in Greece waiting to be accepted for a specialization so what I have as a choice is to go abroad where in 5-6 years and with better salary and a better training I will do what I love.)

Maria: Ακοµα και να βρω δουλεια ξερω δε θα ειµαι ευχαριστηµενη. Και το βασικο ειναι στι να ειµαι σχεδον σιγουρη στο να βρω αρα προσπαθω να βρω άλλες διεξοδους ακοµα απο άλλες χωρες… Πιεν δε το σκεφτοµαι και σιγουρη στο να εχω καποιο μελλον στην Ελλαδα…Μακαρι αλλα...

(Even if I find a job I know that I am not going to be happy and the thing is that I am sure that I will not find one so I am trying to think of other solutions even other countries… It may be a bit better than here as I don’t think that I will have a future in Greece, I hope so but…)

Some participants lay their hopes in studying or doing something else, hoping that in that way they will find a job.

Anna: Μερικες φορες…σκεφτοµαι να παω σε καποια άλλη σχολη… Χωρις να ξερω αν θα μου εξασφαλισει ζανα κατι σιγουρα. Απλα αν παω ιατρικη για παραδειγμα θα εχω τη δικλια του εξωτερικου οπου εχουν άλλα ατοµα, ή αν παω οδοντιατρικη θα μπορουσα να κανω κατι άλλο παραπανω. Και ισως καποις να αρχισου να ονειρευοµαι.

(Sometimes I am thinking to study something else… I don’t know if this will ensure a better future but at least if I study medicine for instance I will have the option of moving abroad and in that way I may start dreaming again…)
Maria: Something positive is that there are jobs that are looking to train people up, I have seen them many times. The advertisement said that no experience is required, you will get all the training needed, and I am thinking I want to be trained! I am ready for a new subject… a new career field. And they say we are looking for people aged 20-25 that have finished high school and I think, I’m here, I have something extra to offer: I can speak English, I have a degree, and a master’s so I am ready to learn…

Zoe: Only if I change career [her conditions of seeing hope], as teaching as a profession is totally dead, where there is only one direction and you cannot do anything else… or to do something else along with teaching, in the morning a teacher and in the evening something else.)

While Pavlos is the only one who hoped that eventually he will find a job on his field.

Pavlos: No matter what… Ki auto einai pou me kanei na elpiziou kai na paliei mou kai tova giati xeiroi oti efoson to agapaso kai imai evostemenois me auto kaposia stigmh thna mporesei na kanei aposbeirei.
(I believe that when I finish my course and specialise, I will find work. Medicine is a science where people always get ill… and they need to be cured, therefore this means that if someone is good and wants to survive in this profession he will be able to find a job, no matter what… This is what gives me hope and makes me fight because as I know that I love and I am in love with this profession, one day I will be able to find a job…) 

4.4 Summary of the participants’ stories

The previous chapter provided an overview of the participants’ stories, whereas this chapter offers a summary of their stories. This section provides an overview of their backgrounds and stories. A detailed presentation of the participants’ stories and the themes that were created through their analysis is presenting in the following chapter.

4.4.4 Anna

In her story, Anna described how she had always tried hard to achieve her goals, which were to find a job and become independent. This is why she chose to study primary education as it seemed a safe choice that would guarantee her a stable future. She expressed how she felt when the recession hit Greece, she felt that all her dreams were shattered, that her dreams of independence would never be realised. She expressed feeling of anger, disappointment and hopelessness. She felt anger against the politicians that brought her and her family to this situation and disappointment and hopelessness for her future and her life. In her interview she described in detail these feelings, how recession has changed herself and her personality. She was once a strong person, full of dreams and self-confidence and the belief that hard work would guarantee a better future diminished. For her to a person who feels weak and hopeless for her life and her future. She saw moving abroad as the only solution in her problems where not only she was hoping that through that way she might still be able to make her dreams come true but as well she was seeing migration as a reaction, feeling angry that she does not want to stay at her
country anymore as she feels that she has been cheated. Finally she expressed concerns about her parents, friends and family and as well how recession impacted her relationship with them.

### 4.4.2 Pavlos

Pavlos talked about the difficulties that he had and the sacrifices that he made to make his dream to study medicine to come true. While studying medicine, he was also doing a PhD. Apart from the extreme workload; he expressed recession-related difficulties which impacted his studies and life in general. He described feelings of disappointment and hopelessness regarding his future, not knowing how to achieve his goals, realising his own personal weaknesses and limitations. At the same time, he expressed hope his future as he sees medicine as a profession that will always be needed and he was feeling confident that because he loved his profession he would be able to achieve his dream. However, he described the adaptations that he went through due to the recession – he felt that a move abroad was the only way to realise his dreams. Finally, he mentioned his concerns on how the recession has impacted his parents and the country in general, expressing his worries for the future of Greece.

### 4.4.3 Maria

At the time that I conducted the interview with Maria, she had been looking for a job for over a year and she discussed her difficulties finding any kind of job and what she went through during this search. This situation made her feel very down and disappointed and she considered a move abroad but wasn’t sure if this would solve her problems either. In this uncertainty, she expressed her disappointment and feelings of hopelessness; she felt as though she would never find a job in her field and expressed how much she loves her profession. She also mentioned that she felt inadequate as she was overlooked for any kind of work as she had little experience. This situation made her feel uncertain for her future and she lacked hope that her life dreams would come true. She also shared her concerns regarding her parents as not only they were sad because
of her situation but they had the added worry of having to support her and this only caused them concern as they could not afford to give her what they once could financially. Finally she shared some of her friend’s experiences pointing that every person in her generation was going through a similar process.

4.4.4 Zoe

In her story, Zoe described her hopes and the expectations she had had regarding her career; she was once very confident about her future. She described how recession has changed these perceptions, leaving her feeling uncertain and insecure for her future, unable to find other alternatives. She said that the crisis forced her to adapt to a situation that she had not planned for and she had never agreed to make these adjustments. She also expressed frustration at having to financially rely on her parents. She felt trapped and did not feel like an adult. She felt that she would never escape this dependence on her parents and that she would never earn a normal salary, expressing anger against the Greek government for bringing about this situation. She also expressed concern for her future, feeling hopeless and insecure and she was worrying about how this experience would impact her psychologically. Overall, she feels very disappointed about her future and unlucky, feeling that she will never have the opportunities to make her dreams come true. Finally, she discussed how the recession has impacted the country in general, pointing out particular concerns for her parent’s well-being.

4.5. Conclusion

In this chapter the data analysis process of the thesis was presented, clearing an attempt to clarify and understood how the analysis was undertaken. The process of transcriptions and data analysis were presented following by an overview of the generated stories. Five common themes were identified within the participants’ narratives: career choice, which reveals the motivations behind making such a choice, and the expectations and dreams that emerged from this choice; shattered
dreams, how the recession destroyed their hopes and dreams, and consequently, the adaptations that they had to make; the impact of the recession on the participants’ lives such as on their employment status and on their significant others; the impact of the recession on themselves, on their idiosyncrasies and on each informant’s psychological well-being; and the impact of the recession on the participants’ feelings regarding their futures.

In the following chapter the main themes are going to be discussed and interpreted with the literature in mind, in an attempt to validate the participants' stories and gain a better understanding of their experience. Moreover I will focus on what we can learn from the participants’ stories and what actions need to be taken to meet the psychological needs of these informants and those in a similar situation.
Chapter 5: Discussion

The purpose of my research was to explore how the recession has psychologically impacted Greek young graduates’ lives and their perceptions for their futures. I used the narrative inquiry methodology of Riessman (2008) to present the stories of the four Greek graduates. While the participants provided very personal and detailed accounts of their experience through their stories, five common themes were identified within their narratives: career choice, which reveals the motivations behind making such a choice, and the expectations and dreams that emerged from this choice; shattered dreams, how the recession destroyed their hopes and dreams, and consequently, the adaptations that they had to make; the impact of the recession on the participants’ lives such as on their employment status and on their significant others; the impact of the recession on themselves, on their idiosyncrasies and on each informant’s psychological well-being; and the impact of the recession on the participants’ feelings regarding their futures. In the following section the main themes are going to be discussed and interpreted with the literature in mind, in an attempt to validate the participants' stories and gain a better understanding of their experience. The second part of this chapter is focused on what we can learn from the participants’ stories and what actions need to be taken to meet the psychological needs of these informants and those in a similar situation.

5.1 Career choice

One of the main reasons that drove the participants to choose their future career was their hope that through their studies they will achieve general well-being and happiness, as most of them chose to follow their profession because it was, as they said, their dream job. All of the participants have implicit career goals and they were certain and confident that their education would accomplish their aims. In his lifespan-development theory, Levinson (1978) pointed out the im-
portance of a vision and a dream to motivate an individual to accomplish his or her goals and tasks. The participants’ hopes and dreams drove them to stay focused and achieve their goals; since Maria was a child, she dreamt of becoming a psychologist and even though she didn’t manage to get the required results that she needed to study psychology at a public university, her big dream encouraged her not to give up but to seek other routes to her desired destination. As such, with her parents’ support, she managed to study at a private university and earned a qualification in special needs. Zoe was dreaming to become a teacher and she tried really hard to achieve the required marks that she needed to study what she loved; while Pavlos, being as he mentioned ‘in love’ with medicine, had not only tried hard to finish an irrelevant but very demanding course (so to be able to enter medical school) but he had to repeat his exams until he finally managed to pass and get closer to his dream career. Even Anna, whose big dream was to become financially independent and have her own family, chose to become a teacher as she felt that this profession would offer her a stable job, thus providing her with reliability and finances to build her dreams in terms of her desired lifestyle.

Through reading the participants’ stories, one can see that many hopes and dreams stemmed from their educational choices. These study-path choices were made not only to attain a certain career but also to enjoy a lifestyle that the respective profession could provide. Many developmental theories argue that successful accomplishment of particular goals through developmental stages makes for healthier and more successful developmental progress, encouraging individuals to achieve their future goals and expectations while bringing a sense of happiness (as suggested by Erikson, (1963), Havinghurst (1952), and Levinson et al., (1978), amongst others). Other theories highlighted the importance of past experience in any stage of the life course (Schoon, 2006). Following this view, it can be suggested that the participants were reinforced by achieving the goal of graduating in their chosen field, and that they would then feel more positive about their futures and confident in their likeliness of achieving future goals. Furthermore, according to the life course theory the five ‘markers of adulthood’ are completion of education, starting a full-time job, establishment of an intimate relationship, and becoming a parent (Furstengerg et al., 2005). As mentioned in the literature review, these markers not only define the adult stages of
life but each area is inextricably linked to the others, impacting all of their accomplishments (Dodge et al. 2009; Ranta et al., 2012). Therefore, seeing that they have achieved one of their developmental goals, the participants hoped and dreamed that they would then be able to move on positively to the next set of important developmental tasks, such as starting a full time job or a family.

Moreover, the institution of employment and having a profession in particular has been strongly associated with general well-being. According to Jahoda (1982), in order to achieve well-being, an individual needs to fulfil five fundamental needs: time structure, social contact, engagement in activities leading towards a common goal, status, and regular activity. In our modern society these needs are fulfilled mainly through employment (Andersen, 2009). Therefore, the participants’ expressed hopes of a future career is not only associated with their developmental needs but with a more general need and hope for achieving well-being.

Another important factor described by the participants was the sacrifices and compromises that they had made to achieve their goals. A very good example is Pavlos’s story – at the age of thirty he already had a degree and at the time of the interview he was doing a full-time Phd, a medicine degree in a city three hours away from his home and he was completing Army service (which is mandatory for Greek men). Scholars have pointed out that across the life span, challenges and difficulties are a natural part of the developmental process, Erikson (1963) called these difficulties crises while Baltes (1987) suggested that adverse conditions contribute to human development. Moreover, these sacrifices indicate how important their dreams were, confirming Levinson’s (1978) argument that the existence of a dream is critically important as it helps the person to stay focused and motivated.

In the midst of the participants’ trajectory towards their goals, having graduated or being close to that milestone, the recession hit Greece. While they had been ready to move on to the next step of their transition to adulthood, circumstances out of their control impacted their lives. As Anna
and Zoe mentioned, they were left feeling lost, and they felt as though their dreams were shattered. Three of the participants expressed their disappointment and despair, feeling that they would never be able to make their dreams come true. Anna felt that suddenly everything was ‘ruined’, fearing that there is nothing left for her and her generation and that her dreams to become financially independent, and to start her own family would never come true. Similarly, Zoe noted that the recession had hampered her dreams and that the life she had once assumed that she would have would never materialise. As she mentioned, she never imagined that she would end up like this.

The participants saw their lives and dreams take a turn that they never expected, leaving them feeling lost, in limbo, unable to plan their next move. Scholars have argued that the accomplishment of developmental milestones helps the individual to create an assumptive world (Parkes, 1971) where they gain a sense of stability and safety in their lives. But when a dramatic situation occurs such as a recession, the person sees this world as destroyed and he or she loses the sense and meaning of their reality and their self, feeling unable to understand their life and future (Attig, 2011). Harvey (2002) pointed out that especially in situations where individuals have been emotionally invested, such as those described by the participants, the individual experiences such significant internal loss that it is associated by some scholars as similar to the experience of grief (Abercromby, 2010; Papa and Maitoza, 2013). Acknowledging the seriousness and the impact of these losses on participants’ lives, this experience will be discussed in greater depth later in the chapter, in an attempt to understand the extent to which these experiences can be related with grief and how individuals with similar circumstances can be supported.

5.2 Impact of recession on participants’ lives
The recession that I have experienced personally has impacted all areas of my life, it has impacted my professional life, my personal life, and my personal relationships... (Anna)

As Anna mentioned, the recession has impacted every aspect of her life, something that has also been expressed by the other participants. The recession has impacted them on a financial level, decreasing their opportunities for employment, on a relational level and on a personal level. As mentioned above, one of the main aspects that have been impacted by the recession is participants’ employability. Even though the participants are only recent graduates, all have faced the impact of increasing unemployment. Maria, who has a degree and a master’s and who graduated two years ago described her disappointment and difficulties finding a job. Over the last year that she has been looking for a job not only has she not found a job in her field, something that she feels will never happen, but she feels unable to find any kind of work at all as everybody requires that applicants have relevant experience. Actually the lack of qualification is one of the factors that make young people one of the most vulnerable groups during a period of recession. As Maria mentioned: *If everywhere asks that you have experience, how can you get this experience?*

Some of the participants have actually expressed their disappointment at the fact that they have spent years studying rather than having any kind of job. As Anna mentioned ‘*I was always studying and I was always telling them [her classmates] that only with studying they will secure their future and now I see these people who didn’t study with decent jobs...’*

Indeed the participants’ struggles and disappointments to get into employment are reflected in the literature where research shows that this age-group is the one that has suffered the most during this financial crisis. During a difficult financial time such as recession young people enter a professional life stage which is characterised by lack of employment opportunities, with almost no work experience and as such, less skills, a this age-group is particularly vulnerable to unemployment (Bell and Blanchflower, 2010). As Norris (2010) mentioned, young workers are often the last to be hired and the first to be fired. Indeed the rate of youth unemployment in countries that has been affected by sovereign debt, such as Greece, Spain, Ireland and Portugal has been
increased rapidly. During the period from 2009 to 2010, the rates of youth unemployment in those countries were three times higher than average (Quintini et al., 2007; Perugini and Signorelli, 2010). More relevant to this thesis, according to the Hellenic Statistical Authority (ELSTAT, 2012) in Greece, the young population is the group that has been affected the most by unemployment where in the age group 18-24, unemployment has hit 61.7%, and the 25-29 age bracket has an unemployment rate of 29%. The increase of unemployment and the lack of opportunities for young people has driven many of the participants to feel worried and stressed that they will be unable to find a job. As Zoe mentioned ‘They made me unemployed against my will’. Even Pavlos who is the only one who has remained positive about finding work in his field, believes that he cannot find a job in Greece and his hopes reside in the idea of immigrating.

However, even if they find a job in Greece, the participants believe that this position will be beneath their qualification and poorly paid, meaning that they will still have to rely on their parents for money. In research conducted on the long-term effects of graduating during a recession – on earnings, job mobility, and employment characteristics – it was highlighted that young graduates entering the labour market at this adverse time suffer significant initial earnings losses that may last for up to eight to ten years (Oreopoulos et al., 2006). Another similar study carried out by Kahn (2010) using the USA National Longitudinal Survey of Youth, presented some more negative result. Kahn’s study claimed that these significant negative wage effects may persist for the first two decades of one's career or even become permanent. Bell and Blanchflower (2010) add that this group will have lower lifetime earnings and always work in lower level positions than those who had entered the labour market in good financial times. Indeed, this worry was expressed by the participants, who all have poor salary expectations and expect to work in positions beneath their training and education.

Many of them expressed the fear that employers will take advantage of the crisis to make employees work more hours for less money, a situation that Maria described as tantamount to slavery. As she particularly mentioned, after experiencing the struggle of unemployment for a while,
she will have to accept any kind of job as she will not have the 'luxury to say no'. Vuolo, Staff and Mortimer (2011) pointed that during severe recession employees often reduce the hours of their existing staff members, diminishing their salaries and living standards. Indeed on February 2012, it was decided by the Greek government, following the guidelines of IMF to cut the minimum wage by 22% (Matsaganis, 2012), while workers who have been employed by a company for under a year can be fired without notice. Moreover, it was decided that the minimum salary for workers under 25 years of age would be cut to two-thirds of the national minimum wage which meant that young Greek workers in full-time employment and on minimum wage will earn €580 a month (Clauwaert and Schömann, 2013). As Zoe mentioned …even if you have work, if you work eight hours per day you will get 400 euros, maximum 500 euros, with 500 euros you cannot pay your rent on your own, or for your household expenses so again you will have to rely on others…’

The participants expressed their worries about how the recession is impacting their parents, especially since they rely on them financially, which only makes them feel worse. Indeed, in November 2012 unemployment in Greece has hit 27% of the Greek population and as mentioned earlier, salaries have been slashed by 22% (Matsaganis, 2012). Research has shown that in periods of financial difficulties either because of unemployment or recession, young people have the tendency to rely more financially on their parents and are less likely to leave their parental home (De Marco and Berzin, 2008; Bell and Balncflower, 2011; Mykyta and Macartney 2012). Kaplan (1997) suggested that unemployment increases the possibility of moving back to the parental home by about 70% while recent research that used data from the EU-SILC (European Union Statistics on Income and Living), showed that co-residence with parents has increased between 2007 and 2010 in many European countries. In South European countries such as Greece, more than 75% of the young population still lives with their parents; as such, many young Greeks and Europeans have failed to gain economic independence (Aassve, Cottini, Vitali, 2013). Under these circumstances, young adults are “failing to launch” to gain financial stability, leave the parental home and establish independence, a situation that has resulted in a prolonged transition period to adulthood (Bell and Balncflower, 2011). According to Frangos et al. (2010), six out of
ten households in Greece have been affected by the crisis, while a big part of the low and middle class population strives to keep up with their regular expenses; the participants, seeing their parents go through their own financial struggles and uncertainties expressed their worries not only for their parents but also on how this situation will impact their own lives. As Zoe mentioned, *It is difficult, especially when you rely on your parents. They already have their own problems to face, I cannot be their burden as well…* 

Finally, another aspect of participants’ lives that has been impacted by the recession is their relationships with others. As it has been mentioned, the establishment of intimate relationships is one of the markers that indicate the transition to adulthood (Fussel and Furstenberg, 2005). However recessionary times and employment uncertainty impact personal relationships. As Jahoba (1997) pointed out, one of the latent functions of employment is the establishment of social contacts; when though one is unemployed, he or she cannot be part of a work-based social network. Moreover, as mentioned in the literature review, unemployment is negatively linked to life satisfaction and well-being (Di Tella et al., 2003; Welsch and Bonn 2008) and it is strongly associated with higher levels of depression (Cowether et al. 2001b; Jefferis et al., 2010) and psychological distress (Theodosou, 1998). Having these feelings, the individual experiences lower motivation and lower self-esteem, an experience that impacts the quality of their relationships. As Maria mentioned about a friend of hers ‘*I know for instance someone who has been unemployed for three years and he is not in the mood to go out or do things for himself…*’, showing that the recession has impacted his mood, making him feel unable to go out and therefore his relationship with her and other friends. Zoe who lives in a different city than her parents and has a sister that lives abroad adds that the recession isolated her from the rest of her family as they cannot afford to visit each other as regularly as they used to. As she mentioned … *We used to be a nice family […] The family is falling apart […] money controls us and it makes us live miserably […] we have been alienated.*

5.3 Impact of recession on the individual
From the previous section it can be noticed that the recession has impacted individual’s well-being; Giuliano and Spilimbergo (2009) highlighted that the period of early adulthood seems to be the age range during which people are more sensitive to macroeconomic conditions and they argued that the experience of recession effects the system of those individuals’ beliefs and attitudes. Seeing their dreams fall apart and their lives change, the participants feel that these changes, which were beyond their control, have impacted their idiosyncrasies and characters. Before the recession, they had dreams and they had hoped that these dreams would materialise. Whereas, now they feel hopeless and weak, fearing to dream and fearing this negative attitude towards dreaming. Anna expressed the attitude that she doesn’t want to dream again in her life as she is afraid that she will be disappointed again. According to Becker (1997) the individuals seeing their assumptive world collapses, experience inner chaos and disruption feeling unable to understand their life and future. Pavlos mentioned that in the past he used to feel strong and able to achieve everything that he wanted in his life but now not only he realised his limitations, feeling that he is just ‘a small fish in the ocean’ but he also expressed that he feels weak to move on and make his dreams come true. Indeed, Attic (2011) claimed that when individuals go through experiences such as recession and unemployment where they feel loss of their physical and social surrounding they may feel vulnerable and unable to have a control over their lives. As Zoe pointed out, she feels that her life and dreams are out of her control now and that if she wants to achieve things in her life she has to rely on others (such as her parents and the government).

Indeed, one of the perceptions of their identity that three of the participants described as important in their lives is their need to feel independent and they expressed their anger and disappointment that because of the recession they cannot achieve this; they have been forced to depend on their parents and on the Greek government. According to developmental theorists, adulthood is defined by assumed milestones such as ‘accepting responsibility for one’s self’, ‘making independent decisions’, and ‘gaining financial independency’ (Furstenberg et al, 2004; Arnett, 1998). As mentioned earlier, financial independence has been repeatedly connected to the transition to adulthood (Ranta et al., 2012; Petrogiannis, 2011). However, during financial hardship, individuals such as these research participants feel unable to gain financial independence
and therefore cannot progress to the other markers of adulthood. There is empirical evidence to demonstrate that these markers impact each other (Dodges et al. 2012; Masten et al. 2005), leaving the participants feeling lost and in limbo, unable to define themselves. As Zoe mentioned, she feels like an independent person but she cannot yet feel like an adult as she still relies financially on her parents, and she expressed that she feels lost in this situation. As she pointed out, ‘it is the next step after university to be independent; you cannot still ask your mum to give you money to buy shoes or to go on holidays... in this case you are not an adult, you are a child, I believe that actually I am still a child’. A study that was conducted on Greek young students confirmed the importance of markers such as financially independence, no longer living in one’s parents’ household, becoming ready to care for children, supporting a family financially and keeping a family physically safe as some of the markers that characterised the transition to adulthood in Greek society, (Petrogiannis, 2011). Moreover, the participants’ stories confirm the recorded literature of the developmental perception of adulthood where successful adulthood is achieved only when the markers of adulthood are met; while young adults who failed to achieve these markers such as financially independence perceive their life as unstable and themselves as a failure (Hendry and Kloep, 2007; Furlond and Cartmel, 2007). Indeed, in situations like those described by some of the participants (Anna, Zoe and Maria), feelings of being in limbo were expressed, where they were unable to identify themselves as an adult or a child, as they don’t fulfil all of the criteria for being in either of these states. It can be argued that the participants, unable to identify who they are, are losing their perception of themselves and how things should have been.

Moreover, the participants identified aspects of themselves and their identities that would need to be changed, no longer feeling able to relate to particular idiosyncrasies that used to make up their respective characters. For instance, Anna mentioned that she used to feel proud of herself but she cannot feel like this anymore; Pavlos used to feel powerful and able to achieve everything that he wanted in life and Zoe once felt that she had her life under control. Those characteristics were then annulled by feelings of shame, hopelessness, disappointment and powerlessness. Scholars have suggested that in situations of significant loss such as a financial crisis individuals experi-
ence a loss of a sense of stability and continuity and he or she faces inner chaos and disruption (Harris, 2010; Abercromby, 2011; Papa and Maitoza, 2013). In this process, individuals are mourning the loss of the life they had planned for, feeling unable to accept the changes in their world and reluctant to dream or make new plans (Harris, 2010; Abercromby, 2010; Papa and Maitoza, 2013). Similarly, reading the participants’ stories it can be seen that their assumptive worlds have not materialised and they feel lost living a life that they have never dreamed of.

The experience of recession has also impacted the participants’ emotional well-being. All of them have expressed having strong negative feelings because of the recession, feeling deep emotions of disappointment and sadness. By reading quotes from their stories, readers can see how intensely they expressed these feelings. Anna said ‘I feel that I am nothing… I am afraid to dream again because I am going to be disappointed again…’. Pavlos expressed feelings of depression and doubts, wondering if it is worth it to continue trying… Other feelings that were expressed by the participants were feelings of stress and anxiety. Zoe and Anna expressed as well strong feelings of anger against those who put them in a situation that they didn’t choose to be in. As it was mentioned earlier, the participants have experienced significant loss. Theories on experiences of loss such as Kubler-Ross’s grief model (2009) have identified similar feelings that were expressed by the participants as significant parts of the grieving process. More particularly she argues that before accepting his or her loss, the individual goes through particular stages of grief where he or she experiences feelings of shock and disbelief, anger, guilt, sadness, fear and depression. As revealed through the interview process, participants experienced similar feelings, confirming Harris’s perception (2011) that the experience of significant internal loss (in this case, related to the recession), can be likened to the experience of grief.

At the root of the participants’ insecurities and emotional distress is the financial uncertainty and high unemployment rates associated with the recession. As illustrated by the literature presented, employment is crucial to establishing self-identity and a sense of well-being. A recent study on young people in the UK revealed those who were unemployed were feeling significantly more
ashamed, rejected, lost, anxious, insecure, depressed, isolated and unloved (Blanchflower, 2010). Moreover, when compared to employed individuals, young unemployed people were described as less satisfied with their health, friendships and family life, much less confident about the future and more likely to turn to drugs, as they had nothing to look forward to and no sense of direction in their lives (Blanchflower, 2010). The stories presented in this research show that even the fear of unemployment or the lack of opportunities to find work had a similar impact on individuals’ psychological well-being.

5.4 Participants’ feelings about their futures

After experiencing their lives change suddenly, participants are afraid to face their futures, expressing strong feelings of uncertainty, disappointment and fear. Pavlos mentioned that this uncertainty is always at the back of his mind, making him feel lost and uncertain about his future. Zoe, who is the kind of person who needs to plan her life, feels lost now that her situation is beyond her control. Empirical research has revealed that young adults who have not made the transition to adulthood (according to the aforementioned markers) without a secure career and financial independence, perceive their lives and futures as unstable (Hendry and Kloep, 2007; Furlond and Cartmel, 2007). Furthermore, Frye’s ‘agency restriction model’ highlighted that unemployment is associated with depression (Fryer, 1986).

Experiencing this uncertainty the participants feel disappointed and hopeless for their futures, unable to think positively. As Maria mentioned, although she is looking for a job she knows that even if she finds one, in the current situation, she assumes that she won't be happy and sees the future in Greece as bleak. Kasl (1982) pointed that feelings of inadequacy regarding finding a job and therefore disappointment and hopelessness, create a negative cyclical effect between emotional well-being and the process of job searching; lack of positive results leads to a negative
approach to subsequent job-searches (Crossley and Stantonb, 2005). Following this theory, it can be seen that the more the participants are unsuccessful in their job searches, the more they are affected psychologically, feeling more disappointed and disillusioned, and therefore less motivated to look for work. These negative feelings also impact the individual’s future expectations, leaving them feeling insecure about future prospects (Knabe and Ratzel, 2011). Indeed, not only do the participants feel disappointed regarding their future employment prospects but these negative feelings extend to their perceptions of their futures in general, in all aspects of life. Anna mentioned that she sees homeless people and she feels that she will be in the same position in few years while Pavlos is afraid that because of the current international financial crisis we are close to a third world war. The other three participants shared Pavlos’ fear expressing feelings of uncertainty not only for their personal future but for the future conditions of their country. Giuliano (2009) showed that young adults who experience recession have reported a significantly lower level of confidence in the government, a point that was confirmed by Frangos et al. (2012) in their research which revealed that Greek young people have a negative psychological attitude towards state institutions.

Under these circumstances most of the participants are unable to stay positive regarding their futures. The only person who is still positive and believes that he can achieve his dream is Pavlos who has chosen medicine as a profession and as he said, ‘it is a science that will always be needed, no matter what’. But even Pavlos, the most positive of the informants, feels that because of the recession he will have to make compromises and adjust his dreams to this new reality. Indeed, all the participants expressed their feelings that because of the recession they are forced to live a reality that they don’t want to and compromise their dreams and lives. Trying to adapt their dreams to this new reality, they start looking for other directions and solutions. Some of these alternatives include pursuing further education in a different field, which would potentially lead to more opportunities for work and financial independence, trying to find irrelevant work to get by, and emigrating to increase their chances of finding suitable employment. The most viable solution for most of the participants is to emigrate in the hope of making their life dreams come
true. This tendency has been echoed in research carried out by Greenwood (1975) and Williams (2012), which revealed that economic crises are at the root of decisions to migrate.

Through the participants’ stories it can be seen how much the recession has impacted each individual’s world, development, self and perception of life. The literature presented validates the participants’ thoughts, putting their voices into perspective and context, helping the reader to gain a better understanding of what they are going through. Reading these stories, I’ve noticed how many losses these individuals have experienced on many levels. In an attempt to gain a better understanding of the participants’ losses and to find ways to psychologically support individuals who have gone through or are going through similar experiences, in the following section I will focus more on the significant losses of the research participants in this study.

5.5 Experiences of multiple losses

Frankl, one of the most inspirational psychologists, in his book Man’s Search for Meaning (2006) pointed out that while he was imprisoned in a Nazi concentration camp, his need for meaning was what kept him alive, “When we are no longer able to change a situation - we are challenged to change ourselves” (Frankl, 2006: p. 120). Following Frankl’s argument, meaning is an important element in our lives, which are actually constructed around it. As mentioned above, when we experience loss (death or otherwise) our meanings and the assumptive world that we had created until that point are shattered by this experience of loss (Gilbert, 1996; Attig, 2011). During this time, if the individual wants to survive, as suggested by Frankl (2006) he or she needs to integrate their losses into their lives, re-establish their meaning and adjust to the new reality (Stroebe et al. 2001). However, as Anna mentioned she finds it difficult to see the new thoughts and meanings as dreams but more as ideas or plans, as in light of her disappointment she can not bare the thought of her dreams falling apart again. As Giulano’s study showed (2009), recession impacts young adult’s belief system where they tend to believe that success in
life depends more on luck than on effort, making them therefore more passive and fatalistic. As Anna mentioned in the past she thought that if she would try hard, she would make her dreams come true, whereas now she feels achieving her dreams is something far beyond her reach so as a means of protecting herself, she avoids dreaming. Zoe also mentioned that she feels that she and her generation are unlucky.

Unfortunately, research confirms some of the participants’ fears as it showed that the impact of recession on one’s life is permanent and has long term effects. The participants’ lives will not turn out as they had hoped or assumed. Kahn’s research (2009) showed that young people who graduated from college during the recession of the early 1980s suffered permanent earnings declines over time, which was echoed by Dai (2012), who argues that experience of recession lowers the salaries of those impacted. Giulano (2009) added that experiencing a recession has a long lasting effect on individuals’ beliefs.

Doherty (2011) argues that individual’s “frame” is shaped by historical context of their existence and the social circumstances of their life, as well as the lives around them. An individual’s view of the “reality” around them moulds their view of their identity and placement within that “reality” (Doherty, 2011:p.11). The participants of this research and their generation grew up in a different ‘reality’/ frame from the one that they are currently living through and it can be argued that their perceptions and meanings regarding their life, their identity and their world in general were moulded by their previous reality. However, this reality has changed suddenly (as it was described by some of the participants), and the participants were left feeling lost and seeing their lives as ruined.

In addition, not only do they see their world fall apart but research has shown that traumatic life experiences destroy one’s fundamental assumptions about his or her identity and the way that he or she perceives the world (Janoff-Bulman, 1992 as cited in Janoff-Bulman, 2004) and individu-
als feel helpless and vulnerable, unable to gain control over their lives (Attig 2011). This perception can be seen in the participants’ stories where they saw their lives fall apart and change dramatically. Researchers argue that experiences like those described by the participants, where the individual has been emotionally invested (Harvey, 2002) may be perceived as significant internal losses; and the individual may go through a grieving process (Harris, 2011, Bowman, 2000). Reading the participants stories, it can be seen that these individuals experience loss on multiple levels; many of these losses were described and presented earlier in this chapter but if we want to put them in a more general framework, I argue that these losses can be summarised in three categories:

- **Loss of the assumptive world**: As mentioned earlier the reality that the participants have been experiencing since recession hit their country is different from the one that they grew up with. They grew up in a world where they learnt that hard work would pay off and help them to achieve their dreams. They spent many years trying hard to pursue their chosen field doing so, they would achieve emotional well-being and the life that they had dreamed of. However, the recession hampered their hopes and this perception, rendering the participants lost and unable to find a meaning in their lives and futures. As Anna mentioned, she is afraid to dream as she knows that she will be disappointed again. Under these circumstances, the participants felt inadequate and unsure of their role in this new reality, as they lost their perceptions on what defines their adulthood and the importance of employment on the achievement of further dreams. Moreover, they all reported feeling angry at the Greek government that brought about this situation, they have lost trust in the government’s principles and their perceptions of a just world. Finally seeing their word to change, they then lost their sense of security and safety, leaving them feeling vulnerable and without hope.

- **Loss of self and identity**: Since the recession hit their country, participants have felt that their personality has changed, they lost personal characteristics that used to be central to
their particular identities. Participants also lost their self-esteem, feeling helpless and out of control. As Anna described she used to feel proud and Pavlos used to feel strong; while Zoe used to feel that she could have her life under control. They have all also recognised their limitations and their inadequacy to be independent, struggling to define their role in the society – as a child or an adult. They do not meet all of the criteria for either stage of life. After the recession, they have seen changes in themselves; the participants are no longer able to identify with themselves and they don’t like the changes that have taken place.

- **Loss of dreams and the dream world:** Participants used to believe that they could have control over their lives, feeling that they can have dreams and with hard work they can make them come true. However, since the recession hit Greece, they have felt hopeless and afraid to dream, feeling that it is difficult to make their dreams come true and some of them feel disappointment that whatever they will do, their dreams will be shattered again. They see that rather than through hard work, their fate largely lies in luck and lack thereof. Indeed, one of the major losses experienced by the participants was that of their hopes and dreams about their future worlds. Participants had dreams about their lives and they had tried hard over the years to make these dreams to come true. However, due to the recession, these dreams have been shattered, leaving some participants hopeless and unable to give meaning to their lives and futures.

As a result of these multiple losses and the lack of ability to piece together shards of broken dreams, the participants have experienced many negative feelings such as fear, distress, hopelessness, anger, anxiety, and disappointment, as well as feeling lost, which all form part of the grieving process (Worden, 2009; Raphael, 1994). Indeed, similarities can be drawn between the participants’ experiences of loss and Bruce & Schultz’ (2002) description of nonfinite loss where:
• The loss (and grief) is continuous, although it may follow a specific event such as an accident or diagnosis.

• The loss prevents normal developmental expectations from being met in some aspects of life, and the inability to meet these expectations may be due to physical, cognitive, social, emotional, or spiritual losses.

• The inclusion of intangible losses, such as the loss of one’s hopes or ideals related to what a person believes should have been, could have been, or might have been (Bruce and Schultz, 2001 as cited at Harris and Gorman, 2011: p.2).

Reading the above description, it can be argued that participants’ stories are related with the experience of non-finite loss and the non-death grief experience. Indeed, as a bereavement counselor while I was reading the participants’ stories I noticed the similarities between their experiences with that of grief. For that reason, I wanted to investigate if it was possible for individuals to experience a non-death related grief experience. Reading relevant literature gave me a good foundation for this perception; the more I was reading about these theories, the more I realised that the participants’ experience of losing their sense of stability or continuity of their life is associated with an experience of grief, mourning for something that died inside them, the life that they had planned to live and the self that they had imagined to become.

Doka (2002) highlighted the importance for the individual to acknowledge and validate these losses in order to experience a healthy grief process. When an individual loses a significant person from their life it is expected to experience a broad range of grief reactions which is acknowledged as normal and their mourning process has been historically accepted, facilitated and supported through the family, spiritual/religious ritual and social customs (Worden, 2009). However, as Harris (2011) mentioned in a non-death grief experiences often the grieving process is not acknowledged neither by the individual nor by the others and as a result this significant loss remains an upheaval where the person’s problems are not dealt with. They hold on to feelings of inadequacy and feel powerless to pick up the pieces of their broken assumptive world. It is par-
amount that these individuals adjust to the new reality and find ways to move forward in life. Indeed losses similar to those experienced by the participants are rarely acknowledged by the individual and others and therefore there is an increased risk for this generation to experience a number of complicated grieving processes such as disenfranchised grief (Doka, 2002), unresolved grief or post-traumatic depreciation (Lewis and Gorman, 2010). Literature has shown that individuals who do not process their grief, may experience alienation, self-hatred, or they may respond with anger, resignation, fatalism, denial and despair (Harris, 2010). Similarly, the participants in question expressed some of these feelings throughout their stories – anger against the government, hopelessness and detachment, not knowing what to do and as such, feeling passive, without control over their destinies. Some defined themselves as ‘unlucky’, as stated by Zoe. Under these circumstances, individuals may experience high levels of stress, anxiety and depression, blocking their ability to achieve self-defining goals, promote environmental engagement (Papa and Maitoza, 2012) and being unable to achieve personal growth.

However, if this generation resigns and stays passive in this situation, this not only leads to dramatic consequences for this group of the population, rendering them the ‘lost generation’, but it threatens the fate of the entire country, especially in a period of recession. If we leave this young qualified generation in a psychological limbo, with unresolved grief and related sentiments, we not only put the participants’ wellbeing and future in jeopardy but that of Greece. As Bell and Blanchflower (2010) argue the impact of recession and unemployment on the young population creates permanent scars, identifying this situation as one of the most pressing problems, governments and societies are facing today. They warned that not dealing with the problem of high and rising levels of youth unemployment not only hurts the youngsters themselves but as well it has potentially severe social consequences for many years to come on the rest of us. This is a particular concern given the very large cohort size: the situation is worsened by the fact that there are lots of them. Youth must be the priority. Don’t give up on them now because there is a very real danger that they will become a lost generation. And that would be bad for all of us (Bell and Blanchflower, 2010; p. 18). As such, governments, especially in countries that experience recession, need to establish an in-depth policy intervention at different levels to address the difficul-
ties that young people are facing in terms of access to work (job opportunities could be provided for the young population or at least their development needs should be addressed); it is also important to recognise the psychological wounds that periods of recession inflict on the population, especially on the young, and find ways to address this problem. This thesis is focused on the psychological impact of the recession on this population and in the following section I will attempt to provide guidelines on how these psychological needs can be attended to, with the aim to prevent long-term psychological implications on the individual.

5.6 Meeting the psychological needs of Greek young graduates

Following the previous argument that the participants experience multiple losses, I turned to the theories surrounding grief and loss counselling, in an attempt to find ways to psychologically support individuals who have had similar experiences. The main aim of grief counselling is to help the individual to adapt to their loss, to find ways to ‘collect his or her pieces’ and adjust to the new reality (Worden, 2009). According to Worden (2009) through counselling the person has the opportunity to go through the four tasks of the mourning process which are 1) increasing the reality of loss, 2) helping the counsellee deal with both the emotional and behavioural pain, 3) helping the counsellee to overcome various impediments to readjustment after the loss, and 4) helping the counsellee to find a way to maintain a bond with the deceased while feeling comfortable reinvesting in life (Worden, 2009.p. 84). Following the process of bereavement counselling, I suggest the following clinical intervention to support individuals that go through similar experiences to those of the research participants.

One of the most important parts of the counselling process is the recognition of the loss. As mentioned earlier, in experiences such as those described by the participants, loss and grief are rarely acknowledged, not only by others but by the individual. Under these circumstances, the individ-
ual, like the participants of this research, may express their distress, their anger, their feelings of being hopeless and detached, but at the same time being unable to realise and identify the losses that are behind these negative feelings. Counselling can help individuals to recognise, name and validate each loss. This is an important part of the therapeutic process as it increases the reality of the loss and helps the person to mourn his or her lost world. Reviewing the changes that the individual has experienced and how these have impacted their experience and self can be the first step to help the person ascribe meaning to this new world that until now seemed broken, so that he or she can move on, accepting this new reality.

Indeed acceptance of a new reality is a big step in the grieving process and it is perceived as part of the daily experience of therapists who work with the bereaved (Kosminsky, 2007). Talking about the experience of loss and clarifying what happened can help the individual to come to terms with his or her experience, consider their next steps and to begin the healing process. However, this new reality can be too painful to tolerate and the acceptance process may be difficult and overwhelming. The participants or anyone in a similar situation may find it difficult to accept that because of the financial calamities of their countries they may be unable to live the life that they planned and dreamt of and in this situation the role of the therapist is vital to help the person to mourn for a part of his or her self that will never be the same again. Being fully present, recognising their process, being empathic, and respectful of their new self and the others can help the individual feel safe, seeing that their narrative has been heard and understood (Bowman, 2005; Gordon, 2007).

As soon as the individual accepts the new normal, another important part of the grieving therapeutic process is the accommodation and reframing of the loss; where the individual will start collecting his or her pieces, in an attempt to recognise what parts of their identity and their reality have been lost and what remains intact. As Osborn (1998) mentioned the acknowledgment that some perceptions of the old self can still be recognised and maintained can be a source of hope in an otherwise hopeless time. This recognition can be a good step to start reframing their
losses and redirecting the course of their life, searching for new meaning. In this process it is important for the person to develop self-trust and that regardless of the recognition of the limited control that they may have in their life (as mentioned by Pavlos and Zoe) to feel that they can still rely on themselves. Following that perception, Harris and Jsenor (2011) argued that instead of focusing on what he/she cannot control and rather than wallowing in shame and powerlessness, the individual should take a more realistic stance on control and focus on what they can control in their life. Seeing life in a macro-level perspective, we may perceive ourselves as insignificant in the grand scheme of things, amongst billions of people who live on earth and yes indeed we may not have much control on governmental decisions but, shifting our perception to the micro-level of our life, we can acknowledge the control that we have on our self, on our personal decisions and on our interactions with the others. Indeed being able to discern and focus on the controllable parts of one’s life can be a quite adaptive experience, helping the individual to achieve a sense of control on their lives but as well to develop high resilience.

Attig (1996) pointed out the importance of the relearning phase after a significant loss where the individual learns how to be and act differently; in this process of relearning, being resilient and adaptive can be considered significant attitudes for the individual. The therapist can support the individual to identify these abilities. Being resilient can help the individual to avoid seeing things in black and white but to learn how to be flexible and adaptive to establish and achieve new goals, anticipating in that way a more optimistic attitude. This attitude will be beneficial for individuals who experience losses similar to those experienced by the participants of this research as it encourages self-growth and therefore prevents the fear of becoming a lost generation.

Harris (2011) mentioned that once the individual has been able to reflect on his or her losses and allow the adaptive aspects of grieving process to heal the wounds that have been opened (Harris, 2011 p.73), this experience can lead to deep personal growth where the individual will be able to revalue and rebuilt their life and their reality. Tedeschi and Calhoun (2007) pointed out that experiences such as a successful grieving process can contribute to positive psychological
changes and they identified these positive changes on five different levels of one's life. These are: new possibilities, relating to others, personal strength, spiritual change and appreciation of life (Tedeschi and Calhoun, 2007). In addition, coming through a traumatic event can and does lead to the improvement of one’s understanding of what is important in life (Samios, Pakenham and Sofronoff, 2009). This personal growth may help individuals such as the participants of this research find ways to grow and be developed regardless of the difficult financial conditions of their country. This shift will not only be beneficial for them but for the future of the whole country; as, as Bell and Blanchflower (2010) mentioned, this generation is the future of the country. If this generation of young qualified individuals, they need to find ways to free themselves from this existential limbo, adapt to the new reality, become more resilient and find new meanings in their life. Then in turn, there is a hope that the country will grow, thus escaping this negative cycle of downturn and disillusionment.

Chapter 6: Conclusion
6.1 Introduction

This thesis set out to explore how the recession has affected young Greek graduates. In particular, the focus on how recession has impacted the participants’ perceptions about their lives and futures has highlighted the importance of attempting to understand the changes and ‘losses’ that the individuals experience and how this has impacted them psychologically. In this concluding chapter I summarise the purpose of this study and I discuss the findings and the key issues that arose from them, focusing on the implication of these findings on how to meet the psychological needs of those who have similar experiences to those of this study’s participants. Moreover, the study’s limitations, contributions to and implications for practice are presented. Finally, I conclude with recommendations for future avenues of research into similar subjects.

6.2 Purpose of the study

Since the recession has hit Greece, individuals have not only experienced financial loss but they have seen their whole life overhauled by the crisis. The purpose of this study was to explore how young Greeks who have recently graduated, or who are about to graduate, perceive their lives and futures at this time of severe economic crisis. More particularly, I tried to focus on their feelings (such as worries and hopes) about how the recession has impacted their lives and their feelings regarding their futures. Research has shown that during periods of recession, young individuals are affected the most and for that reason I chose this population as the target group of my research. Coming from the perspective of developmental and life-span theories that in order to achieve healthy psychological development, individuals need to go through particular tasks during their life span; I was particularly interested to see how the recession has psychologically af-
fected young individuals who, even though they have recently ended two of the main markers that identify their transition to adulthood (education and gaining a professional qualification) due to the recession they were unable to move to the stages which are employment and financial independence. I wanted to listen to these individuals’ stories and see how they perceive their lives and futures and what their feelings are during the period of recession.

In a narrative framework, following an unstructured interview and asking the participants one main question, ‘What are your thoughts and feelings about your life and your future during the period of recession?’, I wanted to allow the participants to express their stories and what they considered as important, creating in that way unique narratives that represented their own processes. The main themes that were identified from the stories are: ‘Their career choice and their hopes for employment prospects’, ‘Broken dreams and collecting the pieces’, ‘Impact of recession on the individual’, ‘Impact of recession on other aspects of their life’ and ‘Participants’ feelings about their future’. Presenting and exploring the participants’ stories I attempted to gain a better understanding and awareness of how the recession has impacted them psychologically, investigating their psychological needs, finding ways to support them.

6.3 Narrative framework: the methodology

Patsiopoulos and Buchanan (2011) describe narrative research as a lens into how humans perceive their lives within a particular culture and time. For me, it was important to follow objectively as possible the participants’ own experiences and their understanding on how recession has impacted them psychologically, for that reason, a narrative framework was well-suited with my perspective as it helped me to gain meaning from the participants’ stories and how they perceive themselves, their lives and their futures during recession.
Believing in the power of the data, I focused on the participants’ stories to find the most appropriate way to approach the analysis process. It was interesting that even though the interviews were unstructured and only one main question was asked (‘What are your thoughts and feelings about your life and your future during the period of recession?’), all of the participants expressed some common themes in their stories. For that reason I conclude that Riessman’s (2008a) narrative thematic analysis was the most appropriate approach to analyse my data. Even though the analysis of the narratives was methodical, focused and detailed into themes, the sense of the ‘whole’ story remained.

A narrative approach to both data collection and analysis has allowed me to critically investigate the understandings and meanings that participants gave to their experience of recession. Through the whole process of this research (interview, transcription, translation, analysis, discussion) I have attempted to take a subjective position, where the participants’ narration is the most significant and the data that was presented and analysed comprised the information and experiences that the informants deemed important to share with me as the researcher. However, I also acknowledge my contribution in the formulation of the data and I acknowledge my role as an active listener, a ‘vehicle’, which helps the participants to tell their stories according to the research focus.

6.4 Limitations of this study
Several limitations of this study should be noticed. It can be argued that the number of the participants is small, even for a qualitative study. The initial plan of the thesis was to interview four Greek graduates and four Uruguayans who have experienced or continue to experience parallel situations at similar life stages in their respective countries; the first part of the thesis would have been to investigate how the Greek participants have experienced the recession in their country and the second part would have been analysing what we can learn from the Uruguayans’ stories, in order to psychologically support the Greek individuals and others in a similar situation. However, after I analysed the Greek stories, I realised the importance and the power of the participants’ narration and I decided that it was significant to focus the research on their experience. If from the beginning I had chosen to focus only on young Greek graduates, I would have chosen to interview six people; however, at the stage of the thesis when I had already read and analysed the stories of my four chosen participants, it seemed inappropriate to add two more; moreover, even if it can be argued that the amount of participants is few, the participants’ stories were so informative and in depth that I hope they gave a good understanding to the reader of how the recession has affected these individuals.

The participants were three women and one male, aged 22-30. The participants graduated in different periods, two graduated the year that the interview was conducted, one two years ago, and the third graduated four years ago from his first degree course and he was in the final year of his second degree. More specifically, two of the participants have degrees in primary education, one in psychology (master’s degree) and the fourth has a degree in veterinary studies, and was in the process of completing a degree in medicine. It needs to be acknowledged that the participants’ stories may not represent experiences of individuals who graduated from other degrees with more possibilities to find an occupation, such as engineering. However, it is important to acknowledge that literature has confirmed and validated the participants’ experiences.

6.5 Main insights from literature and findings

In examining the narratives of the participants, five themes were revealed: career choice, which indicated the participants’ underlying motivations in terms of lifestyle dreams and expectations
in general; shattered dreams, how the recession shattered their hopes and dreams leading to certain necessary adaptations; the impact of the recession on the participants’ lives such as on their employment status and on their significant others; the impact of the recession on themselves, their idiosyncrasy and their psychological well-being; and impact of the recession on the participants’ feelings regarding their futures.

6.5.1 Career choice

The narratives reveal that the participants have related their career choice with their dreams regarding their future life. Three of the participants chose their course as this is what they were dreaming to follow as a profession (their dream job, or their love as some of them defined it), while the fourth chose her course in the hope of enjoying a certain lifestyle (being financially independent and having her own family). Following the perspective of the developmental theories that consider development as an ongoing process where any stage in the life course is seen as a consequence of past experience and as a starting point for following experiences (Schoon, 2006), it can be concluded that the participants’ experience of choosing a course or career is associated with other more general expectations, hopes and dreams for their well-being on their following experiences. Moreover the fact that they have fulfilled a task such as gaining education has made them more positive about achieving future tasks and goals, a perception that again was confirmed by the literature that argued that developmental tasks not only related with each other but impact as well the accomplishment of the others (Dodge et al. 2009; Ranta et al., 2012).

Another important observation that came from the findings is the importance of employment on general well-being. All of the participants have placed their hopes and dreams for a general better future on their choice of career path, with the aim of achieving their life goals through this career and the financial independence it would bring. Again literature has confirmed the partici-
pants’ thoughts as the association of employment and general well-being has been repeatedly presented (Jahoda, 1982; Andersen, 2009).

6.5.2 Shattered dreams

As mentioned earlier, developmental theories argue that the successful accomplishment of developmental tasks defines healthier and successful developmental progress (Erikson, 1963; Havighurst, 1952; Levinson et al., 1978). However, in some occasions, external factors such as war, catastrophes and financial crises may limit the control that individuals have over their lives and therefore may prevent health development. The participants’ narratives reveal how difficult it was to see their dreams shattered because of the recession, expressing feelings of disappointment and despair, leaving them unable to plan for their futures. The feelings that ensued after witnessing their dreams fall apart were the first significant internal losses that the participants experienced due to the recession, where their assumptive worlds were destroyed, they faced a new situation and nothing would be the same again. This experience left them feeling lost, out of control and unable to believe that they can make their dreams come true again.

6.5.3 Impact of recession on participants’ lives

The narratives show that recession has impacted many aspects of the participants’ lives; participants reported that the recession has impacted them on a financial level; decreasing their oppor-
tunities for employment, on a relational level and on personal level. It can be concluded that the young qualified participants are concerned with the increased levels of unemployment and the limited jobs available to them, including those below their level of education. As a result, they feel hopeless and disappointed about their career prospects. The literature backs up their worries, showing that this age group is the most vulnerable to the effects of a financial crisis due to the lack of employment opportunities and their lack of experience as they enter what should be the professional stage of their lives (Bell and Blanchflower, 2010; Norris, 2010) Other studies have pointed out that graduating during a recession has long-term negative effects on earnings, job mobility, and level of occupation (Oreopoulos et al., 2006; Kahn, 2010; Bell and Blanchflower, 2010). Again it can be concluded that while the participants were expecting to gain financial independence and a specific lifestyle through their profession, this dream has been vanquished, leaving them experiencing a significant internal loss: of the life that they had dreamed of and planned for.

Seeing that it is difficult to gain financial independence, all the participants shared another significant concern, the impact of the recession on their parents, as they still rely on them financially. Finally some participants expressed how the recession has impacted their relationships with others. As Zoe mentioned, *We used to be a nice family… The family is falling apart… money… control us and it makes us live miserably…we have been alienated.*

6.5.4 Impact of recession on the individual
From the narratives it was highlighted that the recession had a big impact on the individual’s personality and well-being. All of the participants have experienced significant changes on the way that they perceive themselves and on the way that they feel. Some of the personal changes that the participants experienced are feeling hopeless and weak, being unable to dream, feeling out of control, and unable to identify themselves with characteristics that they used to identify themselves before the recession, such as being proud, strong or feeling under control. Another significant perception of their identity that all of the participants described as important was the need to be financially independent, and when that was taken away, as Zoe said, she didn’t feel like an adult. Indeed literature on transition to adulthood pointed financially independence as a crucial part of the process to becoming an adult (Furstenberg et al, 2004; Arnett, 1998), while young adults who failed to achieve markers such as financial independence perceive their life as unstable and themselves as a failure (Hendry and Kloep, 2007; Furlond and Cartmel, 2007).

Moreover, the recession made the participants have feelings of shame, hopelessness, disappointment, powerlessness, sadness and fatalistic, all impacting them psychologically. From the participants’ stories it can be concluded how much the recession has impacted them personally and psychologically, and it can be argued that they have experienced another important internal loss, that of their identity and personal characteristics. Under this perception it is important to point out that there is a strong link between the emotions the participants have felt and those that are endured in the grieving process.

6.5.5 Participants’ feelings about their futures
In the current economical climate in Greece, all of the participants expressed strong feelings of uncertainty, hopelessness, disappointment and insecurity about their futures where the only hope was that they could achieve their dreams by moving abroad. As mentioned above, before the recession started the participants were planning their futures, feeling positive about their plans and dreams materialising. Now, in stark contrast, in the midst of a recession, their dreams have been shattered and they are experiencing a great loss, the loss of their dreamt life.

Under these circumstances, it is important to mention that all of the participants have reported their attempts to adapt to the new situation by looking for alternative solutions such as other jobs, other studies or moving abroad. However, even these solutions are perceived as compromises as these weren’t part of the life that they had dreamed of living. Again, comparisons can be drawn between this process of adaptation and that of the bereavement experience (Kubler-Ross, 2009).

6.5.6 Recommendations on meeting the participants’ psychological needs

The realisation of these significant losses that were described by the participants drove me to turn to bereavement counselling theory and non-death related grief theories, trying not only to gain a better understanding of the participants’ experiences but also to identify ways to psychologically support individuals who experience similar losses. As a summary from points that I made in the previous chapter, it can be argued that individuals experience losses on three different levels: loss of the assumptive world; loss of self and identity; loss of dreams and of the dream world.

The following clinical interventions were suggested to psychologically support individuals who experience similar internal losses:
Recognition of the loss. Counselling can help individuals to recognise, name and validate all of their losses. This is an important part of the therapeutic process as it increases the reality of the loss and helps the person to mourn for his/her lost world.

Acceptance of the new reality. Talking about the loss experience and clarifying what happened can help the individual to come to terms with his or her experience, consider their next steps and begin the healing process.

Accommodation and reframing of the loss, where the individual will start picking up the pieces of his or her broken dreams, recognising what parts of their identity and reality have been lost and what has been left in tact.

Relearning phase; where the individual learns how to be and act differently. In this process of relearning, being resilient and adaptive can be considered significant attitudes for the individual.

Experience personal growth and learning from the loss-experience; where the individual will be able to revalue and rebuild their life and reality.

6.5.6 Summary of the key implications of the thesis

Trying to summarise the main significant points that came from the current thesis, the following key implications can be identified:

- Career choice and employment are related to dreams for general future well-being.

- Individuals’ dreams are shattered in times of recession

- The recession has impacted individuals’ lives on a financial level, decreasing their opportunities for employment, on a relational level; increasing their concerns for their family and friends.
• Individuals, because of the recession, experience significant changes on a personal level and the way that they perceive themselves; feeling unable to describe themselves with characteristics that they used to identify themselves with prior to the recession, such as being proud, strong, feeling under control and feeling that they can be financially independent.

• The recession has also impacted the individuals psychological well-being where participants expressed feelings such as shame, hopelessness, and disappointment, powerlessness, sadness and having fatalistic feelings.

• Recession has impacted the individuals’ feelings regarding their future where participants expressed strong feelings of uncertainty, hopelessness, disappointment and insecurity regarding their futures.

• Participants have experienced multiple internal losses. It is important for these losses to be acknowledged and psychological interventions have been suggested to psychologically support individuals who experience similar losses.

These research findings have direct relevance to my role as a counselling psychologist and social justice advocator not only in investigating the emotional needs this group may experience due to recession but to find ways to support them psychologically. I hope that this research provides me with a good foundation of knowledge to establish a free online counselling support service for Greek young people who go through similar experiences. Further research is needed to implement this project that is going to be discussed in the following section.

6.6 Further research possibilities
This research presents the psychological impact that the recession has on Greek young graduates and the multiple internal losses that they experience. The individuals’ stories can form a foundation for research on a larger number of participants to investigate the percentage of the young-graduate Greek population who have been psychologically affected by the recession. This could be done using larger samples and quantitative measurement of psychological contract in relation to the recession. Moreover, the research has contributed by presenting the developmental struggles that young individuals have experienced during a recessionary period and how external factors in general may negatively impact healthy psychosocial development. Further research is recommended to investigate the impact of recession and financial crises on the developmental process of individuals. Moreover, these stories represent a small part of the Greek population. Further research needs to be conducted on other groups in the Greek population, to investigate to what extent the recession has impacted them psychologically and how their needs can be met.

The research suggested that participants have experienced many internal losses that need to be acknowledged and addressed and an intervention based on grief therapy was introduced as a way to support individuals in similar situations. Further research can focus more on the relationship between the experiences of individuals during recession and individuals’ other non-grief experiences, contributing to relevant research that leads to a deeper understanding, while also validating the research premise.

Finally, this research indicates the long-term consequences that this experience may have not only on individuals but also on the government, suggesting that there is a need for the governments of countries going through a recession to establish an in-depth policy intervention to meet the psychological needs of their citizens to prevent long-term psychological scars.

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APPENDIXES

APPENDIX A
INFORMATION LETTER

Dear potential participant

My name is Sophia Kariotaki and I am currently working on my Doctorate in Counselling Psychology at the University of Manchester. I am writing to invite you to be part of a research study.

The purpose of the study is to explore the young people’s perceptions about the future in times of economic crisis: Greek and Uruguayan perspectives

I am inviting you to be in this study because you have indicated an interest in this study.

If you agree to be one of the 3 participants, I will ask you to participate in an interview regarding your perceptions and feelings about your future in a period of the recession.

All interviews will be tape recorded.

We will keep the information you provide confidential. To maintain your privacy and complete confidentiality the following steps will be taken:

1) Your name and other identifying information will not be used in the study data.

An ID number will be used in the order of your interview. The list linking your name and your study identification number will be stored in a separate location that is accessible only to the researchers.

2) Any names you use in the interview (for example, names of relatives) will be edited out.

3) In addition to me, only my doctoral supervisor will have access to a written record of your interview. I will be the only person with access to the tape recorded interviews.

4) The original tape recordings of your interview(s) will be kept in locked secured storage and will be destroyed after two years if not before.
5) The written transcriptions of the interviews may be kept for my use in publications and presentations.

6) If I write a report about this study we will do so in such a way that you cannot be identified.

It won’t cost you anything to be in the study. You will not be paid for being in this study. Taking part is completely voluntary. If you decide not to be in the study, or if you stop participating at any time, you won’t be penalized in any way.

If you are interested in participating in this study, or would like more information, please contact me at my e-mail address kariotak_s@yahoo.gr or my telephone number 07593236943.

I look forward to speaking with you

Yours sincerely

Sofia Kariotaki

 Supervisor:

Clare Lennie, Lecturer in Counselling Psychology, at the University of Manchester

Email : clare.lennie@manchester.ac.uk

Phone : 0161 275 8627

APPENDIX B:
PARTICIPANT CONSENT FORM

I have read the information presented in the information letter about a study being conducted by Sophia Kariotaki, Doctorate student at the University of Manchester, under the supervision of Dr Clare Lennie at the University of Manchester.

I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to our questions, and any additional details I wanted.

I am also aware that a pseudonym will be used to protect my identity.

I am informed that I may withdraw my consent at any time without penalty by advising the researcher.

I have been informed this project has been reviewed by, and received ethics clearance through, the Ethics Committee of the University of Manchester and that questions that I have about this research may be directed to Sofia Kariotaki at 07593236943 or by email (kariotak_s@yahoo.gr) and Dr Clare Lennie, Lecturer in Counselling Psychology, at the University of Manchester at 0161 275 8627 or by email (clare.lennie@manchester.ac.uk)

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

☐ YES ☐ NO

I agree that a pseudonym will be used to protect my identity in any thesis or publication that comes of this research.

☐ YES ☐ NO

Participant Name: _________________________________ (Please print)

Participant Signature: ____________________________

Date: __________________________________

APPENDIX C

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ANALYSIS :STAGE 1

Interview 4

Ζ : Λοιπόν οπως είναι γνωστό εγραφά παρά πολύ καλό βαθμό στις πανελλήνιες και θα μπορούσα να περάσω σε διαφορες σχολες οπότε επελέξα να περάσω στο παιδαγωγικό για κυρίω λόγο ότι μου αρέσε, είχε βεβαία και αποκαταστάσε και το σκεφτήκαμε ετση. Αλλά εγώ ήμουν από τα ατόμα που το διαλέξα επειδή μου αρέσε περισσότερο. Με τους γονείς το σκεφτήκαμε γιατί ήταν καλή επιλογή. Δεν ήθελα να περάσω κατί αλλό, νομίζη ας πούμε, ήταν η πρώτη μου επιλογή.

Λοιπόν το είχαμε σιγουρο οτι ολοι θα μπαίναμε στο δημοσίο και θα είχαμε ενα σχετικά καλό μισθό. Αλλα τελικα τα πραγματα αλλάζαν και από εκεί που λέγαμε ότι θα διώσουμε μόλις μπούμε ΑΣΕΠ και τα λοιπά και θα διοριστουμε κατευθειαν, ήρθε η οικονομικη κριση και ολα ανατραπηκαν. Και απο εκεί που ειχα σχεδιασει τη ζωη μου πως θα ειναι μετα το πανεπιστημιο επρεπε τωρα να σκεφτω κατι τελειως το διαφορετικο γιατι τα σχεδια μου ειχαν παιει στραφει.

Σ Τι σχεδια ειχες?
Ζ Ε να αρχισω κατευθειαν τη δουλεια, να ελαφρυνω τους γονεις να ειμαι ανεξαρτητη, οπως δηλαδη η Μαρια.

Και μετα τωρα, στο τελευταιο ετος ουσιαστικα κυριως εκει που ξεραμε ουσιαστικα απο το τριτο ετος οτι δε θα βρουμε δουλεια, στο τεταρτο ετος συνειδητοποιουμε ότι οντως δε θα βρουμε δουλεια και επρεπε να ψαχνουμε να βρουμε κατι αλλο, το θεμα ομως είναι ότι εγω δεν ειχα κατι αλλο στο μυαλο μου. Και εισαχνα για μεταπτυχιακα αλλα δε μου αρεσε τιποτα γιατι εγω ήθελα αυτο να κανω να γινω δασκαλα αλλα μπορει να μη μου αρεσε και στην τελικη αλλα εγω ήθελα να το δω. Κι οντως μπορει να μη μου αρεσει καθολου αλλα αμα δε το δοκιμασεις δε ξερεις, και στο πανεπιστημιο δε μας εδωσαν και πολυ τη δυνατοτητα να κανουμε και πολυ πρακτικη για να ξερω.
Σ Αρα λες σε μια χρονια αρχίσεις να σκεφτεσαι τι αλλο μπορες να κανεις?

Ζ Το θέμα ειναι πως εγω δε θελω να κανω κατι αλλο ακομα και τωρα. Ακομα και το μεταπτυχιακο θα το κανω επειδη πρεπει οχι πως δε θα εκανα μεταπτυχιακο , θελω αλλα ηθελα να το κανω πανω σε κατι που μου αρεσει πραγματικα, αλλα τωρα τι μου αρεσει πραγματικα?

Σ Και πως νιωθεις να μη κανεις αυτο που θελεις και να πρεπει να βρεις να κανεις κατι αλλο που δε ξερεις αν σου αρεσει?

Ζ Ειναι παρα πολυ πιεστικο, και με αγχωνει παρα πολυ και το γεγονος στι και να θελω να κανω κατι, αυτο θα στοιχισει παρα πολλα θελυματα και οι γονεις μου δε θα τα εχουν διαθεσημα. Ενω οι γονεις επειδη θελουν να μου προσφερουν στι καταλληλο σε εας μου λευκει να κανω μεταπτυχιακο εγω ξερω στι δε μπορουν να μου δώσουν ας πουμε στι εδωσαν σε εσενα.

Ειναι κατι καταναγκαστικο, και ειδικα αν δε μαρεσει αυτο που θα διαλεξω και ουσιαστικα δε θα θελω να το κανω. Κι οι γονεις αμα ηξεραν ας πουμε στι δε θα με ωφελησε σε ποντα το μεταπτυχιακο και αυτοι δε θα ηθελαν να το κανω. Οι αλλοι βλεπουν το μεταπτυχιακο σα ευτυχη για μενα δεν ειναι ευτυχη.

Σ Εσυ σκεφτεσαι καμια ευτυχη?

Ζ Οχι μονο αν αλλαξω κλαδο γιατι ο δρομος του δασκαλου ειναι τελειως νεκρος, εχεις ενα δρομο και δε μπορεις να κανεις τιποτα αλλο... Ας πουμε καποιος αλλος που εχει σπουδασει οικονομια εχει παρα πολλα μεταπτυχιακα που θα τον οδηγουσαν σε κατι τελειως διαφορετικο. Εγω δεν εχω, δασκαλα ειμαι, τι αλλο λεων...

Ειδικα το σι πρεπει παντα να βασιζεσαι στους γονεις οι οποιοι απο παντου πληττονται και εχουν τοα πραγματα δε μπορεις κι εσου να εισαι ενα εξοδο, να τους επιβαρηνεις πρεπει να τους βοηθας, και επειδη εγω νιωθω πολυ ασχημα οταν οι αλλοι κανουν κατι για μενα και δυσκολευονται μετα γιαυτο θα

Συνειδητοποιηση
Της Καταστασης –
Αναζητηση Αλλης
Λυσης–
Απογοητευση

Συμβιβασμος
Θελων

Αναγκαστικη Λυση –
Συμβιβασμος Θελων

Αναγκαστικη Αισθημα
Για Το
Μελλον,
Ανεξαρτησια
Επβαρυνω Γονεις,
προτιμούσα να μη κανω τιποτα. Και τώρα εγώ ψαχνω να βρω δουλεια, που εβγαλα το πανεπιστήμιο με αριστα, που περασα το πανεπιστήμιο με αριστα, τώρα θα πρέπει να βρω μια δουλεια, α,τι να ναι , να πλυνω πιατα κι αυτο για να περνω 400 ευρω κι αυτο για να νιωθω πως δεν επιβαρυνω τους γονεις αλλο.

Σ Αρα ειναι πολυ σημαντικο να μην επιβαρυνεις τους γονεις σου.

Ζ Πληρωνουν τοσα λεφτα σε φορους ξερω εγω, αμα εχουν και μενα ... Ειναι παρα πολυ δυσκολο... Άλλα και περα απο αυτο η κατασταση ετσι οπως ειναι εγω σκεφτομαι και τα παιδια που δινουν τωρα πανελληνιες, τι να διαλεξουνε, και γιατι να το διαλεξουνε. Που ξερουν στο μελλον.

Σ Σα να λες το μελλον ειναι αβεβαιο

Ζ Ναι γιατι μπορει του χρονου να ειμαστε η πιο πλουσια χωρα του κοσμου μπορει να ειμαστε και η πιο φτωχη, δε ξερεις. Γιατι και εκει που ειναι η κατασταση ετσι οπως ειναι εγω σκεφτομαι και τα παιδια που δινουν τωρα πανελληνιες, τι να διαλεξουνε, και γιατι να το διαλεξουνε. Που ξερουν στο μελλον.

Σ Και πως βλεπεις το μελλον σου σε αυτη την αβεβαιοτητα

Ζ Επειδη εγω ειναι ενα ατομο που θελω να προγραμματιζω τη ζωη μου, με αγχωνει παρα πολυ ολο αυτο το πραγμα. Και δε ξερω κατι θετικο και ανεξαρτησιακο κατι ασκετικο και ανεξαρτησια κατι ασκετικο. Και το κακο ειναι ότι ειμαι 22 χρονων και ενω θα επρεπε τωρα να χρησιμοποιηθει το μυαλο μου που εχω ορεξη να κανω και νεκρωθησει υποχρεωτικα να κανει κατι ασχετο απο αυτο που εχω επιλεξει και να υποχρεωθω να κανω σπουδες που ισως δε μου αρεσουνε και δε tis
APPENDIX D

Analysis: Stage 2
### Αγάπη για το επάγελμα που επέλεξε και σχέδια για το μέλλον

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### Ανεξαρτησια

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### Αναζητηση Αλλης Λυσης/ αναγκαστικων λυσεων- ονειρων

### Αλλαγη /Χασι µ Ονειρων

### Επιπτωσης οικονοµικων µετρων στο µελλον

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<thead>
<tr>
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<tbody>
<tr>
<td>58.</td>
<td>Σ Αρα ειναι πολυ σημαντικο να μην επιβαρυνεις τους γονεις σου... Άλλα και περα απο αυτο η περιπτωση οικονομικων μετρων στο μελλον</td>
</tr>
<tr>
<td>59.</td>
<td>Ζ Πληρωνουν τοσα λεφτα σε φορους ξερω εγω, αμα εχουν και μενα... Ειναι παρα πολυ δυσκολο... Άλλα και περα απο αυτο η περιπτωση οικονομικων μετρων στο μελλον</td>
</tr>
<tr>
<td>60.</td>
<td>Ζ Πληρωνουν τοσα λεφτα σε φορους ξερω εγω, αμα εχουν και μενα... Ειναι παρα πολυ δυσκολο... Άλλα και περα απο αυτο η περιπτωση οικονομικων μετρων στο μελλον</td>
</tr>
</tbody>
</table>
κατασταση ετσι όπως είναι
61. εγώ σκεφτομαι και τα παιδια που δίνουν τώρα πανελληνίες, τι να διαλέξουν, και γιατί να το διαλέξουν. Που ξερούν στο μέλλον.
62. τώρα ομως δε θα μπορεί να σωσεί το μέλος της οικογενείας της.

350. Σ Αρα όχι μονο οικονομική ανασφάλεια αλλά και σε θέματα υγείας?
351. Z Ναι και αυτο είναι αιχωμένο γιατί ανθρώποι είμαι σε έξοδο... να
352. για παράδειγμα εγώ την επεμβαση στο ποδι μου που
353. σκεφτόμαι να κανώ εγώ ξερω αμα έλεγα στους γονείς στο θέλω να τι
354. κανονισμόρευτε να θα την εκανα αλλα λεω τώρα δε πειραζει δεν έχουν τα
355. λεφτά να
356. δωσουν για αυτο...

32. Σ Και πως νιώθεις να μη κανεις αυτο που θέλεις και να πρέπει να βρεις να
33. κανεις κατα αλλο που δε έξερες αν σου αρέσει?
34. Z Είναι παρα πολυ πειστικο, και με αιχωμένει παρα πολυ και το
35. γεγονός στη και να θέλω να κανω κατι, αυτο θα στοιχίσει παρα πολλα χρήματα
36. και οι γονείς
78. Σ Αυτο νιώθεις?
79. Z Ναι γιατί είχα επιλέξει αυτο το επαγγελμα, Αμα ειχα επιλέξει ενα
80. αλλο που
81. θα είχε κι αλλους δρόμους ισως να μην ενώθα ετσι, αλλα κι ολες
82. συμφοιτητριες μου θα θεωρούν αυτο που δεν είμαι
83. ο ανθρώπος να σε στηρίξει. Τώρα ολα αυτα δεν υπαρχουν.
84. Γιατί και ολοι λενε σιγα τώρα θα σκεφτεις να κανεις, αυτη την
85. ιδέα, ολοι τα θεωρούν βλακελες...
86. Σ Και σε απογοητευουνε?
87. Z Ολα αυτα είναι αποθαρυστικα...
88. θα πρέπει να το κανω αλλα κι
89. αυτο δεν είναι κατι που θέλω αλλα κατι που πρέπει να κανω
90. οικονομική κρίση μας αναγκάζει να κανομε πραγματα που
91. οιχ πραγματα που θέλουμε. Και ισως μεγαλώνουμε να γίνουμε
92. μία

### Αισθήματα Για Το Μέλλον

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<tr>
<th>Αισθήματα Για Το Μέλλον,</th>
<th>Αισθήματα Για Το Μέλλον,</th>
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<tbody>
<tr>
<td>1. Και πως νιώθεις να μη κανεις αυτο που θέλεις και να πρέπει να βρεις να</td>
<td>32. Σ Και πως νιώθεις να μη κανεις αυτο που θέλεις και να πρέπει να βρεις να</td>
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<tr>
<td>2. κανεις κατα αλλο που δε έξερες αν σου αρέσει?</td>
<td>33. κανεις κατα αλλο που δε έξερες αν σου αρέσει?</td>
</tr>
<tr>
<td>3. Z Είναι παρα πολυ πιεστικο, και με αιχωμενει παρα πολυ και το</td>
<td>34. Z Είναι παρα πολυ πειστικο, και με αιχωμενει παρα πολυ και το</td>
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<tr>
<td>γεγονός στη και</td>
<td>35. γεγονός στη και</td>
</tr>
<tr>
<td>να θέλω να κανω κατι, αυτο θα στοιχίσει παρα πολλα χρηματα</td>
<td>36. να θέλω να κανω κατι, αυτο θα στοιχίσει παρα πολλα χρηματα</td>
</tr>
<tr>
<td>και οι γονείς</td>
<td>και οι γονείς</td>
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<tr>
<td>78. Σ Αυτο νιώθεις?</td>
<td>79. Σ Αυτο νιώθεις?</td>
</tr>
<tr>
<td>80. Θα είχε κι αλλους δρόμους ισως να μην ενώθαετσι, αλλα κι ολες</td>
<td>81. Θα είχε κι αλλους δρόμους ισως να μην ενώθαετσι, αλλα κι ολες</td>
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<td>οι</td>
<td>οι</td>
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<tr>
<td>82. υποδομες να υπαρχουν και χρηματα να σε στηρίξουν να υπαρχει και</td>
<td>83. υποδομες να υπαρχουν και χρηματα να σε στηρίξουν να υπαρχει και</td>
</tr>
<tr>
<td>ο ανθρωπος να σε στηρίξει. Τωρα ολα αυτα δεν υπαρχουν.</td>
<td>84. ο ανθρωπος να σε στηρίξει. Τωρα ολα αυτα δεν υπαρχουν.</td>
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<tr>
<td>101. Γιατι και ολοι λενε σιγα τωρα θα σκεφτεις να κανεις, αυτη την</td>
<td>102. Γιατι και ολοι λενε σιγα τωρα θα σκεφτεις να κανεις, αυτη την</td>
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<tr>
<td>ιδεα,</td>
<td>ιδεα,</td>
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<td>103. ολοι τα θεωρον βλακελες...</td>
<td>104. ολοι τα θεωρον βλακελες...</td>
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<td>105. Σ Και σε απογοητευουνε?</td>
<td>106. Σ Και σε απογοητευουνε?</td>
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<tr>
<td>107. Z Ολα αυτα είναι αποθαρυστικα...</td>
<td>108. Z Ολα αυτα είναι αποθαρυστικα...</td>
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</table>
192. γενια που ισως εχει πολλα αποθημενα και αυτα ισως τα βγαλει στα
193. παιδια τους σπως κανανε κ οι προηγουμενες γενιες...

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<td>Αισθηματα λογω κρισης</td>
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158. Ζ Ναι ολα αυτα... Και ουσιαστικα ειναι το ψυχολογικο στι άυτο σε
159. φθηρει
160. παρα πολυ σε κανει να γινεσαι πιο κλειστος, Ε στι ας πουμε
161. πραγματα που
162. θα σε ευχαριστουσαν και παλιοτερα δε θα τα σκεφτοσουν πια
163. τωρα τα
164. σκεφτεσαι. Ας πουμε τωρα να πας για καφε και να δωσεις 4 ευρω
165. λες τωρα
166. πιθανοτητες και αυτο που θα βρεις ειναι πολυ

293. Σ Νιωθεις δηλαδη ατυχη?
294. Ζ Ε ναι γιατι αν ειχα τελειωσει το 9 το 10 θα ημουν τωρα στο
295. σχολειο

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. Και το κακο ειναι στι ιειμαι 22 χρονων και ενω θα επρεπε
71. και να υποχρεωθω να κανω σπουδες που ισως δε μου αρεσουνε και
72. δε τις εχω επιλεξει ενω προσωπικα, δε τις εχω ονειρευτει, έτσι για
73. να πω στι
74. δεν ειμαι ανεργη και να μην παρατεινω την ανεργη την μου. Γιατι
75. ουσιαστικα
76. αυτο κανουμε. Γιατι και αυτες οι σπουδες δε μπορει να σου
77. δωσουν και κατι
78. παραπανω.

180. Ζ Ναι και μπορει αυτο να ακουγεται σε πολλους στι ιε ερως εχω
181. και να υποχρεωθω να κανω στι τον κανω, και
182. γιατι και μπορει να σου δωσουν και κατι
183. μπορει να σου τα χρησιμοποιησει, και δε μπορει να σου
184. παρατεινω τη δικη μου ζωη...

213. Αρα εκει που ειχες ονειρα να ταξιδεψεις, να κανεις πραγματα
214. λες δε
215. μπορεις να τα κανεις ενω οι άλλοι υποφερουνε.
216. Ζ Ακριβως για
217. Σ Ακουγεται δυσκολα να νιωθεις οτι ειςαι ατυχη στη ζωη σου
218. Σ Ε ναι και γενικοτερα νιωθω ατυχη...

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<td>Υλοποιηση Ονειρων</td>
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</table>

95. Σ Ειςαι και πριν στι ενω ειςαι στην καταληλη ηλικια νιωθεις οτι
96. δε μπορεις
97. να τα χρησιμοποιησεις
98. Ζ Οχι αφου δε σου δινεται καμια δυνατοτητα. Που να τα
χρησιμοποιησεις?
98. στικακια κι αν νιωθεις ανασφαλεια και αρνητικα
322. συναισθηματα η ελπιδα σε ενα βαθμο υπαρχει...
323. Ζ Ναι, ανθρωποι ειμαιστα... Εννοεται... Αλλα το θεμα ειναι να
324. δινονται και οι ευκαιριες και δε νομιζω ότι δινονται ευκαιριες
325. Ελλαδα αυτη τη στιγμη...

Επιπτωσεις κρισης στις
σχεσιες
Ακομα και η μαμα μου ελεγε πραγματα... μου
131. ελεγε ότι θα μου δωσει το ΕΦΑΠΑΞ της να ανοιξω εστιατοριο και
132. αλλα αυτο δε μπορει να γνειει τωρα...

tην επαφη?
148. Ζ Ναι και αυτο, για παραδειγμα η μαμα παλιοτερα ερχοτα στη
149. Θεσσαλονικη
150. αρκετα συχνα τα τελευταια δυο χρονια δεν ερχετα τοσο συχνα
151. στην επαφη?
152. Ζ Ναι ειδικα σταην υπαρχει αποσταση ενδιαμεσα... Αλλα χοι μονο
153. με τους
154. δικους μου ανθρωπους και με τους φιλους μου γενικοτερα. Για
155. παραδειγμα παρα πολλοι δε βγαινουμε για να μη ξοδευουμε

Αλλαγη στον περιγυρω
Βεβαια δε μπορεις να
221. σταματησεις και να ζεις επειδη υπαρχουν φτωχοι παντα
222. ηταν παντα... αυτοι που μας κυβερνουνε τους εφεραν σε
223. αυτη τη θεση οπως φερανε και τοσους αλλους...

Ατυχη γενια
η
190. οικονομικη κριση μας αναγκαζει να κανουμε πραγματα που
191. ι οχι πραγματα που θελουμε. Και ισως μεγαλωνουμε να γινουμε
192. ηλαδη θα ελεγα τουλαχιστον ενω προλευα ειναι αυτες οι
296. δυο χρονιες πολυ ατυχες(11-10)
297. Ζ Ακουγεται δυσκολα να νιωθεις οτι εισαι ατυχη στη ζωη σου
298. Ζ Ε ναι και γενικοτερα νιωθω ατυχη...

Θυμος- πολιτικους
168. Ζ Νωθεις δηλαδη ότι ολα χειροτερευουνε?
169. Ζ Ναι... γιατι ας πουμε κι αυτοι που κυβερνανε τι χωρα δε
170. κοιταν η και τα καλο αλλα το δικο τους... Οποτε δε μπορεις

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<th>Γονεις</th>
<th>Analysis: Third Stage</th>
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<td>1.</td>
<td>βασιστεις σε αυτους αλλα ουτε και σε σενα γιατ εισαι ενα τυποτα , τι μπορεις</td>
</tr>
<tr>
<td>2.</td>
<td>Να κανεις</td>
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<tr>
<td>3.</td>
<td>Σ Νιωθεις δηλαδη ενα τυποτα και οτι δε μπορεις να βασιστεις σε κανενα και</td>
</tr>
<tr>
<td>4.</td>
<td>ξανικα δεν ειχαμε πως να εισαι σιγουρος για το μελλον?</td>
</tr>
</tbody>
</table>

**Γονεις**

1. Και πως νιωθεις να μη κανεις αυτο που θελεις και να πρεπει να βρεις να κανεις κατα άλλο που δε ξερεις αν σου αρεσει?
2. Στα ειναι παρα πολυ πιεστικο, και με αγχωνει παρα πολυ και το γεγονος οτι και ανθρωποι που ας πουμε αυτο στο εξωτερικο δε το καταλαβαινουν.
1 θέμα: Επιλογή σχολής και ονειρο/στοχοι εξασφαλίσεις μελλοντος μεσω αυτης. Σημασία επαγγελματικης αποκαταστάσεις μεσω του πτυχιου

Πρώτη συνεντεύξη

6. .....Γενικοτέρα να σου πω, ειμασταν μαθητες του εικοσι, παντοτε προσπαθουσαμε για κατι παραπανω.
7. Παντοτε θυμαμαι τους γονεις μου να μου λενε θα πρέπει να διαβάσεις για να εξασφαλίσεις το μελλόν σου, για να εξασφαλίσεις ενα επαγγέλμα.
8. στη ζωή σου και παντοτε ο στοχός μου ήταν αυτός, (στοχος εξασφαλιση καλυτερου μελλοντος μεσω σπουδων) κατι πολύ πολύ

Δευτέρη συνεντεύξη

Εγώ τελειωσα το 2005 , το 2000 μπήκα , σε πέντε χρονια, η σχολή ειχε μεσο ορο αποφοιτησης 8,9 χρονια. Μια πολύ δυσκολη σχολη με προαπαιτουμενα, αλυσιδες μαθηματων. Απο τη μια διαβαζα απο την άλλη βοηθησε ο Θεος πολυ και φυσικα ηθελα πολυ να περασω Ιατρικη, Ηταν ο μεγαλος μου ποθος για μενα , ηταν ενα εξτρα κινητρο για μενα να διαβασω για να μπω

Τρίτη συνεντεύξη

86. Ενταξη αυτες δεν ειναι οι καλες φασεις ... η πτυχη η καλη ειναι η κακια πτυχη
87. που λεει δε βρισκω τιποτα εεε δε με θελου για καμια δουλεια.... σε πιανει η απαισιοδοξια οτι και που τα εκανα τα πτυχια τι καταλαβα? Μηπως εχασα κα
88. τοσα λεφτα που εδωσα ας πουμε, και τοσο χρονο, θα μπορουσα να πιασω μια

Τετάρτη συνεντεύξη

1. Λοιπον οπως ειναι γνωστο εγραψα παρα πολυ καλο βαθμίο στις
2. πανελληνιες και θα μπορούσα να περασώ σε διαφορες σχολες οποτε επελεξα να περασω στο παιδαγωγικο για κυριο λογο στι μου αρεσε, ειχε βεβαια και

4.

2 Θεμα: 2Συμβιβασμος- Χασιμο ονειρων και Αλλαγη ονειρων

Πρωτη συνεντευξη

Εγω τουλαχιστον αυτο αισθανθηκα σα να ξυπνησα

15. ένα πρωινό και να είπα αυτό ήτανε, ότι δηλαδή δεν υπηρχε μέλλον για

16. εμένα, στι ξαφνικά θα έπρεπε να ειμα ξανά με τους γονείς μου, ότι δε

17. θα μπορούσα να κανω πραγματα για τη ζωη μου, πραγματα που

18. ονειρευόμουν εγω για μένα. (συνειδιτοποιηση της καταστασης)

19. Σ: Φανταζομαι ποσο δυσκολο ειναι να ξυπνας μια μερα και να ξυπνας δεν

Δευτερη συνεντευξη

62. Πιστευω οτι σε ενα χρονο το πολυ θα εχω τελειωσει το διδακτορικο

63. και μετα θα τελειωσω την ιατρικη και θα μπορεσω να παω να κανω μια

64. ειδικοτητα στο εξωτερικο.. (στοχοι για το μελλον)

65. Σ Αρα επειδη μιλαμε για τη κριση και πως βλεπο υμε το μελλον μας...

66. Ν Ναι

67. Σ Εσυ πως βλεπεις το μελλον σου? Ανεφερες να βγεις εξω...

68. Ν Εεε πιστευω οτι το μελλον στην Ελλαδα ειναι αρκετα δυσοιωνο αν

69. 

Τριτη συνεντευξη

Για τον τομεα που πλεον εναι ενα θεμα το

11. οποιο εγω θεωρω και οσους εχω ακουσει ειναι ενα ξεχασμενο θεμα δηλαδη

12. αυτο που εχεις σπουδασε να δουλεψεις και πανω σε αυτο ειναι.... φανταστικο

13. ας πουμε αν σου τυχει.. (σιγουρια ότι δε θα πραγματοποιηθει το ονειρο αυτο)

Και το βασικο ειναι ότι ειμαι σχεδον σιγουρη ότι δε θα
16. βρω αρα προσπαθω να βρω αλλες διεξοδους ακομα απο αλλες χωρες... ακομα

Τεταρτη συνεντευξη

Αλλα τελικα τα πραγματα αλλαξαν και απο εκει που
10. λεγαμε ότι θα δωσουμε μολις μπουμε ΑΣΕΠ και τα λοιπα και θα διοριστουμε
11. κατευθειαν, ηρθε η οικονομικη κριση και ολα ανατραπηκαν. Και απο εκει που
12. ειχα σχεδιασει τη ζωη μου πως θα ειναι μετα το πανεπιστημιο επρεπε τωρα
13. να σκεφτω κατι τελειως το διαφορετικο γιατι τα σχεδια μου ειχαν παι
14. στραφει. (ανατροπη ονειρων- στοχων- αναγκαστικη αναζητηση καινουριων- συμβιβασμος)

37. προσφερουν ότι προσεφεραν σε εσας μου λενε να κανω μεταπτυχιακο εγυ
38. ξερω ότι δε μπορουν να μου δωσουν ας πουμε ότι εδωσαν σε εσενα. (απογοητευση- οικονομικη επιπτωση αλλαγης ονειρων/στοχων)

39. Ειναι κατι καταναγκαστικο, και ειδικα αν δε μαρεσει αυτο που θα διαλεξω και
40. ουσιαστικα δε θα θελω να το κανω. Κι οι γονεις αμα ήξεραν ας πουμε ότι δε
41. θα με ωφελησει σε τυποτα το μεταπτυχιακο και αυτοι δε θα ήθελαν να το
42. κανω.

291. γενια μας ειναι ατυχη, εμαθε να ζει διαφορετικα και τωρα μεσα σε ενα
292. χρονο πρεπει να αλλαξει τροπο ζωης υποχρεωτικα... (αλλαγη τροπου ζωης/ ονειρων- συμβιβασμος ανασφαλεια ακομα και για αλλες ιδεες-λυσης)

Τριτο Θεμα Σημασια ανεξαρτησιας

Πρωτη συνεντευξη

16. εμένα, οτι ξαφνικα θα έπρεπε να είμα ξανά με τους γονείς μου, ότι δε
17. θα μπορούσα να κανω πραγματα για τη ζωη μου, πραγματα που
18. ονειρευόμουν εγω για μένα. (ελειψη ανεξαρτησιας)
Αυτή τη στιγμή τώρα εδώ είμαι με την βοήθεια των γονιών μου,

εχω και ενα επιδομα απο τον ΟΑΕΔ. Αλλα αυτα ειναι για ενα

χρονο μονο... μετα απο εκει και περα δε ξερεις τι γινεται... (φοβος για μη επιτυχη ανεξαρτησιας-αβεβαιοτητα)

Δευτερη συνεντευξη

Εκανε δεκαοχτω μήνες να περασει απο την επιτροπη λογω καταληψεων, λογω του τοι ο καθηγητης ήταν λεκτορας

gονεις μου ενιωσα πολυ ασχημα και να καθομαι τοπτας ώρες στο

πανεπιστημιο και να περνανε οι μήνες και παλι να μη μπορω να

προχωρησω, ενιωθα παρα πολυ ασχημα... (ελειψη ανεξαρτησιας- επιπτωσης στη ψυχολογια του απο αυτο)

Σκεφτεσαι δηλαδη δηλαδη ποιος ο λογος?

Ναι. Στο κατω κατω βιοποριστικα ψαχνουμε μια δουλεια για να

tοσο πολυ. Μηπως ειμαι παγιδευμενος να ειμαι ενας απλος εργατης

και τιποτα αλλο? (απογοητευση για τη προσπαθεια- ελειψη ανεξαρτησιας

Γενικα ειμαι ολογαρκες ατομο, δε με νοιαζει να εχω πολλες

πολυτελειες αλλα η ιδεα και μονο σε κουραζομαι πολυ χωρις να

αμοιβολαι επιρρεαζει πολυ την ψυχολογια μου... (επιπτωσεις της ελειψης ανεξαρτησιας στην

ψυχολογια του)

Τριτη συνεντευξη

προπυρεσια 29 χρονων?! Δηλαδη τωρα εχω το advantage οτι ειμαι μικρη. Δε

ξερω... πολυ αβεβαιοτητα προφανως... πολυ συχνα ειναι η φαση ζεσαε το

χριστιανη μου νταξη δε πειραζει θα σε συντηρει ο μπαμπας σου μεχρι να

πεθανει... αλλα νταξη... Φρικαλεο... (απογοητευση οτι θα ειναι εξαρτημενη απο τους γονεις για παντα)

δεν εχω και πολυ την ανεξαρτησια αλλα αυτο ειναι επειδη

δεν εχω τη δουλεια που θελω αλλα... (αναγκη ανεξαρτησιας)

Τεταρτη συνεντευξη

203
15. Σ τι σχέδια εχες?
16. Ζ Ε να αρχισω κατευθείαν τη δουλεια, να ελαφρύνω τους γονεις να ειμαι
17. ανεξαρτητη, οπως δηλαδη η Μαρια. (ανεξαρτησια- ήταν το σχέδιο της–στοχος της)
   . Ενω οι γονεις επειδη θέλουν να μου
37. προσφέρουν ότι προσέφεραν σε εσάς μου λένε να κανω μεταπτυχιακο εγώ
38. ξερω οτι δε μπορει να μου δώσουν ας πουμε στα εορτά που είμαι
60. εφευρετικο εις, ανεξαρτητη-οικονομικα/ στο επαρκεια γονεις για πραγματοποιησει στοχων
61. παρα πολυ δύσκολο... Αλλα και πέρα απο αυτο η κατασταση ετσι οπως ειναι
62. εγώ σκεφτομαι και τα παιδια που δινουν τωρα πανελληνιες, τι να διαλεξον η κάταση
84. Ζ μεχρι να καλυτερευουν τα πραγματα. Και παλι οι δασκαλοι θα περνουν το
85. πολυ 800 ευρω πως μπορεις να ζησεις; και παντα θα εισαι αναγκασμενη να
86. εξαρτεσε απο τον ανδρα σου. (φοβος οτι λογο κρισης θα ειναι μονιμα εξαρτημενη οικονομικα απο
καποιον αλλο)
87. Σ δηλαδη νιωθεις τελειως ερμαιος
88. Ζ Μα πραγματικα ετσι δεν ειναι? Ουσιαστικα δεν επιλεγω τυποτα αυτη τη
89. κατηγορημη.
112. αμαι ημουν πιο ωριμη θα ειχα επιλεξει κατι αλλο...
113. Νιωθω οτι πρεπει να βρω κατι αλλο να κανω... (φοβος οτι λογο κρισης θα ειναι μονιμα εξαρτημενη
οικονομικα απο καποιον αλλο)

Νιωθεις καταδικασμενη ότι θα εισαι ετσι για παντα?
84. Ζ Μεχρι να καλυτερεψουν τα πραγματα. Και παλι οι δασκαλοι θα περνουν το
85. πολυ 800 ευρω πως μπορεις να ζησεις? και παντα θα εισαι αναγκασμενη να
86. εξαρτασε απο τον ανδρα σου. (φοβος οτι λογο κρισης θα ειναι μονιμα εξαρτημενη οικονομικα απο
καποιον αλλο)
87. Σ δηλαδη νιωθεις τελειως ερμαιος
88. Ζ Μα πραγματικα ετσι δεν ειναι? Ουσιαστικα δεν επιλεγω τυποτα αυτη τη
89. κατηγορημη.
112. αμαι ημουν πιο ωριμη θα ειχα επιλεξει κατι αλλο...
113. Νιωθω οτι πρεπει να βρω κατι αλλο να κανω... (φοβος οτι λογο κρισης θα ειναι μονιμα εξαρτημενη
οικονομικα απο καποιον αλλο)
### Analysis: Stage 4

<table>
<thead>
<tr>
<th>Επιλογή σχολής, Προσπάθεια για να εξασφαλίσει το μέλλον</th>
<th>Συμβιβασμός-Χαοσμό ονείρων και Αλλαγή ονείρων</th>
<th>Αισθήματα για το μέλλον</th>
<th>Εξαρτήση/Ανεξαρτησία</th>
</tr>
</thead>
</table>

205
6. Γενικότερα να σου πω, ειμισταιν
7. μαθητες του εικοσι, παντοτε προσπαθουσαμε για κατι παραπανω.
8. Παντοτε θυμαμαι τους γονεις μου να μου λενε θα πρεπει να διαβασεις για να εξασφαλισεις το μελλον σου, για να εξασφαλισεις ενα επαγγελμα
9. στη ζωη σου και παντοτε ο στοχος μου ήταν αυτος, κατι πολυ πολυ
10. υπαρχει μελλον για μενα.
11. Γενικα, η προσπαθεια μου ήταν να εξασφαλισεις τη τη γη σου για να εξασφαλισεις ενα επαγγελμα στη ζωη σου και παντοτε ο στοχος μου ήταν αυτος, κατι πολυ πολυ
12. με τη σχολη μας και με την καταστασι σου επικρατει εδω περα στην
13. Ελλαδα

43. Β: Ναι φυσικα και σκεφτομουν να μεινω στην Ελλαδα γι'αυτο αλλωστε επελεξα να παω στο παιδαγωγικο δημοτικης, γιατι ήξερα οτι θα εξασφαλιζα το επαγγελμα μου, οτι θα γινω δασκαλα, οτι θα δουλευω σε σχολειο και οτι απο εκει και περα πλεον θα μπορουσα να δημιουργουσα κατι παραπανω εδω περα ακομη...

122. Αυτη τη στιγμη τωρα εδω ειμι με την βοηθεια των γονιων, αλλα εμεις δεν θα μπορουσα να κανω πραγματα για τη ζωη μου πραγματα που ονειρευομουνε για μενα.
123. Αυτη τη στιγμη τωρα εδω ειμι με την βοηθεια των γονιων μου, δηλαδη δε θα θυμωμενε με αυτη την καταστασι κατι παραπανω εδω περα στην
124. μπορουσα να πω... Εμεις θα πουλαχετε αυτο αισθανθηκα σα την ζωη μου και καπως ετσι νιωθω παρα πολυ θυμωμενη με αυτη την καταστασι κατι παραπανω εδω περα ακομη...

19. Σ: Φανταζομαι ποσο δυσκολο είναι να ξυπνας μια μέρα και να λες δεν υπαρχει μέλλον για μενα.
20. Β: Ναι δεν ειναι; Δηλαδη ήξερα οτι θα θυμωμενε με αυτη την καταστασι κατι παραπανω εδω περα ακομη...

21. Β: Ναι δεν ειναι; Δηλαδη ήξερα οτι θα θυμωμενε με αυτη την καταστασι κατι παραπανω εδω περα ακομη...
22. Σ: Φανταζομαι ποσο δυσκολο είναι να ξυπνας μια μέρα και να λες δεν υπαρχει μέλλον για μενα.
23. Β: Ναι δεν ειναι; Δηλαδη ήξερα οτι θα θυμωμενε με αυτη την καταστασι κατι παραπανω εδω περα ακομη...
<table>
<thead>
<tr>
<th>Βασικά. Νιωθώ 6. θυμό και νιωθώ πως πιαστικά θυμά. Δηλαδή δε θέλω να καθησώ άλλο 7. πλεον στην Ελλάδα γιατί εγώ θα</th>
<th>αδερφιά κι ολας, αμα 189. μειώθει ο μισθος των γονιων μου εμεις τι θα κανουμε? 224. Β Οχι σι θα συνεχισω να κανω καποια πραγματα θελω να τα 225. συνεχισω αλλα αυτο δεν ειναι ονειρουσιαστικα. Ειναι η</th>
</tr>
</thead>
</table>

**APPENDIX G**

**Analysis: Stage 5**
Πρώτο θέμα: Επιλογή σχολής και ονειρα/στοχοι εξασφαλίσης μελλοντος μεσω αυτης. Σημασία επαγγελματικης αποκαταστάσεις μεσω του πτυχίου

Υποθέματα:

1. Επιλογή σχολής

| Συνεντεύξη | 2 συνεντεύξεω
|----------------|----------------|

2. Ελπιδες εξασφαλίσης καλυτερου μελλοντος μεσω του πτυχίου

| Συνεντεύξη | 2 συνεντεύξεω
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ηξερα στι θα 45. εξασφαλίζα το επαγγελμα μου, στι θα γιων δασκαλα, στι θα δουλευω σε 46. σχολειο και στι θα απο εκει και περα</td>
<td>Σ Και τωρα σε τη φαση εισαι? 61.  Πιστευω ότι σε ενα χρονο το πολυ θα εχω τελειωσει το διδακτορικο 62. και μετα θα τελειωσω την ιατρικη και θα μποροςα να 63.</td>
</tr>
<tr>
<td>πλέον θα μπορούσα να</td>
<td>πως να κάνω μια</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>47. δημιουργούσα κατι παραπάνω εδω περα ακόμη</td>
<td>64. ειδικοτητα στο εξωτερικο..</td>
</tr>
<tr>
<td></td>
<td>67. Σ Εσυ πως βλεπεις το μελλον σου? Ανεφερες να βγεις εξω...</td>
</tr>
<tr>
<td></td>
<td>68. Ν Εεε πιστευω ότι το μελλον στην Ελλαδα ειναι αρκετα δυσοιωνο αν</td>
</tr>
</tbody>
</table>