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**THE APPLICATION OF EMOTIONAL INTELLIGENCE INCORPORATED IN
THERAPY TO A VEHICLE HIJACK SURVIVOR**

by

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*I, **Claire Symington** declare*

that the dissertation, which I hereby submit for the degree

MAGISTER EDUCATIONIS

at the University of Pretoria, is my own work

and has not previously been submitted.



Many thanks to...

The One that blessed me with opportunities, talents and the following supportive people in my life:

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"Barsten in de levensloop"

Our identity is not only determined by how we dovetail with others or agree to prescribed models, but also by the moments that we do not join or when we are different. The stigma of our life course, scars on the body and soul, serve as identity markers that provide sustained meaning. That which we overcome, has not made our lives less meaningful but has in actual fact enriched it with more meaning. Granted, that it is not always the most pleasant meaning, but it nonetheless usually holds the most personal meaning. They mark us as the unique person we are in this specific life course.

Often these personal tales are viewed as failures, the reason being that people feel that they cannot accept or incorporate those parts where they were the victim. They have however so much more to gain by healing that which initially may appear not healable, which can then be incorporated as strange but nevertheless identity determining factors and in that way allow themselves the freedom to accept that it could have influenced their life course positively. Traumatization does not have to be considered as a deficit problem that has to be remediated, it can also be acknowledged as a unique life course. We are not only what we have chosen to be, but also by what we have managed to overcome

(Dohmen & De Lange, 2006)



Abstract

The application of emotional intelligence incorporated in therapy to a vehicle hijack survivor.

Hijacking is an invasive and confrontational traumatic event that impacts significantly on the survivor's biopsychosocial functioning. The experience of trauma shatters assumptions held about oneself, others and the world. It brings with it a diverse set of consequences that could possibly threaten effective coping behaviour (Meischenbaum, 1994).

The purpose of the proposed study is to explore the application of emotional intelligence (EI) incorporated in therapy to a vehicle hijack survivor. It is therefore my intention to research the application value of emotional intelligence therapy as a viable means of counselling a vehicle hijack survivor. This will be facilitated through developing emotional intelligence based coping skills. I hope to thereby promote the possibility of a significant relationship between the emotional reactions of a hijack survivor and the constructs of EI as included in the therapy programme. The therapy will be aimed at indicating the advantage of being able to label emotions and to recognise the similarities and distinctions between the various emotions and their related meanings, which should contribute to the development of emotional awareness.

Gaining greater insight into the personal meanings that may underlie a survivor's emotions, will hopefully contribute to a greater acceptance and capacity to self-regulate his/her emotional experiences thereby enhancing the possibility of more effective functioning and more distinct coping skills. This study will be conducted from a **constructivist** and **interpretivistic** paradigmatic framework. The research design will follow a **QUALITATIVE-quantitative** approach which will serve as a guideline for the data collection methods to be used.

Key concepts:

- **hijacking,**
- **adolescent,**
- **survivor,**
- **intelligence,**
- **emotions,**
- **emotional intelligence,**
- **trauma,**
- **counselling,**
- **Bar-On EQ-i: YV**
- **case study**



Abstrak

Die toepassing van emosionele intelligensie as deel van terapie met 'n slagoffer van 'n motorkaping

Motorvoertuigkaping is 'n ingrypende en konfronterende traumatiese gebeurtenis wat 'n aansienlike impak op 'n slagoffer se bio-psigososiale funksionering het. So 'n traumatiese ervaring skud noodwendig aannames wat oor die self, sowel as oor ander en die wêreld gekoester word. Dit het ook 'n reeks uiteenlopende reaksies, wat effektiewe hanteringsmeganismes kan belemmer, tot gevolg (Meischenbaum, 1994).

Die doel van die voorgestelde studie is om die toepassing van 'n terapie gebaseer op emosionele intelligensie (EI) op 'n jeugdige wat 'n motorkaping oorleef het, te verken. Die navorsingsdoel is dus om die toepassing van 'n emosionele-intelligensieprogram as 'n moontlike beradingstrategie aan te wend ten einde effektiewe hanteringsmeganismes te fasiliteer. Ek beoog om daardeur die moontlikheid van 'n betekenisvolle verhouding tussen die emosionele reaksies van 'n motorkapingslagoffer en die konstrakte van EI aan te dui. Die program se doelstellings sal, onder andere, die voordele verbonde aan die vermoë om emosies korrek uit te ken, asook die vermoë om die ooreenkomste en verskille tussen 'n verskeidenheid emosies en hulle onderskeie betekenis te kan onderskei, aandui. Die bemeestering van hierdie vaardighede behoort die ontwikkeling van emosionele bewustheid te bevorder.

Deur insig te verkry in die persoonlike betekenis onderliggend aan 'n oorlewende se emosies, sal moontlik bydra tot 'n groter mate van aanvaarding. Dit behoort ook die vermoë om self-regulerende emosionele ervarings te fasiliteer wat op sigself die moontlikheid vir meer effektiewe funksionering en meer spesifieke hanteringsmeganismes bevorder. Die studie word vanuit 'n **konstruktivistiese** en **interpretivistiese** paradigmatiese raamwerk aangepak. Die navorsingsontwerp volg 'n **KWALITATIEWE-KWANTITATIEWE** benadering wat die grondslag lê vir die toegepaste data-versamelingsmetodes wat in die studie toegepas word.

- **kaping,**
- **jeugdige,**
- **intelligensie,**
- **emosies,**
- **emosionele intelligensie,**
- **trauma,**
- **berading,**
- **oorlewende, (slagoffer)**
- **Bar-On EQ-i: YV™,**
- **gevallestudie**



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questionnaire price

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Chapter 1:

Introductory Orientation



(Retrieved from: <http://www.annerpino.com/2003/heart.jpg>)

"It is with the heart that one sees rightly; what is essential is invisible to the eye"-

- Antoinette De Saint-Exupéry (in Goleman, 1996)

1.1. INTRODUCTION

Different conceptualisations of emotional intelligence (EI) are rapidly receiving extensive recognition in various books, magazines, television programs and journals (Mayer & Salovey, 1997). This is not surprising, when one considers the insightful value that EI can contribute to our understanding of an individual within a changing society. Bar-On (2003), a pioneer in the field of EI and also known for coining the term “Emotional Quotient” (EQ) argues for the importance of studying human performance in the context of interpersonal relationships, at work and in coping with a variety of problems (trauma) that may present themselves in the day to day routine of one’s life. Chapter one sketches an outline of my intended study. I will briefly touch on specific aspects as they relate to my study, these will include: the description of particular concepts, problem statement, goal of the research, expected outcomes, motivation for the study, expected difficulties, my paradigmatic perspective and research design, data collection and analysis strategies, my role as researcher and the ethical considerations governed by it as well as the possible limitations that I anticipate. I have also recapitulated an outline of the chapters to follow. Bar-On (2003) argues that the essence of EI lies in the inquisitiveness of social scientists (like myself) to determine the elusive factor in the formulation of human performance. It is in this spirit that I would like to contribute further understanding to the allure that is human performance.

1.2. CONCEPTUALISATION

1.2.1. Emotional Intelligence

EI is the ability to perceive and identify emotions, to appraise them accurately and to express them appropriately in order to function effectively within a changing community (Bar-On, 2003; Ebersöhn & Eloff, 2003; Mayer & Salovey, 1997). This conceptualisation requires one to view intelligence in a different light, because EI assumes that intelligence is dynamic and that it might indeed serve as a positive indicator of success within work, family or personal relationships. This is in contrast to the traditional view of crystallised intelligence, as determined by standard intelligence (IQ) tests. A person blessed with the

ability to comprehend emotions and their meanings is able to understand the very nature of human beings (Salovey, Mayor & Caruso, 2005:159, 162).

Bar-On's definition of EI is grounded in his theoretical approach, which assumes that EI is a collection of non-cognitive capabilities, competencies and skills that influence one's understanding of the self, others and the environment. He accentuates the profundity of EI by highlighting the value that EI can contribute to our understanding of intelligence in terms of the emotional, personal, social and survival dimensions.

He views EI as a type of "common sense" ability that facilitates tactful and immediate interactions with one's surroundings. This infers that the less-cognitive part of intelligence focuses on the individual's ability to relate to people and adapt to the demands of their immediate setting (Bar-On in Maree, 2004:5). EI therefore promotes effective coping mechanisms by centring on the development of a variety of traits and abilities that are mostly related to emotional and social knowledge, which secures its role in models of well-being and adaptation. (Bar-On in Goleman, 2001; Emmerling & Goleman, 2003:13).

Salovey, Mayer and Caruso (2005:159) attempt to define EI in terms of a process that relates to one's ability to successfully manage emotion-laden information, thereby promoting focus-driven behaviour. Ebersöhn and Eloff (2003) elaborate on this point by suggesting that EI, in addition to other skills, relates to problem-solving abilities in the sense that it promotes one's ability to reason with and process emotion and emotion-related information. Developing EI should in turn promote the establishment of EI-related skills. A discussion of how EI can also be understood in terms of several conceptual frameworks that nuance various key concepts or principles of EI will follow.

1.2.1.1. Mayer and Salovey's model

The most well known theory as proposed by Mayer and Salovey (1990) suggests that the ability to perceive and understand emotions define a new variable in personality. These qualities are metaphorically grounded in four branches. The first branch relates to the *perception, appraisal and expression of emotion*, this construct refers to one's ability to identify, one's own physical states, feelings and thoughts and those of others

and to express them accurately by discriminating between “honest” versus “dishonest” expression of feelings. The second branch is that of *emotional facilitation and thinking* which describes one’s ability to prioritise thoughts by directing attention to important information and cautioning against emotions that can either be adversely generated to impede judgement or enhance the recognition of emotional states that could lead to problem solving, inductive reasoning and creativity.

The third branch involves the *understanding and analysis of emotions* as demonstrated by one’s ability to label and interpret complex emotions and to recognise the inter-play and transition amongst the words and the emotions themselves. The fourth branch incorporates the *reflective regulation of emotion* to promote both emotional and intellectual growth, this suggests that one should be open to feelings and be able to monitor and/or detach from emotions by moderating negative emotions and enhancing pleasant ones.

1.2.1.2. Bar-On’s model

The five main domains in Bar-On’s model are *intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood* (Bar-On, 1997). The Bar-On model demonstrates a higher correlation with traditional measures of personality than with intelligence (Bar-On in Emmerling and Goleman, 2003:9). The theoretical constructs adding to the refinement of the above-mentioned theoretical perspective are related to the dimensions of EI incorporated into the indices of the Bar-On Emotional Quotient Inventory: Youth Version™ (EQ:i YV™) (Bar-On 1997). The scales measure five main constructs, which are divided into related indicators as follows:

Table 1.1.: The Bar-On EQ-I: YV™ scales

1.	Intrapersonal:	Self-regard, emotional awareness, assertiveness, independence and self-actualisation.
2.	Interpersonal:	Empathy, social responsibility and interpersonal relationship.
3.	Stress Management:	Stress tolerance and impulse control.
4.	Adaptability:	Reality testing, flexibility and problem solving.
5.	General Mood:	Optimism and happiness.

(Adapted from Bar-On, 2003:15)

1.2.2. Hijacking

Hijacking has been identified as a persistent violent crime phenomenon both nationally and internationally, yet as Davis (2001) indicates and Macgregor, Schoeman and Stuart (2002) confirm, little empirical information exists regarding the experience of survivors and the consequences of hijacking on both the individual and societal level at large.

This appears rather anomalous, when one takes into consideration that hijacking has been identified as a priority crime in South Africa, particularly due to the extensive implications and consequences it elicits. The consequences include physical, psychological, financial and social difficulties (Du Toit, 2002:5; Macgregor *et al.*, 2002; Davis, 2001). The alarming statistics necessitates further investigation of the impact that hijacking induces on survivors and more importantly the active steps involved in managing the associated consequences.

Statistics (CIAC, 2005) reflect that 12 434 motor vehicle hijackings were reported in the whole of South Africa during 2005. Gauteng's motor vehicle hijacking statistics are the highest, with a total of 6902 motor vehicle hijackings occurring in 2005. This indicates that per day nearly nineteen motor vehicles were hijacked in 2005. Reported emotional experiences of hijacking survivors include amongst others disbelief, anger, anxiety, fear and heightened fright response, depression and anger directed at persons from other race groups (McGregor *et al.*, 2002; Davis, 2001).

It is evident that a hijacking experience is traumatic on many levels in particular the emotional level. The subsequent emotional trauma experienced by hijack survivors correlates directly to the constructs measured by the Bar-On EQ-i: YV™ questionnaire, specifically *Stress Management, Adaptability and General Mood*.

In an effort to promote the application of EI as a candid therapy tool in the construction of a therapeutic approach, the researchers (Macgregor *et al* 2002:35) also mention that non-pathological consequences of trauma are enhanced by the likelihood of sufficient social support and specific personality traits that include:

- having an internal locus of control and responsibility;

- accurate appraisal and effective emotional and cognitive coping skills;
- a coherent sense of personal identity;
- if he/she is able to find meaning in the experience or its outcome and
- the ability to positively alter his/her beliefs, attitudes and values.

Vehicle hijacking is defined as the forcible robbery from, or seizure of, a vehicle in transit. According to the AA Road Traffic Safety Foundation (in Nomoyi, 2002:132) hijackings mostly occur at traffic lights, stop streets and crossings. According to Nomoyi (2002:133) hijackers prefer to strike when the victim is in an environment that is considered safe and in which they have subsequently let their guard down. Hijacking holds the potential for serious injury, which includes the possibility of being taken hostage or in more extreme cases, murdered.

1.3. STATEMENT OF PURPOSE

The purpose of the proposed study is to explore the application of emotional intelligence (EI) incorporated in therapy to a vehicle hijack survivor.

1.4. RESEARCH QUESTIONS

1.4.1. Primary research question

What is the effect of the application of emotional intelligence incorporated in therapy to a vehicle hijack survivor?

1.4.2. Secondary research questions

In an effort to gain more insight, the following secondary questions are posed.

- What are the therapeutic needs of a hijack survivor?
- Are the current therapeutic interventions aimed at counselling hijack survivors addressing the needs?

- Would applying the concepts of emotional intelligence serve the needs of the hijack survivor?
- How does the client's emotional growth impact on his/her processing of the trauma?
- What possible implication does this study hold for the application of incident trauma therapy in South Africa?

1.5. GOAL OF RESEARCH

The aim of my research study is to explore the possibility of a significant relationship between the emotional reactions of an adolescent hijack survivor and the constructs of EI incorporated in therapy. The programme will be aimed at pointing out the advantages of being able to label emotions and to recognise the similarities and distinctions between the various emotions and their related meanings. The development of emotional intelligence related skills should contribute to the participant's sense of emotional awareness. Gaining greater insight into the personal meanings that may underlie a survivor's emotions will hopefully contribute to a greater acceptance and capacity to control them and in turn minimise interference with one's effective functioning.

1.6. EXPECTED OUTCOME OF THE STUDY

Although the phenomenon of hijacking has been discussed very briefly, it is hoped that the reader is able to recognise the necessity of developing a suitable therapeutic framework for both primary (preventative) and secondary (post) intervention. This personal realisation has motivated further exploration of current research to establish the viability of EI as a possible intervention technique for adolescent hijack survivors. Building on the current research will not only ensure pro-activeness, but also healthy mental functioning in the processing of hijacking as it relates to a specific form of trauma. It is my wish that the study will identify viable therapeutic interventions aimed at promoting emotional well-being for adolescent survivors of a vehicle hijacking.

1.7. RATIONALE AND THE GENERAL ORIENTATION OF THE STATEMENT OF PURPOSE

In 2004 I had the privilege of attending an informative and enlightening emotional intelligence quotient (EQ-i) workshop by the acclaimed Prof. Reuven Bar-On. The thought-provoking presentation on EI, specifically pertaining to success in the general settings of human performance (school, occupational and clinical), enthused a significant interest and passion for the possibilities that EI advocates.

Suffice it to say, it can be assumed that EI is a current and exciting theoretical development in human sciences. Undertaking the responsibility to study EI as it relates to a specific aspect (hijacking), is a unique and novel challenge.

Bar-On (1997) for whom I have great admiration, motivates me in my choice by urging that further research initiatives be undertaken to ensure that the impact of emotional and social intelligence on additional areas and/or aspects of human performance are studied. This statement provides me with decisive encouragement to pursue research in this stirring and vast field eagerly awaiting further exploration.

My choice of the dependent variable bears a slightly personal relevance. Having observed the traumatic impact of hijacking on acquaintances and having been a survivor of an attempted hijacking myself, it is not unusual to ponder the therapeutic possibilities involved in the processing of complex emotions experienced following traumatic incidents.

The rationale for my study is hereby evidently concluded. My motivation lies in scientifically establishing the applicability of an intervention program aimed at enhancing EI skills in the course of targeting the reported emotional responses of hijack survivors. After all, as Grinnell and Williams (in De Vos 1998:148) so eloquently remind me:

We change ourselves in the process of helping our clients to change and, in the process of changing ourselves, we change our profession – staffing it with people who not only want to help but know how to help.

1.8. ANTICIPATED DIFFICULTIES

I anticipate that some scepticism might ensue, especially when one considers the novelty of EI therapy with hijack survivors. This might bring into play several red tape areas that may demand research purposes and intentions to be clearly stipulated. This is of particular importance since the applicability of the planned interventions can only be determined once the study has been initiated. I expect to incur difficulties in procuring a client, since trauma survivors may be hesitant to expose themselves to an alternative therapy approach.

1.9. LOCATING MY PARADIGMATIC PERSPECTIVE

Vithal and Jansen (2003) suggest that a researcher locates his/her research by means of a theoretical framework that is aimed at describing a coherent explanation for an event. It is therefore necessary to clarify the lenses through which I will be shaping my perspective and approaching my research venture.

As a future educational psychologist and a dedicated interpretivist involved in the undertaking of understanding human behaviour, EI patently appeals to me. It is therefore evident that my passion aimed at grasping a specific concept should naturally guide my self-initiated choice for this research to be undertaken.

It is also of value to recognise my immense dedication to the paradigm shift that has taken place in psychology from a needs-based model to a positive psychology model (Seligman, 2005). The positive psychology model embraces and encourages EI as a positive indicator of human performance and resilience in contrast to the measurement of cognitive intelligence (IQ), which according to Wagner (in Bar-On, 2003) is a weak and limiting indicator.

Positive psychology recognises the building of strengths as potent weapons in addressing difficult challenges, by emphasising them as buffers against mental illness (Seligman, 2005:1, 5). This paradigm shift will be apparent in the terminology used throughout the study, for example the use of "*hijack survivor*" rather than "*hijack victim*". This distinction is aimed at instilling a sense of hope.

The paradigmatic perspective directing my approach is rooted in an interpretivistic epistemology, with traces of positivism. De Vos (2000) makes reference to both

inductive and deductive reasoning. Based on this, the predominant model of investigation necessitates an inductive mode, which allows for creative reasoning that may contribute to the current scientific knowledge base.

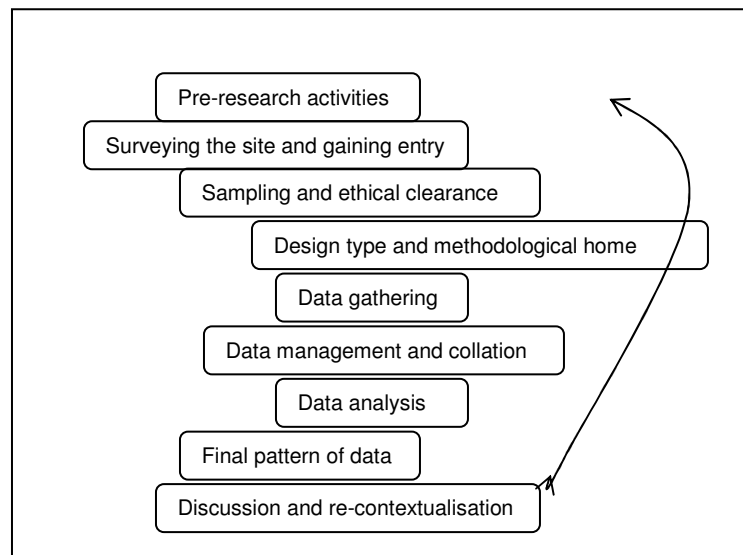
1.10. RESEARCH DESIGN

A research design is viewed as the guideline according to which the choice of data method (obtaining the data) is selected (De Vos 2000:82). McMillan and Schumacher (2001:36) suggest that a case study is the in depth investigation of a specific phenomena, activity, individual or group that is studied over a period of time. By making use of a case study, I hope to illuminate the application value of EI incorporated in therapy to a vehicle hijack survivor. I will limit my research to the investigation of an individual, namely an adolescent hijack survivor. Although, my initial research design is predominantly from a qualitative viewpoint, quantitative components will be utilised to secure triangulation.

De Vos (2002) is of the opinion that researchers are likely to gain from the advantages that both methods offer by implementing a QUAL-quan approach. Fouché and Delport (2002) concur that most authors would consciously and sometimes unconsciously make use of both approaches. Mouton and Marais (in De Vos, 2000) encourage social scientists to use a combination of quantitative and qualitative data methods since social phenomena are so integrated that a single approach will not suffice to grasp the complexity of the holistic nature of human beings. Creswell (in De Vos, 2000) distinguishes between three QUAL-quan models. The *dominant-less-dominant model* appeals to the relevance of the data collection plan suggested for this research study. This model encourages the dominant use of one paradigm, but also leaves room for a small component of data collection from an alternative paradigm. Creswell further motivates the use of both paradigms in ensuring the to and fro process of switching between inductive and deductive models of thinking, which should serve to increase the complexity of the design by accessing the advantages of both quantitative and qualitative models. Trochim (2001) agrees with Creswell (in De Vos, 2000) and adds that qualitative data can be assigned numerical values that can be manipulated to achieve greater insight into the meanings of data which could further assist the researcher in examining specific hypothesis.

To gain from using the multi-method strategy, the *Sequential Explanatory Strategy* will be mobilised to ensure that quantitative data will be collected during the first stretch, followed by a qualitative approach. The interpretation phase of the study will then allow for the integration of the two methods. Triangulation may be accomplished by implementing *time series research*, which promotes the practice of collecting the same content/data of one person over a period of time, which simplifies the process of searching for stability or change (Neuman, 1997). The research design is aimed at incorporating both quantitative and qualitative methods, thereby constituting a multi-method strategy.

Diagram 1.1.: The research design process to be followed:



(Henning, Van Rensburg & Smit, 2004:144)

1.10.1. Quantitative data collection methods.

The advantage of using a quantitative technique is that accurate and observable progress can be statistically demonstrated by means of comparison (Neuman, 1997). Quantitative data, such as the constructs of emotional intelligence will be statistically measured by means of the BarOn Emotional Quotient Inventory: Youth Version (EQ-i: YV) TM (Bar-On, 1997). The questionnaire will be incorporated at the initiation phase of the therapy and administered again at the conclusion of the therapy programme. The

pre- and post-results will be statistically compared, to indicate and validate an increase or decrease in the specific constructs as measured by the BarOn EQ-i: YV™ scales.

1.10.2. Qualitative data collection methods

A qualitative approach appeals to my interpretivistic personal nature and allows for a longitudinal, interpretive case study. A case study involves the in depth investigation of the unique characteristics of a programme, event, activity, individual or group that is gathered over a period of time (Neuman, 1997; McMillan & Schumacher, 2001)

1.10.3. Sources of data

The participant involved in the research process will be purposively sampled from a population by implementing non-probability sampling and more specifically purposive target sampling. Watters and Biernacki (in De Vos, 2000:199) describe this form of purposive sampling as a “purposeful, systematic method by which controlled lists of specified populations within geographical districts are developed and detailed plans are designed to recruit adequate numbers of cases within each of the targets”. The researcher will involve various trauma-centres situated in the Gauteng area to recruit a possible and available research participant.

This method of sampling demands that the researcher be flexible in the sampling process. For this reason, I decided to combine target sampling with purposive sampling so that the participant will be sampled from a population of adolescent hijack survivors that have received the necessary trauma debriefing. Trauma debriefing is presented within forty eight hours after the traumatic incident (Du Toit, 2002:90).

The family is an important source of data and should therefore be involved in the research process. They serve as character witnesses between therapy sessions and can share their experiences of the participant’s behaviour by means of the interviews and/or journal writing.

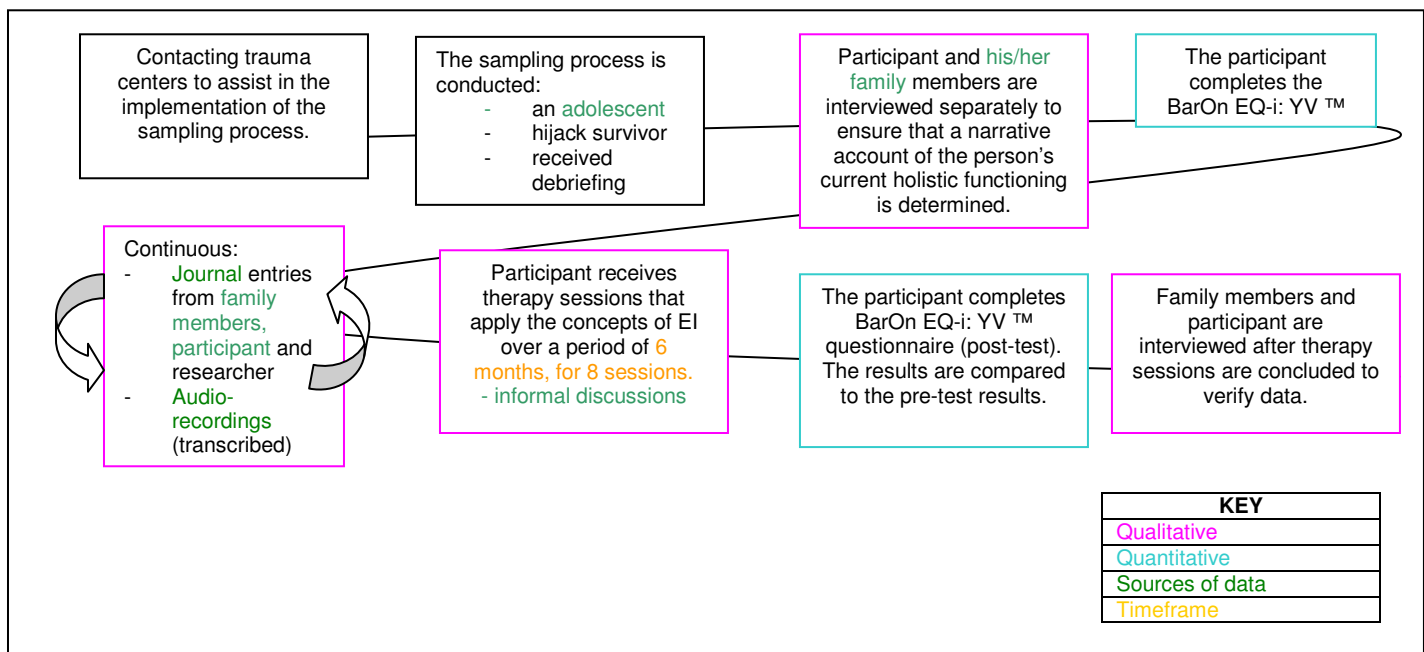
The participant will also be asked to keep a reflective journal in which to record and monitor his or her own progress. Research diaries are a valuable source for recording

pieces of reflection, short memo's, occasional observations or any assorted entries from which continuous interpretation and analysis can be drawn (Glaser & Strauss in Altrichter & Holly, 2005:25).

Therapy sessions with the client will be conducted in a relaxed atmosphere at a private office that will be central to both the client and the researcher. The duration of the sessions is planned for sixty minutes.

1.10.4. Multi-method research strategy

Diagram 1.2.: Multi-method data collection plan



(Compiled by author of this chapter)

1.11. PLANNING FOR DATA ANALYSIS

De Vos (2000:48) describes the data analysis stage as the “ponder-and-check stage”, because efforts are made to draw all the evidence that relates to the concept together. De Vos continues to provide general guidelines to analyse qualitative research.

A data-analysis method proposed by Huberman and Miles (in De Vos, 2000) highlights three linked sub-processes that may occur before, during and after data collection. The

main steps that can be followed in analysing and interpreting qualitative data are depicted below. These three steps correspond to the three steps suggested by Vithal and Jansen (2003).

1.11.1. Data reduction

The researcher should select a conceptual framework, research questions, cases and instruments to focus and discriminate the aim of the specific field of study from the potentially extensive data available (Vithal & Jansen, 2003; De Vos, 2000). Once the study is initiated, I intend to implement data reduction techniques in an effort to reduce data collected from these various sources: interviews; transcribed audio recordings; journals and the pre- and post-test of the BarOn EQ-i: YV™. This process will be simplified by means of:

- finding themes;
- clustering;
- forming categories;
- coding and
- writing stories

1.11.2. Conclusion drawing and verification

The last step in this process involves the interpretation of the data from which meaning can be generated. Strategies that will be employed to guide this process will be:

- comparison contrasting;
- noting of patterns and themes;
- clustering;
- use of metaphors;
- use of triangulation;
- looking for negative instances;
- following up surprises and
- checking the results with the participant.

1.12. ROLE OF THE RESEARCHER

During the research process the researcher's role is of implicit importance. The roles that I will take responsibility for are the following:

- to explain to the participant and his/her parent/s the purpose of the research and
- to obtain informed consent for his/her participation, including their consent to audio record the sessions and transcribe the data for analysis;
- to ensure that the facilities and the equipment are in good working order and the therapy room is comfortable;
- to create an atmosphere that speaks of warmth, where interruptions are limited;
- to ensure that sufficient opportunity is given to the participant to review the interpretation of the data to clear up any misunderstanding;
- to analyse and interpret the data and
- to adhere the ethical standards (ethical code) as specified by the Health Professions Council of South Africa (HPCSA).

1.13. ETHICAL CONSIDERATIONS

De Vos (2000:23) highlights the importance of considering ethical guidelines in the social sciences, and notes the unique ethical problems that might materialise in this field. He subsequently points out several pitfalls that I should try to avoid and offers necessary guidelines (Judd in De Vos, 2000:27):

- informed consent: a clear indication of the goal of the investigation, the procedures, advantages, disadvantages, the dangers to which the participant may be exposed to and the credibility of the researchers will be discussed with the participant and his/her parent/s;
- causing harm to the participant will be minimised as far as possible. Dane (in De Vos, 2000:25) emphasises the ethical obligation towards the participant to protect him/her against any form of physical or emotional harm. Emotional harm may often hold far-reaching consequences for participants and

- deception of participants involves disguising the real goal of the study, hiding the real function of the actions of the participants and hiding the experiences that the participant will have to go through

McMillan and Schumacher (2001) also suggest the following necessary ethical guidelines that I should implement:

- to respect the client's privacy;
- to make every effort in minimising the inaccurate interpretation of the data and
- to make known the results of the research to the participant and his/her parent/s.

1.14. ACKNOWLEDGING THE LIMITATIONS OF THE RESEARCH

Due to the nature of a case study it might be challenging to generalise the findings to the population. The extent of reactions that hijack survivors' display might be represented differently in the results. Another limitation might be the involvement of the family-members, in particular their willingness to participate. The participant may also neglect to maintain regular journal entries. The involvement of the participant for the period of six months is crucial for the completion of the study. If the participant is unable to be involved in the study, once the therapy process has been initiated, the research process is likely to be forfeited.

1.15. SUMMARY

1.15.1. Chapter 1: introductory orientation

Chapter one served to introduce the study by means of conceptualisation, forming a problem statement, identifying the purpose of the research, anticipating the possible outcomes and stating the rationale, anticipated difficulties, paradigmatic perspective, research design, data collection strategies, data analysis, the role of the researcher, ethical considerations, limitations and the outline of chapters to follow.

1.15.2. Chapter 2: conceptual framework - trauma and hijacking

Chapter two establishes a conceptual framework for the study by elaborating on the concepts of hijacking, trauma and trauma counselling.

1.15.3. Chapter 3: conceptual framework – emotional intelligence

Chapter three establishes a conceptual framework for the study by elaborating on the concept of emotional intelligence. A discussion of the various models and theories will follow, in addition to providing a clear description of the BarOn EQ:i: YV™ self-report questionnaire.

1.15.4. Chapter 4: research methodology

Chapter four describes the research process in detail, including the research design and methodology used in the study.

1.15.5. Chapter 5: research results

Chapter five presents an analysis, description and interpretation of the results.

1.15.6. Chapter 6: conclusion and recommendations

In chapter six the results will be summarised and appropriate conclusions will be drawn. Particular reference will be made to anticipated research endeavours.



Chapter 2:

Trauma and Hijacking



(Retrieved from: <http://www.sonaliandjim.net>)

The shock of any trauma, I think changes your life. It's more acute in the beginning and after a little time you settle back to what you were. However it leaves an indelible mark on your psyche.

- Alex Lifeson

2.1 INTRODUCTION

Hijacking is an invasive and confrontational traumatic event that impacts significantly on the survivor's bio-psychosocial functioning. The experience of trauma shatters assumptions held about oneself, others and the world. It brings with it a diverse set of consequences that threaten effective coping behaviour (Meischenbaum, 1994).

In an effort to understand the possible therapeutic value of emotional intelligence (EI), I will highlight the impact of trauma on a hijack survivor. Trauma counselling forms an integral part of the survivor's healing process and will be discussed in more detail.

2.1.1. TRAUMA

2.1.1.1. Defining trauma

"Trauma" is an overarching term that constitutes extreme events and actions that hold the potential to be life threatening or inflict serious injury (Meischenbaum, 1994). Cairns (2002) describes a traumatic event as follows:

Like all living organisms we generally have an inbuilt preference for survival; for most of their lifespan, living beings seem to endeavour to stay that way. When confronted with a situation which realistically appears to threaten our continued existence, we have an automatic response that greatly enhances our chances of coming out alive. This is known as the traumatic stress response, and the situations which provoke it are known as traumatic events.

The harmful and threatening nature of direct or indirect exposure to trauma demands extraordinary coping skills. The person's response may involve intense fear, helplessness or horror that impairs their sense of safety and security. In the long term trauma can influence affect, stress related behaviour, physiological functioning and mental health (Meischenbaum 1994).

2.1.1.2. Theories of trauma

Trauma is not an isolated phenomenon and involves a multitude of interrelated factors that influence the impact, response and management of traumatic events. Theories serve to emphasise a specific process, component or angle of a phenomenon, which subsequently contributes to a richer understanding of the concept.

Roos (2002:1) reviews three prominent theories of which the most significant aspects of each will be briefly discussed. The **biological theory** plays a vital role in both the initial response and continuing experience of trauma. Genetic factors influence an individual's predisposed tendency to manage psychosocial difficulties, whereas the nervous system interacts with the environment to stimulate a specific response. The **psychological system** focuses on an individual's interaction between themselves and society. Bernard and Krupat (1994) promote the **biopsychosocial theory**, which integrates the biological, physiological and psychological processes with personality and behaviour.

This theory stems from the **systems theory**, which acknowledges the influence of both internal (intrapersonal) and external (interpersonal) systems on human functioning. According to Bernard and Krupat (1994) trauma is bound to overthrow the homeostasis within the various systems, which in turn demands that balance be returned by means of either positive and/or negative feedback loops. Trauma therefore upsets the processes that regulate the status of the equilibrium necessary for healthy and optimal functioning.

2.1.1.3. Phases of the trauma experience

Trauma persists for a relatively long duration of time that extends beyond the onset incident. Generally it appears as though trauma occurs in three consecutive phases which unfolds as follows:

Table 2.1.: The phases of trauma

Phase	Description
Impact/shock	This phase initiates from when the trauma starts and can last up to two or three days. During this phase the person may appear

	emotionally numb, disoriented, confused, irrational and disorganised. The person may also suffer from uncontrollable physical or emotional reactions.
Recoil	This is a very critical phase for therapeutic intervention, most likely because the reality of the traumatic incident is becoming apparent. Clients may start to display strong emotions such as anger, sadness, guilt, regression and/or hyper vigilance.
Reintegration phase	Ideally, this phase should indicate the person's ability to live with the trauma as a memory that is no longer vivid and overwhelming. He/she is therefore able to return to a previous level of functioning in which they would hopefully have gained new insights from having survived trauma.

(Adapted from Lewis, 1999: 15)

Kübler-Ross (1997) proposed a model describing a pattern of phases, most or all of which people tend to go through after being faced with the tragedy of his/her own or a loved one's impending death. The phases stretch to include the process of loss, which potentially makes it applicable to the process of trauma.

Table 2.2.: Kübler-Ross's five phases of grief or bereavement

Phase	Description
Denial and isolation	When faced with the possibility of loss, the initial reaction is usually denial. This is a healthy response since it buffers the person against the shocking news and helps him/her search for alternative coping mechanisms to manage the overwhelming emotions. Denial may be conscious or unconscious
Anger	This phase is characterised by a high level of hostility, rage, resentment and anger. This anger can be directed towards: <ul style="list-style-type: none"> ▪ him/herself; ▪ the person blamed for the loss ▪ God, for allowing this to happen.
Bargaining	During this phase the person may engage in a bargaining process with God, making promises towards God by committing

	to good behaviour or good deeds. This is commonly referred to as “temporary truce”.
Depression	Once loss becomes a reality and the truth can not be avoided, depression may develop. The person may feel numb and experience underlying anger or sadness.
Acceptance	During this phase the person reconciles him/herself with the loss and although he/she may still not be happy, he/she arrives a peaceful resignation of the reality of the loss.

(Adapted from Kübler-Ross,

1997)

2.1.1.4. Types of trauma

Meichenbaum (1994) distinguishes between two different types of trauma, namely Type I and Type II. **Type I** trauma refers to a single, dangerous and overwhelming event. It is usually sudden and has a limited duration. Examples of this type include rape, shooting incidents, car accidents and earthquakes. Type I trauma is more likely to resemble symptoms of Post Traumatic Stress Disorder (PTSD) (Sadock & Sadock, 2003).

Type II trauma represents more chronic and repeated exposure to trauma, usually of human design. It is characterised by dissociation, long-standing interpersonal and personality difficulties for example denial, emotional numbing and withdrawal. Terrie (in Du Toit, Du Preez, Du Plessis & Du Toit, 2002:118) also distinguishes two types of trauma in children. Trauma I is characterised by detailed, etched-in memories, cognitive reappraisals and misconceptions of the event. The second type refers to a child’s (or person’s) ability to generate defence mechanisms and coping strategies to avoid ego injuries as reflected by denial, psychic numbing and/or repression.

Another notable differentiation that can be made is between short-term and long-term traumatic events. The first mentioned includes natural disasters, accidental manmade disasters and deliberately caused manmade disasters. Long-term traumatic events suggest more prolonged or repeated trauma. Although hijacking forms part of the ‘short

term traumatic event', Du Toit (2002:46) cautions that it is not uncommon for people to experience being hijacked more than once in their lives.

2.1.1.5. Effects of trauma

Charney and Goleman (in Goleman 1996:204) emphasise the universal and distressing impact of trauma as follows:

*It does not matter if it was the incessant terror of combat, torture or repeated abuse in childhood, or a one-time experience, like being trapped in a hurricane or nearly dying in an auto accident. All uncontrollable stress can have the same biological impact. The operative word is **uncontrollable**. The element of helplessness is what makes a given event subjectively overwhelming.*

Gilliland and James (1993) agree and also add that the extent to which the trauma influences the individual most likely depends on the degree of life threat, exposure to death, dying and destruction as well as the speed of onset. Other factors that may also influence the intensity of the trauma experience include the role of the person in the trauma, proportion of the community affected, duration of the trauma and the potential of reoccurrence. Another aspect that tends to influence the severity of symptoms experienced is the difference between human acts of trauma and natural acts of trauma. Human actions tend to increase the perception that one could have controlled or avoided the situation, thereby heightening the feelings of self-blame (Gilliland & James, 1993).

Researchers (Kleber in Drottskie, 2005:1; Macy, Barry & Noam 2003:19; Janoff-Bulman & Frieze in Davis, Lurigio & Skogan, 1997:154) agree that the following shattered assumptions contribute extensively to the experience of trauma:

- the belief in personal invulnerability;
- the view of the self as positive;
- the belief that the world is a meaningful and orderly place.

A child's assumptions may be: 'my parents won't let bad things happen to me', 'I am worthy' and 'life has meaning'. It is clear that survivors will differ in their response to trauma, which may be attributed to various pre-existing social, cultural and psychological factors such as personality structure and available support systems. It is however irrefutable that the experience of violence will most likely lead to changes within the individual that can range from feelings of vulnerability and helplessness to anger and denial (Du Toit, 2002:5).

The culmination of the various effects of trauma may potentially lead to the development of what Everly (in Du Toit, 2002:40) aptly described as the most severe and incapacitating form of human stress, namely Post Traumatic Stress Disorder (Sadock & Sadock, 2003). Selye (in Macy, Barry & Noam, 2003:12) proposes that the malfunctioning of the adaptation response from the body to a stressor prompts the development of PTSD (Sadock & Sadock, 2003).

A distinction should however be made between the diagnostic category of PTSD (Sadock & Sadock, 2003) and the symptoms that arise from the traumatic experience. Symptoms are a normal reaction to an abnormal event. It is only once specific sets of symptoms persist for a period of one month or more that the possibility of PTSD can be considered. The diagnostic criteria for PTSD (Sadock & Sadock, 2003:646; Du Toit, 2001:41 and) can be divided into three main symptom clusters, namely:

- Intrusive symptoms: form of repeated, unwanted and uncontrollable thoughts of trauma for example nightmares or flashbacks;
- Symptoms of avoidance: person attempts to reduce exposure to trauma-related aspects that may elicit memories of the event. These include: social withdrawal, emotional numbing and a loss of pleasure. Survivors tend to become emotionally paralysed in an attempt to avoid feelings that can make them feel vulnerable to further pain and
- Hyper-arousal: these are the physiological signs of increased arousal that refer to hyper vigilance or an increased startle response.

In response to a traumatic event, several emotions are experienced, these include: anger, anxiety, emotional fixation and loss. Other responses may reflect interpersonal

difficulties in which the individual may either push supportive people away or become overly dependent on them. Supportive networks are potentially powerful assets that contribute to trauma resolution and contact should be encouraged (Macy *et al.* 2003:19; Du Toit, 2002:50).

One of the responses strongly associated with traumatic experiences, is fear. Cairns (2002) suggests that anger and fear are both self-assertive emotions that could throw a person into his/her own resources and alienate him/her from others. She also proposed that for insecurely attached people, fear could be damaging to their already fragile social connectedness.

2.1.1.6. Trauma counselling models

Crisis intervention involves identifying failed coping skills from which the client can then be encouraged to seek more appropriate or alternative coping skills to replace inefficient ones (Roberts, 2005). Cairns (2002:102) suggests that the following three essential factors make recovery more likely. The first is establishing **safety and stability**, since the survivor cannot recover from trauma until he/she are clear of the events that threaten him/her. Traumatic stress is a social phenomenon, which potentially damages our capacity to relate to and understand others and our world. The second factor is therefore to **secure social networks with well-formed attachment relationships**. Even thinking about the trauma may raise the levels of stress hormones; **expression of what had happened** may therefore become very difficult, since the process of making a narrative out of a trauma can only take place once the person feels safe. The third factor therefore holds that when the person feels safe, he/she will release a little bit of memory through which to relive the incident safely without crossing the threshold into being overwhelmed by the totality of the original disintegrative experience.

Trauma models were developed to amongst others facilitate the development of these three factors. According to Saandoval (in Du Toit *et al.* 2002:119) a variety of trauma counselling models exist, yet they all seem to revolve around similar aspects. These include immediate intervention, listening to the facts, reflecting the victim's feelings and facilitating social support.

At this point it becomes necessary to make a distinction between the terms “trauma defusing” “debriefing” and “counselling”. Du Toit (2002:92-9102) suggest that defusing involves reassuring and calming a traumatised person at the scene of the crime. Debriefing on the other hand, occurs between twenty four and seventy two hours after the traumatic incident and serves as a form of immediate crisis intervention. Debriefing focuses on the following goals (Du Toit, 2002:93):

- Creating a safe place
- Reality testing: the traumatised person should be assured that their emotions and behaviour is normal in an abnormal situation.
- Re-establish control: debriefing should be focused on facilitating personal control over aspects of his/her life that give a feeling of hope.
- Cognitive redefinition: the person should start thinking in a more positive way. A cognitive structure is attached to the experience and the emotional release of reviewing it, increases a sense of achievement and distancing (Talbot in Du Toit, 2002:93)
- Prevention of PTSD.

Counselling reflects a therapeutic journey in which the client is able to work through the experienced feelings of trauma (Du Toit, 2002:90). It is helpful to enter a therapeutic relationship in an effort to resolve the trauma and not have it become a stumbling block. Through effective trauma therapy interventions, Hybels-Steer (in Drotskie, 2002:34) believes that there will be a light at the end of the tunnel.

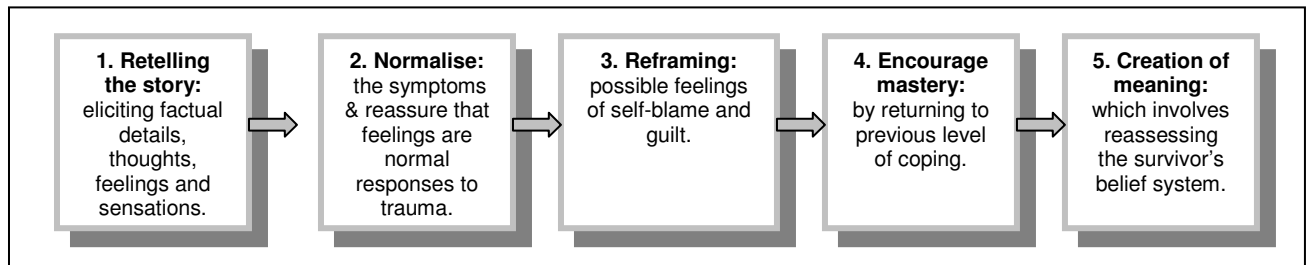
Lewis (1999:186) recommends that therapy should therefore be aimed at clearing any misconceptions, facilitating trust in others and addressing self-blame and possible guilt feelings. The therapeutic intervention should consequently be intended to understand the client’s feelings and to help them control it. Throughout the intervention, considerable notice should be paid to the possible development of PTSD symptoms (Sadock & Sadock, 2003) and a constructive effort should be made to combat it. These factors contribute to the development of several trauma counselling models and approaches, which will be briefly discussed.

(i) **Prout and Schwarz model:**

Prout and Schwarz (1991) suggested the counselling model represented in Diagram 2.1. It is based on the assumption that most forms of therapeutic intervention share the following common principles:

- supporting adaptive coping skills;
- normalising the abnormal;
- decreasing avoidance;
- changing attributions of meaning and
- facilitating integration of the self

Diagram 2.1.: Graphic representation of Prout and Schwarz's model of counselling.



(Adapted from Prout & Schwartz, 1991)

The first step is aimed at facilitating emotional catharsis, since sharing details of the traumatic event provides survivors with a sense of safety whilst at the same time reduces anxiety. Step two attempts to reassure the survivor that their response is a normal reaction to an abnormal event. Reframing self-blame or guilt demands that irrational thoughts be minimised and alternatives be explored. Throughout the trauma intervention, step five should be encouraged as a means of restoring the client's coping capacity by co-constructing action plans and activating possible support networks. The last step is optional and involves the incorporation of altered perceptions within the client's belief system.

(ii) Lewis model

Lewis (1999:187) applies trauma counselling according to three phases. The introductory phase focuses on establishing good rapport and a relationship of mutual trust. The second phase involves a discussion of thoughts and feelings, with the aim of facilitating solution-focused strategies. The third phase requires the therapist to gradually draw therapy sessions to an end.

(iii) Hybels-Steer model

The Hybels-Steer model (in Du Toit, 2002:36) views trauma counselling in terms of need fulfilment. After enduring a traumatic experience, the client or child may need to fulfil five needs before the trauma can be adequately resolved. These five needs include:

- Togetherness: the family may be required to spend more time together;
- Routine: uncertain times demand security and stability;
- Information: discussion of the trauma and possible responses;
- Reassurance: fear of trauma re-occurring should be addressed and
- Communication: listening with an empathetic ear proves to be helpful.

(iv) Herman model

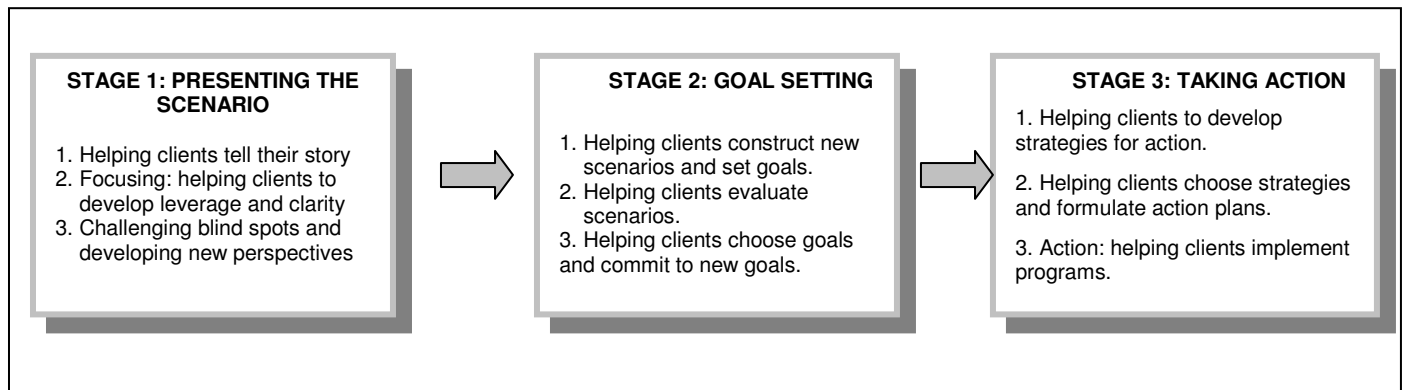
Herman (in Goleman, 1995:207) considers the effect that traumatic memories may exercise on brain functioning, which in turn may impact on learning. He made this connection to assert that relearning a more normal response to traumatising events may be adversely affected by an inability to learn.

He suggests that there are three stages to be completed in an effort to recover from trauma. The first stage appeals to the person/child's sense of safety and ensuring that he/she understands the experience of trauma symptoms. Secondly, he/she may be asked to remember details of the trauma, whilst the third stage brings about mourning and a re-establishment of a normal life.

(v) Egan model

Egan's (1998) model applies Rogerian principles to initiating and maintaining a therapeutic relationship. He encourages the use of various skills that range from listening, prompting, challenging and empathy to identifying the needs of the client.

Diagram 2.2.: Graphic representation of Egan's model of counselling:



(Adapted from Egan, 1998)

(vi) Emotion counselling

Greenberg (2002) emphasises an emotional approach to counselling. She suggests that people are constantly attempting to make sense of their emotions, which contributes to a person's ability to construct a sense of self. Once the foundation has been laid for construction of the self, self-organisation and explication of one's emotional experience can emerge. She believes that optimal adaptation demands an integration of both reason and emotion. Therefore therapy should be aimed at facilitating emotion-focused coping in an effort to create personal awareness, understanding and acceptance of an emotional experience.

Positive emotions also play an important role in both survival and adaptation. Earlier it was believed that negative emotions such as fear and anger can be important to activate the fight-or-flight survival instinct, more recently it was however established (Fredrickson, 2001) that where negative emotions tend to narrow focus, positive emotions for instance joy, interest and satisfaction tend to strategically enhance the thought-action range

during survival and adaptation. A wider focus enhances flexible problem solving, efficiency and creativity (Fredrickson, Isen, Derryberry & Tucker in Bar-On 2005a:46).

(vii) Brown, Schefflin and Hammond’s model

The counselling model that will predominantly be applied in this study is Brown, Schefflin and Hammond’s model (1998).

Table 2.3.: The three phases of treatment

Phase	Components
Stabilisation :	<ul style="list-style-type: none"> ▪ Establish safety and stability ▪ Learn about trauma ▪ Learn or relearn words for feelings.
Integration:	<ul style="list-style-type: none"> ▪ Control or manage physiological reactions ▪ Process the traumatic material ▪ Rebuild cognitive constructs
Adaptation:	<ul style="list-style-type: none"> ▪ Re-establish social connectedness ▪ Re-establish personal efficacy ▪ Accumulate restitutive experience.

(Adapted from Brown, Schefflin &

Hammond, 1998)

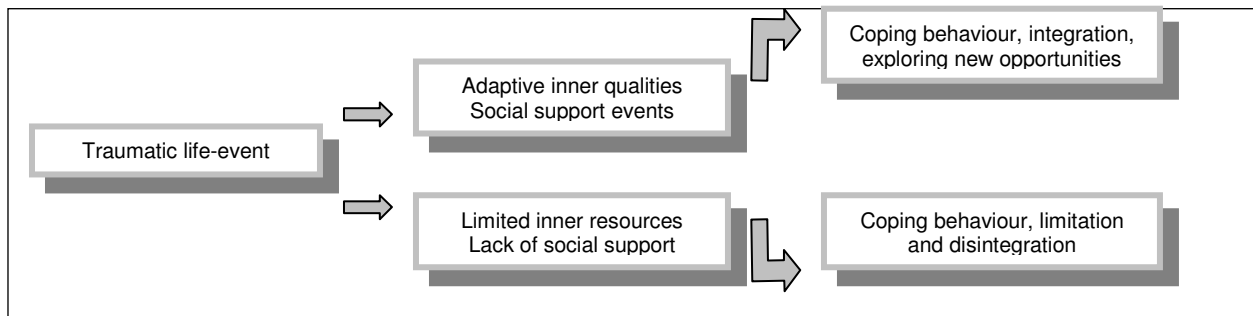
2.1.1.7. Coping with trauma

Part of understanding trauma counselling is to appreciate the concept of “coping”, since it relates to a person’s capacity to manage and come to terms with a traumatic incident. Kenardy (2000) offers a critical analysis of the effectiveness of current trauma debriefing methods. He makes mention of a study performed by Wesseley, Rose and Bisson (in Kenardy, 2000) that concluded that survivors of a traumatic incident may present different factors that could influence their level of recovery. These factors are suggested to be personality and specific coping styles. A person presenting a tendency to avoid rather than face emotionally distressing experiences is likely to display a poorer outcome after the trauma. Bernard and Krupat (1994) agree and add that coping with traumatic events demands effort and drawing upon past learned behaviour.

White (in Roos, 2002:7) identified three components of coping:

- the ability to gain and process new information;
- the ability to maintain control over one's emotions and
- the ability to move freely within one's environment.

Diagram 2.3: Coping behaviour of survivors of trauma



(Adapted from Newman & Newman, 1997)

The following three phases indicate trauma recovery: stabilisation, integration and adaptation (Cairns, 2002). It is hoped that those who have who have survived trauma are not only fully reunited with the flow of their lives once they have travelled through all the stages of this journey but are also positively transformed by it (Tedeschi and Calhoun in Cairns, 2002:104). Usually, survivors also experience a change of perspective and find that they are never the same again. According to Cairns (2002), this is not an uncommon experience, since extra-ordinary events stretch the personality to explore beyond its previous limits.

2.1.1.8. Adolescence¹ and trauma

Roos (2002:6) leans on Erikson's stages of development to support her understanding of trauma and the adolescent. Adolescents find themselves immersed in the process of establishing a role identity, which suggests that they are actively exploring new possibilities and roles. Their cognitive ability has matured and they are able to function

¹ The [World Health Organisation](http://www.who.int) (WHO) defines adolescence as the period of life between ten and nineteen years of age.

at an abstract level. These developmental processes hold significance for the adolescent's experience of trauma.

A well-integrated identity consists of an inner feeling of uniqueness and the ability to determine clear goals. Trauma places adolescents in a vulnerable position that may influence their capacity to integrate their identity. This experience therefore compels a person to develop a new interpersonal dimension that is able to incorporate their new role. If this is not achieved, it may lead to feelings of identity confusion, unhappiness and insecurity.

2.2.2. HIJACKING

2.2.2.1. Introduction

Hijacking is regarded as a critical-incident traumatic experience, which necessitates trauma-debriefing and counselling as proposed by Roos, Du Toit and Du Toit (2002). Hijacking is often not regarded as a separate phenomenon and is likely to be construed through the contemporary theory of PTSD (Roos *et al.*, 2002).

Researchers (Macgregor *et al.*, 2002) however made an attempt to differentiate hijacking from general trauma and endeavoured to determine whether the psychological responses of trauma survivors can be identified in terms of shared commonalities or whether a different stressor or particular stressful experiences, such as vehicle hijacking, might have specific syndromes of response. The recognition of hijacking as a distinct form of trauma demands an individualised and specific counselling method.

2.2.2.2. Defining “hijacking”

Louw (2002:1) defines the term “hijacking” as follows:

Car hijacking refers to an incident in which someone's vehicle (car, bakkie or van) was seized by force while they were present.

For the purposes of this study, the term “hijacking” is understood as the illegal seizure or attempted seizure of a vehicle through use of force or violence. The owner of the vehicle is in most cases inside or near the vehicle when the theft takes place. Hijacking is associated with physical threat or possible loss of life (Vorster, 1997:29)

2.2.2.3. Prevalence of hijacking

To provide the reader with a clear understanding of the occurrence of crime in South Africa, the following table has been included. There was a certain decrease in the overall crime level through 1996/97 followed by a steady increase with peaking high rates from 1998/99.

Table 2.4.: Overall crime rates: 1994/95 – 2001/02 (per 100,000 population)²

1994/05	1995/6	1996/7	1997/8	1998/99	1999/2000	2000/01	2001/02
5,224.0	5,195.6	5,003.8	5,045.8	5,217.9	5,456.4	5,653.0	5,571.0

(CIAC, 2005)

Although, the Crime Information Analysis Centre (CIAC, 2005) reports that motor vehicle hijackings have decreased with 25.1% from 1996 to 2005, hijacking is nonetheless regarded as a priority crime in South Africa, due to the extensive implications and consequences (physical, psychological, financial and social) it elicits. The reported statistics necessitates further investigation of the impact that hijacking induces on survivors and more importantly the active steps involved in managing the associated consequences.

Statistics (CIAC, 2005) reflect that 12 434 motor vehicle hijackings were reported in the whole of South Africa during 2005. Gauteng’s motor vehicle hijacking statistics are the highest, with a total of 6902 motor vehicle hijackings occurring in 2005. This indicates

²The total crime recorded per year is based on the following crimes: murder, attempted murder, robbery with aggravating circumstances, other robbery, rape, serious assault (grievous bodily harm, GBH) common, assault, housebreaking (business and residential premises), stock (livestock), theft, shoplifting, theft of motor vehicles, theft out of motor vehicles, other thefts, arson, malicious damage to property, all frauds, drug-related crime, driving under influence of alcohol or drugs, illegal possession of firearms or explosives, hijacking of cars or trucks, cash-in-transit robberies and bank robberies.

that per day nearly nineteen motor vehicles were hijacked in 2005. Gauteng's higher figures can most likely be attributed to it being a densely populated area and the financial and economic centre of the country (Louw, 2002).³

People who are most at risk are those between twenty six and forty years old, most probably because they appear more economically active. Louw (2002:2) also suggests that hijacking is more prevalent in suburban and affluent areas. Statistics (Louw, 2002) show that 45% of vehicle thefts occur in driveways and garages.

A research study by Zinn (2001) attempted to gain insight from the hijacker's perspective on the occurrence of hijacking. He concluded that 44.4.% of the survivors were left unharmed at the scene of the crime, 25.9% were taken with (kidnapped), 11.11% of the victims were shot and in 70.73% of the cases the survivors co-operated and the hijackers did not get angry or act aggressively. The majority of the hijackers (93%) would also rather shoot or physically harm the

targeted person than run the risk of getting caught. Once the target person had climbed outside his/her vehicle, 93% were held at gunpoint and 7% were physically overpowered or shot.

2.2.2.4. Consequences

Hijacking has been identified as a persistent violent crime phenomenon both nationally and internationally, yet as Davis (2001) indicates and Macgregor *et al.* (2002) confirm little empirical information exists regarding the experience of survivors and the consequences of hijacking on both the individual and society at large.

Goleman (1995:17-18) describes the neural functions involved with emotional regulation. He makes mention of Le Doux's (in Goleman, 1995:18) research which suggested that primitive and potent feelings tend to bypass the neo-cortex and move straight onto the amygdala, which explains why emotion can overwhelm rationality and why some emotional reactions and memories can be formed without any conscious, cognitive participation at all. He also suggests that the hippocampus is the storehouse of

³ Consult Appendix C and D for further crime statistics information

perceptual patterns. The memories that scare or thrill us are amongst the most indelible memories due to a higher amygdala arousal by norepinephrine and epinephrine release.

Davis and Theron (2001) investigated the costs and consequences that crime holds for the individual as well as the community as a whole. In her findings, Davis (2001) confirms my assumption that hijacking survivors are severely traumatised after the traumatic event. Davis subsequently divided the reactions of victims into four categories: emotional, cognitive, biological and behavioural.

An exploratory research study initiated by Macgregor *et al.* (2002) attempted to gain greater insight into this complex phenomenon. Their aim was unique in that no theories of a victim's experience of vehicle hijacking have been explicitly proposed. Both studies (Davis, 2001, Macgregor *et al.*, 2002) concur that feelings of shock, disbelief, confusion, helplessness, feeling of powerlessness and loss of control overwhelm survivors during a hijacking.

Davis (2001:8) adds that hijacking often contains as double element of fear, which includes loss of property but also fear of dying or being injured. She also suggests that fear may be another response to the trauma, since hijacking was committed by a stranger. It is however not the only social consequence to be dealt with and the survivor may also struggle with the loss of safety and security. Louw (2002:7) determined that most survivors of hijacking tend to avoid certain places and are likely to feel powerless. The following possible reported experiences of trauma are based on the study conducted by Davis (2001).

The trauma may reside in:

- depression;
- adjustment disorders;
- substance abuse;
- difficulties at work and interpersonal relationships;
- personality altering;
- anger;

- somatisation;
- sleep disorders;
- hostility;
- fear;
- phobic anxiety; ;
- avoidance and constriction of activities;
- heightened mistrust of others and
- a sense of disconnection from self and others.

2.2.2.5. Non-pathological consequences

The application of EI as a candid therapeutic strategy incorporated in therapy to a vehicle hijack survivor is motivated by Macgregor *et al.*'s (2002:35) notion that non-pathological consequences of trauma may be promoted by the improved development of the following:

- sufficient social support ;
- specific personality traits for example having an internal locus of control and responsibility;
- accurate appraisal and effective emotional and cognitive coping skills;
- a coherent sense of personal identity;
- if he/she is able to find meaning in the experience or its outcome and
- the ability to positively alter his/her beliefs, attitudes and values.

2.2.2.6. Victim complicity

Another meaningful research initiative piloted by Davis and Theron (2001:92) contributes to my understanding of a hijacking survivor. Their initiative was aimed at formulating a victim complicity typology that could add to the development of a theory and a subsequent classification system. The establishment of a victim compliancy theory generates a better understanding of possible reasons as to why a specific person would be targeted as a victim of a motor vehicle hijacking.

Davis and Theron (2001:98) presented the following categories of victim compliancy in a hijacking: totally innocent victims, victims who are largely innocent, partly innocent victims and victims who are largely responsible for being victimised. The categories are based on preventative or conscious actions performed to increase or decrease the likelihood of being hijacked. Unfortunately, little reference is made to personal characteristics that might have contributed to a victimology profile.

Zinn (2001) also mentions that in 55% of the cases, the reason for the targeted victim was irrelevant, but in 11% of the cases, it was due to the victim being an easy target and in 4% of the cases the owner of the vehicle owed the hijackers money. In 30% of the cases, the choice of victim was motivated by race. Zinn (2001:86) summarised this incidence as follows:

Their explanations varied from the fact that they hate all white people, white people had stolen the cattle of their forefathers, which now justifies them stealing from whites, white people have 'fancy' jobs and lots of money, to white people live outside of black areas and will therefore not easily trace the hijackers when they drive around in the black areas with the hijacked vehicle.

2.3. SUMMARY

Davis (2001:74) states that only 33.3% of the respondents in her study received psychological treatment directly after the hijacking. Louw (2002:6) reported similar findings with only 57% of hijack survivors seeking trauma support. Macgregor *et al.* (2002:34) lobby for the necessity of psychological services to deal with the effects of a hijacking experience to cater for the needs of traumatised individuals and families. The researchers encourage practitioners to grasp the full extent of reactions endured by hijacking survivors so that a treatment approach, which will meet the unique requirements of this particular traumatic experience, is met.

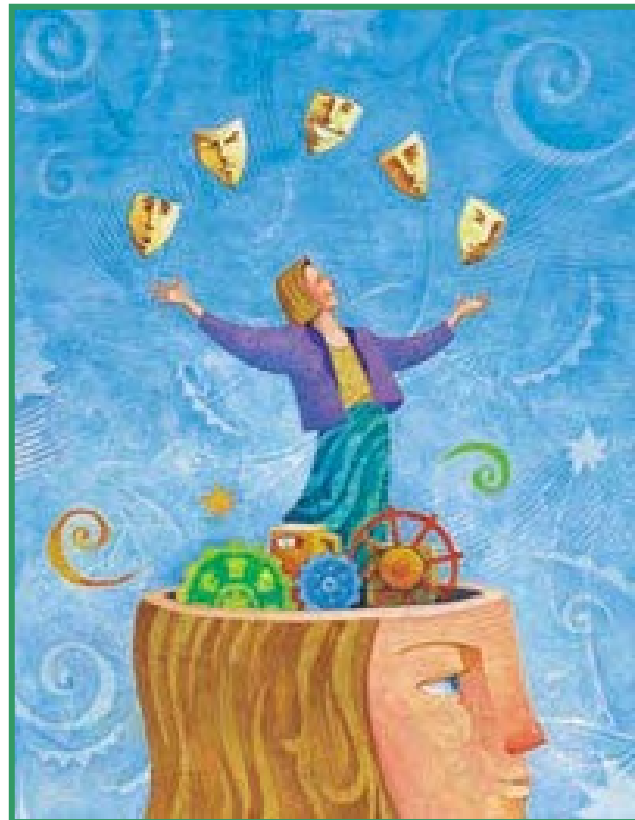
The phenomenon of hijacking has been discussed very briefly and concisely. It has hopefully served to implicate the necessity of developing a suitable therapeutic framework for both primary (preventative) and secondary (post) intervention.

In chapter three, the concepts of emotional intelligence (EI) will be discussed in an attempt to highlight it as a potentially viable and valuable strategy of trauma counselling.



Chapter 3:

Emotional Intelligence (EI)



(Retrieved from: www.vineyardmen.typepad.com)

*Out of the marriage of reason with affect there issues clarity with passion.
Reason without affect would be impotent, affect without reason would be
blind.*

- S.S. Tomkins (in Salovey, Mayer and Caruso, 2005:156)

3.1. INTRODUCTION

Emotional intelligence stemmed from the realisation that past and current models of intelligence could not entirely account for the subjective unpredictability of human nature. Throughout the development of intelligence models, researchers and theorists as far back as Darwin demonstrated a slight awareness of non-cognitive features. It was however only in the last decade of the twentieth century that the role of emotional thinking was articulated through comprehensive theories. The accelerated interest in emotions and thinking was not bound to the field of psychology, but also spurred on research in other sub-disciplines (Cherniss, 2000:2).

EI raised considerable interest from the general public, which lead Mayer (1999) to discern that EI has in fact become a product of two worlds. He thereby infers that EI is a concept that not only lends itself to the lay public but also to scientific circles as documented by newspapers, magazines, books and research articles (Bar-On, 2005:b41).

The acknowledgement of EI as a differentiated concept inspired researchers such as Bar-On, Salovey, Mayer and Goleman to initiate reliable and valid research endeavours in the hope of securing EI as a theory to be reckoned with (BarOn, 2005b; Salovey, Mayer & Caruso, 2005). Their efforts contributed to the development of, amongst others, three distinct models of EI that centre on eminent constructs. Each model is also supported by particular and quantifiable assessment measures such as Bar-On's EQ-I:YV™ self-report questionnaire. According to Bar-On (2005b:22) EI can be taught and learned, which is of specific value when one considers that the development of EI can promote the establishment of EI-related skills (Bar-On 2005b:22, De Klerk & Le Roux, 2003). Salovey (in EQ Today: 2001) is of the opinion that people have realised that there is more to life than cognitive intelligence and that emotions should no longer be viewed as perdition, but rather be recognised for the substantive value they add to life.

3.2. EMOTION

3.2.1. Defining the concept of “emotion”

Since my study is focused on generating an insightful understanding of the concept “**emotional intelligence**”, it should be relevant to provide a brief literary exploration of how the term “emotion” is construed by several theorists. Humans experience and employ a wide variety of emotions that mobilise and push them to respond to each other and to situations in particular ways. In an effort to

shed some light on this encompassing concept, diverse definitions and theories have been developed.

Emotion is a feeling comprising of physiological and behavioural (and possibly cognitive) reactions to internal and external stimuli (Carlson & Hatfield in Sternberg, 1998: 542). Social constructivists suggest that emotions are socially constructed and influenced by socialisation, cultural ideologies, beliefs and norms that shape the emotions that are to be experienced and how they are expressed. Turner and Stets (2005:3) also acknowledge the biological model and suggest that emotions emerge as the brain activates four body systems, namely the autonomic nervous system, the neuro-transmitter and neuro-active peptide system, the hormonal system and the muskeletal system. The latter interacts with all the other systems to generate observable emotional responses (Le Doux & Turner in Turner & Stets, 2005:4).

Smith and Lazarus (in Salovey & Mayer, 1990) view emotions as organised responses that cross the boundaries of various psychological subsystems, including the physiological, cognitive, motivational, and experiential systems. Mayer and Salovey (1990) adhere to this definition and add that emotions hold the potential to enrich personal and social interactions because of its adaptability. Schwartz and Clore (in Mayer, Caruso & Salovey, 1999) suggest that emotions track relationships and therefore convey meaning about the relationship. Bower (in Mayer *et al.*, 1999) elaborates that emotions tend to arise in response to a person's changing relationship, suggesting that when a person's relationship to a memory or association changes, the person's emotions will change as well.

Hatfield and Carlson (in Salovey, 2004:32) propose that an emotional experience consists of a subjective experience, followed by a physiological arousal, responded to by an expressive behaviour that results in a cognitive change. The study of emotion presents as a highly complex process, which may explain the existence of several prominent theories aimed at shedding further light on this intricate aspect of human functioning.

3.2.2. Prominent theories of “emotion”

Three dominant theories lead the scientific understanding of emotion. The *James-Lange* theory suggests that once an event in the environment has been perceived, it triggers psycho-physiological changes in the body that serve as the impetus for the particular emotion to be expressed. The *Cannon-Bard* theory holds that the brain is the impetus to emotion, specifically the hypothalamus and the amygdala; this has since been confirmed by other studies. Cognitive

approaches to understanding emotion include the *two-component* theory of emotion as proposed by Schachter and Singer (Sternberg, 1998), who suggested that one distinguishes an emotion from another strictly by how one labels the associated physiological awareness. Other theorists, such as Lazarus, believe that cognition precedes emotion (Sternberg, 1998:549-554).

3.3. INTELLIGENCE

3.3.1. Defining the concept of “intelligence”

Intelligence is an integrated term complying with various nuances within a proposed theory. According to Mayer *et al.* (1999) general intelligence therefore serves as an umbrella concept that incorporates a myriad of related mental abilities clustered together. Gottfredson (1997:13) and other prominent intelligence researchers have agreed to the following compiled definition of intelligence:

A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings - "catching on", "making sense" of things, or "figuring out" what to do.

Salovey and Mayer (1990) cite Wechsler's relatively concise conceptualisation of intelligence: *"the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment"*. Phares (1992) maintains that a universal definition of intelligence proves to be very challenging. He has subsequently classified attempts made to define intelligence into three distinct categories:

- definitions aimed at describing a person's adaptation to the environment and the ability to manage diverse situations;
- definitions focused on a person's ability to learn and
- definitions that concentrate on the function of abstract thought.

3.3.2. Prominent theories of Intelligence

Attempts made at defining the concept of intelligence are aimed at depicting and organising these various nuances into encompassing theories. A brief historic account of the development of

intelligence theories should suffice as an explanatory introduction intended to establish the relationship between intelligence and emotional **intelligence**.

The pursuit of theorists to understand the concept of “intelligence” can be traced back to as far as the nineteenth century. Prominent theorists, Galton and Binet considered the possibility of scientifically measuring and understanding intelligence. Others such as Spearman, Thurstone, Cattell, Sternberg and Gardner were set to follow in their footsteps (in Sternberg, 1998).

Spearman (in Sternberg, 1998) is well-known for inventing factor analysis. His theory proposes that intelligence can be understood in terms of both a single general factor (g) as generated by performance on all tests of mental ability and a specific factor (s) that constitutes performance on a single type of mental-ability test. Thurstone conversely concluded that intelligence cannot be narrowed down to a single factor, but rather seven factors that he fittingly named primary mental abilities. These abilities consist of verbal comprehension, verbal fluency, inductive reasoning, spatial visualisation, number, memory and perceptual speed.

Cattell (Sternberg, 1998:363-364) suggests that multiple factors of the mind should be dealt with according to a hierarchical model of intelligence. He divided general intelligence into two major sub-factors: fluid ability and crystallised ability. Fluid intelligence referred to the acquisition of new information or the grasping of new relations and abstractions with known information. Crystallised intelligence on the other hand indicated the level of knowledge a person has gained over their life span. Guilford developed a model of intelligence inspired by factor-analysis in which he identified 150 different factors of intelligence (Dworetzky, 1995:269)

Sternberg and Gardner constitute a more modern approach to intelligence. Gardner was one of the first theorists to reject the idea of a single type of intelligence and encouraged the notion of the existence of multiple intelligences, which he proceeded to refine into eight key varieties. These include: linguistic, mathematical-logical, spatial, bodily-kinaesthetic, musical, naturalist and interpersonal and intrapersonal intelligence (Goleman, 1995, Sternberg, 1998:370).

Intrapersonal and interpersonal intelligences bear relevance to EI in terms of their association with emotions. They establish the degree to which we understand ourselves and others in terms of emotions, behaviours and motives. Gardner (in Goleman, 1995:39) suggests that intrapersonal intelligence is the key to self-knowledge whilst interpersonal intelligence influences the way in which we respond to others. Mayer *et al.* (1999) suggested that a distinction could be made to separate social intelligence from EI. They offered that EI appears to be a broader concept because it does

not only reflect emotional reasoning within social relationships but also internal emotions that are necessary for personal growth.

Sternberg (1998:371-372) states that the theories that preceded him were not incorrect, but rather incomplete. He therefore emphasises the degree to which various aspects of intelligence can be reciprocal by means of his tri-archic model. According to the model, intelligence relies on three types of information processing components. These include meta-components (executive processes), performance-components (lower order processes) and knowledge-acquisition components used for learning how to solve problems. These three components influence three distinct aspects of intelligence, namely:

- Analytical abilities: used to analyse, evaluate, critique or judge;
- Creative abilities: used to create, invent, discover and imagine and
- Practical abilities: used to apply, utilise and implement ideas.

3.3.3. EI as a form of intelligence

EI is often understood as either being associated with IQ (intelligence score) or with other factors such as personality. This has given rise to a myriad of theories that have either rooted for EI to be viewed as a cognitive ability or as a combination of perceived abilities and traits (mixed models). Gibbs (1995) advocates the complementary value that each hold to enhance our understanding of human nature. Davidson (in Emmerling & Goleman, 2003:6) concurs and adds that mental life is a culmination of both cognition and emotion. Goleman (1995:28) agrees that we need to harmonize head and heart by using both our rational and our emotional minds to live well. Mayer and Salovey (in Finestone 2005:55) suggest that EI can be viewed as a bridging mechanism between the cognitive and emotional system

Discussion of the models of intelligence, especially Gardner's conceptualisation, leads one to consider whether EI is sufficiently differentiated enough to be regarded as an intelligence type. The concepts of EI after all overlap with various other fields for example social intelligence, personal intelligences, creative intelligence, practical intelligence and non-verbal perception skills. Keeping this in mind, Mayer *et al.* (1999) launched a comprehensive study in an attempt to demonstrate that EI could indeed be considered a type of intelligence.

Throughout their research incentive they compared EI with the criteria necessary for declaring a concept as a specific intelligence form. The following three criteria served to establish the relationship between EI and intelligence (Mayer, Caruso & Salovey, 1999):

- Conceptual criteria: intelligence must be differentiated into a set of measurable and quantifiable mental abilities and not simply reflect ways of behaving or non-intellectual attainments (Carroll, Mayer, Salovey and Scar in Mayer *et al.*, 1999);
- Correlation criteria: The abilities coming from the intelligence must form a related set, which infers that they must be inter correlated and must rise and fall as a group. Although the abilities must have a significant positive correlation to traditional intelligence, it must not be so highly correlated that they are just another indication of traditional intelligence and
- Developmental criteria: the abilities of intelligence should develop with age and experience.

Their findings supported the notion that EI is a separate and distinct intelligence form. Mayer and Salovey (in Finestone, 2005:55) constituted the following definition of EI from a cognitive perspective:

- Emotional perception and identification: the recognition of emotional information within an emotional system;
- Emotional facilitation of thoughts: utilising emotions to enhance the thought process;
- Emotional comprehension and emotional facilitation of thoughts aimed at problem-solving and
- Emotional management relating to the self and to others.

Bar-On (1996) defines emotional and social intelligence as *“a cross section of inter-related emotional and social competencies that determine how effectively we understand and express ourselves, understand and relate to others and cope with daily demands and pressures”*. Bar-On (2006a) discerns between emotional intelligence (EI) and emotional quotient (EQ). The EI term is used when he refers to the emotional intelligence construct. EQ on the other hand is used when it relates to a psychometric instrument that measures EI or to the numerical score obtained from an EQ instrument, such as the BarOn EQ:i: YV TM self-report questionnaire.

3.4. COGNITIVE AND EMOTIONAL DEVELOPMENT OF AN ADOLESCENT

3.4.1. Emotional development of an adolescent

The focus of my study involves an adolescent, which necessitates an understanding of the complex nature of this developmental stage in terms of their cognitive, social, emotional and identity development. According to Erikson (in Louw, van Ede & Louw 1998:429-435) the developmental tasks of adolescents centres on the consolidation of an identity, which is largely influenced by their physical appearance, cognitive ability, interpersonal relationships and contact with the wider social context. This stage therefore involves volatile changes that can strongly influence their sense of security and humanity. A crisis of identity is resolved once the adolescent has developed an acceptable and functional self-concept, which if not achieved will lead to role-confusion.

Adolescents are challenged to develop a philosophy and moral ideology as well as socially responsible behaviour to constitute their values and beliefs when entering adulthood. Adolescence presents an opportunity to explore interpersonal relationships, religion, politics and one's moral values. During this process adolescents may experience identity diffusion in which they find themselves committing to few goals whereas others may adopt a negative identity. Some may even dwell on searching for their identity as depicted by the term identity moratorium (Ackerman, 2001:104; Dworetzky, 1995:339). Van der Aardweg (in Parsons, 2005:27) probably explains this search for identity best when he acknowledges that some adolescents may try on one mask after the other in an attempt to find one that fits.

Richards and Larson's research (in Louw *et al.*, 1998:439) suggests that the adolescent is prone to experience more negative than positive emotional experiences. In comparison to younger children, adolescents tend to direct focus to themselves and are therefore more likely to experience a higher degree of complex emotions such as anxiety, guilt, embarrassment and shyness. As a compensatory measure they continue to develop their abstract and complex thoughts, which contribute to better insight into their own and others' emotions (Newman & Newman in Louw *et al.*, 1998:440).

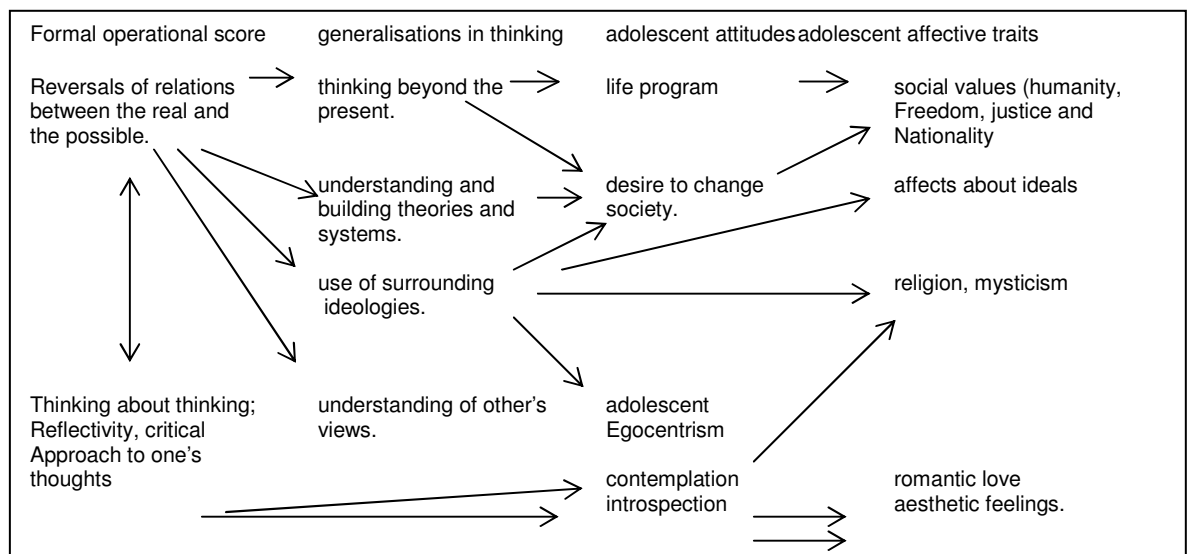
3.4.2. Cognitive development of an adolescent

Ackerman (2001:102-109) proposes that adolescence marks the development of cognitive skills such as abstract-logical reasoning, complex problem solving strategies and meta-cognition. According to Piaget (in Dworetzky, 1995:327) the formal operations stage ought to be reached during adolescence, which holds that the adolescent should be able to employ abstract-logical reasoning and more specifically be able to distinguish the hypothetical from the real. Dusek (in Louw *et al.* 1998:472) believes that formal-operational thoughts enable an adolescent to interpret their social environment differently, which in turn influences the development of their morality and values. Cognitive development during adolescence is therefore easily influenced by factors relating to social, physical and emotional development.

Kramer, Kahlbaugh and Goldstone (in Louw *et al.*, 1998:422) are convinced that adolescents tend to base their decisions on absolute thoughts, which infers that they may believe that:

- the world is stable and that changes are influenced by external events;
- that they can categorise things according to fixed characteristics and
- they have little control over environmental influences.

Diagram 3.1.: Model relating formal operations to the characteristics of adolescence



Blasi and Hoeffel (in Dworetzky, 1995: 327)

3.5. EMOTIONAL INTELLIGENCE (EI)

3.5.1. Historic development of EI

Goleman is recognised as one of the first authors to have introduced the lay public to EI as evidenced by his bestseller novel. The popularity and swiftness with which EI entered the realm of awareness testifies to the significant interest it generated from both the public and scientific circles (Bar-On, 2005a:43). Cherniss (2000:2) nonetheless advocates that even though EI has been popularised, it is nonetheless rooted in a firm scientific foundation that originated from as early on as the nineteenth century (Bar-On 2005a:41).

Traces of EI can be found in Darwin's work as substantiated by his belief that survival and adaptation depends heavily on emotional awareness and expression. Theorists involved in the development of intelligence models grew increasingly aware of the role that emotion plays in cognition. Their responsiveness towards catering for this realisation becomes apparent through, amongst others, Thorndike and Wechsler's work. Wechsler followed through on this realisation by designing non-cognitive features (comprehension and picture arrangement) to be included in his intelligence test (Bar-On, 2005a:42). Goleman (1995:42) cites Thorndike's interpretation of intelligence in which he suggested that intelligence was dependent on one's ability to understand others and interact with them in a socially acceptable manner. Howard Gardner's influential model of multiple intelligences, especially the intrapersonal and interpersonal constructs, also contributed significantly to the growing interest of EI in psychology (Goleman, 2001).

Bar-On (2005a:44) believes that the humanistic progression played a role in facilitating the paradigmatic shift away from pathology to focusing on the positive well being of individuals. Kelly, Frankl, Rogers, Allport, Maslow, Rötter and Cantor are only some of the pioneers responsible for advancing concepts such as self-actualisation, social intelligence, interpersonal behaviour and holism (Zirkle in Bar-On, 2005a:44; Meyer, Moore & Viljoen, 2000). The acceptance of these concepts enhanced further growth opportunities for EI.

3.5.2. Definitions of EI

Goleman borrowed Aristotle's (in Goleman, 1995:ix) wise words to introduce the concept of EI and I thought it well to follow suit:

Anyone can become angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – that is not easy

Aristotle touched on the basic conceptualisation of EI, which has since been refined into multiple definitions that adhere to specific theoretical models. The common element shared between these definitions is however the notion that although the rational brain processes most of the stimuli, it is not necessarily the single driver of the system (Pert in EQ Today, 2001). This leads one to ponder the role of EI and how it is understood and applied by the various models. A brief exploration of the three main models will hopefully provide some insight into defining the self-controlled behaviour described by Aristotle.

3.5.2.1. Bar-On's definition of EI

Bar-On's (in Maree, 2004) definition of EI is grounded in his theoretical approach, which assumes that EI is a collection of non-cognitive capabilities, competencies and skills that influence one's understanding of the self, others and the environment. He accentuates the profundity of EI by highlighting the value that EI can contribute to our understanding of intelligence in terms of the emotional, personal, social and survival dimensions. This definition reflects my understanding of EI and serves as a working definition for the proposed study.

He views EI as a type of "common sense" ability that facilitates tactful and immediate interactions with one's surroundings. This infers that the **less-cognitive** part of intelligence focuses on the individual's ability to relate to people and adapt to the demands of their immediate setting (in Maree, 2004:5). EI therefore promotes effective coping mechanisms by centring on the development of a variety of traits and abilities that are mostly related to emotional and social knowledge, which secures its role in models of well-being and adaptation. (Emmerling & Goleman, 2003:13; Bar-On in Goleman, 2001).

3.5.2.2. Goleman's definition of EI

Goleman (1996:34) describes EI as the ability to apply self-motivation during difficult and challenging situations; to manage impulses and delay instant gratification; to prevent intrusive and stressful thoughts from altering your train of thought; to adjust one's mood and to demonstrate a sense of hope and empathy. He views EI as a principal aptitude with the potential to enhance or interfere with their effectiveness. Goleman's use of the term "character" when describing EI

suggests that he views EI as a comprehensive term that includes traits, values, personality and motivation (Matthews, Zeidner & Roberts, 2002).

Emmerling and Goleman (2003:16) suggest that EI can be defined according to four major domains namely: self awareness, self management, social awareness and relationship management. Goleman's main focus is the development of EI-competence within the workplace.

3.5.2.3. Salovey and Mayer's definition of EI

Salovey and Mayer's original model identified EI as the ability to monitor one's own and other's emotions, to discriminate among them, and to use this information to guide one's thinking and action. They then proceeded to elaborate on this definition and have since defined EI as the ability to accurately perceive, appraise and express emotion; the ability to access and generate feelings when they facilitate thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer & Salovey in Sternberg, 1998:545; Caruso, 2004:6). This strongly supports their attempt to formulate EI according to a model of intelligence (Emmerling & Goleman, 2003:14).

The four clusters of emotion-related skills/branches can therefore be grouped together as follows:

- perceiving emotions;
- using emotions to facilitate thought;
- understanding emotions and
- managing emotions to enhance personal growth and social relations.

This definition proposes a set of skills that are hierarchical in nature where emotional management is at the top and the other three branches serve a supportive function. The second branch involves using emotions to improve reasoning, whereas the other branches in turn involve reasoning about emotion (Salovey, 2004:33).

3.6. THEORIES AND MODELS BASED ON EI CONSTRUCTS

Various proponents of EI theories and models share different views of the relationship between EI and intelligence, as depicted by their specific theoretical models. Mayer, Salovey and Caruso (in Goleman, 2001) distinguish "pure/ability" models from "non-cognitive/mixed" models. Ability models are firmly rooted in the belief that EI is strongly related to cognitive aptitudes. Mixed models combine an assortment of abilities, behaviours and the role of personality attributes. Emmerling

and Goleman (2003:9-11) argue that although a diverse selection of EI models exists, they all nonetheless aim to provide a better understanding of the skills, traits and abilities involved in EI. They also urge researchers to view opposing theoretical viewpoints not as a weakness in the EI paradigm, but rather as evidence of the vigour existing in the field.

3.6.1. Bar-On's model of EI

The five main domains in his model are *intrapersonal skills*, *interpersonal skills*, *adaptability*, *stress management*, and *general mood* (Bar-On, 1997). The Bar-On model demonstrates a higher correlation with traditional measures of personality than with intelligence (Bar-On in Emmerling and Goleman, 2003:9). The Emotional Quotient Inventory (EQ-I™) assesses five broad subtypes of EI as depicted in the table below.

Table 3.1.: The Bar-On model of EI

<i>Intrapersonal: Self awareness and self expression</i>	
Self-regard	To accurately perceive, understand and accept oneself.
Emotional self-awareness	To be aware of and understand one's emotions.
Assertiveness	To effectively and constructively express one's emotions.
Independence	To be self reliant and free of emotional dependency on others.
Self-actualisation	To strive to achieve personal goals and actualize one's potential.
<i>Interpersonal: social awareness and interpersonal relationship</i>	
Empathy	To be aware of and understand how others feel.
Social responsibility	To identify with one's social group and co-operate with others.
Interpersonal relationship	To establish mutually satisfying relationships and relate well with others.
<i>Stress Management: emotional management and regulation</i>	
Stress tolerance	To effectively and constructively manage emotions.
Impulse control	To effectively and constructively control emotions.
<i>Adaptability: change management</i>	
Reality testing	To objectively validate one's feelings and thinking with external reality.
Flexibility	To adapt and adjust one's feelings and thinking to new situations.
Problem-solving	To effectively solve problems of a personal and interpersonal nature.
<i>General mood</i>	
Optimism	To be positive and look at the brighter side of life.
Happiness	To feel content with oneself others and life in general.

(Bar-On, 2005a: 62)



3.6.2. Goleman’s model of EI

Goleman (2001) developed a theory of performance in terms of personal effectiveness and leadership based on his EI model. Goleman therefore views EI as skills and competencies aimed at promoting managerial performance (Bar-On 2005b).

Table 3.2.: Goleman’s model of EI

Personal skills	Social Skills
<ul style="list-style-type: none"> • Awareness of self <ul style="list-style-type: none"> ○ Emotional awareness ○ Accurate self-assessment ○ Self confidence 	<ul style="list-style-type: none"> • Empathy <ul style="list-style-type: none"> ○ Understanding others ○ Develop others ○ Service oriented ○ Encouragement of diversity ○ Political awareness
<ul style="list-style-type: none"> • Self control <ul style="list-style-type: none"> ○ Self control ○ Trustworthiness ○ Dutiful ○ Adaptability ○ Innovation 	<ul style="list-style-type: none"> • Social Skills <ul style="list-style-type: none"> ○ Influence ○ Communication ○ Conflict management ○ Leadership ○ Adjustment with change ○ Building networks ○ Co-operation ○ Co-operation as group
<ul style="list-style-type: none"> • Motivation <ul style="list-style-type: none"> ○ Drive to succeed ○ Dedication ○ Initiative ○ Optimism 	

(Goleman in Finestone, 2005: 58)

3.6.3. Salovey and Mayer’s model of EI

Bar-On (in EQ Today, 2001) suggests that Salovey and Mayer’s model is similar to his own in terms of assuming cognitive schemata to empirically establish that EI is not a personality construct but one of intelligence. Salovey and Mayer’s model differs in terms of identifying a set of emotional abilities that relate to the potential for behaviour, whereas Bar-On focuses more on the emotional and social functioning of behaviour. Mayer and Salovey’s model (in Goleman, 2001) is competency based consisting of both affective and cognitive skills and abilities that do not overlap with abilities measured by traditional intelligence tests.

Table 3.3.: The Salovey-Mayer model

Branch	Related abilities:
Branch 1: perceiving emotions	Ability to: <ul style="list-style-type: none"> • Identify emotion in our physical and psychological situations. • Identify emotions in other people. • Express emotions accurately and express needs related to them. • Discriminate between accurate/honest and inaccurate dishonest feelings.
Branch 2: using emotions to facilitate thought	Ability to: <ul style="list-style-type: none"> • Redirect and prioritise thinking on the basis of associated feelings. • Generate emotions to facilitate judgement and memory. • Capitalise on mood changes to appreciate multiple points of view. • Use emotional states to facilitate problem solving and creativity.
Branch 3: understanding emotions	Ability to: <ul style="list-style-type: none"> • Understand the relationships among various emotions. • Perceive the causes and consequences of emotions. • Understand complex feelings, emotional blends and contradictory states. • Understand transition among emotions.
Branch 4: Managing emotions	Ability to: <ul style="list-style-type: none"> • Be open to feelings, both pleasant and unpleasant. • Monitor and reflect on emotions • Engage, prolong or detach from an emotional status. • Manage emotions in oneself. • Manage emotions in others.

(Salovey, 2004: 35)

3.7. THE ASSESSMENT OF EI

Emmerling and Goleman (2003:24) acknowledge the controversy surrounding the use of psychometric measures to qualify the experiences and abilities of individuals. For the purposes of this study, the EQ-i: YV™ (Emotional Quotient Inventory: Youth Version) self-report questionnaire will be used. The application of the Bar-On EQ-i: YV™ (Bar-On, 1997) instrument will hopefully be justified by the following discussion, thereby adding to the significance that it can hold for furthering our understanding of EI constructs.

3.7.1. Description of the EQ-i: YV™

The first emerging measure of EI to be peer reviewed and published was Bar-On's EQ-i™ assessment instrument, which was developed and refined over a period of seventeen years. Bar-On (2005a:49) describes his instrument as a robustly reliable and valid measure of the EI constructs he proposed in his model of emotional and social intelligence. From the several research studies aimed at delving into the concept of EI, stems the development of the youth version of the EQ-i™, namely the EQ-i: YV™. In accordance with Bar-On's model of EI, it also aims to assess the ability to adjust to changing environmental situations, regulate emotions and understand oneself and others. This emphasises the therapeutic and extended value the assessment of EI can contribute to the development of EI related skills. (Bar-On & Parker, 2000).

The EQ-i: YV™ (Bar-On & Parker, 2000) includes the following scales based on the various EI components:

- Total Emotional Intelligence: overarches the assessment of interpersonal, intrapersonal, adaptability and stress management skills;
- Positive Impression: identifies individuals that aim to create a better, but inaccurate, impression of themselves;
- Inconsistency Index: enables one to search for inconsistent answering styles and
- General mood

3.7.2. The development of the EQ-i: YV™

The instrument is in the form of a self-report measure aimed at estimating underlying emotional-social intelligence. This instrument contains sixty brief items and employs a four-point Likert-type response scale, which ranges from 'very seldom true of me', 'seldom true of me', 'often true of me' and 'almost always true of me'. A self-report scale infers that the individual will select one of the latter options as an accurate description of themselves when completing items on the test.

The psychometric constituents of the EQ-i:YV™ self-report questionnaire attempt to cater for the diverse nature of EI in an effort to develop a valid and reliable assessment measure. These characteristics include (Bar-On & Parker, 2000):

- a large normative sample;
- positive impression scale;
- correction factor;



- inconsistency index;
- appropriate gender and age norms;
- multi-dimensional EI scales and
- easy administration, scoring and profile drawing

3.7.3. Standardisation of the EQ-i: YV™

The EQ-i:YV™ self-report questionnaire has been standardised for use with youth between the ages of seven and eighteen, with four different age specific norm groups. Standardisation infers that the assessment measure has been applied to a representative sample of individuals to ensure that consistency is reached in the application, scoring and interpretation of the measure.

3.7.4. Validity of the EQ-i: YV™

Bar-On (2005b:10) has lead several research studies aimed at establishing his model of EI, as a valid and reliable construct. Bar-On's efforts confirmed that the EQ-i™ self-report questionnaire does not overlap with cognitive intelligence or personality tests with more than twenty percent. In addition, Cherniss (2000:9) confirms that research in the field of EI and the measures designed to assess it have established that EI can be regarded as a distinct entity. The EQ-i: YV™ self-report questionnaire should therefore adhere to this conclusion by ensuring that its various components also prove to be valid and reliable.

According to Bar-On (2006b) EQ has an average predictive validity coefficient of .59. These studies and this figure relate to performance in general and not just occupational performance. The studies conducted to establish this figure were focused on different types of human performance, including occupational performance, educational performance and performance in dealing with physical and psychological health. Findings from these and other studies conducted by Bar-On holds that EQ accounts for about five or six times more variance than IQ when explaining career or job performance.

Factor analysis of the interpersonal, intrapersonal, stress management and adaptability factor structures established that the EQ-i: YV™'s scales correlate with the measurements of similar or related constructs. Bar-On and Parker (2000) can therefore assert that the scale structure of the EQ-i: YV™ has been statistically proven to be both empirically and theoretically appropriate. I will make use of the South African norm tables of the EQ-i: YV™.

3.7.5. The reliability of the EQ-i

3.7.5.1. Internal reliability

By means of a research study, Bar-On and Parker (2000) established that the Cronbach alpha-coefficients of a North American population sample ranged from 0.67-0.90, thereby indicating that all the items of a specific scale measured the same construct. The results of this study can be generalised to include other sample groups, which in turn ensures that the internal reliability is maintained.

3.7.5.2. Average between-items correlations

The North American study also established that items of a specific scale consistently measure the same construct. This was indicated by the between-items correlations of the gender and age groups. These findings support the internal stability of the various scales included in the EQ-I:YV™ (Bar-On & Parker, 2000)

3.7.5.3. Test-retest reliability

Test-retest reliability refers to the temporary stability of a response. Once again the North American population sample delivered reliability coefficients that ranged from between 0.77-0.89 which enhances the internal reliability of the EQ-i: YV™ (Bar-On & Parker, 2000)

3.7.6. The relevance and use of the EQ-i

Bar-On's development of the EQ-i™ originated from within a clinical context (Cherniss, 2000:8). From this it can be deduced that the use of the Bar-On EQ-i: YV™ (Bar-On & Parker 2000) can be applied to a therapeutic and clinical context to facilitate the following incentives:

- providing the therapist with information concerning the youths general emotional functioning;
- the identification of areas that demand further inquiry;
- the formulation of clear, therapeutic goals and
- helpful in determining the termination of therapy and establishing whether the therapeutic intervention was successful or not.

3.8. EMOTIONAL WELLNESS

Jahoda (in Bar-On 2005a:46) is renowned for her contribution to studying optimal well-being. She subsequently identified six factorial clusters that appear to represent components of positive mental health. Bar-On (2005a:46) proposes that the factors of well-being will most likely be related to EI competencies and skills, these include:

- accurate self-appraisal and acceptance;
- personal growth and development of self-actualisation;
- personality integration and stability;
- autonomy;
- perception of acceptance in reality and
- effective functioning, problem solving and adaptation.

Bar-On (2005b:12) believes that optimism is an important indicator of emotionally and socially intelligent behaviour. He has also managed to determine the various skills and competencies that facilitate psychological health and decrease feelings of anxiety. Anxiety is related to an inability to achieve goals and lead a purposeful life. A person, who is psychologically well, should obtain higher scores on the following scales and will most likely demonstrate the following characteristics.

Table 3.4.: Characteristics of a psychologically well person

Scale	Characteristics
Intrapersonal Scale	Understanding his/her emotions and expressing and communicating emotions to others.
Interpersonal Scale	Showing good interpersonal relationships and being a good listener who can understand and appreciate others' feelings.
Adaptability Scale	Being flexible, realistic and managing change. Demonstrating positive management mechanisms with day-to-day problems.
Stress Management Scale	Remaining calm under pressure. Not behaving impulsively or reacting with emotional explosions.
Total EI Scale	Effectively managing daily challenges and being generally happy.
General Mood Scale	Being optimistic and exhibiting a positive outlook on life.
Positive Impression Scale	May attempt to create an exaggerated positive self-impression.
Inconsistency Scale	Inconsistencies are present. The individual may have misunderstood the questions or answered in a careless way.

(Bar-On, 2005b)



3.9. SUMMARY

EI is a comprehensive and integrative term that holds valuable therapeutic stature at a global level. The various components of EI, definitions and theories were discussed, which contributed to an enhanced understanding of EI. The role of EI in the development of an adolescent was briefly touched on in an effort to increase the relevance and applicability of EI to this particular age group. EI was also strongly correlated with well being which adds to the assumption that EI may serve a valuable purpose in therapy. Theoretically, the inter-relatedness between EI and a therapeutic programme to address the management of hijacking to an adolescent survivor seem possible, especially since both trauma and EI are firmly rooted in the understanding, management and expression of emotion, a skill that is often depleted after a traumatic event. In chapter four I will discuss the research design intended for collecting data in an effort to present valid and reliable research findings.

Chapter 4

Research design



(Retrieved from: www.artbywicks.com)

Research is systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena

- Kerlinger, 1973.

4.1. INTRODUCTION

Alrichter and Holly (2005:25) describe research as a process that entails making connections between data and understanding them. Kerlinger (in Van der Merwe, 1996:297; 289) adds to their concise definition by suggesting that research is a set of interrelated constructs, definitions and propositions that present a systematic view of phenomena by specifying relations among variables. Research therefore serves the purpose of explaining and predicting phenomena.

Research is an intricate process requiring a systematic plan. The value of an emergent plan with a strong logic is often preferred above one that is too finely articulated and specific; lacking logic or coherence. Emergent plans also create room for flexibility. The researchers further reassure that very few inquiries develop according to the original plan but add that without such a plan few inquiries would have developed at all (Henning, van Rensburg & Smit, 2004).

A qualitative, descriptive and explorative research design was applied in this study. Data analysis was conducted from an inductive point of view.

4.2. RESEARCH DESIGN

4.2.1. Qualitative research

A rather elementary definition of qualitative research as proposed by Miles and Huberman (in McLeod, 2004:70) is to describe it as being '*words rather than numbers*'. A broader definition may be to rather view it as a process of systematic inquiry aimed at unmasking the meanings that people tend to attach to their experiences in an effort to make sense of it and to guide their actions.

The emphasis of qualitative research falls on meaning. Henning *et al.* (2004:3) further suggest that qualitative research provides one with enough freedom and natural development of action and representation; a characteristic that is often limited during controlled quantitative research. The participant is welcomed as a co-researcher thereby contributing to a more insightful understanding of their context and the phenomenon under inquiry (Rennie, 1999).

It is perhaps for this reason that Douglas and Moustaka (in McLeod, 2004:20097) suggest that qualitative research holds so much appeal for the counselling professions. Counselling professionals appear to also enjoy its capacity to lend itself to a discovery oriented approach that

provides the kind of detail and depth of analysis that makes its findings relevant to practice. Qualitative research can therefore be viewed as an umbrella term that encompasses a variety of theoretical points of view (Van Der Merwe, 1996:291).

The qualitative researcher is distinguished from the quantitative researcher on the basis that he/she strives to describe understandings and not only measure variables. It is however not uncommon to obtain data through both qualitative and quantitative data collection methods. When used with a case study, the combined method enhances the likelihood of a more comprehensive and systematic inquiry. For this reason, I employed both qualitative and quantitative data collections methods throughout the study (McLeod, 2004:73, 108; Rennie, 1999).

In an effort to provide a greater understanding of human behaviour and experiences, I pursued the fundamental goal of qualitative investigation, which is to uncover and illuminate what things mean to people (McLeod, 2004:73). Cambell (in Flyvbjerg, 2004:420) perhaps explains it best when he declares:

After all, man is, in his ordinary way, a very competent knower, and qualitative common sense is not replaced by quantitative knowing ... this is not to say that such common-sense naturalistic observation is objective, dependable or unbiased. But it is all that we have. It is the only route to knowledge – noise, fallible and biased though it may be.

4.2.2. Descriptive research

Descriptive studies create an opportunity for the in-depth and accurate description of a specific individual or group and the frequency within which a specific characteristic appears. It also aims to indicate the relationships between identified variables (Van der Merwe, 1996:295).

4.2.3. Explorative research

Explorative studies aim to explicate central concepts and constructs on top of adding new insights to terrains that are relatively uncharted. It also often generates priorities for further research by creating new hypothesis about already established phenomena (Van der Merwe. 1996:295).

4.2.4. Inductive analysis

Induction is the process in which specific experiences become generalised truths and facts evolve into theories. Induction is central to searching for regularities in the social world. By means of induction data concepts can be advanced to a higher level of abstraction from which connections and patterns can be traced (Punch 2005:196; Van der Merwe, 1996:287).

Data analysis is a continuous and cyclic process that is integrated within all the qualitative research phases. I applied inductive analysis by inferring categories and patterns from the data, which could not be applied to the data before data collection occurred (McMillan & Schumacher, 2001).

4.3. PARADIGMS

The nature of an enquiry is grounded in an all-encompassing paradigm which guides interrelated practice and thinking along the following three dimensions:

- **Ontology:** specifies the nature of the reality that is to be studied and what can be known about it;
- **Epistemology:** specifies the nature of the relationship between the researcher and what can be known and
- **Methodology:** specifies how I may go about practically studying what I believe to be known.

The scope of these three dimensions ensures the development of diverse paradigms that represent my view of and relation to the world (Terre Blanche and Durrheim, 2002:6 -7). My paradigmatic approach is primarily rooted in a constructivist approach which fundamentally rejects the idea of an absolute truth (Patton & McMahon, 1999). In accordance with these authors, I believe that no researcher can observe reality without participating and becoming subjectively involved in the research process.

4.3.1. Constructivist paradigm

For Schwandt (2000:197) constructivism means that individuals construct knowledge rather than discover or find it. Knowledge is therefore not facts and/or findings that depict an objective reality but are rather versions of a life-world that is socially constructed by the researcher (Gergen in McLeod, 2004:73). Emphasis is therefore placed on obtaining trustworthy and authentic information (Denzin & Lincoln, 1998:210).

A constructivist's **ontology** is to view the nature of reality as socially constructed, attaching a high value to discourse. In essence this paradigm suggests that reality is only known to the person to whom the reality belongs. This implies that social properties are outcomes of the interactions between individuals and not separate phenomena from those involved in its construction. This acknowledges the existence of multiple and rational constructs that are specific of nature but can nonetheless also be commonly shared with others. The constructs and associated realities are flexible and can be adapted (Bryman, 2004:266; Terre Blanche and Durrheim, 2002:6-7).

In an effort to generate shared meanings and gain greater insight into personal experiences, the researcher **epistemologically** acknowledges and values the input from the participant. The **methodology** offers deconstruction, textual analysis and discourse analysis as viable techniques to achieve this incentive. Conclusively, this paradigm relies heavily on the interaction between myself and the participant in an effort to harness individual constructs (Terre Blanche and Durrheim, 2002:6-7; Denzin & Lincoln, 1998: 206-207; Schurink, 1998:246-247).

Guba and Lincoln (in Denzin & Lincoln, 1998:243) regard the following as characteristics of constructs:

- constructs attempt to make sense of experiences;
- constructs are generally self-sustainable and renewable;
- the quality of the constructs depends on the information available and the researcher's ability to relate to the constructs;
- constructs are divided into various fields. all constructs are meaningful and significant;
- unless the constructs are incomplete or do not meet the criteria for validity;
- the criteria and standards of construct are specific to the specific paradigm and
- constructions may be challenged if found to be in conflict with already established constructs.

4.3.2. Interpretive paradigm

An interpretivist believes that human or social action is intrinsically motivated and that in order to understand social interaction the researcher must be able to appreciate the meanings behind the action (Schwandt, 2000:191). I would therefore not only explore the notion *that* people make meaning in their lives but also takes into account the *way* in which people make meaning and *what* meaning they make (in Henning *et al.* 1996:24).

Ontologically the interpretive paradigm disregards the possibility of an objective reality independent of the frame of reference of the observer. Reality may be comprehensible and most likely interpretable, but never predictable or controllable. The conception of reality therefore depends strongly on the process of observation whilst taking into account the descriptions of an individual's intentions, beliefs, values, reasons, meaning making and self-understanding. An interpretivist follows an empathetic **epistemological** approach and acknowledges observer inter-subjectivity. The **methodology** is grounded in inter-actional, interpreted and qualitative means for example interviews and participant observation (Trauth in Henning *et al.* 2004:25; Schurink, 1998:246-247; Terre Blanche & Durrheim, 1996:7)

Henning *et al.* (2004:23) emphasise the role of the researcher as a co-creator of meaning; striving to convey the social meaning of discourses and how discourses are maintained. Reality is differently understood by apparently flawed humans that differ in their theoretical standpoint and biases. Reality is therefore considered to be imperfectly grasped because knowledge is gained or filtered through social constructions such as language, consciousness, shared meanings, documents and other artefacts (Trauth in Henning *et al.* 2004:25). Scientific methods and measurements are claimed to be fallible thereby only allowing for an approximation of the truth or reality. Popper's notion (in Henning *et al.* 1996:24) of deduction by falsification motivates interpretivists to believe that multiple fallible perspectives have an increased likelihood of securing validity. This in itself encourages the use of a variety of data collection and analysis methods from various sources aimed at capturing dispersed and distributed knowledge.

I acknowledge the following fundamental assumptions of this paradigm, suggested by Garret (in Henning *et al.* 2004:25):

- individuals are capable of individual judgments, perceptions and agency;
- any event or action is explainable in terms of multiple interaction factors, events and processes;
- an acceptance of extreme difficulty in attaining complete objectivity;
- to view the world as made up of multi-faceted realities that can be best studied as a whole – thereby recognising the significance of context and
- the recognition that inquiry is value-laden and that such values inevitably influence the framing, focusing and conducting of research.

4.3.3. Synthesis

In an effort to reflect some understanding of knowledge and truth, qualitative research strategies follow an inductivist, constructionist and interpretive route (Bryman, 2004:266:266). The aim of social science is to produce descriptions of a social world that in some way offers a controllable way to correspond to the social world being described. These descriptions are, however bound by a specific perspective and rather represents than reproduces reality (Hammersly in Peräkylä, 2004:283).

O'Brien (in Silverman, 2004:96) perhaps describes the role of theoretical assumptions best when he forms an analogy between theory and a kaleidoscope. He explains that when the different lenses come into play the combinations of colour and shape shift from one pattern to another at the bottom of the lens; theory on the other way shifts and shapes theoretical perspectives of the social world. By using the theoretical lenses of the constructivist and interpretivist paradigm, I intend to merely capture the research "pattern" that I am viewing from my angle.

4.4. VALIDITY

Reliability refers to the sustainability of research findings whereas validity refers to well grounded, precise and correct research practices and processes. Both bear relevance to qualitative research since they contribute to defining and strengthening the soundness of the evidence, which further enhances the generalisation quality of the research findings. Lewis and Ritchie (2003:270) do however also raise a valid concern when they suggest that the origin of validity and reliability is rooted in the natural sciences. The epistemological basis of qualitative research therefore complicates the consolidation of the term *validity* with how it is understood in quantitative research. Instead researchers are encouraged to show that the findings are not just an idiosyncratic result from one unique case, but actually carry relevance and applicability to other cases (Stiles in McLeod, 2003:93). Denzin and Lincoln (1998:287) subsequently argue for the use of the alternative terms "credibility" or "transferability" instead of "validity".

Assuring the validity of the findings in my study claimed the highest priority in the research process. Validity in a qualitative research process is aimed at establishing whether the findings from the study are in fact accurate depictions of the researcher, participant and reader's perspectives (Creswell, 2003:195).

To enhance the plausibility of the data, qualitative studies should include procedural details and reflect experiential authenticity. Arguing theory from data should increase the researcher's ability to demonstrate arguments and evidence that follow a logical sequence. With qualitative studies, it is also important to contextualise the study within its historical, social or cultural location by accessing relevant and useful knowledge. Another useful investigative tool is to consider the credibility of the researcher and his/her ability to form a meaningful relationship with the participant to facilitate disclosure and the expression of relevant data (McLeod, 2003:93). In counselling, it is often necessary or desirable to be able to measure key variables as accurately and precisely as possible. One of the convincing features of using a standardised test, such as The Bar-On EQ-i:YV™, is that the quality control criteria is rooted in the conceptions of validity and reliability developed in applied psychology (McLeod, 2004:58).

Triangulation is widely regarded as the most effective procedure to maintain factual accuracy. It is therefore vital for it to be conducted both extensively and convincingly (McLeod, 2003:93). Henning *et al.* (2004: 103) describes the process of triangulation as a means of finding a true position because one moves from various points of angles towards a "measured" position.

Table 4.1.: Suggested techniques to enhance validity during data collection and analysis.

Technique	Brief Description
Triangulation	Using various sources of information to collect data and draw inferences.
Participant-involvement	The participant was offered the opportunity to check whether findings and inferences were accurate.
Use of rich, deep and meaningful descriptions to report findings.	I attempted to provide a rich description in an effort to provide the reader with an element of shared experience.
Indicating the researcher's prejudices.	Self-reflection creates an open and honest narrative with the reader.
Presenting negative/competing information.	The reality of life is that not all perspectives are in agreement. By mentioning contradicting information the credibility of the study is enhanced.
Extensive time periods in the field of research.	By spending more time in the research field, I developed an in-depth understanding of the phenomenon being studied. The credibility of the



	study should subsequently have been enhanced.
Peer-feedback.	To enhance the accuracy of the data, I approached an external coder and my study leader to overview the research process and to review the questions or ask if something seemed unclear.
External reviewer.	An external reviewer overviewed and assessed the entire project.
Mechanical records of data.	Accurate and relatively complete records were achieved by means of audio recordings and verbatim transcriptions.
Language of the participant: verbatim feedback	Verbatim-feedback reflecting the language usage of the participant was regarded as valuable data.
Selective use of data should be avoided.	Data did not serve to falsely verify findings.
Assumptions should be supported by sufficient evidence.	I attempted to avoid generalisations that could not be traced back to supportive evidence.
Avoid subjective interpretation.	Results were standardised and confirmed. I committed myself to maintaining objectivity despite the subjective nature of research.

(Creswell, 2003: 196-197; McMillan & Schumacher, 1997: 407-409)

Table 4.2.: Specific techniques to enhance validity during data collection and data analysis.

Technique	Brief Description
Triangulation	Information was gained from the participant, his/her parents, educators and other therapists. Information was also gained from the administration of the Bar-On EQ-i: YV™ measuring instrument, the client's journal, therapy notes, verbatim accounts, a literature study and a critical text study.
Participant-involvement	The participant was given an opportunity to view the results of the Bar-On EQ-i: YV™ questionnaire. The client was encouraged to comment on the various themes identified throughout the therapy process.



Use of rich, deep and meaningful descriptions to report findings.	The participant's environment and verbatim responses were utilised throughout the study. The participant's system was studied in-depth.
Indicating the researcher's prejudices.	My self-reflection is an open and honest account of the study and processes.
Presenting negative/competing information.	An effort was made to report information as accurately as possible. Information that may contradict the named categories was included.
Extensive time periods in the field of research.	I was involved with therapy sessions on a monthly basis over a six-month period.
Peer-feedback.	I valued input from my colleagues, study leader and external coder that contributed relevant information to the study.
External reviewer.	A competent and experienced external reviewer was approached to oversee and assess the entire project.
Mechanical records of data.	Audio recordings, the client's journal and therapy worksheets were used during the study.
Language of the participant: verbatim	The participant's responses were recorded and verbatim excerpts cited.
Selective use of data should be avoided.	Data was not used to verify false findings. The external coder provided support in this regard.
Assumptions should be supported by sufficient evidence.	Generalisations were only made on the premise that the collected data would support it.
Avoid subjective interpretation.	The Bar-On EQ-i: YV™ measuring instrument is standardised and I aimed to analyse the data as objectively as possible.

(Compiled by the author of this chapter)

4.5. TRUSTWORTHINESS

Replication of a qualitative study may prove to be difficult; since constructivists believe that no single reality can be captured in the first place and replication is therefore a futile goal to pursue (Hughes & Sharrock in Bryman, 2004:270). Denzin and Lincoln (1998:287) therefore suggest that the terms "trustworthiness", "conformability" or "dependability" be used instead of "reliability".

Bryman (2004:274-275) and Guba (in Denzin & Lincoln, 1998:279-288) describe the following four aspects of “trustworthiness”:

Table 4.3.: The application of the four aspects of trustworthiness in my study.

Aspect	Description	Application in my study
Credibility	This component recognises the existence of several possible accounts of an aspect of social reality. The acceptance of a researcher’s account is dependent on the credibility of his or her findings. This emphasises the role of good practice in addition to submitting research findings to members of the social world in an effort to evaluate whether the investigator has understood the social world correctly. A study can be regarded as credible when the descriptions and interpretations from the participant’s environment and his/her experiences are accurately depicted.	I submitted the findings to the participant, an external coder and my study leader to verify whether his experiences were accurately depicted.
Dependability:	Qualitative research is often limited to the study of small groups or individuals. This differs from a quantitative approach that is focused on breadth, rather than depth which is achieved through a qualitative approach, aimed at accenting contextual uniqueness or the significance of an aspect being studied in the social world. Geertz (in Bryman, 2004:275) therefore encourages researchers to produce what he refers to as a “thick description” of details or accounts of a culture.	I acquired information from a variety of sources, including verbatim transcriptions of the therapy sessions, the participant’s journal entries, the participant’s reflections of the sessions, interviews with his parents and the verification of data by the participant and others. He also completed the Bar-On EQ-i:YV™ self-report questionnaire prior to and following therapeutic intervention.
Transferability:	Transferability refers to the degree to which the findings can be applied to other contexts and groups. Qualitative research is not focused on the applicability	I have attempted to present the descriptive data as sufficiently as

	of the findings, but rather the researcher's sufficient presentation of descriptive data so that a comparison can be formed with other contexts. The qualitative approach is to answer to reliability in quantitative research. Lincoln and Guba (in Bryman, 2004:75) suggest that researchers should adopt an auditing approach to establish the merit of research in terms of trustworthiness. Researchers should therefore ensure that complete records of their phases of the research process are reserved for use by others, such as peer researchers. This guarantees that proper procedures are being and have been followed, which in turn can help to justify and support theoretical inferences drawn from the data	possible. I have kept complete records of the various phases of research, which can be utilised by peer researchers. I have also worked closely with my study leader to guarantee that proper procedures were followed and I called upon the services of an external coder and the participant to verify inferences drawn from the data.
Confirmation:	Although absolute objectivity is not the aim of qualitative research, it is nonetheless good research ethic to demonstrate that the researcher has acted in good faith and has not allowed personal values or theoretical inclinations to contaminate the conducting of research and the findings derived from it.	I worked closely with my study leader to ensure that good research practices were followed. I also made use of an external coder to verify findings.
Neutrality:	Neutrality as a trustworthiness criterion requires that both the research process and the results be free of prejudice.	I involved the participant, an external coder and my study leader to evaluate whether traces of prejudice have been excluded.

(Adapted from Guba in Denzin & Lincoln, 1998: 279-288)

Glaser and Strauss (in Lewis & Ritchie, 2003:271) hold that the reliability of findings depends on the likely recurrence of the original data and the way it is interpreted. They subsequently propose several requirements for maintaining trustworthiness. The first requirement demands that researchers demonstrate a clear understanding of what specific features of qualitative data lends itself to consistency, dependability and replication. These features would mostly consist of internal elements, dimensions, factors and sectors within the original data that would recur outside the study population. This is due to the collective nature of phenomena that has been generated by participants and the meaning that they have attached to them.

The second consideration suggested is to evaluate whether the researcher's constructions placed on the data have been consistently and rigorously derived. To further ensure trustworthiness, I attempted to display an unbiased approach to sampling, consistently carried out fieldwork, carried out systematic and comprehensive analysis, supported interpretations with evidence and allowed equal opportunity for all perspectives to be identified (Lewis & Ritchie, 2003:273). Seale (in Bryman, 2004:271) also maintains that it is good practice to demonstrate reflexivity by revealing the procedures that have led to a particular set of conclusions. Another technique that was applied was to carry out internal checks to verify the quality of data and its interpretation. Trustworthiness can also be reflected in the systematic consideration of competing explanations or other interpretations of data. (McLeod, 2003:93). In following these requirements for trustworthiness, I most likely promoted and ensured soundness of my study (Bryman, 2004:271).

Trustworthiness was maintained in this study by following several of the suggested requirements. These included involving an external coder to establish greater objectivity. To enhance further objectivity, the therapeutic process was discussed with colleagues. Therapy stretched over a period of six months to facilitate rapport between the researcher and client. The participant's natural environment and immediate systems was studied to create a holistic image of the participant's life world and associated experiences. Various sources of information provide a clearer and holistic image of the client. The researcher was competent to facilitate emotional intelligence therapy. The researcher was confident to administer and interpret the Bar-On EQ-i: YV™ questionnaire under supervision and with the help of my study leader.

4.5.1. Quality assurance: the facilitation of trustworthiness, triangulation and crystallisation.

Lincoln and Guba (1994:37) hold that multiple constructed realities can be studied holistically within the interpretive domain. I followed through on this statement, since data was to be collected from multiple sources using both qualitative and quantitative methods. Richardson (in Janesick, 2000:392) proposes that crystallisation serves as an enhanced alternative to triangulation. He goes on to describe crystallisation as a *better lens through which to view* the components of qualitative research. Crystallisation is based on the concept of a crystal, which *combines substance with an infinitive variety of shapes, substances, transmutations, multi-dimensionality and various angles of an approach*. Although, crystals are not amorphous they are likely to grow, change and alter. This ensures the idea that the substance of what one sees when viewing a crystal is dependant on the way one holds it when viewing it up to the light or not (Janesick, 2000:392). Crystallisation therefore presents researchers with an opportunity to gain *deeper*,

complex, thoroughly partial understanding of the topic (Richardson in Janesick, 2000:392). To promote the trustworthiness of my study, crystallisation was facilitated by means of involving the participant, an external coder and my study leader.

Hodder (in Lincoln & Guba, 1985:114) supports my initiative to facilitate crystallisation by exploring *multiple and conflicting voices, differing and interacting interpretations* to promote triangulation and crystallisation. Lincoln and Guba (1985) also emphasise that multiple constructed realities must be studied holistically within the interpretive domain.

Krefting (1991) and Cohen, Manion and Morrison (2002) believe that data must be reported in a balanced way through maintaining an authentic approach aimed at making that which is currently unknown, known. Data generates new knowledge, which in turn leads to new research actions. My aim was therefore to perform authentic research by focusing on a ‘new’ approach to counselling adolescent hijack survivors which to date has not received extensive research exposure. Merriam (1998) suggests the following strategies to facilitate internal validity:

Table 4.4.: Strategies to facilitate internal validity

Strategy	Application
Crystallisation and Triangulation:	Various researchers, sources and methods were utilised to compare findings. As indicated I have involved various persons in the research process. I crystallised the results of my study by using a multitude of interpretations, thereby facilitating triangulation. Triangulation was further established by combining quantitative and qualitative interpretations in an effort to measure and assess a phenomenon from a variety of perspectives.
Data control	Data and findings were verified by the participant. The participant was actively involved in the research process and contributed their interpretation of the data.
Long-term observation	Data was collected over a period of 6 months.
Peer review	My study leader, colleagues and an external coder were involved in the research process.
Collaborative research	The case study depended on the intensive involvement of the participant.
Confirming research predispositions:	I have clearly indicated my predispositions, position, theoretical orientation, sampling procedures and the social context of my study

	beforehand.
Research audit:	I performed a research audit to the extent that I indicated my work method and how data was to be collected, categories were to be identified and how decisions were to be made.

(Adapted from De Vos, 2000; Neuman, 2000 and Merriam, 1998).

Replication of my study may prove to be complex and it is unlikely that the same results will be achieved, since *human nature is never static* (Merriam, 1998:205). I have however made a considerate attempt to achieve trustworthiness by limiting, as far as possible, my own predispositions during the interviews. I relied heavily on the support and opinion of my study leader and external coder.

4.6. RESEARCH METHODOLOGY

4.6.1. Case study

Case study research has played an important role in the history of counselling and psychotherapy (McLeod, 2004:99). A simple definition of a case study would be to describe it as a detailed examination of a single example of a class of phenomena or a single social unity. The unit has clearly identifiable boundaries (Flyvbjerg, 2004:144; Payne & Payne, 2004:31). The descriptive nature of a case study does however not lend itself to a simplistic definition and cannot be encapsulated as being a single coherent form of research. It is subsequently rather viewed as an approach to research rooted in several theoretical perspectives, in particular the social sciences. This characteristics of the case study method appeal to qualitative study since it assumes that social reality is created through social interaction within particular contexts and histories. It therefore aims to capture the complexity of social activity in order to reflect the generated meanings that individual social actors have brought to these settings (Scetch in Henning *et al.*, 2004:144).

Research focused on hermeneutic problems may be of generalised importance since it contributes to a better understanding of an individual's knowledge ability and thereby the reasons for actions, across a wide range of action contexts (Giddens in Flyvbjerg, 2004:423). Flyvbjerg (2004:425) believes in the generalisation capacity of a single case study as a viable alternative or supplement to other methods. He even ventures to suggest that formal generalisation is overvalued as a source of scientific development, whereas the force of example is underestimated. Platt (in Payne & Payne, 2004:32) agrees and adds that case studies often serve a rhetorical function, helping to dramatise and persuade by means of a powerful example and a logical function. McLeod

(2004:111) indicates that in comparison with large scale statistical studies, the detailed analysis of individual cases has offered information that is immediately applicable to counselling relationships.

Although researchers view case studies as self-contained and not concerned with generalisation, Payne and Payne (2004:32-34) nonetheless emphasise the unique importance that a case study holds as opposed to a sampled one. Critics of the case study approach are however not always as convinced and tend to point out the difficulty a researcher will experience in drawing inferences from single cases that can be applied to the broader population (McLeod, 2004:111).

Case studies have however conversely shown to generate highly relevant knowledge applicable to counselling practices. It has also been effective in facilitating a better description and understanding of processes of change. Its flexible nature has also created room for naturalistic observation of participants, where the researcher enjoys less control over behaviour and the amount of data being collected (McLeod, 2004:111). Case studies employ both quantitative and qualitative methods of data gathering and analysis to reflect an in-depth understanding of the specific phenomena. Henning *et al.* (2004:140) further states that the interest is in the process rather than outcomes, the context rather than a specific variable and in discovery rather than confirmation.

Denzin and Lincoln (2000:437) distinguish between three different types of case studies:

- Intrinsic case studies: the researcher attempts to understand the specific case better. The specific and general characteristics of the case are of relevance;
- Instrumental case studies: a specific case is studied to gain greater insight or to redefine a generalisation. The case is merely a means of facilitating a better understanding of something else and
- Collective case studies: the focus is on various cases in an attempt to study a phenomenon or population.

An intrinsic case study was implemented for this research study. The following criteria from McLeod (2004:114) guided the process of my case study:

Table 4.5.: Criteria to guide the process of my case study

Criterion	Application
Significance:	My study holds more meaning or impact because it focuses on a case that is unusual, revelatory or of general public or theoretical interest.
Completeness:	My case report should provide the reader with enough insight and understanding of the whole of the case.
Providing sufficient contextual information:	The participant was involved for a period of six months, which should contribute to providing sufficient contextual information.
Consideration of alternative perspectives:	I have weighed up and indicated the merits and values of alternative interpretations and explanations.
Supplying sufficient evidence:	I have created a platform for the reader to make their own judgement of the case. I aimed to collect data from multiple sources using both qualitative and quantitative methods.
Crystallisation:	I crystallised the results of my case study by using a multitude of interpretations, thereby enhancing triangulation.

(Adapted from McLeod, 2004: 114)

4.6.2. Interviews

Silverman (in Rapley, 2004:14) acknowledges the role of interviews as part of a contemporary cultural trend to make sense of our lives and gain knowledge of our authentic personal selves. Interviews in its various forms of news interviews, talk shows and documentaries have enabled exceptional insight into subjectivity, voice and lived experience (Atkinson & Silverman in Rapley, 2004:15).

The interview is a valuable qualitative data collection method. It creates room for accessing client's perceptions, meanings, definitions of situations and constructions of reality (Punch, 2005:168). Interviews are therefore social encounters in which accounts of a participant's past or future actions, experiences, feelings and thoughts can be harnessed. Two types of perspectives can be differentiated. The first is the interview-data-as-resource in which data is collected and mostly seen as reflecting the interviewee's reality outside the interview. The interview-data-as-topic is when data collected is seen as reflecting a reality that is co-constructed between the interviewee and interviewer (Rapley, 2004:16). I utilised the interview technique as a means of describing and understanding central themes that a person experiences in their life world.

Interviewing lends itself to a variety of forms and a multiplicity of uses. Unstructured interviews are defined as a non-standardised, open ended and in-depth form of interviewing. Fontana and Frey (in Punch, 2005:173) discuss seven aspects of unstructured interviewing. They point out the importance of accessing the setting, understanding the language and culture of the participant, deciding how to present oneself, locating an informant, gaining trust and establishing rapport.

4.6.3. Research journals

Research diaries are a valuable source for recording pieces of reflection, short memo's, occasional observations or any assorted entries from which continuous interpretation and analysis can be drawn (Glaser & Strauss in Altrichter & Holly, 2005:25). Diaries follow a descriptive nature and detail is therefore more important than summary as well as providing a general account of an activity rather than an evaluation.

The participant's journal served to clarify concepts or ideas. It also helped to make connections between various accounts and other pieces of information to promote the formulation of new hypothesis or connecting experiences to the concepts of an existing theory.

Authentic and personal documents such as letters, diaries, notes and drafts served as a rich source of data for social research and when used in conjunction with other data contributed to triangulation (Denzin in Punch, 2005:185; Payne & Payne, 2004:61).

4.7. SAMPLING

Effective sampling is just as important in qualitative as in quantitative research, although they may differ in their approach. Qualitative sampling is likely to use deliberate rather than probability sampling. Purposive sampling requires the researcher to set specific boundaries in order to support the purposes and the research questions of the study (Punch, 2005:189). With sampling it is important to assess whether it is relevant to the researcher's conceptual frame and research questions. Sampling should also serve to ensure that the phenomena that the researcher is interested in will appear and in effect also enhance the generalisability of the findings (Miles & Huberman in Punch, 2005:189).

For this study, purposive sampling was used. Confidentiality was maintained throughout the research process. That ensured that the identity of the participant will be protected. The participant was referred by an educational psychologist.

The following criteria were established:

- he/she must be an adolescent;
- his/her emotional intelligence must be psychometrically assessed by means of the Bar-On EQ-i: YV™ (pre- and post test);
- he/she must have been part of a hijacking and
- he/she must be a willing and informed participant.

The selected participant matched the following established criteria:

- he is 14 years of age and thus an adolescent;
- his emotional intelligence was measured by means of the Bar-On EQ-i:YV™ questionnaire which was administered prior to and following the emotional intelligence therapy sessions;
- he participated in eight emotional intelligence therapy sessions;
- he was involved in a hijacking;
- his parents were informed of the purpose of the study and written consent was given and
- the therapy process and goals were explained to the client and he agreed to participate in the research process.

4.8. ETHICAL ASPECTS

Ethical practice lies at the heart of social research and goes hand in hand with moral stance. It stretches beyond professional standards and technical procedures to include respect and the protection of the consenting participant (Payne & Payne, 2002:66)

Basic ethical principles that were adhered to during this study included beneficence and fidelity, thereby ensuring that I acted in my client's best interest by acting in a fair and just matter. I also committed myself to an attitude of non-malevolence and respected the client's right to autonomy (McLeod, 2004: 167)

These principles relate to Ryen's (2004:230) three main issues raised in ethical research discourse. I followed these three main issues by firstly adhering to codes and consent processes by informing the client and his parents of the research purposes and the nature of their involvement before obtaining written consent. I have also assured the client of complete confidentiality by protecting his identity, places and the location of the research. I am also committed to maintaining trust between the participant and myself. Confidentiality is a continuous process that demands consistent renegotiation between the researcher and the participant. To enhance ethical practices

a research diary was kept to motivate regular methodological and ethical reassessment (Miller & Bell, 2002:67). To ensure further ethical practice, a valid and trustworthy psychometric assessment tool, namely the Bar-On EQ-i:YV™ was administered. An external coder also contributed to a more accurate data analysis process.

4.9. PLACE OF RESEARCH

Therapy sessions with the client were conducted in a relaxed atmosphere at a private office that was central to both the client and the researcher. The duration of the sessions was 60 minutes.

4.10. ROLE OF THE RESEARCHER

McMillan and Schumacher (1997:392) suggest that during the research process the researcher's role is of implicit importance. The roles that I took responsibility for were the following:

- to explain to the participant and his/her parents the purpose of the research and to obtain informed consent for his/her participation and his/her knowledge that the interviews will be recorded and transcribed for analysis¹;
- to ensure that the facilities and the equipment were in good working order and the therapy room was comfortable;
- to create an atmosphere that spoke of warmth, where interruptions were limited;
- to ensure that sufficient opportunity was given to the participant to review the interpretation of the data to clear any misunderstandings;
- to analyse and interpret the data;
- to reflect my role of psychologist against my role as researcher and
- to adhere to the ethical standards (ethical code) as specified by the Health Professions Council of South Africa.

¹ Consult Appendix A and B

4.11. DATA COLLECTION STRATEGIES

The qualitative data collection strategies that were followed in this study include:

Table 4.6.: Data collection strategies

Strategy	Technique
In-depth interviews:	Audio recordings and verbatim transcriptions.
Informal discussions:	Audio recordings and verbatim transcriptions
Journal entries:	The participant was asked to keep a reflection journal to record daily experiences, thoughts and behaviour.
Observations:	Field notes and reflective journal
Psychometric tests: The Bar-On EQ-i: YV™:	Profile pages

(Compiled by the author of this chapter)

4.11.1. Subjectivity

When critical subjectivity is applied as a standard means it demands of the researcher to exhibit heightened self-awareness throughout the research process and to facilitate personal and social transformation. This increased my ability to understand his psychological and emotional states, before, during and after the research experience (Creswell, 2003; 196). I therefore made every effort to engage in self-reflection practices, maintain continuous awareness of personal preferences and to be wary of predisposed theoretical assumptions (McMillan& Schumacher, 1997:41).

4.12. DATA ANALYSIS AND INTERPRETATION

4.12.1. Process of data analysis

Miles (in Bryman 2004: 399) refers to qualitative research as an “attractive nuisance” since the attraction to the richness of data is heavily weighed against the large database, which often poses a challenge in terms of finding appropriate analytical paths. Bryman (2004:399) therefore cautions researchers to guard against failing to carry out a true analysis, especially when one may feel overwhelmed by the large amount of data. Punch (2005:198) explains that since qualitative research creates room for multiple perspectives and practices, it also holds that there is no specific

and single way to analyse data. It is however nonetheless important that the method should be systematic, disciplined, apparent and descriptive.

4.12.1.1. Steps followed in data analysis

The researcher implemented the data-analysis strategies suggested by Creswell (2003:190-193) and McLeod (2003:85) for the initiated study. Particular reference is also made to content analysis. In following more than one approach, the researcher was able to enhance the validity and trustworthiness of the research process.

(i) Creswell's approach

Creswell (2003:191-195) suggests the following list of logical steps as a possible outline for the data analysis process:

Table 4.7.: Creswell's data analysis approach

Steps	Application in the research process
Step 1:	The organising and preparation of the data for analysis. I followed through on this point by typing transcriptions of the data and field notes in addition to sorting and arranging data according to type
Step 2:	I read through all the data to facilitate a general feeling for the information and then reflected over the possible meaning of it. I made notes in the side margin which served to be helpful.
Step 3:	Then I made a detailed analysis of the coding process. The information was then organised into chunks to which meaning could be attached. The data was further organised into categories. The category terms were related to language terms used by the participant
Step 4:	Next, I used the coding process to provide a description of the participant and his background, as well as generating themes and categories for analysis. Five categories were sufficient for this research study. The themes constituted the main findings that were gained from the study and will be discussed under separate main headings in chapter five. The themes will describe the perspectives of the individuals and be supported by relevant quotations and evidence
Step 5:	I also indicate how the descriptions and themes are displayed in the qualitative narrative. I provide a description of the chronological events and a detailed description

	of each theme (with sub-themes, quotes and various perspectives of the individual). Tables are used to highlight the process model.
Step 6:	The final step in data-analysis was to involve the interpretation and meaning attached to the data. This step aimed to answer the following question: What lessons were learned? The lessons were based on my personal interpretation of the research findings or the assumptions that were drawn from the comparison of the various findings and the information gained from the literature studies or theories.

(Adapted from Creswell, 2003: 191-195)

(ii) McMillan and Schumacher's approach

McMillan en Schumacher (2001: 467-468) state that researchers typically utilise the following five sources from which classification systems can be designed in an effort to code the topics and categories:

- the research question, anticipated difficulties and sub-questions;
- the research instrument (for example, interview guidelines);
- themes, concepts of categories that were previously used by researchers;
- the researcher's pre-knowledge and
- the relevant data

The first four sources predominantly refer to predetermined categories, whereas the first source is used to generate new topics, which in turn form part of abstract categories. Coding refers to the process whereby which the data is subdivided to subsequently form a classification system. Researchers usually develop a classification system based on the following three strategies:

- the data is sub-divided into smaller units (usually not more than 25-30) or topics (McMillan & Schumacher, 2001: 469). The topics are then grouped together in larger units to form categories;
- the researchers start with the predetermined categories (not more than five or six). Every category is sub-divided into smaller sub-categories in addition to
- a combination of previously mentioned two strategies. This infers that the predetermined categories are combined with newly discovered categories.

I followed both Creswell (2003:191-195) and McMillan and Schumacher's (2001: 468-473) data analysis approaches. I managed to implement the authors' guidelines in the following way:

Table 4.8.: Data analysis process

Steps	Description	Application in the research process
Step 1:	Gain a holistic image	I carefully study all the available data precisely.
Step 2:	Generate themes	I searched for themes and compiled topics from the data. The topics were identified by asking: What is the data about?
Step 3:	Comparing the topics to avoid duplication	I compiled an organised a code list. I listed topics and compared them with one another. The goal was to avoid duplication and to arrange the topics in order of importance.
Step 4:	Test run with the preliminary classification system.	I awarded codes to the data. I encoded the topics and put it to the test. I attempted to correlate the topics with the data and ensure that new topics were not hidden in the data.
Step 5:	Verifying the organisation system.	I analysed groups of data and compiled categories. I also identified the themes that occurred the most as well as the themes that were viewed as important. Topics were then organised into relatively discrete categories. I also grouped determined subcategories and categories together under overarching themes.

(Adapted from Creswell, 2003: 191-195 and McMillan & Schumacher, 2001; Poggenpoel, 1998)

(iii) Content analysis

Henning *et al.* (2004:102) suggest that content analysis is often a preferred choice amongst novice research since it is easy to access and it works on one level of meaning, namely the content of data texts. It is also not tied to a specific theoretical interpretation. It aims to indicate the meaning of written or visual sources by matching it to pre-determined, detailed categories and then

quantifying and interpreting the outcomes. Content analysis involves the acknowledgement of attitudes, values and motivation and focuses on discovering the meaning behind the word-symbols. The researcher is therefore reminded to note the difference between manifest content (actual words) and latent content (implicit messages that can be interpreted).

The process involves examining choices, words, sentences, stories or images that will be allocated a high or low emphasis value. The research topic is then divided into specific categories that are mutually exclusive, independent and all-inclusive (Payne & Payne, 2004:52).

4.12.1.2. Data coding process

Coding lies at the heart of qualitative research and is a complex, continuous process (Payne & Payne, 2002:36). Coding initiates the data analysis process and can be either descriptive or inferential. Descriptive codes require little to none interference beyond the piece of data itself, where as inferential focus on pattern codes that pull material together into smaller and more meaningful units (Punch, 2005:199). Henning *et al.* (2004) also distinguishes open-coding as an inductive technique aimed at gaining a global impression of the content, thereby emphasising the role of contextualisation.

According to Payne and Payne (2002:36) coding uses symbols and labels that can assist the process of organising and conceptualising detailed components of data into patterns that will serve to interpret the elements that will feature in analysis. Memo-ing is a second basic operation that refers to the process of relating codes to generated ideas (Glaser in Punch, 2005:201). The author will clearly discuss and demonstrate the data coding process followed in chapter five.

4.12.1.3. Development of an organisation system from the data

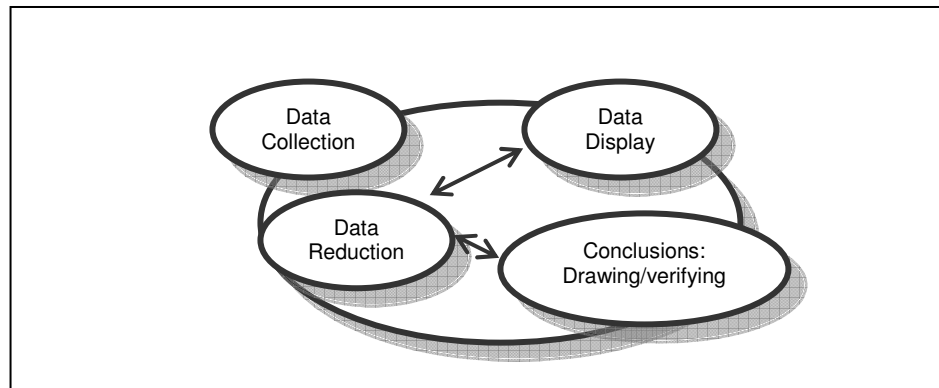
(i) The Miles-Huberman approach

Punch (2005:198) suggests the Miles-Huberman framework as a workable approach from which to organise data. Their transcendental realism approach consists of three main components:

- Data reduction: this is a continuous process. Initially, I edited, segmented and summarised the data. In the middle stage, I performed associated activities such as finding themes, clusters and patterns. During the later stages, abstract concepts could be formed by means of reducing data through conceptualisation and explanation;

- Data displays: since qualitative data is often voluminous and dispersed, I displayed data in an effort to organise, compress and assemble information and
- Drawing and verifying conclusions: reducing and displaying data assisted me to draw logical conclusions.

Diagram 4.1: A graphic representation of the Miles-Huberman framework



(Miles-Huberman in Punch, 2005: 198)

4.13. LIMITATIONS OF THE RESEARCH DESIGN

The possible limitation of a case study is that it is not necessarily possible to generalise statistically from one case to the population as a whole (Stark & Torrance, 2005: 34). The basis for representational generalisation in qualitative research differs from quantitative research since it cannot be generalised on a statistical basis but rather on issues of validity and reliability (Lewis & Ritchie, 2003:269). Counselling in itself is also an intricate, multi-faceted activity which complicates the measurement of its effectiveness, especially when one considers the embedded theoretical framework that each researcher uses to interpret the findings (McLeod, 2003:142).

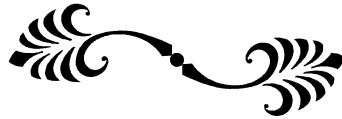
4.14. SUGGESTIONS AND ASSUMPTIONS

Suggestions and assumptions of the research results will be discussed at the end of this study in chapter six.



4.15. SUMMARY

Chapter four served to describe the planned research design, which was indicated as being qualitative, descriptive and explorative. The various research, data collection and analysis methods that were utilised during the study was discussed in detail. A case study depicting the impact of emotional intelligence therapy to an adolescent hijack survivor, will be further discussed and evaluated in chapter five.



Chapter 5:

Case study: the application of emotional intelligence incorporated in therapy to a vehicle hijack survivor



(mich.htm)

"After the hijacking, I was very nervous and very shocked, I felt bad but now I am a better person because I now enjoy my life more and can talk to more people a lot better and be more sociable. I make jokes and I almost never think of the hijacking anymore, whereas a long time ago it shot into my head every few minutes. I struggled to concentrate at times, but now I am better."

- Comment made by the participant at the conclusion of therapy

5.1. INTRODUCTION

In chapter five the application of emotional intelligence incorporated in therapy to a vehicle hijack survivor will be explored and critically discussed. The results from the pre- and post-test of the *BarOn EQ-i: YV™* self-report questionnaire and the content of every therapeutic session will be analysed. Themes and categories will also be identified.

5.2. METHOD OF DATA ANALYSIS

The data analysis methods implemented in this study, can be tabulated as follows (Please consult point 4.12, p. 79 for a more detailed description):

Table 5.1.: Methods of data analysis

<p>Practical implementation of Creswell’s approach</p> <p>Step 1: I organised and prepared the data for data analysis.</p> <p>Step 2: I read through all the data to acquire a general feeling for the information and wrote notes in the margin.</p> <p>Step 3: I performed a detailed analysis by means of a coding process.</p> <p>Step 4: I organised the data into themes.</p> <p>Step 5: I described the chronological events of each therapy session and completed a detailed description of each theme.</p> <p>Step 6: I interpreted the data and attached meaning to it. I aimed to answer Creswell’s (2003) question: “What lessons did I learn?”</p>
<p>Data-coding</p> <ul style="list-style-type: none"> ▪ I selected the units for analysis purposes. ▪ I identified sub-themes from the data. ▪ I compiled an organised list of codes. ▪ I allocated codes to the identified data. ▪ I analysed the groups of data and grouped them together into themes. ▪ An external coder identified and verified the themes and sub-themes (Denzin & Lincoln, 2000:780)
<p>Organisation system</p> <p>Step 1: I meticulously studied all the available data to gain a holistic image.</p>

Step 2: I identified and listed the themes from the data.

Step 3: I compared themes to avoid duplication.

Step 4: I coded and evaluated the themes.

Step 5: I identified the most common themes, in addition to the themes that could be regarded as the most important (McMillan & Schumacher, 1997:510-511).

I diligently followed the guidelines suggested by Creswell (2003:196-197) and McMillan and Schumacher (2001:408) during my data collection and analysis process.

5.3 BACKGROUND INFORMATION OF THE PARTICIPANT

The participant (will henceforth be referred to as “Kyle”)¹ is a fourteen-year-old male in Grade nine. During the week Kyle stays in the school hostel and visits home on weekends and holidays. He is the youngest of five children and the only child residing with his parents. He shares a close relationship with both his parents.

He is a top performer at school and chess player of note. His parents describe him as a pleasant and diligent child with strong Christian values. Kyle’s parents appear supportive and he has grown up within a protective environment.

Kyle and his parents were involved in an attempted hijacking. The traumatic incident unfolded when the family pulled off next to the road hoping that the fresh air would help his mother recover from imminent nausea. A vehicle with four men passed the family’s vehicle and proceeded to park behind them. Three of the men were armed and climbed out of the vehicle, with the fourth one waiting behind the steering wheel.

Kyle and his mother climbed back into the vehicle, where the mother attempted to turn the key in the ignition hopeful to make a quick getaway. One of the armed men approached her and fired a shot narrowly missing her head. She then climbed out of the vehicle and attempted to run around to the opposite side. She was however hampered in her attempt, when the driver in the perpetrators’ vehicle proceeded to drive forward and ram her legs against the family’s vehicle. Despite suffering a severe blow to her legs, Kyle’s mother continued to run around to the door on the opposite side of the family’s vehicle once the hijacker reversed. The father became involved in a struggle with one of the armed men, who kicked him hard on his knee-cap impacting a serious

¹ All names and locations have been changed to ensure the anonymity of the client as ethically agreed upon with the client and his parents.

injury. Kyle decided to run to his father’s rescue and grabbed his mother’s vanity case. He threw it at one of the armed men.

At that time a passing vehicle drove past the incident occurring on the side of the road. The passing vehicle proceeded to pull up behind the hijackers’ vehicle. The hijackers ran to their vehicle and sped off. The family swiftly drove away in their vehicle.

It appeared likely that the application of emotional intelligence incorporated in therapy could serve as a possible means through which Kyle could improve his stress-management skills, general mood and level of adaptability. I discussed the study and the planned therapeutic intervention with both Kyle and his parents.

5.4. RESULTS ACHIEVED ON THE *BarOn EQ-i:YV™* SELF REPORT QUESTIONNAIRE BEFORE THERAPEUTIC INTERVENTION.

I read the instructions of the *BarOn EQ-i: YV™* self report questionnaire to Kyle and clarified any unknown terminology over and above providing sufficient opportunity for questions. Prior to Kyle completing the questionnaire, he was also informed of the goal and administration process. The results were as follows:

Table 5.2.: Summary of the results achieved on the Bar-on EQ-i: YV™ self report questionnaire prior to therapeutic intervention.

Scale	Score	Discussion of results
Intrapersonal scale	92 <i>Average</i>	Although Kyle demonstrates adequate understanding of his emotions and should be able to express his emotions sufficiently, his score nonetheless leaves room for improvement.
Interpersonal scale	92 <i>Average</i>	Even though Kyle demonstrates satisfactory interpersonal relationships, there is potential for improvement.
Stress management scale	117 <i>High</i>	Kyle demonstrates a well-developed ability to apply stress tolerance and impulse control.
Adaptability scale	123 <i>Very High</i>	Kyle exhibits a well-developed level of flexibility and realistic problem-solving skills to adequately adjust to new situations.
Total emotional intelligence scale	111 <i>High</i>	Kyle’s high score indicates that he is able to manage daily challenges.

General mood scale	83 <i>Low</i>	Kyle exhibits a rather negative outlook on life and may feel discontentment towards life in general, others or himself.
Positive impression scale	100 <i>Average</i>	Kyle depicted an accurate and true representation of himself.
Inconsistency index	3 <i>Acceptable</i>	Kyle answered the questionnaire consistently. The validity of the questionnaire, as completed by Kyle, appears satisfactory.

The *BarOn EQ-i: YV™* self report questionnaire served as a valuable tool for identifying areas of difficulty that can be further addressed through therapeutic intervention. It also indicated Kyle's more prominent emotional intelligence areas that could further be utilised to enhance less prominent areas that hold potential for improvement.

5.5. DISCUSSION OF THE EMOTIONAL INTELLIGENCE THERAPY SESSIONS

5.5.1 Session 1

5.5.1.1. Goals

(i) Administration of the *BarOn EQ-i: YV™*

The instructions of the *BarOn EQ-i: YV™* self report questionnaire were read to Kyle. Any terminology or concepts that he may have been uncertain of were also thoroughly explained. The client was adequately informed of the purpose and administration process prior to completing the questionnaire.

(ii) Establishing rapport

I followed Egan's (2002) suggestions to establish rapport with Kyle. I effectively made use of **active listening skills** by responding appropriately to Kyle's direct and indirect comments. I also **paraphrased** Kyle's comments to refocus and review the progress of the session. We both **reflected** on the session afterwards to ensure that the progress was maintained. I made effective use of **probing** when more information was required or comments had to be further explored. I radiated **positive regard** and **unconditional acceptance** as indicated by Kyle's willingness to share personal information. Establishing rapport creates more room for open expression of feelings, venting and healing. I also provided him with sufficient time to ask questions.

(iii) Preparation, instructions and explanation of emotional intelligence therapy to the client

I explained the process of emotional intelligence therapy to Kyle. He was informed of the duration of the therapy process and what it would fundamentally entail. I also explained what emotional therapy consists of and how the components are identified and applied in every day use and more specifically, the role it could play when incorporated in a therapy programme for hijack survivors.

(iv) Discussing his experience of the hijacking

Part of crisis or trauma related therapy involves a discussion of the events, emotions, thoughts and behaviour that surrounds it. As part of the therapy programme Kyle was awarded the opportunity to describe his experience and perception of the hijacking.

5.5.1.2. Emotional intelligence categories identified for operationalisation during the session.

This session was aimed at exploring Kyle's experience of the hijacking in terms of stress management, intrapersonal skills, interpersonal skills, adaptability and general mood.

5.5.1.3. Reflection

(a) Development of the session and themes identified.

Kyle's coping style appeared to be firmly grounded in his faith as indicated by the following statements: **"trust in God because he is the only One you can depend on...friends and everything let's you down"**; **"it doesn't matter what happens, just cling to Him, he will provide"** and **"if God is for me, who can be against me?"** His thankfulness towards God for keeping them safe was evident: **"I praised the Lord..."** and **"I know the Lord protected us"**. He also ascribed the run of events as part of God's plan: **"it was still the Lord that planned that they would come at that specific time and leave at that time and He just planned everything to be so"**. There was also an awareness of the lack of answers surrounding this incident: **"we can't always understand what must and is going to happen"**.

He was however experiencing diverse feelings, since he appeared to accept the incident as "God's plan" but also added that he felt anger towards God: **"I am angry at God. I am still angry"**

with the Lord. I am angry with him, but not in such a way that I will sin against him or swear at him or anything like that...but I am angry.” He justified these feelings by stating that **“there is written, you may get angry...as long as you do not sin”**.

During our discussion he demonstrated consideration and an awareness of the feelings and behaviour of others: “my dad is not always so friendly when you have to ask him something...he was in a good mood...and I asked him...I must ask my dad at the right moment.” Kyle relayed a recent argument he had with his best friend Daniel after the hijacking. This has impacted negatively on his current emotional state: “then he was **angry** with me and **I was so sad**”. He described his friend as “emotionally immature...he has mood swings and he is very possessive”. He argued that it was better for him not to be friends with this person anymore, but also seemed to realise that it was easier said than done: “I think it is actually better that we are no longer friends...yes, I think it is better that him and I are not friends anymore”. He balanced this with his usual conflict management style: **“earlier (before the hijacking) if someone was angry at me, then I would try and chat to him and try to solve the conflict...I am upset, but I don’t get angry quickly”**. He also shared contradicting feelings: **“I am very sad, but I am still glad that he is not going to be my friend anymore”**. We discussed possible paths that he could follow to address these concerns, he rationalised: “I am just going to make new friends and carry on with them...those that you can count on.” Despite, his decision to make new friends, he still intended to demonstrate positive behaviour towards his friend: “I will still be friendly with him and if he doesn’t want to be friendly, then it is his problem”.

He showed a strong desire for future perspective, independence and stability: “I think I am going to be a successful person one day...and I know that I will be able to stand on my own feet and be independent of other people’s help”.

He also had to deal with the recent death of his sister’s baby and displayed observable empathy: “then my mom started to cry hysterically, then I was with her” and **“Then I also started to cry”**.

He explained his reaction to the hijacking as: **“it was just such a big shock, and yes, like it couldn’t have happened - lots of shock”**. He displayed an awareness of his own inconsistent emotional state: “no, I don’t usually cry, but it is just now this time...all the events happening together...” and **“I am just so sad about everything”**. He also displayed emotional inconsistency in his reaction to events, **“I was so angry, upset and I cried...”** He also became more conscious of the vulnerability of life **“...what if he (his dad) was not here anymore...it was just scary** to think about it...”



He was also confident in his coping ability: “**I can handle it**”. He also felt prepared and self-assured in his ability to make plans: “Yes. I have learned that you must always have something to fall back on...so I just try and think...”. He also highlighted some of his other coping skills: “for English we had to write an essay and then I wrote one about the hijacking. The maximum was 300 words. and I wrote 600”. Kyle perhaps indirectly worded the essence of emotional intelligence best, when he reflected towards the end of the session: “what comes out of the mouth proceeds from the heart”.

The following sub-themes were identified:

- o **Anger**
- o **Anxiety**
- o **Avoidance**
- o Emotional inconsistency
- o **Fear**
- o **Faith related rationalisation**
- o **Rigid thinking patterns**
- o **Shock**
- o **Sorrow**
- o **Strained peer relations**
- o Faith as a coping mechanism
- o Future planning
- o Independence
- o Empathy
- o Self-actualisation
- o Effective coping skills

(b) General remarks

Kyle was rather withdrawn in the beginning, but eased into the session as it progressed. In his reflection he noted that he was “glad to talk about it and get rid of all the thoughts”. It was a difficult session for Kyle since raw feelings associated with the traumatic incident were recalled. This process served as a painful but healing experience: “a large weight had been lifted from my shoulders”. In short, Kyle was struggling with three difficult situations in his life: the hijacking, fighting with his best friend and the recent loss of his sister’s baby.



5.5.2. Session 2

5.5.2.2. Goal

Kyle was encouraged to discuss the emotions prior to, during and after being hijacked.

5.5.2.2. Emotional intelligence categories identified for operationalisation during the session.

This session was aimed at exploring Kyle's emotional experience of the hijacking (before, during and after) in terms of the Stress Management, Adaptability and General Mood scale. It was helpful to provide him with a "*Feelings Chart*" (De Klerk & Le Roux, 2003) to stimulate emotional awareness and literacy.

5.5.2.3. Reflection

(a) Development of the session and themes identified.

Kyle depicted his need for structure by stating: "I am feeling slightly confused...I don't know what we are going to do today" and "later I will feel relieved when I know what we are doing today." He described himself as being "cautious...I still carry my knife with me...in case it happens again". When asked how he manages these feelings, he replied: "I give it to the Lord".

The following emotions were experienced *before* the hijacking: interested, happy, cautious, stressed and satisfied. He then proceeds to explain each emotion as follows: "interested because I wanted to know what career I was going to follow one day"; "**stressed because the exams were coming up and I had this appointment to discuss my subject choices and future**"; "hurt because things weren't going well between me and Daniel"; "**cautious**, not to play too much and neglect to study. He also felt **happy**: "because I am going to find out about my subject choices and future."; "**satisfied** because **I know the Lord**, it is going well with my academics I can stand on my own feet and I have a loving family".

The following emotions were experienced *during* the hijacking: undecided, shocked, horrified, stressed, frightened and surprised. He proceeded to describe his experience as follows: "**I did not know if I was going to live or not...I didn't know if I must help my dad or my mom...**

couldn't decide what to do". His experience of feeling horrified is based in his realisation that: "there are hijackers that can take our car...".

The following emotions were experienced *after* the hijacking: cautious, hurt, shy/modest, satisfied and exasperated. **Cautiousness** was viewed as: "anything that I say or do or what can happen...". He also showed more awareness of his previously avoided feelings: "actually I just hurt myself by hurting Daniel." His modesty and shyness was related to: "my achievements, marks etcetera...it is nice to get it, but I don't tell everyone." He felt surprised by the success he had achieved. He also stated that he was: satisfied with his life in general...and that he knows the Lord." He feels exasperation due to a busy programme.

He was starting to recognise his irrational behaviour contributing to the difficulties he had been experiencing in his friendship with Daniel: "I don't know how I thought at that stage...". I facilitated an opportunity in which Kyle could explore Daniel's feelings surrounding the current situation, he replied that Daniel is most likely feeling: disgusted, enraged with him and miserable." He also felt that Daniel "pretends... to be what he really isn't". He explained Daniel's pretence as: "he probably wants to hurt me and get me back for what I did to him." He also reinforced his decision to: "...still be nice to him...I will greet him and if he wants to be rude, then it is his problem" and "he doesn't have to be friends with me, he can just greet me. He just needs to be himself, he doesn't have to be anyone else...". He described inconsistent feelings as follows: "the anger is gone...but the missing is still there". Kyle was starting to demonstrate more logical thinking skills: "I balance the pro's and con's...things like...it might be better not to be his friend, because of the mood swings, and because he is an angry guy and I am friendly..."

The following sub-themes were identified:

- o Anger
- o Anxiety
- o Avoidance
- o Emotional inconsistency
- o Fear
- o Hurt
- o Irrationality
- o Faith related rationalisation
- o Rigid thinking patterns
- o Shock
- o Sorrow



- o **Stress**
- o Positive thinking patterns
- o Future planning
- o Dependence on inter-personal relationships
- o Happiness
- o Empathy
- o Personal reflection
- o Self-actualisation

(b) General remarks

Kyle enjoyed the session and appeared more relaxed. The initial shock of the hijacking seemed to have decreased, but he was still struggling with the emotional repercussions of this traumatic event. He seemed to display a positive attitude towards emotional intelligence therapy as could be deduced from the following statement in his session reflection: “I am glad that I have learned this new way of thinking. I never thought that I one could express feelings in this way.” His reliance in on his deep rooted faith served as a coping skill: “Can we maybe pray before the next session?”

5.5.3. Session 3

5.5.3.1. Goal

One month had passed since I last saw Kyle and it was useful to review and reflect on his progress up to now.

5.5.3.2. Emotional intelligence categories identified for operationalisation during the session.

Kyle’s reliance on his faith as a coping skill had been fundamental to his emotional well-being, but it was also necessary to facilitate ownership of his feeling, based on his response in session one (see 5.5.1.3): **“I give them to the Lord”**. Confronting his feelings is an important part of processing his emotions. The discussion was therefore centred around enhancing his functioning on the Adaptability, Stress Management, Intrapersonal and Total Emotional Intelligence scales.

5.5.3.3. Reflection

(a) Development of the session and themes identified.

When questioned on how his experience of the hijacking has progressed, Kyle exclaimed that: **“he has not actually paid attention to it.”** He did however recall that his mother told him that she had a nightmare about the hijacking, except the perpetrators broke into their house. I asked him what his reaction was when his mother told him of the nightmare, he replied: “It just made me think again of how lucky we were ... that the Lord held His hand of protection over us”.

I followed this up by exploring the role that the recent hijacking might have played in his behavioural reactions. He admitted that it had a big influence on his friendship: “I wanted to tell him and usually we talk to each other about our problems and everything right through the night...and then with the hijacking, on the Monday, he moved out, then I was like ...ok ...fine.” He further described his **anger** towards Daniel because he was not there to listen to him: **“it’s just nice to talk to someone about your problems**, but they (other friends) do not really understand, they just listen and say ‘oh’”. He eventually **confided in a teacher** that walked by while he was in tears.

He also mentioned an occasion in which Daniel did not greet him...and he thought: **“ouch! ...that really hurts and then I walked away”**. Despite the insight that Kyle had demonstrated, he was still adamant that they should not be friends, especially since Daniel did not know what Kyle was still “capable of doing” and the extent to which “he can still hurt him”. He mentioned that he had only experienced this type of conflict situation on that single day (first day back at school after the hijacking). When asked to elaborate, he said: **“I don’t really know what feelings I had, it was sort of mixed.”**

The conflict situation with Daniel had progressed to a forthcoming level, where Kyle was starting to realise his role in the ongoing conflict: **“it was just so sad ... it was as if an evil instinct just kicked in and I said things that you don’t really mean”** and “spiteful people, spite themselves.” This indicated that Kyle had made progress in terms of his **rigid thinking patterns**. He indicated his willingness to admit his role in the conflict, which demonstrated self-responsibility, adaptation and interpersonal skills, as confirmed by this statement: “No, the fault lies with me...at that stage I believed that it was with him, but it is not with him...it was with me ...but I must also go and look at what I did”. Daniel also shared his feelings of being **hurt** and betrayed by Kyle’s apparent

nastiness. When asked why he acted in a “nasty” way, he replied: **“I have no idea”** and **“I said to him (*Daniel*) that I don’t think what I did was right and I don’t know why I did it.”**

Revealing his feelings resulted in more open communication in their friendship and a willingness to work towards building it up again: **“we gave it each other a hug and then we went to bed.”** His perception of friendship had also been reconsidered from his previous *lazes faire* perspective: **“friends are like a treasure chest, you must take care of them...they are valuable.”** And **“friends aren’t always just nice, they can also sometimes have issues, just like you can also sometimes have issues.”**

The **stress** experienced following the hijacking influenced his performance during the June examinations: **“yes, sometimes it (the hijacking) is in your head so that you can’t concentrate. I see now after the hijacking that I struggle to get things into my head, more than before...I don’t know why...it is just less. I don’t struggle to concentrate... I just struggle to get it into my head.”** He reflected on this statement: **“I don’t think about the hijacking...but it must be in my subconscious.”**

When questioned on how the hijacking influenced other areas of his life, he explained that he had become more **cautious**: **“I am more cautious of many things, I am now more aware of everything that is going on around me, for what I say and do...even what I write down on a question paper, is it that one or this one?”** and **“when I drive in a car, I am more careful, I look around and...am careful”**. He also thought that his emotions were more inconsistent: “after the hijacking... at one stage, this one guy came into my room and asked if he could have one of my sweets, and then **I just snapped...usually I am patient...but after the hijacking I said that he was bothersome and I snapped at him quite quickly”**. We discussed the influence that unstable emotional reactions might have on others and he replied: **“It is better (to control your reactions) because then you are angry and then you are friendly again. Firstly it irritates people and it will make that others don’t like you because you are like a wave.”**

The hijacking and his processing of it has also influenced his faith: **for a while, I have been feeling that I don’t have such a burning for the Lord anymore...it’s not the same as it was a long time ago...it is slowly, slowly starting to decrease. Before the hijacking it was low, but then after the hijacking it shot up...then it was up here and now it is slowly going down”**

The following sub-themes were identified:

- o **Avoidance**



- o Anxiety
- o Emotional inconsistency
- o Fear
- o Hurt
- o Impulsivity
- o Irrationality
- o Lack of concentration
- o Need for support
- o Faith related rationalisation
- o Rigid thinking patterns
- o Strained peer relations
- o Stress
- o Empathy
- o Faith as a coping mechanism
- o Improved peer relations
- o Internal locus of control
- o Personal reflection
- o Positive thinking patterns

(b) General remarks

Kyle appeared very positive and demonstrated more insight and awareness of his own emotional thoughts, behaviours experiences. He had reached a deeper level of thinking about his emotions, which was starting to reflect in his everyday interactions. He also acknowledged that he felt that he had a better idea of his thoughts.

5.5.4. Session 4

5.5.4.1. Goal

The aim of the session was to promote emotional control by means of facilitating stress management strategies and exploring the effect of emotions on behaviour.

5.5.4.2. Emotional intelligence categories identified for operationalisation during the session

Kyle had mentioned incidents where he reacted impulsively. The focus of the therapy sessions was therefore to improve the Stress Management, Mood and Adaptability scales. This was facilitated through informal discussions and the 'robot' technique: stop (red), think (orange) and then act (green).

5.5.4.3. Reflection

(a) Development of the session and themes identified.

Kyle presented with a workable example to facilitate the aim of this session. He was excited about going on a camp over the coming weekend, but his parents unexpectedly informed him that he could no longer attend it. **At first he told me that he had had a good day**, but later admitted to actually having **had a really bad day**. He went on to acknowledge his disappointment and **sadness**.

He explained that he respects his parents wishes and that it is their choice to decide whether he could go or not, since they are responsible for him. He also admitted that: "If I were in their shoes. I would have probably done the same." We explored possible ways in which he could express his feelings to them: "I could discuss it with them in the first place. it is also important to make sure that my dad is in a good mood and then I can ask them what their reasons are." He also showed insight into the possible reactions that one could demonstrate as a reaction towards challenging events: **"one can run away from home, commit suicide, plant a bomb at school... kill the Maths teacher"** and **"in the hostel, then like this one guy will say that I made him swear, then I'm like...it is your choice... I can't make you swear."**

The activity involved Kyle having to indicate his reaction to certain intense emotions experienced. His response when feeling sad was to **withdraw** and spend time on his own. When he feels happy, he enjoys: **"doing things differently...breaking away from the norm..."** When he feels **angry**: **"I just want to get away from everyone and go and think."** He experiences calmness when he thinks of the Lord.

When he feels **hurt**, Kyle reflected: **"then it is as if I am wrapped in a little box."** He recalled his response after the hijacking: **"yes, at that stage, it felt as if I was boxed in...I didn't want to talk to anyone and I didn't want to tell anyone."** He indicated that he would like to change his

reaction to when he gets **scared**: When I'm **scared**... I don't know why... **but I just always like to run.**" He mentioned several incidents that he had recently experienced: "after the hijacking...about a week afterwards...I went to the bathroom and this one guy **frightened** me...I got such a **big fright!**" and "at night I walk through the corridors and it is dark, then **I run to where there is light. I am not scared of the dark, and I can hear that people are still awake...I mean what can happen, it is not like a thief or something is going to jump out from somewhere. It is just the dark and the dark is nothing. You're only scared of the dark when you're little.**"

This led his thoughts back to the hijacking: "during the hijacking, I wasn't really **scared**... ok I won't say that I wasn't **scared**...**I was scared that something will happen to my parents...**I know that if something happened to me, that it won't bother me, because I am going to heaven. **But I was just scared that if I die and my dad dies, and if my mom was left...**then she would feel **guilty** because she was the one that wanted to pull over and get out. That was what I was **scared** about.

I asked him about his coping skills and he replied that he found comfort in his friends and: "**locking all the doors, don't open the window when you stop at a stop street, try not to drive at dark and get good lights...maybe even pepper spray.**"

The discussions lead us back to Kyle's faith and I asked him what faith meant to him, he replied: **Faith is evidence, unseen.** When asked how he related his faith to the hijacking, he explained: "**the Lord let's things happen for a reason...He let's things happen to us that we won't always understand, but one day we will...God lets it happen to you, but He is not the one doing it to you. He has a plan with it.**"

The following sub-themes were identified:

- o **Avoidance**
- o **Fear**
- o **Hurt**
- o **Irrationality**
- o **Faith related rationalisation**
- o Empathy
- o Faith as a coping mechanism
- o Improved peer relations
- o Personal reflection
- o Positive thinking patterns



- o Problem-solving behaviour

(b) General remarks

Kyle was noticeably more talkative during this session and opened up readily and with ease. He was starting to notice the various areas of life that the hijacking has had some influence on. His experience of anxiety was reflected in his fear related behaviour. We also explored his tendency to want to withdraw from upsetting events. This was also observed in his management of the hijacking, where stress related behaviour was observed in his physical symptoms for example needing to excuse himself for frequent urination breaks during intensive moments in the therapy time.

5.5.3. Session 5

5.5.5.1. Goal

To explore how thoughts influence behaviour and responses.

5.5.5.2. Emotional intelligence categories identified for operationalisation during the session

As part of facilitating emotional awareness, Kyle was introduced to the idea that thoughts also influence behaviour and by changing one's thoughts one can very often change one's behaviour. It may also be helpful to trace the roots of well-established and often automatic thought patterns in an effort to critically reflect on how it has influenced one's behaviour. The *BarOn: EQ-i: YV*™ scales that were tapped into were: General Mood, Adaptability, Inter-personal, Intra-personal and in effect Total Emotional Intelligence quotient.

5.5.5.3. Reflection

(a) Development of the session and themes identified.

The session was aimed at exploring Kyle's emotional and/or behavioural responses to thoughts. I randomly selected certain emotionally charged thoughts to facilitate this goal. When asked how he feels when someone says he is valuable, he replied: "Positive. It makes me think I am special". When asked how it feels when he thinks that he can't do something, he fervently replied: "usually

I'll try until I get it right...if I don't get it right I will ask someone...if I still don't get it right I still stop trying, but it wouldn't be like I am quitting". I asked him what feeling the thought of 'I can do almost anything I want to', evokes: "it gives me a feeling of freedom. It is just that I can make my own decisions".

Two statements were related to the hijacking to which he replied: "The world is probably bad...I don't agree with it. Everyone and everything is not always bad, there are also good things in this world." and on his involvement in a hijacking: "it makes me feel **shocked. If you are in a hijacking and you survive it... it is very shocking"**.

We also explored inter-personal thoughts, in particular how the thought 'others don't accept me' would make him feel, to which he replied: "it makes me feel unique. Many times people will say I am very weird. But it is actually a compliment to me, because I am unique and there is only one like me. So if someone says that I am a freak, then I'm like thank you for the compliment."

To add relevance to the session's goal, I encouraged Kyle to describe incidents in his life where thoughts and emotions played a role in his reactions. He recounted the incident with Daniel when a specific situation complicated open discussion between him, he stated: "I wanted to talk to him, but he didn't want to talk to me. I probably also overreacted...then the tension just increased"

We also discussed the thoughts he might have had during the hijacking: "very often they say that if someone holds a gun to your head that your life flashes before your eyes, but I didn't think about that. I was actually very observant. I actually thought like get into the car first, if he comes near you with a gun try and keep it away from you...try and hide behind something so that he can't see you". He related a story that someone once told him that helped him to remain calm. It was about a pilot that managed to keep his wits about him amidst possible engine failure. When asked how he managed to land the plane despite stressful circumstances, he replied that he had landed the plane under such conditions many a times before...in his mind." This motivated Kyle to recognise the power of positive thinking. He reflected on this activity: "I have thought before I acted, but I haven't yet added feelings".

It was also valuable to reflect on deep-rooted thoughts and what his perception is on general aspects such as love, friendship, emotions, religion and school. On emotions he commented, "Everything we do here! People very often react on feelings and just on feelings, which is not always a good thing. Sometimes a person must first think before you do" and "the first time when

we talked about the hijacking story, you asked me what I thought and what I felt. And I was like...how must I know what I felt...but now I'm like...it's easier!"

(b) General remarks

Kyle was so much more at ease and relaxed. He was starting to recognise what the components of emotional intelligence are and finding ways to implement it in his day to day interactions. He appeared more reflective and his thoughts are characterised by deeper thinking. In his reflection he wrote: "It is quite scary how your feelings can influence your thoughts or behaviour and how one must identify and go and look why one acted in that way. A person also doesn't just have their own thoughts: thoughts can also be transferred by others."

The following sub-themes were identified:

- o **Shock**
- o **Strained peer relations**
- o Insight into thoughts
- o Emotional self-awareness
- o Independence
- o Personal reflection
- o Positive thinking patterns
- o Rational thinking
- o Self-acceptance

5.5.6. Session 6

5.5.6.1. Goal

The goal of the session was aimed at facilitating his perception and interaction with others in his environment.

5.5.6.2. Emotional intelligence categories identified for operationalisation during the session.

The session was aimed at facilitating social knowledge and reflecting on his interactions with others. This is of relevance to the following *BarOn EQ-i: YV™* scales: Interpersonal and Total Emotional Intelligence. This was facilitated by means of explaining the *Johari-window* and discussion activities that relate to it.

5.5.6.3. Reflection

(a) Development of the session and themes identified.

Kyle's acknowledgement of relationships served as an appropriate introduction to this session: "without relationships a person can't really progress in life or carry on with your life, because relationships carry people." When asked why one needs good relationships, he replied: "so that you can share your feelings with that person and he can also share his feelings with you... and point out your mistakes and help you become a better person." On a personal level, he did however demonstrate uncertainty as to why one should have friends in one's life: "I don't know... talking... love... I don't know what else to say".

Some of the factors that he identified as barriers to forming friendships were: "people are different, different opinions, different tastes, different friends, different values and different ways of acting. I am an introvert and another guy is an extrovert. He talks and I am a quiet guy." We explored possible techniques that could serve to bridge these differences: "good communication, to accept each other like we are or like the teachers have taught us – unity through diversity... and to accept each other's differences." I asked if these would be workable strategies to which he replied: "it is not always possible and it would be very difficult. Like the people with the hijacking... I am not in their shoes, **but they don't see that it is wrong**".

We also discussed the influence of being in a school hostel on his inter-personal relationships: "last year in the hostel, I was very quiet and more alone. Now, I've gotten to know people better and we joke around... I think this made it nicer for me to sort off be with people". The discussion flowed into the topic of wearing masks to hide one's true feelings: "Yes, like with my sister's baby... **then people ask me if I'm ok... and then I say that I am ok and I will survive...** but one is nonetheless still **sad** inside." When asked how he coped with these feelings, he replied: "time is

one of the best healers...its about to talking to other people regularly or to think about it and then to just carry on”.

It was also important to reflect on how he thinks others perceive him. He felt that he was a good person to know, because: “I care, I easily listen to other’s problems, I gladly help other with Maths problems. I can also think of a bad one...don’t rub me the wrong way and people must never ever ever lie to me...someone can steal...ok I don’t give someone permission to do it... but nothing is as bad as lying.” He felt so strongly about it, because: “you have the decency to trust someone..to put all your trust in them and then they are so emotionless to misuse you trust”.

(b) General remarks

We explored the role that the hijacking might have played in terms of his interpersonal relationships: “I think it helped because the teachers asked me and then I chatted... and many children in the class and then they listened as well. Then...later, then they came to me and asked me to tell them again and then I talk to them. Later they’ll tell things like...ja they broke into their house and stole this and that...just enjoyable talking” and “after the hijacking...the first day...my parents said that I must talk about it a lot...and once I started, I couldn’t stop! Yes, like the first time I met you, I was also quiet and sort of withdrawn...but it was enjoyable and now I am casual.” This was a positive reflection indicating personal insight and growth.

The following sub-themes were identified:

- o **Anxiety**
- o **Avoidance**
- o **Irrationality**
- o **Sorrow**
- o **Strained peer relations**
- o Acceptance
- o Effective coping skills
- o Dependence on inter-personal relationships
- o Improved peer relations
- o Personal reflection
- o Self knowledge
- o

5.5.7. Session 7

5.5.7.1. Goal

The goal of the session was aimed at facilitating self-knowledge by exploring personality, values, talents, strengths and areas of weakness.

5.5.7.2. Emotional intelligence categories identified for operationalisation during the session.

The session was aimed at facilitating self-knowledge, thereby focusing on the Intrapersonal and Total Emotional Intelligence scales of the *BarOn EQ-i: YV™* self report questionnaire.

5.5.7.3. Reflection

(a) Development of the session and themes identified.

Since the last session, Kyle had reflected on aspects of his personality and he concluded the following: “over the last time, since last time...I have been thinking that I should chat more to people, fool around more, make more jokes and be more outgoing.” When asked how it felt to explore this different aspect of his personality he agreed that: “it was very enjoyable...and I felt I had more self confidence to talk to others and so on”.

As part of a self-knowledge activity, Kyle was asked to complete several sentences exploring his perception of what he is and what he can, wants to and/or can not do. He viewed himself as someone who gives his best, thinks positively, takes control of what is or can be, takes on challenges with confidence and thinks ahead. These characteristics have contributed to his management of the hijacking. Looking back he viewed the hijacking as a positive event: “it made me realise that it can happen to anyone and if it happens to someone else then I can have sympathy with them”.

He believed that: “many people think...I am weird and different to others and ask...why I don’t...do what other people do?” We explored this further and he admitted that: “It’s nice for me to be different to others. I am not ‘go with the flow’. I am the odd fish that swims in the opposite direction”. He also followed through on his strong religious values: “the Lord made me unique...that

is not to say that I must act differently, but I am unique and I can decide for myself.” He also admitted that he doesn’t have any specific role models that mould his behaviour: “I go my own way and am what I want to be...because no one is the same”. He does however admire certain qualities of specific people: “My brother is always honest and very hardworking”.

He has also made an attempt to internalise these admirable qualities: “this one guy Phillip...is always joking around and always plays...and that is what I learned from him”. He proudly admitted to being more playful than he was before. In his sentences he also mentioned this aspect as a future goal: “I would like to visit more with friends”.

His self-esteem is grounded in his faith as indicated by the following statement: “if the Lord wanted me to have a different nose...then he would have given it to me....and like with my skin and so on”. When I asked him if he compares himself to other boys his age he said: “I don’t really compare myself to others, because they are not me”. I explored this statement further: “you mean like that guy with the muscles? I have my talents and he has his...none of them can beat me at chess or my academics. There are other guys who do better than me in academics...it isn’t actually about who is better... it is actually that everyone is what he is”.

He traced this back to his management of the hijacking: “they (the hijackers) cannot change who and what I am. They can do stuff to me, but I am who I am. They cannot change my thoughts or feelings...or to a degree they can...but I am what I am”. In the activity that asked him to make an advertisement about himself, he identified the following personal characteristics: 100% unique; enjoy, fun, faith, chess, friendliness, top 10.

He also utilised positive self-talk by realising: “I can control my thoughts...that it won’t get me down or make a bad person out of me...it is not going to let me fall into a depression and I will get it right myself.” He started to view the hijacking as: “something that happens to you and then you have to try and process it”. He also started to let his guard down more: “I don’t carry my knife with me anymore, but I still lock the door”.

(b) General remarks

It was interesting to hear what a positive self perception Kyle demonstrated. He seemed to accept himself for what he is and appreciated his uniqueness. His faith seemed to ground his belief in himself and he was able to appreciate the qualities and talents of others, while acknowledging his own. It was also valuable to note that nearly six months after the hijacking, Kyle was able to

extract the positive from it and view it as a learning opportunity. He appeared more flexible, open to socialisation and willing to explore this “new” side of him.

The following sub-themes were identified:

- o Strained peer relations
- o Acceptance
- o Effective coping skills
- o Empathy
- o Faith as a coping mechanism
- o Future planning
- o Independence
- o Improved peer relations
- o Emotional self-awareness
- o Internal locus of control
- o Personal reflection
- o Positive thinking patterns
- o Self-actualisation

5.5.8. Session 8

5.5.8.1. Goal

Since it was our last session it was important to ensure that Kyle reflects on his resolve of the hijacking incident, emotional intelligence development and his future planning.

5.5.8.2. Emotional intelligence categories identified for operationalisation during the session.

To facilitate his resilience and management of future challenging situations, this session’s focus was on addressing the Total Emotional Intelligence scale, Adaptability and Mood scale. This was facilitated by means of a timeline activity in an effort to demonstrate past, current and future management and effects of both negative and positive events.

5.5.8.3. Reflection

(a) Development of the session and themes identified

In his timeline, Kyle indicated the hijacking (as a negative event) and straight afterwards added his participation in therapy sessions (as a positive event). After the hijacking he noted several positive events such as: reaching the academic top ten in his grade and two highly regarded chess accolades including best junior chess player at school. Reflecting on his significant achievements after the hijacking, Kyle added: “Yes, most of these things happened after the hijacking” and “I think the day that it happened...for all the bad that happened to me, good things can happen too.” I asked if these positive achievements were a response to the hijacking or if it would have happened regardless of the hijacking. He answered: “Probably both. The hijacking...all of these things was actually just proof that it doesn’t matter what happens with me, I can still do things that I want to do. It didn’t get me down...it is like...how can I put this...like the time you dropped your ice-cream and you felt bad...and then you won the lotto straight afterwards...it is like yeah!”

When he finished his future time line, I expressed my hope that things turn out the way he planned. His response indicated his enhanced adaptability level: “well, maybe it will be slightly different and that will make life more interesting!”

He also completed an activity that was similar to the one he did in session three that relayed his emotional experience of the hijacking before, during and after. During session eight he was asked to colour in a figure with the associated colour of an emotion, indicating his emotional experience after the therapy process. The feelings he indicated were: happiness, unhappiness, sadness, conscientious, being positive, anxiety and stress.

(b) General remarks

The therapy process encouraged Kyle to become aware of his feelings, especially those associated with the hijacking and explore their influence on his thoughts and behaviour. During the last session Kyle demonstrated that he has managed to rise above this traumatic incident and more than that change it into a positive force that motivated him to achieve and become more. It has also made him more open to flexibility and adaptability. His reflection of our last session shared this sentiment: “After the hijacking, I was very nervous and very **shocked**, I felt bad but now I am a better person because I now enjoy my life more and can talk to more people a lot better and be more sociable. I make jokes and I almost never think of the hijacking anymore,

whereas a long time ago it shot into my head every few minutes. I struggled to concentrate at times, but now I am better.”

He also reflected on how emotional intelligence therapy has supported him in his resolution of the hijacking: “By using the robot, I now don’t over react so quickly anymore, whereas after the hijacking I quickly “snapped”. I also learned to first think before I do. I also learned why certain people react in certain ways for example, hiding their true feelings and if they act badly towards you, how to react so that you don’t act offended and hurt their feelings.”

The following sub-themes were identified:

- o **Anxiety**
- o Emotional inconsistency
- o **Lack of concentration**
- o **Shock**
- o Flexibility
- o Happiness
- o Improved peer relations
- o Independence
- o Internal locus of control
- o Positive thinking patterns
- o Self-actualisation

5.5. DISCUSSION OF THE PARTICIPANT’S JOURNAL ENTRIES

The following journal entries were identified as being relevant to the topic under discussion. The participant’s experiences outside the therapy sessions were recorded and sub-themes were identified for interpretation purposes.

Table 5.3.: Relevant journal entries

<p>Entry 1: 26/06/2006</p>	<p>I thought of the trauma...what happened. The house felt sort of dark and I felt sort of scared of the dark. I felt anxious, as if something is holding me...holding me back. I climbed back into bed and felt happy again. Strange! Probably just my imagination.</p>
<p>Entry 2: 27/06/2006</p>	<p><u>My sister (whose baby died) came to visit us...I gave her a photo of the two of us (from 5 years back) and I said sorry about the baby. I didn’t feel bad or anything. It</u></p>

	<u>was a happy day. nice. full of joy.</u>
Entry 3: 28/06/2006	My sister's child kept swimming around in my thoughts, it didn't really bother me I was too busy with my camping stuff. I am excited about the camp.
Entry 4 29/06/2006:	I must still tell my dad...that he mustn't worry about me.
Entry 5: 30/06/2006	I listened to music that Daniel also liked...made me think of him. <u>I felt that it was really unnecessary and to tell you the truth. I miss him a lot.</u> He really was the perfect friend. I sort of felt down and disappointed about it.
Entry 6: 30/06/2006	Saw a car next to the road and thought about the trauma again...thought about the hijacking. At my sister's house it was dark inside. I first switched on all the lights and went into every room to look for...well something funny/different in the house. <u>Still think that it is a miracle (grace) that we came out of it.</u>
Entry 7: 1/07/2006	Thought about the hijacking because we arrived at our destination at night time.
Entry 8: 5/07/2006	Daniel let me know that I am "sick" because I bought him a book for his birthday and that I wrote a message in it and that I gave him a poster. He hates me for it. He says that he never wants to see me again. I think it is hilarious! I have no idea why he wants to make his own life hell and that he spiting no one but himself.
Entry 9: 8/07/2006	It is bad to think that I can't share my hidden feelings, ideas en thoughts with Daniel anymore.
Entry 10: 15/07/2006	Started with my project today. Am excited because I must present it, but also worried because I have to make a big poster. Felt: anxious , concentrated, confident (that I will finish), disappointed (that things aren't printing so well), exasperated, loaded, meditative, optimistic and undecided.
Entry 11: 18/07/2006	I am so disgusted and enraged . Daniel wrote me a note and said that we must chat. <u>I first wanted a little bit of time to think before I say anything.</u>
Entry 12: 19/07/2006	<u>O yes! On Monday or Tuesday (can't remember) I spoke to Mrs. Bos about the hijacking. Today I spoke to Mrs Viljoen about the baby.</u>
Entry 13: 20/07/2006	I feel so bad! Last night I spoke to Daniel and I am so hurt! I hurt myself and I am so enraged ...with myself. I now feel so withdrawn and disgusted with myself miserable pain...
Entry 14: 30/07/2006	My brother is going back to varsity today. Before him and my dad left, we all grouped together and prayed. <u>We all cried because we prayed and said thank you that we are a normal. happy family and that we still have each other.</u>

Entry 15: 31/07/2006	Following a confrontation with a friend: Then...I was...plainly put...fed up...(and enraged)...I took a two litre water bottle on the table and I poured it out on him! <u>It felt so good, but actually also not good.</u>
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The following sub-themes were identified:

- o **Fear**
- o **Anxious**
- o **Irrationality**
- o **Avoidance**
- o **Sorrow**
- o Empathy
- o Acceptance
- o Rational thinking

5.6. CATEGORISATION AND SUMMARY OF IDENTIFIED THEMES

I categorised and identified themes from the results of the *BarOn EQ-i: YV™* self report questionnaire, therapy sessions and journal entries. The extracted themes were verified by an external coder, Ms. Magdarie Meijer².

Table 5.4.: Summary of the identified themes

THEME 1: INTERPERSONAL RELATIONSHIPS DYNAMIC		
Sub themes identified from data	Therapy sessions	Emotional intelligence subscales from the Bar-On EQ-i: YV™
Strained peer relations	1, 3, 5, 6 and 7	<ul style="list-style-type: none"> o Interpersonal scale o Total Emotional Intelligence scale
Feelings of hurt	2, 3 and 4	
Need for support	3	
THEME 2: EMOTIONALITY		
Sub themes identified from data	Therapy sessions	Emotional intelligence subscales from the Bar-On EQ-i: YV™

² Ms Magdarie Meijer is a colleague and has the requirements necessary for registration as an educational psychologist. She has also completed an unpublished dissertation related to emotional intelligence therapy.



Emotional inconsistency	1, 2, 3 and 8	<ul style="list-style-type: none"> o Adaptability scale o General Mood scale o Intrapersonal scale o Total Emotional Intelligence scale
THEME 3: EMOTIONAL REGULATION		
Sub themes identified from data	Therapy sessions	Emotional intelligence subscales from the Bar-On EQ-i: YV™
Anger	1 and 2	<ul style="list-style-type: none"> o Intrapersonal scale
Sorrow	1, 2, 6 and journal entry	<ul style="list-style-type: none"> o Interpersonal scale o General Mood scale o Total emotional intelligence scale
THEME 4: COGNITIVE REGULATION		
Sub themes identified from data	Therapy sessions	Emotional intelligence subscales from the Bar-On EQ-i: YV™
Irrationality	2, 3, 4, 6 and journal entry	<ul style="list-style-type: none"> o Intrapersonal scale
Rigid thinking patterns	1, 2 and 3	<ul style="list-style-type: none"> o Total Emotional Intelligence scale
Lack of concentration	3 and 8	<ul style="list-style-type: none"> o Adaptability scale
THEME 5: STRESS MANAGEMENT		
Sub themes identified from data	Therapy sessions	Emotional intelligence subscales from the Bar-On EQ-i: YV™
Avoidance	1, 2, 3, 4, 6 and journal entry	<ul style="list-style-type: none"> o Stress Management scale
Anxiety	1, 2, 3, 6, 8 and journal entry.	
Fear	1, 2, 3, 4 and journal entry	<ul style="list-style-type: none"> o Adaptability Scale
Faith related rationalisation	1, 2, 3 and 4	<ul style="list-style-type: none"> o Total Emotional Intelligence scale
Impulsivity	3	
Shock	1, 2 and 5	
Stress	2 and 3	

5.7. RESULTS ACHIEVED ON THE *BarOn EQ-i: YV™* SELF REPORT QUESTIONNAIRE AFTER THERAPEUTIC INTERVENTION

I once again read the instructions of the *BarOn: EQ-i: YV™* self report questionnaire to Kyle and provided sufficient opportunity for him to ask questions. I also informed him prior to completing the questionnaire of the purpose and administration purpose of the questionnaire. The results were as follows:

Table 5.5.: Summary of the *BarOn EQ-i: YV™* selfreport questionnaire achieved after therapeutic intervention

Scale	Score	Discussion of score
Intrapersonal scale	116 <i>High</i> (+24)	After therapeutic intervention, Kyle has improved his ability to make sense of his emotions, understand his strengths and weaknesses and to express his thoughts and feelings non-destructively. He also reflected a positive orientation towards developing intrapersonal skills that he thought to be inadequate.
Interpersonal scale	113 <i>High</i> (+21)	Kyle's improved score suggests that he shows a stronger awareness of others' emotions, feelings and needs and should be able to establish and maintain better mutually satisfying relationships.
Stress management scale	124 <i>Very high</i> (+7)	Kyle demonstrates a higher capacity for managing stressful situations.
Adaptability scale	130 <i>Markedly high</i> (+7)	His increased score indicates an improved level of flexible coping and realistic problem solving skills. He should be able to adjust with reasonable ease to new situations.
Total emotional intelligence scale	130 <i>Markedly high</i> (+19)	The score serves as an indication of Kyle's exceptionally well developed emotional and social capacity. He is therefore successful in his management of daily challenges and is in general very satisfied and happy.
General mood scale	123 <i>Very high</i>	Kyle has showed the most improvement on this scale, which suggests a significantly heightened positive, self-motivated and

	(+40)	optimistic outlook on life.
Positive impression scale	124 <i>Very high</i> (+24)	Kyle may have tried to generate an inaccurately enhanced reflection of his true self.
Inconsistency index	3 <i>Acceptable</i> (0)	Kyle answered the questionnaire consistently. The validity of the questionnaire appears satisfactory.

5.8. THE IMPLEMENTATION OF THE *BarOn: EQ-i: YV™* AFTER THERAPEUTIC INTERVENTION: EVALUATION OF THE STRATEGY AND IMPACT

In this study the *BarOn EQ-i: YV™* self report questionnaire was administered before and after therapeutic intervention. The results of both questionnaires were discussed with Kyle and he agreed with it.

The results achieved on the *BarOn EQ-i: YV™* self report questionnaire prior to therapy intervention served as a guideline for the therapy sessions. In completing the questionnaire, Kyle indirectly identified emotional intelligence areas that could serve to benefit from therapeutic intervention. Simultaneously, more prominent emotional intelligence areas were identified in the hope that they could be further utilised during the planned therapy sessions in an effort to enhance the less prominent areas. The administration of the *BarOn EQ-i: YV™* before therapeutic intervention served as a helpful means of identifying problem areas and facilitating therapeutic goal setting.

In the study Kyle originally achieved a low score on the General Mood scale of the *BarOn EQ-i: YV™*. The low score on this scale was indicative of the difficulty Kyle was experiencing with realistically and flexibly coping with immediate situations and effectively solving problems as they arise. This inferred that Kyle is most likely also struggling to validate feelings and thinking with external reality and generate effective solutions to problems of a personal and social nature.

Kyle's average scores obtained on the Intrapersonal and Interpersonal scales suggested that he stood to gain from focused intervention in these areas. Intervention was therefore aimed at improving his ability to become aware of, understand and accept himself. This would in turn influence his level of independence and ability to set goals and strive to achieve them. On the

Interpersonal scale, intervention was planned at facilitating Kyle's awareness of others' emotions, feelings and needs and to be able to establish co-operative, constructive and mutually satisfying relationships as governed by the sub-components of empathy, social responsibility and interpersonal relationships.

His high scores on the Stress Management and Total Emotional Intelligence score could only benefit from the therapeutic intervention sessions, thereby facilitating a further increase in Kyle's stress tolerance and impulse control ability. His above-average score on the Adaptability score already sufficed to indicate a well-developed level of change management that encompass the sub-components of reality testing, flexibility and problem-solving. It was however still considered to include the development of this skill in the therapy process in an effort to promote sustainability.

The following categories were identified during therapeutic intervention: interpersonal relationship dynamics, emotionality, emotional regulation, cognitive regulation and stress management (see Table 5.4., p.110)

The *BarOn EQ-i:YVTM*-selfreport questionnaire completed subsequent to the completion of therapeutic intervention, indicated that the above-mentioned areas were addressed. The results of the *BarOn EQ-i:YVTM* post-test indicates that Kyle's knowledge and expression of his feelings, his interpersonal and stress management skills, in addition to his general mood and emotional intelligence has improved. The Positive Impression Scale does however suggest that he attempted to create a better impression of himself than what is truly the case. As a methodological safety measure, I consistently clarified the results with Kyle.

I am of the opinion that the *BarOn EQ-i:YVTM* can lend itself to identifying specific problems areas that could benefit from therapeutic intervention. This served as a more efficient method for adequately planning and structuring therapy sessions before commencement of the sessions.

The administration of the *BarOn EQ-i:YVTM* following the conclusion of the therapy sessions was also relatively helpful in indicating the degree to which the therapy intervention was successful. I am however also strongly of the opinion that a qualitative analysis of the therapeutic intervention sessions could further contribute to creating a more reliable reflection of the participant's emotional life world, since he clearly indicated a heightened sense of personal growth as indicated by the following table:

Table 5.6.: Self knowledge and personal growth demonstrated by participant

THEME 1: INTERPERSONAL RELATIONSHIPS DYNAMIC		
Sub themes identified from data	Therapy sessions	Emotional intelligence subscales from the Bar-On EQ-i: YV™
<u>Dependence on interpersonal relationships</u>	2 and 6	<ul style="list-style-type: none"> o Interpersonal scale o Total Emotional Intelligence scale
<u>Empathy</u>	1, 2, 3, 4, 7 and journal entry.	
<u>Improved peer relations</u>	3, 4, 6, 7 and 8	
THEME 2: SELF-REGARD		
Sub themes identified from data	Therapy sessions	Emotional intelligence subscales from the Bar-On EQ-i: YV™
<u>Independence</u>	1, 5, 7 and 8	<ul style="list-style-type: none"> o Intrapersonal scale o Total Emotional Intelligence scale
<u>Self-actualisation</u>	1, 2, 7 and 8	
<u>Self-acceptance</u>	5	
Self knowledge	6	
THEME 3: EMOTIONAL REGULATION		
Sub themes identified from data	Therapy sessions	Emotional intelligence subscales from the Bar-On EQ-i: YV™
<u>Acceptance</u>	6, 7 and journal entry	<ul style="list-style-type: none"> o Intrapersonal scale o Interpersonal scale o General Mood scale o Total emotional intelligence scale
<u>Happiness</u>	2 and 8	
<u>Emotional self-awareness</u>	5 and 7	
THEME 4: COGNITIVE REGULATION		
Sub themes identified from data	Therapy sessions	Emotional intelligence subscales from the Bar-On EQ-i: YV™
<u>Problem-solving behaviour</u>	4	<ul style="list-style-type: none"> o Intrapersonal scale o Total Emotional Intelligence scale
<u>Flexibility</u>	8	
<u>Rational thinking</u>	5 and journal entry.	

<u>Insight into thoughts</u>	5	o Adaptability scale
<u>Positive thinking patterns</u>	2, 3, 4, 5, 7 and 8	
<u>Personal reflection</u>	2, 3, 4, 5, 6 and 7	
<u>Internal locus of control</u>	3, 7 and 8	
THEME 5: STRESS MANAGEMENT		
Sub themes identified from data	Therapy sessions	Emotional intelligence subscales from the Bar-On EQ-i: YV™
<u>Faith as a coping mechanism</u>	1, 3, 4 and 7	o Stress Management scale o Adaptability Scale o Total Emotional Intelligence scale
<u>Effective coping skills</u>	1, 6 and 7	
<u>Future planning</u>	1, 2 and 7	

5.9. THE POSSIBLE ROLE OF CHANCE IN ONE'S LIFE

When asked to reflect on whether he thinks the therapy process had contributed to changes in his thinking and emotional awareness prior to and after the hijacking, Kyle commented: "I think if I had met you a year ago, it wouldn't have...yes, if I didn't meet you and we didn't do all this stuff...then it wouldn't have."

This led me to consider the role that chance plays in our lives. I subsequently came across a statement made by Chen (2006:268) that subsequently served to enlighten my understanding of this concept:

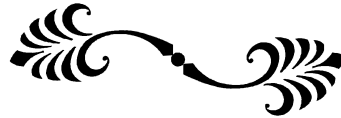
The chance factor is a key component that forms the context of careering, despite the scarcity of intellectual debate on the role and function of chance in people's vocational aspects ...An effort toward this end will hopefully lead to a better understanding of the dynamic and pivotal nature of the chance occurrence.

The role of chance seems to have strongly impacted on Kyle's "co-incidental" involvement in the project which may very well have steered his life into a more defining direction. Although Kyle had very little control of this specific aspect of his development, he nonetheless recognised it as an opportunity for personal growth. His insight and willingness to grasp at this opportunity breathes life into the following viewpoint held by Chen (2006) and supported by others (Dawis, 2002; Young, Valach & Collin, 2002): *scholars and practitioners do not want to depict life career development as predetermined by fate and completely out of human control*".

5.10. SUMMARY

Chapter five served to provide an overview of the case study that was central to this study. Kyle's background information and the reasons surrounding his participation in the study were provided. The results of the *BarOn EQ-i:YV™* pre-test were obtained, and the sub-themes were identified for the purposes of therapeutic intervention. A detailed discussion of the therapy sessions was outlined and further themes were identified. A summary of the themes that were identified during the therapy sessions was composed and verified by an external coder and the participant. The results of the *BarOn EQ-i:YV™* post-test were obtained and discussed, after which the effectiveness of the instrument in the measuring of emotional intelligence of an adolescent hijack survivor was evaluated.

The reader might have noticed that the results were not compared to previous research results, the reason being that the application of emotional intelligence incorporated in therapy to a vehicle hijack survivor has not as of yet been researched. This leaves little possibility for literature control to be carried out. The conclusion of the study, the findings and suggestions will be further discussed in chapter six.



Chapter 6:

Summary and recommendations



(Retrieved from: www.biddingtons.com/.../images/skmatrixldet2.jpg)

To pass through the black hole of trauma is to emerge into a new world.

- Cairns, 200

6.1. INTRODUCTION

Chapter six summarises the content of Chapters one to four of the dissertation and summarises the findings discussed in Chapter five. The researcher uses these summaries and findings to draw valid conclusions and formulate relevant relationships.

The general research question will be readdressed and answered. The limitations of the study will also be indicated and ethical aspects relevant to my study will be discussed.

6.2. FINDINGS SUPPORTING THE SUGGESTIONS

6.2.1. Chapter 1: introductory orientation

Chapter one served to provide the reader with a framework of the proposed research study. The general purpose of the study was introduced, namely: to explore the application of emotional intelligence incorporated in therapy to a vehicle hijack survivor. To ensure that a holistic approach was facilitated, certain aspects were emphasised, related terms were conceptualised, the research problem was formulated, the motivation of the study was discussed, the anticipated outcomes were stated and the possible problems that may be encountered, were acknowledged.

The general problem statement of my study was formulated as follows:

The application of emotional intelligence incorporated in therapy to a vehicle hijack survivor.

6.2.2. Chapter 2: trauma and hijacking

Chapter two focused on two components: the discussion of trauma in general, followed by a more specific and in-depth description of a specific form of trauma, namely hijacking.

The definition, conceptualisation, consequences and counselling models of “trauma” were highlighted. The experience of trauma was closely associated with shattered assumptions of oneself, others and the world. Various theories, including the biological, psychological, bio-psychosocial and systems theories were discussed in an effort to generate a richer understanding of trauma. The various types and phases of trauma were also distinguished. Several trauma

counselling models were mentioned, which offered useful guidelines that could be practically applied throughout the therapeutic intervention process.

“Hijacking” was described as critical-incident traumatic experience. Specific mention was made of the consequences associated with hijacking, victim complicity and the prevalence. The consequences of hijacking on the bio-psychosocial development of a trauma survivor were described, these ranged from fear, anger and depression to social withdrawal, mistrust and sleeping disorders. The criteria for Post Traumatic Stress Disorder (PTSD) were indicated.

A distinction was made between defusing, debriefing and trauma counselling. Various coping mechanisms and strategies were identified and discussed, these included: the ability to gain and process new information; the ability to maintain control over one’s emotions and the ability to move freely within one’s environment. The various components that enhance effective coping were discussed.

This chapter thus aimed to provide the reader with information about trauma and hijacking in an effort to promote a better understanding of the phenomenon.

6.2.3. Chapter 3: emotional intelligence

Chapter three described the concepts of “emotion”, “emotional development”, “intelligence”, “cognitive development” and “emotional intelligence” from a variety of prominent theoretical viewpoints.

The discussion of the above terms promoted a better understanding of how they could potentially relate to each other, thereby enhancing the viability of the proposed study. My understanding of emotional intelligence was guided by the following work definition (Bar-On in Maree, 2004:5):

El is a collection of non-cognitive capabilities, competencies and skills that influence one’s understanding of the self, others and the environment. El can contribute to our understanding of intelligence in terms of the emotional, personal, social and survival dimensions.

Since the focus of my study involved an adolescent, a description of the complex nature of this developmental stage in terms of their cognitive, social, emotional and identity development was discussed.

A discussion of the Bar-On EQ-i:YV™ presented it as an appropriate instrument to measure the emotional intelligence of an adolescent vehicle hijack survivor.

6.2.4. Chapter 4: research design

Chapter four described the research design followed in exploring the application of emotional intelligence incorporated in therapy to a vehicle hijack survivor. I indicated my ontological and epistemological viewpoints that steered my research process. I followed a qualitative, descriptive and explorative research design.

Part of the research design was to clearly indicate the various data collection and analysis methods. These research techniques were thoroughly discussed. Revealing the various steps of the research process serves to enhance the validity, trustworthiness and ethical accountability of my study.

6.2.5. Chapter 5: case study: the application of emotional intelligence incorporated in therapy to a vehicle hijack survivor.

Chapter five presented a case study depicting the application of emotional intelligence incorporated in therapy to a vehicle hijack survivor using particular methods of data analysis. The background information of the participant, the results of the BarOn EQ-i: YV™ self report questionnaire and the emotional intelligence therapy sessions were analysed and themes were identified. The following themes were derived from the categories: interpersonal relationship dynamics, emotionality, emotional regulation, cognitive regulation and stress management.

The implementation strategies and the impact of it on the participant's emotional intelligence were evaluated. The BarOn EQ-i:YV™ self-report questionnaire was administered prior to and following the emotional intelligence therapeutic intervention sessions. It was established that the results of the BarOn EQ-i: YV™ self-report questionnaire could potentially serve as a pre-identification tool for identifying areas that are in need of further interest and for which clear therapeutic goals can be formulated.

I am of the opinion that the BarOn EQ-i: YV™ is a valuable and useful indicator of therapeutic needs and that it was helpful in the application of emotional intelligence incorporated in therapy to a vehicle hijack survivor. The BarOn EQ-i: YV™ facilitated the direction of the therapy by means of

identifying problematic areas prior to therapeutic intervention from which I could subsequently structure therapy sessions accordingly. The administration of the BarOn EQ-i: YV™ self-report questionnaire was also valuable in indicating whether the therapeutic intervention was successful or not.

6.3. ANSWERING THE GENERAL RESEARCH QUESTION

The following conclusions can be drawn surrounding the general research question:

The case study that was implemented during the research indicated that the participant's emotional intelligence, as measured by the BarOn EQ-i:YV™, could have had a potential impact on the processing of the hijacking experience during the therapeutic sessions. The participant's measured emotional intelligence results guided me in structuring the therapy sessions accordingly, thereby limiting time spent on therapeutic areas that may be of less importance.

The emotional intelligence results acquired by means of the BarOn EQ-i: YV™ self-report questionnaire identified the participant's areas of strength and weakness, which served to facilitate the formulation of realistic and appropriate therapeutic goals.

6.4. LIMITATIONS OF THE STUDY

The limitations of the study were as follows:

- The probability of making generalisations is limited, since a single case study is not representative of the entire adolescent hijack survivor population receiving emotional intelligence therapy.
- The study is limited in its applicability since only a single case study was implemented.
- The subjective interpretations of the researcher could be regarded as limited, since other researchers may interpret the results differently.
- It is also likely that the participant's progress may have been influenced by subjective factors such as novelty, maturation and the Hawthorne effect.

I acknowledge the influence that the above factors in addition to use of instrumentation may have exercised on my study. I therefore also recognise the possibility that my conclusions drawn from the data may very well be an inaccurate depiction of the participant's reality.

6.5. SUGGESTIONS

The following suggestions can be made regarding practise, further research and training:

In **practise**, it is strongly suggested that the emotional intelligence of a client is assessed prior to initiating trauma based counselling sessions focused on processing the experience of a hijacking. The results of the BarOn EQ-i:YV™ served as a guideline, that clearly indicated areas of concern that would benefit from further therapeutic intervention. It was also helpful to indicate whether the therapeutic goals set have been achieved once the therapeutic sessions drew to a close. Success should be indicated by an increase in the subscales and total score of the BarOn EQ-i: YV™ self report questionnaire.

The BarOn EQ-i: YV™ is strongly suggested as the preferred instrument to assess a client's emotional intelligence. It is an internationally recognised measuring instrument that can be applied to determine an adolescent's emotional intelligence score. The BarOn EQ-i: YV™ possesses sound psychometric features, as indicated in Chapter three. This measure is relatively brief to administer and can be utilised to monitor a client's progress.

For **further research** the following research possibilities are suggested:

- The influence of emotional intelligence on other therapeutic interventions.
- The impact of emotional intelligence in the counselling of survivors who have incurred other forms of trauma related incidents.
- A comparative study in which more than one case is discussed.

With regard to **training** the researcher would like to suggest that psychologists' training should focus on the value of measuring and understanding "emotional intelligence". This should facilitate a better appreciation of the potential role it could play in the therapeutic process.

6.6. ETHICAL ASPECTS

All ethical efforts were made to protect the participant throughout my study. Informed consent was obtained from the participant and his parents. The participant and his parents were informed that they could withdraw from the study at any time. I also made an effort to discuss the findings with them at the conclusion of the therapy sessions.

I used appropriate research methods to relate the interpretations of the results with the collected data. I also strived to maintain high methodological standards to promote accuracy. The research findings were presented both accurately and responsibly.

6.7. SUMMARY

The findings drawn from the case study, explored the application of emotional intelligence incorporated in therapy to a vehicle hijack survivor. The study indicated that emotional intelligence incorporated in a therapeutic programme may bear a potential effect on an adolescent hijack survivor's processing of the hijacking.

I am of the opinion that the pre-determination of the participant's emotional intelligence contributed significantly towards structuring a successful therapeutic programme, but that it is not necessarily a pre-requisite for counselling clients who have survived a hijacking. In my study, it was however apparent that the determination of the participant's emotional intelligence and the incorporation of the associated information, in a counselling programme to an adolescent vehicle hijack survivor, served to be both beneficial and successful.

Challenges are what make life interesting; overcoming them is what makes life meaningful.

-Joshua J. Marine





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A decorative flourish consisting of a central horizontal line with symmetrical, stylized leaf-like or scroll-like patterns extending downwards and outwards from both ends.

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APPENDICES

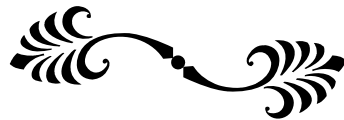
- Appendix A:** Letters of informed consent to parents prior to and following therapeutic intervention
- Appendix B:** Letters of informed consent to participant prior to and following therapeutic intervention.
- Appendix C:** Crime in RSA for April to March 2000/1 to 2005/6 (SAPD)
- Appendix D:** Car jacking in the RSA for the period April to March 2001/2 to 2004/5
- Appendix E:** Narrative description of the participant's hijacking experience
- Appendix F:** A therapeutic colouring activity indicating the participant's emotional awareness and progress.
- Appendix G:** Verbatim transcribed extracts from therapy session 4.
- Appendix H:** Letter from external coder to confirm her involvement.
- Appendix I:** Ethical clearance certificate





APPENDIX A:

Letters of informed consent to parents prior to and following therapeutic intervention





Tel: 420 2130

PRETORIA 0002

LETTER OF INFORMED CONSENT

The purpose of the proposed study:

To explore the application of Emotional Intelligence (EI) incorporated in therapy to a vehicle hijack survivor.

Dear Parent

Your child has been invited to participate in a research project aimed at exploring **the application of emotional intelligence incorporated in therapy to a vehicle hijack survivor**. I am attempting to establish the relevance of emotional intelligence as a viable therapeutic technique to address the traumatic experience associated with hijacking. This research project may contribute to the research field and support other researchers to develop related strategies that can be applied in therapy to an adolescent hijack survivor.

Participation in this research project will involve the following:

- Discussions with your child to establish his experience of the hijacking.
- One questionnaire will be administered and it will take approximately 30 minutes to complete (the **BarOn EQ-i: YV Emotional Intelligence Questionnaire**).
- To facilitate quality assurance, the intervention will be followed up with the administration of the same questionnaire.
- The application of emotional intelligence therapy for the duration of 8-10 sessions of approximately 60 minutes each. This will be initiated after the **BarOn EQ-i: YV Emotional Intelligence Questionnaire** has been administered by my supervisor, Prof. J.G. Maree.
- The following guidelines in this regard will guide my attempts at facilitating emotional literacy:
 - Learning about one's thinking
 - Learning words and concepts for, and learning how to manage, one's emotions
 - Non-judgemental acceptance and respect, which is central to the process of individual growth.
 - Experience of one's self and one's surroundings, which is central to personally important learning.
 - Appropriate, non-manipulative disclosure of thoughts and feelings about self and others is valued and facilitates personal growth in self and others.
 - The role of emotional intelligence in processing his experience of the hijacking. Keeping a reflection journal to monitor and reflect on his daily/weekly experiences and progress.
 - Reflecting on each session completed.
 - Drawing up a life line on a blank sheet of paper and then proceeding to recall significant milestones or experiences of life (either positively or negatively) and record them chronologically.

Please note the following:

1. When he cannot answer a question or respond to a statement because he has not actually experienced the situation, or if he does not understand a certain term or statement, he should ask the test administrator to explain the particular term, statement or career to him.



2. When the participant should remember that there are no “right” or “wrong” answers and there is no time limit for completing the questionnaire. He is requested to work as fast as he can, and not leave out any of the questions.
3. The sessions will be recorded by means of audio-tape and the *verbatim* transcriptions of the conversations will be typed, analysed, and quoted in the final dissertation.
4. I intend to use the data obtained for research purposes in a **completely anonymous and confidential manner.**
5. You are assured that your child’s identity and his responses to the questionnaires will be regarded as **extremely confidential at all times and that they will not be made available to any unauthorised user.**
6. Participation in this research is voluntary and you may decide to withdraw at any stage.
7. There is no known risk involved in the research. Possible benefits include the fact that participation will probably help to improve your child’s emotional intelligence, which refers to his intra-personal, inter-personal, and stress management skills, as well as his general mood, adaptability, and consequently his ability to be successful and lead to a fulfilled life.
8. There are no costs involved.

If you agree to your child’s participation in the study, please sign this letter as a declaration of your consent. This confirms your compliance with the project and your child’s involvement..

Signature of Parent: _____ Date: _____

Signature of participant: _____ Date: _____

Signature of researcher: _____ Date: _____

You are more than welcome to contact me with any further queries on the following number: [REDACTED] Should you wish to speak to my supervisor, Prof. J.G. Maree, I will gladly supply his contact details upon request.

Ms. C. Symington
Researcher

Prof. J.G. Maree
Supervisor



Tel: 420 2130

PRETORIA 0002

LETTER OF INFORMED CONSENT

The purpose of the proposed study:

To explore the application of Emotional Intelligence (EI) incorporated in therapy to a vehicle hijack survivor.

Dear parents

Thank you for allowing your child to participate in this study. The data obtained from the therapeutic sessions may contribute significantly to a better understanding of the relevance of emotional intelligence as a viable therapeutic technique to address the traumatic experience associated with hijacking. In order for this research project to contribute to the research field and support other researchers to develop related strategies that can be applied in therapy to an adolescent hijack survivor, the release of confidential information is required.

By signing this letter of informed consent you are providing permission for the following sources of data to be released (please indicate your agreement to each statement by ticking the block, e.g.):

- Your child's scores from the pre- and post- assessment of emotional intelligence as measured by the BarOn EQ-i: YV™
- The verbatim transcription of the content recorded with your child, during sessions 1-8.
- The analysis, interpretation and reporting of the content discussed during sessions 1-8 with your child .
- Informal discussions that occurred between the researcher and your child that may hold relevance for research purposes.
- Discussions that occurred between the researcher and yourself.
- Direct citations from the journal entries captured in your child's research journal.
- Your child's personal, written reflections of the therapy sessions.
- Worksheets, drawings or written documents completed by your child, pertaining to the research process, collected throughout the therapy process.
- Notes and reflections made by the researcher throughout the research process.

The following ethical considerations will be **strictly** adhered to:

- Your child's identity and that of any involved or mentioned persons will remain anonymous.
- No reference will be made to any information that may convey any particular personal or identifiable information.
- Names of places and people will be changed, to ensure anonymity.
- You reserve the right to access any information that has been collected throughout the research process at any time.
- You reserve the right to withdraw any information or data that you wish not to be released for publication.



I, _____ (*full name and surname*), hereby agree that:

- I have been adequately informed of the various sources of data that may be published or released.
- I have been adequately informed of the ethical guidelines that will be adhered to and what my own and my child's rights are.
- The indicated sources of data may be used for research and/or publication purposes.

If you agree to the above conditions, please sign this letter as a declaration of your consent for the indicated sources of data to be analysed, interpreted, published and released. This confirms your compliance with the above mentioned statements.

Signature of Parent: _____

Date: _____

Signature of participant: _____

Date: _____

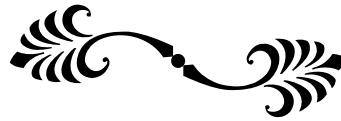
Signature of researcher: _____

Date: _____



APPENDIX B:

Letters of informed consent to participant, prior to and following therapeutic intervention.





LETTER OF INFORMED CONSENT

The purpose of the proposed study:

To explore the application of Emotional Intelligence (EI) incorporated in therapy to a vehicle hijack survivor.

Dear participant

You have been invited to participate in a research project aimed at exploring **the application of emotional intelligence incorporated in therapy to a vehicle hijack survivor**. I am attempting to establish the relevance of emotional intelligence as a viable therapeutic technique to address the traumatic experience associated with hijacking. This research project may contribute to the research field and support other researchers to develop related strategies that can be applied in therapy to an adolescent hijack survivor.

Participation in this research project will involve the following:

- Discussions with you to establish your experience of the hijacking.
- One questionnaire will be administered and it will take approximately 30 minutes to complete (the **BarOn EQ-i: YV Emotional Intelligence Questionnaire**).
- To facilitate quality assurance, the intervention will be followed up with the administration of the same questionnaire.
- The application of emotional intelligence therapy for the duration of 8-10 sessions of approximately 60 minutes each. This will be initiated after the **BarOn EQ-i: YV Emotional Intelligence Questionnaire** has been administered by my supervisor, Prof. J.G. Maree.
- The following guidelines in this regard will guide my attempts at facilitating emotional literacy:
 - Learning about one's thinking
 - Learning words and concepts for, and learning how to manage, one's emotions
 - Non-judgemental acceptance and respect, which is central to the process of individual growth.
 - Experience of one's self and one's surroundings, which is central to personally important learning.
 - Appropriate, non-manipulative disclosure of thoughts and feelings about self and others is valued and facilitates personal growth in self and others.
 - The role of emotional intelligence in processing your experience of the hijacking.
 - Keeping a reflection journal to monitor and reflect on your daily/weekly experiences and progress.
 - Reflecting on each session completed.
 - Drawing up a life line on a blank sheet of paper and then proceeding to recall significant milestones or experiences of life and record them chronologically.

Please note the following:

1. When you cannot answer a question or respond to a statement because you have not actually experienced the situation, or if you do not understand a certain term or statement, you should ask the test administrator to explain the particular term, statement to you.
2. You should remember that there are no "right" or "wrong" answers and there is no time limit for completing the questionnaire. You are requested to work as fast as you can, and not leave out any of the questions.
3. The sessions will be recorded by means of audio-tape and the *verbatim* transcriptions of the conversations will be typed, analysed, and quoted in the final dissertation.
4. I intend to use the data obtained for research purposes in a **completely anonymous and confidential manner**.
5. You are assured that your identity and responses to the questionnaires will be regarded as **extremely confidential at all times and that they will not be made available to any unauthorised user**.



6. Participation in this research is voluntary and you may decide to withdraw at any stage.
7. There is no known risk involved in the research. Possible benefits include the fact that participation will probably help to improve your emotional intelligence, which refers to your intra-personal, inter-personal, and stress management skills, as well as your general mood, adaptability, and consequently your ability to be successful and lead to a fulfilled life.
8. There are no costs involved.

If you agree to participate in the study, please sign this letter as a declaration of your consent. This confirms your compliance with the project and your involvement.

Signature of Parent: _____

Date: _____

Signature of participant: _____

Date: _____

Signature of researcher: _____

Date: _____

You are more than welcome to contact me with any further queries on the following number: [REDACTED]. Should you wish to speak to my supervisor, Prof. J.G. Maree, I will gladly supply his contact details upon request.

Ms. C. Symington
Researcher

Prof. J.G. Maree
Supervisor



Tel: 420 2130

PRETORIA 0002

LETTER OF INFORMED CONSENT

The purpose of the proposed study:

To explore the application of Emotional Intelligence (EI) incorporated in therapy to a vehicle hijack survivor.

Dear participant

Thank you for your participation in this study. The data obtained from the therapeutic sessions may contribute significantly to a better understanding of the relevance of emotional intelligence as a viable therapeutic technique to address the traumatic experience associated with hijacking. In order for this research project to contribute to the research field and support other researchers to develop related strategies that can be applied in therapy to an adolescent hijack survivor, the release of confidential information is required.

By signing this letter of informed consent you are providing permission for the following sources of data to be released (please indicate your agreement to each statement by ticking the block, e.g.):

- Scores from the pre- and post- assessment of emotional intelligence as measured by the BarOn EQ-i: YV™
- The verbatim transcription of the content recorded during sessions 1-8.
- The analysis, interpretation and reporting of the content discussed during sessions 1-8.
- Informal discussions that occurred between you and the researcher that may hold relevance for research purposes.
- Discussions that occurred between the researcher and your parents.
- Direct citations from the journal entries captured in your research journal.
- Your personal written reflections of the therapy sessions.
- Worksheets, drawings or written documents pertaining to the research process, collected throughout the therapy process.
- Notes and reflections made by the researcher throughout the research process.

The following ethical considerations will be **strictly** adhered to:

- Your identity and that of any involved or mentioned persons will remain anonymous.
- No reference will be made to any information that may convey any particular personal or identifiable information.
- Names of places and people will be changed, to ensure anonymity.
- You reserve the right to access any information that has been collected throughout the research process at any time.
- You reserve the right to withdraw any information or data that you wish not to be released for publication.



I, _____ (*full name and surname*), hereby agree that:

- I have been adequately informed of the various sources of data that may be published or released.
- I have been adequately informed of the ethical guidelines that will be adhered to and what my rights are.
- The indicated sources of data may be used for research and/or publication purposes.

If you agree to the above conditions, please sign this letter as a declaration of your consent for the indicated sources of data to be analysed, interpreted, published and released. This confirms your compliance with the above mentioned statements.

Signature of Parent: _____

Date: _____

Signature of participant: _____

Date: _____

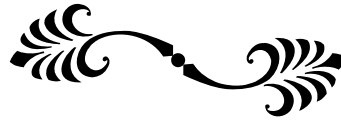
Signature of researcher: _____

Date: _____



APPENDIX C:

Crime in RSA for April to March 2000/1 to 2005/6 (SAPD)





Information Management - South African Police Service

Crime in the RSA for April to March 2001/2002 to 2005/2006

Province : RSA Total

Area : RSA Total

Station : RSA Total

Crime Category	April to March				
	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Murder	21,405	21,553	19,824	18,793	18,545
Rape	54,293	52,425	52,733	55,114	54,926
Attempted murder	31,293	35,861	30,076	24,516	20,553
Assault with the intent to inflict grievous bodily harm	264,012	266,321	260,082	249,369	226,942
Common assault	261,886	282,526	280,942	267,857	227,553
Robbery with aggravating circumstances	116,736	126,905	133,658	126,789	119,726
Common robbery	90,205	101,537	95,551	90,825	74,723
Indecent assault	7,683	8,815	9,302	10,123	9,805
Kidnapping	4,433	3,071	3,004	2,618	2,320
Abduction	3,132	4,210	4,044	3,880	3,345
Neglect and ill-treatment of children	2,648	4,798	6,504	5,568	4,828
Culpable homicide	10,944	11,202	11,096	11,995	12,415
Public violence	907	1,049	979	974	1,044
Carjacking (subcategory of aggravated robbery)	15,846	14,691	13,793	12,434	12,825
Truck hijacking (subcategory of aggravated robbery)	3,333	986	901	930	829
Bank robbery (subcategory of aggravated robbery)	356	127	54	58	59
Robbery of cash in transit (subcategory of aggravated robbery)	238	374	192	220	385
Robbery at residential premises (subcategory of aggravated robbery)	-	9,063	9,351	9,391	10,173
Robbery at business premises (subcategory of aggravated robbery)	-	5,498	3,677	3,320	4,387
Arson	8,739	9,186	8,806	8,184	7,622
Malicious damage to property	145,451	157,070	158,247	150,785	144,265
Crimen injuria	60,919	63,717	59,908	55,929	44,512
Burglary at residential premises	302,657	319,984	299,290	276,164	262,535
Burglary at business premises	87,114	73,975	64,629	56,048	54,367
Theft of motor vehicle and motorcycle	96,859	93,133	88,144	83,857	85,964
Theft out of or from motor vehicle	199,282	195,896	171,982	148,512	139,090
Stock-theft	41,635	46,680	41,273	32,675	28,742
Illegal possession of firearms and ammunition	15,494	15,839	16,839	15,497	13,453
Drug-related crime	52,900	53,810	62,689	84,001	95,690
Driving under the influence of alcohol or drugs	24,553	22,144	24,886	29,927	33,116
All theft not mentioned elsewhere	576,676	620,240	606,460	536,281	432,629
Commercial crime	58,462	56,232	55,869	53,931	54,214
Shoplifting	68,404	69,005	71,888	66,525	64,491

(CIAC, 2005)



APPENDIX D:

Car jacking in the RSA for the period April to March 2001/2 to 2004/5





CRIME INFORMATION ANALYSIS CENTRE – SOUTH AFRICAN POLICE SERVICE

Carjacking (Sub Category of Robbery Aggravating) in the RSA for the period April to March 2001/2002 to 2004/2005

Reported crime figures				
Province	2001/2002	2002/2003	2003/2004	2004/2005
Eastern Cape	825	669	403	530
Free State	145	110	88	156
Gauteng	9,315	9,371	8,664	6,902
KwaZulu-Natal	2,838	2,444	2,692	2,702
Limpopo	307	197	116	153
Mpumalanga	727	495	360	535
North West	887	430	446	549
Northern Cape	9	10	9	6
Western Cape	793	965	1,015	901
RSA Total	15,846	14,691	13,793	12,434

Ratio per 100 000 of the population				
Province	2001/2002	2002/2003	2003/2004	2004/2005
Eastern Cape	12.8	10.4	6.2	7.5
Free State	5.4	4.0	3.2	5.3
Gauteng	105.4	103.4	92.1	78.0
KwaZulu-Natal	30.1	25.6	27.6	28.0
Limpopo	5.8	3.7	2.1	2.8
Mpumalanga	23.3	15.6	11.1	16.5
North West	24.2	11.6	11.8	14.4
Northern Cape	1.1	1.2	1.1	0.7
Western Cape	17.5	20.9	21.4	19.7
RSA Total	35.4	32.3	29.7	26.7

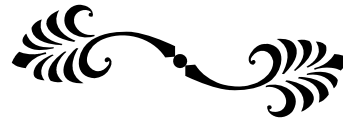
Percentage Increase or Decrease				
Province	2001/2002 // 2002/2003	2002/2003 // 2003/2004	2003/2004 // 2001/2004	2001/2002 // 2004/2005
Eastern Cape	-18.9%	-39.8%	31.5%	-35.8%
Free State	-24.1%	-20.0%	77.3%	7.6%
Gauteng	0.6%	-7.5%	-20.3%	-25.9%
KwaZulu-Natal	-13.9%	10.1%	0.4%	-4.8%
Limpopo	-35.8%	-41.1%	31.9%	-50.2%
Mpumalanga	-31.9%	-27.3%	48.6%	-26.4%
North West	-51.5%	3.7%	23.1%	-38.1%
Northern Cape	11.1%	-10.0%	-33.3%	-33.3%
Western Cape	21.7%	5.2%	-11.2%	13.6%
RSA Total	-7.3%	-6.1%	-9.9%	-21.5%

(CIAC, 2005)



APPENDIX E:

Narrative description of the participant's hijacking experience





MY WORST ENCOUNTER

Based on a true story

Not in chronological order

Ever been held up by four hijackers in the middle of the night and still saved one's bacon? Well, it happened to me.

Mom, Dad and I were driving from [REDACTED] towards our precious home. Since Mom started to feel nausea, we had opened all the windows. It didn't help. The car came to a halt and we all climbed out for some fresh air. Suddenly a pale red vehicle parked right beside us. At first I thought that they were courteous people, but apparently not...we were in hot water.

Four black hijackers jumped out of the car, we were taken aback. Two of them had bulky pistols and the other had pump action shotguns. When they had lofted their guns and pointed it at us, I prayed to Lord God to protect us. Rushing to our car, I opened the door. After I climbed in, I saw Dad fighting with one of the hijackers and giving him a piece of his mind. The other hijacker pointed his gun at Dad. I had to do something! I can't just sit there! I had to throw the hijacker with something, something big, heavy and hard that would delay him. Mom's vanity case flew through the air towards his head. Bull's eye.

Mom, on the other hand, had by that time recovered from her nausea and was dashing for our car when one of the hijackers had started their vehicle. The animal drove forcefully into mom's legs and crushed into our car as well. Since mom was injured, she had climbed into our car. One of them came closer to her. She yelled and screamed at him and tried to get his gun out of her face. The trigger was pulled...

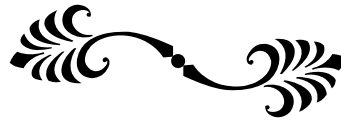
Dad had taken up arms since they had jumped out. He hit one in the face as soon as the monstrosity came closer. The amazing thing was that the hijacker didn't shoot! He gave dad a potent kick on the knee. When Dad had heard the shot, he limbered quickly to our vehicle. It was luckily fired in the air. By then, all three of us were next to the car. Suddenly, a white car appeared from behind. The hijackers climbed into their car and vanished. The white car also drove off.

We leapt into our vehicle and once more drove to our lovely house, which we were very thankful to see. The injuries that could not be cured, had to be endured. We thank and praise the Lord for his protection that night. Since then, once bitten, twice shy.

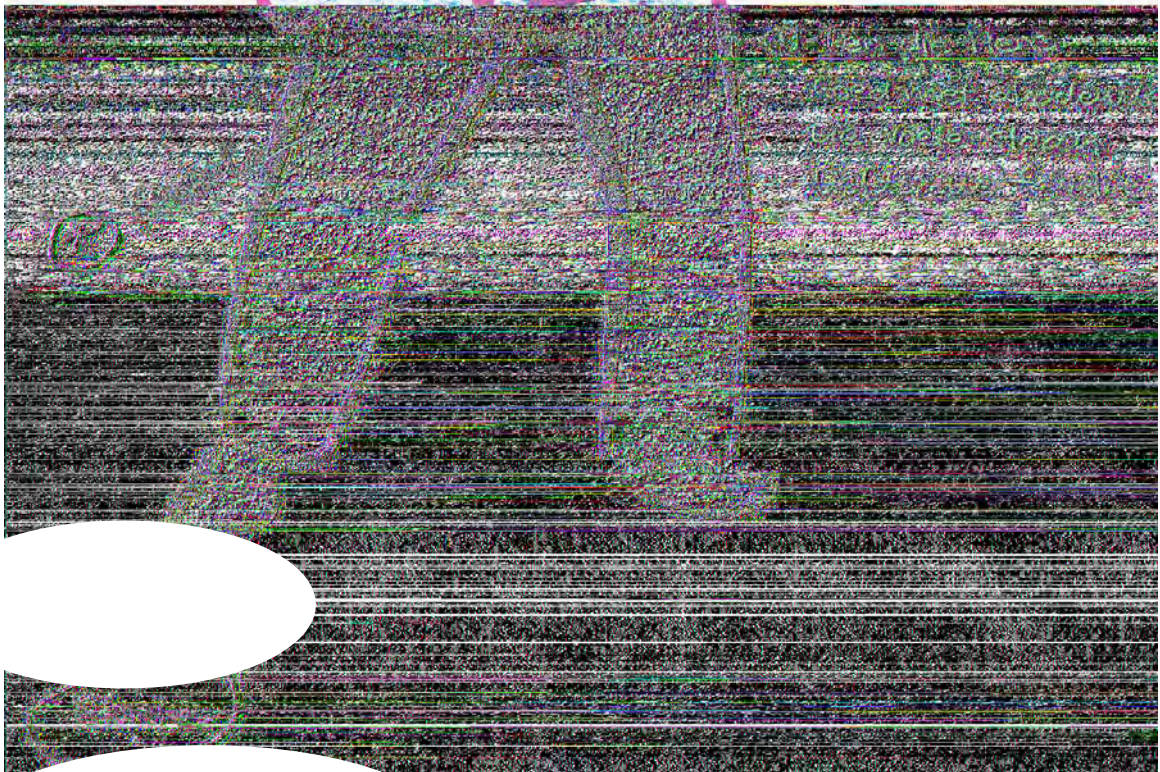


APPENDIX F:

A therapeutic colouring activity indicating participant's emotional awareness
and progress.

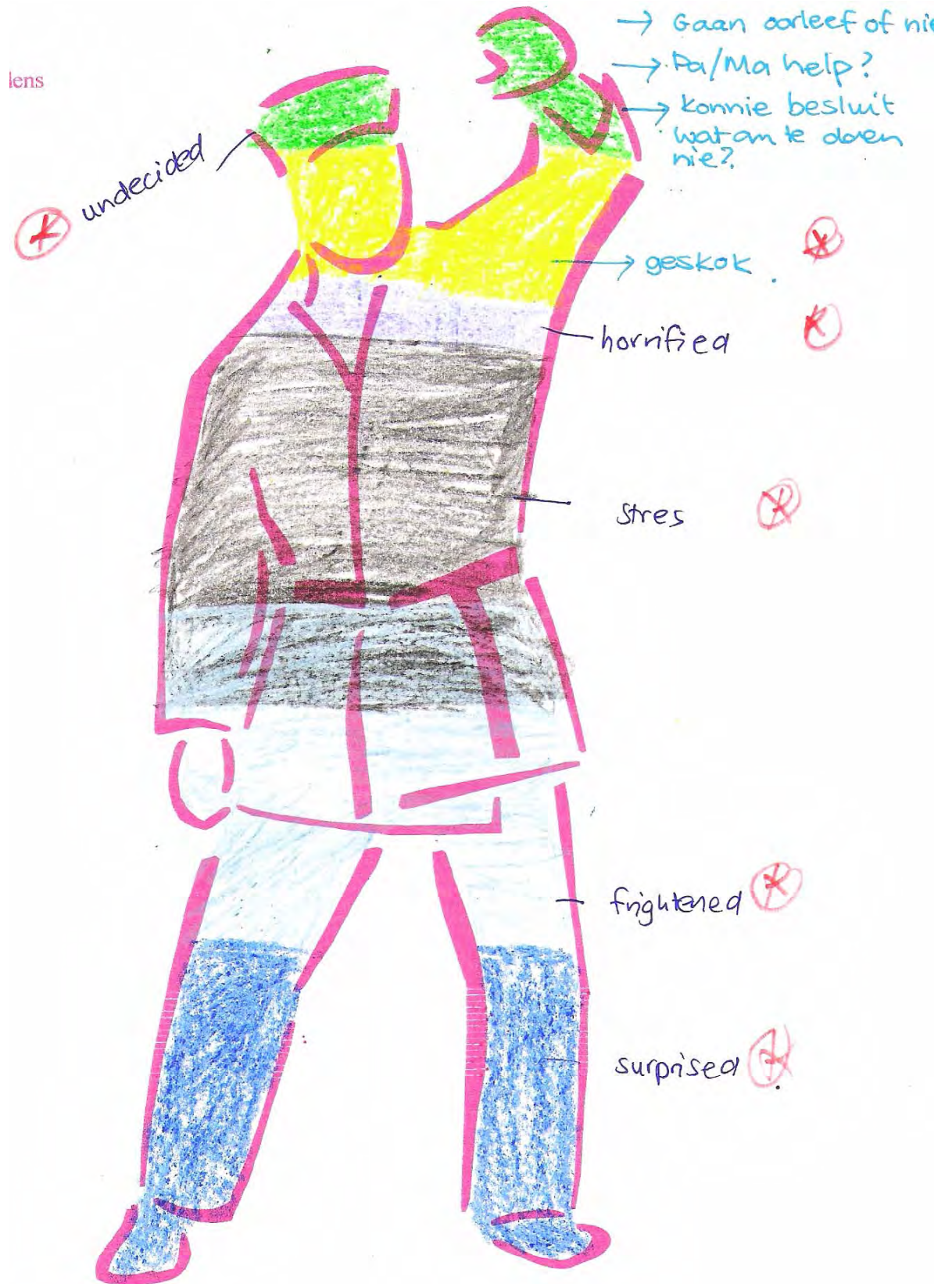


Before the hijacking





During the hijacking





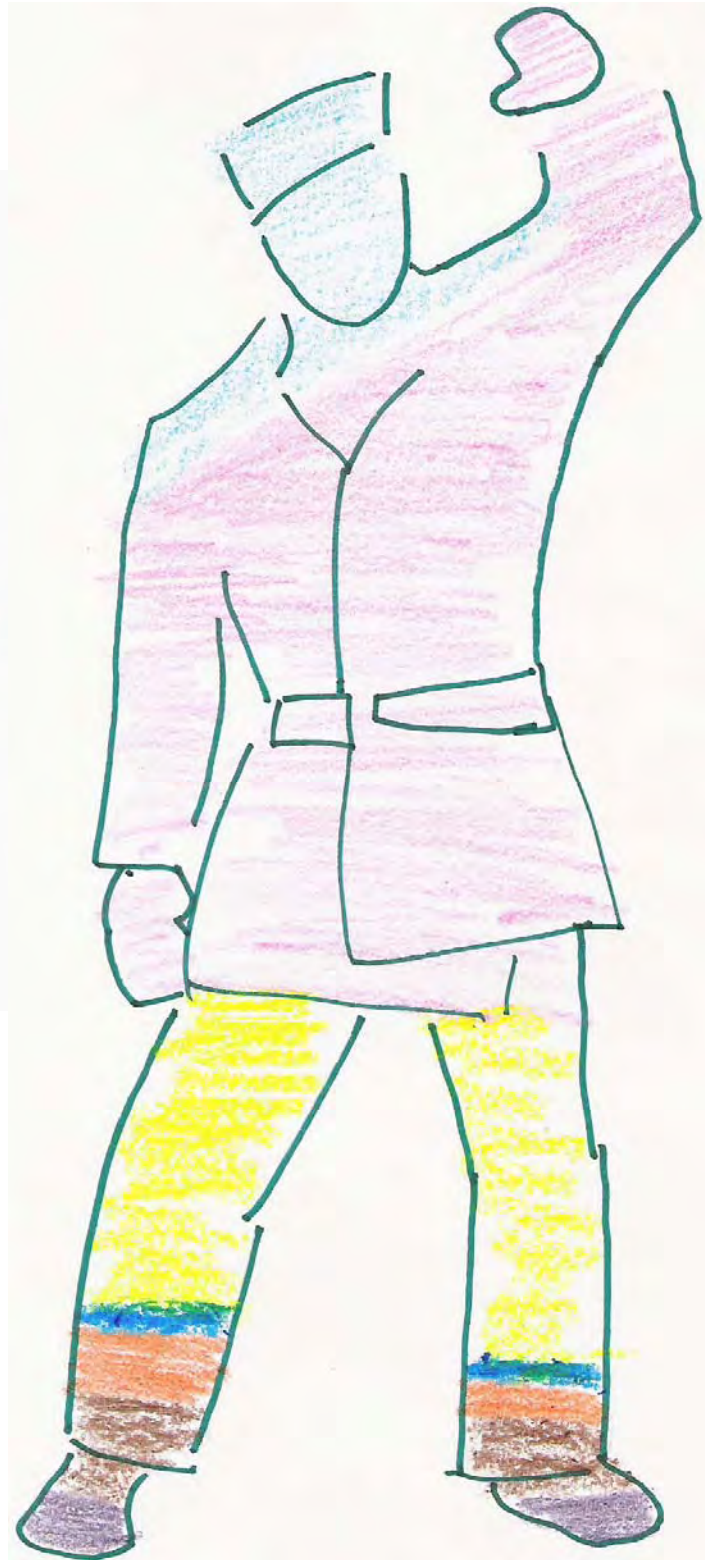
Start of therapy intervention



Daniel

At conclusion of therapy intervention

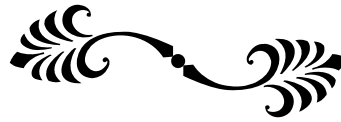
- ✓ • gelukkig
- ✓ • ongetuikig
- ✓ • hartseer
- ✓ • bedroef om gemiddeld
- ✓ • Positief
- ✓ • ongetuikig
- ✓ • stress





APPENDIX G:

Verbatim transcribed extracts from therapy session four.





K	Ok. Ek wil net vir jou sê vandag was eintlik 'n baie slegte dag (<i>hy het vroeër vertel dat sy dag lekker was. Sy ma het my wel gebel om te sê dat hulle besluit het hy mag nie meer op die kamp gaan nie, aangesien dit baie ongeorganiseerd is en dat dit lyk asof net meisies op die kamp gaan</i>). Soos vandag was ek heeldag opgewonde nee ek gaan nou [REDACTED] toe, ek het geld inbetaal, het 'n kamera geleen om insetsels te plaas in die skoolkoerantjie en gehoor wie gaan almal en um toe sms my ma my ek kannie meer gaan nie....	Erkenning van slegte gevoelens
C	Net so? Het sy nie 'n rede gegee nie...	
	Ja. Dalk het ek nog die sms...nee ek het nie meer nie. Nee, net van ek kannie meer gaan nie...	
C	Het jy al met haar gepraat vandag?	
K	Ja ek het haar gebel en toe sê sy nee sy kannie nou met my praat nie...	
C	En hoe voel jy nou op hierdie stadium?	
K	Baie sad, maar hulle is my ouers so dis hulle keuse en hulle is verantwoordelik vir my en ek dink nie hulle sal sommer net nee sê nie.	teneergedruktheid
C	Ok...en wat dink jy sal moontlike redes kan wees hoekom hulle nie sou wou hê dat jy moet gaan nie?	
K	Ek weet nie, seker maar vertrou...hulle vertrou seker nie die onderwyser nie...ek weet nie. Dis dalk nie goed vir my om te gaan nie, of dalk het hulle iets beplan vir die naweek en ons gaan iewers heen gaan...	Aanvaarding van gesag. Ten spyte van eie gevoelens.
C	Ek sien jy is teleurgesteld....	
K	Ja, ek is.	teleurgesteld
C	Dis moeilik met ouers want jy is op 'n ouderdom wat jy wil begin om jou eie besluite te maak en jy wil ook hê dat jou ouers jou moet vertrou dat jy die regte besluite sal neem, en jy sal nee sê wanneer jy dink dit is nie reg nie, maar nou het hulle nog steeds hierdie mag as ouers om nogtans vir jou te besluit. Wat dink jy sal 'n goeie stap wees van hier af?	
K	Gesels met hulle in die eerste instansie...	Logiese planmaak
C	Dis vir my so mooi as jy logies redeneer. Ja dis reg, want as jy met hulle gesels dan kan jy inligting bekom, voordat jy net sommer reageer...	
K	Dan gesels ek met hulle dan soos...eers hallo, hi...en eers my pa in 'n goeie bui kry. En dan kan ek soos vra, nee hoekom kan ek nie gaan nie, wat is die rede...	
C	Ok, nou sê nou jy stem nie saam met die rede nie...	
K	Soos byvoorbeeld?	
C	Soos hulle gee nie eers vir jou 'n rede nie, hulle sê net sommer, want ons is jou ouers en dit is ons besluit...?	
K	Ag ek sal seker nog ontsteld wees, maar ek sal aangaan..	Aanvaarding van gesag. Ten spyte van eie gevoelens.
//C	Ai jong, maar gaan vind nou uit die redes...jy is op die regte padjie met wat jy gaan vra...en mens moet maar dit op hierdie stadium respekteer, maar jy het die reg om te voel soos jy voel...	
K	Ja en dan eendag....	
C	Eendag...	
K	Ek sal al my frustrasies op my kinders uithaal...ek grap maar net...	Uiting aan gevoelens op veilige manier
C	Oh...ok..nog 'n opsie of 'n keuse wat mens kan maak. Met ander woorde jou reaksie op hierdie situasie kon na verskeie moontlike opsies lei. Jy kon gesê het: wel ek haat my ouers want hulle wil nie hê jy moet saam gaan nie...of....	
K	Hardloop weg van die huis af, pleeg selfmoord, kom ek dink wat is daar nog, plant 'n bom in die skool...um...maak die Wiskunde onderwyser dood. Vandag in Engels het die juffrou ons vertel, hierdie een matriek ou se meisie het hom gelos en toe pleeg hy selfmoord	Bewustheid van impulsiewe aksies
C	Oh jinne.. dis eintlik 'n goeie voorbeeld waar iemand geoorreageer het....sommer om al die keuses op te weeg. Dis wat emosionele intelligensie so belangrik maak. Ja,dit gebeur dat iemand nie mooi gaan kyk na wat hulle regtig voel nie...so daar is ander opsies maar jy het die keuse oor hoe jy gaan optree..	
K	Ja, soos baie maal in die koshuis dan soos sê die een ou nee, ek het hom soos gemaak	Keuses/ verantwoordelikheid



	vloek. Dan is dit soos...dit werk net nie...dis jou eie keuse...ek kan jou nie maak vloek nie.	
C	Ja, soos daardie ou wat jou ma gevloek het waarvan jy geskryf het in die joernaal...dit was sy keuse om so te reageer. Hy was dalk emosioneel onstabiel op daardie stadium en toe het hy geoorreageer...en ons almal bereik stadiums wat ons nie mooi dink nie ons reageer net...ek gaan nou nou vir jou wys met die robot. Op hierdie manier kan jy maar net skryf hoe jy reageer...bv. wanneer jy bly is. Skryf net eerlik hoe jy reageer...en dan kan ons gaan kyk of jy dalk op ander maniere wil reageer. Dink aan tye wat jy hartseer was...dan help dit jou om jou reaksie te onthou.	
//K	Hierdie een wanneer ek bang is...ek weet nie, ek is net altyd lus om te hardloop...	
K	Met Daniel is dit anders...hy's net so oop, soos 'n boek.	
C	Ok...en gister het ons gesels oor dat jy vir hom wou sê van die hijacking en toe is dit daai hele spul dinge wat gebeur van hom wat uittrek en toe kon jy nie vir hom sê nie...	
K	Ja en toe op daardie stadium toe wou ek met niemand gepraat het...en ek wou vir niemand vertel nie... ek was in 'n boksie toegedruk	Vermyding
C	Ok...so daar is jou weghardloop...daar is jou vermyding...vir jou is dit dalk net goed om bietjie te probeer weggom en daarvoor te gaan dink en dan terug te kom...	
K	Ja...jy sal sien ek het dit so geskryf....	
C	Oh ok...so dis jou hanteringsmeganisme...en jy kan dit maar navolg...maar onthou net om altyd weer terug te kom en daarmee te deal...anders gaan jy lank en ver moet hardloop....en mens kom nooit heeltemal daarvan weg nie...	
K	Ja...	
C	Ek is hartseer...en wil graag alleen wees om daaraan te dink...Daarsy...jy sien...so dis vermyding vir eers, jy moet dit eers vir jouself gaan verduidelik en dan kan jy terugkom en daarmee deal. En introverte is so...jy kry jou energie deur op jou eie te wees...jy wil net bietjie alleen wees. Wanneer ek alleen is smile ek baie../is nie juis 'n introvert nie...	Tydlike vermyding Onttrekking
K	Ja ek is nie soos Yes!! nie, partykeer is ek net lus om bietjie mal te wees, soos ek hier gesê het...	
C	Ja, soos toe jy Top 10 behaal het...	
K	Ja. En soms is ek baie happy, maar ek is nie hoe sal ek sê nie baie mal nie, maar soms is ek net lus om bietjie iets anders te doen...weg te breek van die normale...	Behoefte aan wegbreek van normale.
C	Ja, dis nodig dat mens soms bietjie wegbreek van die normale. Ok en wanneer jy seergemaak is voel ek sleg...vertel vir my van die sleg...	
K	Ja, dan is ek ook soos half in my boksie toegedraai...	Vermyding Beskerming Onttrekking
C	Wanneer ek kwaad is wil ek net weggom...daarsy daar is die weghardloop weer. Wanneer ek teleurgesteld is probeer ek aan die ander goeie dinge dink. Ok, dink jy dalk dit is ook 'n manier om te vermy...want jy wil nie nou daar mee deal nie, so jy probeer daarvan weggom deur aan ander goed te dink...	
K	Ja...ek het dit meer soos bedoel... wat was die vraag nou weer gewees?	Konsentrasie
C	Wanneer ek teleurgesteld is...	
K	Wanneer ek teleurgesteld is, soos ah – ek het nie die top 10 behaal nie, maar ek het darem baie ander goeters. Soos ek het goed gedoen in skaak en sport en ek dink aan die positiewe goed	Positiewe denke
C	Ja, ok...dis 'n baie positiewe benadering en jy is baie intune met wat nou in die sielkunde veld besig is om te gebeur...ja...so dit is reg, maar ek jy moet ten minste jou slegte gevoelens ook erken en sê...ja dit was nie lekker vir my nie en ek is teleurgesteld...maar...en dit is soos met die hijacking wat jy gesê het met die hijacking...dit het gebeur en dit was sleg, maar ons moet ook gaan kyk na wat wel goed is in ons lewens...en vir jou...geloof was dit belangrik gewees...om jou weer te lig. Wanneer ek alleen is gaan speel ek ghitaar of gaan kuier by een van my vriende in sy kamer...of help gewoonlik vir Theuns met sy Wiskunde...	
K	Ja...hy werk baie hard, maar soos aan die begin van die jaar het hy soos baie gespeel, hy was baie lui gewees en toe het hy nou nie so goed gedoen in die eksamen nie. Hy wil graag volgende jaar die akademies neem, maar dit gaan moeilik wees...so elke dag verduidelik ek vir hom dit en dit...en dan begin hy verstaan.	Samewerking Interpersoonlik
C	Ek hoor jou ma het vir my daarvan vertel...	
K	Ja, dit was hy en toe kry hy 100% vir die toets	



C	Kan jy glo? Hoe het jy toe gevoel?	
K	Ek was baie happy gewees. En ek was” ja ek geweeet jy kan dit doen” en als...	Interpersoonlik Gelukkig
C	Ek is seker hy waardeer jou so in sy lewe.	
K	Ja, dis vir my lekker om die mense te help...op ‘n stadium toe oorweeg ek om ‘n onderwyser te word, want dis vir my lekker om mense te help...	interpersoonlik
K	Ja, daar is, maar ek weet nie wat ek anders so doen nie. Soos bv wanneer ek bang is..ek weet nie...ek wil nie net weghardloop nie. Soos byvoorbeeld na die hijacking...so week daarna het PJ by my ingtrek...in elk geval...op ‘n stadium die aand gaan ek badkamer en toe gaan hy ook en toe op ‘n stadium toe maak hy my skrik...ek het my gat afgeskrik...	Vermyding (escapism)
C	Dit was nie baie mooi van hom om te doen nie...	
K	Ja ek dink ook nie so nie, toe op ‘n stadium...in die aande dan stap ek in die gange af dan is dit so donker en dan hardloop ek net gou na waar daar lig is. Ek is nie bang vir die donker nie en jy hoor die mense is nog wakker want hulle gesels en so of ‘n kasdeur word oopgemaak..jy hoor hulle is nog wakker...	Bang
C	Wel kyk as jy....dis jou manier om jouself te beveilig. Kyk, dit is ook deel van na die hijacking is mens geneig om meer bewus te wees van wat alles om mens aangaan...hulle noem dit hyper-vigilance in Engels. Dit is ‘n oorversigtigheid ... so enige iets wat skielik gaan gebeur of omstandighede waaroor jou nie beheer het nie, gaan jou bang maak. Want waar ander mense dalk dink ag niks sal gebeur nie...weet jy nou al dat daar ‘n moontlikheid is dat iets wel kan gebeur...As jy weghardloop is dit maar net ‘n manier om van ‘n onveilige, onbeheerbare situasie te gaan, na ‘n plek waar jy meer veilig en in beheer voel. As daar lig of ‘n skakelaar of ander mense is, gaan jy weer veilig voel. En dit is normaal en dit gaan tien teen een vir so ‘n rukkie aangaan...	
K	As ek nou daardie versie...moenie bang wees nie die Here is by jou...dink somer nou net daaraan...	
C	Wel jy weet mos nou met die hijacking het jy gebid...en nou sê jy moenie bang wees nie, die Here is by jou...hoe maak jy dit van toepassing op jou lewe na ‘n hijacking?	
K	Wel soos ‘n hijacking...ek was nie regtig daar bang ...ok ek sal nie sê dat ek nie daar bang was nie...ek was bang gewees dat my ma-hulle ietsie so oorkom...ok..ek weet...as ek iets oorkom...dit pla my nie..want ek weet ek sal hemel toe gaan, want ek ken die Here en so. Maar ek is net bang my Pa-hulle gaan dood en ek gaan dood. Dan bly net my Ma oor en dan gaan sy skuldig voel want sy het gesê ons moet stop langs die pad en uitklim en so. Daarvoor was ek bang gewees. Maar soos met die koshuis-storie dat moenie bang wees nie, ek bedoel wat kan gebeur... daar gaan nie ‘n skelm by die deur uitspring nie. Dit is net die donkerte en die donker is niks nie...dis net as jy klein is wat jy bang is vir die donker...	Bang/fear Verlies Empatie Skuld Irrasionele optrede
C	Ek hou van die manier wat jy hanteer, want jy gaan kyk na wat is binne mens se beheer en wat is buite mens se beheer. Jy het nie beheer oor ander mense se aksies nie, soos die hijackers nie. Maar waaroor jy wel beheer het is hoe jy daarop gaan reageer en hoe jy probeer om te verhoed dat dit weer sal gebeur...so watter stappe neem julle om julleself te beveilig...	
K	Ok. Sluit altyd die deur, dra altyd my mes by my...ek het dit altyd gedoen, maar so helfte van standerd 6 het ek dit nie meer gedoen nie....toe nou na standerd 7 toe gebeur die hijacking toe dra ek dit weer by my... Van kleins af het ek altyd my mes by my...	onveilig
c	Hoekom?	
K	Ek weet nie. Dis lekker om ‘n mes te hê as jy goed moet sny...dis nuttig om te hê.	
C	En nou is dit vir ‘n ander rede?	
K	Ja dit is, maar dis nog steeds handig om te hê. By die skool kan ek sê nou maar ‘n toutjie sny of nie by die skool nie, maar by die koshuis. As jy net gou ‘n toutjie wil sny of so iets...	
C	Ok...en nou as julle ry in die kar? Watter goed doen julle?	
K	Net voor ons ry sê ek vir my ma sluit die deur.	
C	En as dit donker is, hoe voel jy dan?	
K	Soos in die koshuis nou?	
c	By die huis?	
K	By die huis nie regtig ‘n probleem nie. Ek kyk nog steeds in die gang af...of ek hoor ietsie dan kyk in die gang af. Stop jy net so bietjie en luister en dan sien jy dis net my pa wat gesnork het of hy het opgestaan of hy het sy selfoon laat val.	
	Dit is nogal stresvol ne. Wat jy dan moet gaan kyk, is na die beheerbare en die	

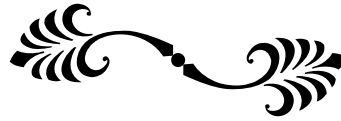


	onbeheerbare. Die feit dat God vir jou in jou lewe is, is vir jou 'n fondaie. God het egter ook vir mense vrye wil gegee... en daar is mense wat dit nie effektief gebruik nie. Hulle val mense aan...maar ons het nie beheer oor hulle keuses nie, dis hulle besluite wat hulle gemaak het vir hulself. So nou as jy terugkyk na die hijacking wat is jou keuse oor hoe jy dit gaan hanteer? Wat sal 'n goeie besluit wees om te neem...oor hoe jy dit gaan verwerk...?	
K	Ok, eerstens sal ek baie praat daaroor soos met jou of my maats. En um...dan enige goeters soos sluit altyd die deure, moenie die vensters oopmaak as jy by 'n stopstraat stop, probeer om nie in die donker te ry nie, kry vir jou goeie ligte en dalk pepper spray...	veiligheidsbewus



APPENDIX H:

Letter from external coder to confirm her involvement.





18/11/2006

To whom it may concern

CONFIRMATION OF SERVICES: EXTERNAL CODER

This is to certify that I, **Ms. Magdarie Meijer**, acted as an external coder for **Ms. C. Symington** in her research study, titled:

The application of emotional intelligence incorporated in therapy to a vehicle hijack survivor.

Yours sincerely

Ms. M. Meijer

Colleague



APPENDIX J:

Ethical Clearance Certificate

