Exploring the value and limits of using outdoor adventure education in developing emotional intelligence during adolescence

by

BJÖRN OPPER

Submitted in partial fulfilment of the requirements for the degree of

Philosophiae Doctor

in the

Department of Educational Psychology

Faculty of Education

at the

University of Pretoria

Supervisor: Prof. J.G. Maree

Pretoria

August 2013

This thesis is dedicated to all those who made this research project possible.

i

ACKNOWLEDGEMENTS

My most sincere gratitude and appreciation is extended towards the following individuals:

- Prof. J.G Maree, my supervisor, for his expert guidance and supervision. Thank you for your inspirational dedication to your work.

- The headmaster at the school, for allowing me to conduct my research and providing me with assistance where necessary.

- The coordinator of 'The Journey', for his assistance during the data collection phase of my research.

- The research participants for their willingness to participate in the study, and for their honesty and cooperation in collecting the data.

- Mrs Rika Opper, who did the language editing and assisted with the transcriptions.

- Dr Lizelle Fletcher and Ms Jaqui Sommerville of the University of Pretoria's Department of Statistics for their input and support with regard to the presentation and interpretation of quantitative data collected during the research process.

- Professor Carien Lubbe, who so willingly acted as a critical reader with regard to the coding process of the qualitative data.

- My amazing wife Ancois for being so supportive. Thank you for your encouragement and love.

- My parents for their support and encouragement throughout the years.

- Our Heavenly Father for all the blessings He has already bestowed on me.

DECLARATIONS

I, Björn Opper (04153936), hereby declare that **Exploring the value and limits of using outdoor adventure education in developing emotional intelligence during adolescence** is my own original work and that all the resources that were consulted are included in the reference list.

………………………

Björn Opper

August 2013

I, Rika Opper, hereby declare that I undertook the editing of the grammatical and language aspects of this thesis.

……………………

Rika Opper

Tel: (042) 298 0330

August 2013

UNIVERSITY OF PRETORIA
DECLARATION OF ORIGINALITY

This document must be signed and submitted with every essay, report, project, assignment, dissertation, and/or thesis.

Full names of student: Björn Opper

Student number: 04153936

DECLARATION

1. I understand what plagiarism is and am aware of the University's policy in this regard.
2. I declare that this thesis is my own original work. Where other people's work has been used (either from a printed source, internet or any other source), this has been properly acknowledged and referenced in accordance with departmental requirements.
3. I have not used work previously produced by another student or any other person to hand in as my own.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

SIGNATURE OF STUDENT: _____

SIGNATURE OF SUPERVISOR: _____

SUMMARY

EXPLORING THE VALUE AND LIMITS OF USING OUTDOOR ADVENTURE EDUCATION IN DEVELOPING EMOTIONAL INTELLIGENCE DURING ADOLESCENCE

BY: BJÖRN OPPER

DEGREE: PHILOSOPHIAE DOCTOR

DEPARTMENT: EDUCATIONAL PSYCHOLOGY

SUPERVISOR: PROFESSOR J.G. MAREE

Given today's social milieu, there is no denying that the nature of the life experiences youth are facing has drastically changed in recent decades. In this study, outdoor adventure education (OAE) was explored as a possible intervention strategy for the development of emotional intelligence during adolescence.

This research project consisted of a case study of an event, namely "The Journey", which is a 23-day outdoor adventure education programme for Grade 10 learners at a private high school for boys in a major South African city. Through this research, which involved collecting, analysing and interpreting data on the topic, an endeavour was made to explore the possible impact of OAE on the development of emotional intelligence, as well as the sustainability of skills acquired, and also on possible design elements that may impact on the facilitation of the development of emotional intelligence.

This study was based on a socio-constructivist paradigm, which had developed from an interpretivist world view. This research project represents a multi-method mode of inquiry: both quantitative and qualitative data-gathering techniques were implemented as a process of triangulation to provide a comprehensive analysis of the research problem. The research proper (76 participants) was preceded by a pilot study (28 participants). For the research proper, participants completed the *Bar-On EQ-i: YV* (Bar-On, 2007) questionnaire before embarking on "The Journey" (pre) and again at its completion (post1). This was followed by another post-test three months later (post2). Furthermore, 10 participants had also been randomly selected to form part of a pre- and post- "Journey" focus-group interview and to

© University of Pretoria

provide reflective essays post- "Journey". Another focus-group interview with selected staff members was conducted post-"Journey".

The identified themes generated from the quantitative and qualitative data collected were as follows: emotional intelligence; outdoor adventure education; rites of passage; "Journey" design elements; boarding; the emotional climate of the school; division based on stereotypes; and sustainability of skills acquired.

In terms of emotional intelligence as a theme, the results indicated that participation in "The Journey" not only results in an increase in the overall EQ skills of participants, but that the impact also appears to be sustainable.[1] As far as the impact of "The Journey" on the various subskills of emotional intelligence is concerned, the findings revealed that there was an increase in all EQ subskills directly after participation (quantitative and qualitative data). However, the results of the research proper, where pre- and post2-"Journey" scores were compared (quantitative data), suggest that increases were maintained in only three of the five subskills mentioned, namely intrapersonal skills, adaptability and general mood. Thus it appears that the initial increase in interpersonal and stress management skills did not have a sustainable effect.

Key words: emotional intelligence, outdoor adventure education, experiential learning, rites of passage, adolescence, design elements, sustainability, Bar-On *EQ-i:YV*, "The Journey", intelligence.

---

[1] By asking upfront whether the impact would be sustainable, I meant: If outdoor adventure education does indeed facilitate emotional intelligence, will the skills acquired remain stable and consistent over a period of time? In this study I looked at a time span of three months.

CONTENTS

CHAPTER 1: ORIENTATION TO RESEARCH STUDY   **Page**

CHAPTER 2: EMOTIONAL INTELLIGENCE **Page**

CHAPTER 6: DISCUSSION OF THE RESULTS   **Page**

CHAPTER 7: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS   **Page**

LIST OF ANNEXURES **Page**

LIST OF FIGURES **Page**

LIST OF TABLES   **Page**

xxv

CHAPTER 1
ORIENTATION TO RESEARCH STUDY

1.1 ORIENTATION

Over the past two decades, emotional intelligence has emerged as a key construct in post-modern psychology, appearing as one of the most widely discussed aspects of intelligence in current literature globally (Bar-On, 2007; Stein & Book, 2006).

According to Bar-On (2007), the emphasis in education has traditionally been on the strengthening of cognitive skills, including the sub-skills of acquiring knowledge, recalling learned information, applying information, reasoning and solving problems. Although these skills are crucial to academic success, the question that comes to mind is whether these skills are adequate for ensuring success after school. I cannot help to wonder: Do we equip our learners with the intrapersonal and interpersonal skills needed to relate to others, perform in their future occupations and cope with a wide variety of daily challenges? I believe that this is most important, especially since Bar-On (2007) suggests that the presence or absence of emotional intelligence could be the reason why some people do well in life while others do not, irrespective of how cognitively intelligent they are. This assertion is substantiated by a growing body of literature that illustrates the link between personal, social and emotional factors, such as self-confidence, flexibility, empathy and the ability to get along with others, and superior occupational performance (Bar-On, 2007; Boyatzis, 1982; Spencer & Spencer, 1993).

1.2 RATIONALE

Given today's social milieu, there is no denying that the nature of life experiences youth are facing has drastically changed in recent decades. According to Patrikakou and Weissberg (2007), such changes make it critical that schools work together with families to address children's academic, social, emotional and character development. In this study, outdoor adventure education will be explored as a possible intervention strategy for the facilitation of emotional intelligence.

According to the findings of an international review conducted by Barwick (2004), the benefits of outdoor adventure education may include increased self-control, powerful effects on self-esteem, increased problem-solving skills and improved interpersonal skills, such as social competence, cooperation and interpersonal communication. These skills all form part of emotional intelligence. Andrews (1999) maintains that outdoor adventure education programmes could be among the most intensive forms of experiential learning as they allow participants to actively construct knowledge, skills and values from direct experiences in a wilderness setting. This change of setting, from the comforts of home into challenging physical and social environments, enhances an individual's potential for learning (Fabrizio, 2005). An example of an outdoor adventure education programme in South Africa is "The Journey", which was introduced by a private high school for boys in 2005. Locally, the idea was first implemented by Somerset College as the "Somerset Trek" in 1999. It was based on an international trend after a girl's school in Melbourne Australia had implemented their first highly successful 33-day "Wilderness Trek" in 1994 (St Alban's College, 2009).

I am currently involved with this private high school for boys as a consultant psychologist. "The Journey" is one of their flagship initiatives and is a 23-day outdoor adventure education programme for Grade 10s. "The Journey" was designed to provide an opportunity for the boys to gain a greater sense of responsibility, independence, leadership skills, tolerance, cooperation, confidence and a deeper awareness of self and others, and it has received praise from boys, teachers and parents alike.

Besides the aspect of adventure education in the outdoors, the focus also falls on rites of passage for these boys. Through the ages, in many cultures, societies have used rites of passage to facilitate the transition from childhood into adulthood (Gavazzi, Alford & McKenry, 1996).

Being an educational psychologist in private practice, I am well aware of the many challenges that adolescents are faced with. In their quest to transcend from childhood to adulthood, they are required to navigate through a passage in their lives that is littered with metaphorical landmines, which can be described broadly as family and social pressures. Their ability to cope with these pressures will be aided by the presence of specific skills that lead to emotional intelligence. According to Bar-On (2007), these include intrapersonal skills, such as the ability to accept oneself, emotional self-awareness, assertiveness, independence and determination to achieve personal goals; interpersonal skills, such as empathy, social

2

responsibility, the ability to establish mutually satisfying relationships and relate well to others; stress management skills, such as the ability to effectively and constructively manage and control emotions (stress tolerance and impulse control); adaptability, which refers to flexibility and problem-solving skills; and, finally, the ability to look at the brighter side of life (optimism) and to feel content with oneself, with others and with life in general. The significance of this study therefore lies in the attempt that will be made to improve our understanding of the possible association between outdoor adventure education and emotional intelligence.

1.3   STATEMENT OF PURPOSE

In this study, I aim to look at outdoor adventure education as a possible intervention for the facilitation of emotional intelligence. More precisely, I will attempt to describe the influence of outdoor adventure education on the facilitation of emotional intelligence during adolescence. In my study, I will consequently endeavour to investigate the impact of "The Journey" on the emotional and social functioning of Grade 10 boys, paying close attention to areas of interpersonal and intrapersonal abilities, stress management, adaptability and general mood. The purpose of my research study is thus to scrutinise the effect of "The Journey" on the facilitation of emotional intelligence in order to compile a detailed description of the value and limits of such an intervention. This is necessary, as one should justifiably be hesitant to accept the legitimacy of such programmes unless programme outcomes are supported by research evidence. This idea is supported by Warner (1999), who states that effective evaluation provides the means to learn from experiences, both successes and failures. My research will be a critical element in investigating the broader acceptance and development of using outdoor adventure education to facilitate emotional intelligence. An evaluation is valuable in that it will help to improve the programme, establish credibility, encourage support from the public and the profession, and validate accomplishments.

1.4   RESEARCH QUESTIONS

Based upon the rationale of this research project and the conceptualisation of the topic of interest, the main research question can be formulated as follows:

What are the value and limits of using outdoor adventure education in terms of facilitating the development of emotional intelligence during adolescence?

1.4.1 Secondary research questions

The secondary research questions that will drive my study include the following:

- *How does learners' participation in the outdoor adventure education programme serve to facilitate emotional intelligence?*
- *Does the facilitation of emotional intelligence through outdoor adventure education have a sustainable[1] effect on Grade 10 learners at a private high school for boys?*
- *Which design elements enhance the utilisation of outdoor adventure education?*
- *Could the implementation of outdoor adventure education programmes have a positive impact on the emotional climate at schools?*
- *What is the potential significance of outdoor adventure education programmes for theory building in Educational Psychology?*

1.4.2 Research hypothesis

The following broad research hypothesis was formulated for the quantitative part of my research project:

Emotional intelligence can be facilitated through the use of outdoor adventure education. However, the effect of "The Journey" on certain subskills of EQ will wear off over time.

---

[1] By sustainable, I mean: If outdoor adventure education does indeed facilitate emotional intelligence, will the skills acquired remain stable and consistent over a period of time? In this study we will be looking at a time span of three months.

1.5 DEFINITION OF KEY CONCEPTS

1.5.1 Outdoor adventure education

For the purpose of this research project, the concept "outdoor adventure education" refers to education in, for, about and through the outdoors, involving activities such as hiking, canoeing, cycling, horseback riding, abseiling and camping, with the emphasis on exploration (Bunting, 2006). It is the deliberate use of adventurous experiences to create learning in individuals and groups, and the outdoors is viewed as a source of healing for adolescents when used for the purposes of personal growth, therapy, education and leadership development (Russell, Hendee & Phillips-Miller, 2000).

1.5.2 Experiential learning

Various terms have been used to label the process of learning from experience. John Dewey (1915) discusses "learning by doing", Wolfe and Byrne (1975) use the term "experienced-based learning", and Kolb (1984) refers to "experiential learning". According to Martin, Franc and Zounková (2004), the term "experiential learning" can be defined as an active process through which the participant constructs knowledge, skills and values from direct experiences.

1.5.3 Emotional intelligence

According to Salovey (2004), the term "emotional intelligence" can be defined as the ability to accurately identify emotions in ourselves and in other people, understand emotions and emotional language, manage emotions in ourselves and in other people, and use emotions to facilitate cognitive activities and motivate adaptive behaviour. Bar-On (2007) further includes the ability to manage change as part of emotional intelligence.

Bar-On (2007) also proposes that emotional intelligence can be viewed as an array of non-cognitive competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures.

Bar-On (2007) states that the term "emotional intelligence" can consequently be described as consisting of the following competencies:

- The ability to recognise and understand emotions and to express feelings non-destructively.
- The ability to understand how others feel and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships.
- The ability to manage and control emotions so that they work for us and not against us.
- The ability to manage change and the emotions generated by change, and to adapt and solve problems of a personal and interpersonal nature.
- The ability to generate positive affect and be self-motivated.

For the purposes of my study, the following definition of emotional intelligence will apply: Emotional intelligence can be seen as involving an individual's ability to recognise, understand, manage and express emotions constructively, the ability to recognise the emotions of others and to respond appropriately to them, the ability to manage change and to adapt and solve problems, and the ability to generate positive affect and be self-motivated (Bar-On, 2007).

1.5.4 Adolescence

According to Louw, Van Ede and Louw (1998), the term "adolescence", can be described as the developmental stage between childhood and adulthood. It is the period of human development during which a young person must move from dependency to independence, autonomy and maturity (Geldard & Geldard, 2004). The most important developmental task involved in this phase is the forming of a self-identity, which entails the answering of the question "Who am I?" By answering this question, adolescents gain a feeling of control, which enables them to direct their lives (Maree & Fernandes, 2003). For the purpose of this study, the emphasis will be on middle adolescence (15 to 16 years).

1.5.5 Rites of passage

The term rites of passage can be defined as a rite accompanying any kind of change in "social state, age or life cycle stage" (Bell, 2003:41). According to Gavazzi *et al.* (1996), through the ages, in many cultures, societies have used rites of passage to facilitate the transition from

6

childhood into adulthood, thus forming a foundation of social learning within the community. Within the school's culture, "The Journey" acts as a rites of passage for the Grade 10 Learners.

1.5.6 "The Journey"

"The Journey" is a 23-day outdoor adventure education programme for Grade 10 learners at a private high school for boys. Through the deliberate use of adventurous challenging experiences, such as hiking, camping, cycling, canoeing, horse riding, abseiling and crossing rivers, the programme is designed to facilitate learning in individuals and groups.

1.5.7 Design elements

In the context of my study, the term "design elements" refers to those features of outdoor adventure education programmes that ultimately result in the outcomes of such programmes being achieved. Examples of such features may include the duration of the programme, outdoor activities used and group size.

1.5.8 Sustainability

The term "sustainability", in relation to my study, refers to whether the perceived impact of participation in "The Journey" on the development of emotional intelligence has a lasting effect.

1.6 BRIEF LITERATURE REVIEW

1.6.1 A brief overview of emotional intelligence

Since Goleman popularised the term emotional intelligence (EI) in his book of the same title, published in 1996, emotional intelligence has become a major topic of interest for scientists and lay people alike. This book brought together a wealth of data and explored the impact of emotional intelligence on personal, career and scholastic success. However, Stein and Book (2006) maintain that the concept of "emotional intelligence" is not new and has in fact been

around longer than many people think, but did not receive much attention during the twentieth century as social sciences were to a large extent neglected in favour of natural sciences. There is no need to compare IQ and EQ in terms of, for example, their potential 'value' with regard to the facilitation of human potential. Instead, the two constructs should be viewed as complementary moderators of human potential as they should rather stand alongside each other in our attempts to unlock human potential (Stein and Book, 2006). Ciarrochi, Chan and Bajgar (2000) affirm that research points towards a need to expand our notion of intelligence to include emotional intelligence (EI), which has generally been defined as the ability to perceive, understand and manage one's emotions.

1.6.1.1 Approaches to emotional intelligence

An overview of the literature on EI has led me to discover three main approaches with related EI instruments that have arguably generated the most interest and/or research attention thus far. According to Mayer (2006) and BarOn (2007), there are three major EI models: the Salovey-Mayer Model, the Goleman Model and the Bar-On Model. These models of emotional intelligence will be discussed in an in-depth literature review on EI that will follow in Chapter 2.

1.6.1.2 The facilitation of emotional intelligence

According to Meyer, Fletcher and Parker (2004), current theoretical models suggest that emotional intelligence is a combination of dynamic skills that can be learned and enhanced through participation in targeted intervention programmes. Consistent with calls for efficacy studies of intervention programmes, Meyer, Fletcher and Parker (2004) conducted an exploratory study in order to examine the effect of an adventure-based intervention on the EI of employees of a multi-site dental practice. Fifteen individuals completed the Mayer-Salovey-Caruso Emotional Intelligence Test before and after participation in a day-long intervention. The results suggested that the intervention had a small but positive effect on the participants' emotional intelligence. This limited research study thus at best seems to suggest that certain aspects of EI can be reliably measured in adults. Research also seems to suggest that the same applies when working with adolescents. Ciarrochi, Chan and Bajgar (2000) conducted a study to establish whether EI can be

reliably and validly measured in young adolescents (age 13-15 years) by means of self-report measures. Results suggest that self-report measures of EI may be reliable, distinctive and useful in determining subskills of emotional intelligence. These skills can thus be identified and possibly taught to adolescents through the use of intervention programmes aimed at the facilitation of emotional intelligence. The acquisition of such skills may help to protect them from the emotional difficulties of everyday life.

From the aforementioned, it can tentatively be deduced that an exploration of the value and limits of using outdoor adventure education as a possible intervention for the facilitation of emotional intelligence during adolescence may therefore lead to greater insight into what kind of intervention programmes may offer the best results.

1.6.2   A brief overview of outdoor adventure education

Outdoor adventure education is a distinctive approach to learning. It is a form of experience-based learning in a group setting that uses the combination of the outdoor setting and adventure-based activities to facilitate the acquisition of new skills and knowledge. Besides the aspects of outdoor adventure education, the focus also falls on rites of passage.

In the early 1990's according to Hopkins and Putnam (1993), the positive impact of outdoor adventure education on individuals who participated in such programmes had not yet been universally accepted, partly due to the fact that the outcome of such programmes could not easily be quantified. This had, however, not halted the growth of such programmes over the past century since adventurous journeys and activities in the outdoors and the wilderness have long been regarded as a means of increasing self-knowledge and resourcefulness, with both the demanding nature of the task and the awe-inspiring setting contributing to the power of the experience.

According to Barwick (2004), the benefits of outdoor adventure education include increased self-control, powerful effects on self-esteem, increased problem-solving skills and improvements in interpersonal skills such as social competence, cooperation and interpersonal communication. From the preceding it is clear that recent research findings support and justify further investigation into the use of outdoor adventure education in the facilitation of emotional intelligence during adolescence.

9

1.7   THEORETICAL FRAMEWORK

According to Henning, Van Rensburg and Smit (2008), a theoretical framework "frames" an inquiry and provides an orientation to a study, and anchors the research in the literature. I thus intend to apply theories relevant to my study as a lens through which the data collected will be analysed and interpreted. In this study, I aim to examine the facilitation of emotional intelligence through experiential learning in an outdoor setting. Existing theories used to "frame" my research include Kolb's experiential learning cycle, Bandura's social cognitive theory and the Bar-On Model of Emotional Intelligence.

1.8   CONCEPTUAL FRAMEWORK

The above-mentioned broad theoretical framework leads, logically, to a certain conceptual framework. It is important that the research questions serve as a guide when conceptualising the study. The purpose of a conceptual framework is thus to explain an event in which key concepts or principles are linked (Maree & van der Westhuizen, 2008). The interrelationship of these concepts is illustrated in the Figure 1.3 below.
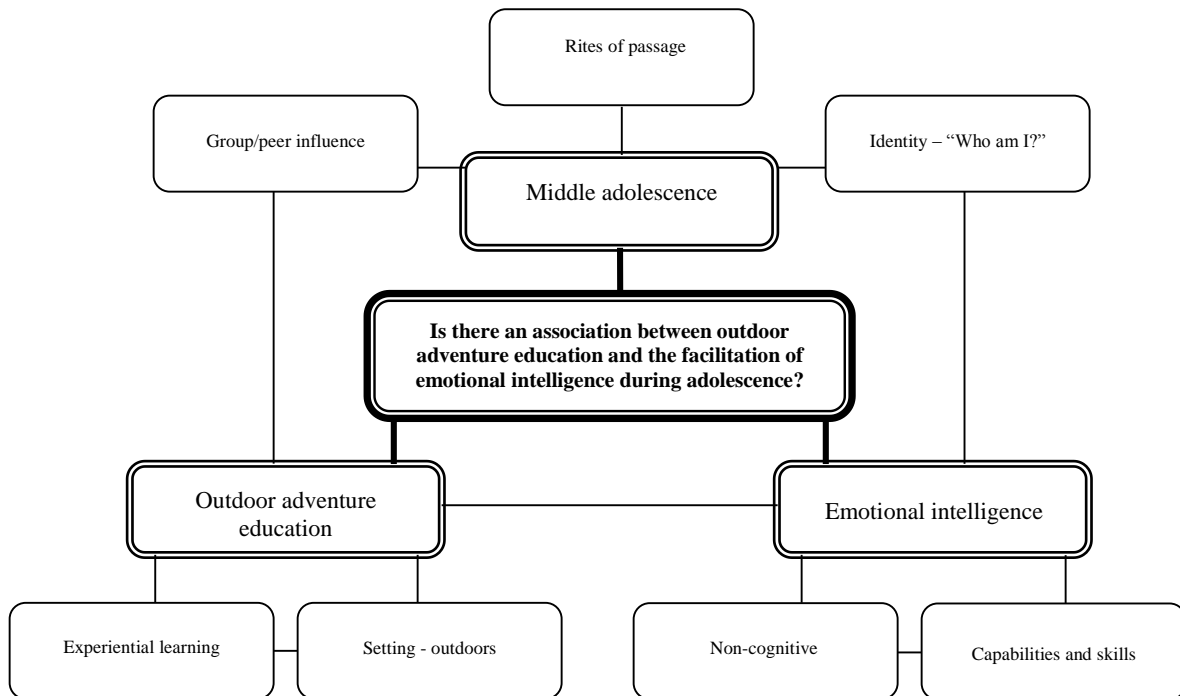
Figure 1.1: Proposed conceptual framework

The proposed conceptual framework on the previous page is thus guided by the research question and the brief literature review and provides a framework covering the main features of the research design and their presumed relationships. These relationships will be viewed from an interpretivist framework.

1.9   PARADIGMATIC PERSPECTIVE

Adams, Collair, Oswald and Perold (2004) state that a research paradigm can be viewed as a broad theoretical orientation to which a particular research study belongs. Research paradigms thus help researchers to be clear about their function as well as what falls within the parameters of legitimate research. This is guided by ontological assumptions (the nature of reality), epistemological assumptions (the relationship between knower and non-knower) and methodological considerations (how the unknown can be known) (Maree & van der Westhuizen, 2009). According to Mertens in Adams *et al.* (2004), the major research paradigms are the positivst/postpositivist paradigm, the interpretivist/constructivist paradigm and the emancipatory paradigm. Archer, Bhaskar, Collier, Lawson and Norrie (1998) further propose Critical Realism, which explores the philosophy of science and social science, as an alternative to positivism and post-modernism. As a research paradigm, it can thus be described as occupying the space between positivism and constructivism.

This research study is, however, embedded in an interpretivist/construcivist paradigm, as it lends itself to my chosen theoretical framework. By working from an interpretive stance, I am hoping to gain insight into the participants' experiences surrounding outdoor adventure education and its possible association with the facilitation of emotional intelligence. According to Terre Blanche and Kelly, in Terre Blanche and Durrheim (2002: 123), the interpretive approach presumes that "people's subjective experiences are real, that we can understand others' experiences by interacting with them and listening to what they tell us, and that qualitative research techniques are best suited to this task". However in this study, quantitative research techniques will also be employed as a process of triangulation, where different methods of data collection (e.g. standardised media and interviews) will be used to build a coherent justification for themes that enhance the validity of the study (Creswell, 2009).

1.10   RESEARCH DESIGN AND METHODOLOGY

This study will take the form of a case study of an event, which by definition involves a detailed account of an event and the examination of multiple variables (Babbie & Mouton, 2001). Multiple sources of data will also be used to increase the reliability of the findings.

The proposed research will be preceded by a pilot study. Since a sound research strategy requires careful planning, a pilot study will form part of this strategy. As is usually the case, the pilot study will be conducted on a smaller scale to test logistics and gather information prior to embarking on the more extensive study, in order to improve the latter's quality and efficiency.

1.10.1 Mode of inquiry

This research project represents a multimethod mode of inquiry and the mode of inquiry can be illustrated by the typology quan + qual. Where the abbreviations indicate that quantitative **and** qualitative methods will be used, the plus sign (+) indicates that the data will be collected simultaneously. This design implies that both qualitative and quantitative methods will be used and the lower case denotes the priority given to both orientations (Teddlie & Tashakkori, 2003).

1.10.2 Research sites and sampling

The research site is purposefully selected to provide an in-depth study of an event, namely "The Journey" (McMillan & Schumacher, 2001). Data will be collected before (at the school) and directly after (in the field), as well as three months after the completion "The Journey" (at the school). All 120 Grade 10 learners are eligible to participate in the study and those who give consent will complete the Bar-On *Bar-On EQ-i:YV* questionnaire (Bar-On, 2007) prior to and after completing "The Journey". Likewise, a focus-group interview will be held before and after "The Journey", with a randomly selected group of 10 learners from the initial group of learners who completed the *Bar-On EQ-i: YV* questionnaire (Bar-On, 2007). At the conclusion of "The Journey", a focus-group interview will also be conducted with the coordinator, the outdoor adventure education consultant and two of the adult facilitators.

1.10.3 Data collection and analysis

In this research design, quantitative and qualitative data will be collected simultaneously and will then be integrated to provide a comprehensive analysis of the research problem (Creswell, 2009). The *Bar-On EQ-i:YV QuickScore Forms Long* (Bar-On, 1997; Bar-On & Parker, 2000), will be administered and analysed as well as certain qualitative approaches such as interviews and documents/reflective essays. A multimethod data-collection plan will thus be employed.

1.10.3.1 Collecting and analysing quantitative data

The *Bar-On EQ-i:YV QuickScore Forms Long* (Bar-On, 1997; Bar-On & Parker, 2000) will be administered. It is based on the Bar-On Model of Emotional Intelligence and measures the level of emotional and social functioning in children and adolescents.

1.10.3.2   Collecting and analysing qualitative data

Focus-group interviews will be conducted before and after "The Journey" in order to elicit information on the specific topic, which is to explore the impact of outdoor adventure education on the facilitation of emotional intelligence.

Qualitative documents will also be implemented during the research process and includes the use of reflective essays. The focus-group participants will be requested to write a reflective essay on how their participation in "The Journey" has benefited them personally. This type of data collection represents an opportunity for participants to carefully consider their responses and reflect on the process (Creswell, 2009).

1.10.4 Quality assurance, including validity and reliability

A goal of good research is to have measures and observations that are reliable. According to Creswell (2009), in a research study there are several threats to validity and reliability. I have thus thoughtfully selected a standardised instrument, namely the *Bar-On EQ-i* (Bar-On, 2007), as a measure of the dependent variable of my study, which is emotional intelligence. This is

relevant as any measure or observation taken on an instrument needs to provide an accurate assessment of the variable being measured (i.e., be reliable) as well as enable the researcher to draw inferences to a sample or population (i.e., be valid) (Creswell, 2002). Data will therefore be interpreted along standard protocol to ensure (in as much as this ideal is viable and attainable) that the outcomes achieved were facilitated and moderated by the intervention only and not by other factors. In addition, as this research project represents a multimethod mode of enquiry, all data collected during the research process will be subjected to triangulation, which includes the results of the questionnaire, interviews and reflective essays, in order to search for common themes to provide reliable findings.

1.11   ROLE OF THE RESEARCHER

In this research project, my role as the researcher will be to obtain informed consent for participation in the study from the relevant role players, which will include the principal of the school where the research will take place, as well as the participants and their parents/guardians. With regard to data collection, I will be responsible for administering, scoring and interpreting the *Bar-On EQ-i:YV* (Bar-On, 2007), as well as conducting focus-group interviews with the participants. I am, however, a consultant psychologist at the school and in order to minimise conflict of interest, participation in the research study will be voluntary and participants will be under no obligation to participate. This is not intervention research, so my role will be purely to lead the focus group interviews and to administer, score and interpret the *Bar-On EQi YV* (Bar-On, 2007). I am fully aware of the fact that my role in this regard is purely that of a **researcher and not a psychologist**. However, as a trained psychologist, I realise only too well that participation in my research study may lead to the emergence of thoughts and attitudes that might even be negative. I have been trained to identify these types of issues and should I observe this to be the case, I will arrange with the school counsellor to assist and provide counselling for the participants. During the entire process I will abide by the ethical guidelines in order to ensure that the best interests of the participants are served. This will be facilitated by making sure that the various role players know exactly what is expected of them.

1.12   ETHICAL CONSIDERATIONS

The planning of a research project involves much more than just selecting the appropriate design − it also includes ethical considerations. Since I will be working with human beings, great care should be taken to ensure that participants will not be placed at risk or harmed in any way. I will therefore inform participants in detail of the potential impact of the research, and emphasise that it is crucial that informed consent be obtained prior to the commencement of the research project. The basic components of informed consent are competence, voluntarism, full information and comprehension on the part of the research participant. In other words, research participants must be capable of consenting to participation in the research, they must volunteer, and not be coerced into participating, they must have all the information they need to make the decision, and they must understand that they will be at liberty to withdraw from the project at any time. I will make this abundantly clear to the participants. Furthermore, I will ensure confidentiality, which will require an undertaking from me to handle all information in a confidential manner and ensure that others will not be able to access information of a private nature (Strydom, 2000).

In addition to the principles of informed consent, protection against potential harm, and the right to confidentiality, the Society for Research in Child Development (1990) has endorsed ethical guidelines for research that address some of the issues unique to research with children. Not only do these guidelines call for confidentiality, protection from harm and debriefing, but they also require informed assent from children's caregivers and from the children themselves if they are seven years and older. These guidelines specify that the research must be explained to the children in language they can understand so that they can decide whether they wish to participate. I will use age- appropriate and jargon-free language to ensure that participants understand the meaning of their involvement in the research study.

Many other ethical issues extend beyond the protection of participants. These concerns will be adhered to, as explained in the Ethics and Research Statement of the Faculty of Education, University of Pretoria.

1.13   LIMITATIONS AND CONTRIBUTIONS

According to Maree and Van der Westhuizen (2009), when conducting research, it is of the utmost importance to take cognisance of any challenges or limitations that may affect the research. A limitation of this study is that only one school will be used in this study and thus the inferential potential is limited. Another limitation of this study is that all the Grade 10 boys at the school take part in "The Journey", and therefore I will not have a control group. Since it is not possible to have a control group, other measures have been taken to enhance the validity of this study, as previously discussed.

With this study I am also hoping to contribute to a better understanding of how outdoor adventure education can facilitate emotional intelligence in adolescents by adding to the limited empirically scrutinised data available. I am thus eager to interpret this information in order to provide schools, teachers, parents and psychologists with greater insight into the value and limits of outdoor adventure education.

1.14   KEYWORDS

- Outdoor adventure education
- Emotional intelligence
- Experiential learning
- Adolescence
- Rites of passage
- "The Journey"
- Design elements
- Sustainability
- *Bar-On EQ-i:YV*
- Intelligence

1.15 CHAPTER PLANNING

Chapter 1: Orientation to research study

Chapter 2: Literature review – Emotional intelligence

Chapter 3: Literature review – Outdoor adventure education

Chapter 4: Conceptual orientation, research design and methodology

Chapter 5: Results of the pilot project and research proper

Chapter 6: Discussion of results

Chapter 7: Findings, conclusions and recommendations

CHAPTER 2
EMOTIONAL INTELLIGENCE

2.1 INTRODUCTION

According to Stein and Book (2006), emotional intelligence is currently being increasingly recognised as crucial to effective functioning both in the workplace and in our personal lives. In this chapter, I will endeavour to explore and describe emotional intelligence and its perceived importance and value, as well as any critique observed in the relevant literature.

2.2 THE ORIGINS OF EMOTIONAL INTELLIGENCE

Emotional intelligence was only introduced as a formal term two decades ago when, in 1990, Salovey and Mayer released their first publication examining this construct. Subsequently, a mass of research exploring this construct ensued and focused specifically on 1) the nature of emotional intelligence as a psychological construct, 2) the impact that emotional intelligence has on life adjustment and success, and 3) the conditions under which one can develop emotional intelligence (Cassady & Boseck, 2008).

Although the term "emotional intelligence" is fairly new, the idea that abilities and skills related to processing, managing, and using information about one's own emotions and the emotions of others constitute an important part of intelligent and successful behaviour is not new at all. The table below contains a summary of the development of the construct that we know as emotional intelligence over the past century (Mayer, 2006; Murphy & Sideman, 2006):

Table 2.1: An overview of the emergence of the construct emotional intelligence

1900-1969	During this time intelligence and emotions were viewed as separate, and conceptions of intelligence remained predominantly cognitive. Although both Weschler and Binet (Mayer, 2006) were aware of the importance of non-cognitive factors, neither was successful in identifying and measuring them. Edward Thorndike (1920) subsequently proposed the concept of social

18

	intelligence, suggesting that some people had a greater ability than others to attend to and use information about factors like emotions and relate them to their social interactions.
1970-1989	During this period spanning two decades, the precursors to emotional intelligence were put into place. The field of cognition had to make room for emotions as emphasis was being placed on how emotions interact with our thoughts (Mayer, 2006). Some contemporary theories, such as Gardner's theory of Multiple Intelligences (Mayer, 2006), included components similar to Thorndike's social intelligence as Gardner (Mayer, 2006) identified one of the Multiple Intelligences as "interpersonal intelligence", which involved, among other things, the capacity to perceive and symbolise emotions. However, up until the 1990s there was relatively little scientific or popular interest in the topic of social or emotional intelligence (Murphy & Sideman, 2006).
1990-1993	In 1990, Salovey, Mayer and their colleagues (Austin, 2011; Mayer, 2006) published the first in a series of articles dealing with the construct "emotional intelligence". This included a review of areas potentially relevant to an emotional intelligence and a demonstration study that included the first ability measure of emotional intelligence under the same name. Emotional intelligence was presented as a way to conceptualise the relation between cognition and affect. During this time an editorial in the journal *Intelligence* (Mayer, 2006) argued for the existence of an emotional intelligence as an actual intelligence.
1995-1997	Goleman (Mayer, 2006; Murphy & Sideman, 2006), a science journalist, published the popular book, *Emotional Intelligence*, which was loosely modelled on the academic writings in the area. His book became an international bestseller and played an integral role in popularising and the broadening of emotional intelligence. According to Brackett, Rivers and Salovey (2011), Goleman's views on emotional intelligence extended beyond the empirical evidence that was available, in part because they were aimed at the general public. As a result the definitions and measures of EI varied widely at the time, with little consensus. It was at this point that important questions were being asked by researchers and lay people alike that would ultimately lay

	the foundation of what we know about emotional intelligence and how it is currently defined. These questions were: Is emotional intelligence an innate, non-malleable mental ability? Can it be acquired with instruction and training? Is it a new intelligence or just the repackaging of existing constructs? How can it be measured reliably and validly? What does the existence of emotional intelligence mean in everyday life? In what way does emotional intelligence affect mental health, relationships, daily decisions, and academic and workplace performance? (Brackett, Rivers & Salovey, 2011).
1998-present	During this period, a number of refinements to the concept of emotional intelligence took place (Mayer, 2006) and new measures of the concept were introduced. Furthermore, there was a growing number of studies and peer-reviewed research articles on the topic of EI and applications of EI in the workplace, in schools and in the mental health field. Currently there are two recognised scientific approaches to EI and they can be characterised as ability models and mixed models (Brackett *et al*., 2011). This stems from the assumption that emotional intelligence is an innate mental ability, rather than a skill/trait that can be acquired with instruction and training. The ability model views emotional intelligence as a standard intelligence and argues that the construct meets traditional criteria for intelligence, whereas the mixed model approach views emotional intelligence as a construct that consists of not only abilities, but also personality traits, competencies and skills (Cherniss, 2010).

(Compiled by author)

With the rapid growth in research studies and interest in the construct emotional intelligence, we are challenged to find congruency in defining the construct of emotional intelligence. The various models based on differing theories that currently exist, fuel the critique of emotional intelligence as a legitimate intelligence since there is no clear consensus about what EI really means.

2.3 APPROACHES TO EMOTIONAL INTELLIGENCE

As mentioned in Chapter 1, an overview of the literature on emotional intelligence has led me to discover three main approaches with related EI instruments that have arguably generated the most interest and/or research attention thus far. According to Mayer (2006) and Bar-On (2007), there are three major EI models: *the Salovey-Mayer Model, the Goleman Model* and *the Bar-On Model.* One reason for possible controversy regarding emotional intelligence is that there is no clear consensus about what EI really means, as is illustrated by the different models of EI. These models will now be further discussed.

2.3.1 The Mayer and Salovey ability model of emotional intelligence

The Mayer and Salovey (1997) model of EI defines four abilities that comprise emotional intelligence: i) perception of emotion, ii) use of emotion to facilitate thought, iii) understanding of emotion, and iv) management of emotion. Table 2.1 gives an overview of Mayer and Salovey's (1997) four-domain model:

Table 2.2: The Mayer and Salovey (1997) model of EI

Domain	Skills
Perceiving emotion	The ability to perceive emotions in oneself and others, as well as in other stimuli, including objects, art, stories, and music.
Use of emotion to facilitate thinking	The ability to use or generate emotions as necessary: to focus attention and communicate feelings, and in other cognitive processes such as reasoning, problem solving, and decision making.
Understanding of emotion	The ability to understand emotional information, communicate feelings effectively, and understand how emotions combine, progress, and change from one to another.
Management of emotion	The ability to be open to feelings and to employ effective

21

	strategies so as to promote personal understanding and growth.

According to the definition of EI employed in the ability model, EI is a general, traditional intelligence made up of specific interrelated abilities and follows a developmental trajectory (i.e., this model proposes that emotional intelligence develops gradually with age and crystallises in adulthood), which suggests that a person's level of emotional intelligence is likely to be somewhat difficult to change during adulthood (Murphy & Sideman, 2006). According to Austin (2010), the ability EI perspective views EI as a cognitive ability that is not measured by standard intelligence tests and relates to reasoning and problem solving in the emotional domain.

2.3.2 The Goleman model of emotional intelligence

Building upon and integrating a great deal of research, Goleman presented a model of emotional intelligence with twenty-five competencies arranged in five clusters based on a set of competencies and skills characterised by a list of personal and social characteristics (Goleman, 1998) that can be acquired with practise and are focused on successfully negotiating social interactions and managing one's own behaviour (Goleman, 2001). Brackett and Geher (2006) further state that conceptually this model has qualities resembling a mixed model of EI as it includes constructs that pertain to both perceived competencies and abilities. Table 2.3 gives an overview of Goleman's (1998) mixed model of EI:

Table 2.3: Goleman's (1998) model of EI

Personal competence	Social competence
How we manage ourselves	How we handle relationships
Self-awareness – knowing one's own internal states, preferences, resources, and intuitions	**Empathy** – awareness of the feeling, needs and concerns of others
1. Emotional awareness	13. Understanding others
2. Accurate self-assessment	14. Developing others
3. Self-confidence	15. Service orientation
Self-regulation – managing one's own internal	16. Encouragement of diversity

states, impulses and resources	17. Practical awareness
4. Self-control	**Social skills** – adeptness at inducing desirable
5. Trustworthiness	responses in others
6. Conscientiousness	18. Influence
7. Adaptability	19. Communication
8. Innovation	20. Conflict management
Motivation – emotional tendencies that guide	21. Leadership
or facilitate reaching goals	22. Change catalyst
9. Achievement drive	23. Building bonds
10. Commitment	24. Collaboration and cooperation
11. Initiative	25. Team capabilities
12. Optimism	

Furthermore, according to Goleman's model, EI can be learned and developed, and structured programmes can be designed that may have a relatively strong and permanent effect in increasing EI (Goleman, 2001).

2.3.3 The Bar-On model of emotional intelligence

Bar-On (2007:3) defines emotional intelligence as "… an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". In other words, it is an ability or skill that is not specifically cognitive. The Bar-On model (Bar-On, 2007) views emotional intelligence as (a) the ability to recognise and understand emotions and express feelings, (b) the ability to understand how others feel and to relate to them, (c) the ability to manage and control emotions, (d) the ability to manage change, adapt and solve problems of a personal and interpersonal nature, and (e) the ability to generate positive affect and be self-motivated. Table 2.4 on the following page provides an overview of Bar-On's (2007) model of EI:

Table 2.4: Bar-On's (2007) model of EI

Intrapersonal – self-awareness and self-expression	• **Self-regard** – to accurately perceive, understand and accept oneself • **Emotional self-awareness** – to be aware of and understand one's own emotions • **Assertiveness** – to effectively and constructively express one's own emotions • **Independence** – to be self-reliant and free of emotional dependency on others • **Self-actualisation** – to strive to achieve personal goals and actualise one's potential
Interpersonal – social awareness and interpersonal relationships	• **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 to others
Stress management – emotional management and regulation	• **Stress tolerance** – to effectively and constructively manage emotions • **Impulse control** – to effectively and constructively control emotions
Adaptability – change management	• **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
General mood – self-motivation	• **Optimism** – to be positive and look at the brighter side of life • **Happiness**– to feel content with oneself, others and life in general

24

Brackett and Geher (2006) suggest that conceptually the Bar-On Model of emotional intelligence has qualities resembling a mixed model of EI as it includes constructs that pertain to both perceived traits and abilities. However, owing to the fact that as a self-report measure of EI, it assesses emotion-related, self-perceived abilities and traits, rather than cognitive abilities per se it may be more appropriate to refer to this model as a trait model of EI, as opposed to a mixed model, as the mechanism of measurement does not directly access abilities.

2.4   DEFINING EMOTIONAL INTELLIGENCE

From the above it is clear that there are currently a number of competing definitions of the construct known as "emotional intelligence" to choose from. However, Bar-On (2006) argues that, regardless of which model one pays allegiance to, at least one of the five clusters of emotional and social competencies included in the Bar-On model can be found in the other competing models. According to Bar-On and Maree (2009), the Bar-On model of emotional intelligence has proven to be a valid and comprehensive approach to describing this construct, taking into account the fact that more than 60 validity studies have been conducted.

For the purposes of my study, as mentioned in Chapter 1[2], the following definition of emotional intelligence will apply: Emotional intelligence can be seen as involving an individual's ability to recognise, understand, manage and express emotions constructively, the ability to recognise the emotions of others and to respond appropriately to them, the ability to manage change and to adapt and solve problems, and the ability to generate positive affect and be self-motivated.

2.5   THE FACILITATION OF EMOTIONAL INTELLIGENCE

Now that I have explored the nature of emotional intelligence as a psychological construct, discussed the various models and provided a working definition of emotional intelligence for the study at hand, I will shift my focus to the impact that emotional intelligence has on life adjustment and success, as well as the conditions under which one can develop emotional

---

[2]See: Chapter One, p 5

intelligence. However, since these statements hinge on the assumption that EI can be improved, this assumption will have to be explored in detail before I can go any further.

2.5.1 Can emotional intelligence be improved?

The fact that there is no consensus regarding the true nature of emotional intelligence (Murphy & Sideman, 2006), as is illustrated by the two main conceptualisations of EI, namely ability-based emotional intelligence versus skills/trait-based emotional intelligence, will influence the answer to the question of whether we can improve emotional intelligence. According to Chang (2008), proponents of the ability-based model of EI are still not sure of the extent to which these abilities constitute a fixed trait or a teachable skill. Nevertheless programmes have been developed (Murphy & Sideman, 2006) according to the ability EI model to enhance EI in adults and children, and there has been evidence of improvement in emotional functioning, although limited. By definition this model proposes that emotional intelligence develops gradually with age and crystallises in adulthood, which suggests that a person's level of emotional intelligence is likely to be somewhat difficult to change. However, with the skills/trait-based conceptualisation of EI, the assumption is that emotional intelligence can be learned and developed, and structured programmes can be designed that may have a relatively strong and permanent effect in increasing EI (Murphy & Sideman, 2006). The Bar-On model (Bar-On, 2007) is an example of the skills-based conceptualisation of EI. There is a substantial base of research on this model and Bar-On (2000) reports that scores on his *Emotional Quotient Inventory* (*Bar-On EQ-i*) increase with age, at least up to the fifth decade. Further research reports improvement in *Bar-On EQ-i* scores in the workplace and in schools (Bar-On, 2007).

2.5.2 Improving emotional intelligence

Working from a skills-based definition of emotional intelligence, it has been determined that research shows us that emotional intelligence can be improved (Bar-On, 2007). However, with the increased attention that the construct emotional intelligence has been receiving over the past two decades, there have been numerous intervention programmes claiming to develop EI, but few of them have been shown to work empirically (Chang, 2008). It stands to reason that if EI is

26

to be improved, or at least facilitated in its development, childhood may be the best time to do it, as the ability model of emotional intelligence proposes that EI develops gradually with age and crystallises in adulthood (Murphy & Sideman, 2006). In order for leaders in the field of education, teachers and parents to make informed decisions about EI programmes, research needs to show that students can indeed improve EI in school, and also how this can be done. Although researchers and programme designers are making progress in this area and show results on a variety of factors of academic, social, and emotional learning, many of these programmes still need to be evaluated and replicated using actual EI measures (Bar-On, 2007). "The Journey" is a programme that proposes the development of emotional intelligence, and the aim of this research study is to explore the values and limits of such a programme in facilitating emotional intelligence, and to add to the existing body of research on how emotional intelligence can be improved (Chang, 2008).

2.5.3   Exploring the impact of emotional intelligence

In this chapter we have thus far described and attempted to define the nature of emotional intelligence as a psychological construct, and to explore the conditions under which one can develop emotional intelligence as highlighted by the research conducted, but now the focus turns to the alleged impact of emotional intelligence on life adjustment and success.

According to Bar-On (2007), emotionally intelligent people are able to effectively manage personal, social and environmental change by being realistic and flexible in coping with the immediate situation and solving problems of an interpersonal nature. They need to be sufficiently optimistic, positive and self-motivated, and should be able to effectively manage their emotions. The presence of these skills will have a direct impact on life adjustment and success. Bar-On (2007) further narrows the impact of emotional intelligence down to the following: physical health; psychological health; social interaction; school performance; workplace performance; self-actualisation; and subjective well-being, which are described in table 2.5 on the following page:

Table 2.5: Exploring the impact of EI

The impact of EI on physical health: Bar-On (2007) refers to three studies that suggest a moderate but statistically significant relationship between emotional-social intelligence and physical health. In one of the studies the *Bar-On EQ-i* (Bar-On, 2007) results of 35 adolescent cancer survivors were compared with those of a control group, and in addition to revealing significant differences between the two groups in respect of overall emotional-social intelligence, the subscale that showed the most significant difference was the subscale Optimism, which forms part of General Mood.

The impact of EI on psychological health: Bar-On (2007) refers to two studies, one of which uses a multiple-regression analysis of the data that revealed a moderate yet significant relationship of .39 between EI and psychological health. Several researchers have come to the conclusion that individuals who are emotionally intelligent are better able to effectively regulate their emotions and develop more effective strategies for managing their emotions, which should lead to an enhanced degree of psychological wellness (Bar-On, 1997; Brackett *et al.*, 2011; Mavroveli, Petrides, Rieffe & Bakker, 2007). Research findings have also confirmed that individuals with higher EI scores are generally happier than those with lower EI scores (Palmer, Donaldson & Stough, 2002), are less likely to become depressed or to show suicidal tendencies (Ciarrochi, Deane & Anderson, 2002) and are more likely to seek psychotherapy in times of need (Goldberg, Matheson, & Mantler, 2006). Furthermore, there appears to be a positive relationship between EI and self-image (Fernándes-Berrocal, Alcaide, Extremera & Pizarro, 2006), and Brackett *et al.* (2011) propose that emotional intelligence is a protective factor for serious psychological problems among adolescents.

The impact of EI on social interaction: Bar-On (2007) refers to earlier studies that have suggested a relationship between EI and social interaction, but substantiates these findings through the recent examination (Bar-On, 2007) of an older dataset (Cattell, Eber & Tatsuoka, 1970) that sheds new light on the nature of this relationship, and suggests that EI relates significantly – at .69 – to social interaction. According to Brackett *et al.* (2011), individuals with higher EI scores on the *MSCEIT* tend to be more socially competent, to have better quality relationships and to be viewed as more interpersonally sensitive than those with lower EI scores, and the associations remain statistically significant in the 0.3 range. Finally, *MSCCEIT* scores correlated significantly with secure attachment styles, which reflect

28

emotional closeness to others as well as feeling comfortable with both depending on others and having others depend on you (Kafetsios, 2004). Among adolescents, those who had achieved lower scores for emotional intelligence were rated in one study as more aggressive than others and tended to engage in conflict behaviour more often than their counterparts who had scored higher in emotional intelligence (Mayer, Perkins, Caruso, & Salovey, 2001a). Higher EI scores also correlated positively with student reports of having healthy social relationships, high self-reliance and more satisfying relationships with their parents (Bar-On, 2007). Emotional intelligence has also been negatively associated with maladaptive lifestyle choices and Brackett *et al.* (2011) propose that emotional intelligence may thus help individuals both to navigate their social worlds more effectively and to make better choices to avoid self-destructive behaviour.

The impact of EI on performance at school: According to Brackett *et al.* (2011), emotional intelligence is hypothesised to aid in prioritising thinking and to enable one to manage emotions in anxiety-provoking situations, such as tests and exams, but evidence supporting the role of emotional intelligence in an academic setting is mixed. However, the following studies show positive associations: Bar-On (2007) refers to four studies conducted in South Africa, Canada and the US that suggest that EI has an impact at school level. In the Canadian study, conducted by Parker, 667 Canadian high-school students took part and the overall degree of correlation between emotional-social intelligence and scholastic performance was found to be .41, which indicates a moderate yet statistically significant relationship. The results of the South African study conducted by Swart in 1996 (Bar-On, 2007) also indicated that there was a significant difference in EI between academically successful and unsuccessful students, and that the successful students were found to be more emotionally intelligent. In the recent US study conducted by Claude Marchessault (Bar-On 2007), a multiple-regression analysis revealed a correlation of .45, which also confirms a significant relationship between EI and performance at school. Brackett and Salovey also describe statistically significant correlations between the *MSCEIT* and performance at school (2004). In recent times there has been an increase in empirical research that supports the idea that there is a positive correlation between EI and academic performance (Parker, Summerfeldt, Hogan & Majeski, 2004; Petrides, Frederickson & Furnham, 2004; Parker, Creque, Barnhart, Harris, Majeski, Wood, Bond & Hogan, 2004).

The impact of EI on performance in the workplace: Bar-On (2007) refers to six separate studies that visibly demonstrate that there is a significant relationship between EI and various aspects of occupational performance. He further states that of the six studies mentioned, the average predictive validity coefficient is .54, meaning that nearly 30% of the variance in occupational performance is based on EI. Bar-On (2007) compares these findings with Wagner's meta-analysis (1997), which suggests that cognitive intelligence accounts for approximately 6% of occupational performance, thus Bar-On's findings suggest that EQ accounts for five times more variance than IQ when explaining performance in the workplace. Brackett and Salovey (2004) also observed correlations between *MSCEIT* scores and certain aspects of occupational performance, but found the significance to be low to moderate.

The impact of EI on self-actualisation: Bar-On (2007) refers to various studies, including a study conducted in South Africa, which confirmed findings already observed. His suggestion that EI has a significant impact on self-actualisation is based on the correlation of .64. Furthermore, the implications of these findings substantiate the case that EQ, more than IQ, affects our ability to do our best, to accomplish goals and to realise our full potential.

The impact of EI on subjective well-being: According to Bar-On (2007) a study was conducted in the US and Canada where the relationship between EI and well-being was examined using multiple-regression analysis. A significant correlation of .76 was observed, which indicates that the two constructs are highly correlated.

(Sources: Bar-On, 2007; Brackett, et, al., 2011)

From the above it is evident that emotional intelligence impacts meaningfully on various aspects of human performance and that, as previously mentioned, EI can be enhanced in order to improve performance, self-actualisation and overall subjective well-being. It is therefore of crucial importance to have adequate measures of EI to enable us to determine which intervention programme yields the most significant results.

2.6   THE ASSESSMENT OF EMOTIONAL INTELLIGENCE

Although interest in emotional intelligence has increased substantially over the past two decades, Conte and Dean (2008) argue that few researchers have raised questions about the adequacy of

EI measures. The strategies used to measure EI can be broken down into trait/skills-based and ability-based approaches and, as mentioned previously in this chapter, these approaches result in different conceptualisations of EI, as well as very different measures (Conte & Dean, 2008).

2.6.1 Performance measures of EI

In this section the focus will be on providing a brief overview of some of the best-known EI performance tests as determined by Brackett and Geher (2006) that were designed to tap aspects of Mayer and Salovey's (1997) ability model of EI. According to Brackett *et al.*(2011), there are a number of published performance tests that measure distinct components of emotional intelligence (i.e. one or more of the branches of Mayer and Salovey's model, but not all branches), such as the *Emotional Accuracy Research Scale (EARS)* (Brackett & Geher, 2006) and the *Diagnostic Analysis of Nonverbal Accuracy Scales (DANVA)* (Nowicki & Carton, 1993). However, the *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)* (Mayer, Salovey & Caruso, 2001), which addresses all four branches of the Mayer and Salovey model of EI (Mayer, 2006), is viewed as the most comprehensive performance test (Brackett *et al.*, 2011).

2.6.1.1 *The Emotional Accuracy Research Scale (EARS)* (Brackett & Geher, 2006**)**

The *Emotional Accuracy Research Scale (EARS)* was designed to measure the emotion-perception component of the ability model. According to Brackett and Geher (2006), the initial version of *EARS* demonstrated some promise, but findings regarding the psychometric properties of the *EARS* also raised some concerns. However, despite poor internal reliability, the *EARS* demonstrated some convergent validity across two studies (Brackett & Geher, 2006).

2.6.1.2 *The Diagnostic Analysis of Nonverbal Accuracy (DANVA)* (Nowicki & Carton, 1993**)**

According to Nowicki and Carton (1993), the *Diagnostic Analysis of Nonverbal Accuracy (DNAVA)*, consists of eight tests that measure a person's ability to accurately read and express non-verbal social information. It thus focuses on only one branch of the Mayer and Salovey model of EI, namely measuring the perceptual accuracy of emotion (Brackett *et al.*, 2011).

31

2.6.1.3 *The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)* (Mayer, Salovey & Caruso, 2001)

The *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)* (Mayer, 2006), which is based on the Mayer and Salovey model of EI, measures four areas of EI skills: the ability to (a) perceive emotion, (b) use emotion to facilitate thought, (c) understand emotional meaning, and (d) manage emotions in oneself and in others. The *MSCEIT* has eight tasks, which include two for measuring each of the four branches of EI, and consists of a total of 141 items. It is considered to be a performance test as it requires individuals to solve tasks pertaining to each of the four abilities defined by the theory (Mayer, Salovey, Caruso & Sitarenios, 2003). According to Brackett *et al*. (2011), these four interrelated abilities are arranged hierarchically in such a way that more basic psychological processes (i.e. perceiving emotions) are at the base or foundation of the model and more advanced psychological processes (i.e. conscious and reflective regulation of emotion) are at the top.

2.6.2 Self-report measures of EI

In this section emphasis is placed on self-report measures of EI that require participants to describe themselves on Likert-scale items. According to Brackett and Geher (2006), these scales rely on an individual's self-understanding. Therefore, if the person's self-concept is accurate, such scales could be used as accurate measures of emotion-relevant traits or EI ability.

2.6.2.1 *The Schutte Self-Report Inventory (SSRI)* (Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim, 1998)

The *SSRI* (Schutte, *et al*., 1998) was largely based on the authors' understanding of Mayer and Salvey's Model of EI. It consists of a single-factor 33-item scale and can be divided into the following categories: appraisal and expression of emotion in the self and others, regulation of emotion in self and others, and the utilisation of emotions in solving problems. Brackett and Geher (2006) maintain that independent-factor analysis of the measure indicates that the test does not directly map onto Mayer and Salovey's original model of EI. They regard the scale as

redundant and suggest that the SSRI may not have additional predictive power above and beyond already established measures.

2.6.2.2 *The Emotional Competence Inventory (ECI)* (Goleman, 2001)

The *Emotional Competence Inventory (ECI)* (Goleman, 2001), as well as its more recent variant, the *ECI-2*, which is based on Goleman's model of EI, measures the four main domains of emotional and social competencies identified, namely: a) self-awareness (i.e. knowing ones internal states, preferences, resources, and intuitions), b) self-management (i.e. managing one's internal states, impulses, and resources), c) social awareness (i.e. handling relationships, awareness if other's feelings, needs, and concerns), and relationship management (also called social skills, i.e. skill or adeptness at inducing desirable responses in others) (Brackett & Geher, 2006).

2.6.2.3 *The Bar-On Emotional Quotient Inventory (Bar-On EQ-i)* (Bar-On, 2007)

The *Bar-On Emotional Quotient Inventory (Bar-On EQ-i)* (Bar-On, 2007), which is based on Bar-On's model of EI, thus measures the five main emotional and social competencies and skills, which can be defined as intrapersonal, interpersonal, stress management, adaptability and general mood. Bar-On (Brackett & Geher, 2006) describes the general mood factor as a facilitator of EI, rather than part of it, thus the total *Bar-On EQ-i* (Bar-On, 2007) scores are computed by using only the first four scales. Bar-On (2007:3) refers to the *Bar-On EQ-i* as "a self-report measure of emotional and social intelligent behaviour which provides an estimate of one's emotional and social intelligence." Brackett and Geher (2006) further state that conceptually the *Bar-On EQ-i* has qualities resembling a mixed model of EI as it includes constructs that pertain to both perceived traits and abilities, but as it is a self-report measure, empirically it may be more appropriate to call the *Bar-On EQ-i* a trait model, as opposed to a mixed model, as the mechanism of measurement does not directly access abilities.

33

2.6.2.4 *The Bar-On Emotional Quotient Inventory: Youth Version (Bar-On EQ-i:YV)* (Bar-On & Parker, 2000)

The *Bar-On Emotional Quotient Inventory: Youth Version* (Bar-On, 1997; Bar-On & Parker, 2000) is based on the Bar-On Model of Emotional Intelligence, which measures the level of emotional and social functioning in children and adolescents. It is a self-report measure and requires participants to describe themselves on Likert-scale items (Brackett & Geher, 2006). The *Bar-On EQ-i:YV* (Bar-On, 1997; Bar-On & Parker, 2000) consists of 60 items with five subscales that probe the areas of interpersonal and intrapersonal abilities, stress management, adaptability and general mood. The *Bar-On EQ-i:Youth Version* (Bar-On, 2007) takes approximately 30 minutes to administer and is a self-report assessment tool. It is appropriate for persons aged 7-18 years (Stewart-Brown, S. & Edmunds, L, 2007).

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

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

The development of the youth version of the *Bar-On EQ-i*, stems from the *Bar-On EQ-i* (Bar-On, 2007), which was developed over a period of 17 years and in 1997 became the first EI measure to be published by a psychological test publisher, and also the first to be peer reviewed. Since its publication the *Bar-On EQ-i* has been consistently described in the literature as the most widely used EI measure (Bar-On 2007).

According to Bar-On and Parker (2000) the psychometric components 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:

- a large normative sample;
- a positive impression scale;
- corrective factors;
- an inconsistency index;

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

2.6.3 Performance measures of EI versus self-report measures of EI

As previously mentioned, in the 1990s, when emotional intelligence as a construct was receiving increasing attention, researchers and lay people alike asked the following question: "Is emotional intelligence an innate, non-malleable mental ability, or can it be acquired with instruction and training?" Over two decades have passed and this question still stands at the forefront of our attempt to define "emotional intelligence". Currently a number of competing definitions of this construct exist. The available literature reveals that there are three major conceptual models of emotional intelligence: a) the Mayer-Salovey model (1997); b) the Goleman model (1998); and c) the Bar-On model (1997). This has resulted in two main scientific approaches to emotional intelligence, namely the ability model with performance-based measures designed to tap aspects of Mayer and Salovey's (1997) ability model of EI, and mixed and/or trait models with self-report measures that are based on both models.

This has naturally led to a debate about the ideal method for measuring emotional intelligence. Brackett *et al.* (2011) states that in the case of performance measures, individuals are required to demonstrate emotional intelligence, whereas self-report measures require individuals to judge and report on how good they are at accurately perceiving the emotions of others. In a meta-analysis of 13 studies that compared performance tests (e.g. Mayer, Salovey & Caruso, 2002) and self-report scales (e.g. *Bar-On EQ-i*; Bar-On, 1997), Van Rooy, Viswesvaran and Pluta (2005) reported that performance tests were relatively distinct from self-report measures. According to Austin (2010), this study, along with other similar studies (Bastian, Burns & Nettelbeck, 2005; Brackett & Mayer, 2003), suggests that the two versions of EI are distinct and do not measure the same construct. This is further substantiated by the fact that whilst ability EI measures resemble standard intelligence tests, trait/skills-based IE is measured via self- report and correlations between trait and ability EI test scores have consistently been found to be low.

35

However, for the purposes of this research study, we will be using Bar-On's construct of emotional intelligence and his related measure, which falls under the skills/trait-based approaches. *The Bar-On EQ-i:YV* (Bar-On & Parker, 2000) that will be administered measures the level of emotional and social functioning in children and adolescents. This decision is substantiated by the fact that the Bar-On model of emotional intelligence has a comprehensive structure, robust factor validity and moderate to high predictive validity associated with a wide variety of human behaviour (Bar-On, 2010). Furthermore, test-retest coefficients for the *Bar-On EQ-i* (Bar-On, 2007) have been reasonable in size across two-week, one-month, two-month, four-month and six-month intervals, which is essential to my study as I will be employing test-retesting at one- and three-month intervals.

2.7 CRITIQUE OF EMOTIONAL INTELLIGENCE

Although the term "emotional intelligence" only started gaining popularity in the late 1990s, it is interesting to note that the construct as such had been studied from as early as 1837 (Bar-On & Maree, 2009), which emphasises the complexity of defining and describing emotional intelligence. For this reason emphasis will be placed on exploring various challenges faced in formulating an adequate and acceptable definition for, the construct "emotional intelligence".

2.7.1 EI as different constructs

Several different, but generally convergent conceptualisations of EI are found in the literature (e.g. Bar-On, 1997; Goleman, 1998; Mayer & Salovey, 1997). However, there is an important conceptual distinction concerning the method of measurement of the construct, namely performance-based versus self-report measures, as previously discussed. It has been noted that self-report measures of EI assess emotion-related, self-perceived abilities and traits, rather than cognitive abilities per se (Petrides & Furnham, 2006). There is, therefore, a distinction between trait EI and ability EI. It is this aspect that has been criticised in the literature (e.g. Arsenio, 2003; Austin, Saklofske & Egan, 2005; McCann, Matthews, Zeidner & Roberts, 2003; Waterhouse, 2006). According to Meyer (2010), the main objection raised by the various authors is that the same construct is not measured by the different EI measures (e.g. the *MSCEIT* and the *Bar-On*

EQ-i). It should, however, be noted that the distinction between trait EI and ability EI primarily concerns the method of measurement of the construct and not its theoretical domain.

Mayer, Salovey and Caruso (2000) suggest that a distinction should be made between "mixed" and "ability" models. EI is therefore conceptualised as a diverse construct in "mixed models", including aspects of personality and the ability to perceive, understand and manage emotions. These mixed models include motivating factors and affective dispositions (e.g. self-image, self-assertiveness and empathy) (Bar-On, 1997), whereas ability models focus on the ability to process affective information (Mayer *et al.*, 2000). However, according to Petrides and Furnham (2006), making a distinction between "mixed" and "ability" models is at odds with psychometric theory and existing empirical findings. It is thus only the assessment of EI through different methods (performance-based versus self-report) that leads to the operationalisation of different constructs, namely ability EI and trait EI (Petrides & Furnham, 2006). Thus, although the lack of convergence between self-report and ability-based tests remains a major issue, Matthews *et al.* (2006) report that prospects for future progress are good despite the uncertain conceptual and theoretical bases for EI. They further propose that if there are indeed multiple constructs under the umbrella of EI, it is crucial that the theory sharpens the conceptual distinctions between them by specifying the psychological, cognitive, and social processes to which they relate.

2.7.2 EI and personality

Although certain authors have expressed the opinion that EI does not make any new contribution, the majority of literature sources indicate that EI does indeed represent abilities/skills that can be distinguished from the Big Five personality traits (Meyer, 2010). Bar-On (1997) agrees that EI (and the *Bar-On EQ-i* in particular) relate to personality traits, but he emphasises the fact that EI could indeed be regarded as a unique construct. Even though his research does, for instance, indicate significant correlation between different *Bar-On EQ-i* subscales and the Sixteen Personality Factor Questionnaire (16PF 5th edition) (Cattell, Cattell & Cattell, 1993), correlation varies between the Emotional Stability Factor and the total *EQ-i* score of 0.51 to 0.72 (Bar-On, 1997). Emotional Stability further indicates a significant relationship to Optimism ($r = 0.65$), Stress tolerance ($r = 0.67$) and Self-concept *($r = 0.64$)*.

The findings of research conducted by Palmer *et al.* (2002) provide further support for the idea that EI is related to, but can be distinguished from the Big Five dimensions of personality. The unique contribution made by EI is further supported by the findings of the studies conducted by Law, Wong and Song (2004). These authors found that a combination of EI self-reporting questionnaires and personality provided a more reliable prediction of contentment with life than could be provided by personality alone (Meyer, 2010).

According to McCann *et al*. (2003), critics of trait EI continue to argue that the construct is strongly related to basic personality dimensions and often fails to account for criterion variance, but Petrides and Furnham (2006) have rendered this criticism irrelevant by conceptualising trait EI as a lower-order personality trait.

Trait EI is a constellation of emotion-related self-perceptions and dispositions (e.g. emotion perception, emotion management, empathy, impulsivity) assessed by means of self-report questionnaires. Petrides and Furnham (2006) state that the precise composition of these self-perceptions and dispositions tend to vary across different conceptualisations, some of which are broader than others.

2.7.3 Critique against self-report questionnaires

The debate about the ideal method to measure emotional intelligence is ongoing and Brackett, Rivers, Shiffman, Lerner and Salovey (2006) comment that on the surface, self-report scales are desirable as they are less costly, easier to administer and take considerably less time to complete than performance tests. Matthews *et al*. (2006) suggest that self-reported emotional competence fails to predict objective measures of EI and proposes that at best questionnaire scales may add further primary or mid-level personality traits that add somewhat to current personality models. Furthermore, an aspect of self-reporting questionnaires that often causes concern is the question whether individuals (and children and adolescents in particular) are able to report on their EI levels in a valid and reliable way (Brackett *et al*., 2011). Research nevertheless indicates that, regardless of whether it is accurate or not, an individual's perception of self and others exerts a strong influence on his thinking, behaviour and mental health (Beyer & Bowden, 1997). It would therefore appear as if self-reporting questionnaires can still make a meaningful contribution to

determining a person's EI, since they do provide valuable information on how the individual perceives him/herself and others.

2.7.4 IQ and EI

According to Matthews *et al*. (2006), the notion of separate cognitive and emotional systems, each with its own "intelligence", is conceptually confusing and conflicts with theories of emotion and self-regulation. However, Meyer (2010) disagrees with this and argues that the independence of the cognitive and emotional systems can be illustrated by referring to individuals diagnosed with Asperger syndrome as they show normal or superior levels of intelligence, despite obvious shortcomings in respect of EI capabilities such as empathy and the ability to read facial expressions. The major differences between these two important components of general intelligence may well be that cognitive intelligence is more dependent on cortical structures, which support logical reasoning, whereas EI is more dependent on limbic and related neural systems that are involved in the processing of emotions (Bar-On, Tranel, Denburg & Bechara, 2003).

According to Meyer (2010), critics of EI theory often refer to general misconceptions concerning the position of Goleman (1996, 1998) regarding the relative importance of EI for a successful and happy life. They focus mainly on his assertion that EI is more important than IQ for effective performance in the workplace. However, Stein and Book (2006) maintain that there is no need to compare IQ and EQ in terms of, for instance, their potential "value" with regard to the facilitation of human potential. Instead, the two constructs should be viewed as complementary moderators of human potential as they should rather stand alongside each other in our attempts to unlock human potential. Ciarrochi, Chan and Bajgar (2000) affirm that research points towards a need to expand our notion of intelligence to include emotional intelligence (EI), which has generally been defined as the ability to perceive, understand and manage one's emotions.

2.8 CRITICAL OVERVIEW OF MY LITERATURE REVIEW PERTAINING TO EMOTIONAL INTELLIGENCE

In this chapter, emphasis was placed on providing a transparent and objective (to the extent that it is ever possible to be "objective") view of emotional intelligence. An extensive and thorough literature review revealed that defining and conceptualising EI is an ongoing process that is complicated by the fact that EI is measured using two different types of measures (performance-based versus self-report questionnaires) and that, to further complicate matters, correlations between self-report and ability EI test scores have consistently been found to be low (Brackett *et al*., 2011). However, relevant literature suggests that this distinction relates primarily to the method of measurement of the construct (known as EI) and not to its theoretical domain (Petrides & Furnham, 2006; Meyer, 2010).

In defining EI for the purposes of my study, I needed to draw certain conclusions based on the sources that I consulted. My review of the literature clearly indicates the existence of three major conceptual models of emotional intelligence and their related measures. These three models are:

a.   The *Salovey-Mayer Model*; this (ability) model strives to define EI within the confines of the standard criteria for a new intelligence (Austin, 2010). The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition.

b.   The *Goleman Model*; this (mixed) model approach states that although individuals are born with a general emotional intelligence, emotional competencies are not purely innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance (Goleman, 1998).

c.   The *Bar-On Model*; this (trait) model suggests that EI develops over time and that it can be improved through training, programming, and therapy (Bar-On, 2007). Bar-On (2007) defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.

For the purpose of this study, the Bar-On model of EI and the related measure will be employed. I am aware that this decision is open to critique, especially with regards to the fact

that the *Bar-On EQ-i* (Bar-On, 2007) is a self-report measure and is susceptible to faking. Nonetheless, according to the literature reviewed, the *Bar-On EQ-i* has, since its publication, been consistently described as the most widely used EI measure (Bar-On 2007). My decision was substantiated by the fact that the Bar-On model of emotional intelligence has a comprehensive structure, robust factor validity and moderate to high predictive validity associated with a wide variety of human behaviour (Bar-On, 2010).

In reviewing this chapter, it would be naive to think that I have consulted every text available on the topic, but an effort was made to provide a review of EI, as it pertains to my study, that is as up to date, relevant and comprehensive as possible. This was done through consulting texts written by acclaimed authors in the field of emotional intelligence and the use of accredited and peer-reviewed journals.

While not ignoring criticism levelled against EI, I have explored the literature extensively to form an unbiased view of how the construct of emotional intelligence is currently understood, defined and measured, and have reported on its perceived impact.

2.9   CHAPTER SUMMARY

This chapter explored emotional intelligence from its origins to the present-day conceptualisations of this construct. A review of the literature has led to an exploration of the three main models of EI and the related measures, the definition of emotional intelligence for the purpose of this study, and an investigation of the perceived impact of EI on the individual's ability to adjust and achieve success in life. Finally, a critique of EI was also provided by discussing various challenges faced in respect of defining and gaining acceptance for the construct "emotional intelligence". In the next chapter, outdoor adventure education will be explored in an attempt to describe its different facets and underlying theories, as a possible intervention strategy for the facilitation of emotional intelligence.

CHAPTER 3
OUTDOOR ADVENTURE EDUCATION

3.1 INTRODUCTION

Outdoor adventure education can be briefly described as a process during which participants are exposed to a variety of physically and/or psychologically demanding outdoor activities in a remote and unfamiliar setting, in order to create learning in individuals or groups, often with the goal of improving society or communities (Bosch & Oswald, 2010). In this chapter, I will endeavour to explore and describe the different facets of outdoor adventure education, its origins and the relevant underlying theories, as well as the perceived impact of education of this nature.

3.2 HISTORICAL PERSPECTIVES ON OUTDOOR ADVENTURE EDUCATION

From the section below it will become evident that the concept we know as "outdoor adventure education" has evolved and expanded over time. Emphasis will thus be placed on exploring the historical roots of outdoor adventure education and its development.

3.2.1 Exploring the roots of outdoor adventure education

Outdoor adventure education finds its roots in the idea of experiential learning, which is embedded in the early philosophies and teachings of Plato and Aristotle, and more recently John Dewey (Priest & Gass, 2005). However, the use of adventure and the outdoors as educational tools was only formalised during the nineteenth century by the organised camping movement. This trend continued into the twentieth century with the founding of organisations such as Boy and Girl Scouts. As a result of this progressive education movement, from the 1960s to the present, there has been a tendency by schools to introduce outdoor experiences and overnight camping into their curriculums (Raiola & O'Keefe, 2009). This time frame corresponds with a period (over the past 50 years) in which attitudes towards teaching and learning have been evolving and although the traditional model of instruction (delivering facts, models and theories using a didactic form of instruction) is still very prominent in the South African education

42

system, room has been made for the inclusion of more engaging and experiential instructional strategies that use the outdoors and adventure to facilitate learning (Stremba & Bisson, 2009).

Certain people and organisations have also been integral to the development of outdoor adventure education, with one such person being Kurt Hahn, who founded the organisation known as Outward Bound (OB) in Walesin 1941 and the success and popularity of this organisation resulted in the establishment of the first Outward Bound School in the United States in 1961 (Medina, 2009). The adventurous outdoor experiences offered by Outward Bound were viewed by Hahn as a catalyst for experiential learning that emphasised his educational philosophy.

According to Bisson (2009), another significant individual in the history of outdoor adventure education is Paul Petzoldt, who was strongly influenced by Hahn's philosophy on educating through the use of outdoor challenges and adventures. It was his involvement as the chief instructor at the Colorado Outward Bound School that led him to start the National Outdoor Leadership School (NOLS) in 1965, as he felt that it was imperative to provide effective training to the outdoor leaders that would be responsible for leading individuals into the wilderness (Medina, 2009).

In summary, Bisson (2009) proposes that together Hahn and Petzoldt can be viewed as the fathers of modern adventure education. Hahn was somewhat of a visionary with his views on the role of education and using the outdoors and adventure activities to facilitate learning experiences that lead to the positive development of youth on a physical, spiritual, emotional and social level, whereas Petzoldt built upon the foundations laid by Hahn and his educational philosophy by adding an action-oriented approach to implementing these ideas and making a significant contribution in highlighting the importance of training outdoor leaders as an integral part in assuring the success of outdoor adventure education as a whole.

3.2.2 The development of outdoor adventure education and related programmes

According to Raiola and O'Keefe (2009), in order to explore the development of outdoor adventure education, one needs go back to the roots of experiential education and the development of subsequent educational movements, as previously mentioned, such as nature study, the organised camping movement, conservation education, outdoor education,

43

environmental education and adventure education, as each of these has influenced and shaped what we now call outdoor adventure education. Outdoor adventure education thus forms part of an educational movement that proposes the educational and interactive use of three components to learning, namely:1) the natural environment, 2) adventure-based activities and 3) hands-on learning.

D'Amato and Kransy (2011) report that outdoor adventure education (OAE) forms part of public and private school programmes (locally and internationally) and that the environment and overnight camping are integrated into the school curriculum. In addition, there are also a number of international public and private outdoor programmes, such as Outward Bound (OB) and the National Outdoor Leadership School (NOLS), and Project Adventure (PA) and professional organisations such as the Association for Experiential Education and the National Recreation and Park Association. "The Journey" is an example of an outdoor adventure education programme that is implemented locally.

It is evident that using the outdoors and adventure activities has led to various educational movements, as mentioned above. However, for the purpose of my study it will be crucial to have a working definition of what is understood under the concept "outdoor adventure education".

3.3 DEFINING OUTDOOR ADVENTURE EDUCATION

As the name suggests, outdoor adventure education involves experiences that take place in the outdoors and involve adventure. D'Amato and Kransy (2011) suggest that outdoor adventure education programmes focus mainly on outcomes that relate to personal growth (with the emphasis on self-awareness, self-confidence, pushing one's limits and respect for others), which corresponds with the goals of programmes that focus on leadership, learning to live in nature and personal challenges. According to Duerden *et al.* (2009), numerous outdoor adventure education programmes exist that are aimed at various groups, including youth with behavioural and substance-abuse problems, general adolescent populations and adults. For the purposes of my study, as mentioned in Chapter 1[3], the following definition of outdoor adventure education will apply: "Outdoor adventure education" refers to education in, for, about and through the outdoors and involves activities such as hiking, canoeing, cycling, horseback riding, abseiling and

---

[3]See: Chapter One, p 5

44

camping, with the emphasis on exploration through the deliberate use of adventurous experiences and activities to create learning in individuals and groups for purposes such as personal growth, education and leadership development (Bunting, 2006; Deurden, Widmer, Taniguchi & McCoy, 2009; Russell, Hendee & Phillips-Miller, 2000). The focus will now be shifted to the exploration of the various components of outdoor adventure education, the interconnectedness of these components and their perceived impact on individual and group development.

3.4 COMPONENTS OF OUTDOOR ADVENTURE EDUCATION

Fabrizio (2005) states that individuals who participate in outdoor education programmes embark on adventures by leaving the comforts of home and entering new, challenging physical and social environments. This change of setting is crucial as a shift in environmental context can enhance an individual's learning potential.

Hattie, Marsh, Neil and Richards (1997) propose that most outdoor adventure education programmes share the following features: a) it is set in the outdoors/wilderness; b) the number of participants in a group are usually less than 16 (small groups); c) it involves participation in activities with challenging objectives (mentally and/or physically) such as hiking to a specific point or crossing a river; d) frequent and intense interactions between participants revolving around group problem solving and decision making; e) the presence of a trained and non-intrusive leader; and f) a duration of two to four weeks.

The activities commonly included in such programmes are hiking, cycling, horse riding, canoeing, rock climbing and abseiling, food planning, solo (24-48 hours alone), group feedback sessions, debriefing, and getting participants to take on the responsibility of running the programme themselves by allowing each participant to be the leader for a day (Neill & Dias, 2001). From the activities listed it becomes clear that the focus of such programmes is on personal and group development.

Hopkins and Putnam (1993) maintain that the components of outdoor adventure education should not be viewed in isolation, but rather holistically, as shown in Figure 3.1 on the following page.
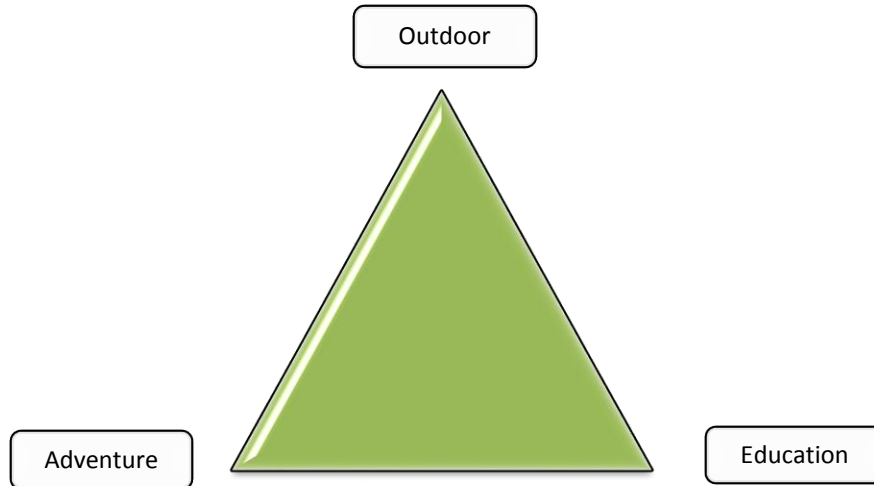
Figure 3.1: Components of outdoor adventure education

The combination of these components allows participants to experience intellectual, moral and social growth, and to acquire knowledge, skills and expertise through participating in adventure activities in an outdoor setting (Hopkins & Putnam, 1993).

Because the underlying processes that occur in the wilderness setting can render meaningful experiences, outdoor adventure education programmes could be among the most intensive forms of experiential learning (Andrews, 1999). This brings us to the educational and philosophical foundations that act as a catalyst for the interaction between the various components of outdoor adventure education, which results in learning experiences for the participants.

3.5 EDUCATIONAL AND PHILOSOPHICAL FOUNDATIONS OF OUTDOOR ADVENTURE EDUCATION

3.5.1 Experiential learning and outdoor adventure education

Various terms have been used to label the process of learning from experience. John Dewey (1915) discusses "learning by doing", Wolfe and Byrne (1975) use the term "experience-based learning", and Kolb (1984) refers to "experiential learning".

46

Adventure-based learning, a form of experiential learning, is based on the assumption that personal growth takes place through reflection on experiences. In essence, experiential learning can thus be seen as a perspective on learning that offers an alternative to cognitive and/or behaviourist instruction, and can be described as a process in which people participate in specific activities and then reflect on their participation in those activities (Hopkins & Putman, 1993; Martin, Franc & Zounková, 2004; Priest & Gass, 1997). This form of learning is learner-centred and focuses on the role of experience in education.

The philosophy of experiential learning is nicely captured in the following words by Einstein: "I never teach my pupils, I only attempt to provide the conditions in which they can learn best" (Priest, Gass & Gillis, 2000).

3.5.1.1 The foundations of experiential education

John Dewey (1859-1952) is the father of experiential education. His ground breaking text, *Experience and Education*, was published in 1938 during a time when a very traditional approach to education was followed, and his views were initially met with significant resistance. However, his theory has been a steady force that has shaped the field of experience-based learning as we know it today (Panicucci, 2007). He believed that all genuine education comes through experience, and advocated placing the learner at the centre of the learning experience while the teacher acted as guide and coach. Dewey (in Panicucci, 2007) proposed that the most powerful learning experiences are those that engage learners in posing and solving problems, making meaning, producing products and building understanding.

Thus the field of outdoor adventure education, which embraces the use of experience, is enhanced with a solid understanding of Dewey's theory as it forms the foundation for teaching and learning practices in the field. The outdoor setting is thus an ideal environment in which to provide learners with opportunities to solve their own problems, and adventure activities allow for learning through experience. According to Panicucci (2007), the most common learning theory that is applied to adventure and experiential education is that of David Kolb.

3.5.1.2 David Kolb and the experiential learning cycle

There are four phases in Kolb's experiential learning cycle: concrete experience, reflective observation, abstract conceptualisation and active experimentation. Concrete experience and abstract conceptualisation focus on how we absorb experience, while reflective observation and active experimentation illustrate how we deal with experience (Kolb, 1984).

Panicucci (2007) maintains that the experiential learning cycle and Kolb's work can be applied to outdoor adventure experiences, classroom experiences, or any other type of learning experience. The cycle can begin at any phase, and at times a particular phase may be skipped, emphasised, or minimised due to the situation at hand. In essence it can be described as a process in which people participate in specific activities and then reflect on their participation in those activities.

Even with a clear understanding of the ideas of Dewey and Kolb, one might still ask the question, "What is the role of adventure in teaching and learning?" Clearly educative experiences are important, but where does adventure come into the picture? According to Panicucci (2007), participating in adventurous activities act as a catalyst to create learning in individuals and groups.

Structured programmes, such as "The Journey", can be used to create experiences that provide participants with opportunities to grow and develop (individually and as a group) and act as a rite of passage for them to mark their transition between childhood and adulthood.

3.5.2 Rites of passage as part of outdoor adventure education

As a researcher, it is my goal to explore all aspects of outdoor adventure education, as well as the symbolism of such adventurous experiences in order to reveal the deeper meanings and implications of what at first glance may appear to be mere physical experiences. When one takes a closer look at "The Journey"[4], during which all Grade 10 boys embark on a 23-day journey, it becomes clear that they engage in a "rite of passage" that marks their transition from being juniors in the school to being seniors, and more specifically a transition from childhood to adulthood.

---

[4]See: Chapter 1, p. 6

48

According to Louw, Van Ede and Louw (1998), the term "adolescence" can be defined as the developmental stage between childhood and adulthood. It is the period of human development during which a young person must move from dependency to independence, autonomy and maturity (Geldard & Geldard, 2004). The most important developmental task involved in this phase is the forming of a self-identity, which entails finding the answer to the question, "Who am I?" By answering this question, adolescents gain a feeling of control, which enables them to direct their lives (Maree & Fernandes, 2003).

Lertzman (2002) maintains that rites of passage have, since time immemorial, played a fundamental role in human development in many traditional societies, providing a learning environment that supports an individual's holistic development: mentally, emotionally, physically and spiritually. Gavazzi, Alford and McKenry (1996) and Bosch & Oswald(2010) propose that many of the difficulties adolescents face in contemporary society are linked to society's underutilisation of rites of passage. They suggest that adolescents who are left on their own to find transitional markers from childhood to adulthood tend to fill the void with informal indicators of adult-like behaviours, such as drug-taking, alcohol consumption and sexual intercourse. Such alternative rites of passage behaviours are misguided attempts to mark their transition into adulthood. Programmes such as "The Journey" act as rites of passage for learners. Seeing that the participants who will be taking part in "The Journey" are Grade 10 learners, it stands to reason to have a closer look at the unique challenges and changes associated with adolescence as a developmental stage.

3.5.2.1 Adolescence as a developmental phase

The term "adolescence" is derived from the Latin verb *adolescence,* meaning "to grow into adulthood", and thus adolescence is viewed as a separate developmental stage between childhood and adulthood (Louw *et al.*, 1998). According to Louw *et al.* (1998) the age at which adolescence as a separate developmental stage begins varies from 11 to 13 years, while the age at which it ends is between 17 and 21 years. Geldard and Geldard (2004) maintain that some young people move through adolescence more quickly than others, based on individual differences and how they adjust to the 1) biological, 2) cognitive, 3) psychological, 4) social and 5) moral and spiritual changes they face, which are described in Table 3.1 on the following page:

49

Table 3.1: A brief overview of challenges faced during adolescence

1) **Biological changes in adolescence**: Puberty represents the onset of adolescence and signals the beginning of a process of intense physical change, including physiological changes, sexual changes and emotional changes (Geldard & Geldard, 2004; Louw *et al*., 1998).

- **Physiological changes**: These occur over a period of time and include changes in height, weight and strength, and changes in appearance. These changes happen at different ages and different rates for different young people, resulting in possible feelings of embarrassment and self-consciousness when they compare themselves to peers who are developing at a different rate (Geldard & Geldard, 2004; Goossens, 2006).

- **Sexual changes**: This results in the adolescent having to deal with issues of personal sexuality and sexual identity. During the early stage of adolescence (between the ages of 11 and 14 years) the sexual feelings of early adolescence are explored through sexual experimentation with friends, or managed through the use of fantasy and masturbation. From this stage the young person gradually moves into the later stage of adolescence (from 15 to 18 years), which is differentiated from the earlier stage by differences in cognitive, moral and social thinking and is accompanied, in most young people, by a gradual move towards heterosexual relationships(Geldard & Geldard, 2004; Louw *et al*, 1998).

- **Emotional changes**: Adolescence is synonymous with a rise in sexual hormones that impacts on a young person's emotional state, but Geldard & Geldard (2004) warn against the assumption that hormones act in isolation and that they alone are the cause of mood changes. They act in conjunction with other major changes, such as changes in social relationships, changes in beliefs and attitudes and changes in self-perception.

2) **Cognitive challenges in adolescence**: The biological changes that occur in adolescents are accompanied by cognitive changes. The adolescent develops a capacity for abstract thinking, discovers how to think about relationship issues, discerns new ways of processing information and learns to think creatively and critically (Goossens, 2006).

- **Development of abstract thinking**: According to Piaget (1966), during early adolescence young people typically make the transition from concrete operations to the formal operations stage (Geldard & Geldard, 2004; Goossens, 2006), which implies a

move from the limitations of concrete thinking to being able to deal cognitively with ideas, concepts and abstract theories.

- **Egocentric thinking**: Geldard and Geldard (2004) maintain that adolescents are egocentric and that this trait, which starts in early adolescence and develops more fully in mid-to late adolescence, is characterised by the belief that everyone is watching them as though they were on stage. Adolescents are able to conceptualise and imagine the thoughts of others, but may fail to differentiate between what is of importance to them and what is of interest to others (Louw *et al*., 1998).

- **New ways of processing information**: Adolescence is a period of challenge and change – a time when both deliberate and unintentional decisions are made that affect the course of the adolescent's life (Rice & Dolgin, 2005). During adolescence the ability of young people to perceive, comprehend and retain information, and to detect contradictions, seems to improve with age (Geldard & Geldard, 2004). Thus older adolescents tend to have a greater ability than younger adolescents to deal with complex social and ethical issues.

- **The ability to think critically**: Adolescents develop the ability to think logically and to make judgements and decisions for themselves, as they are able to recognise and define problems, gather information, form tentative conclusions and evaluate these to make decisions (Geldard & Geldard, 2004; Goossens, 2006).

- **The ability to think creatively**: Adolescents develop the ability to think creatively, which involves divergent thinking, flexibility, originality, the consideration of remote possibilities and the ability to consider a variety of solutions to the same problem (Geldard & Geldard, 2004).

3) **Psychological challenges in adolescence**: The biological and cognitive changes that have been discussed impact both directly and indirectly on psychological functioning. Furthermore, the formation of a new identity, which is a central feature of adolescence, presents as a major psychological challenge as the adolescent is no longer a child; a new person is emerging (Geldard & Geldard, 2004; Rice & Dolgin, 2005).

- **Forming a new identity**: Louw *et al*. (1998) refer to identity as an individual's awareness of himself or herself as an independent, unique person with a specific place in society. Geldard and Geldard (2004) suggest that this is perhaps the most important

51

psychological task, as failure to achieve a satisfying personal identity is almost certain to have negative psychological implications. This is supported by Waterman (1992), who extensively reviewed research that showed a strong link between ego identity and effective psychological functioning.

- **Functions of personal identity**: Although Adams and Marshall (1996) maintain that the search for identity is a continuing process that is not restricted to adolescence, Geldard and Geldard (2004) observed that self-focusing and identity formation are more prominent during adolescence and are central characteristics of this phase. Adams and Marshall (1996) highlights the following five most commonly recorded functions of personal identity: 1) provides structure for understanding who one is; 2) provides meaning and direction; 3) provides a sense of personal control and free will; 4) enables consistency, coherence and harmony between values, beliefs and commitments; and 5) enables the recognition of potential through a sense of future possibilities and alternative choices.

- **Individuation**: This refers to the process where, as opposed to when a child is joined with parents and family, the adolescent moves away from the family into a separate space and becomes a separate individual. However, the process of establishing a personal identity and achieving individuation also has social implications as the adolescent who is seeking to establish separateness through establishing boundaries can only construct concepts of self within the context of relations with others (Geldard & Geldard, 2004).

- **Emotional responses**: Since for adolescents the adjustment to biological, cognitive and psychological changes can be both stressful and anxiety-provoking, it influences their ability to tolerate, assimilate and accommodate change (Geldard & Geldard, 2004). The adolescence developmental stage is further characterised by emotional reactivity, which impacts on the ability to control and modulate behaviour. Thus incidents that most adults would consider as being of relatively minor importance may result in significant mood swings for the adolescent, who may respond with unexpected high levels of emotion, including excitement, anger, sadness, depression and embarrassment (Goossen, 2006).

4) **Social challenges in adolescence**: At the same time as adolescents are searching for personal identity, they are faced with the major challenge of finding their place in society. In fact, the socialisation process and the search for personal identity are strongly

interrelated and interdependent as socialisation enhances their sense of personal identity, and the development of personal identity enhances their ability to deal with society's expectations and standards (Geldard & Geldard, 2004; Louw *et al*., 1998).

- **Society's expectations**: According to Geldard and Geldard (2004), these expectations can be challenging for adolescents (as society's expectations may often differ from those of adolescents) but may also be valuable in helping them progress along the path to adulthood (as in communities where adults express consistent values and expectations, adolescents tend to develop a positive sense of self).

- **Parental expectations**: Louw *et al*. (1998) point out that studies indicate that the parent-adolescent relationship does undergo significant changes during early adolescence. These changes are characterised by the questioning of parental values, rules and regulations set by parents, distancing (i.e. adolescents becoming more involved with friends and less with parents) and argumentation. Parents often feel upset about these sudden changes and tend to react by being more controlling, which results in further conflict (Rice & Dolgin, 2005). Steinberg (1996) suggests that conflict between adolescents and their mothers is more frequent than conflict with their fathers, and postulates that the reason for this is that mothers are more involved in the day-to-day activities of the adolescent.

- **Adolescent expectations**: Young adolescents report that school pressures are their major challenge, whereas adolescents of 14 years and older identify parent-adolescent conflicts as being the most problematic, along with issues concerning peer relationships (Geldard & Geldard, 2011).

5) **Moral and spiritual challenges in adolescence**: One of the most important developmental tasks of adolescents is to develop a personal value system, which is integral to social development and the formation of a personal identity since a personal value system provides a guide for practising socially and morally responsible behaviour.

- **Moral development**: Adolescence is a time in which a young person is confronted and challenged by a wide range of moral decisions that may be influenced by the following factors (Louw *et al*., 1998): 1) cognition – formal operational thinking enables adolescents to investigate and interpret matters concerning morality; 2) parental attitudes and actions – the internalisation of moral values during adolescence is dependent, to a large extent, on the parent-adolescent relationship, as parents who are good role models

promote the development of moral maturity in their adolescents (Louw *et al*., 1998); 3) peer interaction – Piaget (1996) believed that interaction among peers, who confront one another with different viewpoints, promotes moral development; 4) religion – adolescents' attitudes to religion affect their moral development and behaviour, as is evident from findings that religious youths show greater moral responsibility than youths who are not religious (Louw *et al*., 1998). Kohlberg (1984) suggests a model that outlines three stages of moral development: 1) pre-conventional morality (age 4-10 years), when the child's motivation for doing good or avoiding doing wrong is driven by avoiding punishment or receiving a reward; 2) conventional morality (age 10-13 years), when the child or adolescent learns to conform to the society in which he/she lives and the motives for doing good or avoiding wrong are dependent on the approval of others; and 3) post-conventional morality (age 13 years onward) is associated with individuals developing a conscience and an awareness of their human rights, since during this stage they no longer act out of fear or the need for approval. However, Kohlberg (1984) does concede that not all adolescents reach stage three, and is cognisant of the fact that for some adolescents' morality and motives may be tied up with rewards, with not "getting caught", or with wanting approval/acceptance.

- **Spiritual development**: Geldard and Geldard (2004) maintain that as adolescents seek to establish their personal identity, they attempt to find meaning in their lives, which leads many young people to seek answers to questions of a spiritual nature.

Since adolescence is primarily the transition from childhood to adulthood while contending with biological, psychological and social challenges (Geldard & Geldard, 2004), it stands to reason that factors should be explored that may aid adolescents in coping adaptively with the challenges they face. It is my view that their ability to cope with these challenges will be aided by the presence of certain skills that can be defined as emotional intelligence. The significance of this study therefore lies in the attempt that will be made to improve our understanding of the possible association between outdoor adventure education and emotional intelligence. In the following section, emphasis will be placed on exploring the theoretical foundations of outdoor adventure education activities that are believed to promote learning and growth within the individual as well as within groups.

54

3.6 THEORETICAL FOUNDATIONS OF OUTDOOR ADVENTURE EDUCATION

According to the literature reviewed (Panicucci, 2007; Stremba & Bisson, 2009), there are certain fundamental theories supporting common outdoor adventure education practices, which include stretch-zone theory, optimal arousal theory, social cognitive theory, and attribution theory, all of which will be discussed below:

3.6.1 Stretch-zone theory

According to Brown (2008), the stretch-zone model and its variants feature prominently in adventure education literature. People exist in three primary states or zones (see Figure 3.2). The first is called the *comfort zone*, a place where everything is calm and there is no disequilibrium. The second zone is the *stretch zone*, where interest is piqued, our senses are enlivened and there is some disequilibrium. The third zone is the *panic zone*, where stress is so high that information cannot be integrated and high adrenaline makes it impossible to settle into a learning environment (Brown 2008; Panicucci, 2007).
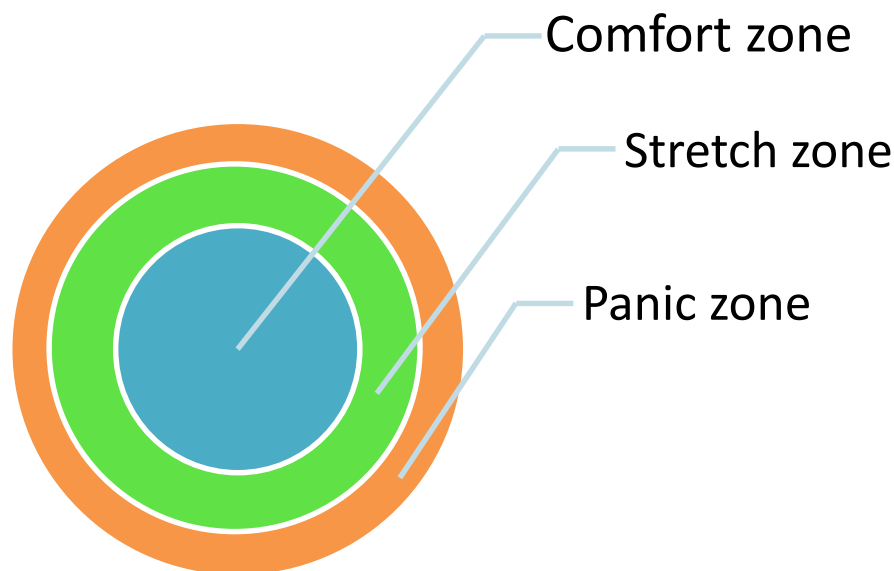

Figure 3.2: The three zones, or states of mind, in which individuals exist

Experience has shown that learning occurs when people are in their stretch zones. Intellectual development and personal growth do not occur if there is no disequilibrium in a person's current

55

thinking or feeling. However, learning will shut down if the disequilibrium gets so high that the person enters the panic zone. Adventure education is known for creating stretch-zone experiences that take on many different forms (Panicucci, 2007). In essence, the typical adventure education scenario involves taking an experience such as abseiling, canoeing or crossing a river and adding some stress, gently getting participants out of their comfort zone while at the same time keeping them physically safe, and thus creating a pathway to learning. These situations create opportunities in which learners' usual defences are taken away and they are allowed to experience their inner beings – to have wonderful ideas. People rarely take themselves to this place purposefully because it is uncomfortable, so when they are brought there during a carefully facilitated experience they are offered a special opportunity for growth (Panicucci, 2007).

The catalyst for personal growth thus exists both in an event, such as a particular outdoor adventure education programme offering specific outdoor adventure activities that are central to a given experience, and in factors that are secondary to the specific experience, such as dealing with one's performance in front of one's peers. The stretch zone may vary widely from person to person. Facilitators must provide stretch-zone experiences that do not become panic situations and that offer learners the chance to grasp the moment and grow.

Although the stretch-zone model is prominent and influential in adventure education literature, Brown (2008) argues that at best it may be described as a useful metaphor in adventure education, and not as a model or a theory. Be that as it may, it still provides a useful context for understanding the role of adventure activities in outdoor adventure education.

A review of the literature (Bisson, 2009; Duffy, 1957; Priest & Grass, 2005) suggests that the optimal arousal theory also addresses the issue of optimal performance and could therefore also be explored as an underlying theory that explains the role of the outdoors and adventure in learning.

3.6.2. Optimal arousal theory

Priest and Gass (2005) describe the optimal arousal theory as a fundamental theoretical model in understanding the motivation or behaviour of individuals participating in adventure-based activities. The model was introduced in the 1950s through the work of Elizabeth Duffy (1957)

56

and proposes that each individual seeks external stimuli of an appropriate level in order to perform at optional potential or feel optimal satisfaction. Thus one's level of arousal may impact on one's performance. Priest and Gass (2005) explain the model as seen in Figure 3.3 below:
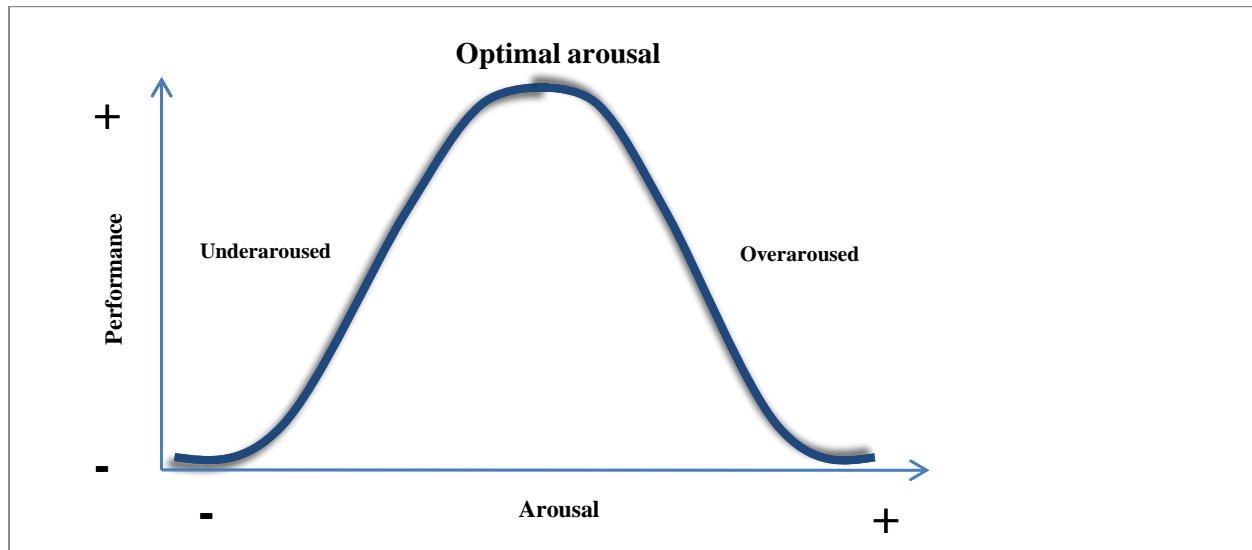

Figure 3.3: The optimal arousal theory

From the diagram it becomes clear that individuals may experience a state of optimal arousal when the level of stimulation or challenge they are involved in results in peak performance, but if they are under-aroused or over-aroused by an environment or activity, performance and motivation will decrease (Priest & Gass, 2005). Thus, similar to the stretch-zone experience, it is important to select suitable activities and the appropriate level of challenge to create an optimal level of arousal and ensure that participants will achieve results in the highest level of performance and motivation. It is important to remember that how one performs in a certain environment or on a certain activity will impact on how one views oneself and one's level of competence, which will be explored under social cognitive theory below, and more specifically, self-efficacy.

3.6.3 Social cognitive theory

According to Bandura (1986), the social cognitive theory implies that many of our behaviours are the result of imitating or modelling (watching others and acquiring the observed behaviour).

57

However, whether the behaviour is reinforced or punished will ultimately determine whether the observer will engage in the behaviour/action, which alludes to the influence of cognitive factors.

Bandura (1997) further explains that human behaviour can be viewed as being influenced by three factors that mutually interact, namely 1) environmental variables; 2) behaviours; and 3) intrapersonal factors (i.e. cognitive, affective, and biological factors) as presented in figure 3.4 below:
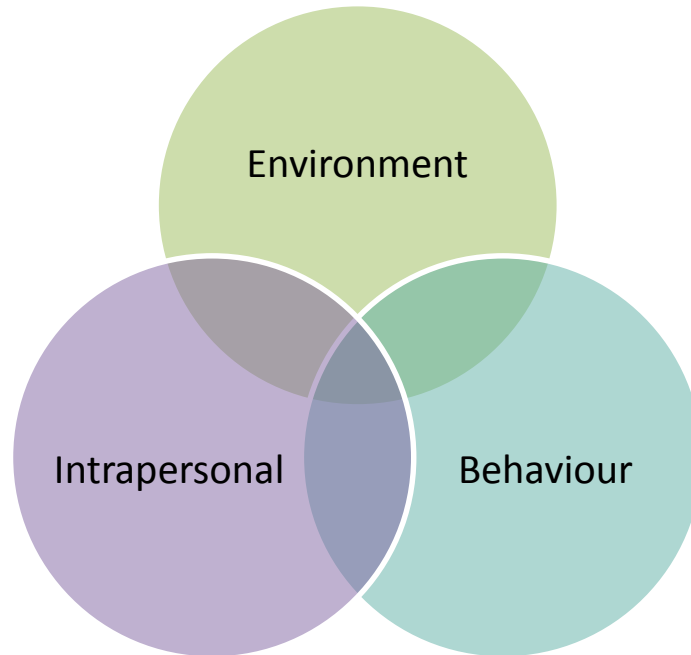

Figure 3.4: Factors that influence the behaviour of individuals, according to the social cognitive theory

The above diagram illustrates the interaction between the three factors; a) how our behaviour/actions can affect the environment as well as how we think about ourselves; b) how environmental variables can impact our behaviour/actions and how we see ourselves; and c) how our thoughts can influence our actions/behaviour and how we view our environment.

These factors all contribute to the central variable within Bandura's social cognitive theory, namely self-efficacy, which can be viewed as the belief that individuals have in their ability to perform actions that affect their lives (Bandura, 1986). Thus self-efficacy (people's belief in their own competence) is moulded by the mutual interaction of the three factors described above, i.e. what you think about yourself will influence how you I perform or how you allow the environment to affect you (Bisson, 2009).

58

A review of the literature reveals that completing the tasks inherent in outdoor adventure education is associated with benefits for various aspects of self-concept, including self-esteem; self-efficacy and locus of control (Cason & Gillis, 1994; Moote & Wadarski, 1997). The latter will be further explored as part of the attribution theory.

3.6.4 Attribution theory

The attribution theory has its roots in the research conducted by Heider (1958), who proposed that individuals, when considering their performance (the result of an action they have taken), should consider internal (factors within themselves) or external (factors within their environment) as possible causes. Wiener (1986), who regarded Heider's views as rather simplistic, added two more factors to explain how individuals explain causation in their lives (Bisson, 2009). Wiener (1986) proposed that, apart from causation being internal or external, it could also be stable (fairly permanent factors within the self or within the environment) or unstable (temporary or transitory factors) and controllable (a belief one can control certain actions or events – internal) or uncontrollable (a belief one cannot control certain actions or events – external).

Bisson (2009) proposes that when one's success is caused by controllable and stable factors, attributing performance to oneself (internal) leads to feelings of pride and resulting motivation to repeat the performance or engage in new experiences. Table 3.1 below illustrates the impact of attribution on achievement motivation.

Table 3.2: Effects of attributions on the motivation to achieve

ATTRIBUTIONS	PSYCHOLOGICAL RESULTS
Stability factors	**Expectancy of future success**
Stable	Increase expectancy of success
Unstable	Decrease expectancy of success
Causality factors	**Emotional influence**
Internal cause	Increase pride or shame
External cause	Decrease pride or shame
Control factors	**Emotional influence**

59

| Within one's control | Increase motivation |
| Out of one's control | Decrease motivation |

The theories discussed above clearly point to the fact that there are certain expectations with regard to how outdoor adventure education impacts on the development of participants, as the theories suggest an impact on intrapersonal skills, such as; self-concept; self-esteem; self-control and motivation, through the use of outdoor adventure activities in certain settings. In the section below, emphasis will be placed on exploring the perceived benefits of outdoor adventure education.

3.7 THE PERCEIVED BENEFITS OF OUTDOOR ADVENTURE EDUCATION

Goldenburg, McAvoy and Klenosky (2005) found that outdoor adventure experiences provide participants with opportunities to achieve personal goals, gain self-confidence and be more independent, and to build warm relationships with others, which contributes to a sense of community and a sense of belonging. This is achieved by overcoming personal challenges when competence is tested against various mental, social and physical risks. Participation in such experiences also allows adolescent participants to gain a stronger sense of self-control, as they are trusted and supported to make important choices requiring personal accountability.

Barwick (2004) refers to a substantial meta-analysis of 96 adventure programmes that was conducted in 1997 by a team of university researchers which included John Hattie, then of the University of North Carolina and currently Professor of Education at Auckland University. The evaluation findings were published in *Review of Educational Research*. Of the combined total of over 12000 participants in the programmes, 72% were male, and their average age was 22. The two major findings of the meta-analysis were that participants made gains on a wide range of outcomes. The outcomes that showed the most improvement were those related to self-control; the programmes appeared to increase the participants' ability to actively control themselves to respond to environmental challenges. Powerful effects on self-esteem and academic performance were also revealed. Both general academic gains, such as increased problem-solving skills, and direct effects, such as improved scores in mathematics, were identified. Improvements in interpersonal skills included social competence, cooperation and

interpersonal communication. Follow-up studies showed the gains had not only been maintained, but in some cases had increased over time (Barwick, 2004).

From the above general description of perceived outcomes, it seems one could possibly group them under the following categories; personal, social and cognitive development. In the following section, specific areas of adolescent development, such as identity, self-concept, social and cognitive development, which may be enhanced through participation in outdoor adventure education activities, will be further explored.

3.7.1 The impact of outdoor adventure education on adolescent identity development

A review of the relevant literature has shown that research on identity development can be traced back to Erikson (1963), who conceptualised human development as a journey through stages, each with unique crises, tasks and potential outcomes. According to Erikson, the formation of a stable identity, which should occur during adolescence, represents a key developmental task.

Erikson (1963) proposed that identity development is promoted through a process during which individuals express their individuality and then receive feedback and validation from significant others. Further research indicates that, in addition to the above, opportunities for self-expression, feedback from society, new experiences, social development, skills acquisition and self-reflection also help facilitate identity development (Duerden *et al*., 2009; Kivel, 1998) and that organised activities appear to provide an ideal context for the promotion of positive identity development. This is substantiated by the literature reviewed (Erikson, 1963; Duerden *et al*., 2009; Geldard & Geldard, 2004), which confirmed that there is a clear consensus that it is important to identify contexts that promote identity formation, since a clear sense of identity is considered to be essential for a smooth transition from childhood to adulthood.

Outdoor adventure education that includes challenging outdoor activities involving an element of risk represents a unique area within the spectrum of organised activities, as overcoming challenges and developing competence in this type of setting may serve as a catalyst for identity development (Deurden *et al*., 2009).

Based on the results of a recent study, Deurden *et al*. (2009) postulate that their findings lend support to previous research regarding the developmental benefits associated with adventure

recreation since the results suggest that participation in outdoor adventure recreation programmes positively affects both identity development and social development.

3.7.2 The impact of outdoor adventure education on adolescents' social development

Group development is an integral part of outdoor adventure education and can be used to facilitate both individual growth and growth within the group (Kimball & Bacon, 1993; Witman, 1995). The interaction within the peer group provides interpersonal contact and plays an important role in the adolescent's psychosocial development (Louw *et al*., 1998).

Within the outdoor adventure education context, the reciprocity that evolves within a group is thought to help the group realise that it needs its individual group members, which allows participants to feel valued and supported and helps to balance individual and group needs (Hopkins & Putnam, 1993;Witman, 1995). This ultimately promotes group cohesion, which sets the tone for expression and sharing, and improved interpersonal skills. The last mentioned refers to the ability to relate to others and cooperate in social interactions (Du Toit, 2004; Hopkins & Putnam, 1993; McKenzie, 2000), an ability that is also referred to as "people skills".

Furthermore, the outdoor adventure education framework also offers a new social context for participants, since by participating in such a programme they leave behind their established support structures and in these new settings (where they may be free of home pressures and identities) they are provided opportunities to explore and develop new social relationships and social roles (Ringer, 2002; Walsh & Golins, 1976; Waskul, 1998).

Apart from impacting on social development, there is also an impact on aspects of personal development, such as self-concept, self-esteem, self-efficacy and self-control, which will be explored below. These effects are also evident in the theories underlying outdoor adventure education, as previously discussed.

3.7.3 The impact of outdoor adventure education on adolescent self-concept development

In an earlier discussion in which adolescence was explored as a developmental phase, it was noted that the self-concept of adolescents (i.e. their view of themselves), as well as their self-esteem (i.e. the personal evaluation of themselves), changes (positively or negatively) as they

62

develop physically, cognitively, psychologically and socially (Louw *et al*., 1998). It stands to reason that exposure to situations that would allow for the development of self-concept and self-esteem would be beneficial (to adolescents), especially in the adolescent developmental phase, and will result in greater self-efficacy (i.e. a belief in their own ability/competence). A review of outdoor adventure education research indicates a positive impact on these aspects of self-concept (Gibbs & Bunyan, 1997; Hattie, Marsh, Neill & Richards, 1997), as well as on academic achievement, which will be explored below.

3.7.4 The impact of outdoor adventure education on adolescent cognitive development

Although a review of the literature suggests that participation in outdoor adventure education impacts on cognitive and academic development (Bailey, 2003), the exact link between the outdoor adventure education activities and the intellectual outcomes is still unclear. However, findings suggest that outdoor adventure education impacts indirectly on academic achievement by addressing intellectual (problem-solving), affective and social development (Barwick, 2004; Dismore & Bailey, 2005).

Through exploring the relevant research, it becomes clear that there is a strong relationship between outdoor adventure education, its underlying philosophy, theories and the perceived outcomes, as the theoretical foundation of outdoor adventure education proposes that participants learn best through doing (experiential learning), which is enhanced through group work, and this is facilitated by using adventure activities in an outdoor setting, that lead to the perceived outcomes relating to personal, social and cognitive development. This chapter however, would not be complete if emphasis was not placed on critically exploring key elements of outdoor adventure education.

3.8 CRITIQUE ON OUTDOOR ADVENTURE EDUCATION

In reviewing the perceived impact of outdoor adventure education programmes, the general view is that it not only impacts on personal traits, but also on knowledge, skills, aptitudes and beliefs (Barwick, 2004; Deurden *et al*., 2009; Goldenburg, McAvoy & Klenosky, 2005). However, these

views are not uncontested, and criticism levelled against the perceived outcomes of such programmes will be discussed below.

3.8.1 Character building – fact or fiction?

The implied assumption that personal traits (such as honesty, assertiveness, loyalty, compassion, etc.) can be developed by the participation in a set activity (for example, an outdoor adventure education program), and that these traits will persist when the individual is no longer in that outdoor setting, is central to outdoor adventure education. I agree for a number of reasons, some of which will be delineated below.

Although personal trait development (or character building) seems to be an uncontested assumption in some outdoor adventure education research (Hattie, Marsh, Neill & Richards,1997), Brookes (2003) proposes a flaw in this assumption that one can develop traits, as they are (by definition) normally fixed. Cattell (1989) maintains that personality traits are evident in a set of attitudes, preferences, social and emotional reactions, and habits. He furthermore states that each trait has its own history, and is derived from a complicated interaction between inherited nature and what has been learnt from experience.

Although a personality trait is defined as a relatively constant characteristic of a person (Louw *et al*., 1998), there is a divide regarding this belief as some researchers (Costa & McCrae, 1998) believe that personality traits remain stable throughout the lifespan, while others maintain that some degree of personality growth or change does take place (Haan, 1989; Jones & Meredith, 1996).

Louw *et al*. (1998) maintain that some aspects of personality are fairly stable, while others, such as self-concept and identity, undergo changes as a result of having fulfilled certain developmental tasks or roles. It is my view that certain second order personality traits are subject to change as discussed in Chapter 2.

In my study I will be exploring the possible impact of outdoor adventure education on the development of emotional intelligence and, as mentioned in Chapter 2, for the purpose of this study the Bar-On model of EI and the related measure will be employed. The *Bar-On Model*, which can be referred to as a trait model, suggests that EI develops over time and can be improved through training, programming and therapy (Bar-On, 2007).

64

Besides the trait debate, Brookes (2003) also suggests that changes observed in outdoor adventure education situations are not necessarily predicative of changes observable on leaving the outdoor adventure education situation, which refers to the fact that observed changes in behaviour do not persist in other settings. However, as in the case of the trait debate, there is a strong argument for the fact that changes in behaviour are not only situational, but also dispositional (Barwick, 2004).

It is for this reason that my research will also include pre- and post-measures to explore the sustainability of such interventions. This brings us to how the outcomes of such outdoor adventure education programmes are measured, and also to issues of validity and reliability, which will be explored in the section below.

3.8.2 The assessment of outdoor adventure education programme outcomes

With regards to outdoor adventure education, there are two critical elements that need to be researched in order for such forms of experiential learning to be universally accepted: the emphasis needs to be placed on 1) what the actual outcomes of such related programmes are, and 2) how these outcomes are achieved (Conrad & Hedin, 1981; Hattie, Marsh, Neill & Richards, 1997; McKenzie, 2000; Witman, 1995). This idea is supported by Warner (1999), who states that effective evaluation provides the means to learn from experiences in order to maximise the effectiveness of such programmes.

In reviewing relevant research literature on outdoor adventure education, I have found that although certain studies have researched the relationship that exists between programme characteristics (such as the physical environment; activities; processing; the group; the instructors and the participant) and outcomes (e.g. Conrad & Hedin, 1981; Hattie, Marsh, Neill & Richards, 1997; Witman, 1995) the focus has been predominantly on outcome issues (such as improved self-concept; locus of control; self-esteem; interpersonal skills, etc.) (Rea, 2008).

McKenzie (2000) states that the current understanding of how adventure education program outcomes are achieved is based largely on theory, rather than on empirical research, and he critiques the fact that a lot of what we understand with regards to outdoor adventure education is based on assumptions that have recently been challenged (Brookes, 2003) by both the trait

debate and questions raised regarding whether learning/growth achieved during outdoor adventure education programmes is situational or dispositional.

It is with the above critique in mind that I shall endeavour to add to the existing body of research by further exploring the perceived impacts of outdoor adventure education, with specific emphasis on its impact on the possible development of emotional intelligence as a construct that encompasses many of the outcomes already identified in my literature review.

3.9 CRITICAL OVERVIEW OF MY LITERATURE REVIEW PERTAINING TO OUTDOOR ADVENTURE EDUCATION

In this chapter, an attempt has been made to provide an overview of outdoor adventure education by attempting to describe the different facets of outdoor adventure education, the historical perspectives and the relevant underlying theories, as well as the perceived impact of education of this nature.

Through exploring the philosophical, educational and theoretical underpinnings of outdoor adventure education, I was able to better understand the perceived outcomes of outdoor adventure education. It is, however, the fact that there has been a tendency to focus on theory, rather than on empirical research (McKenzie, 2000), that has resulted in fundamental assumptions with regard to outdoor adventure education being challenged, for instance 1) the idea that personal traits can be acquired in a specific setting (e.g. through outdoor adventure education) and 2) that these traits will persist in other settings (e.g. home or school).

With that said, while there remains support in the literature reviewed for the perceived positive outcomes achieved through participation in outdoor adventure education, one would be reckless not to also consider the uncertainties present in the literature reviewed (Brookes, 2003). It is therefore essential to take note of these and be cautious of observations made. When continuing the research process, one will need to carefully consider and address the critique raised and observed with regard to outdoor adventure education.

3.10 CHAPTER SUMMARY

In this chapter, emphasis was placed on describing historical perspectives of outdoor adventure education, exploring its components, and providing a working definition for outdoor adventure education. The philosophical and educational foundations of outdoor adventure education were also explored, with emphasis on aspects such as experiential learning, adolescence as a developmental stage, and understanding how outdoor adventure education can be interpreted as a rite of passage. Certain theories were explored and provided a backdrop to a discussion of the perceived impact of outdoor adventure education on aspects of development. Lastly, a critique of outdoor adventure education was provided so as to offer a balanced and clear view on current perceptions in this regard. In the next chapter, emphasis will be placed on exploring the paradigmatic, theoretical and conceptual framework that provides the backdrop for my study, as well as the methodology that will be employed.

CHAPTER 4
CONCEPTUAL ORIENTATION, RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Creswell (2009) suggests that, when planning to conduct a research study, one should take note of the philosophical worldview that one brings to the study as this will influence the strategy of inquiry as well as the methods or procedures used to transform theory into practice. In this chapter, emphasis will therefore be placed on exploring the paradigmatic, theoretical and conceptual framework that provides the backdrop for my study, as well as the methodology that will be employed.

4.2 PARADIGMATIC FRAMEWORK

A paradigm refers to a particular perspective or worldview that entails certain assumptions and can be viewed as a separate system of meaning and way of interpreting reality (Maree & Van der Westhuizen, 2009). It is thus a broad theoretical orientation to which a particular research study belongs. Mertens (1998) categorised three different paradigmatic perspectives in social research namely: the positivist/post-positivist paradigm, the interpretive/constructivist/social constructivist paradigm, and the emancipatory/advocacy/participatory paradigm. Creswell (2009) identified a fourth category namely, the pragmatic paradigm/worldview.

This research study is embedded in an interpretivist/construcivist/social constructivist paradigm. According to Jansen (2004), interpretivism emphasises the meaning or significance that individuals or communities assign to their experiences. Thus reality should be interpreted in terms of the participants' understandings, which allows for the rich descriptive element that is synonymous with interpretivist research (McNiff & Whitehead, 2000).

Hutchison and Bosacki (2000) maintain that constructivism, which has a strong link to experiential learning, suggests that as individuals we make meaning through direct experience, and that learning is therefore a process of continuous active adaptation. One limitation of

68

constructivism is that it views learning as a process that applies specifically to the individual person.

Social constructivism however broadens basic individualistic constructivist understandings by proposing the possibility of a small group of people learning through their social interactions. Learning is thus not solely individualistic, but also collective (Quay, 2003). This is a crucial expansion and acknowledges that the system involved in learning is not located purely within individuals, but also encompasses the social world as it exists. This is of relevance as, in this study,"The Journey" is viewed as being about self, others and the natural world, and about the interaction between them.

By working from an interpretive stance, I am hoping to gain insight into the participants' experiences surrounding outdoor adventure education and its possible assossiation with the facilitation of emotional intelligence. According to Terre Blanche and Kelly (2002:123), the interpretive approach presumes that "people's subjective experiences are real, that we can understand others' experiences by interacting with them and listening to what they tell us, and that qualitative research techniques are best suited to this task". However, in this study quantitative research techniques will also be employed as a process of triangulation, where different methods of data collection (e.g. standardised media and interviews) will be used to build a coherent justification for themes that enhance the validity of the study (Creswell, 2009).

4.3   THEORETICAL FRAMEWORK

As discussed in Chapter 1, according to Henning, Van Rensburg and Smit (2008), a theoretical framework "frames" an inquiry and provides an orientation to a study, and anchors the research in the literature. I thus intend to apply theories relevant to my study as a lens through which the data collected will be analysed and interpreted. In this study, I aim to examine the facilitation of emotional intelligence through experiential learning in an outdoor setting. Existing theories used to "frame" my research include Kolb's (1984) experiential learning cycle, Bandura's (1986) social-cognitive theory and the Bar-On (1997) Model of Emotional Intelligence.

4.3.1 Kolb's experiential learning cycle

In an experience-oriented approach, the learner/participant, rather than the teacher/leader, is placed at the centre of the experience. According to Panicucci (2007), the most common learning theory that is applied to adventure and experiential education is that of David Kolb. As illustrated in Figure 4.1 below (Kolb, 1984), there are four phases in Kolb's experiential learning cycle: concrete experience, reflective observation, abstract conceptualisation and active experimentation. The cycle can begin at any phase, and at times a particular phase may be skipped, emphasised, or minimised due to the situation at hand. In essence it can be described as a process in which people participate in specific activities and then reflect on their participation in those activities (Panicucci, 2007).
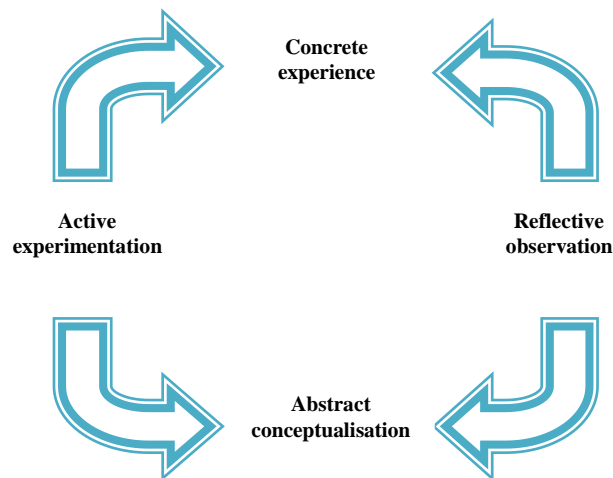
Figure 4.1: Kolb's (1984) experiential learning model

Kolb (1984) proposes that the cycle can begin at any phase. The different phases are described below in the context of outdoor adventure education (Berry, 2011).

- **Concrete experience:** This refers to the experience as such, and in outdoor adventure education it could apply to completing the first day, doing solo-time, or completing a problem-solving activity such as crossing a river. The key is that the activity is engaging and as such leads into the next phase of the experiential learning cycle.

70

- **Reflective observation:** This part of the model can take place with or without prompting and occurs when the participant looks back on the experience and starts to attach specific meaning to it.
- **Abstract conceptualisation:** This occurs when participants incorporate their reflective thoughts into general principles used in specific contexts. It is a crucial step that precedes the ability to apply new concepts in other settings, as will be seen in the next phase.
- **Active experimentation:** This phase revolves around participants using the concepts, skills, abilities and competencies that they have developed in an outdoor adventure setting, either in other adventure challenges or more widely in other parts of their lives, which suggests that experiential learning is not only situational but also dispositional.

"The Journey" is a 23-day outdoor adventure education programme that provides numerous opportunities for participants to conceptualise and experiment. It can be viewed as a form of experiential education as it involves the organised and purposeful use of situations that encourage learning through experience, either individually or in groups. Although it focuses on direct experience, it acknowledges the fact that learning takes place at an individual level, but can also be experienced by a group. Therefore Bandura's (1986) social cognitive theory, which will be discussed below, also forms part of my theoretical framework.

4.3.2 Bandura's (1986) social cognitive theory

The social cognitive theory proposes that learning occurs in a social environment and thus individuals acquire knowledge, rules, skills (such as self-regulation and social skills), strategies, beliefs and attitudes by observing others, but still act in accordance with how they view their own abilities and the expected outcomes of the actions they may take (Zimmerman & Schunk, 2003). Self-efficacy is the central variable within Bandura's social cognitive theory and can be viewed as individuals' belief in their ability to perform actions that affect their lives (Bandura, 1986). Theories that facilitate the development of self-efficacy include the stretch-zone theory, the optimal-arousal theory and the attribution theory, as discussed in Chapter 3. This results in the development of certain skills/traits, and "The Journey" is an outdoor adventure education programme that creates opportunities for learning (individually and in groups) through observing others and also through experiential learning. As evident from the literature review in Chapter 3,

the perceived impact of outdoor adventure education can be defined as covering aspects such as identity, self-concept, and social and cognitive development, but this study will be exploring the possible link between outdoor adventure education and the construct of "emotional intelligence". Bar-On's (1997) Model of EI will be used as part of my theoretical framework.

4.3.3 Bar-On Model of Emotional Intelligence

This project is also clearly rooted in the theoretical framework of emotional intelligence. According to Mayer (2006) and Bar-On (2007), there are three major conceptual models of emotional intelligence: *the Salovey-Mayer Model, the Goleman Model* and *the Bar-On Model.* Mayer and Salovey (2006) emphasise the ability to reason about emotions, Goleman's Model (1998) is characterised by a list of personal and social characteristics (perceived competencies and abilities), and Bar-On (2007) focuses on the ability to manage emotions and social relationships. For the purpose of this study, the Bar-On Model of Emotional Intelligence, as illustrated in Figure 1.3 (Stein & Book, 2006) will be used to conceptualise emotional intelligence.
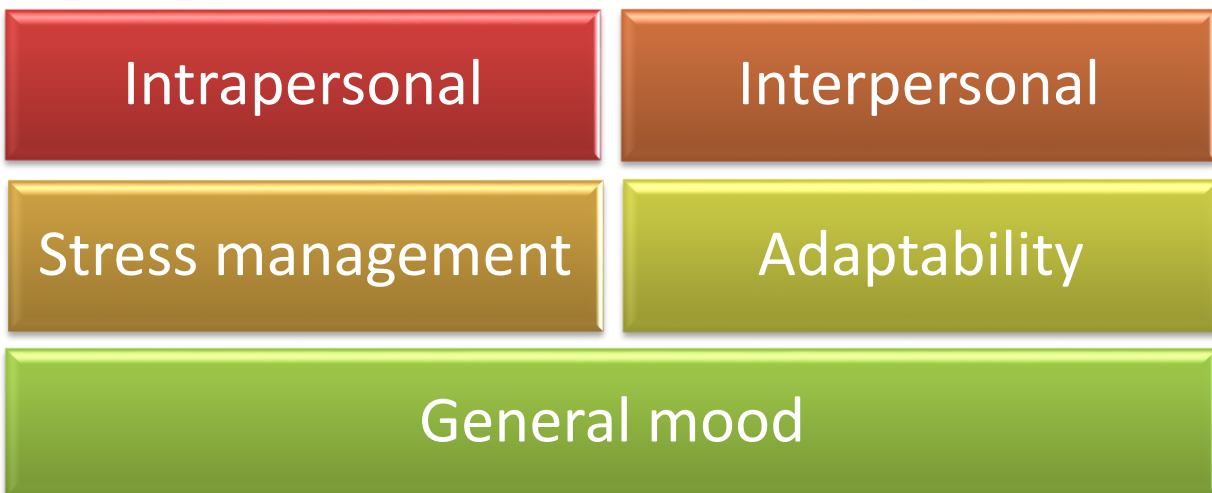
Figure 4.2: Bar-On Model of Emotional Intelligence
(Adapted from Bar-On, 1997, 2000)

The Bar-On Model of EI consists of fifteen conceptual components grouped into five theoretical clusters: intrapersonal, interpersonal, stress management, adaptability and general mood, as

described in Chapter 2. According to Wood, Parker and Keefer (2009), the Bar-On Model of Emotional intelligence is one of the more widely known trait models. Bar-On (2007:3) defines EI as "... an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures".

EI is thus framed as a form of general intelligence, apart from cognitive intelligence, that "reflects an individual's potential for adaptive, intelligent behaviour that promotes personal success, happiness and general well-being" (Wood *et al.*: 67).

Now that the broad theoretical framework of the study, which includes Kolb's experiential learning cycle, Bandura's social cognitive theory and Bar-On's Model of Emotional Intelligence, has been explored and discussed, the focus shifts to creating a conceptual framework that explains the link between the key concepts and helps maintain focus with regards to the research topic at hand.

4.4   CONCEPTUAL FRAMEWORK

The above-mentioned broad theoretical framework leads, logically, to a certain conceptual framework. According to Maree and Van der Westhuizen (2009), a conceptual framework is essential as it helps the researcher to retain focus on the research topic. It is important that the research question serves as a guide when conceptualising the study. The purpose of a conceptual framework is thus to explain an event in which key concepts or principles are linked (Maree & Van der Westhuizen, 2008). The target group consists of Grade 10 learners (and thus falls in the developmental phase of middle adolescence) and the link between outdoor adventure education (in the outdoor setting using adventure activities) and the development of emotional intelligence (non-cognitive capabilities and skills) will be explored by using "The Journey" as a rites of passage in addressing issues such as identity through the use of experiential learning in a group and individual setting. The interrelationship between these concepts is illustrated in the Figure 4.3 on the following page.
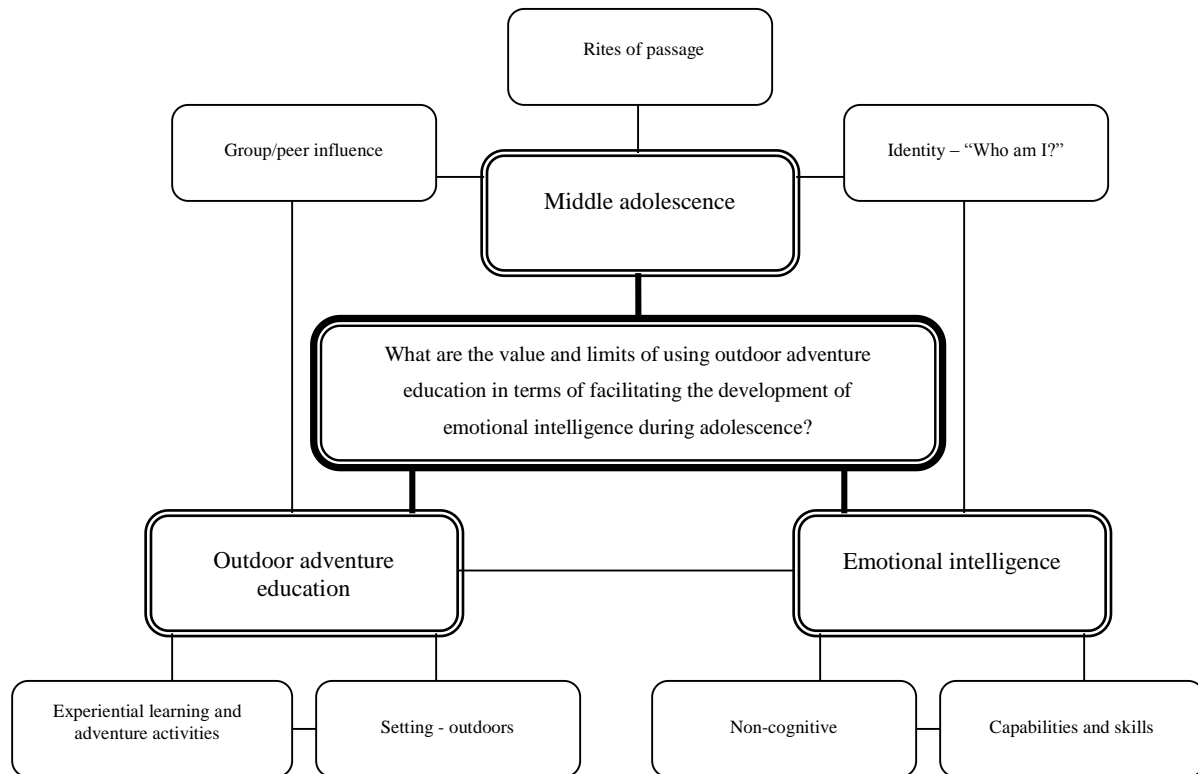
Figure 4.3: Proposed conceptual framework

From the above diagram, one is able to see the interrelationships between the various concepts and how the participation in outdoor adventure education possibly results in the acquisition of certain skills (EI) in adolescent participants.

The above proposed conceptual framework is thus guided by the research question and the preceding literature review and provides a framework covering the main features of the research design and their presumed relationships. These relationships will be viewed from an interpretivist framework.

4.5 STRATEGY OF INQUIRY

This study will take the form of a case study of an event, which by definition involves a detailed account of an event and the examination of multiple variables (Babbie & Mouton, 2001). Multiple sources of data will also be used to increase the reliability of the findings (Creswell, 2009).

The proposed research will be preceded by a pilot study. Since a sound research strategy requires careful planning, a pilot study will form part of this strategy. As is usually the case, the pilot study will be conducted on a smaller scale to test logistics and gather information prior to embarking on the more extensive study in order to improve the latter's quality and efficiency.

4.6 MODE OF INQUIRY

This research project represents a multi method mode of inquiry and can be illustrated by the typology QUAN + QUAL. Where the abbreviations indicate that quantitative **and** qualitative methods will be used, the plus sign (+) indicates that the data will be collected simultaneously. This design implies that both qualitative and quantitative methods will be used and the upper case denotes the priority given to both orientations (Teddlie & Tashakkori, 2003).

Whereas the aim of quantitative research is to explain and predict human behaviour, the focus of qualitative research is on describing and understanding (Babbie & Mouton, 2001). Thus the incentive for using both quantitative and qualitative data is that it enables the researcher to draw from the strengths and minimise the weaknesses of both in a single study (Johnson & Onwuegbuzie, 2004).

Quantitative research is essentially deductive and the research hypothesis, which flows from the research problem, directs the scientific inquiry (Garbers, 1996) and leads to hypothesis-testing. This approach deals with relations, correlations and covariance of variables.

Denzin and Lincoln, in De Vos (2000), explain qualitative research as a multi-perspective approach to social interaction aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meanings attached to it by the subjects. Often unanticipated information can be identified through qualitative research, since the discussion is not limited by predetermined closed questions. Thus, by conducting focus-group interviews, information about how participants think, feel and act, as well as what they believe, can be collected.

4.7 RESEARCH SITES AND SAMPLING

Data will be collected before and after "The Journey" at the school, as well as in the field on the last day of "The Journey". All participants will complete the *Bar-On EQ-i:YV* questionnaire (Bar-On, 2007) prior to and after completing "The Journey". Focus-group interviews with a randomly selected group of 10 learners will also be conducted before and after "The Journey". The research site is thus purposefully selected to provide an in-depth study of an event, namely "The Journey" (McMillan & Schumacher, 2001).

4.8 DATA COLLECTION AND ANALYSIS

In this research design, quantitative and qualitative data will be collected simultaneously and then integrated to provide a comprehensive analysis of the research problem (Creswell, 2009). The *Bar-On EQ-i: YV* (*QuickScore Forms Long*) (Bar-On, 1997; Bar-On & Parker, 2000) will be administered and analysed, as well as certain qualitative approaches such as interviews and documents/reflective essays. A multimethod data-collection plan will thus be employed as set out in Table 4.1 below:

Table 4.1: Multimethod data-collection plan

Data-generating activity	Description	Method of documentation
The *Bar-On EQ-i:YV* (*QuickScore Forms Long*)	Participants will be required to complete the *Bar-On EQ-i:YV* questionnaire before embarking on "The Journey'", as well as after its completion. This will be followed by another post-test three months later.	Standardised questionnaire
Focus-group interviews	A random sample of 10 participants will be required to participate in a focus-group interview before and after "The Journey". Another focus-group interview will be conducted with the coordinator of "The	Audio-recording and verbatim transcriptions

	Journey", the outdoor adventure education consultant and two of the adult facilitators.	
Reflective essay	Participants that are taking part in the focus-group interviews will be requested to write a reflective essay on how participation in "The Journey" benefited them personally.	By hand or typed

Furthermore, an attempt has been made to link the above mentioned data-collection methods with the research questions identified in Chapter 1 as listed in Table 4.2 below:

Table 4.2: The connection between the research questions and the data collection methods

Research question[5]	Data collection method	Aim
Which design principles enhance the utilisation of outdoor adventure education?	• Focus groups • Reflective essays	To explore the experiences of the coordinator, the outdoor adventure education consultant and two of the adult facilitators, as well as randomly selected participants with a view to gaining insight into design principles that impact on outdoor adventure education.
How does learners' participation in the outdoor adventure education programme serve to facilitate emotional intelligence?	• *Bar-On EQi:YV* • Focus groups • Reflective essays	To use both quantitative (*Bar-On EQi:YV*) and qualitative measures (focus-group interviews and reflective essays) to explore the link

---

		between outdoor adventure education and the facilitation of emotional intelligence.
Does the facilitation of emotional intelligence through outdoor adventure education have a sustainable effect on Grade 10 learners at a private high school for boys?	• *Bar-On EQi:YV*	Participants will be required to complete the *Bar-On EQ-i:YV* questionnaire both before embarking on "The Journey'", and after its completion. This will be followed by another post-test three months later. The latter will be used to explore whether there is a sustainable effect.
Could the implementation of outdoor adventure education programmes have a positive impact on the emotional climate at schools?	• Focus groups	To determine whether participation in an outdoor adventure education program may have an impact on the emotional climate at school by exploring and understanding the experiences of individual participants and selected staff members.
What is the potential significance of outdoor adventure education programmes for theory building in Educational Psychology?	• *Bar-On EQi:YV* • Focus groups • Reflective essays	Various methods of data collection will be employed in an attempt to use the information gathered to add to existing knowledge in order to facilitate theory building in Educational Psychology with regards to outdoor adventure education.

From the above table it becomes evident that careful consideration had been given to the data-collection process (both quantitative and qualitative data) in relation to the research study. However, it should be noted – with regard to the qualitative data – that focus-group interviews with "Journey" participants were only conducted pre- and post1-"Journey, and this was further supplemented with qualitative data that included data obtained from the reflective essays written by focus-group participants as well as from a focus-group interview conducted with selected staff members post1-"Journey". The reason for not conducting a "post2-"Journey" focus-group interview with the "Journey" participants was that it was felt that, in the light of the research questions, the quantitative data and the focus-group interview with the selected staff members would provide adequate data for analysis with regards to the issue of sustainability.

4.8.1 Collecting and analysing quantitative data

The *Bar-On EQ-I:YV (QuickScore Forms Long)* (Bar-On, 1997; Bar-On & Parker, 2000) will be administered. It is based on the Bar-On Model of Emotional Intelligence and measures the level of emotional and social functioning in children and adolescents. The *Bar-On EQ-i:YV* (Bar-On, 1997; Bar-On & Parker, 2000) consists of 60 items with five subscales that probe the areas of interpersonal and intrapersonal abilities, stress management, adaptability and general mood. These five primary scales are discussed in the table below. The *Bar-On EQ-i:YV* takes approximately 30 minutes to administer and is a self-report assessment tool. It is appropriate for persons aged 7-18 years (Stewart-Brown, S. & Edmunds, L, 2007).

Table 4.3: The five primary scales of the *Bar-On EQ-i:YV* (Bar-On & Parker; 2000)

1	Intrapersonal	Assesses the ability to understand and express feelings and needs
2	Interpersonal	Assesses the ability to identify and respond to the feelings of others
3	Stress management	Assesses the ability to manage and control emotions
4	Adaptability	Assesses flexibility, reality-testing and problem solving
5	General mood	Assesses optimism and happiness

The administering of the *Bar-On Emotional Quotient Inventory (Bar-On EQ-i:YV) (*Bar-On, 2007) will form part of a classical experiment that involves pre- and post-testing. The

participants will complete the Inventory before embarking on "The Journey", as well as at its completion. This will be followed by another post-test three months later. A comparison between data obtained from the post-tests and that obtained from the pre-test will allow for hypothesis testing based on statistical procedures. In other words, it will enable us to determine whether emotional intelligence can be facilitated through the use of outdoor adventure education and if so, whether the perceived impact is sustainable in the context explained here. Thus in this study, outdoor adventure education (the independent variable) is the cause and emotional intelligence (the dependent variable) is the effect (Babbie & Mouton, 2001).

4.8.2 Collecting and analysing qualitative data

The use of focus-group interviews will be employed. The focus-group interview will be conducted as an open conversation on a specific topic, "The Journey", with specific individuals who have a connection to "The Journey". During the interview, each participant may make comments, ask questions and respond to comments (De Vos, 2000). The group interaction will consist of verbal and non-verbal communication, which will be captured by means of observation and the use of audio methods, including a dictaphone. A focus-group interview will be conducted will 10 randomly selected participants before and after "The Journey" in order to elicit information on the specific topic, which is to explore the impact of outdoor adventure education on the facilitation of emotional intelligence. A copy of the interview schedule is attached (Annexure A). Another focus-group interview will be conducted with the co-ordinator of "The Journey", the outdoor adventure education consultant and two of the adult facilitators. According to De Vos, Strydom, Fouché and Delport (2005), interviews of this type are used to gain a detailed picture of the participants' beliefs, or their perceptions or accounts of a particular topic, which in this research study is the exploration of the impact of "The Journey" on the facilitation of emotional intelligence. A copy of the interview schedule is attached (Annexure B).

Qualitative documents, including reflective essays written by focus-group participants and dealing with how their participation in "The Journey" had benefited them personally, will be used. This type of data collection represents an opportunity for participants to carefully consider their responses and reflect on the process (Creswell, 2009).

Creswell (2009) urges researchers to look at qualitative data analysis as a process of following steps from the specific to the general and as involving multiple levels of analysis. The data collected through the interviews, observations and documents will be analysed according to the steps provided by Creswell (2009), as set out in Table 1.3 below:

Table 4.4: Analysis of qualitative data

Steps	Data analysis
Step 1	Organise and prepare the data for analysis – transcribe interviews
Step 2	Read through all the data – obtain a general sense of the information
Step 3	Begin detailed analysis with a coding process – organise the material into segments
Step 4	Use the coding process to generate categories or themes for analysis
Step 5	Discussion of themes – convey the findings of the analysis
Step 6	Interpretation of the data – discuss the meaning derived from the findings

4.9 QUALITY ASSURANCE INCLUDING VALIDITY AND RELIABILITY

Creswell (2009) points out that there are several threats to validity and reliability in a research study. Data will therefore be interpreted along standard protocol to ensure (in as much as this ideal is viable and attainable) that the outcomes achieved were facilitated and moderated by the intervention only and not by other factors. In Table 4.5 and 4.6 below (Creswell, 2009), threats to validity, as well as steps to be taken to minimise these threats, are listed with regards to quantitative data:

Table 4.5: Strategies used to enhance the internal validity of quantitative data

Type of threat	Description of threat	Response to threat
History	Due to the fact that time passes during an experiment, it is possible that unrelated events may occur, which could unduly influence the outcome beyond the	To minimise this threat, the *Bar-On EQ-i:YV* will be administered directly before the participants embark on "The Journey", again on site on the last day of "The Journey"

	experimental treatment.	before they return home, and once more three months later.
Maturation	Results may be influenced by varying maturity levels at the time of the study.	In the case of this study, participants from one specific grade have been chosen.
Mortality	It needs to be acknowledged that participants may choose to discontinue their involvement in the research study.	A large sample of participants will be recruited to account for dropouts.
Testing	Participants become familiar with the *Bar-On EQ-i:YV* and remember responses for later testing.	A longer time interval between administrations of the *Bar-On EQ-i:YV* will be provided.
Instrumentation	Using different instruments for pre-test and post-test, thus impacting the scores on the outcome.	The same instrument, namely the *Bar-On EQ-i:YV*, will be administered for both the pre- and the post-tests.

Table 4.6: Strategies used to enhance the external validity of quantitative data

Type of threat	Description of threat	Response to threat
Interaction of history and treatment	Since research is time-bound, results cannot be generalised to past or future situations.	A pilot study will be used to determine whether similar results were obtained.
Interaction of selection and treatment	Findings cannot be generalised to individuals who do not have the characteristics of participants.	The sample group will include participants from diverse backgrounds.
Interaction of setting and treatment	Due to the specific characteristics of the setting in which the research takes	The setting is central to the research, which hinges on the fact that the event takes place in

	place, it may be difficult to generalise results to individuals in other settings.	the outdoors.

With regards to validating qualitative data, the credibility of the findings can be enhanced by using the strategies set out in Table 4.7 below (Creswell, 2009), which will now be discussed.

Table 4.7: Strategies used to enhance the validity of qualitative data

Strategy	**Description**
Triangulation	This is the process of corroborating evidence from different individuals (e.g. the coordinator of "The Journey" and participants) and different methods of data collection (e.g. standardised media and interviews) used to build a coherent justification for themes that add to the validity of the study.
Member checking	This is the process during which, if necessary, I will check my findings with participants in the study to determine if the findings are accurate.
Rich descriptions	I will use rich, complete descriptions to convey the findings in order to add further validity to the findings.
External audit	I will obtain the services of an individual *outside* the project to conduct a thorough review of the study and report back in order to enhance the accuracy and validity of the study.

From the above it should be clear that I intend to acknowledge and address the above factors in order to enhance the validity and reliability of this research study.

4.9.1 Psychometric properties of the *Bar-On Emotional Quotient Inventory: Youth Version* (Bar-On, 2007)

The inclusion and application of the *Bar-On EQ-i:YV* (Bar-On, 2007) as an instrument to measure EI will hopefully be justified by the following discussion regarding factors such as reliability and validity, since Conte and Dean (2008) argue that although the *Bar-On EQ-i*

83

demonstrates adequate reliability and some evidence of validity, it lacks evidence of discriminant and criterion validity. They also question the ability of the *Bar-On EQ-i* to provide incremental predictive validity above the contribution of established predictors. I am also mindful that the results have to be interpreted with extreme circumspection as the *Bar-On EQ-i* is not based on local norms, but research shows that the *Bar-On EQ-i* (Bar-On, 2007) can be successfully administered to South African respondents, as evidenced by local research studies (Bar-On, 2007) described in Chapter 2.

4.9.1.1 Standardisation of the *Bar-On EQ-i: YV* (Bar-On, 2007)

The *Bar-On EQ-i:YV* self-report questionnaire (Bar-On, 2007) has been standardised for use with youths between the ages of seven and eighteen years, with four different age-specific norm groups (Stewart-Brown, S. & Edmunds, L, 2007; Bar-On & Parker, 2000). Standardisation infers that the assessment measure has been applied to a representative sample of individuals to ensure consistency in the application, scoring and interpretation of the measure.

4.9.1.2 Validity of the *Bar-On EQ-i:YV* (Bar-On, 2007)

In exploring the validity of the *Bar-On EQ-i:YV* (Bar-On, 2007), we are attempting to understand the extent to which it accurately measures the construct or constructs it was designed to assess. Parker, Saklofske, Shaughnessy, Huang, Wood and Eastabrook (2005), conducted a study in which they tested the four-factor structure (intrapersonal, interpersonal, adaptability and stress management) of the *Bar-On EQ-i:YV* (Bar-On, 2007) using confirmatory factor analysis with a sample of 384 aboriginal children and adolescents, and found an adequate fit to the data, supporting the generalisability of the measure in the case of Aboriginal youth. The study further explored the factorial validity of the *Bar-On EQ-i:YV* (Bar-On, 2007) among (384) non-Aboriginal children and adolescents, revealing a satisfactory fit with this sample as well.

With regards to criterion and predictive validation, studies by Parker, Creque, Barnhart, Harris Irons, Majeskis and Wood (2004) and Eastabrook, Duncan and Elbridge (2005) examined the relationship between EI (measured with *Bar-On EQ-i:YV*) and academic achievement. The results suggested that participants who showed high academic achievement scored significantly

higher on the adaptability, interpersonal, stress management and total EI scales. In their study, Duncan *et al.* (2005) employed a discriminant function analysis using the four EI scales (intrapersonal, interpersonal, stress management and adaptability), which revealed that the EI dimensions were highly accurate (84.2% correct classification rate) in respect of differentiating between the high-achieving group and the other learners.

Since the results to date have demonstrated that the *Bar-On EQ-i:YV* (Bar-On, 2007) scales identify core features of emotional intelligence in children and adolescents, Bar-On and Parker (2000) support the validity of the *Bar-On EQ-i:YV* (Bar-On, 2007) and feel that it demonstrates sufficient construct and factorial validity to warrant publication and recommendation for clinical and research use.

4.9.1.3 Reliability of the *Bar-On EQ-i:YV* (Bar-On, 2007)

According to Bar-On and Parker (2000), the purpose of testing for reliability is to determine whether a second administration of the instrument would produce similar test results as the first. Reliability information on the *Bar-On EQ-i:YV* (Bar-On, 2007) includes aspects such as internal reliability and test-retest reliability.

4.9.1.3.1   Internal reliability

Internal reliability refers to whether there is consistency between the items on a specific scale and the construct it aims to measure. According to Bar-On and Parker (2000), Cronbach's alpha (where 0.00 indicates poor reliability and 1.00 indicates perfect reliability), was used to measure the internal reliability of the various *Bar-On EQ-i:YV* (Bar-On, 2007) scales and the coefficients were reported to be more than satisfactory, as reflected in Table 4.8 on the following page.

Table 4.8: Internal reliability coefficients for *Bar-On EQ-i:YV* scales (males aged 13-18 years)

Bar-On EQ-i:YV Scale	13-15 years	16-18 years
Intrapersonal	.81	.83
Interpersonal	.83	.82
Adaptability	.87	.87

Stress management	.87	.90
Total EQ	.90	.89
General mood	.87	.87

Adapted from Bar-On and Parker (2000)

4.9.1.3.2 Test-retest reliability

This aspect of reliability refers to the temporal stability of the responses and according to Bar-On and Parker (2000), the stability of the *Bar-On EQ-I:YV* (Bar-On, 2007) was examined using a test-retest interval of 3 weeks (the sample included 60 children and adolescents with a mean age of 13.15 years), and report excellent test-retest reliabilities for the various *Bar-On EQ-i:YV* (Bar-On, 2007) scales as reflected in the table 4.9 below:

Table 4.9: Test-retest reliability coefficients (3 weeks) *for Bar-On EQ-i:YV* Scales

Bar-On EQ-i:YV Scale	Coefficients
Intrapersonal	.84
Interpersonal	.85
Adaptability	.88
Stress management	.88
Total EQ	.89
General mood	.77

Adapted from Bar-On and Parker (2000)

From the above discussion on the psychometric properties of the *Bar-On EQ-i:YV* (Bar-On, 2007), one needs to acknowledge that validation is an ongoing process, but the research studies consulted suggest that the *Bar-On EQ-i:YV* (Bar-On, 2007) scales identify core features of emotional intelligence in children and adolescents, and one can also infer that the *Bar-On EQ-i:YV* (Bar-On, 2007) scales are quite reliable in measuring the constructs they were developed to measure.

Thus, based on the preceding critical discussion and presentation of the conceptual orientation, research design and methodology, one is able to remain focussed to the study at hand.

4.10 CHAPTER SUMMARY

In this chapter, emphasis was placed on the description of the paradigmatic, theoretical and conceptual framework used in this study, as well as the methodology employed. Seeing that the use of outdoor adventure education (which is a form of experiential learning) is being explored as a possible vehicle to develop emotional intelligence, it made sense to approach the research from a constructivist/social constructivist/interpretivist paradigm as this worldview acknowledges that meaning is made through direct experience as well as through social interactions. The study will therefore be viewed from an interpretivist viewpoint. A further orientation to the study was provided by making use of a theoretical framework which included Kolb's experiential learning cycle, Bandura's social cognitive theory and Bar-On's Model of Emotional Intelligence. These relevant theories act as a lens through which the data collected will be analysed and interpreted. The conceptual framework provided further explains how the key concepts are linked in order to retain the focus on the research topic. With regards to the methodology, the study takes the form of a case study of an event. A multimethod mode of enquiry is employed and a detailed description is provided of the process of data collection and analysis as well as exploring factors such as validity and reliability. In the next chapter, the results of the study will be presented.

CHAPTER 5

RESULTS OF THE PILOT PROJECT AND RESEARCH PROPER

5.1   INTRODUCTION

This research project was preceded by a pilot study in order to improve the quality and efficiency of my proposed research study, which was undertaken to explore the value and limits of using outdoor adventure education to develop emotional intelligence during adolescence. The aim of this research project would be achieved by studying an event, namely "The Journey", which is a 23-day outdoor adventure education programme for Grade 10s at a private high school for boys in a major South African city. The results of both the pilot study and research proper are presented below and the raw data is provided on CD (see Annexure C).

5.2   THE PILOT STUDY

For the pilot study, 28 participants from the group of Grade 10 learners taking part in "The Journey" (2009) were randomly selected to complete the *Bar-On EQ-i:YV* questionnaire (Bar-On, 2007) before and directly after they completed "The Journey". Furthermore, from the group of participants who completed the *Bar-On EQ-i:YV* questionnaire (Bar-On, 2007), 10 participants were randomly selected to form part of a focus-group interview in order to elicit information on the specific topic, which was to explore the impact of outdoor adventure education on the facilitation of emotional intelligence.

5.2.1   Results of quantitative data analysis

The *Bar-On EQ-i:YV* (Bar-On, 2007) was administered pre- and post-"Journey". The results are presented in the tables below, which are followed by a discussion of the initial findings.

Sample size, means, standard deviations, skewness and kurtosis for pre- and post-"Journey" EQ are provided in Table 5.1 on the following page.

88

Table 5.1: Descriptive statistics including sample size (N), means, standard deviations and measures of shape (skewness and kurtosis) for pre- and post-"Journey" EQ with regards to the results of the *Bar-On EQ-i:YV* (Bar-On, 2007)

EQ subfields	N	$\bar{x}$	Std. Deviation	Skewness		Kurtosis		Post-Pre
				Statistic	Std. Error	Statistic	Std. Error	
TEQ Pre	28	101.86	12.430	.485	.441	.713	.858	6.39
IntraPre	28	98.00	17.423	.380	.441	-.124	.858	5.82
InterPre	28	102.07	10.484	.254	.441	-.148	.858	2.79
StressPre	28	95.18	13.510	.007	.441	-1.183	.858	4.46
AdaptPre	28	105.39	12.330	-.747	.441	.633	.858	4.18
MoodPre	28	102.82	10.938	-.459	.441	-.058	.858	6.75
PIPre	28	96.11	13.763	-.319	.441	-.111	.858	8.39
TEQPost	28	108.25	11.881	.417	.441	-.802	.858	
IntraPost	28	103.82	14.991	-.199	.441	-.587	.858	
InterPost	28	104.86	11.784	.019	.441	-.970	.858	
StressPost	28	99.64	13.152	.138	.441	-1.203	.858	
AdaptPost	28	109.96	11.711	-.494	.441	.381	.858	
MoodPost	28	109.57	10.232	-1.253	.441	1.792	.858	
PIPost	28	104.50	14.211	-.437	.441	-.635	.858	
Valid N (listwise)	28							

Table 5.1 shows that post-"Journey" adaptability registered the highest mean, followed by mood and total EQ. The following seven statistical and alternative hypotheses have been formulated:

Null hypothesis 1:

H_{0_1}: $\mu_{TotalEQPost} = \mu_{TotalEQPre}$

Alternative hypothesis 1:

H_{A_1}: $\mu_{TotalEQPost} > \mu_{TotalEQPre}$

Null hypothesis 2:

H_{0_2}: $\mu_{IntraPost} = \mu_{IntraPre}$

Alternative hypothesis 2:

H_{A_2}: $\mu_{IntraPost} > \mu_{IntraPre}$

Null hypothesis 3:

H_{0_3}: $\mu_{Inter\ Post} = \mu_{Inter\ Pre}$

Alternative hypothesis 3:

H_{A_3}: $\mu_{Inter\ Post} > \mu_{Inter\ Pre}$

Null hypothesis 4:

H_{0_4}: $\mu_{\text{Stress Post}} = \mu_{\text{Stress Pre}}$

Alternative hypothesis 4:

H_{A_4}: $\mu_{\text{Stress Post}} > \mu_{\text{Stress Pre}}$

Null hypothesis 5:

H_{0_5}: $\mu_{\text{Adaptability Post}} = \mu_{\text{Adaptability Pre}}$

Alternative hypothesis 5:

H_{A_5}: $\mu_{\text{Adaptability Post}} > \mu_{\text{Adaptability Pre}}$

Null hypothesis 6:

H_{0_6}: $\mu_{\text{Mood}} = \mu_{\text{Mood Pre}}$

Alternative hypothesis 6:

H_{A_6}: $\mu_{\text{Mood Post}} > \mu_{\text{Mood Pre}}$

Null hypothesis 7:

H_{0_7}: $\mu_{\text{Positive Impression Post}} = \mu_{\text{Positive Impression Pre}}$

Alternative hypothesis 7:

H_{A_7}: $\mu_{\text{Positive Impression Post}} > \mu_{\text{Positive Impression Pre}}$

Six of the seven hypotheses are rejected on the 5% level of significance (see blue shading), Table 5.2 below).

Table 5.2: Paired samples t-test

EQ subfields: M Pre-M Post	N	t	df	Sig.(1-tailed)	Effect size
TEQ Pre – TEQ Post	28	-3.390	27	.001*	0.453***
Intra Pre – Intra Post	28	-1.903	27	.034*	0.254**
Inter Pre – Inter Post	28	-1.343	27	.096	0.179**
Stress Pre – Stress Post	28	-2.576	27	.008*	0.344***
Adapt Pre – Adapt Post	28	-2.700	27	.006*	0.361***
Mood Pre – Mood Post	28	-3.490	27	.001*	0.466***
PI Pre – PI Post	28	-5.411	27	.000*	0.723****
*p<0.05 (significant on a 5% level of significance)					
**Small effect (0.00 – 0.2)					

***Medium effect (0.2 – 0.5)	
****Large effect (0.5 – 0.8)	

(Source: Cohen, 1988)

5.2.1.1 Comparing pre- and post-"Journey" EQ scores

In this study I compared pre- and post-"Journey" EQ and the results indicate a significant difference in total EQ, which suggests that participation in "The Journey" results in an increase in the overall EQ skills of participants. On closer examination, it suggests an increase in all sub skills, excluding interpersonal skills. At this stage one can only hypothesise about why increases were noted in certain EQ skills and not in others. In terms of adaptability and stress management, one could argue that "The Journey" is designed to create an environment that is unfamiliar and challenging at the physical, social and emotional levels, thus requiring participants to be able to adapt and to cope with stress. During "The Journey" there is also a time when participants go through a period of solo-time, which may influence the development of intrapersonal skills. In terms of general mood, we may further speculate that completing "The Journey" is a great achievement for the boys as it marks a "rite of passage" and leaves them on an emotional high. However, it must be noted that a comparison between the results of pre- and post-"Journey" testing for interpersonal skills did not show a significant difference, and one cannot help but wonder why this is the case. I hope to shed some light on this matter through an analysis of the qualitative data generated from the pre- and post-"Journey" focus-group interviews.

5.2.2   Results of qualitative data analysis

Pre- and post-"Journey" focus-group interviews were conducted with a group of 10 participants that were randomly selected from the original sample group comprising of the 28 participants who completed the *Bar-On EQ-i:YV* (Bar-On, 2007) questionnaire as part of the pilot study. The process of data analysis involved making sense of the text (raw data) through organising, preparing and coding the data in order to interpret the larger meaning of the data. During the process of coding with a view to data analysis, predetermined and emerging codes were employed. This allowed me to use codes that readers would expect to find, based on existing

91

literature and common sense, as well as codes that may be surprising and that were possibly not anticipated at the beginning of the study. I will be using a four-digit coding system in reporting participants' responses: The first digit will refer to the data source (transcribed interviews); the second to the participant; the third to the page number; and the fourth to the line number/s. The following is an example of a four-digit code: (1;6;3;13). Table 5.3 below shows a summary of the proposed referencing system:

Table 5.3: The four-digit coding system used to reference data (transcriptions)

	Data source	Participant No.	Page No.	Line No.
1	Pre-Journey focus-group interview (Journey participants)	1-10	1-18	1-31
2	Pre-Journey focus-group interview (Journey participants)	1-10	1-14	1-31

Now that the referencing system has been explained, I will proceed to present the results of the qualitative data analysis as generated from the data collected.

5.2.2.1 Results of qualitative data analysis of the pre-"Journey" focus-group interview

Three main themes and related subthemes emerged from an in-depth deductive analysis of the transcriptions, namely; Theme 1: EQ and related subskills; Theme 2: "rites of passage"; and Theme 3: Journey design elements which are presented in table 5.4 below.

Table 5.4: Summary of themes and subthemes that emerged from an in-depth review of the transcriptions of the pre-"Journey" focus-group interview (deductive analysis)

Theme 1: Responses relating to emotional intelligence and the related subskills based on Bar-On's model of EQ		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
1.1 Intrapersonal skills	Any phrases, sentences or words that refer to the *capacity for understanding and expressing feelings*. It includes aspects such as *self-understanding*, *assertiveness*, *independence* and the *ability to express and convey attitudes and ideas with confidence*.	Any phrases, sentences or words that do not reflect the capacity for understanding and expressing feelings are excluded as the focus is on participants' internal experiences.
	Examples of participants' responses: *"In exploring the wilderness, we are also exploring ourselves; to make us more involved with ourselves and know who we are better" (1;2;1;6); "I think this is a time when you just look at yourself as a person and say, 'Do I like myself the way I*	

92

	am?' and then second, 'Do people like me the way that I am?' Then go and work at sort of finding the middle ground" (1;3;17;22-24).	
1.2 Interpersonal skills	Any phrases, sentences or words that refer to the *capacity for understanding others and relating to people*. It includes aspects such as *empathy*, *social responsibility* (contributing to society at large, the community or team/group), and the *ability to interact and relate to other people* (social adeptness).	Any phrases, sentences or words that do not reflect the capacity for understanding others and relating to people are excluded. The focus is on interpersonal/social skills, and any experience relating to internal experiences is excluded.
	Examples of participants' responses: *"… to make us stronger as a group … to bond us together…"* (1;1;1;2-3); *"...tolerance, like you get to improve on your patience and stuff"* (1;4;4;27-28); *when someone does good you should complement them and let them know that they are doing good"* (1;6;5;1); *constructive feedback; you do have to tell someone if they do something wrong obviously; Don't break him down, like say "you're pathetic", rather say, "you can do this" or "we need you"* (1;1;5;8-11).	
1.3 Stress management	Any phrases, sentences or words that refer to the *capacity for managing and controlling emotions*. It includes aspects such as *stress tolerance* (the ability to withstand stressful situations and to cope with stress actively and effectively) and *impulse control* (the ability to resist and delay impulses and to give proper thought to decisions).	Any phrases, sentences or words that do not reflect the capacity for managing and controlling emotions are excluded. Also excluded are any comments relating to intrapersonal or interpersonal experiences, as well as adaptability and general mood.
	Examples of participants' responses: *"I think there'll be a whole lot of conflict on Journey"* (1;4;9;16-17); *"… on Journey I think there's a lot of pressure when it's your turn to lead the group because you've only got one shot"* (1;2;10;4-5).	
1.4 Adaptability	Any phrases, sentences or words that refer to the *capacity for managing change and solving problems*. This includes aspects such as *flexibility* (the ability to adjust emotions, thoughts and behaviour to changing situations and conditions) and *problem solving* (the ability to identify problems and generate and implement potentially effective solutions).	Any phrases, sentences or words that do not reflect the capacity for managing change and solving problems are excluded. Any experiences that do not refer to adaptability and problem solving are thus excluded.
	Examples of participants' responses: *"Basically, don't moan at the guy for making a mistake, but rather try and fix it as soon as possible"* (1;1;4;16-17); *" … you can use what you learnt to deal with problems as they come up"* (1;6;7;10-11).	
1.5 General Mood	Any phrases, sentences or words that refer to the *capacity for being positive and optimistic*. It refers to one's *general feeling of contentment* and *overall outlook on life*.	Any phrases, sentences or words that do not reflect the capacity for being positive and optimistic are excluded. Experiences must relate to general mood.
	Examples of participants' responses: *"If you just be positive through the Journey you will do*	

93

	very well" (1;5;3;23-24); "If you are positive through the Journey, you will spot the good stuff. If you're negative, you will spot the bad stuff; embrace the good stuff" (1;2;3;25-26).	

Theme 2: Responses relating to the concept of "rites of passage"

Subthemes	Inclusion criteria	Exclusion criteria
2.1"Rites of passage"	Any phrases, sentences or words that refer to an event that marks the transition from childhood to adulthood.	Any phrases, sentences or words that do not refer to a transition from childhood to adulthood.
	Examples of participants' responses: *"I just think that journey is a general transformation; I don't think it is a coincidence that it is exactly halfway between your high school career of moving from a junior in the school to a senior in the school and basically it is like a trip to becoming a man" (1;5;2;5-8); "So basically I think, Sir, it's actually for you to reflect that you've passed halfway now, so this is the home stretch. What have you done right and how can you improve the rest of the way from here" (1;4;7;13-15).*	

Theme 3: Responses relating to "Journey" design elements that refer to actions or activities that enhance the utilisation of outdoor adventure education.

Subthemes	Inclusion criteria	Exclusion criteria
3.1 Solo-time	Any phrases, sentences or words that refer to solo time, when participants are expected to be on their own for a certain period of time in order to reflect on the process.	Any phrases, sentences or words that do not refer to time spent alone away from the group.
	Examples of participants' responses: *"Especially on solo and that will help us emotionally as well" (1;1;2;30-31); "Solo in the middle of The Journey allows you to say, okay, I did that wrong and I did this right, and I can do things like this, similar, and you build on those strengths and forget about your weaknesses and you just carry on building on those strengths instead of focusing on your weaknesses" (1;6;7;1-4).*	
3.2 Leadership roles	Any phrases, sentences or words that refer to activities or actions that facilitate leadership.	Any phrases, sentences or words that do not refer to activities that allow for the facilitation of leadership skills.
	Examples of participants' responses: *"What we know from The Journey is that every day a different guy will be your leader, and I think what the group members have to understand is in Form 3 this year we have a lot of strong leaders and people that can lead, but having three or four of them trying to do it at the same time will never work. The guys have to understand that they'll have their day, or they've had their day and it's time for them to back off "(1;5;8;29-31).*	
3.3 Debriefing sessions	Any phrases, sentences or words that refer to the use of debriefing sessions as a way to facilitate the acquisition of interpersonal and intrapersonal skills	Any phrases, sentences or words that do not refer to activities that refer to the use of debriefing sessions
	Examples of participants' responses: *"You'll make a mental note of what the guy said that bothered you and then, maybe at night when you're sitting around the fire you'll start talking about it" (1;10;12;8-10); "... getting to the end of the day and talking about it at night and not taking it out when you're angry"(1;10;12;4-5); "... at the end of the night when you've set up the*	

94

	fire and everybody's chilled, we're all going to look back and say, actually I was arguing for no reason, I was being stupid there and then we're all going to end up laughing about it" (1;8;12;15-18).	
3.4 Duration of "The Journey"	Any phrases, sentences or words that refer to the length of the Journey and its perceived impact.	Any phrases, sentences or words that do not refer to the length of the Journey and its perceived impact.
	Examples of participants' responses: *"...after 22 days you like miss your pad and like your mom and dad and your sisters and your bed and your cell phone, and then when you come back you're going to appreciate everything much more" (1;1;8;13-15).*	
3.5 Group composition	Any phrases, sentences or words that refer to the composition of groups.	Any phrases, sentences or words that do not refer to the composition of the groups.
	Examples of participants' responses: *"Like they only allowed us to pick one friend to go with. If you got another one of your friends to go with, you were just lucky. But I think the idea is that they split you up with your friends, just so that you can understand what other people around the college think, so that you don't just form one little group and stay in that group. It causes you to converse with the others in the Form and bring us together" (1;4;2;10-16).*	

i. Theme 1: EQ and related subskills

a. Intrapersonal skills: The participants appeared to expect that "The Journey" would allow them to further develop their intrapersonal skills by understanding and expressing their emotions: "*... in exploring the wilderness, we are also exploring ourselves; to make us more involved with ourselves and know who we are better" (1;1;1;3-4).* They were also hoping to gain the following from participating in "The Journey": *"I am hoping to get the self-discipline" (1;2;17;10-11)* and *"self-respect" (1;5;17;4).*

b. Interpersonal skills: Looking at the qualitative data generated from the focus group interview conducted prior to the participants going on "The Journey" it appears that they place great emphasis on interpersonal skills and expected "The Journey" to make individuals more understanding, assertive, accepting of others, and bring the participants closer together through having to interact with group members: "*... to bond us together" (1;1;1;3); " ... a test for us to see of how tolerant we are of each other" (1;4;2;4-5); " ... you must put yourself in the other person's shoes" (1;5;13;6); " ... sometimes groups don't just gel naturally. If you're lucky, you get a group that really gels, but you have to go to the trouble to try to get along, you have to try*

to gel with the person next to you, compromise and try to see how you can work together" (1;5;11;24-27); *"... if you communicate with each other and talk, just understand each other, you will be on the same page"* (1;5;15;27-28).

c. Stress management: Participants acknowledged that "The Journey" would be challenging on the emotional, social and physical levels, and that a capacity for managing and controlling emotions was therefore essential (stress management): *"... on Journey I think there's a lot of pressure when it's your turn to lead the group because you've only got one shot"* (1;2;10;4-5); *" ... so it's going to be complete tension"* (1;5;14;23-24); *"you get to improve on your patience and stuff, because there are a lot of tests and stuff that you go through"* (1;4;4;27-28). These responses indicate awareness of the fact that the ability to withstand stress and emotional management is an important skill in dealing with challenges on the social and emotional levels.

d. Adaptability: This refers to the ability to adjust to changing circumstances and situations, understanding problematic situations and coming up with effective solutions: *"Basically, don't moan at the guy for making a mistake, but rather try and fix it as soon as possible"* (1;1;4;16-17); *"... you can use what you learnt to deal with problems as they come up"* (1;6;7;10-11). From the responses it appears that participants may focus more on problem solving than on being flexible and adaptable. This may be due to the fact that their lives are generally very structured and thus they are not often required to be flexible and adaptable, nevertheless adaptability and flexibility are crucial skills related to total EQ.

e. General mood: This refers to participants' general outlook on life: *"If you just be positive through the journey you will do very well"* (1;5;3;23-24); *"... if you are positive through the Journey, you will spot the good stuff. If you negative, you will spot the bad stuff; embrace the good stuff"* (1;2;3;25-26). Participant responses suggest that they expected that the way they approached "The Journey" in terms of their attitude would influence their experience of "The Journey".

96

ii. Theme 2: Rites of passage

The above themes were based on predetermined codes, but an emerging theme that was surprising was that of "***rites of passage***", which suggests that the participants view "The Journey" as an event that marks their transition from childhood to manhood: "*I just think that journey is a general transformation; I don't think it is a coincidence that it is exactly halfway between your high school career of moving from a junior in the school to a senior in the school and basically it is like a trip to becoming a man*" (1;5;2;5-8).

iii. Theme 3: "Journey" design elements

Based on the focus-group interview, "Journey" design elements that the participants expected to have an impact included group composition, debriefing sessions, solo-time, leadership roles and the duration of "The Journey".

*a. G**roup composition***: This refers to the fact that when the groups are formed, a special effort is made to ensure that each participant is placed in a group with one friend he has chosen, but the rest of the group will consist of participants that are not his close friends. The participants view this group composition as a way to compel them to interact with participants, with whom they would not normally interact, thus allowing for more interaction and learning: "*... it causes you to converse with the others in the Form and brings us together*" (1;4;2;15-16).

b. Debriefing sessions: These are viewed as an opportunity for participants to express concerns they have within the group at the end of the day: "*You'll make a mental note of what the guy said that bothered you and then, maybe at night when you're sitting around the fire you'll start talking about it*" (1;10;12;8-10).

c. Solo-time: Participants also reported that they expected the solo-time, which is a design element that requires participants to spend 30 hours on their own, to be meaningful. There was an expectation that solo time would give them an opportunity to reflect and become more self-aware: "*I think this is a time when you just look at yourself as a person and say, 'Do I like myself the way I am?' and then second, 'Do people like me the way that I am?' Then go and work at*

97

sort of finding the middle ground" (1;3;17;22-24). Thus participants appeared to expect that "The Journey" would facilitate emotional awareness and expression.

d. Leadership roles: Another design element observed included leadership roles where each participant would be given the opportunity to lead the group for a day: *"... every day a different guy will be your leader... the guys have to understand that they'll have their day ..." (1;5;8;29-31).*

e. Duration of "The Journey": This refers to the length of the Journey and its perceived impact: *"...after 22 days you like miss your pad and like your mom and dad and your sisters and your bed and your cell phone, and then when you come back you're going to appreciate everything much more" (1;1;5;13-15).* The responses suggest that being away from home for an extended period without the usual luxuries results in an appreciation for what they have.

Table 5.4.1: (Quantified) summarised overview of participants' reference to EQ themes during pre-"Journey" focus-group interview (inductive analysis)

Participant	Intrapersonal	Interpersonal	Stress management	Adaptability	General Mood
1	14	20	11	12	1
2	8	3	4	2	2
3	7	5	3	7	1
4	10	15	7	1	-
5	8	17	6	6	4
6	11	10	2	10	3
7	1	-	-	1	-
8	3	-	2	-	-
9	-	1	-	-	-
10	5	4	4	-	-
TOTAL	**67**	**75**	**39**	**39**	**11**

The participants' primary focus (as suggested by the results of interpreting the quantified data using inductive analysis as seen in Table 5.4.1, above) appears to be on interpersonal and intrapersonal skills, but a secondary focus on skills such as stress management, adaptability and general mood is also evident.

Table 5.4.2: (Quantified) summarised overview of participants' reference to themes of "rites of passage" and "Journey" design elements during pre-"Journey" focus-group interview (inductive analysis)

Participant	Rites of passage	Solo time	Leadership	Debriefing	Groups	Duration
1	-	2	1	-	2	1
2	-	1	1	-	-	-
3	-	-	3	-	1	-
4	1	-	2	-	2	-
5	3	-	3	-	-	-
6	-	1	1	-	1	-
7	-	-	1	-	-	-
8	-	-	-	1	-	-
9	-	-	-	-	-	-
10	-	-	-	2	-	-
TOTAL	**4**	**4**	**12**	**3**	**6**	**1**

In exploring the transcriptions of the focus group interview conducted with the participants prior to them completing to "The Journey", one gets an idea of what they see as important and where they place their focus, which is on intrapersonal and interpersonal skills and their expectations of what "The Journey" holds for them as well as "Journey" design elements they feel will have an impact on their experience of "The Journey".

The focus now however shifts to exploring the transcriptions of the focus group interview held after the completion of "The Journey" in order to explore the participants' actual experiences to see how these compared with their initial expectations.

5.2.2.2 Results of qualitative data analysis of the post-"Journey" focus-group interview

Four main themes and related subthemes emerged from an in-depth deductive analysis of the transcriptions, namely; Theme 1: EQ and related subskills; Theme 2: "rites of passage"; Theme 3: Journey design elements; and Theme 4: Boarding which are presented in table 5.5 below.

Table 5.5: Summary of EQ-related themes and subthemes that emerged from an in-depth review of the transcriptions of the post-"Journey" focus-group interview (deductive analysis)

Theme 1: Responses relating to emotional intelligence and the related subskills based on Bar-On's model of EQ.		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
1.1 Intrapersonal skills	Any phrases, sentences or words that refer to the *capacity for understanding and expressing feelings*. It	Any phrases, sentences or words that do not reflect the capacity for

	includes aspects such as *self-understanding*, *assertiveness*, *independence* and the *ability to express and convey attitudes and ideas with confidence*.	understanding and expressing feelings are excluded as the focus is on participants' internal experiences.
	Examples of participants' responses: *"Now I have self-discipline" (2;2;1;14); "I realised I'm not like other people when you see how other people react to situations and stuff" (2;4;1;21-22); "It also taught me actually to see how people view me and what I need to change about myself" (2;8;3;25-26); "I think The Journey developed maturity because how we acted normally really like seemed petty on The Journey" (2;8;4;6-7).*	
1.2 Interpersonal skills	Any phrases, sentences or words that refer to the *capacity for understanding others and relating to people*. It includes aspects such as *empathy*, *social responsibility* (contributing to society at large, the community or team/group), and the *ability to interact and relate to other people* (social adeptness).	Any phrases, sentences or words that do not reflect the capacity for understanding others and relating to people are excluded. The focus is on interpersonal/social skills, and any experience relating to internal experiences is excluded.
	Examples of participants' responses: *"I gained ... a better understanding of the people in my group and learnt to respect other people's ... strengths and weaknesses ..." (2;4;1;23-24); " ... helped me to better develop relationships with people and friendships with people" (2;9;6;14-15); "... taught me you know, to analyse people and their emotions and the way they feel" (2;9;6;29-30); "... it helped to read people" (2;2;9;2-3); "... not just thinking only about yourself, but thinking about all the others around you" (2;6;12;18-19).*	
1.3 Stress management	Any phrases, sentences or words that refer to the *capacity for managing and controlling emotions*. It includes aspects such as *stress tolerance* (the ability to withstand stressful situations and to cope with stress actively and effectively) and *impulse control* (the ability to resist and delay impulses and to give proper thought to decisions).	Any phrases, sentences or words that do not reflect the capacity for managing and controlling emotions are excluded. Also excluded are any comments relating to intrapersonal or interpersonal experiences, as well as adaptability and general mood.
	Examples of participants' responses: *"... there were lots of people ... who had short tempers and they had to go through that and get over it" (2;8;3;19-20); "... instead of just starting to yell at someone because you're annoyed, starting thinking how is there another way to tell this person ..." (2;3;5;15-16); "It was challenging ... Making decisions without all the information..." (2;10;13;28-29).*	
1.4 Adaptability	Any phrases, sentences or words that refer to the *capacity for managing change and solving problems*. This includes aspects such as *flexibility* (the ability to adjust emotions, thoughts and behaviour to changing situations and conditions) and *problem solving* (the ability to identify problems and generate and implement potentially effective solutions).	Any phrases, sentences or words that do not reflect the capacity for managing change and solving problems are excluded. Any experiences that do not refer to adaptability and problem solving are thus excluded.
	Examples of participants' responses: *"... we had lots of troubles. When we got to fences there*	

100

	were no ladders, and when there was no water it was also a problem... we had to come together to overcome all of that...” (2;8;3;13-17); “ ... adjusting and adapting was also one thing that surprised me on Journey... no matter what situation you're put in, you can adjust to your situations and make the best of it...” (2;5;10;19-21).	
1.5 General Mood	Any phrases, sentences or words that refer to the **capacity for being positive and optimistic**. It refers to one's **general feeling of contentment** and **overall outlook on life**.	Any phrases, sentences or words that do not reflect the capacity for being positive and optimistic are excluded. Experiences must relate to general mood.
	Examples of participants' responses: *“I thought Journey was really fun...” (2;1;2;6-7); “... in the end everything always turned out fine” (2;3;6;3-4); “We tried to concentrate on the positives” (2;1;7;26); “Positive thinking ... I am not a negative person... if you achieve something it keeps you positive and it just grows and it keeps on growing...” (2;1;14;9-12).*	

Theme 2: Responses relating to the concept of "rites of passage"

Subthemes	Inclusion criteria	Exclusion criteria
2.1 "Rites of passage"	Any phrases, sentences or words that refer to an event that marks the transition from childhood to adulthood	Any phrases, sentences or words that do not refer to a transition from childhood to adulthood
	Examples of participants' responses: *“I feel like I'm more of a senior now ... after Journey the matrics and everyone else respect you a lot more” (2;7;12;1-3); “... in Form 3 we started becoming men, and Journey helped us just to get over the hedge very quickly” (2;2;12;9-12).*	

Theme 3: Responses relating to "Journey" design elements that refer to actions or activities that enhance the utilisation of outdoor adventure education

Subthemes	Inclusion criteria	Exclusion criteria
3.1 Solo-time	Any phrases, sentences or words that refer to solo time, when participants are expected to be on their own for a certain period of time in order to reflect on the process	Any phrases, sentences or words that do not refer to time spent alone away from the group
	Examples of participants' responses: *“... it gives you a lot of time to think...” (2;1;4;20); “I liked spending time on my own and I ... realised my strengths and faults and weaknesses and my faults that I need to work on in the future in order to get my goals” (2;9;6;10-13).*	
3.2 Leadership roles	Any phrases, sentences or words that refer to activities or actions that facilitate leadership	Any phrases, sentences or words that do not refer to activities that allow for the facilitation of leadership skills
	Examples of participants' responses: *“What I found really difficult about The Journey was being the leader on a day and you had to make a decision that was going to affect 19 other people” (2;10;13;21-23); “It was challenging ... Making decisions without all the information” (2;10;13;28-29).*	
3.3 Debriefing sessions	Any phrases, sentences or words that refer to the use of debriefing sessions as a way to facilitate the	Any phrases, sentences or words that do not refer to activities that refer to

101

	acquisition of interpersonal and intrapersonal skills	the use of debriefing sessions
	Examples of participants' responses: *"... if we were angry we'd just bring it up in debrief" (2;1;7;24-25); "It had a big impact because we were able to be a part of things and share and when something was wrong we could bring it up and start debating about it and we could eventually solve the problem" (2;9;8;1-3).*	
3.4 Group composition	Any phrases, sentences or words that refer to the composition of groups	Any phrases, sentences or words that do not refer to the composition of the groups
	Examples of participants' responses: *"... taken out of your comfort zone" (2;5;10;26); "... it forced me to make friends with people ... I'm not like friends with, because there were quite a few people in my group that I was not too friendly with. But then by the end ... we were all like good buddies ... and now it's easy for us to talk about school and stuff like that and we gained friendships that we weren't expecting to gain" (2;3;3;28-31).*	
3.5 Planning	Any phrases, sentences or words that refer to the use of design principles where reference is made to planning.	Any phrases, sentences or words that do not refer to design principles that relate to planning.
	Examples of participants' responses: *"... it was the attention to detail that Mr Broom gave, that made "The Journey" enjoyable" (2;3;5;4-5); "Personally I think it was easier for me to get to know myself in circumstances that were ... I think if everything was going worse you wouldn't have much time to think, you would be thinking okay, the tent's flooding, we don't have food..." (2;3;5;9-12); "I think it subconsciously prepared me" (2;9;6;21-22).*	
3.6 Adult facilitators	Any phrases, sentences or words that refer to the role of adult facilitators on the Journey.	Any phrases, sentences or words that do not refer to the role of adult facilitators on the Journey.
	Examples of participants' responses: *"... you can ask the teacher, 'Is there a river crossing tomorrow?' and Mr XXX would always answer 'I don't know' (2;3;5;26-27).*	
Theme 4: Responses relating to "boarding"		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
4.1 "Boarding"	Any phrases, sentences or words that refer to being a boarder.	Any phrases, sentences or words that do not refer to being a boarder
	Examples of participants' responses: *"I'm a boarder, so I'm used to be away from home for quite long, so I didn't miss my parents much" (2;4;2;3-4); "... there's quite a big split between boarders and day boys ...." (2;1;7;14-15).*	

i. Theme 1: EQ and related subskills

a. Intrapersonal skills: Looking at table 5.4.1, where the results of the qualitative data from the post-"Journey" focus-group interview was analysed inductively, participants report a greater impact on intrapersonal skills, than initially expected: *"I did gain a lot from it... now I have self-*

discipline" (2;2;1;13); "I think Journey helped me to realise my faults, but now I must change it" (2;1;2;21-22); "I think The Journey developed maturity because how we acted normally really like seemed petty on "The Journey"" (2;8;4;6-7); "Journey helped me appreciate things" (2;1;4;15); "... it was a great thing to realise, what we have and what we missed out there" (2;2;4;22-23); "... you see where your limits are, and you can explore yourself in that sense" (2;2;9;13); "... one thing I did notice, coming back from Journey now, is independence" (2;2;11;19-20); "... it makes you more confident and more independent" (2;2;12;7-8); "It taught me responsibility and that you have to go with your decisions and follow through with your actions" (2;10;14;1-2).

b. Interpersonal skills: A study of the qualitative data generated from the focus-group interview conducted after completion of "The Journey" shows that participants felt that participating in "The Journey" had an impact on their interpersonal skills: "*I gained basically like a better understanding of the people in my group and learnt to respect other people's ... strengths and weaknesses ...*" (2;4;1;23-24); "*I think everybody just became better people at the end because you just learnt how everyone operates and where to draw the line with certain people*" (2;8;3;20-22); "*... it was more learning people skills*" (2;3;5;14); "*... taught me how to get along with people who I wouldn't associate myself with normally and helped me to better develop relationships with people and friendships with people*" (2;9;6;13-15); "*... if someone was angry or something, I wouldn't be able to tell, and Journey's taught me you know, to analyse people and their emotions and the way they feel*" (2;9;6;27-30). These responses are in line with their expectations as explored in the pre-"Journey" focus group interview, but participants reported that although they felt they gained insight and understanding and social responsibility as well as social skills, they did not always address issues when they came up*: "I think that the only problem in my group ... sometimes we didn't speak enough, we held things in even though we knew that we were supposed to talk about it*" (2;7;2;27-29); "*... people definitely got angry at each other, but then they were too scared to hurt feelings or ... um ... disappoint people, so they held back*" (2;4;8;7-9).

c. Stress management: With regards to stress management, participants reported the following: "*I pushed myself, like to the limit, see how far I could go...*" (2;4;1;20); "*... there were lots of*

103

people ... who had short tempers and they had to go through that and get over it" (2;8;3;19-20); "... because instead of just starting to yell at someone because you're annoyed, starting thinking how is there another way to tell this person I think he's an idiot…" (2;3;5;15-16); "It's actually not knowing that scared most people. Not knowing what's going to happen next ..." (2;9;10;27-28); "It was challenging. Making decisions without all the information" (2;10;13;28-29).

d. Adaptability: The results of the post-"Journey" focus-group interview, as outlined in Table 5.4.1, shows an awareness and impact of adaptability and problem solving, which the participants were not really expecting to experience: "*… adjusting and adapting was also one thing that surprised me on Journey ... no matter what situation you're put in, you can adjust to your situations and make the best of it" (2;5;10;19-21)*. From there responses it appears that the outdoors and adventure activities facilitated being more adaptable and flexible as well as problem solving: *"... we had lots of troubles. When we got to fences there were no ladders, and when there was no water it was also a problem... we had to come together to overcome all of that..." (2;8;3;13-17); "... it taught me to be able to just change the way that I react to things and another thing is, I'm a person who likes to be in control of what's going on around me, but on Journey you have none of that..." (2;3;5;23-26).*

e. General mood*:* In terms of general mood, participants experiences echoed their expectations discussed in the pre-"Journey" focus-group interview, as evident from their responses: *"It was, in most places, quite a pleasant experience" (2;2;1;9-10); "... in the end everything always turned out fine" (2;3;6;3-4); "We concentrated on the positives" (2;1;7;26); "... we had such a good time to take in the peace of nature" (2;9;9;25-26); "Staying positive makes it so much easier, and if you achieve something it keeps you positive and it just grows and it keeps on growing" (2;1;14;10-12).*

ii. Theme 2: Rites of passage

The above EQ themes were based on predetermined codes (thus, deductive data analysis), but the emerging theme that was observed in the pre-"Journey" focus-group interview of "***rites of passage***", (inductive analysis) was again made reference to by the participants as evident in their

responses: *"I feel like I'm more of a senior now ... before, you didn't really feel you stood out ... after Journey the matrics and everyone else respect you a lot more (2;7;12;1-3); ... in Form 3 we started becoming men, and Journey helped us just to get over the hedge very quickly... (2;2;12;9-10); I feel more accepted into the school (2;10;12;13-14)"*.

iii. Theme 3: "Journey" design elements

Based on the interview, "Journey" design elements that the participants observed during "The Journey" included: Solo-time; group composition; debriefing sessions; leadership roles; planning and the role of adult facilitators.

a. Solo-time: This refers to the fact that participants are required to spend 30 hours on their own. The responses suggest that it allowed for introspection: *"... it gives you a lot of time to think..." (2;1;4;20); "I liked spending time on my own" (2;9;6;10); "... everybody also says that they think a lot on solo– my time for thinking was walking" (2;6;8;20-21); "We had time to take in the views and we had time to really appreciate the nature" (2;9;9;28-29)*.

b. Group composition: A special effort is made to ensure that each participant is placed in a group with one friend he has chosen, but the rest of the group will consist of participants that are not his close friends. The positive impact of this design principle is illustrated by the participants' responses: *"Journey forced me, it forced me to make friends with people I usually, I'm not like friends with, because there were quite a few people in my group that I was not too friendly with. But then by the end, I think we were all like good buddies by the end of it..." (2;3;3;28-31); "I personally also feel more involved in the school, I feel more accepted into the school" (2;10;12;12-14)*.

c. Debriefing sessions: Refers to an opportunity to express concerns participants have within the group at the end of the day; *"... we didn't get angry much, if we were angry we'd just bring it up in debrief" (2;1;7;24-25); "... had a big impact because we were able to be a part of things and share and when something was wrong we could bring it up and start debating about it and we could eventually solve the problem" (2;9;8;1-3); "Ja, debrief was quite a good thing and it did*

sort of help in understanding people, what they sort of go through and everything" (2;9;8;4-5);
"Our group got everything out, and we would make it a rule - we would leave no debrief until everything had been sorted out and nobody would leave angry, or sad, or upset" (2;6;8;16-20). The responses indicate that although having debriefing sessions was a useful design element, not all participants made full use of this design principle*: "… our debrief was so … I don't know, like people just held back, like people definitely got angry at each other, but then they were too scared to hurt feelings or … disappoint people, so they held back"* (2;4;8;6-9).

d. Leadership roles*:* Each participant is given the opportunity to lead the group for a day and responses illustrate the challenge as well as the opportunity for personal growth it allows for: *"What I found really difficult about The Journey was being the leader on a day and you had to make a decision that was going to affect 19 other people – I felt that was really hard"* (2;10;13;21-23).

e. Planning: This design element only emerged in the post-"Journey" focus group interview*: "I think it was the attention to detail that the co-ordinator of "The Journey" gave, that made "The Journey" enjoyable"* (2;3;5;4-5); *"Personally I think it was easier for me to get to know myself in circumstances that were … I think if everything was going worse you wouldn't have much time to think, you would be thinking okay, the tent's flooding, we don't have food, blah blah blah"* (2;3;5;9-12); *"I think it subconsciously prepared me"* (2;8;6;21-22);*" … taken out of your comfort zone"* (2;5;10;26).

f. Adult facilitators: This design element also only emerged post-"Journey" and focuses on the role of the adult facilitator on "The Journey": *"… you can ask the teacher, 'Is there a river crossing tomorrow?' and XXX would always answer 'I don't know' "* (2;3;5;26-27). The responses suggest that the role of the adult facilitators is not to lead but rather to facilitate.

iv. Theme 4: Boarding

Another emerging theme that arose was that of "boarding" and its perceived impact: *"I'm a boarder, so I'm used to be away from home for quite long, so I didn't miss my parents much"*

(2;4;2;3-4); "There was a big dayboy/boarder separation in our group" (2;1;2;8-9); "There were about three or four day boys and they were very like hermits, they weren't loud like us, like the boarders. They got annoyed by the boarders for singing songs and trying to be loud, so it's just the way we are and I mean, we were wrong, but they were also wrong. They asked us to shut up and so we had to sort of like compromise, we had to meet in the middle most of the time. It's quite difficult to try to compromise with everyone else…" (2;1;7;14-20). This emerging theme illustrates the possible dynamics between dayboys and boarders and how it can result in the development of interpersonal skills.

Table 5.5.1: (Quantified) summarised" overview of participants' reference to EQ themes during focus-group interviews post-"Journey"(inductive analysis)

Participant	Intrapersonal	Interpersonal	Stress management	Adaptability	General Mood
1	7	9	4	4	5
2	11	2	1	-	3
3	4	3	6	4	1
4	4	3	4	-	-
5	-	4	2	8	1
6	4	3	1	6	-
7	1	2	2	-	4
8	6	3	4	7	1
9	7	7	-	4	3
10	1	-	3	2	-
TOTAL	45	36	27	35	18

Table 5.5.2: (Quantified) summarised overview of participants' references to themes of "rites of passage", "Journey" design elements and "boarding" during focus-group interview post-"Journey"(inductive analysis)

Participant	Rites of passage	Solo	Leadership roles	Debriefing	Groups	Planning	Facilitators	Boarding
1	-	-	-	1	-	-	-	4
2	2	-	-	-	-	-	-	-
3	-	-	-	-	2	2	1	-
4	-	-	-	1	-	-	-	1
5	-	-	-	-	-	-	-	-
6	-	1	-	2	-	-	-	-
7	2	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
9	-	2	-	2	-	-	-	-
10	2	-	2		-	-	-	-
TOTAL	6	3	2	6	2	2	1	5

Tables 5.5.1 and 5.5.2 depicted above illustrate the results of the post-"Journey" focus group interview in quantified form and compared to the results of the pre-"Journey" focus group

interview presented in the same format there appears to be a similar trend with intrapersonal and interpersonal skills receiving the highest scores followed by adaptability, stress management and general mood. Rites of passage and certain "Journey" design elements such as solo-time, leadership roles, debriefing and group composition were identified in both pre- and post-"Journey" focus group interviews – but emerging themes included that of Boarding as well as "Journey" design element subthemes such as planning and adult facilitators.

In the above section, I endeavoured to present the results of the pilot research study in which emphasis was placed on both and qualitative data with regards to pre- and post- "Journey data". In the next section, the results of the research study proper will be presented.

5.3   THE RESEACH PROPER

For the research proper, 87 participants from the group of Grade 10 learners taking part in "The Journey" (2010) volunteered to complete the *Bar-On EQ-i:YV* questionnaire (Bar-On, 2007) before embarking on "The Journey", as well as at its completion. This was followed by another post-test three months later. Since 11 of the initial 87 participants' results on the *Bar-On EQ-i: YV* (Bar-On, 2007) were regarded as in valid due to the Positive Impression not being acceptable, the final number of participants on whose responses the data is based is 76. Furthermore, from the group of participants who completed the *Bar-On EQ-i:YV* questionnaire (Bar-On, 2007), 10 had been randomly selected to form part of a focus-group interview in order to elicit information on a specific topic, i.e., the impact of outdoor adventure education on the facilitation of emotional intelligence. Qualitative documents, which included reflective essays written by these 10 focus-group participants, were also included in the data-collection process, as well as another focus-group interview conducted with staff members, including the co-ordinator of "The Journey", the outdoor adventure education consultant and two of the adult facilitators.

5.3.1   Results of quantitative data analysis

The *Bar-On EQ-i:YV* (Bar-On, 2007) was administered once pre- and twice post-"Journey". Multivariate tests were conducted to avoid an inflated Type 1 error. From the results of the

108

repeated measures MANOVA, shown in Table 6.1, no statistically significant differences were found between subjects with regards to boarding (($F_{(7, 68)} = 0.341$, $p = 0.932$) and mother tongue (English vs. Afrikaans vs. African languages) (($F_{(14, 61)} = 0.597$, $p = 0.863$ (Pillay's Trace); $p = 0.516$ (Roy's Largest Root)). Although the within-subjects effect with regard to time is statistically significant ($F_{(14, 61)} = 7.668$, $p<0.001$), the interaction of time with boarding is not significant ($F_{(14, 61)} = 1.032$, $p = 0.436$). Whereas the univariate test results, on the other hand, suggest that all EQ facets differ significantly over time ($p<0.05$), they revealed that there is an interaction between time and boarding in respect of stress management (post1 – pre- and post2 – pre) and general mood (post1 – pre-) (this, despite what has been said above, namely that the multivariate tests indicated that overall, the interaction of time with boarding is not significant ($F_{(14, 61)} = 1.032$, $p = 0.436$).

Table 5.6:   Multivariate tests

Effect			Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Between Subjects	Intercept	Pillai's Trace	1.000	20188.463ᵃ	7.000	68.000	.001*	1.000
		Wilks' Lambda	.000	20188.463ᵃ	7.000	68.000	.001*	1.000
		Hotelling's Trace	2078.224	20188.463ᵃ	7.000	68.000	.001*	1.000
		Roy's Largest Root	2078.224	20188.463ᵃ	7.000	68.000	.001*	1.000
	Boarding	Pillai's Trace	.034	.341ᵃ	7.000	68.000	.932	.034
		Wilks' Lambda	.966	.341ᵃ	7.000	68.000	.932	.034
		Hotelling's Trace	.035	.341ᵃ	7.000	68.000	.932	.034
		Roy's Largest Root	.035	.341ᵃ	7.000	68.000	.932	.034
Within Subjects	Time	Pillai's Trace	.638	7.668ᵃ	14.000	61.000	.001*	.638****
		Wilks' Lambda	.326	7.668ᵃ	14.000	61.000	.001*	.638****
		Hotelling's Trace	1.760	7.668ᵃ	14.000	61.000	.001*	.638****
		Roy's Largest Root	1.760	7.668ᵃ	14.000	61.000	.001*	.638****
	Time* Boarding	Pillai's Trace	.191	1.032ᵃ	14.000	61.000	.436	.191
		Wilks' Lambda	.809	1.032ᵃ	14.000	61.000	.436	.191
		Hotelling's Trace	.237	1.032ᵃ	14.000	61.000	.436	.191
		Roy's Largest Root	.237	1.032ᵃ	14.000	61.000	.436	.191
*p<0.05 (significant at the a 5% level of significance)								
**Small effect (0.00 – 0.2)								
***Medium effect (0.2 – 0.5)								
****Large effect (0.5 – 0.8)								

(Source: Cohen, 1988)

Information regarding sample size, means, standard deviations, skewness and kurtosis for pre- and post-"Journey" EQ is provided in Table 5.7 on the following page.

Table 5.7: Descriptive statistics including means, standard deviations, and measures of shape (skewness and kurtosis) for pre- and post-"Journey" EQ with regards to the results of the *Bar-On EQ-i:YV* (Bar-On, 2007)

EQ subfields	$\bar{x}$	Std. Deviation	Skewness	Kurtosis	Post1-Pre	Post2-Post1	Post2-Pre
TEQ Pre	101.21	12.952	-0.165	0.545	9.9	-3.83	6.07
IntraPre	100.89	13.768	-0.146	0.545	7.11	-0.89	6.22
InterPre	102.07	15.054	-1.616	0.545	5.85	-2.97	2.88
StressPre	99.76	14.239	-0.328	0.545	4.38	-3.77	0.61
AdaptPre	100.34	12.809	0.111	0.545	10.19	-4.2	5.99
MoodPre	100.58	15.024	-1.296	0.545	7.03	-2.12	4.91
PIPre	99.51	11.597	-0.368	0.545	7.57	0.47	8.04
TEQPost1	111.11	15.243	-0.298	0.545			
IntraPost1	108.00	15.708	-0.270	0.545			
InterPost1	107.92	14.175	-1.666	0.545			
StressPost1	104.14	13.295	-0.411	0.545			
AdaptPost1	110.53	16.769	1.803	0.545			
MoodPost1	107.61	16.007	-1.958	0.545			
PIPost1	107.08	11.421	-0.674	0.545			
TEQPost2	107.28	12.893	0.288	0.545			
IntraPost2	107.11	14.380	-0.252	0.545			
InterPost2	104.95	12.014	-0.321	0.545			
StressPost2	100.37	13.688	-0.364	0.545			
AdaptPost2	106.33	12.839	0.102	0.545			
MoodPost2	105.49	13.782	-1.109	0.545			
PIPost2	107.55	11.925	-0.332	0.545			
Valid N (listwise)							

Twenty-one statistical hypotheses were formulated to assess whether the Post-"Journey" measurements were statistically significantly larger than the Pre-"Journey" measurements (i.e. in terms of Post1 > Pre, Post2 < Post 1, and lastly Post2 > Pre). The three null hypotheses for Total EQ, for example, were:

1. **H$_0$: µ$_{\text{Total EQ Post1}}$ = µ $_{\text{Total EQ Pre}}$**

   vs.

   H$_A$: µ$_{\text{Total EQ Post1}}$ > µ$_{\text{Total EQ Pre}}$

2. **H$_0$: µ$_{\text{Total EQ Post2}}$ = µ$_{\text{Total EQ Post1}}$**

   vs.

   H$_A$: µ$_{\text{Total EQ Post2}}$ < µ$_{\text{Total EQ Post1}}$

3. **H$_0$: µ$_{\text{Total EQ Post2}}$ = µ$_{\text{Total EQ Pre}}$**

   vs.

   H$_A$: µ$_{\text{Total EQ Post2}}$ > µ$_{\text{Total EQ Pre}}$

Fifteen of the twenty-one hypotheses are rejected on the 5% level of significance (see blue shading), Table 5.8 below.

Table 5.8: Within-subjects comparisons over time periods

EQ subfields: M pre-M post	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
TEQPost1 – TEQPre	6534.017	1	6534.017	46.394	.001*	.385***
IntraPost1 – IntraPre	3570.747	1	3570.747	23.189	.001*	.239***
InterPost1 – InterPre	2153.899	1	2153.899	9.019	.004*	.109**
StressPost1 – StressPre	918.331	1	918.331	7.043	.010*	.087**
AdaptPost1 – AdaptPre	7106.121	1	7106.121	31.876	.001*	.301***
MoodPost1 – MoodPre	2775.015	1	2775.015	15.122	.001*	.170**
PIPost1 – PIPre	3621.855	1	3621.855	26.235	.001*	.262***
TEQPost2 – TEQPost1	968.018	1	968.018	6.014	.017*	.075**
IntraPost2 – IntraPost1	76.903	1	76.903	.620	.433	
InterPost2 – InterPost1	409.813	1	409.813	2.073	.154	
StressPost2 – StressPost1	861.595	1	861.595	7.260	.009*	.089**
AdaptPost2 – AdaptPost1	1086.330	1	1086.330	4.551	.036*	.058**
MoodPost2 – MoodPost1	205.101	1	205.101	1.203	.276	
PIPost2 – PIPost1	30.892	1	30.892	.225	.637	
TEQPost2 – TEQPre	2472.105	1	2472.105	19.349	.001*	.207***
IntraPost2 – IntraPre	2599.601	1	2599.601	17.049	.001*	.187**
InterPost2 – InterPre	684.675	1	684.675	2.896	.093	
StressPost2 – StressPre	.905	1	.905	.010	.920	
AdaptPost2 – AdaptPre	2635.620	1	2635.620	23.266	.001*	.239***
MoodPost2 – MoodPre	1471.263	1	1471.263	8.764	.004*	.106**
PIPost2 – PIPre	4321.740	1	4321.740	37.905	.001*	.339***
*p<0.05 (significant at the a 5% level of significance)						
**Small effect (0.00 – 0.2)						
***Medium effect (0.2 – 0.5)						
****Large effect (0.5 – 0.8)						

(Source: Cohen, 1988)

5.3.1.1 Comparing pre- and post1- and pre- and post2-"Journey" EQ scores

In this study, I compared pre- and post1-"Journey", post1- and post2-"Journey", as well as pre- and post2-"Journey" EQ. The results (as seen in Table 6.4) indicate a significant difference in

111

total EQ and adaptability from pre- to post1-, from post1 to post2, and from pre- to post2 "Journey" EQ scores. With regards to intrapersonal skills, general mood and positive impression, the results suggest a significant difference between pre- and post1-, as well between pre- and post2-"Journey" scores, but not between post1- and post2-"Journey" scores. In terms of stress management, the results suggest a significant difference between pre- and post1-"Journey", as well as post1- and post2-"Journey" scores, but not in terms of pre- and post2-"Journey"scores. Lastly, with regards to interpersonal skills, the results show a significant difference in pre- and post1-"Journey" scores, but not across post1- and post2-, and pre- and post2-"Journey" scores.

Now that the results of the quantitative data have been presented, the focus shifts to the presentation of the qualitative data generated during the data-collection process.

5.3.2 Results of qualitative data analysis

Pre- and post-"Journey" focus-group interviews were conducted with a group of 10 participants that were randomly selected from the original sample group comprising of the 87 participants who completed the *Bar-On EQ-i:YV* questionnaire (Bar-On, 2007) as part of the research study. Qualitative documents, which included reflective essays written by these 10 focus-group participants were also included in the data-collection process, as well as another focus-group interview conducted with selected staff members, which included the co-ordinator of "The Journey", the outdoor adventure education consultant and two of the adult facilitators. The process of data analysis involved making sense of the text (raw data) through organising, preparing and coding the data in order to interpret the larger meaning of the data. During the process of coding with a view to data analysis, predetermined and emerging codes were employed. This allowed me to use codes that readers would expect to find, based on existing literature and common sense, as well as codes that may be surprising and that were possibly not anticipated at the beginning of the study. I will be using a four-digit coding system in reporting participants' responses: The first digit will refer to the data source (transcribed interviews or reflective essays); the second to the participant; the third to the page number; and the fourth to the line number/s. The following is an example of a four-digit code: (2;8;7;3-4). Table 5.9 on the following page shows a summary of the proposed referencing system:

Table 5.9:   The four-digit coding system used to reference data (transcriptions)

	Data source	Participant No.	Page No.	Line No.
1	Pre-Journey focus-group interview (Journey participants)	1-10	1-23	1-31
2	Pre-Journey focus-group interview (Journey participants)	1-10	1-18	1-31
3	Reflective essays (Journey participants)	1-10	1-9	1-31
4	Post-Journey focus-group interview (Selected staff members)	11-14	1-30	1-31

Now that the referencing system has been explained, I will proceed to present the results of the qualitative data analysis as generated from the data collection. This will be preceded by Table 5.10, which provides an overview of the themes identified.[6] In the table, reference will be made to various data sources by using the following number system: (1. pre-"Journey" focus-group interview with participants; 2. post-"Journey" focus-group interview with participants; 3. post-"Journey" reflective essays by participants in the focus-group interview; and 4. post-"Journey" focus-group interview with selected staff members).

Table 5.10: An integrated summary of the themes identified across the four qualitative data sources used

Theme 1: Responses relating to emotional intelligence and the related subskills based on Bar-On's model of EQ					
Subthemes	**1**	**2**	**3**	**4**	**Total**
1.1 Intrapersonal skills	*	*	*	*	4
1.2 Interpersonal skills	*	*	*	*	4
1.3 Stress management	*	*	*	*	4
1.4 Adaptability	*	*	*	*	4
1.5 General Mood	*	*	*	*	4
Theme 2: Responses relating to outdoor adventure education					
Subthemes and sub-subthemes	**1**	**2**	**3**	**4**	**Total**
2.1 Role of the outdoors in education			*	*	2
2.2.1 Taking participants out of their "Comfort Zone"				*	1
2.2.2 Unpredictability of outdoor experience				*	1

---

[6] For the purpose of consistency, the numbering of the themes in Table 5.10 will be used throughout. However, since not all the themes were observed in the various qualitative data sources, the numbering will not always be in numerical order.

113

2.2.3 Outdoor experience facilitating reflection				*	1
2.2.4 Outdoor experience as appealing				*	1
2.2.5 Develops skills				*	1
2.2 Risk/Adventure			*	*	2
2.3 Experiential learning				*	1
Theme 3: Responses relating to the concept of "rites of passage"					
Subthemes and sub-subthemes	**1**	**2**	**3**	**4**	**Total**
3.1 "Rites of passage"	*	*		*	3
3.1.1 Recognition, respect and belonging				*	1
3.1.2 Comparison to aspects of African Culture				*	1
Theme 4: Responses relating to "Journey" design elements that refer to actions or activities that enhance the utilisation of outdoor adventure education					
Subthemes and sub-subthemes	**1**	**2**	**3**	**4**	**Total**
4.1 Solo time	*	*	*	*	4
4.2 Outdoor activities	*	*	*	*	4
4.2.1 Positive impact of outdoor activities	*	*	*	*	4
4.2.2 Negative impact of outdoor activities			*		1
4.3 Duration of "The Journey" as a challenge	*	*	*	*	4
4.4 Debriefing sessions		*		*	2
4.4.1 Debriefing sessions as a positive experience		*			1
4.4.2 Debriefing sessions as a negative experience		*			1
4.5 Positive impact of structured planning of "The Journey"		*	*		2
4.6 Leadership roles	*		*	*	3
4.7 Group composition	*			*	2
4.8 Letter writing as a form of communication			*	*	2
4.9 Food drops		*	*	*	3
4.9.1 Division of food as an empowering experience		*	*	*	3
4.9.2 Availability of food as a challenging experience		*	*	*	3
4.10 The role of adult facilitators on "The Journey"	*	*		*	3
4.10.1 Facilitation as a positive experience				*	1
4.10.2 Facilitation as a negative experience				*	1
4.10.3 Challenges in facilitating				*	1
4.10.4 The role of EQ in facilitation				*	1
4.11 Sending off/receiving back				*	1
Theme 5: Responses relating to "boarding"					

114

Subthemes and sub-subthemes	1	2	3	4	Total
5.1 "Boarding"	*				1
Theme 6: Responses relating to the emotional climate of the school					
Subthemes	1	2	3	4	Total
6.1 Emotional climate	*			*	2
Theme 7: Responses relating to division based on stereotypes					
Subthemes and sub-subthemes	1	2	3	4	Total
7.1 Racial divides	*	*		*	3
7.2 Social divides	*			*	2
Theme 8: Responses relating to the sustainability of skills acquired					
Subthemes and sub-subthemes	1	2	3	4	Total
8.1 Sustainability				*	1

5.3.2.1 Results of qualitative data analysis of the pre-"Journey" focus-group interview

Six main themes and related subthemes emerged from an in-depth analysis of the transcriptions, namely Theme 1: EQ and related subskills; Theme 3: "Rites of passage"; Theme 4: "Journey" design elements; Theme 5: Boarding; Theme 6: Emotional climate of the school; and Theme 7: Divisions based on stereotypes.

Table 5.11: Summary of themes and subthemes that emerged from an in-depth review of the transcriptions of the pre-"Journey" focus-group interview

Theme 1: Responses relating to emotional intelligence and the related subskills based on Bar-On's model of EQ		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
1.1 Intrapersonal skills	Any phrases, sentences or words that refer to the *capacity for understanding and expressing feelings*. It includes aspects such as *self-understanding*, *assertiveness*, *independence* and the *ability to express and convey attitudes and ideas with confidence*.	Any phrases, sentences or words that do not reflect the capacity for understanding and expressing feelings are excluded as the focus is on participants' internal experiences.
	Examples of participants' responses: *"I don't really know where my limits are as a person. I think 'The Journey' will make it possible to see how far I can stretch myself, to see what I can achieve and how far my mental capacity can go" (1;6;2;28-30); "I think it might reveal part of*	

115

	us that we never ... that we didn't know we had" (1;1;6;19-20).	
1.2 Interpersonal skills	Any phrases, sentences or words that refer to the *capacity for understanding others and relating to people*. It includes aspects such as *empathy*, *social responsibility* (contributing to society at large, the community or team/group), and the *ability to interact and relate to other people* (social adeptness).	Any phrases, sentences or words that do not reflect the capacity for understanding others and relating to people are excluded. The focus is on interpersonal/social skills, and any experience relating to internal experiences is excluded.
	Examples of participants' responses: *"... we'll also learn how different people react to different situations ... how they look when they're down. We'll be able to tell ... tell different people ... people's emotions" (1;1;4;7-9); "... after 'Journey' he's gonna have a different way of treating people, and hopefully that he may become more sympathetic toward people ... and treat people better" (1;2;19;1-2).*	
1.3 Stress management	Any phrases, sentences or words that refer to the *capacity for managing and controlling emotions*. It includes aspects such as *stress tolerance* (the ability to withstand stressful situations and to cope with stress actively and effectively) and *impulse control* (the ability to resist and delay impulses and to give proper thought to decisions).	Any phrases, sentences or words that do not reflect the capacity for managing and controlling emotions are excluded. Also excluded are any comments relating to intrapersonal or interpersonal experiences, as well as adaptability and general mood.
	Examples of participants' responses: *"You have to deal with it right there, on the situation, and that will put many people under pressure, especially the leaders. And they'll be able to reveal who can actually act under pressure, because not everyone can do that" (1;6;7;7-9).*	
1.4 Adaptability	Any phrases, sentences or words that refer to the *capacity for managing change and solving problems*. This includes aspects such as *flexibility* (the ability to adjust emotions, thoughts and behaviour to changing situations and conditions) and *problem solving* (the ability to identify problems and generate and implement potentially effective solutions).	Any phrases, sentences or words that do not reflect the capacity for managing change and solving problems are excluded. Any experiences that do not refer to adaptability and problem solving are thus excluded.
	Examples of participants' responses: *"I think, on 'The Journey' we're gonna have to do things that we usually wouldn't do if we're at home" (1;1;6;17-18); ... at home, for instance, and at school, your day is pretty much set forward. You know what's gonna happen – it's prepared. Whereas on 'Journey' you wake up every morning and you don't know what's gonna happen". (1;6;7;1-5).*	
1.5 General Mood	Any phrases, sentences or words that refer to the *capacity for being positive and optimistic*. It refers to one's *general feeling of contentment* and *overall outlook on life*.	Any phrases, sentences or words that do not reflect the capacity for being positive and optimistic are excluded. Experiences must relate to general mood.

116

	Examples of participants' responses: *"I'm not the biggest guy so I'll struggle there. So that's why I want to push through and help other people ..." (1;10;3;29 - 30).*

Theme 3: Responses relating to the concept of "rites of passage"		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
3.1 "Rites of passage"	Any phrases, sentences or words that refer to an event that marks the transition from childhood to adulthood	Any phrases, sentences or words that do not refer to a transition from childhood to adulthood
	Examples of participants' responses: *"... some people in the school tend to like ... um, if you complete 'Journey', then they look at you in a better way" (1;8;3;11 -12); "... if they don't do it then like people will lose respect for them, and then they'll be treated like differently" (1;8;3;15-16).*	

Theme 4: Responses relating to "Journey" design elements that refer to actions or activities that enhance the utilisation of outdoor adventure education.		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
4.1 Solo time	Any phrases, sentences or words that refer to solo time, when participants are expected to be on their own for a certain period of time in order to reflect on the process.	Any phrases, sentences or words that do not refer to time spent alone away from the group.
	Examples of participants' responses: *"I think when you have the solo time you realise what you can do and what you can't do, or just what your strengths are and your weaknesses are, and I think once you've figured that out you can, in your future you can build forwards towards your strengths and you can obviously know what your weaknesses are and you can try and try stay away from them" (1;1;8;17 – 22).*	
4.2 Outdoor activities	Any phrases, sentences or words that refer to outdoor activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling etc.	Any phrases, sentences or words that do not refer to outdoor activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc.
	Examples of participants' responses: *"Long walks, long bike rides ... those things teach you patience and tolerance" (1;9;3;20).*	
4.2.1 Positive impact of outdoor activities	Any phrases, sentences or words that refer to outdoor activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc. and the perceived positive impact of such activities	Any phrases, sentences or words that do not refer to activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc. the perceived positive impact of such activities
	Examples of participants' responses: *"Long walks, long bike rides ... those things teach you patience and tolerance" (1;9;3;20).*	
4.3 Duration of " The Journey" as a	Any phrases, sentences or words that refer to the length of the Journey and its perceived impact.	Any phrases, sentences or words that do not refer to the length of the

117

challenge		Journey and its perceived impact.
	Examples of participants' responses: *"... I think because we go away from home for such a long time, it enables us to make bonds with each other that we usually wouldn't do, and because we're out of our comfort zone we start to see the real, the real person ..." (1;1;1;6-9).*	
4.6 Leadership roles	Any phrases, sentences or words that refer to activities or actions that facilitate leadership.	Any phrases, sentences or words that do not refer to activities that allow for the facilitation of leadership skills.
	Examples of participants' responses: *"... when you lead the group you could like learn leadership skills from people... or, like when you're put in charge, like if the situation comes up it will give you a way how to deal with situations ... " (1;5;3;25-27).*	
4.7 Group composition	Any phrases, sentences or words that refer to the composition of groups.	Any phrases, sentences or words that do not refer to the composition of the groups.
	Examples of participants' responses: *Like for 'Journey' they split everyone up, so then ... I think, ja, like you should see it more ... like people hang around with everyone" (1;8;20;23-25).*	
4.10 The role of adult facilitators on "The Journey"	Any phrases, sentences or words that refer to the role of adult facilitators on the Journey.	Any phrases, sentences or words that do not refer to the role of adult facilitators on the Journey.
	Examples of participants' responses: *"For example, like, we prefer to learn from other guys than like teachers" (1;5;6;25-26).*	

Theme 5: Responses relating to "boarding"		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
5.1"Boarding"	Any phrases, sentences or words that refer to being a boarder.	Any phrases, sentences or words that do not refer to being a boarder.
	Examples of participants' responses: *"Because I know in the boarder houses where we live together we're quite close together and we spend a lot of time and I think spending a lot of time within our groups is going to bring us closer together ..." (1;3;2,3-5).*	

Theme 6: Responses relating to the emotional climate of the school		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
6.1 Emotional climate	Any phrases, sentences or words that refer to the emotional climate of the school, as well as reference to factors that contribute to the emotional well-being of the school as a whole.	Any phrases, sentences or words that do not refer to the emotional well-being of the school as a whole and thus make no reference to the emotional climate of the school.
	Examples of participants' responses: *"Well, if the whole like Form is closer it makes it better. Like it makes the school better to learn in, if like you have a tight group like we in matric then like we can actually do things properly, unlike if we're all against each other then nothing will get done" (1;5;2;17-20).*	

Theme 7: Responses relating to division based on stereotypes		

118

Subthemes	Inclusion criteria	Exclusion criteria
7.1 Racial divides	Any phrases, sentences or words that refer to racial tension or division based on race or culture.	Any phrases, sentences or words that do not refer to racial tension or division based on race or culture.
	Examples of participants' responses: *"... at the lunch hall like, the blacks are together and the whites are together ... I mean the blacks are together because they are ... they're just similar in every way, like they understand each other, like their sort of personalities and stuff, and maybe after 'Journey' it just won't be blacks and whites, maybe there'll will be bit of a mix and we'll be able to communicate better with the blacks and the blacks will be able to communicate better with us ... and everything will be tight as a group" (1;2;19;23-29).*	
7.2 Social divides	Any phrases, sentences or words that refer to division based on social standing or abilities.	Any phrases, sentences or words that do not refer to division based on social standing or abilities.
	Examples of participants' responses: *"... like if something happens he should be ... he should know how to like deal with it ... with the nerds and the jocks or the ouks in the middle or the blacks or whatever ... so ... it should be able to teach you about communication and stuff." (1;8;19;16-19).*	

i. Theme 1: EQ and related subskills

Based on the pre-"Journey" focus-group interview and the literature, the following EQ and related subskills, namely intrapersonal skills, interpersonal skills, stress management, adaptability and general mood were identified by the participants and are presented below.

a. Intrapersonal skills: The participants appeared to expect that "The Journey" would allow them to further develop their intrapersonal skills by understanding and expressing their emotions: *"So like if a guy comes to someone and starts joking around with him, I think he should be able instead of being rash and telling him off he should be able to say, 'Listen, I'm having a bad day, please don't annoy me'" (1;3;17;29-31)*; as well as create self-awareness: *"... I think when you have the solo time you realise what you can do and what you can't do, or just what your strengths are and your weaknesses are, and I think once you've figured that out you can, in your future you can build forwards towards your strengths and you can obviously know what your weaknesses are and you can try and try stay away from them ..." (1;1;8;17-22).* Other aspects such as confidence, independence and assertiveness were also identified: *"... but you should also learn to back yourself up on 'Journey' (1;8;8;8-9); So I think you mustn't allow yourself to be*

119

influenced by what the other people think ..." (1;1;15;16-17); "I also think 'Journey' will help people stand up for themselves ..." (1;7;18;9).

b. Interpersonal skills: Looking at the qualitative data generated from the focus group interview it appears that they expect "The Journey" to provide opportunities to form relationships and improve people skills: *"... a good way actually to bond and to form friendships" (1;4;2;16); "... we'll also learn how different people react to different situations ... how they look when they're down. We'll be able to tell ... people's emotions ..." (1;1;4;7-9); "So let's say, for instance, he had a fight with his friends, then what you need to do is you need to go and do a sit-down as a group and talk about it ..." (1;6;12;5-6); "... it should be able to teach you about communication and stuff ..." (1;8;19;18-19).* Thus there is also an expectation that their capacity for understanding others will improve, which includes aspects such as empathy and social responsibility: *"... 'Journey' can teach you how to like accommodate others ..." (1;8;4;17-18); "... on 'The Journey', like being enthusiastic and cooperative ... being sympathetic, like putting yourselves in other people's shoes, cooperating with other people, not just being like judgemental ... not only doing what you want to do, but doing everything as a group" (1;4;8;25-28).*

c. Stress management: Participants acknowledged that "The Journey" would be challenging on the emotional, social and physical levels, and that a capacity for managing and controlling emotions was therefore essential (stress management): *"... on 'Journey' you wake up every morning and you don't know what's gonna happen. It can be raining, you can cross a river. It could be very hot and there won't be enough water. You have to deal with it right there, on the situation, and that will put many people under pressure, especially the leaders. And they'll be able to reveal who can actually act under pressure, because not everyone can do that. But on 'Journey' you'll also learn to do that. So the people that can act under pressure now might break on 'Journey', and the people that don't know how to act under pressure can actually learn the skill and they can do it" (1;6;7;4-12); "If a person is frustrated, they should know how to keep it inside and not take it out on others so I don't think that anyone has the right to just go and just blow out all their anger on someone else when they've done nothing, so I think they should just keep it inside them and deal with it" (1;8;13;28-31); "... it doesn't take that much to make me*

120

angry. When I go on 'Journey' there are going to be the days that I really want to hit someone, but ... I wouldn't do that ... I'm not that kind of a person. It's just that ... I'll keep it in and I'll do something, like I'll eat some sweets to ... I want to learn from this because people tell you it's not a good thing when I become angry the whole time" (1;9;15;23-27). These responses indicate awareness of the fact that the ability to withstand stress and emotional management is an important skill in dealing with challenges on the social and emotional levels.

d. Adaptability: This refers to the capacity for managing change and solving problems which includes adjusting to changing circumstances and situations, understanding problematic situations and coming up with effective solutions: *"I think, on 'The Journey' we're gonna have to do things that we usually wouldn't do if we're at home ... it will challenge us because ... we might not know that we're good at it because we usually don't want to do it at home. But I think on 'Journey' we might not have a choice to do it and I think it might reveal part of us ... that we didn't know we had ..."* (1;1;6;15-20); *"... at home, for instance, and at school, your day is pretty much set forward. You know what's gonna happen – it's prepared. You've got a timetable, you know what lessons to go to, you know what you're doing in the afternoon. Whereas on 'Journey' you wake up every morning and you don't know what's gonna happen ..."* (1;6;7;1-5). From the responses it appears as if the participants feel that "The Journey" will provide opportunities for them to develop flexibility and problem- solving skills: *"What you need to do in a situation like this is that you need to solve the problem, you need to go back to basics, find out what is the main problem that's causing this ... So let's say for instance he had a fight with his friends, then what you need to do is you need to go and do a sit-down as a group and talk about it, sort out the problem"* (1;6;12;1-7); *"... 'Journey' should be able to teach someone how to like respond to like ... like to a situation ... he should be able to adapt to any situation, like if something happens he should be ... he should know how to like deal with it ..."* (1;8;19;14-17).

e. General mood: This refers to participants' general outlook on life and the capacity for being positive and optimistic: *"At the moment I'm pretty negative about many things ... and I feel that once I go on 'The Journey' I'll ... um ... show a more positive attitude"* (1;2;1;19-21); *"I don't really know where my limits are as a person. I think 'The Journey' will make it possible to see how far I can stretch myself, to see what I can achieve and how far my mental capacity can go"*

121

(1;6;2;28-30). These responses suggest an expectation that taking part in "The Journey" will result is a sense of achievement and a sense of contentment, whilst other responses suggest that there will be no benefit and thus do not present with a very positive and optimistic view: *"I'm not trying to be negative, but I'm saying that most of this stuff that people are trying to like gain from 'Journey', I don't think that it would help them in life" (1;8;8;3-5).*

ii. Theme 3: Rites of passage

The above themes were based on predetermined codes, but an emerging theme was that of "***rites of passage***", which suggests that the participants view "The Journey" as an event that marks their transition from childhood to manhood: *"... some people in the school tend to like ... um, if you complete 'Journey', then they look at you in a better way ... (1;8;3;11-12); ... if they don't do it then like people will lose respect for them, and then they'll be treated like differently. I really think that most people take it because they want to ... but they also just take it to prove a point (1;8;3;15-17)".*

iii. Theme 4: "Journey" design elements

Based on the focus-group interview, "Journey" design elements that the participants expected to have an impact included solo time, outdoor activities, the duration of "The Journey", leadership roles, group composition, and the role of adult facilitators.

a. Solo time: Participants reported that they expected the solo time, which is a "Journey" design element that requires participants to spend 30 hours on their own, to be meaningful. There was an expectation that solo time would give them an opportunity to reflect and become more self-aware: *"... at solo time you do everything for yourself, where at home you usually have other people doing it for you. I think when you have the solo time you realise what you can do and what you can't do, or just what your strengths are and your weaknesses are, and I think once you've figured that out you can, in your future you can build forwards towards your strengths" (1;1;8;16-21).* Thus participants appeared to expect that "The Journey" would facilitate emotional awareness.

b. Outdoor activities: This refers to activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling that take place in the outdoors and their perceived impact: *"Long walks, long bike rides ... those things teach you patience and tolerance"* *(1;9;3;20); "... on 'Journey' you wake up every morning and you don't know what's gonna happen. It can be raining, you can cross a river. It could be very hot and there won't be enough water. You have to deal with it right there…" (1;6;7;4-7).* This alludes to a sub-subtheme that looks at the positive impact the participation in outdoor activities may have on participants.

- ***Positive impact of participating in outdoor activities***: *"Long walks, long bike rides ... those things teach you patience and tolerance" (1;9;3;20);* Responses thus suggest that taking part in these activities may influence the development of certain intrapersonal and interpersonal skills.

c. Duration of "The Journey" as a challenge: This design element refers to the duration of "The Journey" and the perceived impact that being away from home for an extended period may have: *"... we go away from home for such a long time, it enables us to make bonds with each other… because we're out of our comfort zone we start to see the real, the real person ... because if you're out of your comfort zone you act different to like you usually would. So I think it's good, because you get to know the person for who he is" (1;1;1;6-11).*

d. Leadership roles: Another "Journey" design element observed included leadership roles where each participant would be given an opportunity to lead the group for a day: *"... when you lead the group you could like learn leadership skills ... when you're put in charge, like if the situation comes up it will give you a way how to deal with situations ..." (1;5;3;25-27).* Responses thus suggest that this design element allows for the facilitation of leadership and problem-solving skills.

e. G***roup composition***: This refers to the fact that when the groups are formed, a special effort is made to ensure that each participant is placed in a group with one friend he has chosen, but the rest of the group will consist of participants that are not his close friends. The participants view this group composition as a way to compel them to interact with participants with whom they

123

would not normally interact, thus allowing for more interaction and learning: *"... like for 'Journey' they split everyone up ... like people hang around with everyone"* (1;8;20;23-24).

f. The role of adult facilitators on "The Journey": This design element refers to the role adult facilitators play on "The Journey": *"... on 'The Journey', because each day there's, I think there's a new leader, and then the teachers aren't allowed to help us and to use a map ..."* (1;1;4;4-5); *"... as young people I think we learn best from each other rather than from, for example, the teacher ..."* (1;4;6;8-9). From the responses, it may be surmised that the staff take a role of facilitation as opposed to leading, and leave the latter for the participants.

iv. Theme 5: Boarding

Another emerging theme that arose was that of "boarding" and its perceived impact: *"Because I know in the boarder houses where we live together we're quite close together and we spend a lot of time and I think spending a lot of time within our groups is going to bring us closer together ..."* (1;3;2;3-5).

v. Theme 6: Emotional climate of the school

This emerging theme explores the perceived impact "The Journey" has on the emotional climate of the school in general: *"... a good way actually to bond and to form friendships. Well, if the whole like Form is closer it makes it better. Like it makes the school better to learn in, if like you have a tight group like we in matric then like we can actually do things properly, unlike if we're all against each other, then nothing will get done"* (1;5;2;16-20).

vi. Theme 7: Division based on stereotypes

Division based on stereotypes is another theme that emerged from the focus-group interview and covered racial and social divides, as seen on the following page.

a. Racial divides: This refers to perceived division based on race or culture and expectations with regards to how participating in "The Journey" may influence interaction between the different racial and cultural groups: *"… at the lunch hall like, the blacks are together and the whites are together … I mean the blacks are together because they are … they're just similar in every way, like they understand each other, like their sort of personalities and stuff, and maybe after 'Journey' it just won't be blacks and whites, maybe there'll will be bit of a mix and we'll be able to communicate better with the blacks and the blacks will be able to communicate better with us … and everything will be tight as a group" (1;2;19;23-31); "I've noticed like the Form 4s and mostly the Form 5s now, with lunch, whites actually will sit with black guys. I actually … I actually noticed it yesterday, and then I also look at our form and I had to … it's very … division … not mixed up… and I think 'Journey' does help with like … people mixing and … and I'm sure you could … I could learn a few things, say like from the other guy, as well as I'd say … not only … not only like black guys but other guys as well" (1;3;20;1-7).* The responses from some participants thus suggest an expectation that being on "The Journey" with participants from other racial groups will result in better communication and interaction, and will result in less division, whereas others do not experience division: *"I don't experience like division … I think everyone mixes with everyone … I think just at lunch because the blacks sit with the blacks because they speak their languages and like the whites won't be able to understand them" (1;1;20;26-29).*

b. Social divides: This refers to division amongst peers based on social standing or abilities: *"… with the boys at our school I think it's like a food chain, um, you get like the jocks or whatever, um, the blacks, whatever, and then at the bottom you get like the nerds, the … geeks … (Laughter) … you get the people like that aren't physically strong, or they accept everything that comes their way" (1;8;18;15-18).* The responses thus suggest clear stereotypes and assumptions based on social standing and abilities.

In exploring the transcriptions of the focus-group interview conducted with the participants prior to them completing to "The Journey", one gets an idea of what they see as important and where they place their focus. However, now the focus shifts to exploring the transcriptions of the focus-group interview held after the completion of "The Journey" in order to explore the participants' actual experiences to see how these compared with their initial expectations.

5.3.2.2 Results of the qualitative data analysis of the post-"Journey" focus-group interview

Four main themes and related subthemes as well as sub-sub-themes emerged from an in-depth analysis of the transcriptions, namely Theme 1: EQ and related subskills; Theme 3: "Rites of passage"; Theme 4: "Journey" design elements; and Theme 7: Divisions based on stereotypes.

Table 5.12: Summary of EQ-related themes, subthemes and sub-subthemes that emerged from an in-depth review of the transcriptions of the post-"Journey" focus-group interview

Theme 1: Responses relating to emotional intelligence and the related subskills based on Bar-On's model of EQ.		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
1.1 Intrapersonal skills	Any phrases, sentences or words that refer to the *capacity for understanding and expressing feelings*. It includes aspects such as *self-understanding*, *assertiveness*, *independence* and the *ability to express and convey attitudes and ideas with confidence*.	Any phrases, sentences or words that do not reflect the capacity for understanding and expressing feelings are excluded as the focus is on participants' internal experiences.
	Examples of participants' responses: *"... what I learnt on Journey about myself is that I'm really short tempered, grumpy, a self-centred type of person" (2;2;2;1-2); "... I wanted to change, because my attitude wasn't that great" (2;8;13;4).*	
1.2 Interpersonal skills	Any phrases, sentences or words that refer to the *capacity for understanding others and relating to people*. It includes aspects such as *empathy*, *social responsibility* (contributing to society at large, the community or team/group), and the *ability to interact and relate to other people* (social adeptness).	Any phrases, sentences or words that do not reflect the capacity for understanding others and relating to people are excluded. The focus is on interpersonal/social skills, and any experience relating to internal experiences is excluded.
	Examples of participants' responses: *"I believe I've become stronger because I put myself in other people's shoes; I can really get to know what they're talking about ... before I blew out at them, shouting at them, something like that" (2;4;17;29-31).*	
1.3 Stress management	Any phrases, sentences or words that refer to the *capacity for managing and controlling emotions*. It includes aspects such as *stress tolerance* (the ability to withstand stressful situations and to cope with stress actively and effectively) and *impulse control* (the ability to resist and delay impulses and to give proper thought to decisions).	Any phrases, sentences or words that do not reflect the capacity for managing and controlling emotions are excluded. Also excluded are any comments relating to intrapersonal or interpersonal experiences, as well as adaptability and general mood.
	Examples of participants' responses: *"... sort of got to me after about 20 days of being out of*	

126

	my comfort zone ... not having my own bed and not having Mom's food, having like ... pretty awful food and having ... kind of gets to you and you get sick of people always talking to you. You want to be alone, you want alone time, but you can't always have that. So I got really fed-up with people and I took it out on them when I shouldn't have. I wanted to change that" *(2;2;2;7-12)*.	
1.4 Adaptability	Any phrases, sentences or words that refer to the *capacity for managing change and solving problems*. This includes aspects such as *flexibility* (the ability to adjust emotions, thoughts and behaviour to changing situations and conditions) and *problem solving* (the ability to identify problems and generate and implement potentially effective solutions).	Any phrases, sentences or words that do not reflect the capacity for managing change and solving problems are excluded. Any experiences that do not refer to adaptability and problem solving are thus excluded.
	Examples of participants' responses*: "... I learnt in some situations you need other people to help you through ... I learnt that in, like extreme situations I have to accept ... I have to ask other people for help" (2;8;3;19-21); "... I knew I could do it and I thought, if I could do that on Journey, why can't I do it at school? Why can't I push myself that extra bit? Do that extra bit of work" (2;3;15;19-21).*	
1.5 General mood	Any phrases, sentences or words that refer to the *capacity for being positive and optimistic*, i.e., to one's *general feeling of contentment* and *overall outlook on life*	Any phrases, sentences or words that do not reflect the capacity for being positive and optimistic are excluded. Experiences must relate to general mood.
	Examples of participants' responses: *"My first four days I was just always ... very angry, and I just wanted to leave The Journey" (2;4;7;11-12); "One of the teachers that I was with on Journey told me that a life without a dream is not worth living, because with a dream there's no limit, so that's just something I've taken with me from Journey" (2;4;7;20-23).*	

Theme 3: Responses relating to the concept "rites of passage"

Subthemes	Inclusion criteria	Exclusion criteria
3.1 Rites of passage	Any phrases, sentences or words that refer to an event that marks the transition from childhood to adulthood	Any phrases, sentences or words that do not refer to a transition from childhood to adulthood
	Examples of participants' responses: *"It tests you and shows if you're ready for being a man" (2;1;17;22).*	

Theme 4: Responses relating to "Journey" design elements that refer to actions or activities that enhance the utilisation of outdoor adventure education

Subthemes	Inclusion criteria	Exclusion criteria
4.1 Solo time	Any phrases, sentences or words that refer to solo time, when participants are expected to be on their own for a certain period of time in order to reflect on	Any phrases, sentences or words that do not refer to time spent alone away from the group

127

	the process	
	Examples of participants' responses: *"You've managed to reflect on the two weeks that have passed and take as much as you can from it" (2;1;12;25-26); "Before solo you see what kind of a person you are, and what kind of a person everyone else is around you and you get irritated and you obviously find out ... you see what it is you want to change about yourself. So solo gives you the opportunity to reflect, so after solo it's almost like a new beginning, like a fresh start" (2;2;13;16-20).*	
4.2 Outdoor activities	Any phrases, sentences or words that refer to outdoor activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc.	Any phrases, sentences or words that do not refer to activities that allow for the facilitation of leadership skills
	Examples of participants' responses: *"Like I said, before Journey, if people told you you're going to put on a backpack of 20 kilograms and hike 34 kilometres, you'd think this guy was totally ... like Journey just shows us there's so much more we can do if we just try to do it (2;1;3;24-26); "I honestly never thought I'd swim across a forty-metre raging river in my life ..." (2;8;4;19-20).*	
4.2.1 Positive impact of outdoor activities	Any phrases, sentences or words that refer to outdoor activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc. and the perceived positive impact of such activities	Any phrases, sentences or words that do not refer to activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc. the perceived positive impact of such activities
	Examples of participants' responses: *"... like Journey just shows us there's so much more we can do if we just try to do it (2;1;3;26); "I honestly never thought I'd swim across a forty-metre raging river in my life ..." (2;8;4;19-20).*	
4.3 Duration of "The Journey" as a challenge	Any phrases, sentences or words that refer to the duration of the Journey and its perceived impact	Any phrases, sentences or words that do not refer to the duration of the Journey and its perceived impact
	Examples of participants' responses: *"Well, being with 19 guys and two male teachers, and then one female teacher, sort of got to me after about 20 days of being out of my comfort zone ... not having my own bed and not having Mom's food, having like ... pretty awful food and having ... kind of gets to you and you get sick of people always talking to you. You want to be alone, you want alone time, but you can't always have that ..." (2;2;2;6-11).*	
4.4 Debriefing sessions	Any phrases, sentences or words that refer to the use of debriefing sessions as a way to facilitate the acquisition of interpersonal and intrapersonal skills	Any phrases, sentences or words that do not refer to activities that refer to the use of debriefing sessions
	Examples of participants' responses: *"... when we got to camp the debrief ... it was silent at first and almost no one wanted to talk about it, but then everyone started opening up and the issues were getting resolved later on" (2;8;11;16-19).*	
4.4.1 Debrief sessions as a positive experience	Any phrases, sentences or words that refer to the positive experience of debriefing sessions	Any phrases, sentences or words that do not refer to the positive experience of debriefing sessions

128

	Examples of participants' responses: *"We were about to rip his head off. But then we had a debrief about it … Debriefs help to clear things up … I think without that debrief we would have been angry at each other for the rest of The Journey" (2;3;8;27-31)*	
4.4.2 Debrief sessions as a negative experience	Any phrases, sentences or words that refer to the negative experience of debriefing sessions	Any phrases, sentences or words that do not refer to the negative experience of debriefing sessions
	Examples of participants' responses: *"Some boys spoke about how they felt guilty that they lost the group's camera or something, all the pictures, and then I wanted to get up and tell her that I felt as if her questions are irrelevant, and that they really get to us and make us frustrated and that her debriefs are pointless sometimes … and that I really would just wish her to step back a bit and that the teacher rather do the debriefs" (2;2;9;29-31).*	
4.5 Positive impact of structured planning of "The Journey"	Any phrases, sentences or words that refer to the use of design principles where reference is made to planning	Any phrases, sentences or words that do not refer to design principles that relate to planning
	Examples of participants' responses: *"What makes The Journey so special is actually its format, because it's been structured very cleverly, for example the big solo outings on the fourteenth day, and we've noticed that that's exactly when you start getting irritated with your friends, you start to see the bad in them, and then you get angry and irritated, and then after the solo it's back to normal" (2;1;12;14-18).*	
4.9 Food drops	Any phrases, sentences or words that refer to the use of design elements where reference is made to food drops	Any phrases, sentences or words that do not refer to design elements that relate to food drops
4.9.1 Division of food as an empowering experience	Any phrases, sentences or words that refer to the division of food and its perceived impact	Any phrases, sentences or words that do not refer to the division of food and its perceived impact
	Examples of participants' responses: *"... on Journey I became … once I voiced myself I became like a more influential person to others around me, like with the food drop-offs, when we shared the food I was the one who controlled everything. I knew how to split up the food between like five food groups" (2;8;4;28-31).*	
4.9.2 Availability of food as a challenging experience	Any phrases, sentences or words that refer to the availability of food and its perceived impact	Any phrases, sentences or words that do not refer to the availability of food and its perceived impact
	Examples of participants' responses: *"... it's designed to frustrate you. Like they have all these things that make it harder for you … sometimes not even getting food … They give you challenges that will make you angry so you can see how you react to it and then you can respond from there" (2;7;14;8-13).*	
4.10 The role of the adult facilitators on "The Journey"	Any phrases, sentences or words that refer to the role of adult facilitators on the Journey	Any phrases, sentences or words that do not refer to the role of adult facilitators on the Journey
	Examples of participants' responses: *"... the teacher, Mr XXXX, decided that we walked too slow and that we were going to carry on walking. We always knew that The Journey was all*	

129

	about us, it wasn't about the teachers, so the leaders would overrule what the teacher said. But now these leaders, we're just following the Afrikaners and the teacher and they just decided to carry on" (2;8;10;24-28).	
Theme 7: Responses relating to division based on stereotypes.		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
7.1 Racial divides	Any phrases, sentences or words that refer to racial tension or division based on race or culture	Any phrases, sentences or words that do not refer to racial tension or division based on race or culture
	Examples of participants' responses: *"… our Journey group … we had like strong hikers in our group. They were called 'The Afrikaners' because they were Afrikaans … they were quite good at what we were doing on Journey … the walking, the cycling, rowing, everything…"* *(2;8;10;8-11).*	

i. Theme 1: EQ and related subskills

Based on the post-"Journey" focus-group interview and the available literature, the participants identified the EQ and related subskills, namely intrapersonal skills, intrapersonal skills, stress management, adaptability and general mood, as presented below.

a. Intrapersonal skills: Participants responses confirmed the expectation that "The Journey" would allow them to further develop their intrapersonal skills by understanding and expressing their emotions, with emphasis on aspects such as self-understanding: *"One of the things that I learnt on Journey about myself is that I'm really short tempered, grumpy, a self-centred type of person" (2;2;2;1-2); "I got really fed-up with people and I took it out on them when I shouldn't have. I wanted to change that, I wanted to become … a person that tends to listen to people instead of telling them to sort of go away, and I also learnt to appreciate my family, what they do for me and … how they always want to spend time with me and I always push them away, and also my friends. So since I was there I've been wanting to fix that and change that and it has helped a lot" (2;2;2;11-17).* This response suggests that self-awareness can lead to a change in behaviour, but not all the participants felt that they needed to change: *"I found that you don't necessarily have to change to become a better person, so there doesn't need to be major changes in your life. If you feel that you're doing the right things now, then you don't need to change…" (2;6;5;23-25).* Reference was also made to aspects such as assertiveness and confidence*: "… on Journey I became … once I voiced myself I became like a more influential person to others*

© University of Pretoria

around me" (2;8;4;28-29); "... it builds your self-confidence. I believe I've become stronger ..." *(2;4;17;28-29); "There were lots of days when I thought it's never going to end and I was tired and my muscles were aching, but I pushed myself and when I got to camp that night I felt so good about myself" (2;3;15;17-19).*

b. *Interpersonal skills*: Responses suggest that participants felt that participating in "The Journey" had an impact on their interpersonal skills. It was seen as an opportunity to form relationships: *"... what I've gained from The Journey ... you get closer to your friends, and also, I went with some of the teachers that are new to the school and on Journey you get to know them better" (2;3;1;18-20); "I was looking forward to spending the 22 days with the sort of people that I wanted to get to know and perhaps change the relationships that I had with them and I did that, for example XXXX. Him and I never got along before The Journey and towards the end he and I got on tremendously well and we speak a lot now, even in class about work when we need help, and he doesn't seem to have a problem with me anymore" (2;2;7;1-4).* The responses also suggest that it created opportunities for participants to interact and to relate to other people in a constructive way in order to resolve conflicts: *"When we had that debrief we sorted it out and we said, okay, we made a mistake and it was partly the leaders' fault – the two leaders they didn't keep us together. We all apologised to each other, because we were quite rash when we came in and we started shouting at each other ..." (2;3;9;1-4).* It was thus also viewed as impacting on their capacity for understanding others, which included aspects such as empathy and social responsibility: *"I had nothing to wear, even my sleeping bag was wet and it was still raining out there ... One of my friends saw, well he saw that I was kind of dying out, so he decided to lend me one of his extra jackets" (2;8;3;2-9). "I felt that on Journey teamwork was actually a major thing. When we were walking down to the stream, I fell down that hill, all the way down ... just rolled and rolled and rolled ... and the whole group just waited and stopped and helped me up and carried my bag and separated all my stuff between everyone else, and I got to camp fine and everyone else was dying out with all my stuff, so I think team work was a major thing on The Journey" (2;3;5;12-17); "I believe I've become stronger because I put myself in other people's shoes, I can really get to know what they talking about ... before I blew out at them, shouting at them ... something like that" (2;4;17;29-31).*

131

c. Stress management: With regards to the capacity to manage and control emotions, participants' responses suggest a perceived impact on the ability to withstand and cope with stressful situations and to resist impulses: With regards to stress management, participants reported that "The Journey" challenged their ability to cope with stressful situations: *"... after about 20 days of being out of my comfort zone ... not having my own bed and not having Mom's food, having like ... pretty awful food and having ... kind of gets to you and you get sick of people always talking to you. You want to be alone, you want alone time, but you can't always have that. So I got really fed-up with people and I took it out on them when I shouldn't have. I wanted to change that..." (2;2;2;7-12).* The following relates to impulse control and the ability to resist impulses and make proper decisions, as well as to cope with stressful situations: *"... on Journey I was the guy who always got angry. After a few days I realised that getting angry wasn't the way to go. Day four we were river rafting and afterwards we had to carry the boats up some of the mountain, and after that I didn't want anyone to talk to me, I was really pissed off. One guy like dropped his bag and I was walking down the mountain because I was just upset, and ... he dropped his bag and asked me to pick it up. I almost screamed at him, then I thought about it and well, this guy's been nice to me, so let me be nice to him so okay, let me first cool down a minute because I'm really angry. So after like two minutes I picked up his bag. And he's like 'Thanks, I never thought you'd ever do this because you're forever angry', and I've learnt something, that getting angry isn't the way to go" (2;9;5;1-11)*, which illustrates the process of managing and controlling emotions.

d. Adaptability: This refers to capacity for managing change and solving problems, which includes adjusting to changing circumstances and situations, understanding problematic situations and coming up with effective solutions: *"On Journey you're faced with mountains and challenges, and in your life you'll face figurative mountains and problems, and I think Journey is just that one step before the real problems, just to prepare you for what lies ahead" (2;1;17;13-16).* Responses suggest that they experienced challenges that required them to identify problems and implement solutions: *"We had a guy in our group who was really, really slow, like the strap of his backpack broke, he got blisters on his feet, his bag was too heavy for him to carry. Almost 21 of the 23 days of The Journey we had to divide his stuff amongst everyone, and he was really grateful for the help, so I think everyone helped this guy just to keep up with the group ...*

132

everyone ... we had this thing that we said every day we walked we would let him go at the front and we'd walk at his pace and then everyone could motivate him from the back, whereas if everyone walked at the front and he was at the back then we were just going to wait for him the whole time"(2;10;6;7-15). It also required participants to adjust their emotions, thoughts and behaviours at times thus facilitating skills such as flexibility and adaptability: *"... I wanted to change, because my attitude wasn't that great" (2;8;13;4); "They give you challenges that will make you angry so you can see how you react to it and then you can respond from there" (2;7;14;11-13).*

e. General mood: This refers to participants' general outlook on life and the capacity for being positive and optimistic. Participants' experiences echoed their expectations discussed in the pre-"Journey" focus-group interview in that, by taking part in "The Journey", they experienced a sense of achievement and a sense of contentment: *"I actually thought it would be easy, but it was quite hard for me, and when I woke up the next day I felt like a totally different person. I felt that I accomplished something that had brought happiness to me, and peace, and fulfilment..." (2;10;14;26-28). "... but bad days were necessary because not only like fun all the time, it's also about the bad times, and I think on Journey you've got the good and the bad times, and the bad times prepare you for the bad times in life that are going to come" (2;1;17;17-20).*

ii. Theme 3: Rites of passage

The above EQ themes were based on predetermined codes (thus deductive data analysis), but the emerging theme that was observed in the pre-"Journey" focus-group interview, namely "***rites of passage***" (inductive analysis), was again referred to by the participants in their responses, for example: *"It tests you and shows if you're ready for being a man (2;1;17;22).* This response suggests that the participants view "The Journey" as an event that marks their transition from childhood to manhood.

iii. Theme 4: "Journey" design elements

Based on the interview, "Journey" design elements observed by the participants during "The Journey" included solo time, outdoor activities, the duration of "The Journey", debriefing sessions, the positive impact of the structured planning of "The Journey", food drops and the role of adult facilitators.

A room with a view: here we have an example of where one participant set up camp for his 30-hour solo time

a. Solo-time: This refers to the fact that participants are required to spend 30 hours on their own. The responses suggest that it allowed for introspection: *"Before solo you see what kind of a person you are, and what kind of a person everyone else is around you and you get irritated and you obviously find out ... you see what it is you want to change about yourself. So solo gives you the opportunity to reflect, so after solo it's almost like a new beginning, like a fresh start" (2;2;13;16-20); "... while you're here in civilisation you don't really have time to reflect on life and everything around you because it's so busy, and when you're there you're alone, you spend time by yourself and for me it was one of the most important parts of my life because I learnt so much about myself. I actually thought it would be easy, but it was quite hard for me, and when I*

woke up the next day I felt like a totally different person ..." *(2;10;14;22-27)*. Thus the expectation that solo time will provide them with the opportunity to reflect and become more self-aware was achieved. The responses suggest that participants experienced the solo time as positive: *"... just being there, alone in the wild is a good experience" (2;10;15;1).*

b. Outdoor activities: This refers to activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling that take place in the outdoors and their perceived impact: *"... on day eight, when we crossed the river, everything of mine was just wet and soaking" (2;8;3;1-2); "I honestly never thought I'd swim across a forty-metre raging river in my life" (2;8;4;20); "I think before Journey if they tell you you're going to cycle 90 kilometres uphill you think this guy is crazy, but Journey shows you how much more you can do" (2;8;4;20).* This alludes to a sub-subtheme that looks at the positive impact the participation in outdoor activities may have on participants.

Off they go – participants on bicycles completing a day on "The Journey"

- ***Positive impact of participating in outdoor activities***: *"I think before Journey if they tell you you're going to cycle 90 kilometres uphill you think this guy is crazy, but Journey shows you how much more you can do" (2;8;4;20)* Responses thus suggest that taking part in these activities may influence the development of certain intrapersonal skills, with specific focus on aspects such as self-confidence and perseverance.

c. Duration of "The Journey" as a challenge: This design element refers to the duration of "The Journey" and the perceived impact that being away from home for an extended period may have: *"… sort of got to me after about 20 days of being out of my comfort zone … not having my own bed and not having Mom's food, having like … pretty awful food and having … kind of gets to you and you get sick of people always talking to you. You want to be alone, you want alone time, but you can't always have that. So I got really fed-up with people and I took it out on them when I shouldn't have. I wanted to change that (2;2;2;7-12)"*. Responses thus suggest that the duration impacts on aspects such as the ability to manage one's emotions and creates an environment in which participants need to deal with challenges.

d. Debriefing session: This term refers to an opportunity given to participants to express any concerns they may have within the group. This design principle only emerged in the post-"Journey" focus-group interview and participants reported two sub-subthemes, namely: debriefing sessions as a positive experience and debriefing sessions as a negative experience.

- ***Debriefing sessions as a positive experience:*** *"We were about to rip his head off. But then we had a debrief about it …" (2;3;8;27-28); "Debriefs help to clear things up … I think without that debrief we would have been angry at each other for the rest of The Journey. When we had that debrief we sorted it out" (2;3;8;30-31): "… the debrief … it was silent at first and almost no one wanted to talk about it, but then everyone started opening up and the issues were getting resolved later on"(2;8;11;17-19).* The responses thus suggest that participants made use of the debriefing sessions to deal constructively with interpersonal issues.

- **Debriefing sessions as a negative experience:** *"Some boys spoke about how they felt guilty that they lost the group's camera or something, all the pictures, and then I wanted to get up and tell her that I felt as if her questions are irrelevant, and that they really get to us and make us frustrated and that her debriefs are pointless sometimes ...and that I really would just wish her to step back a bit and that the teacher rather do the debriefs"* (2;2;9;29-31).

e. Positive impact of structured planning of "The Journey": This is another design element that only emerged in the post-"Journey" focus- group interview: *"What makes The Journey so special is actually its format, because it's been structured very cleverly, for example the big solo outing's on the fourteenth day, and we've noticed that that's exactly when you start getting irritated with your friends, you start to see the bad in them, and then you get angry and irritated, and then after the solo it's back to normal"* (2;1;12;14-18); *"I think that one of the biggest elements was that it's designed to frustrate you. Like they have all these things that make it harder for you, like they want you to get angry and to try to deal with it, so like bad food, cycling 90 kilometres, sometimes not even getting food and things like that. They give you challenges that will make you angry so you can see how you react to it and then you can respond from there. It makes you see what type of person you are with all the challenges you have to face. So I think that's one thing that makes Journey particularly effective"* (2;7;14;7-15)". Responses thus indicate that "The Journey" is not made up of random experiences, but rather carefully constructed to create an environment in which participants can develop self-awareness and life skills.

f. Food drop: Refers to the design element of providing food on "The Journey". Two sub-subthemes emerged, which include the delivery and distribution of food, and how this could be used as a design element, and also the perceived impact thereof.

- **Division of food as an empowering experience**: Refers the how food is distributed amongst the group members and the perceived impact: *"... on Journey I became ... once I voiced myself I became like a more influential person to others around me, like with the food drop-offs, when we shared the food I was the one who controlled everything ..."*

137

(2;8;4;28-30). This suggests that this design element may allow for the facilitation of interpersonal skills and, more specifically, leadership.

- ***Availability of food as a challenging experience***: The availability of food may also act as a catalyst for other skills, such as adaptability, problem solving and stress management: *"... it's designed to frustrate you. Like they have all these things that make it harder for you ... sometimes not even getting food ... They give you challenges that will make you angry so you can see how you react to it and then you can respond from there" (2;7;14;8-13).*

g. The role of adult facilitators on "The Journey": This design element refers to the role of facilitators on "The Journey", and the pre-"Journey" focus-group interview indicated that participants were expecting staff (two adult facilitators in each group) to act as facilitators rather than leaders, and this was again a theme in the post-"Journey" interview: *"... the teacher in our group – at the beginning of The Journey – he told us about the concept of Ubuntu, which is 'You are, therefore I am'. You're as strong as the weakest link, and I think that applied a lot to The Journey ..." (2;10;6;3-6).* While this suggests that the adult facilitator may tend to guide the process, this was not always the case: *"... the teacher, Mr XXXX, decided that we walked too slow and that we were going to carry on walking. We always knew that 'The Journey' was all about us, it wasn't about the teachers, so the leaders would overrule what the teacher said. But now these leaders, we're just following the Afrikaners and the teacher and they just decided to carry on" (2;8;10;25-28).*

iv. Theme 7: Division based on stereotypes

Division based on stereotypes is another theme that emerged from the focus-group interview and unlike in the pre-"Journey" interview, where mention was made of the expectation of both racial and social divides, here the emphasis was on racial/cultural divides only. This refers to stereotypes based on race or culture: *"In our Journey group we had like strong hikers in our group. They were called the Afrikaners because they were Afrikaans ... they were quite good at what we were doing on Journey ... the walking, the cycling, rowing, everything" (2;8;10;8-11).*

138

"Those guys kept our group going, they made us good, they got us to where we had to go on time, but then some guys just wanted to be like them, they wanted to be with them or seen with them, so like on Day 21 there was a mountain that took us ... like you just climb it ... and then you think you're on top and then there's another part you've got to climb and it just keeps going like that and we were all tired, like some of the guys in my group we were not like made to handle this stuff, so some of the guys were just shouting at the leaders, they were swearing at them and it was like ... it was insane, it was chaos. And then everyone was just frustrated and we didn't care anymore and we just did everything by our own pace and we just did everything by ourselves" (2;8;10;12-30). This illustrates an expectation that was discussed in the pre-"Journey" focus-group interview with regard to the stereotype of the Afrikaans participants being at the front and the black participants being at the back. However, despite the expectations of certain participants, no specific reference was made to improved communication between these two race/cultural groups, but reference was made to the fact that the group as a whole bonded and that in general communication and understanding for others improved: *"I knew that on Journey I was going to get to know people that I'd never even thought of talking to and there were specific people that I spoke to that had a whole different side to them"(2;2;7;4-6).*

An observation was made during the pilot study focus-group interviews that certain participants were more involved than others and it was therefore decided that the focus-group participants would be requested to write a reflective post-"Journey" that explored the possible impact that taking part in "The Journey" may have had on them. This type of data collection represents an opportunity for participants to carefully consider their responses and reflect on the process, ensuring that all participants get an opportunity to share equally.

5.3.2.3 Results of qualitative data analysis of the reflective essays provided by the focus- group participants post-Journey

Three main themes and related subthemes emerged from an in-depth analysis of the reflective essays, namely Theme 1: EQ and related subskills; Theme 2: Outdoor Adventure Education-related themes; and Theme 3: "Journey" design elements.

Table 5.13: Summary of EQ-related themes and subthemes, as well as OAE-related themes and subthemes that emerged from an in-depth review of the Post-Journey reflective essays written by the focus-group participants

Theme 1: Responses relating to emotional intelligence and the related subskills based on Bar-On's model of EQ		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
1.1 Intrapersonal skills	Any phrases, sentences or words that refer to the *capacity for understanding and expressing feelings*. Aspects such as *self-understanding*, *assertiveness*, *independence* and the *ability to express and convey attitudes and ideas with confidence* are included.	Any phrases, sentences or words that do not reflect the capacity for understanding and expressing feelings are excluded as the focus is on participants' internal experiences.
	Examples of participants' responses: *"... you could search yourself, decipher who you are"* (3;1;1;11-13); *"I realised that I was a really short-tempered, grumpy, self-centred person and at times I really was a nice guy, so throughout the Journey I tried to change into this nice guy that I could be"* (3;2;1;26-28); *"It was about self-discovery"* (3;4;3;4-5).	
1.2 Interpersonal skills	Any phrases, sentences or words that refer to the *capacity for understanding others and relating to people*. It includes aspects such as *empathy*, *social responsibility* (contributing to society at large, the community or team/group), and the *ability to interact and relate to other people* (social adeptness).	Any phrases, sentences or words that do not reflect the capacity for understanding others and relating to people are excluded. The focus is on interpersonal/social skills, and any experience relating to internal experiences is excluded.
	Examples of participants' responses: *"On Journey you were allowed to form special bonds with your friends and teachers alike"* (3;3;2;7-8); *"... changed my outlook on the way I treat people"* (3;3;2;28-29); *"I have also learned to be more considerate towards others because I knew if I was good to them then they would be good to me"* (3;7;7;8-9).	
1.3 Stress management	Any phrases, sentences or words that refer to the *capacity for managing and controlling emotions*. It includes aspects such as *stress tolerance* (the ability to withstand stressful situations and to cope with stress actively and effectively) and *impulse control* (the ability to resist and delay impulses and to give proper thought to decisions).	Any phrases, sentences or words that do not reflect the capacity for managing and controlling emotions are excluded. Also excluded are any comments relating to intrapersonal or interpersonal experiences, as well as adaptability and general mood.
	Examples of participants' responses: *"All of us were nervous seeing as we didn't know what to expect"* (3;1;1;2); *"It taught you how to think on your feet. How to act under pressure"* (3;1;1;6-7); *"I learnt how to control my emotions throughout The Journey"* (3;8;8;11-12).	
1.4 Adaptability	Any phrases, sentences or words that refer to the *capacity for managing change and solving problems*. This includes aspects such as *flexibility*	Any phrases, sentences or words that do not reflect the capacity for managing change and solving

	(the ability to adjust emotions, thoughts and behaviour to changing situations and conditions) and *problem solving* (the ability to identify problems and generate and implement potentially effective solutions).	problems are excluded. Any experiences that do not refer to adaptability and problem solving are thus excluded.
	Examples of participants' responses: *"... I knew it would be tough and I would be faced with many challenges and critically vital decisions" (3;4;3;1-2); "Every day you are faced with a situation that requires immediate action to be taken. Usually the consequences aren't life threatening, but you learn out of the experiences" (3;6;4;7-10); "The Journey exposes those people to new experiences, often outside their comfort zones" (3;6;5;25-26).*	
1.5 General mood	Any phrases, sentences or words that refer to the *capacity for being positive and optimistic*. It refers to one's *general feeling of contentment* and *overall outlook on life*.	Any phrases, sentences or words that do not reflect the capacity for being positive and optimistic are excluded. Experiences must relate to general mood.
	Examples of participants' responses: *"... when it rained it took the spirit from you" (3;3;2;9-10); "Even when things are bad, you can look back at the end of the day and say that you enjoyed it. If you make the most out of every opportunity, you will find that you enjoy every moment" (3;6;5;20-23).*	

Theme 2: Responses relating to outdoor adventure education

Subthemes	Inclusion criteria	Exclusion criteria
2.1 Role of the outdoors in education	Any phrases, sentences or words that refer to how the outdoors can be used in education and the role it can play	Any phrases, sentences or words that do not reflect how the outdoors can be used in education and the role it can play
	Examples of participants' responses: *"Being exposed to the elements opens your eyes to nature's full force. You experience the threatening thunder and lightning of rainstorms, the overpowering currents of rivers, the blistering heat of the sun and the energy-sapping mountains. One comes to the conclusion that man's supposed control over nature is merely an illusion" (3;6;5;10-15); "It was amazing being away from all the noise of city life. The stillness brought this peace that I can't describe" (3;7;7;14-15).*	
2.2 Risk/Adventure	Any phrases, sentences or words that refer to risk or adventure in the outdoors context	Any phrases, sentences or words that do not refer to risk or adventure in the outdoors context
	Examples of participants' responses: *"As I embarked on The Journey, the greatest experience, the greatest adventure of my life thus far, I knew it would be tough and I would be faced with many challenges and critically vital decisions" (3;4;3;1-2); "Journey was an adventure about yourself and your limits" (3;10;9;31-32).*	

Theme 4: Responses relating to "Journey" design elements that refer to actions or activities that enhance the utilisation of outdoor adventure education

141

Subthemes	Inclusion criteria	Exclusion criteria
4.1 Solo time	Any phrases, sentences or words that refer to solo time, when participants are expected to be on their own for a certain period of time in order to reflect on the process	Any phrases, sentences or words that do not refer to time spent alone away from the group
	Examples of participants' responses: *"Solo was an amazing time. Here you could search yourself, decipher who you are. Journey definitely makes you grow physically, mentally and definitely spiritually" (3;1;1;11-13).*	
4.2 Outdoor activities	Any phrases, sentences or words that refer to outdoor activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc.	Any phrases, sentences or words that do not refer to activities that allow for the facilitation of leadership skills
	Examples of participants' responses: *"During my time on Journey to be perfectly honest I hated almost every day, the constant walking or cycling almost drove me insane. But during those days when I walked by myself I had time to think about the way I lived my life" (3;3;2;15-17); "Some people would never have thought about going abseiling or horse riding. The Journey exposes those people to new experiences, often outside their comfort zones" (3;6;5;24-26).*	
4.2.1 Positive impact of outdoor activities	Any phrases, sentences or words that refer to outdoor activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc. and the perceived positive impact of such activities	Any phrases, sentences or words that do not refer to activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc. the perceived positive impact of such activities
	Examples of participants' responses: *"Some people would never have thought about going abseiling or horse riding. The Journey exposes those people to new experiences, often outside their comfort zones" (3;6;5;24-26).*	
4.2.2 Negative impact of outdoor activities	Any phrases, sentences or words that refer to outdoor activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc. and the perceived negative impact of such activities	Any phrases, sentences or words that do not refer to activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc. the perceived positive impact of such activities
	Examples of participants' responses: *"During my time on Journey to be perfectly honest I hated almost every day, the constant walking or cycling almost drove me insane. But during those days when I walked by myself I had time to think about the way I lived my life" (3;3;2;15-17).*	
4.3 Duration of "The Journey" as a challenge	Any phrases, sentences or words that refer to the length of the Journey and its perceived impact	Any phrases, sentences or words that do not refer to the length of the Journey and its perceived impact
	Examples of participants' responses: *"The sheer length of The Journey, 23 days, not to mention the weeks of preparation beforehand, makes it virtually impossible not to learn the*	

142

	skill of perseverance" (3;6;4;17-20); "Being away from them for 23 days makes one respect them more" (3;6;5;3-4).	
4.5 Positive impact of structured planning of "The Journey"	Any phrases, sentences or words that refer to the use of design principles where reference is made to planning	Any phrases, sentences or words that do not refer to design principles that relate to planning
	Examples of participants' responses: *"The unique format of the Journey is also what makes it special. For example: the big solo starts on the fourteenth day, exactly the time when you start to get fed-up with your friends and you start to become irritated with them. After solo, you are glad to have conversation and you respect your friends much more" (3;6;3;32-33).*	
4.6 Leadership roles	Any phrases, sentences or words that refer to activities or actions that facilitate leadership	Any phrases, sentences or words that do not refer to activities that allow for the facilitation of leadership skills
	Examples of participants' responses: *"I thought I was a leader from the front but actually I am a leader from the back and listen to others' ideas and use them" (3;10;9;26-27).*	
4.8 Letter writing as a form of communication	Any phrases, sentences or words that refer to the process of writing (letters) as a form of communication and reflection to enhance interpersonal as well as intrapersonal skills	Any phrases, sentences or words that do not refer to the process of writing (letters) as a form of communication and reflection to enhance interpersonal as well as intrapersonal skills
	Examples of participants' responses: *"I will be separated from my family and girlfriend that I have been with for 17 months and the only communication with them would be through letters" (3;2;1;18-20).*	
4.9 Food drops	Any phrases, sentences or words that refer to the use of design elements where reference is made to food and the division of food in the group	Any phrases, sentences or words that do not refer to design elements that relate to food and the division of food in the group
4.9.1 Division of food as an empowering experience	Any phrases, sentences or words that refer to the division of food and its perceived impact	Any phrases, sentences or words that do not refer to the division of food and its perceived impact
	Examples of participants' responses: *"Situations like meals where there was not always enough food meant that some people would have to sacrifice for others. I learned that making things easier for others made it easier for me in the long run" (3;7;7;9-12).*	
4.9.2 Availability of food as a challenging experience	Any phrases, sentences or words that refer to the availability of food and its perceived impact	Any phrases, sentences or words that do not refer to the availability of food and its perceived impact
	Examples of participants' responses: *"Situations like meals where there was not always enough food meant that some people would have to sacrifice for others. I learned that making things easier for others made it easier for me in the long run" (3;7;7;9-12).*	
4.10 The role of adult facilitators on "The Journey"	Any phrases, sentences or words that refer to the role of adult facilitators on the Journey	Any phrases, sentences or words that do not refer to the role of adult facilitators on the Journey

	Examples of participants' responses: *"We were let out to go our own ways, the teachers did not have anything to do with the decisions we made. All the decisions were made by the leaders of the day and the decisions were final"* (3;9;8;20-23).

Theme 1: EQ and related subskills

Based on an in-depth review of the reflective post-"Journey" essays written by the focus-group participants and on the available literature, the EQ and related subskills that were identified by the participants, namely intrapersonal skills, intrapersonal skills, stress management, adaptability and general mood, are presented below.

a. Intrapersonal skills: Here the emphasis is on understanding and expressing feelings and aspects such as self-awareness and self-understanding: *"… you could search yourself, decipher who you are …"* (3;1;1;11-13); *"It was about self-discovery. It was about discovering my inner self"* (3;4;3;4-5); *"You learn where these limits are on The Journey and you teach yourself to push them further"* (3;6;5;18-19); *"I also didn't like the way that I treated friends and family. While I was away I realised how much they meant to me, so I decided I would try harder to spend more time with them as well as helping more around the house – that is how Journey changed me"* (3;2;2;1-3); *"Journey really does make one think about home and all the people one has left there. It takes less than a week for one to miss home, and it takes less than five days to start thinking about your life"* (3;8;7;24-26); *"… during those days when I walked by myself I had time to think about the way I lived my life … when I look back like treating my parents and family …. I never knew but I treated them like my slaves in a way and never gave back what they gave me … I thought a lot about school as well and realised I don't push myself academically like I would on the sports field and it dawned on me what the possibilities would be like if I were to push myself like I do on the fields and do it in the classroom* (3;3;2;15-26); *"I learnt patience which I never had. I thought I was a leader from the front, but actually I am a leader from the back and listen to others' ideas and use them"* (3;10;9;25-27). Reference was also made to aspects such as assertiveness, self-confidence and independence: *"Personally, 'The Journey' has changed me, but in a way that I hadn't imagined. Instead of showing me where I could make changes in my life, the journey gave me confidence and the feeling that things that I am doing in my life are the right things"* (3;6;5;31-33); *"I was enlightened to so many new aspects of myself.*

144

I realised I could persevere beyond the point that my body thought it could" (3;7;6;16-18). Furthermore, responses revealing spiritual growth were also observed: *"Journey also enhanced my spiritual life. It brought me closer to God in ways only The Journey could. God came through for me when I asked him to. Getting up certain mountains not only required mental strength from me but also immense strength from God. I couldn't have done it without Him"* (3;7;7;13-18). One of the participants summed up the intrapersonal experience the following way: *"It is not 'The Journey' that changes you, but it is on 'The Journey' that you change yourself"* (3;6;3;30-31).

b. Interpersonal skills: Responses suggest that participants felt that participating in "The Journey" had an impact on their interpersonal skills. It was seen as an opportunity to form relationships: *"... to learn from your fellow peers. On Journey you were allowed to form special bond with your friends and teachers alike"* (3;1;1;7-8); *"... changed my outlook on the way I treat people"* (3;3;2;28-29); *"You know who you can depend on, who you can trust and who will always be there for you"* (3;6;4;15-16). Reference is also made to understanding others and the ability to interact and relate to other people: *"You get to know what personal traits your peers possess – what excites them and what angers them. You also learn what general characteristics all humans have"* (3;6;4;24-26); *"I have also learned to be more considerate towards others because I knew if I was good to them then they would be good to me"* (3;7;7;8-9). Aspects such as empathy and social responsibility were also mentioned over and above the ability to interact with others: *"I also made more friends, I spoke to people I never thought I'd speak to. I also learnt to put others before myself. I learnt this when Teddy borrowed me his jacket when we were both cold"* (3;8;8;16-17). *"I put my feet in their shoes to understand where they were coming from ... Now at school I am thinking of things in a much broader way. I'm thinking of things in different perspectives which means that I can understand people more"* (3;9;9;2-7); *"Another thing I learnt on The Journey was to be patient and tolerant"* (3;9;8;32-33).

c. Stress management: With regard to the capacity to manage and control emotions, participants' responses suggest a perceived impact on the ability to withstand and cope with stressful situations: *"For me, Journey was a very beneficial experience. It taught you ... how to act under pressure"* (3;1;1;5-6); *"I was in a lot of situations where people were pushing me and there*

145

were other situations where I was pushing other people" (3;9;8;31) and to control impulses: *"Journey has really taught me to be more in control of myself" (3;7;6;19); "I learnt how to control my emotions throughout the Journey" (3;8;8;11-12).*

d. Adaptability: This refers to the capacity for managing change and solving problems, which includes adjusting to changing circumstances and situations, understanding problematic situations and coming up with effective solutions: *"For me, Journey was a very beneficial experience. It taught you how to think on your feet" (3;1;1;5-6); "Make decisions under pressure. Every day you are faced with a situation that requires immediate action to be taken. Usually the consequences aren't life threatening, but you learn out of the experiences" (3;6;4;7-10).* Reference is also made to having to adjust to situations, which refers to aspects such as adaptability and flexibility: *"New experiences. Some people would never have thought about going abseiling or horse riding. The Journey exposes those people to new experiences, often outside their comfort zones" (3;6;5;24-26).* While this refers to the capacity for managing change, emphasis is also placed on the importance of effective problem solving: *"On day 5 of the Journey, we were set the task of crossing a flooded river. My group had a lot of non-swimmers. So just swimming across was not really an option for us; we had to make a plan" (3;7;6;26-28).*

e. General mood: This refers to participants' general outlook on life and the capacity for being positive and optimistic. *"We had both tough and not so tough days. But it all paid off in the end" (3;1;1;3-4); "Sure, there were days that no one liked ... but this is necessary in order to prepare you for life" (3;1;1;9-10).* Despite the challenges: *"... when you get lost you just give up, when it rained it took the spirit from you" (3;3;2;9-10),* participants' responses were generally positive: *"... changed my outlook (3;3;2;28) "What a great Experience!" (3;4;2;32); "... without a doubt it was the best experience and will certainly be the most memorable" (3;6;3;25-26).* In general responses suggest that the challenges were necessary and allowed for positive experiences*: "I did not really enjoy the first two days of Journey because we had to do things I had never done before. Those experiences were very challenging, things like the 90 km bike ride and white-water river rafting. Those are experiences I will never forget. It was also a once-in-a- lifetime opportunity" (3;9;8;25-28); "Overall Journey was great and I really enjoyed it" (3;10;9;28).*

146

ii. Theme 2: Outdoor Adventure Education

Outdoor Adventure Education is a theme that was expected and responses reflected two aspects, namely: "The role of the outdoors in education" and "Risk/Adventure", as seen below.

a. The role of the outdoors in education: This refers to the impact of nature on learning: *"Respect for nature. Being exposed to the elements opens your eyes to nature's full force. You experience the threatening thunder and lightning of rainstorms, the overpowering currents of rivers, the blistering heat of the sun and the energy-sapping mountains. One comes to the conclusion that man's supposed control over nature is merely an illusion"* (3;6;5;10-15); *"It was amazing being away from all the noise of city life. The stillness brought this peace that I can't describe"* (3;7;7;14-15).

b. Risk/Adventure: This refers to the impact of adventure/risk in the outdoors context and its possible bearing on the learning experience: *"... the greatest adventure of my life thus far ..."* (3;4;3;1); *"Journey was an adventure about yourself and your limits"* (3;10;9;32).

iii. Theme 4: "Journey" design elements

Based on the information gained during the interview, the participants observed the following design elements during "The Journey": solo time; outdoor activities; the duration of "The Journey" as a challenge; positive impact of structured planning of "The Journey"; leadership roles; letter writing; food drops and the role of adult facilitators.

a. Solo time: This refers to the period of 30 hours that participants have to spend on their own. The responses suggest that it allowed for introspection: *"Solo was an amazing time. Here, you could search yourself, decipher who you are. Journey definitely makes you grow physically, mentally and definitely spiritually"* (3;1;1;11-13).

b. Outdoor activities: This refers to the perceived impact of outdoor activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling and cycling: *"During my time on*

147

Journey, to be perfectly honest, I hated almost every day; the constant walking or cycling almost drove me insane. But during those days when I walked by myself I had time to think about the way I lived my life" (3;3;2;14-17); "I do know the Journey was unlike any other experience I have ever done, 23 days of walking, cycling and rowing amazingly changed my outlook on the way I treat people, the way I take my school work and the way I think in general" (3;3;2;27-30); "Some people would never have thought about going abseiling or horse riding. The Journey exposes those people to new experiences, often outside their comfort zones" (3;6;5;24-26); "There were a few things I thought I would never do during my life, but I ended up doing these during Journey (e.g. swimming across a raging river)" (3;8;8;13-15). This alludes to sub-subthemes that look at both the positive and negative experiences of participation in outdoor activities.

A participant abseiling down a 50-m drop

- ***Positive impact of participating in outdoor activities***: *"Some people would never have thought about going abseiling or horse riding. The Journey exposes those people to new experiences, often outside their comfort zones" (3;6;5;24-26); "There were a few things I thought I would never do during my life, but I ended up doing these during Journey (e.g. swimming across a raging river)" (3;8;8;13-15).* Responses thus suggest that taking part in these activities may influence the development of certain intrapersonal skills, with specific focus on aspects such as self-confidence and perseverance as well as self-belief.

- ***Negative impact of participating in outdoor activities***: *""During my time on Journey, to be perfectly honest, I hated almost every day; the constant walking or cycling almost drove me insane. But during those days when I walked by myself I had time to think about the way I lived my life" (3;3;2;14-17).* Responses thus suggest that taking part in these activities may have been experienced as challenging, but in the end it allowed for personal reflection.

The constant walking was not only challenging, but also allowed participants time to reflect

149

c. Duration of "The Journey" as a challenge: This design element refers to the duration of "The Journey" and the perceived impact that being away from home for an extended period may have: *"I had this feeling inside of me that gave me an idea that I would be changing as a person throughout these upcoming 23 days. I will be separated from my family and girlfriend …"(3;2;1;16-19); "The sheer length of the Journey, 23 days, not to mention the weeks of preparation beforehand, makes it virtually impossible not to learn the skill of perseverance" (3;6;4;17-20); "One does not realise how important a family is in one's life. Too often we take for granted their love and we do not appreciate the things they do for us. Being away from them for 23 days makes one respect them more" (3;6;5;1-4); "People actually live like that forever and we just did it for 23 days, so I am very grateful for what I have"* (3;10;9;29-30). Responses suggest an appreciation for what they have in their lives, including their relationships with loved ones.

d. Positive impact of structured planning of "The Journey": This design element refers to aspects such as planning and the structuring of "The Journey": *"The unique format of the Journey is also what makes it special. For example: the big solo starts on the fourteenth day, exactly the time when you start to get fed-up with your friends and you start to become irritated with them. After solo, you are glad to have conversation and you respect your friends much more" (3;6;3;32-33).* The responses thus suggest that careful planning is involved with regards to the implementation of "Journey" design elements in general.

e. Leadership roles: Another "Journey" design element observed included leadership roles where each participant would be given an opportunity to lead the group for a day: *"All the decisions were made by the leaders of the day and the decisions were final" (3;9;8;22-23); "I thought I was a leader from the front, but actually I am a leader from the back and listen to others' ideas and use them" (3;10;9;26-27).* Responses thus suggest that this design element allows for the facilitation of leadership skills and self-awareness.

f. Letter writing as a form of communication: This design element refers to the process of writing (letters) as a form of communication and reflection to enhance both interpersonal and

150

intrapersonal skills: *"I will be separated from my family and girlfriend that I have been with for 17 months and the only communication with them would be through letters"* (3;2;1;18-20).

g. Food drop: Refers to the design element of providing food on "The Journey". Two sub-subthemes emerged, which include the availability and distribution of food, and how this could be used as a design element, and also the perceived impact thereof:

- *Division of food as an empowering experience*: Refers to how food is distributed amongst the group members and the perceived impact: *"Situations like meals where there was not always enough food meant that some people would have to sacrifice for others. I learned that making things easier for others made it easier for me in the long run. Well, at least most of the time it would"* (3;7;7;9-12).

- *Availability of food as a challenging experience*: The availability of food may also act as a catalyst for other skills, such as empathy and adaptability: *"Situations like meals where there was not always enough food meant that some people would have to sacrifice for others. I learned that making things easier for others made it easier for me in the long run. Well, at least most of the time it would"* (3;7;7;9-12).

h. The role of adult facilitators on "The Journey": This design element refers to the role of adult facilitators during "The Journey": *"I was expecting Journey to be militaristic, but for me it did not turn out to be that raw. We were let out to go our own ways, the teachers did not have anything to do with the decisions we made. All the decisions were made by the leaders of the day and the decisions were final"* (3;9;8;19-23). The responses suggest that the participants are encouraged to take ownership of their decisions and not rely on the adult facilitators.

The qualitative data presented thus far has been that of the 10 randomly selected focus-group participants who took part in "The Journey", but now the attention shifts to a focus-group interview conducted with some staff members, which included the co-ordinator of "The Journey", the outdoor adventure education consultant and two of the adult facilitators.

151

5.3.2.4 Results of qualitative data analysis of a post-"Journey" focus-group interview with selected staff involved in "The Journey"

Seven main themes and related subthemes, as well as sub-subthemes emerged from an in-depth analysis of the transcriptions, namely Theme 1: EQ and related subskills; Theme 2: OAE-related themes; Theme 3: "Rites of passage"; Theme 4: "Journey" design elements; Theme 6: Emotional Climate of the school; Theme 7: Divisions based on stereotypes; and Theme 8: Sustainability.

Table 5.14: Summary of EQ-related as well as OAE-related themes, sub-themes and sub-sub-themes that emerged from an in-depth review of the transcriptions of the focus-group interview with the staff, which included the co-ordinator, the outdoor adventure education consultant and two adult facilitators

Theme 1: Responses relating to emotional intelligence and the related subskills based on Bar-On's model of EQ.		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
1.1 Intrapersonal skills	Any phrases, sentences or words that refer to the *capacity for understanding and expressing feelings*. This includes aspects such as *self-understanding*, *assertiveness*, *independence* and the *ability to express and convey attitudes and ideas with confidence*.	Any phrases, sentences or words that do not reflect the capacity for understanding and expressing feelings are excluded as the focus is on participants' internal experiences.
	Examples of participants' responses: *"... they're now conquering things they've never conquered before and realising their potential for doing it. And when the boys actually realise what they are capable of, you're actually making strides forward" (4;12;1;10-12).*	
1.2 Interpersonal skills	Any phrases, sentences or words that refer to the *capacity for understanding others and relating to people*. This includes aspects such as *empathy*, *social responsibility* (contributing to society at large, the community or team/group), and the *ability to interact and relate to other people* (social adeptness).	Any phrases, sentences or words that do not reflect the capacity for understanding others and relating to people are excluded. The focus is on interpersonal/social skills and any experience relating to internal experiences is excluded.
	Examples of participants' responses: *"So it allows for open, honest, frank communication, candid communication, whereas in normal classroom communication guys will just tend to say something that will keep the peace or not put them out of their comfort zone or put them at risk" (4;11;7;14-17).*	
1.3 Stress management	Any phrases, sentences or words that refer to the *capacity for managing and controlling emotions*. It	Any phrases, sentences or words that do not reflect the capacity for

152

	includes aspects such as *stress tolerance* (the ability to withstand stressful situations and to cope with stress actively and effectively) and *impulse control* (the ability to resist and delay impulses and to give proper thought to decisions).	managing and controlling emotions are excluded. Also excluded are any comments relating to intrapersonal or interpersonal experiences, as well as adaptability and general mood.
	Examples of participants' responses: *"... on Journey they can create so much emotion on the day, like when someone leads you the wrong way and you walk an extra 10 km, that night you're going to talk about it and you are going to be honest" (4;11;7;12-14); "The group can't function well if some guys are shouting at others or putting them down because they can't meet the physical challenges, and they soon learn that if they do that it gets worse and not better ..." (4;11;20;9-12).*	
1.4 Adaptability	Any phrases, sentences or words that refer to the *capacity for managing change and solving problems*. This includes aspects such as *flexibility* (the ability to adjust emotions, thoughts and behaviour to changing situations and conditions) and *problem solving* (the ability to identify problems and generate and implement potentially effective solutions).	Any phrases, sentences or words that do not reflect the capacity for managing change and solving problems are excluded. Experiences that do not refer to adaptability and problem solving are thus excluded.
	Examples of participants' responses: *"... I think the best part is that the guys learn to solve problems by actually being in scenarios they've never been in before ..." (4;12;1;9-10); "... they come up with a plan of some sort during the day, and what they quickly learn is that things don't go to plan. The plans get messed up on the way, so now they have to adapt to what the new circumstances are" (4;12;5;30-31).*	
1.5 General Mood	Any phrases, sentences or words that refer to the *capacity for being positive and optimistic*. This refers to one's *general feeling of contentment* and *overall outlook on life*.	Any phrases, sentences or words that do not reflect the capacity for being positive and optimistic are excluded. Experiences must relate to general mood.
	Examples of participants' responses: *"You just have a sense that the whole school is behind you, and particularly the seniors – I think they understand and know what these guys are going through ... high fives and hugs ... and they really send them on their way! It's an awesome, awesome send-off" (4;14;16;8-11).*	

Theme 2: Responses relating to outdoor adventure education		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
2.1 Role of the outdoors in education	Any phrases, sentences or words that refer to how the outdoors can be used in education and the role it can play.	Any phrases, sentences or words that do not reflect how the outdoors can be used in education and the role it can play.
	Examples of participants' responses: *"The challenges just naturally come forth – just being out there creates those challenges – weather, conditions, with that too, being a big group, to*	

153

	get the whole scenario, the boys, a whole group of boys out of their comfort zones and now how do they work when this one's a bit irritated with that one and so on, and the whole outdoor environment keeps throwing things at them that one cannot predict" (4;12;2;28-32).	
2.2.1 Taking participants out of their "Comfort Zone"	Any phrases, sentences or words that refer to how the outdoors can be used to take participants out of their "comfort zones" and the perceived impact	Any phrases, sentences or words that do not mention how the outdoors can be used to take participants out of their comfort zones
	Examples of participants' responses: *"It also takes guys out of their comfort zone in the sense of you're living in the outdoors, away from family and support structures ..."(4;11;2;3-4); "... it stretches them. It's stuff that they don't experience, especially the sort of city slicker type of guy (4;14;2;24-25).*	
2.2.2 Unpredictability of outdoor experience	Any phrases, sentences or words that refer to the unpredictability of the outdoors and the perceived impact	Any phrases, sentences or words that do not refer to the unpredictability of the outdoors and the perceived impact
	Examples of participants' responses: *"The challenges just naturally come forth – just being out there creates those challenges – weather, conditions, with that to, being a big group, to get the whole scenario, the boys, a whole group of boys out of their comfort zones ... whole outdoor environment keeps throwing things at them that one cannot predict" (4;12;2;28-31).*	
2.2.3 Outdoor experience facilitating reflection	Any phrases, sentences or words that refer to the outdoors and how it can facilitate reflection and introspection	Any phrases, sentences or words that do not refer to the outdoors and how it can facilitate reflection and introspection
	Examples of participants' responses: *"Sometimes you're not aware yourself of what you're thinking, you're just think, think ... and what you're feeling is on a different level and The Journey lends itself to stop and you do not have to chase what is the next lesson, what homework did I have to do, just thinking, thinking, just actually being, sitting and that awareness of yourself as a person" (4;13;19;2-7).*	
2.2.4 Outdoor experience as appealing	Any phrases, sentences or words that refer to the fact that boys in particular may find the outdoors and related challenges appealing	Any phrases, sentences or words that do not refer to the fact that boys in particular may find the outdoors and related challenges appealing
	Examples of participants' responses: "… *getting the guys outdoors and just physically doing things, it's part of their make-up, it is the way boys function, and they're immediately going to respond and engage with that a whole lot better" (4;14;4;9-13).*	
2.2.5 Develops skills	Any phrases, sentences or words that refer to the fact that the outdoor environment may impact on the development of certain skills	Any phrases, sentences or words that do not refer to the fact that the outdoor environment may impact on the development of certain skills
	Examples of participants' responses: "*It kind of gives everyone an equal chance of being equally as good in a leadership sense" (4;11;10;22-25); "... it takes them out of the classroom and it starts stimulating just real life skills" (4;14;22;22-23).*	

154

2.2 Risk/Adventure	Any phrases, sentences or words that refer to risk or adventure in the outdoors context.	Any phrases, sentences or words that do not refer to risk or adventure in the outdoors context.
	Examples of participants' responses: *"In the new there's a risk, also an element of education in a general sense, which we don't see in schools" (4;13;5;1-2); "… when they get to an epic day, or a certain dangerous moment, even just dealing with a guy falling down and managing the risk of the guy's broken leg and getting helicopters in and stuff like that, that in itself reinforces a whole lot of stuff that's, ja, it's the unplanned-for stuff that's actually the greatest learning …" (4;14;5;19-23).*	
2.3 Experiential learning	Any phrases, sentences or words that refer to the concept of experiential learning.	Any phrases, sentences or words that do not refer to the concept of experiential learning.
	Examples of participants' responses: *"… boys tend to only learn through the school of hard knocks …" (4;14;4;15-16); "You experience it directly after what you did and there are direct consequences and therefore the feedback is immediate, direct and real …" (4;11;4;25-27).*	

Theme 3: Responses relating to the concept of "rites of passage"

Subthemes	Inclusion criteria	Exclusion criteria
3.1 "Rites of passage"	Any phrases, sentences or words that refer to an event that marks the transition from childhood to adulthood	Any phrases, sentences or words that do not refer to the transition from childhood to adulthood
	Examples of participants' responses: *"… enabling them to step out and welcoming them back, almost as adults, back into the community, knowing that they have now stepped into that space" (4;14;15;21-23);*	
3.1.1 Recognition, respect and belonging	Any phrases, sentences or words that refer to recognition, respect and belonging	Any phrases, sentences or words that do not refer to recognition, respect and belonging
	Examples of participants' responses: *"… in the school there's a general feel, vibe if you like, that once you've been on Journey you're now officially a senior" (4;11;16;24-26).*	
3.1.2 Comparison to aspects of African Culture	Any phrases, sentences or words that refer to African culture and "rites of passage"	Any phrases, sentences or words that do not refer to African culture and "rites of passage"
	Examples of participants' responses: *"I think the rites of passage as known in the African cultures … he needs to be circumcised and he has to spend time in the bush where he has to survive and become a man … he actually becomes an adult in the community, so it mimics … it has a lot of that African culture to it" (4;14;17;4-10).*	

Theme 4: Responses relating to "Journey" design elements that refer to actions or activities that enhance the utilisation of outdoor adventure education

Subthemes	Inclusion criteria	Exclusion criteria
4.1 Solo time	Any phrases, sentences or words that refer to solo time, when participants are expected to be on their	Any phrases, sentences or words that do not refer to time spent alone away

155

	own for a certain period of time in order to reflect on the process	from the group
	Examples of participants' responses: *"... they look at solo as a daunting time and yet every boy that comes off says, 'I could do another twenty-four hours at least' of the solo – they've enjoyed it ..." (4;14;11;6-8); "... from conversations with the boys afterwards and even from parents who mentioned it, boys particularly enjoy that time to think and reflect" (4;11;14;21-23).*	
4.2 Outdoor activities	Any phrases, sentences or words that refer to outdoor activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc.	Any phrases, sentences or words that do not refer to activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc.
4.2.1 Positive impact of outdoor activities	Any phrases, sentences or words that refer to outdoor activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc. and the perceived positive impact of such activities	Any phrases, sentences or words that do not refer to activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling, cycling, etc. the perceived positive impact of such activities
	Examples of participants' responses: *"When you have a little guy who looks back on a day of cycling, and that's all, all he's done is cycle, but he's been in the saddle for 12 hours, he's done 80 km, and the sense of achievement is just phenomenal" (4;14;3;15-18).*	
4.3 Duration of "The Journey" as a challenge	Any phrases, sentences or words that refer to the duration of "The Journey" and its perceived impact.	Any phrases, sentences or words that do not refer to the duration of "The Journey" and its perceived impact.
	Examples of participants' responses: *"... the other key area is the length of The Journey ... it has to be at least the length it is now. 22 days is a very good length, I think, because in that time period the guys are not only learning something, they're adapting to it and they're actually mastering what they've learnt as well in that time" (4;12;6;2-6); "... especially in that last week is crucial, because that's when the guys deal with all that stuff that's coming forward ... all the different issues in their lives (4;12;6;26-28).*	
4.4 Debriefing sessions	Any phrases, sentences or words that refer to the use of debriefing sessions as a way to facilitate the acquisition of interpersonal and intrapersonal skills	Any phrases, sentences or words that do not refer to activities that refer to the use of debriefing sessions
	Examples of participants' responses: *"For me the value of the debriefs is that the boys are forced to reflect, even on good and bad days" (4;14;11;3-4); "It really brings out issues and prompts conversation, stimulates thoughts about relevant and crucial issues" (4;11;11;23-25).*	
4.6 Leadership roles	Any phrases, sentences or words that refer to activities or actions that facilitate leadership	Any phrases, sentences or words that do not refer to activities that allow for the facilitation of leadership skills
	Examples of participants' responses: *"... Here the boys are actually ... put in the leadership situation ..." (4;13;10;9-10); "So I think leadership is drawn out of a lot more boys than at*	

	school, where leadership roles are stereotyped and put into categories" (4;11;10;25-26).	
4.7 Group composition	Any phrases, sentences or words that refer to the composition of groups	Any phrases, sentences or words that do not refer to the composition of the groups
	Examples of participants' responses: *"... we mix up the groups quite a lot so there's a lot of guys that you weren't really friends with or didn't know well ..." (4;11;26;8-9).*	
4.8 Letter writing as a form of communication	Any phrases, sentences or words that refer to the process of writing (letters) as a form of communication and reflection to enhance interpersonal as well as intrapersonal skills	Any phrases, sentences or words that do not refer to the process of writing (letters) as a form of communication and reflection to enhance interpersonal as well as intrapersonal skills
	Examples of participants' responses: *"... Another key element is the communication with home. I think it does improve and it makes communication with parents more real, because at home they're used to superficially saying hallo and goodbye, mm, yes, no, but when you're out there and you're communicating by letter, when you're putting something down on paper it's forever and it's there" (4;12;8;14-18).*	
4.9 Food drops	Any phrases, sentences or words that refer to the use of design elements where reference is made to food drops	Any phrases, sentences or words that do not refer to design elements that relate to food drops
4.9.1 Division of food as an empowering experience	Any phrases, sentences or words that refer to the division of food and its perceived impact	Any phrases, sentences or words that do not refer to the division of food and its perceived impact
	Examples of participants' responses: "*When the box gets dropped, the group leader of that day – they must devise a system themselves – how they distribute the food" (4;12;12;8-11).*	
4.9.2 Availability of food as a challenging experience	Any phrases, sentences or words that refer to the availability of food and its perceived impact	Any phrases, sentences or words that do not refer to the availability of food and its perceived impact
	Examples of participants' responses: *"And the fact that the drops aren't fool proof and that things do go missing now and then can create a scenario where somebody is one meal short" (4;12;12;19-21).*	
4.10 The role of adult facilitators on "The Journey"	Any phrases, sentences or words that refer to the role of adult facilitators on "The Journey"	Any phrases, sentences or words that do not refer to the role of adult facilitators on "The Journey"
	Examples of participants' responses: *"... the ownership is on the boys ... the staff butt-out and without that, it would really be just another hike. Really, the growth is not possible if you got someone in the back controlling their decisions, because of the consequences" (4;13;7;28-31).*	
4.10.1 Facilitation as a positive experience	Any phrases, sentences or words that refer to the facilitation experience as being positive as well as perceived factors that may attribute to successful facilitation	Any phrases, sentences or words that do not refer to the facilitation experience as being positive as well as perceived factors that may attribute to

157

		successful facilitation
	Examples of participants' responses: *"The boys should not actually, when they have a problem, their reaction should not be to look to you. If they look to you every time, then you're doing too much"(4;11;14;1-3); "You can't give solutions – that is key"(4;14;14;4); "I think the better facilitators you have, the greater impact it will have the Journey"(4;13;30;20-21).*	
4.10.2 Facilitation as a negative experience	Any phrases, sentences or words that refer to the facilitation experience as being negative as well as perceived factors that may attribute to unsuccessful facilitation	Any phrases, sentences or words that do not refer to the facilitation experience as being negative as well as perceived factors that may attribute to unsuccessful facilitation
	Examples of participants' responses: *"You can actually, I mean quite frankly I've seen groups of boys with very different results because of staff facilitators where some staff have at times done too much for the boys you can see that there's less learning taking place, or they don't experience consequences as well …" (4;11;13;20-23).*	
4.10.3 Challenges in facilitating	Any phrases, sentences or words that refer to possible challenges one may experience in the facilitation process on "The Journey"	Any phrases, sentences or words that do not refer to possible challenges one may experience in the facilitation process on "The Journey"
	Examples of participants' responses: *"… it's a managed sort of space in the sense that the boys don't realise that it's managed and yet it is"(4;14;14;7-15).*	
4.10.4 The role of EQ in facilitation	Any phrases, sentences or words that refer to the role adult facilitators' EQ play on their ability to facilitate effectively on "The Journey"	Any phrases, sentences or words that do not refer to the role adult facilitators' EQ play on their ability to facilitate effectively on "The Journey"
	Examples of participants' responses: *"… as the facilitator I need to understand what I can do better, what it is I can do to equip myself better to be a better facilitator. It might even just be what are my strengths and my weaknesses in terms of EQ" (6;10;30;1-5).*	
4.11 Sending off/ receiving back	Any phrases, sentences or words that refer to the use of design element where reference is made to the sending-off and receiving back of participants that take part in "The Journey".	Any phrases, sentences or words that do not refer to the use of design element where reference is made to the sending-off and receiving back of participants that take part in "The Journey".
	Examples of participants' responses: *"Maybe one of the other components is the beginning and the end of The Journey, from the college side of things particularly, it's seen as a rite of passage, so it's very important in terms of the ritual of sending them off and the ritual of receiving them again" (4;14;15;17-20) .*	

Theme 6: Responses relating to the emotional climate of the school.

Subthemes	Inclusion criteria	Exclusion criteria
6.1 Emotional climate	Any phrases, sentences or words that refer to the emotional climate of the school, as well as references	Any phrases, sentences or words that do not refer to the emotional well-

158

	to factors that contribute to the emotional well-being of the school as a whole	being of the school as a whole and thus make no reference to the emotional climate of the school
	Examples of participants' responses: *"So we notice the Form 2s, the way they end up fighting with each other, bullying one another, lack of sensitivity, then afterwards it's gone away! Ja, it's calm and there's nothing – the problems seem to have disappeared. It's not something that shouts loud at you, but you notice it" (4;13;25;1-4).*	

Theme 7: Responses relating to division based on stereotypes		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
7.1 Racial divides	Any phrases, sentences or words that refer to racial tension or division based on race or culture	Any phrases, sentences or words that do not refer to racial tension or division based on race or culture
	Examples of participants' responses: *"… maybe wasn't designed this way, but the racial tensions we had … sometimes just the differences between those who have a lot and those who don't have a lot" (4;13;7;4-6); "… there were … very distinct groups, like there's a group of four black guys that were very tight, then there was a couple of Asians that were tight and a couple of Afrikaans guys and a couple of jocks, and they came back having had to sort out each other, where they stand for and break down those kind of barriers. The melting pot kind of helped break down those barriers" (4;13;27;7-14).*	
7.2 Social divides	Any phrases, sentences or words that refer to division based on social standing or abilities.	Any phrases, sentences or words that do not refer to division based on social standing or abilities.
	Examples of participants' responses: *"There were stereotypes, they realised quite soon that it is not always true. There was a big, fat guy, and here he is, always in the top three. Then you have another big, muscular Northern Bulls player and he's in the back" (4;13;7;24-27).*	

Theme 8: Responses relating to the sustainability of skills acquired		
Subthemes	**Inclusion criteria**	**Exclusion criteria**
8.1 Sustainability	Any phrases, sentences or words that refer to the sustainability of skills acquired while on "The Journey".	Any phrases, sentences or words that do not refer to the sustainability of skills acquired while on "The Journey"
	Examples of participants' responses: *"I think that the other part that also extends the impact back in school is that letter they write themselves which they then receive a year later. It's a reaffirming and a realigning of things that they did on Journey" (4;14;26;23-26).*	

i. Theme 1: EQ and related subskills

Based on the post-"Journey" focus-group interview with selected staff members and the available literature, the following EQ and related subskills, namely intrapersonal skills,

159

intrapersonal skills, stress management, adaptability and general mood were identified by the participants and are presented below.

a. Intrapersonal skills: These skills refer to the capacity for understanding and expressing feelings. The responses suggest an impact on aspects such as self-understanding and self-confidence: *"... by actually being in scenarios they've never been in before ... they're now conquering things they've never conquered before and realising their potential for doing it. And when the boys actually realise what they are capable of, you're actually making strides forward" (4;12;1;9-12); "... the sense of achievement is just phenomenal" (4;14;3;17-18); "It all comes out as self-belief, because if you believe in yourself, anything's possible" (4;12;3;19-20)*. The aspect of self-awareness is also viewed as important in that it enables a greater degree of independence and assertiveness in order to change certain behaviours: *"Here all the issues that are hidden, all the issues that are stashed away in that little head are coming out over and over again, especially in that last week is crucial, because that's when the guys deal with all that stuff that's coming forward ... all the different issues in their lives" (4;12;6;24-28); "There's a lot of introspective reflection and I think that's also a key part of this journey" (4;14;11;13;14); "... it allows the boys to experience who they really are, and sometimes they may have gotten a bit confused about who they really are because some are maybe too attached to their parents, others have so little parent involvement that they're sort of out on a limb and within a group and without anyone making decisions for them, that separation from all those normal influences allows them to discover themselves really"(4;11;17;15-20)*. Reference is also made to expressing feelings: *"... where you express your own emotions in such a way that people can react to you in a way that you want them to react" (4;11;18;8-9); "A key element is understanding your own emotions and how you react emotionally to various conditions and circumstances" (4;12;18;23-24); "... boys often don't see themselves as beings that feel, they're quite surprised by their own emotions and I don't think they have to face them much in life outside of Journey" (4;13;21;3-5); "Some guys that were weak in some areas of emotional intelligence were actually very strong in the area of ... helping others, immediately they were motivated and more confident, but as soon as they turned the reflection on themselves again they fell apart"(4;11;22;5-8); "Boys, and maybe I'm generalising again, boys tend to sort of think or believe that showing emotion isn't good and The Journey allows them, forces them at times to express emotion and it certainly*

160

creates many opportunities where emotions come into play, whether it's about trust, or fear, or anger or hurt" (4;11;23;5-9); *"I've seen lots of guys that for the first week or even two repress emotional stuff a lot, but towards the end, given the time frame, and the fact that it's been happening and other guys have expressed it, so they feel, okay he's expressed an emotion now, so it's a safe environment for me to express it"* (4;11;23;11-15); *"... quite often on The Journey one of the things that strikes them initially is just the appreciation of what they've got"*(4;14;26;26-28).

b. Interpersonal skills: This refers to the capacity for understanding others and relating to people and "The Journey's" perceived impact in this regard: *"... they're put in scenarios where they're forced to solve problems, forced to work together and then they see the benefits from there" (4;12;1;16-17).* Other aspects include the ability to interact and relate to other people, thus improving people skills: *"... on Journey they can create so much emotion on the day, like when someone leads you the wrong way and you walk an extra 10 km, that night you're going to talk about it and you are going to be honest. So it allows for open, honest, frank communication, candid communication, whereas in normal classroom communication guys will just tend to say something that will keep the peace or not put them out of their comfort zone or put them at risk" (4;11;7;12-17); "It's really about learning to use and understand your emotional side in the communication process"* (4;11;18;10-11); *"... how I read the body language, how I listen to the tone and intonation of a voice and it's not only reading it, but it's in fact knowing how do I respond" (4;14;18;14-16).* This alludes to aspects such as empathy and social responsibility: *"I think the emotional intelligence of a group through The Journey, generally if it's facilitated well, gets better and better. You can actually see, just the way the boys respond to and read each other and are aware of each other is just so much better" (4;14;19;12-15); "... a lot of the uncomfortable conflict is emotional and so you quickly learn as a group and as an individual to adapt your behaviour to make your own life comfortable and to make the group function better" (4;11;19;17-20).* "The Journey" may be seen as a catalyst for the development of interpersonal skills with regards to understanding others and social adeptness: *"... it sort of forces people that are in extreme conditions at times, and it's just the length of time where you really just can't go without expressing emotions and learning to understand other people's emotions if you're going to survive" (4;11;23;15-18); "... my hope that in twenty years when we do come across these*

guys they would have learnt just a couple of things from that Journey, I don't need anything else, just that I've learnt to speak to someone else better ... held my tongue. More than anything else that for me would be huge" (4;14;23;1-4).

c. Stress management: Refers to the capacity for managing and controlling emotions, and responses suggest a perceived impact on the ability to withstand and cope with stressful situations, and resist impulses: The environment is perceived to play a role in this regard: *"... with the outdoor thing you can get the guys out of their comfort zones into situations they wouldn't normally be in ..."* (4;12;1;6-8); *"... you're living in the outdoors, away from family and support structures..."(4;11;2;4); ".. now how do they work when this one's a bit irritated with that one and so on" (4;12;3;1).* These responses refer to stress management, and specifically to managing one's emotions. It also explores aspects such as stress tolerance and the ability to resist impulses and make proper decisions: *"...here they carry out the decision they made and they carry the consequences. Also you have added pressure, if you like, if a boy's decision affects the whole group"(4;11;8;3-5); "The group can't function well if some guys are shouting at others or putting them down because they can't meet the physical challenges, and they soon learn that if they do that it gets worse and not better ..."(4;11;20;9-12),* which illustrates the process of managing and controlling emotions.

d. Adaptability: This refers to the capacity for managing change and solving problems such as adjusting to changing circumstances and situations, understanding problematic situations and coming up with effective solutions: *"... the guys learn to solve problems by actually being in scenarios they've never been in before ... for instance, they can't continue unless they cross this river. So unless they solve this problem they're not going to go forward, so it seems if they're put in scenarios where they're forced to solve problems, forced to work together and then they see the benefits from there" (4;12;1;9-17).* The following further illustrates how "The Journey" is perceived to facilitate adaptability and problem-solving skills: *"... so it takes away the things that guys rely on, fall back on – ask a parent or phone a friend. Another thing is that it's unpredictable. Outdoors there are so many unpredictable things that can happen ..." (4;11;2;5-7); "... the whole outdoor environment keeps throwing things at them that one cannot predict..." (4;12;3;1-2); "... have to deal with the elements that's unpredictable, where one day a river will*

162

be fine and the next day it won't be fine, or the weather will be fine for five days and the next five days it will rain …" (4;14;3;4-6); "It's not a planned thing like these team-building things where you go through an obstacle course … it's absolutely unstructured, they don't know what they're going to face" (4;12;5;13-15). It also required participants to adjust their emotions, thoughts and behaviours at times, thus facilitating skills such as flexibility and adaptability: *"you quickly learn as a group and as an individual to adapt your behaviour to make your own life comfortable and to make the group function better" (4;11;19;18-20); "… they come up with a plan of some sort during the day, and what they quickly learn is that things don't go to plan. The plans get messed up on the way, so now they have to adapt to what the new circumstances are …" (4;12;5;30-31); "He really knows that whatever he decides has to be carefully thought through…" (4;11;8;6-7).*

e. General mood: This refers to general outlook on life and the capacity for being positive and optimistic. At the beginning of "The Journey" there seemed to be a general feeling of contentment and optimism: *"You just have a sense that the whole school is behind you, and particularly the seniors – I think they understand and know what these guys are going through … high fives and hugs … and they really send them on their way! It's an awesome, awesome send-off" (4;14;16;8-11).* As "The Journey" unfolds, there are situations where participants are less positive or optimistic: *"An interesting thing though is like that has happened before, when we had a little extra, for example if there's 20 guys in a group and they had 20 tins of meat, I'd have 15 extra tins and I'd put them in and then there would be big fights because they don't see it as 15 extra, they see it as five too few" (4;11;12;25-29).* Responses also suggest the importance of a positive outlook: *"… no matter how weak they are, if they've got that self-belief … and they're thinking positively about themselves. Yet there are guys that can be so physically strong and they just don't have that positive feeling about themselves and they doubt themselves and that can be a huge problem as it stops their physical strength coming through" (4;14;21;16-19).*

ii. Theme 2: Outdoor Adventure Education

Outdoor Adventure Education is a theme that was expected and the participants' responses reflected three aspects, namely: "The role of the outdoors in education", "Experiential learning" and "Risk/Adventure", as seen below.

a. The role of the outdoors in education: This refers to the perceived impact of nature on learning. The following five sub-subthemes emerged: comfort zone, unpredictability, opportunity for reflection, its appeal to boys and skills development.

- *Taking participants out of their "Comfort zone"*: This refers to the outdoors as creating an environment in which participants are taken out of their comfort zones and explores the possible impact of such a situation: *"... with the outdoor thing you can get the guys out of their comfort zones into situations they wouldn't normally be in, so what we'll do for instance, I think the best part is that the guys learn to solve problems by actually being in scenarios they've never been in before ... "(4;12;1;6-10); "They're living in a world where there's so much virtual reality and they're used to solving problems like walking with a machine gun in the bush and they know how to operate a mouse ..."(4;13;1;18-25); "There are no screens, this is reality and there are no fridges to treat oneself to more food. I think the big thing for me is the reality versus the virtual world" (4;13;1;23;25); "It also takes guys out of their comfort zone in the sense of you're living in the outdoors, away from family and support structures..."(4;11;2;3-4); "... it stretches them. It's stuff that they don't experience, especially the sort of city slicker type of guy (4;14;2;24-25).*

Here participants have set up camp

- ***Unpredictability of the outdoor experience***: This aspect explores the "unpredictability" of the outdoors and how it facilitates the development of certain skills, such as problem solving and adaptability: *"The challenges just naturally come forth – just being out there creates those challenges – weather, conditions, with that to, being a big group, to get the whole scenario, the boys, a whole group of boys out of their comfort zones ... whole outdoor environment keeps throwing things at them that one cannot predict" (4;12;2;28-31); "... for me, particularly with regards to boys' education, that for me is, I think ... all the education that they've experienced up until The Journey has been a contrived sort of situation – there's always a textbook to guide them that has been designed, it's almost as if outdoor educational scenarios have been set as a path where sure you go into a space where it's not comfortable, it's very unpredictable, and there's a reality about it – it's just so, so real. You can't say no, it's actually contrived this – it's not! As a teacher*

165

you're dealing with the exact same thing. And for me the value of that is when they're successful – the power of that reinforcement" (4;14;3;6-14).

- ***Outdoor experience facilitating reflection***: This refers to the fact that the outdoors may be ideal for reflection and introspection*: "It cuts out a lot of background noises that disrupt education and takes away those minor distractions which are also bombarding you when you're in a classroom situation. It sort of takes away all the noise and you've got the peace and the quiet, and the issue you're dealing with is just the one that's there. You don't have a whole lot of other stimuli that you've got to try to sort out … For the first couple of days they want I-pods and that just emphasises the importance of taking guys outdoors regularly. So you can get them away from all those other stimuli that are like noise around them" (4;11;3;21-29); "Sometimes you're not aware yourself of what you're thinking, you're just think, think … and what you're feeling is on a different level and The Journey lends itself to stop and you do not have to chase what is the next lesson, what homework did I have to do, just thinking, thinking, just actually being, sitting and that awareness of yourself as a person"(4;13;19;2-7).*

What a setting for reflection and introspection!

166

- *Outdoor experience as appealing*: Responses also indicate that the adventure of the outdoors may appeal to boys and may in itself result in positive learning: *"Boys automatically are far more ... there's energy, there's movement – they've got to engage with their moment and again, getting the guys outdoors and just physically doing things, it's part of their make-up, it is the way boys function, and they're immediately going to respond and engage with that a whole lot better"* (4;14;4;9-13).

- *Develops skills*: The outdoor environment may also create opportunities to develop skills: *"The nice thing about it is levels the playing field a lot. Besides that a boy has to lead, being outdoors is a good leveller in that it makes it irrelevant whether you're the captain of the rugby team or you're the best academic. It kind of gives everyone an equal chance of being equally as good in a leadership sense"* (4;11;10;22-25); *"... it takes them out of the classroom and it starts stimulating just real life skills"* (4;14;22;22-23).

b. Risk/Adventure: This refers to the impact of adventure/risk in the outdoors context and its possible bearing on the learning experience: *"Another element is risk. Everybody is saying we shouldn't face any risks, things like, 'Don't do that, you're going to fall out the tree', or 'Don't ride your bicycle, you could get kidnapped'"* (4;13;4;28-30); *"In the new there's a risk, also an element of education in a general sense, which we don't see in school"* (4;13;5;1-2); *"I think adventure has an almost romantic connotation ... I think boys, there's always a ... they want to be the hero. Innately they want to be a hero, so as youngsters they will always play games that require venture and risk, and so ... ja, I think that is a key element. The guys actually have to know that they're in a place where they're at high risk at times, that there is an adventure and there's something really worth pitting themselves against, you know"* (4;14;5;6-12); *"It's not a planned thing like these team-building things where you go through an obstacle course ... it's absolutely unstructured, they don't know what they're going to face"(4;12;5;13-16).* The responses thus suggest that the elements of risk and adventure contribute to the learning experience and that the unknown also plays a part: *"... it's almost like boys can see through the contrived sort of circumstances ... when they get to an epic day, or a certain dangerous moment, even just dealing with a guy falling down and managing the risk of the guy's broken leg and*

167

getting helicopters in and stuff like that, that in itself reinforces a whole lot of stuff that's, ja, it's the unplanned-for stuff that's actually the greatest learning" (4;14;5;18-23).

Having to cross rivers is an example of those unplanned challenges that involve risk and adventure

c. Experiential learning: This refers to the process of learning from experience, i.e., it is the process through which participants construct knowledge, skills and values from direct experiences: *"... boys tend to only learn through the school of hard knocks"(4;14;4;15-16); "I think the term experiential learning wraps it up totally, if you don't experience it you just don't learn" (4;12;4;20-21); "You experience it directly after what you did and there are direct consequences and therefore the feedback is immediate, direct and real"(4;11;4;26-27); "It's all about learning from situations that have happened" (4;11;13;14); "... it's the unplanned-for stuff that's actually the greatest learning" (4;14;5;22-23); "... 22 days is a very good length, I*

168

think, because in that time period the guys are not only learning something, they're adapting to it and they're actually mastering what they've learnt as well in that time"(4;12;6;4-6).

Participants trying to figure out where to go in order to get to their overnight destination with no help from the adult facilitators

iii. Theme 3: Rites of passage

The above themes were based on predetermined codes, but an emerging theme was that of "***rites of passage***", which suggests that the "The Journey" may be viewed as an event that marks the transition from childhood to manhood: *"That's also an important part of the whole process – enabling them to step out and welcoming them back, almost as adults, back into the community, knowing that they have now stepped into that space" (4;14;15;19-23).*

In addition to the theme of "rites of passage", two more subthemes emerged that explore the facilitation of recognition, respect and belonging, as well as parallels with African culture:

a. Recognition, respect and belonging: This explores the role "rites of passage" may have on aspects such as feeling accepted and respected:*"… in the school there's a general feel, vibe if you like, that once you've been on Journey you're now officially a senior. There's a lot of subtlety that sends the message that once you've done Journey you're now an … and there's definitely recognition because you've completed the physical side, certainly from a boy's perspective, so there's a definite sense of becoming a man, and that I think is a very important underlying factor with some subconscious recognition of manhood, or at least the start of manhood and that sort of thing (4;11;16;24-31).* There is thus a definite acknowledgement that "The Journey" is a "rites of passage" for the participants and there appears to be an expectation that all boys should participate: "*There's a lot of natural group pressure because in our experience the guys that don't do it in some way or other feel isolated and ostracised*" *(4;11;30;10-12).*

Participants leave as boys and return as men, which ties in with "rites of passage".

170

b. Comparisons to African culture: Here a comparison is drawn with "rites of passage" in African cultures: *"I think the rites of passage as known in the African cultures, with the circumcision and rites of passage. There as a young boy, he needs to be circumcised and he has to spend time in the bush where he has to survive and become a man, and when he comes back in the culture they welcome him and I think there's always a change of name and the way they refer to him is as an adult – he actually becomes an adult in the community, so it mimics ... it has a lot of that African culture to it"* (4;14;17;4-10).

iv. Theme 4: "Journey" design elements

Based on the interview, "Journey" design elements that the participants observed during "The Journey" included: solo time; outdoor activities; duration of "The Journey"; debriefing sessions; leadership roles; group composition; letter writing; food drops; the role of adult facilitators; and sending off/receiving of participants.

a. Solo time: This refers to the period of 30 hours that participants have to spend on their own. The responses describe participants' experiences as observed by the staff: *"... they look at solo as a daunting time, and yet every boy that comes off says 'I could do another twenty-four hours at least' of the solo – they've enjoyed it ... they really enjoy that time of being apart from the others and I think that's also something that's a key part of that solo"* (4;14;11;6-10); *"And also they rest – they really rest while they try to listen. As much as they're not covering huge distances, it's still a busy day, you know ... strangely enough it is a busy day and the guys now have time to stop and they can watch the life around them, and the beauty of the big expanses and the spaces and appreciate the noises ... the sounds ... so it's all that that comes together in that time"* (4;14;15;11-16). Responses suggest a positive impression with regards to solo time and also suggest that it creates an opportunity for reflection and introspection, even though initially it may be an adjustment for them: *"Most boys after the solo actually say they could have had some more time. What makes it so unique is that it gives them time to reflect"* (4;13;28;16-17); *"... the boys particularly enjoy that time to think and reflect. At first they perhaps do not know what to do with the time, because they haven't had it before and therefore they're unpractised, if you like, but it becomes one of the highlights because it's so unusual and it's*

171

something that doesn't exist in their world because every minute is filled up with something – a computer or a phone, and once they get used to the idea it's actually incredibly up-building for them, it builds them and it gives them time to look at themselves and to start asking some deeper questions, but it also gives them time to communicate with nature and with their God and that sort of stuff"(4;11;14;22-30).

*b. **Outdoor activities***: This refers to activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling and cycling, which take place in the outdoors, and their perceived impact: *"When you have a little guy who looks back on a day of cycling, and that's all, all he's done is cycle, but he's been in the saddle for 12 hours, he's done 80 km, and the sense of achievement is just phenomenal" (4;14;3;15-18).* This alludes to a sub-subtheme that looks at the positive impact the participation in outdoor activities may have on participants.

Hiking through remote areas was one of the many challenges faced on "The Journey"

172

- ***Positive impact of participating in outdoor activities***: *"I think in the beginning when you face a new situation or a challenge, and the challenge can just be this is a 22-day hike, how can I do this for 22 days, or this is riding a bicycle like this and my backside is so sore, how can I carry on for the rest of the day. Or I've never sat on a horse before, what if it kicks me, or I've never swum in my life and now I'm faced with this river. So you're faced with new situations and the group can't go on till you do it. One way or another you then overcome these obstacles and when you look back, you say, 'Gee, I did it!'"(4;13;21;24-31).* Responses thus suggest that taking part in these activities may influence the development of certain intrapersonal skills, with specific focus on aspects such as self-confidence and perseverance.

c. Duration of "The Journey" as a challenge: This design element refers to the duration of "The Journey" and the perceived impact that being away from home for an extended period may have: *"… the other key area is the length of The Journey … it has to be at least the length it is now. 22 days is a very good length, I think, because in that time period the guys are not only learning something, they're adapting to it and they're actually mastering what they've learnt as well in that time"(4;12;6;2-6); "I think it also brings out the true character of each of the boys. You don't always in a week see the true character come out. Here all the issues that are hidden, all the issues that are stashed away in that little head are coming out over and over again, especially in that last week is crucial, because that's when the guys deal with all that stuff that's coming forward … all the different issues in their lives"(4;12;6;24-28); "Having been involved in shorter journeys where they can sort of just survive, they can be presentable, whereas for 22 days you can't just survive, you have to live it. I think that the real … you can't hold a mask up for 22 days, living so close to each other"(4;13;6;16-19); "We talked a bit about that 23 days' length and why it's crucial, but I think specifically being separated from influences - parents, friends, phones and those sort of things is critical in that it allows the boys to experience who they really are, and sometimes they may have gotten a bit confused about who they really are because some are maybe too attached to their parents, others have so little parent involvement that they sort of out on a limb and within a group and without anyone making decisions for them, that separation from all those normal influences allows them to discover themselves*

173

really"(4;11;17;11-20). Responses thus suggest that the duration of "The Journey" may impact on aspects of intrapersonal skills, such as independence and self-awareness.

d. Debriefing sessions: This refers to an opportunity to express concerns participants have within the group and also to debrief in general: *"For me the value of the debriefs is that the boys are forced to reflect, even on good and bad days" (4;14;11;3-4); "It really brings out issues and prompts conversation, stimulates thoughts about relevant and crucial issues that have been reinforced about physical events of the day ... and emotions"(4;11;11;23-25).* An illustration of a debriefing scenario is provided by the following observation: *"One thing that came up a lot was guys who had to come up with a punishment for some chaps who had done something wrong. When they were angry, the punishment was really harsh. Then two days later I asked them whether they had talked about it, and whether the whole situation was fair and they'd admit that it was not fair. Then I said, 'But why? You're 19 guys and you're quite intelligent, why is it not fair?' Then they realised that their emotions had clouded things" (4;13;20;26-30).*

e. Leadership roles: Another "Journey" design element observed included leadership roles where each participant would be given an opportunity to lead the group for a day: *"Another component which I thought is important is boys ... it's sort of the fashion now is don't stick your head up too high and take charge of situations, because you're going to get shot down, like the people who do that on Survivor get voted off ... Here the boys are actually ... put in the leadership situation ... you need leadership, you need decisions, you need people who can lead you, who will step forward and give ideas" (4;13;10;5-12); "Besides that a boy has to lead, being outdoors is a good leveller in that it makes it irrelevant whether you're the captain of the rugby team or you're the best academic. It kind of gives everyone an equal chance of being equally as good in a leadership sense. So I think leadership is drawn out of a lot more boys than at school, where leadership roles are stereotyped and put into categories. And often one will see boys shining that you would never have dreamed of or certainly whose peers never thought would lead, and being brilliant at it ... therefore he experiences leading and perhaps finds that he is good at things ... (4;11;10;22-31).* Responses thus suggest that it may impact on the facilitation of leadership skills and adaptability, as well as on aspects of intrapersonal skills such as independence and assertiveness: *"What's really good about it too is that the guys, they get their leaders each*

174

morning and they come up with a plan of some sort during the day, and what they quickly learn is that things don't go to plan. The plans get messed up on the way, so now they have to adapt to what the new circumstances are" (4;12;5;29-31). Furthermore, there appears to be an impact on leadership in the school post "The Journey": *"... since 'The Journey' we've found that our leadership, voting and that, is far more aligned with what the adults see as well, because they experience each other as who they really are. One of the questions I actually ask boys often is, 'When you went on Journey, were there guys that you would have voted for prefects one day that you now will never vote for?, and it's always 'Oh yes, absolutely!' and the other way round. They've seen guys actually for who they are" (4;11;26;12-18).*

f. G*roup composition*: This refers to the fact that when the groups are formed, a special effort is made to ensure that each participant is placed in a group with one friend he has chosen, but the rest of the group will consist of participants that are not his close friends: *"... we mix up the groups quite a lot so there's a lot of guys that you weren't really friends with or didn't know well ..." (4;11;26;8-9).* Participants are thus compelled to interact with boys with whom they would not normally interact, thus allowing for more interaction and learning.

g. Letter writing as a form of communication: This design element refers to the process of writing (letters) as a form of communication and reflection to enhance both interpersonal and intrapersonal skills: *"Another key element is the communication with home. I think it does improve and it makes communication with parents more real, because at home they're used to superficially saying hallo and goodbye, mm, yes, no, but when you're out there and you're communicating by letter, when you're putting something down on paper it's forever and it's there. There's lots of anecdotal evidence of family issues being resolved because there's good communication by writing and thoughts are well thought out where you're not just communicating as a reaction, but you're thinking it through, you got time and you're sending a message home, and you can ponder your response when you get the letter back and that sort of thing. It really facilitates good, open communication with parents" (4;12;8;14-24).* It is also viewed as an area that is possibly underutilised and its impact on the father-son relationship is also explored: *"The letters particularly, I think it's a key element and component ... Using that component is powerful, because I think it's still a very underutilised component. Purely, I think*

175

the area we need to have a look at is actually facilitating and enabling our parents to understand the impact of what they're going to be asking and writing in their letters, because they're almost eliciting a response in their boy, and if they're asking how comfortable you are and what was your day like, they immediately ask the boys to respond to them in terms of their physical needs and what they've experienced that day, and it's not that that is wrong. I think the value of the letter writing and communication is actually the people element of it, calling things out in that boy may be, say now it's identifying a difficulty or challenge within them as adults and acknowledging it and yet saying, 'I respect you for where you are at,' and ... I think the parents, and particularly the fathers, who have known that and have written those sort of letters calling things out in their sons, encouraging their sons in the space, I think those are the boys who really responded so positively. I think a father's letter is very important ... I've seen boys open up letters from fathers and they open up those letters and there'll be tears running down their cheeks, and with some of them it's because of the stuff that's in the letter, but it's powerfully positive and sometimes it's ... well, not negative, but it's ... they're bringing up issues of hurt, and it's just the most amazing thing to see this happen, you know, resolution that sometimes just opens it up and parents don't know how to deal with it. So I think it's a key component (4;14;9;6-31). Responses suggest careful planning with regards to the use if this design element: *"They can write whenever they want to, but whenever we see a group we'll bring post back, but the post only starts to flow after about eight days, so for eight days they have no communication with the outside world" (4;11;8;27-30); "In their solo time? They have a major post drop-off. There's always a major effort to make sure that any post that's in the pipeline coming to the boys, they get it just before they go into solo. Sometimes the guys go into solo with maybe five letters ... the boys like reading their letters over and over and often they write a lot of letters home again. So that's also one of the big things that happens (4;14;15;3-10).* Another component to the letter writing is the letter each boy writes to himself and gets back a year later: *"I think that the other part that also extends the impact back in school is that letter they write themselves which they then receive a year later. It's a reaffirming and a realigning of things that they did on Journey" (4;14;26;19-26).*

h. Food drop*:* Refers to the design element of providing food on "The Journey" and two sub-subthemes emerged, which include the availability and distribution of food, how it can be used as a design element, and also its perceived impact.

- ***Division of food as an empowering experience***: Refers the how food is distributed amongst the group members and the perceived impact: *"I think another key component of the whole thing is the food and the box hand-outs, the way the boys actually have to sort out how they're going to distribute the food and all the emotions it brings" (4;12;11;26-28).* The responses suggest that the food drops are carefully planned and may allow for the facilitation of problem-solving and interpersonal skills, more specifically leadership: *"... beforehand, we get all the group leaders together (staff leaders) and then we pack boxes. Every third or fourth day there's a drop, the box gets dropped. When the box gets dropped, the group leader of that day – they must devise a system themselves – how they distribute the food. They have food groups amongst their groups, three or four, maybe five guys in a group, and they must work out how to distribute the food, who cooks what, who gets what"(4;12;12;7-13); "They're not like 18 nice little individual packages for the next three days. It's all just piled together!"(4;14;12;14-15); "And the containers specifically you get a kilogram of Jungle Oats ... how does that now get spread between 18 guys, and only three bottles of syrup – how does that get distributed fairly, or tins of caramel ..."(4;14;12;16-18).*

Let the division of food begin…

177

- *Availability of food as a challenging experience*: The availability of food may also act as a catalyst for other skills, such as adaptability, problem solving and stress management: *"And the fact that the drops aren't fool proof and that things do go missing now and then can create a scenario where somebody is one meal short. 'Sir, there's not enough food!' Deal with it!"(4;12;12;19-21)*.

i. The role of adult facilitators on "The Journey": This design element refers to the role played by adult facilitators on "The Journey". Four sub-subthemes were identified, namely: facilitation as a positive experience; facilitation as a negative experience; challenges in facilitating; and the role of EQ in facilitation.

- *Facilitation as a positive experience*: Here emphasis is placed on aspects that allow for successful facilitation and the perceived impact: *"… the ownership is on the boys … the staff butt-out and without that, it would really be just another hike. Really, the growth is not possible if you got someone in the back controlling their decisions, because of the consequences" (4;13;7;28-31); "The boys should not actually, when they have a problem, their reaction should not be to look to you. If they look to you every time, then you're doing too much"(4;11;14;1-3); "You can't give solutions – that is key"(4;14;14;4); "I think the better facilitators you have, the greater impact it will have the Journey"(4;13;30;20-21); "Your staff facilitator needs to be observant and look at dynamics, subtle dynamics, the innuendos, what's being resolved and what isn't being resolved, and stop answering questions, forcing the boys to get into that space of living and it's here and now at debriefs, knowing how to manage sometimes very, very tense situations or very cold situations, but eliciting things into a conversation"(4;14;13;7-13).*

- *Facilitation as a negative experience*: The focus here is on factors that may lead to negative experiences regarding the facilitation process: *"You can actually, I mean quite frankly I've seen groups of boys with very different results because of staff facilitators: where some staff have at times done too much for the boys you can see that there's less learning taking place, or they don't experience consequences as well …" (4;11;13;20-*

178

23). The responses thus suggest the importance of facilitation as opposed to leading and the impact it has on the participants.

- ***Challenges in facilitating***: Facilitation is, however, not without challenges: *"I think a key element to that facilitation is also, particularly regarding the danger side of it, knowing how far you can actually extend that space. There have been times I sat at a river and I've looked at that river in terms of the stuff that was going down and there the boys need to start making good decisions and yet at the same time you need to rely on these guys to actually get to a point where they know that they know that it's actually dangerous without me stepping in, but it's a managed sort of space in the sense that the boys don't realise that it's managed and yet it is"(4;14;14;7-15).*

- ***The role of EQ in facilitation***: Responses suggest that the facilitators' EQ also plays a role: *"Yes, it comes back to the facilitator needing to read where a group is. For me, personally, I think just the impact, whether they're on Journey or after Journey, as the facilitator I need to understand what I can do better, what it is I can do to equip myself better to be a better facilitator. It might even just be what are my strengths and my weaknesses in terms of EQ. What situations do I really blossom in and when don't I? Then, as facilitators, we need to talk amongst ourselves: What really worked and why did it work? I think we started doing that more and more and our facilitation actually did get better"* (4;14;30;1-5).

*j. **Sending off/receiving back***: This design element refers to the process of sending participants in "The Journey" off and receiving them back, and responses suggest its value in terms of a design element and the impact it has on participants: *"Maybe one of the other components is the beginning and the end of The Journey, from the college side of things particularly, it's seen as a rites of passage, so it's very important in terms of the ritual of sending them off and the ritual of receiving them again. That's also an important part of the whole process – enabling them to step out and welcoming them back, almost as adults, back into the community, knowing that they have now stepped into that space"(4;14;15;17-23).* There appears to be a certain ritual to the sending-off process that creates the expectation that "The Journey" will be a meaningful experience for the participants: *"... the sending off is quite a, we all meet at the bell, as you know the bell has a*

179

historic significance for the school. Essentially there's significance in that everybody rings the bell and it calls the school together and they all gather around the bell because it has now been rung. The head of the school says some words and obviously he, having been on The Journey he talks about his personal journey and shares some words of wisdom, experience and advice. The headmaster has a certain set of quotes and he says more or less the same things every year in terms of The Journey being a physical journey and yet an inner journey. His favourite thing is actually that after you're done you come back to where you started, so ultimately you travel nothing, that it's actually an internal journey. And then there's the process of them receiving the flag – they hand it to the headmaster, they get given the school flag to carry for their time on The Journey and then there' a prayer and lighting a candle that will burn for the time they're on Journey. Then there's final ringing of the bell and the school creates a tunnel through which that group will now walk and exit the College through the front gate. There's a large celebration and lots of farewells" (4;14;15;23-31). As with the sending off, there is also a ritual when the boys are received back. This allows for closure and acknowledgement: *"The receiving is a quieter affair, less of a ritual. Basically the guys gather down at the pavilion and if the school is around they will again form … what's the word … a tunnel, an arch, a line…. Well, basically they welcome them and they'll walk from the school back up to the bell and again they'll ring … each one of the guys will ring the bell. Then there's a welcoming back from the headmaster, prayers are said, the candle is extinguished and usually the parents will have organised some eats and there will be welcoming banners and stuff like that. The boys have a real sense of them now coming back and there are lots of cameras and lots of tears" (4;14;15;23-31).*

One of the groups returning from "The Journey" is being welcomed back by the school

v. Theme 6: Emotional climate of the school

This emerging theme explores the perceived impact of "The Journey" on the emotional climate of the school in general: *"So we notice the Form 2s, the way they end up fighting with each*

other, bullying one another, lack of sensitivity, then afterwards it's gone away! Ja, it's calm and there's nothing – the problems seem to have disappeared. It's not something that shouts loud at you, but you notice it" (4;13;25;1-4). The responses thus suggest positive impact on the emotional climate of the school: *"… there's a definite calming down of them once they come back from Journey. It has a big influence on the tone in the school"(4;11;25;7-8);"Some individuals show it clearly and some don't, but I think the general tone of the group is definitely better, calmer, more comfortable with who they are"(4;11;25;10-12).* A factor perceived to impact on the emotional climate of the school is that it brings the boys closer together: *"One of the key things for me is it brings about commonality in the group. Everybody's done this journey and they speak about it all the time. Any time there's free time they have a little group around them and they're going to be talking about it. And it just brings such commonality between totally different boys, between guys from different houses, and year groups" (4;11;25;17-21).* It was also observed that another factor that may also impact positively on the emotional climate of the school is the attitude of the parents: *"Something else that affects the climate of the school, not particularly the boys, is that the general attitude of parents after The Journey is exceptionally positive. They say: Wow, this is amazing! My son's a different guy, he's changed, and their approach to the school is therefore a lot more positive, even if it was positive, and that rubs off on the boys as well and the staff is motivated"(4;11;27;24-29).*

vi. Theme 7: Division based on stereotypes

Division based on stereotypes is another theme that emerged and covers racial and social divides, as seen below.

a. Racial divides: This refers to perceived division based on race or culture and expectations with regards to how participating in "The Journey" may influence interaction between the different racial and cultural groups: *"I think one of the dynamics of each group and I know it maybe wasn't designed this way, but the racial tensions we had …"(4;13;7;3-5); "What happened with our group, we had a very … split … ten white guys and ten black guys, and it was just interesting how they naturally gravitated to each other when it came to horse riding and abseiling …" (4;13;29;9-11); "I know that when my son did the Journey there were very distinct groups, like*

182

there's a group of four black guys that were very tight, then there was a couple of Asians that were tight and a couple of Afrikaans guys and a couple of jocks, and they came back having had to sort out each other, where they stand for and break down those kind of barriers. The melting pot kind of helped break down those barriers … the racial barrier … It's amazing to see afterwards how the boundaries have been softened"(4;13;27;7-16); "They still exist, but there's a definite softening of the lines and flexibility"(4;11;27;19-20). Responses thus suggest that racial divides are present, but they also illustrate how participating in "The Journey" may bring about a "softening" of these divides and result in improved communication and interaction.

b. Social divides: This refers to division amongst peers based on social standing or abilities based on stereotypes and the perceived impact that "The Journey" may have with regards to these divides: *"There were stereotypes, they realised quite soon that it is not always true. There was a big, fat guy, and here he is, always in the top three. Then you have another big, muscular Northern Bulls player and he's in the back"(4;13;7;24-27); "… there's the barrier between day boy and boarder, the racial barrier, there's the sort of wealth barrier, there's the sport barriers, the kind of boy-group barriers … It's amazing to see afterwards how the boundaries have been softened"(4;13;27; 12-16); "They still exist, but there's a definite softening of the lines and flexibility"(4;11;27;19-20); "… just the differences between those who have a lot and those who don't have a lot, and then debrief was a time when we could stir that up and I think that in each … you know, boys are different so you're going to have guys that are shy, guys that are domineering, guys that are selfish, chaps who give away so much or only think about themselves, and then cost the group anyway. That's the time when you can explore all this" (4;13;7;5-10).* Responses thus indicate that "The Journey" may create an environment that creates awareness and might lead to stereotypes being challenged.

vii. Theme 8: Sustainability

This emerging theme explores the sustainability of skills acquired while on "The Journey" and strategies to improve sustainability: *"I think that the other part that also extends the impact back in school is that letter they write themselves which they then receive a year later. It's a reaffirming and a realigning of things that they did on Journey"(4;14;26;24-26); "If you're in*

Form 5 you'll go back to the group that's just done The Journey and you'll share stories. That again, I think, is an area we need to explore, which will extend the impact into the school in terms of reintroducing these guys, let's say all the Group 5s of three years actually get together and they are facilitated through a discussion. I think that's an area again that can be so much better, which will extend the impact" (4;14;25;22-27). Factors influencing the sustainability of skills gained on "The Journey" may include incorporating "Journey" design elements in school life as suggested by participant responses: *"Why don't we maybe instead of having an agenda, but before we spend half an hour together, I want you to spend half an hour of solo time reflecting on the preparations for when we do get together, we're actually going to deal with things far more constructively. We've got our heads around it, you know exactly where you stand on that point. It's an attitude in teams, it's managing groups, it's reflecting on journaling, that's an element we haven't really touch on. Ja, I think those things are part of the road we as a college need to go. We need to learn and grow to extend the learning practice of the college"* (4;14;28;3-13).

Now that the results of the research study have been presented, the next section will contain a literature control and discussion of the results.

5.4 CHAPTER SUMMARY

In this Chapter, I endeavoured to present the results of the pilot study, as well as the research study proper where emphasis was placed on both quantitative and qualitative pre- and post- "Journey" data. In the next chapter, emphasis will be placed on the discussion of the results and literature control.

CHAPTER 6
DISCUSSION OF THE RESULTS

6.1 INTRODUCTION

In this section a literature control will be used to compare my research findings to other relevant research gathered through a review of the literature relating to the use of outdoor adventure education to facilitate the development of emotional intelligence, more specifically during adolescence. For the purpose of this literature control, reference will be made to aspects in the literature, as already mentioned in Chapters 2 and 3, but additional references to literature not previously mentioned in the literature review chapters will also be included. Regarding the literature control, the themes identified will be explored and discussed with reference to both the quantitative and the qualitative data generated, and that this will be followed by the triangulation of the two sets of results (quantitative and qualitative) in order to build a coherent justification for themes that add to the validity of the study. All the data generated and relevant literature will be reviewed keeping the following four questions in mind: 1) Which of my findings concur with the findings of others? 2) Which of my findings refute/do not concur with the findings of others? 3) Which of my findings have never been reported on and finally 4) Which trends emerged?

6.2 QUANTITATIVE RESULTS

The results of the quantitative data will be presented by using the Bar-On Model of EI (Bar-On, 2007) (and, more specifically, the five subskills, namely intrapersonal, interpersonal, stress management, adaptability, and general mood) as a framework and will thus focus on Total EQ. It should be stated upfront, though, that it has become evident from the review of the literature in Chapter two and three that limited research has been conducted on outdoor adventure education programmes that take the form of "The Journey" and the possible impact it has on the development of emotional intelligence as a construct. I will thus compare my findings to or with all research found where the link between outdoor adventure education and the facilitation of emotional intelligence was explored, and will not discount studies on account of the outdoor

185

adventure education/youth development programmes used not being the same duration as "The Journey" i.e. 23 days.

6.2.1 Total EQ

The results of the pilot study, during which pre- and post-"Journey" EQ scores were compared, indicate significant differences in total EQ, which suggests that participation in "The Journey" results in an increase in the overall EQ skills of participants, with a medium effect size. The results of the research proper indicate a significant difference in total "Journey" EQ scores from pre- to post1- (medium effect size), which substantiates the initial findings of the pilot study, which were that participation in "The Journey" results in an increase in the overall EQ skills of participants.

These findings are substantiated by an exploratory study conducted by Meyer, Fletcher and Parker (2004) in order to examine the effect of an adventure-based intervention on the EI of employees of a multi-site dental practice. Fifteen individuals completed the *Mayer-Salovey-Caruso Emotional Intelligence Test* (Mayer, Salovey & Caruso, 2001) before and after participation in a day-long intervention. The results suggested that the intervention had a small but positive effect on the participants' emotional intelligence. It should be noted that this intervention programme was only one day long, unlike "The Journey" which is a 23 day long outdoor adventure education programme, and thus all interpretations and inferences should be treated with circumspection. Hoye (2009), in her research undertaken for her dissertation, also used the *Mayer-Salovey-Caruso Emotional Intelligence Test* (Mayer, Salovey & Caruso, 2001) to measure emotional intelligence and found that adolescent males who participated in adventure therapy development programmes (10 day programme) showed a positive effect on overall emotional intelligence. These findings are further validated by the results of a doctoral study in which Hayashi (2006) explored the relationship between outdoor leadership programmes (duration 21-28 days) and the development of emotional intelligence and transformational leadership. The results revealed a significant positive change in the total EQ of the treatment group (sample size of 72 with a mean age of 21 years). The research instrument used for measuring emotional intelligence was the *Bar-On Emotional Quotient Inventory: Short (EQi:S)* (Bar-On, 2007). This reported increase in Total EQ refers to measured improvements directly

186

after the outdoor adventure education experience and thus does not address questions with regard to whether these observed changes in EQ are sustainable and have a lasting effect.

According to Murphy and Sideman (2006), their assumption is that emotional intelligence can be learned and developed, and that structured programmes can be designed that may have a relatively strong and permanent effect in increasing EI, but with regard to the sustainability of using outdoor adventure education to facilitate the development of emotional intelligence there appears to be a lack of research. My research study aims to further contribute not only to scrutinising the efficacy of such intervention programmes, but also to explore whether the observed increase in total EQ after participating in outdoor adventure education programmes will have a lasting effect. In my research proper, an additional post-"Journey" administration of the *Bar-On EQ-i:YV* (Bar-On, 2007) (three months after the completion of "The Journey") was included in the data-collection process.

The results of the research proper indicate a significant difference in total "Journey" EQ scores from pre- to post2- (medium effect size), which further suggests that participation in "The Journey" not only results in an increase in the overall EQ skills of participants, but that the impact also appears to be sustainable[7]. Thus, with regard to total EQ scores, there appears to be sustainability since the scores remained significant over time, but if one looks at the mean scores (post1-"Journey" Total EQ – the mean score is 111.11) and (post2-"Journey" Total EQ – the mean score is 107.28), they suggest that the effects of "The Journey" do wear off over time, but still remain statistical significant and practically meaningful.

In the following section, emphasis will be placed on exploring the impact on the various subskills of emotional intelligence, namely intrapersonal skills; interpersonal skills; stress management skills; adaptability; and general mood.

---

[7] By sustainable I mean: If outdoor adventure education does indeed facilitate emotional intelligence, will the skills acquired remain stable and consistent over a period of time? In this study we will be looking at a time span of three months.

6.2.2 Subskills of EQ

6.2.2.1 The results of the pilot study

The results of the pilot study, where pre- and post-"Journey" scores were compared, suggest that participation in "The Journey" results in an increase in the development of intrapersonal skills (medium effect size, indicating that the results were of moderate practical meaning); stress management skills (medium effect size); adaptability (medium effect size); and general mood (medium effect size), but no significant difference was observed in respect of interpersonal skills. This finding, i.e., that there does not appear to be significant differences in all subskills after participation, substantiates the research done by Hayashi (2006), which revealed that only certain subskills were positively affected by participation in the programme, namely stress management, adaptability and intrapersonal skills. Thus Hayashi (2006) found that interpersonal aspects and general mood were not statistically significantly developed. With regard to the former, the findings of my pilot study are in agreement, but the results of my study suggest that participation in "The Journey" does impact positively on general mood.

6.2.2.2 The results of the research proper

However, the results of the research proper, when Pre- and Post1-"Journey" scores were compared, as had been done in the Pilot Study, suggest that participation in "The Journey" results in an increase in all EQ subskills: intrapersonal skills (medium effect size); interpersonal skills (small effect size); stress management skills (small effect size); adaptability (medium effect size); and general mood (small effect size). Thus, based on the results of the research proper, where pre- and post1-"Journey" scores were compared, my results suggest that there is a positive change in all EQ subskills, which refutes the findings of Hayashi (2006) and the results of my pilot study that suggest that only certain subskills of EQ can be improved through participation in outdoor adventure education programmes. My findings reveal that although there was an increase in all EQ subskills directly after participation, the results of the research proper, where pre- and post2-"Journey" scores were compared, suggest that increases are maintained in only three of the five subskills mentioned, namely intrapersonal skills (small effect size);

adaptability (medium effect size); and general mood (small effect size). Thus it appears that the initial increase in interpersonal and stress management skills does not have a sustainable effect. This is where my research adds value in the sense that it shows that certain subskills of emotional intelligence gained through participating in an outdoor adventure education programme do not have a sustainable effect and thus wear off over time, but that others, namely intrapersonal skills, adaptability and general mood, appear to have lasting effects.

According to a study by Hindes, Thorne, Schwean and McKeough (2008) in which they investigated the impact of the Teen Leadership Breakthrough (TLB) programme – a two-and-a-half-day programme attended by participants whose mean age was 16 years and 1 month – the results suggested a positive impact on intrapersonal skills, interpersonal skills and adaptability, compared with adolescents who did not receive this leadership training. With regard to the sustainability of these skills gained, it was found that at the first post-test the treatment group's adaptability was only significantly greater than that of the control group, but that intrapersonal and interpersonal skills results suggest that significant differences were maintained at the final post-test (6 months after the intervention). This study thus confirms my observations with regard to the sustainability of intrapersonal skills gained through participating in "The Journey", but my findings refute the observation that interpersonal skills gained through participation are sustainable. However, it should be noted that the TLB programme is very different from "The Journey" format and appears to be more focussed on developing intrapersonal and interpersonal skills, focusing on leadership (using activities such as "trust fall", presenting a one-minute sales pitch for a product they created using a wooden object, etc.), as well as it only it only being a two and a half day long programme, unlike "The Journey" which is a 23 day long outdoor adventure education programme, and thus all interpretations and inferences should be treated with circumspection. However, the results do mirror my findings in the sense that it appears that with regard to the issue of sustainability, certain subskills of EI gained seem to be more sustainable than others. Thus at best, one can possibly say that a certain trend is observed with regards to sustainability.

What we gain from the research done by Hindes *et al*. (2008) is that it reveals encouraging signs that youth development programmes can create sustainable changes in aspects of emotional intelligence and further confirms findings by Ciarrochi, Chan and Bajgar (2000), which suggest that EI can be reliably and validly measured in young adolescents (age 13-15

189

years) by means of self-report measures. My findings confirm the findings of both studies. The impact of outdoor adventure education on the facilitation of emotional intelligence will therefore now be further explored by using the qualitative data generated.

6.3 QUALITATIVE RESULTS

The results of the qualitative data will be discussed by exploring the various themes, subthemes as well as sub-subthemes identified from the four data sources (see Chapter 5: Table 5.10 for an overview of the themes).

6.3.1 Theme 1: Emotional intelligence and the related subskills based on Bar-On's model of EQ

From the results of the qualitative data generated from the research proper the research participants identified the theme of EQ and related subskills, namely intrapersonal skills, interpersonal skills, stress management, adaptability and general mood, as seen below.

6.3.1.1 Intrapersonal skills

Participants' responses (post-"Journey" focus group interview) confirmed their expectation (pre-"Journey" focus group interview) that "The Journey" would allow them to further develop their intrapersonal skills by helping them to understand and express their emotions, with the emphasis on improving aspects such as self-understanding, assertiveness and confidence. This perceived improvement in intrapersonal skills directly after taking part in "The Journey" confirms other research conducted exploring the relationship between outdoor adventure education/youth development programmes and the impact it has on the development of intrapersonal skills. (Hayashi, 2006; Hindes *et al*., 2008; Draper, Lund, & Flisher, 2011).

6.3.1.2 Interpersonal skills

Responses suggest that participants felt that participating in "The Journey" had a positive impact on their interpersonal skills. It was seen as an opportunity to form relationships as being on "The Journey" created opportunities for participants to interact and to relate to other people in a constructive way in order to resolve conflicts. It was thus also viewed as impacting on their capacity for understanding others, which included aspects such as empathy and social responsibility. Responses thus suggest that "The Journey" allowed for the development of certain interpersonal skills through scenarios that needed participants to be able to address interpersonal challenges. My findings confirm those made by Hayashi (2006) who made reference to the fact that the context of the outdoors and the adventure element along with being in groups, allowed students various opportunities to learn about interpersonal relationships, and although the quantitative data used in his study did not suggest a positive impact on interpersonal skills at a statistically significant level, participants as seen from the qualitative data however perceived that they developed interpersonal skills during the programs. My findings further confirm research done by Draper *et al*., (2011) who in their study suggest that qualitative findings highlight perceived interpersonal outcomes by participating in a wilderness-based leadership programme that targets young people from diverse backgrounds.

6.3.1.3 Stress management

Regarding stress management, participants reported that "The Journey" challenged their ability to cope with stressful situations since they were placed in situations where they had to resist impulses and make wise decisions while also coping with the stress created by the unfamiliar situations. The participant responses suggest that "The Journey" presented them with challenges (emotional, social and physical) that required them to adjust their behaviour and to stretch beyond the boundaries of their comfort zone, which resulted in a perceived positive change with regard stress-management skills. These observations confirm the findings based on Hayashi's research (2006), which reiterate the impact of the outdoors and adventure in facilitating the development of the skills required to deal with and process stress that is related to real-life stressful experiences.

191

6.3.1.4 Adaptability

Responses suggest that the participants experienced challenges that required them to identify problems and implement solutions. Sometimes they also had to adjust their emotions, thoughts and behaviours, thus facilitating skills such as flexibility and adaptability. The unpredictability and the unknown of "The Journey" may be factors that contribute to the facilitation of adaptability and problem-solving skills. This perceived positive impact confirms research by (Hayashi, 2006) in which both quantitative and qualitative data were used. With regard to problem-solving skills, Hayashi used the following quote: "*There are always a lot of decision-making within the group. That helped me learn how to solve problems and be flexible, depending on the situations.*" Similar comments that were observed in my research study: *"For me, Journey was a very beneficial experience. It taught you how to think on your feet" (3;1;1;5-6); "Make decisions under pressure. Every day you are faced with a situation that requires immediate action to be taken. Usually the consequences aren't life threatening, but you learn out of the experiences" (3;6;4;7-10)* and are further substantiated by the research findings of Allan, McKenna and Robinson (2008), which indicate that exposure to adventurous experiences helps facilitate the type of personal growth that enables adaptability.

6.3.1.5 General mood

This refers to participants' general outlook on life and their capacity for being positive and optimistic. The experiences reported on by participants during the post-"Journey" focus-group interview echoed the expectation that they had voiced during the pre-"Journey" focus-group interview, i.e. that by taking part in "The Journey" they would experience a sense of achievement and a sense of contentment. Taking part in and completing "The Journey" clearly had a perceived positive impact on the general mood of participants. These findings confirm those of Hayashi (2006), who found that when the participants reflected on their experiences (qualitative data), most of them felt good about themselves and what they had achieved, and found their own meaning in the experiences. Subsequently these experiences appeared to assist the development of positive and optimistic attitudes, which are the basic concepts of general mood. My findings further reinforce those of Davidson (2007) who, in a qualitative study, found that overcoming

192

challenges (in an outdoor setting) resulted in participants feeling competent, positive about themselves and optimistic and excited about the future.

With regard to participation in "The Journey" and its impact on the development of emotional intelligence, the above participants' responses (qualitative data) indicate development in both total EQ and within the various subskills of emotional intelligence, which is in line with the results of the quantitative data generated - pre- to post1-"Journey". It should be noted that since these results are based on data generated pre- and directly post-"The Journey", these findings do not explore aspects of sustainability, as addressed in the quantitative section of the data discussion were pre- to post2-"Journey"data was used. Another theme that emerged was that of outdoor adventure education with its subthemes, the role of the outdoors in education and risk/adventure and experiential learning, as well as related sub-subthemes, as will be discussed.

6.3.2 Theme 2: Outdoor adventure education

From the results of the qualitative data generated from the research proper (pre- to post1-"Journey"), the research participants identified the theme of outdoor adventure education, the subthemes (the role of the outdoors in education and risk/adventure and experiential learning) and related sub-subthemes.

6.3.2.1 The role of the outdoors in education

Participant responses suggest that the outdoors has a positive impact on learning and the following five sub-subthemes emerged: taking participants out of their comfort zone; the unpredictability of the outdoor experience; outdoor experiences facilitating reflection; outdoor experiences as appealing; and skills development.

i. ***Taking participants out of their "comfort zone":*** This refers to the outdoors as presenting an environment in which the participants are taken out of their comfort zones. It explores the positive impact of this experience on aspects of emotional intelligence, for instance adaptability and problem solving: *"... with the outdoor thing you can get the guys out of their comfort zones into situations they wouldn't normally*

193

be in, so what we'll do for instance, I think the best part is that the guys learn to solve problems by actually being in scenarios they've never been in before …" (4;12;1;6-10). Observations such as these confirm findings by Hayashi (2006). The stretch-zone theory (which proposes that learning occurs when people are out of their comfort zones and in their stretch zones) furthermore features prominently in adventure education literature (Brown 2008; Panicucci, 2007) and my findings are consistent with this theory.

ii. ***The unpredictability of the outdoor experience***: This aspect explores the "unpredictability" of the outdoors and how it facilitates the development of skills such as problem solving and adaptability: *"The challenges just naturally come forth – just being out there creates those challenges – weather conditions, with that too, being a big group, to get the whole scenario, the boys, a whole group of boys out of their comfort zones … the whole outdoor environment keeps throwing things at them that one cannot predict" (4;12;2;28-31).* These observations confirm Hayashi's (2006) research findings in which he refers to the fact that wilderness includes various uncertainties and unexpected events that allow participants to learn the importance of being flexible and solving problems to suit the situations in which they find themselves.

iii. ***Outdoor experience facilitating reflection***: This refers to the fact that the outdoors may be ideal for reflection and introspection, as illustrated by some of the participant responses*: "Sometimes you're not aware yourself of what you're thinking, you're just think, think … and what you're feeling is on a different level and 'The Journey' lends itself to stop and you do not have to chase what is the next lesson, what homework did I have to do, just thinking, thinking, just actually being, sitting and that awareness of yourself as a person"(4;13;19;2-7).* These findings confirm those of Draper *et al.* (2011) and Hayashi (2006), which indicate that this reflective process strongly relates to the intrapersonal outcome of increased self-awareness.

iv. ***Outdoor experience as appealing***: Responses also indicate that the adventure of the outdoors may appeal to boys and may in itself result in positive learning: *"Boys*

194

automatically are far more ... there's energy, there's movement – they've got to engage with their moment and again, getting the guys outdoors and just physically doing things, it's part of their make-up, it is the way boys function, and they're immediately going to respond and engage with that a whole lot better" (4;14;4;9-13). These observations substantiate those of a qualitative study conducted by Davidson (2007), in which participants reported that they found the challenges compelling and enjoyable.

v. **Develops skills**: The outdoor environment may also offer opportunities for skills development: *"The nice thing about it is it levels the playing field a lot. Besides that a boy has to lead, being outdoors is a good leveller in that it makes it irrelevant whether you're the captain of the rugby team or you're the best academic. It kind of gives everyone an equal chance of being equally as good in a leadership sense" (4;11;10;22-25); "... it takes them out of the classroom and it starts stimulating just real life skills" (4;14;22;22-23).* This confirms Hayashi's (2006) finding that a positive relationship exists between the facilitation of leadership skills and the outdoor experience.

6.3.2.2 Risk/Adventure

This refers to the impact of risk and adventure in the outdoors context and the possible bearing of such experiences on the learning experience: Participant responses suggest that the elements of risk and adventure contribute to the learning experience, and that the unknown also plays a part: *"... it's almost like boys can see through the contrived sort of circumstances ... when they get to an epic day, or a certain dangerous moment ... that in itself reinforces a whole lot ... it's the unplanned-for stuff that's actually the greatest learning" (4;14;5;18-23).* As observed in my research, this subtheme has a strong connection to the facilitation of certain subskills of EQ, such as adaptability and problem-solving skills, and, substantiates studies conducted by Davidson (2007) and Hayashi (2006).

195

6.3.2.3 Experiential learning

This refers to the process of learning from experience, i.e., the process through which participants use direct experiences to construct knowledge, skills and values. Responses suggest that participants experience meaningful learning through direct experiences: *"I think the term experiential learning wraps it up totally, if you don't experience it you just don't learn" (4;12;4;20-21); "You experience it directly after what you did and there are direct consequences and therefore the feedback is immediate, direct and real"(4;11;4;26-27).* These findings are rooted in the theoretical framework of Kolb's experiential learning cycle (Kolb, 1984) and validate existing research findings where participants on-going display of competency in challenging situations results in the acquisition of certain knowledge and skills as well as making them feel positive about themselves (Davidson, 2007; Martin, Franc & Zounková, 2004; Hayashi, 2006).

The outdoor environment thus acts as an ideal setting in which learners can learn through experiencing the challenges that are naturally present in nature. "The Journey" lends itself to being a form of "rites of passage", signifying that developmental stage during adolescence when children make the transition from childhood to adulthood, as described in the identified theme that follows.

6.3.3 Theme 3: Rites of passage

From the results of the qualitative data generated from the research proper, the research participants identified the theme "rites of passage", and the subthemes "recognition, respect and belonging" and "comparison to aspects of African culture".

Participant responses suggest that the "The Journey" may be viewed as an event that marks the transition from childhood to manhood: *"That's also an important part of the whole process – enabling them to step out and welcoming them back, almost as adults, back into the community, knowing that they have now stepped into that space" (4;14;15;19-23).* According to Lertzman (2002), rites of passage have played a fundamental role in human development in many traditional societies and provide a learning environment that supports an individual's holistic development: mentally, emotionally, physically and spiritually. Gavazzi, Alford and

196

McKenry (1996) and Bosch and Oswald (2010) propose that many of the difficulties adolescents face in contemporary society are linked to society's under-utilisation of rites of passage. They suggest that adolescents who are left on their own to find transitional markers from childhood to adulthood tend to fill the void with informal indicators of adult-like behaviours, such as drug-taking, alcohol consumption and sexual intercourse. Such alternative rites-of-passage behaviours are misguided attempts at marking their transition into adulthood. Programmes such as "The Journey" therefore act as rites of passage for learners. In addition to the theme of "rites of passage", two more subthemes emerged that explore the facilitation of recognition, respect and belonging, as well as parallels with African culture:

6.3.3.1 Recognition, respect and belonging

This explores the role of "rites of passage" with regard to aspects such as feeling accepted and respected:*"… in the school there's a general feel, vibe if you like, that once you've been on Journey you're now officially a senior. … certainly from a boy's perspective, so there's a definite sense of becoming a man, and that I think is a very important underlying factor with some subconscious recognition of manhood, or at least the start of manhood and that sort of thing (4;11;16;24-31).* This sense of belonging substantiates research findings by Bosch (2007) which suggest that after taking part in a wilderness rites-of-passage programme, participants report a sense of belonging and a sense of community.

6.3.3.2 Comparisons to African culture

Here a comparison is drawn between "The Journey" and "rites of passage" in African cultures: *"I think the rites of passage as known in the African cultures … he needs to be circumcised and he has to spend time in the bush where he has to survive and become a man, and when he comes back in the culture they welcome him and I think there's always a change of name and the way they refer to him is as an adult – he actually becomes an adult in the community, so it mimics … it has a lot of that African culture to it" (4;14;17;4-10).* Making the transition from childhood to adulthood thus appears to be facilitated by participating in "The Journey". A link between traditional cultures and the possible benefits of using rites of passage in the present day was also

197

observed in the relevant literature that was studied (Gavazzi, Alford & McKenry, 1996; Bosch & Oswald, 2010).

As "The Journey" participants take part in this rite of passage, a question that arises is whether there are specific factors that impact on the efficacy of "The Journey" as an experience that facilitates the development of emotional intelligence in adolescence, and this is where the emerging theme of the "Journey" design elements comes to light.

6.3.4 Theme 4: "Journey" design elements

A review of the literature on how the outcomes of adventure education programmes are achieved reveals that most outdoor adventure education programmes share the following features: a) The physical environment: they are set in the outdoors; b) Activities: they require participation in activities with (mentally and/or physically) challenging objectives, such as hiking to a specific point or crossing a river; c) Processing: this enables participants to internalise meaning from the adventure education process; d) The group: ideally, groups should consist of between 7 and 15 participants to ensure that they are large enough for diversity and conflict, and yet small enough to avoid the forming of cliques and to enable conflict resolution; e) Instructors/Facilitators: the presence of a trained and non-intrusive leader is essential; and f) Duration: a duration of between two and four weeks is recommended (Hattie, Marsh, Neil & Richards, 1997). I will use this theoretical framework to analyse the theme of "Journey" design elements and related subthemes and sub-subthemes (which emerged from my analysis; see sections 6.4.1.3; 6.4.2.3; 6.4.3.3; 6.4.4.4) that appear to enhance the utilisation of outdoor adventure education. The following "Journey" design elements have emerged from the qualitative data:

6.3.4.1 "Journey" design elements relating to group size/format

i.   G*roup composition*: This refers to the fact that when the groups are formed, a special effort is made to ensure that each participant is placed in a group with one friend he has chosen, while the rest of the group will consist of participants from outside his circle of friends: *"... we mix up the groups quite a lot so there's a lot of guys that you weren't really friends with or didn't know well ..." (4;11;26;8-9).* Participants are

198

thus compelled to interact with boys with whom they would not normally interact, thus allowing for wider interaction and learning. Aspects such as empathy and social responsibility were also mentioned over and above the ability to interact with others: *"I also made more friends, I spoke to people I never thought I'd speak to. I also learnt to put others before myself. I learnt this when Teddy borrowed me his jacket when we were both cold" (3;8;8;16-17).* This reciprocity that evolves within a group is also observed in the relevant literature (Hopkins & Putman, 1993; Kimball & Bacon, 1993; Witman, 1995; McKenzie, 2000).

ii. ***Group size***: According to the literature (Walsh & Golins, 1976; Hopkins & Putnam, 1993; Witman, 1995), group size is considered to be an important factor in determining the effectiveness of an adventure education programme and the ideal group is indicated as consisting of any number of participants between 7 and 15. The rationale behind choosing groups of this size is that a group should be large enough for diversity and conflict, and yet small enough to avoid cliques and to enable conflict resolution. In my research there was evidence that participants did have to manage conflict situations in the group. Certain cliques did form but were also found to be challenged through being on "The Journey": *"…there were very distinct groups, like there's a group of four black guys that were very tight, then there was a couple of Asians that were tight and a couple of Afrikaans guys and a couple of jocks, and they came back having had to sort out each other, where they stand for and break down those kind of barriers"* (4:13;25;7-12). The groups on "The Journey" consisted of 20 participants, and although both the qualitative and the quantitative data collected during the pre- to post1 "Journey" interviews indicated an improvement in respect of interpersonal skills, a comparison of the pre- and post2 "Journey" interview data indicated that this improvement was not sustainable. It may perhaps be hypothesised that if the groups had been smaller, this facet of emotional intelligence might have shown sustainability, and this possibility should be further explored.

6.3.4.2 *"Journey" design elements relating to outdoor activities and tasks relating to interaction between participants revolving around group problem solving and decision making*

i. ***Outdoor activities***: This refers to the perceived impact of outdoor activities such as horse riding, crossing rivers, hiking, camping, river rafting, abseiling and cycling: *"During my time on Journey, to be perfectly honest, I hated almost every day; the constant walking or cycling almost drove me insane. But during those days when I walked by myself I had time to think about the way I lived my life" (3;3;2;14-17); "I do know the Journey was unlike any other experience I have ever done, 23 days of walking, cycling and rowing amazingly changed my outlook on the way I treat people, the way I take my school work and the way I think in general" (3;3;2;27-30).* In line with the stretch-zone theory (Brown 2008; Panicucci 2007), the activities used in adventure education contribute to creating a state of dissonance, which is referred to as the stretch zone. Successes achieved in this state result in positive learning and growth (Dyson, 1995; Witman, 1995). Participant responses further suggests sub-subthemes that look at both the positive and negative experiences of participation in outdoor activities, and at how participating in outdoor activities that are physically and emotionally challenging could result in personal development. This confirms existing literature that suggests that experiences of both success and failure produce positive outcomes (Bandura, 1997; Kimball & Bacon, 1993).

ii. ***Food drop****:* Refers to the design element of providing food on "The Journey". The two sub-subthemes that emerged were the availability and division of food and how this could be used as a design element, as well as the perceived impact thereof.

    a. ***Division of food as an empowering experience***: Refers to how food is distributed among the group members and the perceived impact: *"... on Journey I became ... once I voiced myself I became like a more influential person to others around me, like with the food drop-offs, when we shared the food I was the one who controlled everything ..." (2;8;4;28-30).* This suggests that this particular design element may allow for the facilitation of interpersonal skills and, more specifically, leadership. This is not by definition an outdoor activity, but rather a

200

task that that can be used to facilitate the acquisition of certain subskills of emotional intelligence. It overlaps with the definition of outdoor activities in that it also provides an opportunity for participants to develop their capabilities by exercising better control over the task at hand, and mastery of these skills leads to positive outcomes (Bandura, 1997; Kimball & Bacon, 1993) which my findings confirm.

b. ***Availability of food as a challenging experience***: The availability of food may also act as a catalyst for other skills, such as adaptability, problem solving and stress management: *"… it's designed to frustrate you. Like they have all these things that make it harder for you … sometimes not even getting food … They give you challenges that will make you angry so you can see how you react to it and then you can respond from there" (2;7;14;8-13)*. As with the division of food, the mere fact of the availability of food creates an environment in which participants need to solve problems and learn from the challenges (Bandura, 1997) which my findings substantiate.

iii. ***Leadership roles***: Another "Journey" design element that was observed relates to leadership roles and how each participant was given an opportunity to lead the group for a day. Responses suggest that this may impact on the facilitation of leadership skills and adaptability, as well as on aspects of intrapersonal skills, such as independence and assertiveness: "*So I think leadership is drawn out of a lot more boys than at school, where leadership roles are stereotyped and put into categories. (4;11;10;26-28). "What's really good about it too is that the guys, they get their leaders each morning and they come up with a plan of some sort during the day, and what they quickly learn is that things don't go to plan. The plans get messed up on the way, so now they have to adapt to what the new circumstances are" (4;12;5;29-31).* Furthermore, there appears to be an impact on leadership in the school post "The Journey": *"… since The Journey we've found that our leadership, voting and that, is far more aligned with what the adults see as well, because they experience each other as who they really are "4;11;26;12-14"* This design principle is thus specific in its

intention to allow all participants to explore and exercise their leadership skills, as well as to create self-awareness: *"I thought I was a leader from the front, but actually I am a leader from the back and listen to others' ideas and use them" (3;10;9;26-27).* These findings concur with those of Sibthorp (2003) and Hayashi (2006), which suggest that participation in outdoor adventure education programmes facilitate the acquisition of leadership skills.

6.3.4.3 *"Journey" design elements relating to the process of sorting and ordering information (processing) that enables participants to internalise meaning from the "Journey" experience*

i. **Solo time**: This refers to the period of 30 hours that participants have to spend on their own. The responses suggest that it allowed for introspection: *"Solo was an amazing time. Here, you could search yourself, decipher who you are. Journey definitely makes you grow physically, mentally and definitely spiritually" (3;1;1;11-13).* Staff responses further mirror participants' experiences and point out factors that might contribute to effective reflection: *"... the boys particularly enjoy that time to think and reflect. At first they perhaps do not know what to do with the time, because they haven't had it before and therefore they're unpractised, if you like, but it becomes one of the highlights because it's so unusual and it's something that doesn't exist in their world because every minute is filled up with something – a computer or a phone, and once they get used to the idea it's actually incredibly up-building for them, it builds them and it gives them time to look at themselves and to start asking some deeper questions, but it also gives them time to communicate with nature and with their God and that sort of stuff"(4;11;14;22-30).* Solo time is thus not a physical challenge, but rather a mental/emotional challenge with the outdoors as a backdrop and allows participants to internalise meaning from this adventure education experience (Luckner & Nadler, 1997). My research findings thus confirm those of Martin and Leberman (2005), in which participants reported that although it was the physical activities that took them out of their comfort zones, they felt that their learning/processing came from solo and group discussions.

202

ii. ***Debriefing sessions***: This design element refers to an opportunity to express concerns participants have within the group and also to debrief in general: *"For me the value of the debriefs is that the boys are forced to reflect, even on good and bad days" (4;14;11;3-4)*. As a design element it thus promotes problem solving through communication and is generally seen as a positive experience: *"We were about to rip his head off. But then we had a debrief about it ..." (2;3;8;27-28); "Debriefs help to clear things up ... I think without that debrief we would have been angry at each other for the rest of The Journey. When we had that debrief we sorted it out" (2;3;8;30-31)*. The responses thus suggest that participants made use of the debriefing sessions to deal constructively with both interpersonal and intrapersonal issues, which allowed for the processing of information and confirms the findings of research conducted by Martin and Leberman (2005), i.e., that group discussions, allowed for learning to take place. However, according to my findings, debriefing/group discussions were not always seen as a positive experience but could however be attributed to other factors, such as the adult facilitators and the role they played in the debrief: *"... her debriefs are pointless sometimes ..." (2;2;9;30-31)*.

iii. ***Letter writing as a form of communication and reflection***: Although this design element does not focus on facilitating communication between participants on "The Journey", it does act as a form of communication and reflection to enhance both interpersonal and intrapersonal skills: *"Another key element is the communication with home. I think it does improve and it makes communication with parents more real, because at home they're used to superficially saying hallo and goodbye, mm, yes, no, but when you're out there and you're communicating by letter, when you're putting something down on paper it's forever and it's there"(4;12;8;14-20)*. Another component of the letter-writing exercise is the letter each boy writes to himself and receives back a year later: *"I think that the other part that also extends the impact back in school is that letter they write themselves which they then receive a year later. It's a reaffirming and a realigning of things that they did on Journey" (4;14;26;19-26)*. Letter-writing to parents and self thus appears to be a valuable tool to use in processing/internalising the meaning of what they have experienced and learnt on

203

"The Journey". The benefits of letter-writing that were observed in my study confirm the findings of Harper (2009), who saw it as a way to extend the learning process and facilitate individual and personal growth.

6.3.4.4 *"Journey" design elements relating to the role of adult facilitators*

i. **The role of adult facilitators on "The Journey"**: This design element refers to the role of adult facilitators during "The Journey". The responses suggest that the participants are encouraged to take ownership of their decisions and not rely on the adult facilitators: "*I was expecting Journey to be militaristic, but for me it did not turn out to be that raw. We were let out to go our own ways, the teachers (adult facilitators) did not have anything to do with the decisions we made. All the decisions were made by the leaders (participants) of the day…*" (3;9;8;19-23). These findings correspond with findings reported in existing literature that suggest that direct experiences produce positive outcomes and greater learning (Bandura, 1997; Kimball & Bacon, 1993), and allow for a more accepting environment. Hopkins and Putman (1993) state that the influence of a competitive and confrontational instructor can negate the positive effect of the adventure experience on participant growth, which my findings confirm. The following sub-subthemes that were identified offer further insight into the role of adult facilitators:

a. **Facilitation as a positive experience**: Here responses suggest that in the opinion of adult facilitators, successful facilitation is achieved when participants are encouraged to act independently and to solve problems themselves, rather than look to the adult leaders for solutions. *"The boys should not actually, when they have a problem, their reaction should not be to look to you. If they look to you every time, then you're doing too much" (4;11;14;1-3)*. Such independence impacts positively on the development of participants in areas such as adaptability, problem solving, interpersonal skills, intrapersonal skills and general mood (see section 6.5.2.1). These findings reveal a new trend, since a review of the relevant literature (Hopkins, 1982; Phipps & Claxton, 1997; McKenzie, 2000) indicates a strong focus only on characteristics of "effective

204

instructors", such as biographical background, personality and interpersonal interactions. My own research findings have revealed that the way in which adult facilitators define their role may have a considerable impact on the effectiveness of the outdoor adventure education programme as further described with regard to negative experiences related to facilitation.

b. ***Facilitation as a negative experience***: Participant responses confirm the idea that the way in which adult facilitators contribute to "The Journey" impacts greatly on learning outcomes. *"You can actually, I mean quite frankly I've seen groups of boys with very different results because of staff facilitators: where some staff have at times done too much for the boys you can see that there's less learning taking place, or they don't experience consequences as well ..." (4;11;13;20-23).* Furthermore, it was observed that if the facilitators' involvement was more intrusive and direct, it was also perceived as negative: *"... her debriefs are pointless sometimes ...and that I really would just wish her to step back a bit and that the teacher rather do the debriefs" (2;2;9;29-31).* These findings confirm those of Dyson (1995) and Hopkins and Putman (1993), which suggest that accepting, encouraging and non-judgemental instructor feedback contributes to participant growth, whereas a confrontational approach negates the positive effect of the adventure experience.

c. ***Challenges in facilitating***: Participant responses focused on the role of adult facilitators and the challenge of allowing "Journey" participants to make their own decisions while also ensuring their safety. This is borne out by the following quote: *"There have been times I sat at a river and I've looked at that river in terms of the stuff that was going down and there the boys need to start making good decisions and yet at the same time you need to rely on these guys to actually get to a point where they know that they know that it's actually dangerous without me stepping in, but it's a managed sort of space in the sense that the boys don't realise that it's managed and yet it is"(4;14;14;7-15).* Thus the trend that emerges is that one should define and know one's role as an adult facilitator.

d. ***The role of EQ in facilitation***: The last-mentioned sub-subtheme refers to intrapersonal skills and how they relate to self-improvement. Responses indicate that self-awareness is essential to improving as an adult facilitator, which is another emerging trend, borne out by the following quote: "*... whether they're on Journey or after Journey, as the facilitator I need to understand what I can do better, what it is I can do to equip myself better to be a better facilitator"(4;14;30;1-5).* Research by Barwick (2004) suggests that the success of outdoor adventure education programmes relies on certain variables, one of which is the quality of the instructors, my research suggests that for any adult facilitator to be able to define and know his/her role, self-awareness and reflection are essential. The exploration of the role of EQ in adult facilitators could be considered for future research.

6.3.4.5 *"Journey" design elements relating to duration*

i. ***The duration of "The Journey" as a challenge***: This design element refers to the duration of "The Journey" and the perceived impact that being away from home for an extended period may have: *"... sort of got to me after about 20 days of being out of my comfort zone ... not having my own bed and not having Mom's food, having like ... pretty awful food and having ... kind of gets to you and you get sick of people always talking to you. You want to be alone, you want alone time, but you can't always have that. So I got really fed-up with people and I took it out on them when I shouldn't have. I wanted to change that" (2;2;2;7-12).* Responses thus suggest that the duration impacts on aspects such as the ability to manage one's emotions and creates an environment in which participants need to deal with challenges. These findings were reiterated by observations made by selected staff members, who viewed "The Journey" as being a catalyst for the development of interpersonal skills with regard to understanding others and social adeptness: *"... it sort of forces people that are in extreme conditions at times, and it's just the length of time where you really just can't go without expressing emotions and learning to understand other people's emotions if you're going to survive" (4;11;23;15-18).* There thus seems to be a positive correlation between skills gained and the length of the outdoor adventure

206

education programme, which confirms findings by Hattie, Marsh, Neil and Richards (1997) that outcomes improved in relation to the duration of the programs.

6.3.4.6 *"Journey" design elements relating to planning and symbolic actions*

i. ***Positive impact of structured planning on "The Journey":*** This is another design element that only emerged in the post-"Journey" focus-group interview. Responses thus indicate that "The Journey" not only allows for unplanned experiences, but is also carefully constructed to create an environment in which participants can develop self-awareness and life skills*: "What makes The Journey so special is actually its format, because it's been structured very cleverly, for example the big solo outing's on the fourteenth day, and we've noticed that that's exactly when you start getting irritated with your friends, you start to see the bad in them, and then you get angry and irritated, and then after the solo it's back to normal" (2;1;12;14-18).* This confirms findings by Kimball and Bacon (1993), which suggest that adventure education activities are normally structured in such a way that participants are likely to experience success and mastery, which will result in positive outcomes. However, this does not mean that some difficulties and setbacks are not beneficial, as illustrated by participant responses: "*I think that one of the biggest elements was that it's designed to frustrate you. Like they have all these things that make it harder for you, like they want you to get angry and to try to deal with it, so like bad food, cycling 90 kilometres, sometimes not even getting food and things like that. They give you challenges that will make you angry so you can see how you react to it and then you can respond from there. It makes you see what type of person you are with all the challenges you have to face. So I think that's one thing that makes Journey particularly effective" (2;7;14;7-15)".* These finding substantiate findings by Bandura (1997) and Witman (1995) that suggest that challenges or setbacks often serve a beneficial purpose in teaching, and that success often requires sustained effort and may facilitate self-awareness and self-control.

207

ii. ***Sending off/receiving back***: This design element refers to the process of sending participants in "The Journey" off and receiving them back, which forms part of a symbolic action. Responses illustrate its value as a design element that enhances the experience of "rites of passage" and its impact on participants: *"That's also an important part of the whole process – enabling them to step out and welcoming them back, almost as adults, back into the community, knowing that they have now stepped into that space"(4;14;15;19-23).* There appears to be a certain ritual to the sending-off process that creates the expectation that "The Journey" will be a meaningful experience for the participants: *"...we all meet at the bell, as you know the bell has a historic significance for the school. Essentially there's significance in that everybody rings the bell and it calls the school together and they all gather around the bell because it has now been rung. The head of the school says some words ... The headmaster ... says ... the Journey being a physical journey and yet an inner journey. ... Then there's final ringing of the bell and the school creates a tunnel through which that group will now walk and exit the College through the front gate. There's a large celebration and lots of farewells" (4;14;15;23-31).* Another ritual takes place when the boys are received back. This allows for closure and acknowledgement: As mentioned, this design element has a strong connection with the theme "rites of passage", which impacts on aspects such as feeling accepted and respected:*"... in the school there's a general feel, vibe if you like, that once you've been on Journey you're now officially a senior (4;11;16;24-26).* The use of symbolic actions was not previously reported on and my findings reveal the positive impact such symbolic actions can have.

From the above "Journey" design elements observed it becomes clear that they play an integral part in the facilitation of certain skills and, in the case of my research study, more specifically emotional intelligence. The focus will now shift to additional emerging themes, one of which explores boarding.

6.3.5 Theme 5: Boarding

Another theme that emerged was the expectation that "The Journey" would be like a boarding-school experience in that participants would spend time together, which would allow them to form bonds and establish relationships: *"Because I know in the boarder houses where we live together we're quite close together and we spend a lot of time and I think spending a lot of time within our groups is going to bring us closer together …" (1;3;2;3-5).* Although this expectation was not specifically referred to during the post-"Journey" interviews, reference was made to the fact that participation in "The Journey" had resulted in improved interpersonal skills and had brought the group and Form closer together. No further data regarding boarders and day boys was observed in the research proper. This seems to affirm the quantitative finding, which suggests that there is no statistically significant difference in the benefits for participants based on them being either boarders or day boys, and thus they benefited equally (see Chapter 5: section 5.3.1). A review of the relevant literature did not produce any reports on similar findings, thus unable to substantiate or refute my findings.

We will now be moving on to another emerging theme, which explores the perceived impact of participation on "The Journey" on the emotional climate of the school.

6.3.6 Theme 6: Emotional climate of the school

This emerging theme explores the perceived impact of "The Journey" on the emotional climate of the school in general. The selected staff members interviewed commented that they could see a difference: *"So we notice the Form 2s, the way they end up fighting with each other, bullying one another, lack of sensitivity, then afterwards it's gone away! Ja, it's calm and there's nothing – the problems seem to have disappeared. It's not something that shouts loud at you, but you notice it" (4;13;25;1-4).* The responses thus suggest a positive impact on the emotional climate of the school post-"Journey": *"… there's a definite calming down of them once they come back from Journey. It has a big influence on the tone in the school" (4;11;25;7-8);"Some individuals show it clearly and some don't, but I think the general tone of the group is definitely better, calmer, more comfortable with who they are" (4;11;25;10-12).* This is reinforced by participant responses: *"… a good way actually to bond and to form friendships. Well, if the whole like Form*

is closer it makes it better. Like it makes the school better to learn in, if like you have a tight group like we in matric then like we can actually do things properly, unlike if we're all against each other, then nothing will get done" (1;5;2;16-20). Thus it appears that by bringing the group members, and therefore the members of the Form, closer together through their participation, "The Journey" has a positive impact on the emotional climate of the school: *"One of the key things for me is it brings about commonality in the group. Everybody's done this journey and they speak about it all the time. And it just brings such commonality between totally different boys, between guys from different houses, and year groups" (4;11;25;17-21).* It was also observed that the attitude of the parents is another factor that may impact positively on the emotional climate of the school: *"Something else that affects the climate of the school, not particularly the boys, is that the general attitude of parents after The Journey is exceptionally positive. They say: 'Wow, this is amazing! My son's a different guy, he's changed', and their approach to the school is therefore a lot more positive, even if it was positive, and that rubs off on the boys as well and the staff is motivated"(4;11;27;24-29).* The theme of outdoor adventure education having a positive impact on the emotional climate of a school appears to be an emerging trend that has not yet been reported on.

The qualitative data presented therefore suggests that participation in "The Journey" has a positive impact on the emotional climate of schools, since with increased emotional intelligence one would expect increased emotional awareness and control, as evidenced by participants' post-"Journey" observations. If one considers the impact that such a programme clearly has on both the personal development of participants and the school culture, it stands to reason that outdoor adventure education could be used as an effective tool in education. It is exactly this sort of platform that could be used to address another emerging theme, namely division based on stereotypes, which will be explored in the following section.

6.3.7 Theme 7: Division based on stereotypes

Division based on stereotypes is another theme that emerged from the focus-group interviews, which involved both participants and selected staff members and covered racial and social divides, as discussed on the following page.

210

The following comments were made with regard to "*social divides*" and "*racial divides*": *"There were stereotypes, they realised quite soon that it is not always true. There was a big, fat guy, and here he is, always in the top three. Then you have another big, muscular Northern Bulls player and he's in the back"(4;13;7;24-27); "... there's the barrier between day boy and boarder, the racial barrier, there's the sort of wealth barrier, there's the sport barriers, the kind of boy-group barriers ... It's amazing to see afterwards how the boundaries have been softened"(4;13;27; 12-16). "I think one of the dynamics of each group and I know it maybe wasn't designed this way, but the racial tensions we had ..."(4;13;7;3-5); "The melting pot kind of helped break down those barriers ... the racial barrier ... It's amazing to see afterwards how the boundaries have been softened"(4;13;27;7-16); "They still exist, but there's a definite softening of the lines and flexibility"(4;11;27;19-20).* Pre-"Journey" participant responses also reflected this expectation: *"... at the lunch hall like, the blacks are together and the whites are together ... and maybe after 'Journey' it just won't be blacks and whites, maybe there'll will be bit of a mix and we'll be able to communicate better with the blacks and the blacks will be able to communicate better with us ... and everything will be tight as a group" (1;2;19;23-31).* Thus it seems as if "The Journey" can be used as a catalyst, not only for the facilitation of skills related to EQ, such as interpersonal skills, but also to address stereotypes observed in our society as a whole, by starting to address these stereotypes in schools. A review of the literature shows very little research in this area, but a study (using qualitative data) conducted by Webb (2009) showed lower prejudice attitudes as a result of participation in an experiential low-ropes programme. However, caution should be exercised when making comparisons, since the programme referred to by Webb was very specific and its duration was a lot shorter than "The Journey". Therefore one can at best say that a possible trend can be observed.

6.3.8 Theme 8: Sustainability of skills acquired

This emerging theme explores the sustainability of skills acquired while on "The Journey", as well as possible strategies for improving sustainability: *"I think that the other part that also extends the impact back in school is that letter they write themselves which they then receive a year later. It's a reaffirming and a realigning of things that they did on Journey"(4;14;26;24-26); "If you're in Form 5 you'll go back to the group that's just done The Journey and you'll*

211

share stories. That again, I think, is an area we need to explore, which will extend the impact into the school in terms of reintroducing these guys, let's say all the Group 5s of three years actually get together and they are facilitated through a discussion. I think that's an area again that can be so much better, which will extend the impact" (4;14;25;22-27). Factors that influence the sustainability of skills acquired on "The Journey" may include incorporating "Journey" design elements in school life, as suggested by participant responses: *"Why don't we maybe instead of having an agenda, but before we spend half an hour together, I want you to spend half an hour of solo time reflecting on the preparations for when we do get together, we're actually going to deal with things far more constructively. We've got our heads around it, you know exactly where you stand on that point. It's an attitude in teams, it's managing groups, it's reflecting on journaling, that's an element we haven't really touch on. Ja, I think those things are part of the road we as a college need to go. We need to learn and grow to extend the learning practice of the college" (4;14;28;3-13).* While responses do indeed suggest the sustainability of skills acquired, the theme of further enhancing the sustainability is clearly one that could be further explored in future research. My findings (qualitative data) on the sustainability of skills acquired not only corresponds with the results of the quantitative data that I have generated, but also confirms the findings of the research done by Hindes *et al*. (2008), which reveals encouraging signs that youth development programmes can be used to create sustainable changes in aspects of emotional intelligence.

In the following section, the research results (quantitative and qualitative data) will be triangulated and summarised in terms of whether my results refute or concur with the findings of others. Findings never reported on before, as well as emerging trends, will also be explored.

6.4   SUMMARY OF RESULTS

In this Chapter I discussed the results of the research study and conducted a literature control during which emphasis was placed on both quantitative and qualitative data with regard to pre- and post- "Journey" data. The results were also triangulated and summarised. The identified themes generated from the quantitative and qualitative data collected will now be integrated and a summary of the results will be provided using the following themes: emotional intelligence;

outdoor adventure education; rites of passage; "Journey" design elements; boarding; emotional climate of the school; division based on stereotypes; and sustainability of skills acquired.

In terms of Emotional Intelligence as a theme, and as regards the quantitative data collected, the results of both the pilot study and the research proper, during which pre- and post1-"Journey" EQ scores were compared, indicate statistically significant differences in total EQ, which suggests that participation in "The Journey" results in an increase in the overall EQ skills of participants, as was substantiated by the qualitative data collected.

Concerning the question whether these observed changes in EQ are sustainable and have a lasting effect, the results of my research proper suggest that participation in "The Journey" not only results in an increase in the overall EQ skills of participants, but that the impact also appears to be sustainable.[8] These finding thus add valuable data with regard to the sustainability of EQ skills gained through participation in outdoor adventure education programmes.

As far as the impact of "The Journey" on the various subskills of emotional intelligence is concerned, my findings revealed that there was an increase in all EQ subskills directly after participation (quantitative and qualitative data), which refutes the findings of Hayashi (2006) and the results of my pilot study, which suggest that only certain subskills of EQ can be improved through participation in outdoor adventure education programmes. However, the results of the research proper, where pre- and post2-"Journey" scores were compared (quantitative data), suggest that increases are maintained in only three of the five subskills mentioned, namely intrapersonal skills, adaptability and general mood. Thus it appears that the initial increase in interpersonal and stress management skills does not have a sustainable effect. With regard to interpersonal and stress-management skills, one could hypothesise that within the more challenging outdoor environment, participants are required to use newly gained adaptive skills. When back at school, however, the need to apply these skills diminishes and they fall back into their comfort zones with regard to social interactions and stress management. This is where my research adds value in the sense that it shows that certain subskills of emotional intelligence gained through participating in an outdoor adventure education programme are not sustainable, since their effect wear off over time, while others, namely intrapersonal skills, adaptability and

---

[8] By asking whether the impact is sustainable, I mean: If outdoor adventure education does indeed facilitate emotional intelligence, will the skills acquired remain stable and consistent over a period of time? In this study we will be looking at a time span of three months.

general mood, appear to have lasting effects. As far as the sustainability of intrapersonal skills gained on "The Journey" is concern, one can surmise that the time that participants are given to reflect and experience challenges foster self-awareness and self-understanding, and that the impact may be sustainable over time, since after "The Journey" they still retain the experience, which appears to be as much formative as it is affirming. In a sense this links up with another theme that has been identified, namely that of "rites of passage", which suggests that "The Journey" is an event that marks the transition from childhood to manhood, and that the successful completion of this experience affirms the participants' place in the school as seniors. This may impact on aspects such as assertiveness and confidence in themselves and their abilities, as well as create a sense of belonging. In terms of the sustainability of adaptability as an EQ subskill, participant responses suggest that they experienced challenges that required them to identify problems and implement solutions and thus the outdoor adventure education context is ideal for developing the skills of flexibility, adaptability and problem solving, and the participants appear to be able to take what they have learnt on "The Journey" and apply it to their lives post-"The Journey". Lastly, with regard to the sustainability of general mood as an EQ subskill, one would perhaps imagine that the high of completing "The Journey" would subside, but the results show significant positive change three months post-"Journey", which is echoed by participants' sense of achievement at having completed "The Journey". Seemingly, what has been written above (as regards the possible impact of "rites of passage" and sense of belonging provided by having participated in "The Journey") may also be relevant here.

With regard to outdoor adventure education as a theme, the data generated suggests that the outdoors has a positive impact on learning and thus confirms previous research findings. Participant responses further suggest that the elements of risk and adventure contribute to the learning experience, and that the unknown also plays a vital role, which corresponds with the findings of studies conducted by Davidson (2007) and Hayashi (2006). The theme of experiential learning, which was also identified, suggests that participants experience meaningful learning through direct experiences. This validates existing research findings.

In terms of rites of passage as a theme, the results of the qualitative data generated suggest that the "The Journey" may be viewed as an event that marks the transition from childhood to manhood, resulting in participants feeling accepted and respected. Responses

214

further suggest that participation facilitates the development of a sense of belonging, which substantiates research findings by Bosch (2007).

Furthermore, certain "Journey" design elements that emerged from the qualitative data correspond with the findings of previous research, for example group composition; group size; outdoor activities; leadership roles; solo time; debriefing sessions; letter writing as a form of communication and reflection; the role of adult facilitators; duration; and impact of structured planning. Emerging design principles include food drops, which refer to how the availability and division of food may act as a catalyst for the acquisition of skills such as adaptability, problem solving and stress management. Another emerging design principle is the sending off/receiving back of the participants in "The Journey", which forms part of a symbolic act. Responses illustrate the value of this act as a design element that enhances the experience of "rites of passage" and the impact that it has on participants.

The theme relating to boarding also emerged (qualitative data) and the expectation was that the "The Journey" would be like a boarding-school experience in that participants would spend time together, which would allow them to form bonds and establish relationships. No further data regarding boarders and day boys was observed in the research proper. This seems to affirm the quantitative finding, which suggests that there is no statistically significant difference in the benefits for either boarders or day boys, and thus they benefited equally. A review of the relevant literature did not produce any reports on similar findings that could be used to substantiate or refute my findings.

With regard to the theme relating to the emotional climate of the school, the responses suggest a positive impact on the emotional climate of the school post-"Journey". Thus it appears that by bringing members of the group, and therefore of the Form, closer together through their participation, "The Journey" has a positive impact on the emotional climate of the school. It was also observed that the attitude of the parents is another factor that may impact positively on the emotional climate of the school: The theme of outdoor adventure education having a positive impact on the emotional climate of a school appears to be an emerging trend that has not yet been reported on.

In terms of the theme exploring division based on stereotypes, my results (qualitative data) suggest that "The Journey" can be used as a catalyst, not only for the facilitation of skills related to EQ, such as interpersonal skills, but also to address stereotypes observed in our society

215

as a whole, by starting to address these stereotypes in schools. A review of the literature shows very little research in this area, but a study (using qualitative data) conducted by Webb (2009) showed lower prejudice attitudes as a result of participation in an experiential low-ropes programme. However, caution should be exercised when making comparisons, since the programme referred to by Webb was very specific and a lot shorter than "The Journey". Therefore one can at best say that a possible trend can be observed.

The last emerging theme explores the sustainability of skills acquired while on "The Journey", which includes possible strategies for improving sustainability. While responses do indeed suggest that the skills acquired are sustainable, the theme of further enhancing the sustainability is clearly one that could be further explored in future research. My findings (qualitative data) on the sustainability of skills acquired not only correspond with the results of the quantitative data that I have generated, but also confirm the findings based on the research done by Hindes *et al*. (2008), which reveal encouraging signs that youth development programmes can be used to create sustainable changes in aspects of emotional intelligence.

In the next chapter, emphasis will be placed on the final findings, recommendations and conclusions of my research study.

216

CHAPTER 7

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

7.1   INTRODUCTION

In this chapter I will briefly review the preceding six chapters, after which I will answer the research questions and discuss and summarise the results and findings. Ethical considerations will also be discussed, and recommendations will be made. Finally, I will include a personal reflection.

7.2   OVERVIEW OF CHAPTERS

7.2.1 Chapter 1: Orientation to research study

The introduction to this chapter is followed by an explanation of the rationale and purpose of the study, which is to describe the influence of outdoor adventure education on the facilitation of emotional intelligence during adolescence by using a case study of a specific event, namely "The Journey". Reference is made to the main research question, the secondary research questions and the research process relating to the various research questions. Brief reference is also made to data-gathering methods and reliability and validity, as well as to the conceptual and theoretical framework. Finally, the main concepts that relate to the study are clarified.

7.2.2 Chapter 2: Emotional intelligence

This chapter comprises of an extensive literature review undertaken to explore emotional intelligence from its origins to the present-day conceptualisations of this construct. A review of the literature has led to an exploration of the three main models of EI and the related measures, the definition of emotional intelligence for the purpose of this study, and an investigation of the perceived impact of EI on individuals' ability to adjust and achieve success in life. Lastly, a critique of EI is provided by discussing various challenges faced in respect of defining and gaining acceptance for the construct "emotional intelligence".

217

7.2.3 Chapter 3: Outdoor adventure education

This chapter offers an extensive literature review undertaken with a view to describing the historical perspectives of outdoor adventure education, exploring its components, and providing a working definition of outdoor adventure education. The philosophical and educational foundations of outdoor adventure education are explored, with the emphasis on aspects such as experiential learning, adolescence as a developmental stage, and understanding how outdoor adventure education can be interpreted as a rite of passage. Certain relevant theories are also explored and provide a backdrop to a discussion on the perceived impact of outdoor adventure education.

7.2.4 Chapter 4: Conceptual orientation, research design and methodology

In this chapter, emphasis is placed on the description of the paradigmatic, theoretical and conceptual framework used in this study, as well as the methodology employed. This research study is embedded in an interpretivist/construcivist/social constructivist paradigm and a conceptual framework is also provided to explain how the key concepts are linked in order to retain the focus on the research topic. A multimethod mode of enquiry was employed and a detailed description is provided of the process of data collection and analysis. Factors such as validity and reliability are also explored.

7.2.5 Chapter 5: Results of the pilot project and research proper

This chapter presents the results of both the pilot study and the research proper and includes the results of both the quantitative component of the study, *Bar-On EQ-i:YV* (Bar-On, 2007), and the qualitative component of the study (pre- and post-"Journey" focus-group interviews with participants and selected staff members, and reflective essays). Descriptive statistics in terms of the research proper are provided for pre-, post1- and post2-"Journey" EQ with regard to the results of the *Bar-On EQ-i:YV* (Bar-On, 2007), as well as level of significance and effect sizes, and themes and subthemes are presented with regard to the pre- and post-"Journey" and focus-group interviews and reflective essays.

7.2.6 Chapter 6: Results of the research

In this chapter, the results of the pilot study and research proper are discussed and compared with previous research through a literature control. It includes the discussion of the results of both the quantitative component of the study, *Bar-On EQ-i:YV* (Bar-On, 2007), and the qualitative component of the study (pre- and post-"Journey" focus-group interviews with participants; reflective essays by focus-group participants; and post-"Journey" focus- group interviews with selected staff members) and allows for the triangulation and summarising of the results.

7.3   REVISITING THE RESEARCH QUESTIONS

The research statement that directed this project was formulated as follows: *What are the value and limits of using outdoor adventure education in terms of facilitating the development of emotional intelligence during adolescence?* Furthermore, the secondary research questions that drove my study include the following:

- *How does learners' participation in the outdoor adventure education programme serve to facilitate emotional intelligence?*
- *Does the facilitation of emotional intelligence through outdoor adventure education have a sustainable[9] effect on Grade 10 learners at a private high school for boys?*
- *Which design elements enhance the utilisation of outdoor adventure education?*
- *Could the implementation of outdoor adventure education programmes have a positive impact on the emotional climate at schools?*
- *What is the potential significance of outdoor adventure education programmes for theory building in Educational Psychology?*

The following broad research hypothesis was formulated for the quantitative part of my research project: *Emotional intelligence can be facilitated through the use of outdoor adventure education. However, the effect of "The Journey" on certain subskills of EQ will wear off over*

---

[9] By sustainable I mean: If outdoor adventure education does indeed facilitate emotional intelligence, will the skills acquired remain stable and consistent over a period of time? In this study I will be looking at a time span of three months.

219

time. The purpose of this study was thus to explore the value and limits of using outdoor adventure education as a way of facilitating the development of emotional intelligence during adolescence. Seeing that the use of outdoor adventure education (which is a form of experiential learning) is being explored as a possible vehicle for the development of emotional intelligence, it makes sense to attempt to answer the research questions from a constructivist/social constructivist/interpretivist paradigm, since this worldview acknowledges that meaning is made through direct experience as well as through social interactions. The study was therefore viewed from an interpretivist viewpoint and incorporated both quantitative and qualitative data.

7.3.1 How does learners' participation in the outdoor adventure education programme serve to facilitate emotional intelligence?

7.3.1.1 Total EQ

The results of the pilot study that involved a comparison between pre- and post1-"Journey" EQ scores (quantitative data) suggest significant differences in total EQ, which suggests that participation in "The Journey" results in an increase in the overall EQ skills of participants with a medium effect size (see section 5.2.1: Table 5.2). With the research proper, an additional post-"Journey" administration of the *Bar-On EQ-i:YV* (Bar-On, 2007) was included in the data collection process (three months) after the completion of "The Journey". The results of the research proper indicate a statistically significant difference (quantitative data) in total "Journey" EQ scores from pre- to post1- (medium effect size), from post1 to post2 (small effect size), and from pre- to post2- (medium effect size), which substantiates the initial findings of the pilot study and suggests that the increase in the overall EQ skills of participants in "The Journey" shows a sustainable and somewhat lasting effect (seen section 5.3.1: Table 5.8). As regards the qualitative data generated before and directly after participation in "The Journey", participants' responses indicate development in total EQ, which is in line with the results of the quantitative data generated.

220

7.3.1.2 Subskills of EQ

In the research proper, when Pre- and Post1-"Journey" scores were compared (quantitative data), results suggested that participation in "The Journey" results in an increase in all EQ subskills: intrapersonal skills (medium effect size); interpersonal skills (small effect size); stress management skills (small effect size); adaptability (medium effect size); and general mood (small effect size) (see section 5.3.1: Table 5.8). With regard to the qualitative data generated before and directly after participating in "The Journey", participants' responses indicate development within all the various subskills of emotional intelligence, which is in line with the results of the quantitative data generated. These results of the quantitative data are based on data generated pre- and directly post-"Journey", but a further post-"Journey" administration of the *Bar-On EQ-i:YV* (Bar-On, 2007) was undertaken three months after the completion of "The Journey" and the results of the research proper, where pre- and post2-"Journey" scores were compared, suggests an increase in three of the five subskills mentioned, namely intrapersonal skills (small effect size); adaptability (medium effect size); and general mood (small effect size) (see section 5.3.1: Table 5.8). Thus, from looking at the results of the research proper, when one compares EQ scores, pre- and directly post-"Journey", it appears that participation in "The Journey" results in an increase in all EQ subskills, but that, with regard to the sustainability of subskills acquired, certain skills tend to have a more lasting effect than others.

7.3.2   Does the facilitation of emotional intelligence through outdoor adventure education have a sustainable[10] effect?

The results of the research proper (quantitative data) indicate a significant difference in total "Journey" EQ scores from pre- to post1- (medium effect size), from post1 to post2 (small effect size), and from pre- to post2- (medium effect size), which substantiates the initial findings of the pilot study that participation in "The Journey" results in an increase in the overall EQ skills of participants (seen section 5.3.1: Table 5.8). Thus, with regard to total EQ scores, there appears to

---

[10] By sustainable I mean: If outdoor adventure education does indeed facilitate emotional intelligence, will the skills acquired remain stable and consistent over a period of time? In this study we will be looking at a time span of three months.

221

be sustainability as the scores remained significant over time, but if one looks at the mean scores (post1-"Journey" Total EQ – the mean score is 111.11) and (post2-"Journey" Total EQ – the mean score is 107.28), they suggest that the effects of "The Journey" do wear off over time. This can be further illustrated by taking a closer look at the five EQ subskills, since the results of the research proper that compared pre- and post2-"Journey" scores suggest a significant increase (despite the fact that post2 mean scores were smaller that post1 means scores) in only three of the five subskills mentioned, namely intrapersonal skills (small effect size); adaptability (medium effect size); and general mood (small effect size) (see section 5.3.1: Table 5.8). The initial increase in respect of interpersonal skills and stress management observed directly after "The Journey" were not observed three months later, which suggests that the effects of "The Journey" on the facilitation of emotional intelligence do wear off over time. Since this begs the question of why only certain subskills of emotional intelligence appear to be sustainable over time, qualitative data generated was used to explore possible reasons for the lack of sustainability with regard to interpersonal skills and stress management. This ties in with another theme that was identified and forms part of one of the design elements of "The Journey", namely "group composition", which refers to the fact that when the groups are formed, a special effort is made to ensure that each participant is placed in a group with one friend he has chosen, while the rest of the group will consist of boys with whom he has no close connection. The participants view this group composition as a way to compel them to interact with participants with whom they would not normally interact, thus allowing for more interaction and learning, as was mentioned in the pre-"Journey" focus-group interview (see Chapter 5: section 5.3.2.1). The fact that interpersonal skills acquired during "The Journey" as a result of spending time with individuals with whom they do not normally interact at school are not sustainable could be attributed to the fact that they revert to old interpersonal interactions (comfort zones) when returning from "The Journey", and this could also be true with regard to stress management skills. With regards to the observed sustainability of certain EQ skills such as adaptability, one could hypothesise that the unknown and unpredictability of the outdoor adventure education context is so ideal for developing the skills of flexibility, adaptability and problem solving, and the participants appear to be able to take what they have learnt on "The Journey" and apply it to their lives post-"The Journey". With regards to why intrapersonal skills and general mood as EQ subskills appear to be sustainable, it could be the fact that they link up with another theme that has been identified,

222

namely that of "rites of passage", and that the successful completion of "The Journey" affirms the participants' place in the school as seniors. This may impact on aspects such assertiveness, confidence, and general feelings of well-being in themselves and their abilities as well as create a sense of belonging.

7.3.3 Which design elements enhance the utilisation of outdoor adventure education?

The results of the qualitative data revealed certain design elements that appear to enhance the utilisation of outdoor adventure education. These elements have been grouped into six categories, namely: *1) "Journey" design elements relating to group size/format*: a) group composition, and b) group size; *2) "Journey" design elements relating to outdoor activities and tasks relating to interaction between participants revolving around group problem solving and decision making*: a) outdoor activities, b) food drop (division of food as an empowering experience and availability of food as a challenging experience) and c) leadership roles; *3)"Journey" design elements relating to the process of sorting and ordering of information (processing) that enable participants to internalise meaning from the "Journey" experience*: a) solo time, b) debriefing sessions, c) letter writing as a form of communication and reflection; *4) "Journey" design elements relating to the role of adult facilitators*: a) the role of adult facilitators on "The Journey" ([facilitation as a positive experience; facilitation as a negative experience; challenges in facilitating – the role of EQ in facilitation); *5) "Journey" design elements relating to duration*: a) the duration of "The Journey" as a challenge; *6) "Journey" design elements relating to planning and symbolic actions*: a) the positive impact of structured planning on "The Journey", b) sending off/receiving back. From a discussion of the results (see Chapter 6: section 6.3.4) it becomes evident that all these design factors play an integral part in the facilitation of certain skills and, in the case of my research study, more specifically in the facilitation of emotional intelligence.

Although these design elements are carefully constructed, one should not forget about the importance of the setting, namely the outdoors, which is like a canvas to a painter and refers to the theme of outdoor adventure education and three subthemes emerged, namely: "the role of the outdoors in education", "experiential learning" and "risk/adventure" (see Chapter 6: Section 6.3.4), all of which work in conjunction with the "Journey" design elements observed.

It is at this point that we shift our attention to whether the implementation of outdoor adventure education programmes may have a positive impact on the emotional climate at schools. Up to this point I have observed the impact it has at the individual level, but one also needs to ask whether this observed impact could influence the emotional climate of a school.

7.3.4 Could the implementation of outdoor adventure education programmes have a positive impact on the emotional climate at schools?

The results of the qualitative data presented (see Chapter 6: Section 6.3.6) suggest that participation in "The Journey" has a positive impact on the emotional climate of schools, since with increased emotional intelligence (quantitative and qualitative data) one would expect increased emotional awareness and control in the Grade, and, in a small way, in the school as well, as evidenced by participants' post-"Journey" observations. A factor perceived to impact on the emotional climate of the school is that "Journey" participation brings the boys closer together as a Grade. The parents' positive view of the changes they see in their children is seen as another factor that has a positive influence on the emotional climate of the school.

If one considers the direct impact that such a programme clearly has on both the personal development of participants and indirectly on fellow learners they mingle with after "The Journey" (and, by default, on the school culture), it stands to reason that outdoor adventure education could be used as an effective instrument and implied strategy in education. It is this sort of platform that could be used to address another emerging theme, namely division based on stereotypes: racial and social divides.

In light of what has been said in this section, it seems plausible to suggest that implementation of outdoor adventure education programmes potentially have a positive impact on the emotional climate at schools.

7.3.5 What is the potential significance of outdoor adventure education programmes for theory building in Educational Psychology?

The literature review (see Chapter 3: Sections 3.5 and 3.6) enabled the exploration of certain educational, philosophical and theoretical foundations relating to outdoor adventure education.

Viewed from a an experiential perspective, outdoor adventure education can be viewed as a form of experiential learning based on the assumption that personal growth takes place through reflection on experiences. In essence, this kind of experiential learning can be seen as a perspective on learning that offers an alternative to cognitive and/or behaviourist instruction. "The Journey", which constitutes outdoor adventure education, can therefore be described as a process in which learners participate in specific activities and then reflect on their participation in those activities (Hopkins & Putman, 1993; Martin, Franc & Zounková, 2004; Priest & Gass, 1997). This form of learning is learner-centred and focuses on the role of experience in education which is reflected by participant responses generated from qualitative data gathered, indicating the value of experiential learning and the positive experience of adventure on creating a positive learning experience. These observed themes relate to theoretical foundations such as stretch-zone theory ((Panicucci, 2007), optimal arousal theory (Elizabeth Duffy.1957), social cognitive theory (Bandura, 1986) and attribution theory (Heider, 1958)). Structured programmes, such as "The Journey", can thus be used to create experiences that provide participants with opportunities to grow and develop (individually and as a group). However, since the above-mentioned theory of experiential learning is currently being treated as a separate aspect to education, the real challenge would be to ensure that it is allowed to have a greater impact on learning and instruction in schools, and this need was reflected in participant responses.

A review of the literature on emotional intelligence (see Chapter 2: Section 2.5.3) suggests that the presence of emotional intelligence and related subskills will have a direct impact on life adjustment and success. Bar-On (2007) further narrows the impact of emotional intelligence down to the following: physical health; psychological health; social interaction; school performance; workplace performance; self-actualisation; and subjective well-being. Being an educational psychologist in private practice, I am well aware of the many challenges that adolescents are faced with, which can be broadly described as family and social pressures. Their ability to cope with these pressures should be aided by the development of skills that lead to emotional intelligence acquisition.

In the light of my research findings, which illustrate how participation in "The Journey" resulted in the facilitation of overall EQ, and the fact that these effects were also deemed to be sustainable in terms of the parameters of my study with regard to Total EQ as well as certain subskills, namely intrapersonal skills, adaptability and general mood, it stands to reason that

225

outdoor adventure education programmes are potentially significant for theory building in Educational Psychology.

7.4 ETHICAL CONSIDERATIONS

I followed the ethical considerations highlighted in Chapter 1 (see section 1.12) and in summary the following steps were taken:

- I obtained written consent from the school's headmaster to conduct research at the school in question (see Annexure D).

- Subsequently I obtained written consent from the parents of the learners who had agreed to participate in my study (see Annexure E), as well as written assent from the participants themselves (see Annexure F).

- Written consent was also obtained from the selected staff members who participated in a focus-group interview conducted post- "The Journey" (see Annexure G).

- The procedures to be followed were discussed in writing and verbally with the participants and their parents, and participation was explained as being totally voluntary. Participants were also informed that should they wish to do so, they were free to withdraw at any time.

- Participants were also assured of the confidentiality of the study, which meant that all data gathered would be treated as confidential, and that all information would be dealt with in a private and anonymous manner.

- Written feedback with regard to the results of the the psychometric testing (the "*Bar-On EQ-i:YV*"), was offered to participants in "The Journey" and was provided on request.

- As a registered Educational Psychologist I abided by the professional ethics as prescibed by the Health Professions Council of South Africa (HPCSA) and also obtained my clearance certificate from the research ethics committee of the University of Pretoria (see Annexure H).

7.5 IN RETROSPECT – WHAT WOULD I HAVE DONE DIFFERENTLY?

In conceptualising my study, I decided to enhance its validity through the triangulation of data from different individuals (e.g. selected staff members involved in "The Journey" and participants), as well as different methods of data collection (e.g. standardised media and interviews). Looking back at the data-collection process, I would have included an additional post-"Journey" focus-group interview three months after the completion of "The Journey" to mirror the quantitative data collection process (pre, post1, and post2-"The Journey") as a way to further enhance the validity of my study with regard to the question relating to the sustainability of EQ skills gained through participation in "The Journey".

7.6 RECOMMENDATIONS

7.6.1 Recommendations for the improvement of practice

While completing my research project I have made certain observations and, based on these, would like to make the following recommendations in terms of what could possibly be done to further enhance the value of using outdoor adventure education in developing emotional intelligence in adolescence.

- Making the groups smaller, possibly with 15 instead of 20 participants. The rationale behind choosing groups of this size is that a group should be large enough for diversity and conflict, and yet small enough to avoid cliques and to enable conflict resolution. Since group size was perceived as being a possible factor that may relate to making the observed initial increase in interpersonal and stress management skills sustainable, smaller groups could be considered.
- With regard to the adult facilitators on "The Journey", it is recommended that they also complete the EQ-i in order to gain awareness of their skills in dealing with challenges, and that they receive training to prepare them for their role as adult facilitators.
- Making provision for follow-up interventions that reinforce "The Journey" experience as way to ensure the sustainability of skills acquired through participation in "The Journey".

7.6.2   Recommendations for further research

More emphasis needs to be placed on further exploring the sustainability of EQ skills gained through participation in outdoor adventure education programmes. It may also be beneficial to focus on each EQ subskill individually in order to get more detailed information on how these skills can be further enhanced using outdoor adventure education. Furthermore, the effect that the adult facilitator's level of emotional intelligence may have on the group's emotional intelligence should also be explored as a possible design element.

7.6.3   Recommendations for theory building in Educational Psychology

In our ever-changing world, the development of emotional intelligence to enable individuals to cope with challenges in everyday life is becoming increasingly important, and by combining the constructs of education and psychology one is able to use the school as a platform to equip learners holistically at the cognitive, emotional and social levels with regard to the facilitation of human potential. This can be done practically through combining outdoor adventure education (a form of experiential learning that can be described as a process during which people participate in specific activities and then reflect on their participation in those activities and how it has led to personal growth) with the more traditional cognitive and/or behaviourist forms of instruction. The benefits of such interventions, as illustrated by my study, confirm and build on existing theories of education and psychology, and the role of experiential learning and its relevance in the twenty-first century should be further explored.

7.6.4   Recommendations for policy makers

The results of my study confirm and reinforce findings that the outdoors can be used as a valuable tool in the development of the social and emotional skills that are required to be able to cope with the demands of everyday life. By incorporating outdoor adventure education programmes in the school curriculum, learners are allowed to not only develop cognitively at school, but to develop their emotional intelligence as well.

228

7.7 A PERSONAL REFELCTION ON THE RESEARCH STUDY

In this section I will be reflecting on my experiences during this research study, and specifically with regard to the following: 1) the results that I expected, 2) results that surprised me, 3) results that disappointed me, 4) results that I did not expect and 5) what the study meant to me personally.

7.7.1 Results that I expected

When embarking on my research, I used a pilot study as a way of preparing for my research proper. Initially I expected an increase in general EQ, especially with regard to the subskills, namely intrapersonal skills, interpersonal skills, stress management, adaptability and general mood. However, I had questions with regard to the sustainability of the skills that were gained and their transference into the everyday lives of the participants and therefore decided to incorporate an additional post-"Journey" administration of the *Bar-On Emotional Quotient Inventory: Youth Version (EQ-i:YV)* (Bar-On, 2007) three months after the completion of "The Journey". I was expecting certain EQ subskills, namely those of intrapersonal and interpersonal skills, and especially adaptability, to show a sustainable effect, since in my mind the unpredictability of the outdoors provided the perfect environment for the facilitation of adaptability and problem-solving skills.

7.7.2 Results that surprised me

I was surprised that there was only an initial increase in interpersonal skills, and that this improvement was not seen as sustainable. A pleasant surprise was, however, that of the impact of "The Journey" on the participants' general mood (which showed a sustainable effect), as well as on the general positive emotional climate of the school. This is closely connected to the theme of "rites of passage", which is integral to "The Journey".

7.7.3 Results that disappointed me

I was disappointed to discover that the interpersonal and stress management skills gained on "The Journey" did not appear to be sustainable, and that the initial improvement directly after the completion of "The Journey" wore off over time. I was expecting these skills to be sustainable as, in my mind, the group context on "The Journey" provided the perfect setting for the development of interpersonal and stress-management skills. However, it seems that the carryover of these skills gained on "The Journey" into their everyday lives was not sustainable.

7.7.4 Results that I did not expect

I did not expect "The Journey" to have such a profound effect on the general emotional climate of the school and the general mood of the participants, and also did not expect these effects to be sustainable.

7.7.5 What this study meant to me personally

In reflecting on what this study has meant to me personally, I cannot help but think that in the process I have been taken on a personal journey during which I have grown both professionally and personally. At the professional level I have engaged in a rigorous process of collecting, analysing and interpreting the data collected, which has enhanced my academic skills, and I have also been privileged to complete my studies in an internationally recognised Faculty of Education (recently voted one of the top 120 Faculties of Education in the world) and attended the compulsory research support sessions for the post-graduate programme (see Annexure I). Although I have always considered myself to be more of a practical person than an academic, my promoter's faith in my abilities as a researcher has enabled me to continue pushing myself. I was exposed to both qualitative and quantitative methods and, with regard to the latter, was fortunate to be able to work alongside highly skilled and knowledgeable individuals from the UP Statistics Department who guided me in respect of the quantitative component of my study. The process of completing my study has been very enriching from a skills development point of view and I have gained a tremendous sense of achievement from succeeding in completing my research, which

230

was undertaken as an act of passion rather than a duty. I really enjoyed the topic and engaging with the participants and the selected staff members, and have learnt a tremendous amount about my topic and also about myself. I have learnt that if I set my mind to something, I can achieve it no matter how challenging it may be. This study was not only challenging from an academic perspective, but also from a personal point of view. From the time when I started my research study, I have been blessed with the birth of our two sons (currently age three years and seven months respectively) and have had to balance work, parenthood, being a good husband, overseeing the renovation of our new home, moving and working on my PhD. So my own emotional intelligence has been crucial in having to deal with the pressure and challenges as they arose during the course of my study. As I am sitting here, I feel tremendously relieved to have reached this stage as, to be honest, I have at times felt that it was simply too much and have wondered whether I would be able to complete my study. Fortunately, with support and encouragement of those around me and God's love, and a determination not to let myself down, I have got to the end of what I can control, and now it is in the hands of the external examiners. This has truly been an enriching (although sometimes very testing) experience for me!

7.8   CONCLUSION

In this study, the value and limits of using outdoor adventure education to develop emotional intelligence were explored to reveal increased (statistically significant) total EQ, both directly after "The Journey" and three months later so as to suggest the overall sustainability of the skills acquired. However, with regard to the specific subskills, it appears that certain skills acquired on "The Journey" were not sustainable (interpersonal skills and stress management), whereas other skills acquired were observed as being sustainable (intrapersonal skills, adaptability and general mood). Studies like these show how outdoor adventure education programmes can be used as a vehicle to develop certain EQ skills that are crucial in dealing effectively with everyday challenges and demands. The implementation of programmes such as "The Journey" at school level makes it possible to facilitate the development of emotional intelligence from a young age, making school a place where emphasis is placed not only on IQ, but also on EQ, which are two constructs that should not be viewed separately, but should be seen as equally important and working together to unlock human potential.

231

LIST OF REFERENCES

Adams, Q., Collair, L., Oswald, M. & Perold, M. (2004). Research in educational psychology in South Africa. In: I. Eloff & L. Ebersöhn (Eds), *Keys to educational psychology* (pp. 353-373). Cape Town, South Africa: UCT Press.

Adams, G.R. & Marshall, S.K. (1996). A developmental social psychology of identity: understanding the person-in-context. *Journal of Adolescence*, 19, 429-424.

Allan, J., Mckenna, J. & Robinson, M. (2008). Building student resilience through first-year outdoor adventure residential experience in higher education. *Assessment, Teaching and Learning Journal*, 4, 6-9.

Andrews, K. (1999). The wilderness expedition as a rite of passage: Meaning and process in experiential education. *The Journal of Experiential Education,* 22(1), 35-43.

Archer, M., Bhaskar, R., Collier, A., Lawson, T. & Norrie, A. (Eds). (1998). *Critical Realism: Essential readings*. London, England: Routledge.

Arsenio, W.F. (2003). Emotional intelligence and the intelligence of emotions: A developmental perspective on mixed EI models. *Human Development,* 46, 97-103.

Austin, E.J. (2010). Measurement of ability emotional intelligence: Results for two new tests. *British Journal of Psychology,* 101, 563-578.

Austin, E.J., Saklofske, D.H. & Egan, V. (2005). Personality, well-being and health correlates of trait emotional intelligence. *Personality and Individual Differences,* 38, 547-558.

Babbie, E. & Mouton, J. (2001). *The practice of social research*. New York: Oxford University Press.

232

Bailey, R.P. (2003). Evaluating the relationship between physical education, sport and social inclusion. *Educational Review*, 57(1), 71-90.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Upper Saddle River, NJ: Prentice-Hall.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company.

Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory: Technical manual.* Toronto, Canada: Multi-Health Systems.

Bar-On, R. (2000). Emotional and social intelligence: Insights from the emotional quotient inventory. In R. Bar-On & J.D.A. Parker (Eds), *The handbook of emotional intelligence* (pp. 363-388). San Francisco, CA: Jossey-Bass.

Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18, 13-25.

Bar-On, R. (2007). How important is it to educate people to be emotionally intelligent, and can it be done? In: R. Bar-On., J.G. Maree & M.J. Elias (Eds), *Educating people to be emotionally intelligent* (pp. 1-16). Johannesburg, South Africa: Heinemann Publishers.

Bar-On, R. (2010). Emotional intelligence: an integral part of positive psychology. *South African Journal of Psychology*, 40, 54-62.

Bar-On, R. & Maree, J.G. (2009). In search of emotional-social giftedness: a potential viable and valuable concept. In: L.V. Shavinina (Ed), *International handbook on giftedness* (pp. 559-570). Quebec, Canada: Springer.

Bar-On, R. & Parker, J.D.A. (2000). *Bar-On Emotional Quotient Inventory: Youth version. technical manua*l. Toronto, Canada: Multi-Health Systems.

Bar-On, R. Tranel, D., Denburg, N.I. & Bechara, A. (2003). Exploring the neurological substrate of emotional and social intelligence. *Brain,* 126, 1790-1800.

Barwick, H. (2004). *Young males: Strengths-based and male focused approaches*. Wellington, New Zealand: Ministry of Youth Development.

Bastian, V.A., Burns, N. R. & Nettelbeck, T. (2005). Emotional intelligence predicts life skills, but not as well as personality and cognitive abilities. *Personality and Individual Differences*, 39 (6), 1135-1145.

Bell, B. (2003). The rites of passage and outdoor education: Critical concerns for effective programming. *The Journal of Experiential Education*, 26, 41-50.

Berry, M. (2011). Learning and teaching in adventure education. In: M. Berry & C. Hodgson (Eds), *Adventure education: and introduction* (pp. 63-83). New York: Routledge.

Beyer, S., & Bowden, E.M. (1997). Gender differences in self-perceptions: Convergent evidence from three measures of accuracy and bias. *Personality and Social Psychology Bulletin,* 23, 157-172.

Bisson, C.A. (2009). Attribution theory in Adventure programming. In: B. Stremba & C.A. Bisson (Eds), *Teaching adventure education: best practices* (pp. 156-167). Champaign, IL: Human Kinetics.

Bisson, C.A. (2009). I think I can: Self-efficacy theory in Adventure programming. In: B. Stremba & C.A. Bisson (Eds), *Teaching adventure education: best practices* (pp. 148-155). Champaign, IL: Human Kinetics.

Bisson, C.A. (2009). Visionary and actionary: the influence of Hahn and Petzoldt on the development of adventure education. In: B. Stremba & C.A. Bisson (Eds). *Teaching adventure education: best practices* (pp. 53-63). Champaign, IL: Human Kinetics.

Bosch, R. (2007). *The perceptions of adolescents of an adventure-based education programme.* Unpublished MEd dissertation, University of Stellenbosch.

Bosch, R. & Oswald, M. (2010). Adolescents' perception of adventure-based programme. *Perspectives in Education*, 28(1), 64-76.

Boyatzis, R. (1982). *The competent manager: A model for effective performance*. New York: Wiley.

Brackett, M.A. & Geher, G. (2006). Measuring emotional intelligence: pragmatic diversity and common ground. In: J.Ciarrochi., J.P. Forgas, & J.D. Mayer (Eds), *Emotional intelligence in everyday life (2nd ed.)* (pp. 37-58). New York: Psychology Press.

Brackett, M.A. & Mayer, J.D. (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, 29, 1147-1158.

Brackett, M.A., Rivers, S.E. & Salovey, P. (2011). Emotional intelligence: implications for personal, social, academic and workplace success. *Social and Personality Psychology Compass,* 5, 88-103.

Brackett, M.A., Rivers, S.E., Shiffman, S., Lerner, N., & Salovey, P. (2006). Relating emotional abilities to social functioning: A comparison of self-report and performance measures of emotional intelligence. *Journal of Personality and Social Psychology*, 91, 780-795.

Brackett, M.A. & Salovey, P. (2004). Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). In: G. Geher (Ed.), *Measurement of emotional intelligence* (pp. 181-196). New York: Nova Science Publishers.

Brooks, A. (2003). A critique of neo-Hahnian outdoor education theory. Part one: Challenges to the concept of "character building". *Journal of Adventure Education & Outdoor Learning*, 3(1), 49-62.

Brown, M. (2008). Comfort zone: model or metaphor? *Australian Journal of Outdoor Education*, 12(1), 3-12.

Bunting, C.J. (2006). *Interdisciplinary teaching through outdoor education*. New York: Human Kinetics.

Cason, D.R. & Gillis, H.L. (1994). A meta-analysis of adventure programming with adolescents. *Journal of Experiential Education*, 17, 40-47.

Cassady, J.C. & Boseck, J.J. (2008). Educational psychology and emotional intelligence. In: J.C. Cassady & M.A. Eissa (Eds). *Emotional intelligence: Perspectives on educational and positive psychology* (pp. 3-24). New York: Peter Lang Publishing, Inc.

Cattell, H.B. (1989). *The 16PF: Personality in depth*. Illinois, Champaign: Institute for Personality and Ability Testing, Inc.

Cattell, R.B., Cattell, A.K. & Cattell, H.E. (1993). *Sixteen personality factor questionnaire*. 5th ed. Institute for Personality and Ability Testing. Illinois: Champaign.

Cattell, R.B., Eber, H.W. & Tatsuoka, M.M. (1970). Handbook for the sixteen personality factor questionnaire (16PF). Illinois, Champaign: Institute for Personality and Ability Testing.

Chang, K.B.T. (2008). Can we improve emotional intelligence? In: J.C. Cassady & M.A. Eissa (Eds). *Emotional intelligence: Perspectives on educational and positive psychology* (pp. 25-45). New York: Peter Lang Publishing, Inc.

Cherniss, C. (2010). Emotional intelligence: toward clarification of a concept. *Industrial and Organisational Psychology, 3, 110-126.*

Cherniss, C., Extein, M., Goleman, D. & Weissberg, R.P. (2006). Emotional intelligence: What does the research really indicate? *Educational Psychologist,* 41, 239-245.

Ciarrochi, J., Chan, A.Y.C. & Bajgar, J. (2000). Measuring emotional intelligence in adolescents. *Personality and individual differences,* 312001, 1105-1119.

Ciarrochi, J.V., Deane, F.P. & Anderson, S. (2002). Emotional intelligence moderates the relationship between stress and mental health. *Personality and Individual Differences,* 32, 197-209.

Cohen, J. 1988. *Statistical power analysis for the behavioral* sciences (2nd ed.). Hillsdale, NJ: Erlbaum.

Conrad, D. & Hedin, D. (1981). National assessment of experiential education: Summary and implications. *Journal of Experiential Education*, 1, 6-20.

Conte, J.M. & Dean, M.A. (2008). Can emotional intelligence be measured? In: J.C. Cassady & M.A. Eissa (Eds), *Emotional intelligence: Perspectives on educational and positive psychology* (pp. 3-24). New York: Peter Lang Publishing, Inc.

Costa, P.T. & McCrae, R.R. (1998). Personality in adulthood: A six-year longitudinal study of self-report and spouse ratings on the NEO Personality Inventory. *Journal of Personality and Social Psychology*, 54, 853-863.

Creswell, J.W. (2009). *Research design: Quantitative, qualitative, and mixed methods approaches. San Francisco, CA*: Sage Publishers Ltd.

D'Amato, L.G. & Kransy, M.E. (2011). Outdoor adventure education: applying transformative learning theory to understanding instrumental learning and personal growth in environmental education. *Journal of Environmental Education*, 42(4), 237-254.

Davidson, L. (2007). Qualitative research and making meaning from adventure: A case study of boys' experiences of outdoor education at school. *Journal of Adventure Education & Outdoor Learning*, 1(2), 11-20.

De Vos, A.S. (2000). *Research at grass roots: A primer for the caring professions*. Pretoria, South Africa: Van Schaik.

De Vos, A.S., Strydom.H., Fouché, C.B. & Delport, C.S.L. (2005). *Research at grass roots: For the social sciences and human professions, 3rd edition*. Pretoria, South Africa: Van Schaik Publishers.

Dewey, J. (1915). Schools of tomorrow. *Middle works*, 8, 205-404.

Dismore, H. & Bailey, R. (2005). "If only": Outdoor and adventurous activities and generalised academic development. *Journal of Adventure Education & Outdoor Learning*, 5(1), 9-19.

Draper, C.E., Lund, C.L. & Flisher, A.J. (2011). A retrospective evaluation of a wilderness-based leadership Development Programme. *South African Journal of Psychology*, 41(4), 451-464.

Duerden, M.D., Widmer, M.A., Taniguchi, S.T. & McCoy, J.K. (2009). Adventures in identity development: the impact of adventure recreation on adolescent identity development. *Identity*, 9, 341-359.

238

Duffy, E. (1957). The psychological significance of the concept of "arousal" or "activation". *Psychological Review*, 64(5), 265-275.

Du Toit, P. (2004). Learning styles. In: I. Eloff & L. Ebersöhn (Eds). *Keys to educational psychology* (pp. 145-163). Cape Town, South Africa: UCT Press.

Dyson, B.P. (1995). Students' voices in two alternative elementary physical education programmes. *Journal of Teaching in Physical Education*, 14, 394-407.

Eastabrook, J.M., Duncan, A. & Eldridge, B. (2005). *Academic success in elementary school: does EI matter?* Paper presented at the annual meeting of the Canadian Psychological Association, Montreal.

Erikson, E.H. (1963). *Childhood and society*. New York: Wiley.

Fabrizio, S.M. (2005). Cultural adaptation in outdoor programming. *Australian Journal of Outdoor Education,* 9(2), 44-56.

Fernández-Berrocal, P., Alcaide, R., Extremera, N. & Pizarro, D. (2006). The role of emotional intelligence in anxiety and depression among adolescents. *Individual Differences Research,* 4, 16-27.

Garbers, J.G. (1996). *Doeltreffende geesteswetenskaplike navorsing*. Pretoria, South Africa: Van Schaik.

Gavazzi, S.M., Alford, K.A. & McKenry, P.C. (1996). Culturally specific programs for foster care youth: The sample case of an African American rites of passage program. *Family Relations*, 45, 166-174.

Geldard, K. & Geldard, D. (2004). *Counselling adolescents.* 2nd ed. London, England: Sage Publications.

Gibbs, C. & Bunyan, P. (1997). The development of self-esteem through a Duke of Edinburgh Award scheme. *Journal of Adventure Education and Outdoor Learning*, 2, 3-5.

Goldber, I., Matheson, K. & Mantler, J. (2006). The assessment of emotional intelligence: A comparison of performance-based and self-report methodologies. *Journal of Personality Assessment*, 86, 33-45.

Goldenburg, M., McAvoy, L. & Klenosky, D.B. (2005). Outcomes from the components of an outward bound experience. *The Journal of Experiential Education*, 28, 123-146.

Goleman, D. (1996). *Emotional intelligence*. London, England: Bloomsbury.

Goleman, D. (1998). *Working with emotional intelligence*. London, England: Bloomsbury Publishing.

Goleman, D. (2001). An EI-Based theory of performance. In: C. Cherniss & D. Goleman (Eds), *The emotionally intelligent workplace* (pp. 55-77). San Francisco, CA: Jossey-Bass.

Goossens, L. (2006). Theories of adolescence. In: S. Jackson & L. Goossens (Eds), *Handbook of adolescent development* (pp. 11-29). New York: Psychology Press.

Haan, N. (1989). Personality at mid-life. In: S. Hunter & M. Sundel (Eds), *Mid-Life Myths* (pp. 145-156). London, England: Sage.

Harper, N.J. (2009). Session IV: Current insights into wilderness and adventure Therapy. Family crisis and the enrolment of children in wilderness treatment. *Journal of Experiential Learning*, 31(3), 447-450.

Hattie, J., Marsh, H. W., Neil, J.T., & Richards, G.E. (1997). Adventure education and outward bound: out-of-class experiences that make a lasting difference. *Review of Educational Research*, 67, 43-87.

Hayashi, A. (2006). *Leadership development through an outdoor leadership program focusing on emotional intelligence*. Unpublished PhD thesis, University of Indiana.

Heider, F. (1958). *The psychology of interpersonal relations*. New York: Wiley.

Henning, E., van Rensburg, W. & Smit, B. (2008). *Finding your way in qualitative research*. Pretoria, South Africa: Van Schaik Publishers.

Hindes, Y.L., Thorne, K.J., Schwean, V.L. & McKeough. (2008). Promoting Intrapersonal Qualities in Adolescents: Evaluation of Rapport's Teen Leadership Breakthrough Program. *Canadian Journal of School Psychology*, 23(206), 206-222.

Hopkins, D. (1982). Changes in self-concept as the result of adventure training. *Cahper Journal*, July-August, 9-12.

Hopkins, D. & Putnam, R. (1993). *Personal growth through adventure*. London, England: David Fulton Publishers.

Hoye, T.L. (2009). *An investigation of the effect of an adventure based youth development program on emotional intelligence and life skills*. Unpublished dissertaion, University of Canberra.

Hutchinson, D. & Bosacki, S. (2000). Over the edge: Can holistic education contribute to experiential education? *Journal of Experiential Education*, 23(3), 177-182.

Jansen, J. (2004). An introduction to education theory. In: I. Eloff & L. Ebersöhn (Eds), *Keys to educational psychology* (pp. 374-886). Cape Town, South Africa: UCT Press.

Johnson, R, B. & Onwuegbuzie, A.J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher,* 33(7), 14-26.

Jones, C.J. & Meredith. (1996). Patterns of personality change across the life-span. *Psychology and Aging*, 11(1), 57-65.

Kafetsios, K. (2004). Attachment and emotional intelligence abilities across the life course. *Personality and Individual Differences*, 37, 129-145.

Kimball, R.O. & Bacon, S.B. (1993). The wilderness challenge model. In: M.A. Gass (Ed.), *Adventure therapy: Therapeutic applications of adventure programming* (pp. 11-41). Dubuque, IA: Kendall/Hunt Publishing Company.

Kivel, B.D. (1998). Adolescent identity formation and leisure contexts: a selective review of literature. *Journal of Physical Education, Recreation and Dance*, 69, 136-145.

Kohlberg, L. (1984). *The psychology of moral development: the nature and validity of moral stages*. San Francisco, CA: Harper & Row.
Kolb, D.A. (1984). *Experiential Learning: experience as the source of learning and development.* New Jersey: Prentice-Hall.

Law, K.S., Wong, C. & Song, L.J. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of Applied Psychology,* 89, 483-496.

Lertzman, D. A. (2002). Rediscovering rites of passage: education, transformation, and the transition to sustainability. *Conservation Ecology,* 5(2), 30-52.

Louw, D.A., Van Ede, D.M. & Louw, A.E. (1998). *Human development.* 2nd ed. Pretoria, South Africa: Kagiso Publishers.

Luckner, J.L. & Nadler, R.S. (1997). *Processing the experience: Strategies to enhance and generalize learning*. Dubuque, IA: Kendall/Hunt Publishing Company.

Louw, D.A., Van Ede, D.M. & Louw, A.E. (1998). *Human development.* 2nd ed. Pretoria, South Africa: Kagiso Publishers.

McCann, C., Matthews, G., Zeidner, M. & Roberts, R.D. (2003). Psychological assessment of emotional intelligence: A review of self-report and performance-based testing. *International Journal of Organizational Analysis,* 11, 247-274.

Maree, J.G. & Fernandes, M.P.J. (2003). The impact of emotional intelligence on solution-focused therapy with an adolescent. *Early Child Development and Care,* 173(5), 499-508.

Maree, K. & van der Westhuizen, C. (2008). Planning a research proposal. In: K. Maree (Ed.), *First steps in research* (pp. 23-45). Pretoria, South Africa: Van Schaik Publishers.

Maree, K. & van der Westhuizen, C. (2009). *Head start in designing research proposals in the social sciences*. Cape Town, South Africa: Juta & Company Ltd.

Martin, A., Franc, D. & Zounková, D. (2004). *Outdoor and experiential Learning: An holistic and creative approach to programme design*. London, England: Aldershot Publishers.

Martin, A.J. & Leberman, S.L. (2005). Personal learning or prescribed educational outcomes: a case study of the Outward Bound experience. *Journal of Experiential Education*, 28(1), 44-59.

Matthews, G., Emo, A. K., Roberts, R.D. & Zeidner, M. (2006). What is this thing called emotional intelligence? In K.R. Murphy (Ed), *A critique of emotional intelligence: What are the problems and how can they be fixed?* (pp. 3-36). New Jersey: Lawrence Erlbaum Associates, Publishers.

Mavroveli, S., Petrides, K.V., Rieffe, C. & Bakker, F. (2007). Trait emotional intelligence, psychological well-being and peer-rated social competence in adolescence. *British Journal of Development Psychology,* 25, 263-275.

Mayer, J.D. (2006). A new field guide to emotional intelligence. In: J. Ciarrochi., J.P. Forgas & J.D. Mayer (Eds), *Emotional intelligence in everyday life, 2nd edition* (pp. 37-58). New York: Psychology Press.

Mayer, J.D. & Salovey, P. (1997). What is emotional intelligence? In: P. Salovey & D.J. Sluyter (Eds.), *Emotional development and emotional intelligence: educational implications* (pp. 3-34). New York: Basic Books Inc.

Mayer, J.D., Salovey, P. & Caruso, D.R. (2000). Competing models of emotional intelligence. In R.J. Sternberg (ed.), *Handbook of human intelligence* (pp. 396-420). New York: Cambridge University.

Mayer, J.D., Salovey, P. & Caruso, D.R. (2001). *The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).* Toronto, Canada: Multi-Health Systems.

Mayer, J.D., Perkins, D.M., Caruso, D.R., & Salovey, P. (2001). Emotional intelligence and giftedness. *Roeper Review*, 23, 131-137.

Mayer, J.D., Salovey, P., Caruso, D.R., & Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT V2.0. *Emotion, 3, 97-105.*

McKenzie, M.D. (2000). How are adventure education program outcomes achieved? A review of the literature. *Australian Journal of Outdoor Education*, 5(1), 19-28.

McMillan, J.H. & Schumacher, S. (2001). *Research in education: A conceptul introduction.* 5th ed. New York: Addison Wesley Longman Inc

McNiff, J. & Whitehead, J. (2000). *Action research in organisations.* London, England: Routledge.

Medina, J. (2009). Creating history: exploring the past and future of adventure education. In: B. Stremba & C.A. Bisson, (Eds), *Teaching adventure education: best practices* (pp. 78-86) Champaign, IL: Human Kinetics.

Mertens, D.M. (1998). *Research methods in education and psychology: Integrating diversity with quantative and qualitative approaches*. Thousand Oaks, CA: Sage.

Meyer, B.B., Fletcher, T.B. & Parker, S.J. (2004). Enhancing emotional intelligence in the health care environment: An exploratory study. *Health Care Manager,* 23(3), 225-234.

Meyer, M. (2010). *Die verband tussen emosionele intelligensie en 'n rasseminderheidsgroep se identiteitsonderhandeling, aanpassing en funksionering in 'n meerderheidskonteks*. Unpublished PhD thesis, University of Pretoria.

Moote, G.T. &Wadarski, J.S. (1997). The acquisition of life skills through adventure-based activities and programs: A review of the literature. *Adolescence*, 32, 143-167.

Murphy, K.R. & Sideman, L. (2006). The two EI's. In K.R. Murphy (Ed), *A critique of emotional intelligence: What are the problems and how can they be fixed?* (pp. 1-16). New Jersey: Lawrence Erlbaum Associates, Inc.

Neill, J.T. & Dias, K.L. (2001). Adventure education and resilience: the double-edged sword. *Journal of Adventure Education & Outdoor Learning*, 1(2), 35-42.

Norwicki, S. & Carton, J. (1993). The measurement of emotional intensity from facial expressions. *The Journal of Social Psychology*, 133, 749-750.

Palmer, B.R, Donaldson, C. & Stough, C. (2002). Emotional intelligence and life satisfaction. *Personality and Individual Differences,* 33, 1091-1100.

Panicucci, J. (2007). Cornerstones of adventure education. In: R.G. Poutry., J. Panicucci, & R. Collinson, *Adventure education: theory and application* (pp. 33-48). London, England: Human Kinetics Publishers.

Parker, J.D.A., Creque, R.E. (Sr), Barnhart, D.L., Harris, J.I., Majeski, S.A., Wood, L.M., Bond, B.J. & Hogan, M.J. (2004). Academic achievement in high school: Does emotional intelligence matter? *Personality and Individual Differences,* 37, 1321-1330.

Parker, J.D.A., Saklofske, D.H., Shaughnessy, P.A., Huang, S.H.S., Wood, L.M. & Eastabrook, J.M. (2005). Stability and change in emotional intelligence: exploring the transition to young adulthood. *Journal of individual differences*, 26, 100-106.

Parker, J.D.A., Summerfeldt, L.J., Hogan, M.J. & Majeski, S. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and Individual Differences,* 36, 163-172.

Patrikakou, E.N. & Weissberg, R.P. (2007). School-family partnership to enhance children's social, emotional and academic learning. In: R, Bar-On, J.G. Maree & M.J. Elias (Eds), *Educating people to be emotionally intelligent* (pp. 55-68). Johannesburg, South Africa: Heinemann Publishers.

Petrides, K.V. & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality,* 15, 425-448.

Petrides, K.V. & Furnham, A. (2006). The role of trait emotional intelligence in a gender-specific model of organizational variables. *Journal of Applied Social Psychology,* 36, 552-569.

Petrides, K.V., Frederickson, N. & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality and Individual Differences,* 36, 277-293.

246

Phipps, M.L. & Claxton, D.B. (1997). An investigation into instructor effectiveness. *Journal of Experiential Education*, 20 (1), 40-46.

Piaget, J. (1996). *Psychology of intelligence*. New York: Harcourt.

Priest, S. & Gass, M. A. (1997). *Effective leadership in adventure programming*. Champaign, IL: Human Kinetics.

Priest, S., Gass, M.A. & Gillis, L. (2000). *The essential elements of facilitation*. Dubuque, IA: Kendall/Hunt.

Priest, S. & Gass, M. A. (2005). *Effective leadership for adventure programming*. 3rd ed. Champaign, IL: Human Kinetics.

Quay, J. (2003). Experience and participation: relating theories of learning. *The Journal of Experiential Learning*, 26(2), 105-116.

Raiola, E. & O'Keefe, M. (2009). A history of outdoor adventure education in the United States. In B. Stremba & C.A. Bisson (Eds), *Teaching adventure education: best practices* (pp. 73-78) Champaign, IL: Human Kinetics.

Rea, T. (2008). Methodology in outdoor research: approaches from an alternative discourse. *Journal of Adventure and Outdoor Learning*, 8(1), 43-53.

Rice, F.P. & Dolgin, K.G. (2005). *The adolescent: development, relationships and culture*. 11th ed. Boston, Massachusetts: Pearson Education, Inc.

Ringer, T.M. (2002). *Group action: The dynamics of groups in therapeutic, educational and corporate settings*. London, England: Jessica Kingsley.

Russell, K.C., Hendee, J.C. & Phillips-Miller, D. (2000). How wilderness therapy works: An examination of the wilderness therapy process to treat adolescents with behavioural problems and addictions. *USDA Forest Service Proceedings*, 15(3), 207-217.

Salovey, P. (2004). Emotions and emotional intelligence for educators. In: I. Eloff & L. Ebersöhn, (Eds), *Keys to educational psychology* (pp. 31-43). Cape Town, South Africa: UCT Press.

Schutte, N.S., Malouff, J.M., Hall, E.L., Haggerty, D.J., Cooper, J.T., Golden, C.J. & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences,* 25, 167-177.

Sibthorp, J. (2003). Learning transferable skills through adventure education: The role of an authentic process, *Journal of Adventure Education & Outdoor Learning*, 3(2), 145-157

Society for research in child development, committee for ethical conduct in child development research. (1990). SRCD ethical standards for research with children. *SRCD Newletter*. Chicago: SRCD.

Spencer, L. & Spencer, S. (1993). *Competence at work: Models for superior performance.* New York: Wiley.

St Alban's College. (2009). *Journey History*. Retrieved from the World Wide Web on 22 January 2010 from: http://www.stalbanscollege.com/index.php?option=comcontent&task=view&id=162&Itemid=108

Stein, S.J. & Book, H.E. (2006). *The EQ edge: Emotional intelligence and your success*. Mississauga, Canada: John Wiley & Sons Canada.

Steinberg, L. (1996). Autonomy, conflict and harmony in the family relationship. In: S. Feldman & G. Elliot (Eds), At *the threshold: The developing adolescent*. Cambridge, MA: Harvard University Press.

Stewart-Brown, S. & Edmunds, L. (2007). Assessing emotional intelligence in children: A review of existing measures of emotional intelligence and social competence. In: R. Bar-On, J.G. Maree & M.J. Elias, (Eds), *Educating people to be emotionally intelligent* (pp. 259-278). Johannesburg, South Africa: Heinemann Publishers.

Stremba, B. & Bisson, C.A. (2009). Teaching theory, facts and abstract concepts effectively. In B. Stremba & C.A. Bisson (Eds), *Teaching adventure education: best practices*. Champaign, IL: Human Kinetics.

Strydom, H. (2000). Ethical aspects of research in caring professions. In: A.S. De Vos (Ed), *Research at grass roots: A primer for the caring professions (pp. 23-36)*. Pretoria, South Africa: Van Schaik.

Teddlie, C. & Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioural science. In: A. Tashakkori & C. Teddlie, (Eds), *The handbook of mixed methods in the social and behavioural research (pp. 3-50)*. London, England: Sage.

Terre Blanche, M. & Kelly, K. (2002). Interpretive methods. In: M. Terre Blanche & K. Durrheim, *Research in practice: Applied methods for the social sciences (pp. 123-146)*. Cape Town, South Africa: University Cape Town Press.

Thorndike, E.L. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227-235.

Van Rooy, D.L., Viswesvaran, C., & Pluta, P. (2005). An evaluation of construct validity: What is this thing called emotional intelligence? *Human Performance,* 18, 445-462.

Wagner, R.K. (1997). Intelligence, training and employment. *American Psychologist*, 52(10), 1059-1069.

Walsh, V. & Golins, G.L. (1976). *The exploration of the Outward Bound process*. Denver: Colorado Outward Bound School.

Warner, A. (1999). Improving program quality through evaluation. In: J.C. Miles & S. Priest (Eds), *Adventure programming* (pp. 299-308). State College, PA: Venture.

Waskul, D.D. (1998). Camp staffing: The construction, maintenance, and dissolution of roles and identities at a summer camp. *Sociological Spectrum*, 18(1), 25-29.

Waterhouse, L. (2006). Multiple intelligences, the Mozart effect, and emotional intelligence: A critical review. *Educational Psychologist,* 41, 207-225.

Waterman, A.S. (1992). Identity as an aspect of optimal psychological functioning. In: R. Adams, T.P. Gulotta & R. Montemoyer (Eds), *Adolescent identity formation: Advances in adolescent development* (pp. 50-72). Newbury Park, CA: Sage.

Webb, C. (2009). *Reducing prejudice attitudes and heightening self-esteem in adolescent females through an experiential low ropes programme*. Ann Arbour, Michigan: UMI.

Weiner, B. (1986). *An attribution theory of achievement motivation and emotion*. New York: Springer-Verlag.

Witman, J.P. (1995). *Characteristics of adventure programs valued by adolescents in treatment*. Monograpgh on Youth in the 1990s, 4, 127-135.

Wolfe, D.E. & Byrne, E.T. (1975). Research on experiential learning: enhancing the process. *Simulation Games and Experiential Learning in Action*, 22, 325-336.

Wood, L.M., Parker, D.A. & Keefer, K.V. (2009). Assessing emotional intelligence using the Emotional Quotient Inventory (EQ-i) and related measures. In: C. Stough, D.H. Saklofske &

Parker, J.D.A (Eds), *Assessing emotional intelligence: theory, research and applications* (pp.67-81). New York: Springer.

Zimmerman, B.J. & Schunk, D.H. (2003). Albert Bandura: The scholar and his contributions to educational psychology. In: B.J. Zimmerman & D.H. Schunk (Eds), *Educational psychology: a century of contributions* (pp. 431-457). Mahwah, NJ: Erlbaum.

ANNEXURE A

Interview questions for pre- and post- focus group interviews with "Journey" participants

Pre-Journey focus group interview questions

- What in your opinion is the purpose of "The Journey"?

- What do you expect to gain from taking part in "The Journey"?

- What are you looking forward to?

- List characteristics/attributes/abilities you think will are important during "The Journey"?

Post-Journey focus group interview questions

- What in your opinion have you gained from taking part in "The Journey"?

- What have you learnt about yourself?

- Now that you have been on "The Journey", what in your opinion is its purpose?

ANNEXURE B

Interview questions for the post- focus group interview with selected staff members involved in "The Journey"

- What are your views about outdoor adventure education in general?
- What do you understand under the concept emotional intelligence? How would you define it?
- How in your opinion, does outdoor adventure education facilitate emotional intelligence?
- Does The Journey have a positive impact on the emotional climate of the school?

ANNEXURE C

CD – containing relevant quantitative and qualitative data:

- Quantitative data:
    - Repeated measures MANOVA and effect sizes (pilot study)
    - Repeated measures MANOVA (research proper)
    - Descriptive statistics including frequencies and means (research proper)
    - Box plot of total EQ and subskills grouped by time (research proper)
- Qualitative data:
    - Transcriptions of pilot study pre-and post-focus group interviews
    - Transcriptions of research proper pre-and post- focus group interviews with participants and selected staff members, as well as participants' reflective essays

ANNEXURE D

03/03/2009

Attention: The Headmaster: ███████████

RE: CONSENT FOR PHD RESEARCH AT ███████████████

I am currently enrolled for my PhD (Educational Psychology) at the University of Pretoria. The purpose of my study is to explore the impact of "The Journey" on the facilitation of emotional intelligence during adolescence. The proposed research will be preceded by a pilot study. A good research strategy requires careful planning and the pilot study will form part of this strategy. It is usually done on a smaller scale and is used to test logistics and gather information prior to undertaking a more comprehensive study in order to improve the latter's quality and efficiency.

For the purpose of my research proper, I will require as many Grade 10 learners as possible to complete an EI-questionnaire (the *"Bar-On EQ-i: YV"*) before and directly after "The Journey", as well as three months later. Furthermore, from this group of 10 learners will be selected to take part in a focus group interview before and after the completion of "The Journey", as well as write a reflective essay. A focus-group with selected staff members will also be conducted post-"The Journey".

Participation in the study will be voluntary and the learners will be informed that they are allowed to withdraw from the research at any time. Informed consent will be obtained from both the learners and their parents. The learners' identities will be protected, their privacy respected and all the information will be managed confidentially. The school's name will also not be mentioned in the above study, unless otherwise requested[11].

Your favourable consideration of my request for permission to conduct my research at ███████████ will be appreciated.

Yours sincerely

_____   _____
Björn Opper   Prof. J.G. Maree
Researcher   **Supervisor**
………………………………………………………………………………………….......................................

DECLARATION

Herewith I, the undersigned, grant Björn Opper permission to conduct his research study (as discussed and stipulated in the letter) at ███████████.

_____   _____
Headmaster   Date

_____

[11] Consent was provided with regards to using the school's name, but I decided not to use the schools name in the study.

255

ANNEXURE E

REQUEST FOR INFORMED CONSENT

Dear Parent(s)

Your son is invited to participate in a research study. The following information regarding the study is provided to help you decide if you would like him take part. Note that his participation is voluntary and that he may withdraw from the study at any time.

I am currently enrolled to complete a PhD (Educational Psychology) at the University of Pretoria, and the purpose of this study is to explore the impact of "The Journey" on the facilitation of emotional intelligence during adolescence.

"The Journey" is a compulsory event for all Grade 10 learners. For the purpose of this study, we will require as many Grade 10 learners as possible to complete an EI-questionnaire (the *"Bar-On EQ-i:YV"*) before and directly after "The Journey", as well as three months later. From this group, 10 learners will also be selected to take part in a focus-group interview before and after the completion of "The Journey", as well as write a reflective essay.

Possible benefits of your son's participation in this study includes the fact that your son may gain further insight about himself from the psychometric testing as well as from participating in the focus group interviews. This may also further enrich his experience of "The Journey" and result in personal growth.

The following ethical principles apply:
- *Participation is voluntary.*
- *There are no costs involved for you.*
- *Your son is free to withdraw from the project at any stage if he wishes to do so.*
- *All information provided by your son will be treated confidentially and anonymously.*
- *Participants will not receive any monetary compensation.*
- *Ethical guidelines have been followed to ensure that no participating party will be harmed or placed at risk of any kind. Hence there are no known risks involved in the research and at this stage we are not aware of any possible short-, medium- or long term negative effects of participating in the research.*
- *No reference will be made to any information that may convey any particular personal or identifiable information.*
- *You and your son reserve the right to access any information that has been collected throughout the research process at any time.*
- *You and your son reserve the right to withdraw any information or data that you wish not to be released for publication.*
- *The research findings might be published in an accredited research journal, but confidentiality and anonymity will be honoured.*

By signing this letter of informed assent you are giving permission for the following sources of data to be released:
- Scores from the pre- and post-assessments of emotional intelligence as measured by the *BarOn EQ-i:YV*.
- The verbatim transcription of the content recorded during the focus group interviews.
- The analysis, interpretation and reporting of the content discussed during the focus group interviews.
- Notes and reflections made by the researcher throughout the research process.
- Reflective essays written by selected participants.

256

If you have any queries before or during the pilot study, or after its completion, you are welcome to contact myself
(██████████) or ██████████ (██████████).

Yours sincerely,

_____   _____
Björn Opper   Prof. J.G. Maree
Researcher   **Supervisor**

Informed consent

Having read the attached request for informed consent, I declare that I am fully aware of the nature and purpose of the study conducted by Björn Opper. I understand that all information will be treated anonymously and as strictly confidential. I further understand that all ethical considerations, as outlined in the request for consent, will be adhered to.

I hereby agree to allow my son to: (a) participate in pre- and post-assessments of emotional intelligence as measured by the *BarOn EQ-i:YV*, and (b) make himself available for the focus- group interviews and complete a reflective essay if required. I also consent to the publication of the research findings, subject to anonymity and confidentiality.

Participant's name: ……

Parent(s) name: ……..

Signature(s): ……

Date: ……

03/03/2009-10

REQUEST FOR INFORMED ASSENT

Dear Participant

You are invited to participate in a research study. The following information regarding the study is provided to help you decide if you would like to take part. Note that your participation is voluntary and that you may withdraw from the study at any time.

I am currently enrolled to complete a PhD (Educational Psychology) at the University of Pretoria, and the purpose of this pilot study is to explore the impact of "The Journey" on the facilitation of emotional intelligence during adolescence.

"The Journey" is a compulsory event for all Grade 10 learners. For the purpose of this study, we will require as many Grade 10 learners as possible to complete an EI-questionnaire (the *"Bar-On EQ-i:YV"*) before and directly after "The Journey", as well as again three months later. From this group 10 learners will also be selected to take part in a focus-group interview before and after the completion of "The Journey", as well as write a reflective essay.

Possible benefits of your participation in this study includes the fact that you may gain further insight about yourself from the psychometric testing as well as from participating in the focus group interviews. This may also further enrich your experience of "The Journey" and result in personal growth.

The following ethical principles apply:
- *Participation is voluntary.*
- *There are no costs involved for you.*
- *You are free to withdraw from the project at any stage if you wish to do so.*
- *All information provided by you will be treated confidentially and anonymously.*
- *Participants will not receive any monetary compensation.*
- *Ethical guidelines have been followed to ensure that no participating party will be harmed or placed at risk of any kind. Hence there are no known risks involved in the research and at this stage we are not aware of any possible short-, medium- or long term negative effects of participating in the research.*
- *No reference will be made to any information that may convey any particular personal or identifiable information.*
- *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.*
- *The research findings might be published in an accredited research journal, but confidentiality and anonymity will be honoured.*

By signing this letter of informed assent you are giving permission for the following sources of data to be released:
- Scores from the <u>pre- and post-</u>assessments of emotional intelligence as measured by the *BarOn EQ-i:YV*.
- The verbatim transcription of the content recorded during the focus group interviews.
- The analysis, interpretation and reporting of the content discussed during the focus group interviews.
- Notes and reflections made by the researcher throughout the research process.
- Reflective essays written by selected participants.

258

If you have any queries before or during the pilot study, or after its completion, you are welcome to contact myself (████████) or ████████ (████████).

Yours sincerely,

_____   _____

Björn Opper   Prof. J.G. Maree
Researcher   **Supervisor**

-- ---------------------

Informed assent

Having read the attached request for informed assent, I declare that I am fully aware of the nature and purpose of the study conducted by Björn Opper. I understand that all information will be treated anonymously and as strictly confidential. I further understand that all ethical considerations, as outlined in the request for assent, will be adhered to.

I hereby agree to: (a) participate in pre- and post-assessments of emotional intelligence as measured by the *Bar-On EQ-i:YV*, and (b) make myself available for the focus group interviews and writing a reflective essay if required. I also assent to the publication of the research findings, subject to anonymity and confidentiality.

Participant's name: …………………………………………………………………………………………………..

Signature: …….

Date: …….

ANNEXURE G

REQUEST FOR INFORMED CONSENT

Dear Participant (Selected staff members)

You are invited to participate in a research study. The following information regarding the study is provided to help you decide if you would like to take part. Note that your participation is voluntary and that you may withdraw from the study at any time.

I am currently enrolled to complete a PhD (Educational Psychology) at the University of Pretoria, and the purpose of this study is to explore the impact of "The Journey" on the facilitation/development of emotional intelligence during adolescence.

You will be required to take part in a small focus-group interview after the completion of "The Journey".

The following ethical principles apply:
- *Participation is voluntary.*
- *There are no costs involved for you.*
- *You are free to withdraw from the project at any stage if you wish to do so.*
- *All information provided by you will be treated confidentially and anonymously.*
- *Participants will not receive any monetary compensation.*
- *Ethical guidelines have been followed to ensure that no participating party will be harmed or placed at risk of any kind. Hence there are no known risks involved in the research and at this stage we are not aware of any possible short-, medium- or long term negative effects of participating in the research.*
- *No reference will be made to any information that may convey any particular personal or identifiable information.*
- *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.*
- *The research findings might be published in an accredited research journal, but confidentiality and anonymity will be honoured.*

By signing this letter of informed assent you are giving permission for the following sources of data to be released:
- The verbatim transcription of the content recorded during the focus group interview.
- The analysis, interpretation and reporting of the content discussed during the focus group interviews.

Yours sincerely,

_____   _____
Björn Opper   Prof. J.G. Maree
Researcher   **Supervisor**

260

Informed consent

Having read the attached request for informed assent, I declare that I am fully aware of the nature and purpose of the study conducted by Björn Opper. I understand that all information will be treated anonymously and as strictly confidential. I further understand that all ethical considerations, as outlined in the request for assent, will be adhered to.

I hereby agree to: (a) make myself available for the focus group interview. I also assent to the publication of the research findings, subject to anonymity and confidentiality.

Participant's name: …………………………………………………………………………………………………..

Signature: …….

Date: …….

ANNEXURE H

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER :** EP 09/01/02
DEGREE AND PROJECT	PhD
	Exploring the value and limits of using outdoor adventure education in developing emotional intelligence during adolescence
INVESTIGATOR(S)	Björn Opper
DEPARTMENT	Educational Psychology
DATE CONSIDERED	8 August 2013
DECISION OF THE COMMITTEE	APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years
For PhD applications, ethical clearnace is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE   Prof Liesel Ebersöhn

DATE   8 August 2013

CC   Jeannie Beukes

Liesel Ebersöhn

Prof JG Maree

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

ANNEXURE I

Certificates of attendance for the compulsory research support sessions for the post-graduate programme of the Faculty of Education.

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	**CLEARANCE NUMBER :**	EP 09/01/02
DEGREE AND PROJECT	PhD Exploring the value and limits of using outdoor adventure education in developing emotional intelligence during adolescence	
INVESTIGATOR(S)	Björn Opper	
DEPARTMENT	Educational Psychology	
DATE CONSIDERED	8 August 2013	
DECISION OF THE COMMITTEE	APPROVED	

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearnace is valid for 3 years.

CHAIRPERSON OF ETHICS COMMITTEE	Prof Liesel Ebersöhn
DATE	8 August 2013
CC	Jeannie Beukes Liesel Ebersöhn Prof JG Maree

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility

2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted

3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.