

# THE ROLE OF EMOTIONAL INTELLIGENCE IN THE ADAPTATION OF ADOLESCENT BOYS IN A PRIVATE SCHOOL

by

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## **VOTE OF THANKS**

To Dr Strydom – for being a role model in many ways.

To all the adolescent boys who allowed me to become part of their world – for trying to make me understand their challenges and frustrations of trying to be emotional intelligent in a world that is not always emotional intelligent.

To my own two adolescent boys – Uli and Hein – You make parenting look easy!  
Your zest for life makes everyday special!

To my parents – for always believing in me.

Izelle Pretorius – for the editing – you've gone the extra mile! Thank you!

To my husband – thank you for my practice and for all you support!

## **SUMMARY**

### **THE ROLE OF EMOTIONAL INTELLIGENCE IN THE ADAPTATION OF ADOLESCENT BOYS IN A PRIVATE SCHOOL**

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**Degree:** Master of Education – with specialisation in Guidance and Counselling

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#### **Summary:**

The lack of emotional intelligence can be linked to problem behaviour in adolescent boys between 14 and 18 years of age. The concepts of emotions, emotional intelligence, adolescents and adaptation formed the focal point of this research. Profiles were compiled from data obtained from the Q-metrics emotional intelligence questionnaire, the Sacks Sentence Completion Test, an unstructured interview and the projection media (Draw a person). Detailed information with regards to risk and protective factors for each adolescent boy were provided. The above techniques and measuring instruments provided a holistic picture of the adolescent's level of emotional functioning as well as hypotheses for future therapy. The importance of the father-son relationship in the adolescent years was stressed. Early identification of adolescent boys in a private school (with low levels of emotional development) enables the school to implement programmes aimed at developing emotional intelligence.

#### **KEY TERMS:**

Emotions, emotional intelligence, adolescence, risk-taking behaviour, private school, Q-metrics questionnaire, interview, Sacks Sentence Completion test, adolescent boy, adaptation



## CHAPTER ONE

### INTRODUCTORY ORIENTATION

*"We need to be in control of ourselves – our appetites, our passions – to do right by others"* - T. Lickona 1991

#### 1.1 ORIENTATION

Researchers and psychologists have been attempting to understand the role of emotions; what causes them, what their purpose is and what their consequences are. Salovey and Mayer in Davis (2004:4-8) defines emotional intelligence (EQ) as a form of intelligence *"that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thoughts and actions"*. Even though emotional intelligence measures do not involve the same kind of 'mental/chronological' ratio as used in the IQ (intelligence test) that was developed by Alfred Binet in 1905, the most common shorthand term for emotional intelligence, EQ, mimics the abbreviation for the original 'intelligence quotient'. Davis (2004:12) states that, while IQ provides the floor for people's accomplishments, EQ in a sense determines the 'ceiling' - that is, how high one can rise compared to others with the same cognitive and technical skills.

Although there has been a resurgence of interest in defining, measuring and applying emotional intelligence since the publication of a bestseller by the same name (Goleman 1995), there are some common themes that underlie each version of Emotional Intelligence (Geher 2004:7,115). According to Geher (2004:115) it is generally agreed upon that EQ is an ability or competency, or set of abilities or competencies and that individuals differ in terms of their level of emotional intelligence. Paul Heim as quoted by Casper (2001:17) offers a simpler definition: *"Emotional intelligence is the ability to know what feels good, what feels bad and to know how to get from bad to good"*.

Fuller (2001:40) also introduces the concept of 'resilience' which he defines as *"the happy knack of being able to bungee jump through the pitfalls of life"*. As Casper (2001:17) states: *"There is no better method for getting the most out of others or for attaining personal fulfillment than mastering Emotional Intelligence"*. According to Geher (2004:7) there is consensus among researchers that EQ develops with age. The development of resilience, emotional intelligence and social competencies in young people are not only linked to long term occupational and life

success but are also associated with the preventions of substance abuse, violence and suicide (Fuller 2001:40). However, the factors that most strongly influence its development (e.g. genetics, experiences and parenting) are largely in question and are differentially emphasised by different EQ components.

Various researchers (Liau, Liau, Teoh & Liau 2003:54) argue that the emotional intelligence is vital to the healthy psycho-social development of children. Educators have long realised the need for emotional literacy (Liau 2003:51). As early as 1909, John Dewey (1909/1975) spoke of the need for emotional literacy, which he saw as moral education. The cornerstone in education of emotional literacy, (character building), is to help children acquire the skills, the attitudes and the dispositions that will help them live well and that will enable them the common good to flourish. Literature shows that the lack of emotional intelligence can be linked to problem behaviour and Liau et al (2003:54) are but a few of various researchers who indicate that emotional intelligence is a potential risk factor in behavioural problems in adolescent years. According to Liau et al (2003:54) the lack of balanced development of emotional intelligence in children could be associated with a variety of internalising and externalising problem behaviour. As this study focuses on the emotional development of the adolescent boy, a brief explanation of the analysis of the problem will be given. For the purpose of this study the adolescent stage is demarcated between 14 – 18 years.

## **1.2 ANALYSIS OF THE PROBLEM**

As a counsellor in a private international school with boarding facilities, the researcher became aware that adolescent boys are at greater risk of developing problematic behaviour than the girls. One of the functions of the school counsellor is to work with adolescents who had disciplinary hearings for contravening one or more of the school and/or boarding house rules. More than two-thirds of the adolescents who had disciplinary hearings are boys.

The International School offers formal schooling to children from different cultures from all across the world, but especially for children from African countries. These children can only go home during holidays and usually have no family living in the local town. They reside in boarding houses of the private school and can only communicate with their parents via the Internet or by means of cell phones. Adolescent boys seem to find it more difficult to adapt and thus exhibit more behavioural problems than adolescent girls. They tend to have this façade of coping, of being in control, of not having worries when in fact the opposite may be true. During life-skills group sessions, doing activities aimed at self-knowledge, the following became clear:

- The majority of the boys are experiencing feelings of depression, have disturbed sleeping patterns, tend to experiment with illegal substances, experience lack of concentration and display disruptive behaviour.
- There is also an increase in scholastic problems. The boys are under immense pressure from parents and teachers to perform well scholastically. This is causing anxiety and stress and feelings of not coping, which are leading to irrational beliefs with regards to their academic self-concept.
- Communication with parents tends to be about their scholastic progress only. The boys are experiencing feelings of guilt about having the opportunity to study at an 'expensive' private school and not progressing satisfactorily and thus disappointing their parents. Feelings such as 'I am useless', 'I am not going to make it in life', 'I am wasting my parent's money', were expressed during these group sessions.
- There is an increase in the number of adolescent boys coming for counselling at the Educational Support Services department.

Lack of discipline and discipline related problems are becoming the main topics when educators and parents meet. Adolescent boys in our the International School hostels are struggling to cope and therefore the researcher believes their 'acting out' is actually a cry for help.

The researcher became increasingly intrigued with questioning the reasons why some adolescent boys coped so much better with not only the stresses and strains of this developmental period than others, but also adapted more easily to the routine of a school with boarding facilities. Some of the adolescent boys appeared to be less influenced by peer pressure, more socially able and more in touch with their emotions and those of others than their counterparts. In an international school with boarding facilities, the majority of the students can only go home at the end of each term. Thus the school, especially the housemaster and the tutors, the teachers and the school counsellor, become the prime caregivers. If the school environment is increasingly taking on the role of the prime caregiver, then what are the challenges schools face currently? In the Emotional Intelligence Handbook for School, James Park (Antidote 2003:1) states that schools are complex organisations that are caught up in a whirlwind of different pressures. The author identifies the following challenges faced by any school:

- Teachers and other staff are called upon to tackle social problems
- Schools have to deliver on government targets

- They have to satisfy parental expectations while holding firm to their core purpose, i.e. helping young people to learn and to develop to their full potential

These pressures on schools generate high levels of anxiety in staff and students alike. In an interview with the head of hostels at the school it became clear that these challenges are also the challenges that the International School faces.

In the light of the broader background, with regards to the exploration of the problem, the following questions can be formulated within the framework of a private international boarding school, family and emotional intelligence:

- What are the specific challenges that adolescent boys have to face?
- Why do some boys find it easier than others to adapt to school life and stay out of trouble?
- What are the emotional needs of these boys?
- Does the level of emotional intelligence or the emotional resilience play a role in adapting to the school environment?
- Does living in a private international boarding school environment have a significant influence on the emotional intelligence development of the adolescent boy?
- What is the effect on adolescent boys when they lack the presence, support and love of the original family system?
- What role do the prime caregivers play in the development of the adolescent's emotional intelligence?
- By identifying boys with high-risk profiles, what programmes can the school implement to address this apparent lack of emotional intelligence?
- What programme can the school counsellor initiate in the school to assist the students, teachers and house parents with emotional skills development?
- Should these boys, who were identified as boys with high-risk profiles, be included in a group-therapy programme?
- What other factors contribute to behavioural problems?

These questions may lead to the following research question, which is the statement of the research problem:

*What role does emotional intelligence play in the adaptation of adolescent boys in a private international boarding school environment?*

### **1.3 AIMS OF RESEARCH**

The first aim is to do a study of the available literature in order to investigate the concept as well as the development of emotional intelligence in the adolescent years. The second aim is to assess the emotional intelligence of the adolescent boy in a private international boarding school environment. A more specific aim is to compile profiles that could be used to identify adolescent boys with adaptation problems and to implement a programme aimed at emotional coaching of the adolescent boy.

### **1.4 RESEARCH METHOD**

A study of the literature will be undertaken to fully explore the concept of emotional intelligence and the development of emotional intelligence in the adolescent years. The study will concentrate on a wide review of relevant writings such as books, periodicals, reports, documents and newspaper articles that will provide a broad background to the above concepts.

After the literature study, a qualitative study will be undertaken to further investigate the emotional intelligence of adolescent boys in a private international boarding school. Nine adolescent boys between the ages of 14 and 18, who had disciplinary hearings and apparently have adaptation problems, will be part of this qualitative study in the research project.

They will complete an adapted version of the Q-metrics (Strydom 1999) measuring instrument to measure the different aspects of emotional intelligence. To complement the Q-metrics measuring instrument the following expression and projection media will also be implemented to gain further insight into the different aspects of the emotional intelligence of each boy:

- Incomplete Sentences
- Draw a Person

A semi-structured interview will be conducted with the adolescent boys taking part in this research to explore their perceptions about their own emotional intelligence.

## **1.5 DEMARCATION OF THE RESEARCH**

The research will be centred within the framework of the concepts of emotional intelligence, adolescent boys, the boarding school environment and adaptation problems. The concept that the development of emotional intelligence is a learned skill forms one of the focal points of this research. The boy with adaptation problems lacks certain skills that make him more vulnerable and thus increasing his risk of becoming involved with risk taking behaviour. This risk taking behaviour will be explained and possible underlying risk factors will be explored. The Q-metrics measuring instrument will measure the adolescent boys' level of emotional intelligence.

This study will focus on the adolescent boy between 14 and 18 years of age in the international private boarding school. All these boys had disciplinary hearings for contravening one or more of the school or boarding house rules.

## **1.6 CLARIFICATION OF CONCEPTS**

The core concepts are emotional intelligence and adolescents. These concepts will be fully discussed in chapter two. Only the main concepts central to this dissertation will be briefly discussed in the next paragraphs.

### **1.6.1 Emotions**

According to Jenkins, Oatley and Stein (1998:136) emotions are central to human life; they are subjective and are made up of short-term emotions, long-term moods and very long term emotional dispositions of personality. While emotions are strong mental impulses or instinctive feelings, they are neither moral nor immoral.

### **1.6.2 Emotional Intelligence**

According to Merlevede, Bridoux and Vandamme (2000:8) emotional intelligence is a container term that encloses a series of skills one learns more or less intuitively. Le Roux and De Klerk (2003:10) define emotional intelligence as a type of personal and social intelligence, which includes the following:

- Emotional awareness which can be described as the ability to perceive, recognise and understand and react to the feelings of yourself and those of others

- Emotional literacy that can be described as the ability to distinguish between various feelings and to name them
- Emotional control which is the ability to express and control one's feelings appropriately
- The ability to listen to others, to have empathy with them and to communicate effectively in terms of thoughts
- The ability to use the information in directing one's thoughts and actions so that one lives effectively, are motivated and have a goal in mind (relation between thoughts, feelings and behaviour)

### **1.6.3 Adolescents**

According to Plug, Louw, Gouws and Meyer (1997:7) an adolescent is a person in the developmental stage, which spans from puberty up to and including adulthood. As far as age is concerned, adolescence occurs, in the case of girls, approximately between the ages of 12 and 18 years, and in boys between 13 and 21 years of age. According to Pipher (1994:52) adolescence is a stage when intense pre-occupation with the self occurs and many kinds of development happen – physical, emotional, intellectual, academic, social and spiritual – and not necessarily in any kind of order. In an attempt to cope with the developmental changes that are occurring, as well as to move forward in his quest for autonomy and a personal identity, the adolescent slowly begins to relate differently to his family and friends, gradually abandoning the security of childhood and slowly achieving independence from parents (Myers 1996:23). According to Sadock and Sadock (2003:35) adolescence is commonly divided into three periods: early (ages 11 to 14), middle (ages 14 to 17), and late (ages 17 to 20). Sadock (2003:41) also states that some persons may have a period of extended adolescence into their late 20's before full adult independence.

For the purposes of this study, the adolescents that have been targeted are between the ages of 14 and 18 years of age. The adolescent at this stage is forming a sense of self-identity and has to make a lot of choices. Risk taking behaviour in adolescence is a common phenomenon in most cultures. In adolescents it can involve substance abuse (alcohol, smoking and drug abuse), promiscuous sexual activity and accident-prone behaviour (Sadock 2003:38). The adolescent boys taking part in this research project all had disciplinary hearings for risk taking behaviour.

In the next paragraph, the layout of the research programme will be discussed.

## 1.7 RESEARCH PROGRAMME

### CHAPTER 2

This is the literature chapter where the following concepts will be discussed:

- Emotions and emotional intelligence
- Adolescents with adaptation problems in a school environment

### CHAPTER 3

This chapter will focus on the specifics of the research design, its implementation, the interpretation, evaluation and analysis of the research findings. The following aspects will be discussed:

- The choice of research – qualitative research – will be motivated
- The selection of the sample group will be discussed
- The choice and adaptation of the measuring instrument – the Q-metrics emotional intelligence questionnaire - will be motivated
- The implementation of the following media to gain more insight into different aspects of the emotional intelligence of the sample group:
  - Projection media – Draw a Person
  - Expression media - Incomplete Sentences
  - Semi-structured Interview
- The results of the Q-metrics emotional intelligence questionnaire will be used to compile an emotional intelligence profile.
- The results of the projection and expression media will provide possible themes indicating high or low levels of emotional intelligence.
- The semi-structured interview will be used to explore the adolescent boys' perception of their own emotional intelligence or aspects thereof.
- A comparison of the results of the adolescent boys' intelligence profiles will indicate similarities and differences with regards to their emotional development and risk and protective factors.

### CHAPTER 4

This chapter will summarise the study, discuss limitations and provide conclusions and recommendations.



## **1.8 SUMMARY**

The aim of this chapter is to provide some introductory information regarding the concept of emotional intelligence and the awareness of the correlation that exists between the level of emotional intelligence of adolescent boys in a private international school with boarding facilities and risk taking behaviour.

The following chapter will investigate the literature and discuss the findings on emotional intelligence and the emotional development of the adolescent.

## CHAPTER TWO

### REVIEW OF LITERATURE ON THE CONCEPTS OF EMOTIONAL INTELLIGENCE AND ADOLESCENTS

*“Feelings are like electricity; touch an outlet and the voltage can shock you; harness it and it helps with daily living.” - 6 Seconds (Website)*

*“A high rational IQ may get you into MENSA but it won’t make you a mensch” - Unknown*

#### 2.1 INTRODUCTION

Students are becoming increasingly more disruptive, uncooperative and downright frustrating to all with whom they come into contact with. What to do with such students? It is all too easy, in the bustle of the daily round of school and classroom life and the pressures that teachers face in these situations, to treat symptoms as causes. Through this misdiagnosis, the problem is perpetuated, even exacerbated rather than cured (Cooper 2004:11).

The researcher has been working in a private school environment for the past ten years. This school also has boarding facilities. The ESS Department (Educational Support Services Department) of the school is responsible for the Life Skills Programme for Forms One to Six in the senior school. The age group of the learners is between 13 and 19 years.

During 1994 significantly more boys at the International School of South Africa were involved in disciplinary hearings than in the previous years. Disciplinary hearings in this private school are only for more serious offences such as substance abuse, violence and theft. The school management and boarding house parents are very concerned about this tendency. As the ESS Department also offers counselling to the school community, these adolescent boys were also referred for counselling. The ESS Department needs to revisit its Life Skills Programme in order to evaluate its present programmes as it appears that more adolescent boys in the school are not only showing more aggressive behaviour but more of them are also getting involved in risk taking behaviour.

The outcome of these disciplinary hearings was mostly suspension for a certain period of time or in some instances expulsion. Students who were expelled could apply to be re-admitted the following year. Students who were found guilty at these disciplinary hearings were also advised

to go for counselling. The question arises why some students get involved in risk taking behaviour that could lead to a disciplinary hearing ending in suspension or expulsion as opposed to other students who appear to adapt to the private school environment. As this study is focusing on students from one specific private school, the focus will be on the adolescent boys in this private school who were involved in disciplinary hearings.

The school is an international private school. The majority of its students come from different countries all over Africa and a small percentage come from other foreign countries. There are four boarding houses – two for boys and two for girls. The Pastoral Board is responsible for the pastoral care of all the students in the Boarding Houses. They take on the role of the parents. The Pastoral Board of the school consists of the Deputy Head responsible for pastoral care, the housemasters and housemistresses. They are responsible for the emotional and social well-being of the students. One of their functions is to ensure that students will adapt to the school environment and all it offers. What is meant by the word 'adapt'?

To understand the concept of 'adaptation' or coping, Bar-On and Parker (2000:464) give the following contextual definition of adapting: "*effectiveness in handling an emotionally laden situation (for example, what is said, thought, or done in a specific situation)*". Thus, in a given situation, adaptive coping protects us by eliminating or modifying the conditions that produce stress or by keeping the emotional consequences within manageable bounds. Effective coping may protect against physiological disturbance, emotional distress and negative effects on health, all of which may be a result when a person engages in behaviour that involve risk taking (high speed car racing) or substance abuse (alcohol). According to Bar-On and Parker (2000:466) choosing criteria for adaptation is non-trivial, because conclusions about effectiveness of coping vary depending on the choice of outcome criteria selected. Coping behaviours are centred and structured around certain goals, issues and patterns of challenges referred to as coping tasks. For example, the tasks of children of divorced parents include acknowledging the marriage break-up, disengagement from parental conflict, coming to terms with multiple losses associated with divorce and resolving feelings of self-blame and anger.

The Pastoral Board identified the following risk factors that can contribute to whether a student will adapt or not:

- Relationships with parents – Students who have good relationships with their parents adapt more easily than students whose relationships with one or both parents are

strained. Some students try to get back at their parents through negative behaviour at school.

- Acceptance by peer group – Some students find it difficult to make friends or to keep friends. They tend to get involved with risk taking behaviour to try and fit in or to deal with their isolation through substance abuse. It is very important to belong to the group. Students who are more anxious tend to find it more difficult to cope.
- Although belonging to a group is very important, being an individual with a clearly defined value system will also protect a student from getting involved in risk taking behaviour. The student who is easily influenced tends to get into trouble because of peer pressure. There is more pressure in the boarding houses to belong and to conform.
- Some students find it difficult to adapt to the rules and regulations at a private school. It is difficult for students to have boundaries at school if they have no boundaries at home. Students whose parents are not consistent with regards to rules and boundaries are also more at risk.
- The more intelligent students tend to in a sense get bored and will push the boundaries just to see how far they can go or if they can get away with it. It appears as if they are looking for a new thrill.
- Students who form a bond with a 'caregiver' at school tend to cope better because they have someone who they can talk to and reach out to when they are not coping.

It appears that the girls tend to cope better with adapting than the boys. According to the Pastoral Board, girls send out signals. They will go and talk to a teacher or counsellor or housemistress about problems in their lives that are causing stress. These problems can be academic, their social life, interpersonal relations or other worries about their family or finances. Culturally and socially it appears that the boys just have to cope, they are men, they can't tell – which means that they do not talk to someone about their worries and concerns. They tend to internalise their worries and concerns and hide behind a mask. The parenting style of the housemistress or housemaster also plays a role. According to Wootton (2001:51) there appears to be strong evidence that, as parenting influences the adolescent, so the adolescent influences parenting. In other words the two systems are interdependent and reciprocal in that each one affects and is affected by the other. This suggests that students are not merely passive recipients of the parenting style of the houseparent that they are exposed to but both shape and contribute to the overall picture. The disciplinary practices that are used by the house parents are directly related to the adolescent's social and moral behaviour.

According to Cohen and Lazarus in Bar-On and Parker (2000:467), coping generally centres on five main tasks and that is to:

- Reduce harmful environmental conditions and enhance prospects of recovery
- Tolerate or adjust to negative events or realities
- Maintain a positive self-image
- Maintain emotional equilibrium and decrease emotional stress
- Maintain a satisfying relationship with the environment

The majority of the pupils who have had disciplinary hearings in the private school with boarding facilities were boys between the age of 15 and 17 years. It appears that this age group is most at risk of getting into serious trouble in this private school environment. Sadock and Sadock (2003:35-40) define this specific age group as middle adolescence. The focus will now move to the adolescent and more specific, the adolescent boy between the ages of 14 and 18.

## **2.2 ADOLESCENCE**

According to Sadock and Sadock (2003:35-40) adolescence is commonly divided into three periods: early (ages 11 to 14), middle (ages 14 to 17) and late (ages 17 to 20). Myers (1996:23) view adolescence as one stage, varying from 12 to 21 years of age and as incorporating all of the above but not in any particular sequence or stage. Sadock and Sadock (2003:36) stress that the divisions of the three periods that they refer to are arbitrary and that growth and development occur along a continuum that varies from person to person.

From the review of the literature, it appears that adolescence is now a considerably longer transitional period than before with puberty commencing earlier. Puberty, a physical process of change characterised by the development of secondary sex characteristics, differs from adolescence which is largely a psychological process of change. Adolescence is characterised by profound biological, psychological and social developmental changes. The biological onset of adolescence is signalled by rapid acceleration of skeletal growth and the start of physical sexual development. The psychological onset is characterised by acceleration of cognitive development and consolidation of personality formation. Socially, adolescence is a period of intensified preparation for the coming role of young adulthood (Coleman 1997:45). The authors (Sadock & Sadock 2003:40) further state that, as opposed to the legal definition of adulthood, the end of adolescence occurs when persons begin to assume the actual tasks of young

adulthood, which involve choosing an occupation and developing a sense of intimacy that leads, in most cases, to marriage and parenthood.

At the beginning of adolescence, thinking becomes abstract, conceptual and future oriented. Many adolescents show remarkable creativity, which they express in writing, art, music and poetry (Sadock and Sadock 2003:37). The authors Sadock and Sadock (2003:37) further concur that creativity is also expressed in sports and in adolescents' interests in the world of ideas i.e. humanitarian issues, morals, ethics and religion. A major task of adolescence is to achieve a secure sense of self. Identity diffusion is a failure to develop a cohesive self or self-awareness (Sadock and Sadock 2003:37).

According to Richardson (2002:55) this shift from puberty to adolescence, which is also the transition from primary school to secondary school, can sometimes be accompanied by a lowering of self-esteem especially for girls and low achieving students. Boys significantly under achieve. Following early adolescence with all its developmental challenges, middle adolescence appears to be the peak time for substance abuse, conduct disorder, eating disorders and depressions.

Richardson (2002:55) identifies common concerns facing the adolescent in the middle and late adolescence. The house parents and Head of Sixth Form at our school agree that these concerns are also applicable to the students in our private school. It appears that these concerns are present with all adolescents regardless of culture and religion:

#### **Common Concerns during Middle Adolescence:**

During this phase the adolescent has to deal with the following:

- Adolescents are trying to be individuals, which is not always possible if they are trying to fit in with a specific group
- Adolescents' relationships with family members tend to become more strained and family battles do occur. A study done in Britain (Mendick 2000:14) indicates that there is an escalation in the breakdown of the relationships between parents and their adolescent children
- Social success – being cool (as 'cool' is defined by that specific peer group that the adolescent belongs to). The adolescent also tries to find a niche where he or she belongs, something that he or she is good at and can excel in. According to Feldman and

Wentzel (1995:221) peer pressure assumes greater importance and in many cases supersedes the relationship with parents

- The middle adolescent thinks about sex more and starts experimenting with sex. According to Wootton (2001:48) sexual urges are very strong during middle adolescence and this evokes considerable anxiety for the adolescent
- They also start experimenting with substances such as drugs and alcohol. Searll (2002:5) warns that children all over the world are starting to use drugs at a younger age than ever before and that the average age of drug addicts continues to drop
- There is also the danger in certain communities of adolescents getting involved with gang activities. One of the most worrying aspects of Cape Town's drug trade is that it is so closely linked to gang violence (Searll 2002:17). This is becoming true of every town in South Africa
- The adolescents' eating patterns can change and they can become obsessive about dieting and body shape. Eating disorders of various kinds have been reported in up to 4% of adolescent and young adult students. According to the DSM-IV-TR (The text revision of the fourth edition of Diagnostic and Statistical Manual of Mental Disorders) the most common onset age is between 14 and 18 years. It occurs 10 to 20 % more often in females than in males

During the middle stage of adolescent growth, adolescents are less confident than they care to admit (Vernon & Al-Mabuk 1995:125) and they often bolster their confidence through rebellion or defiance.

As the focus of this research is more on the middle adolescent, concerns regarding late adolescence will just be mentioned briefly.

#### **Common Concerns during Late Adolescence:**

During this phase the adolescents' concerns are more about their future:

- They have a fear of failing at school and not achieving
- They express a need for more freedom
- They are concerned about their finances or lack thereof
- Questions with regard to their own sexuality tend to be an area of concern to them
- They tend to have bouts of depression (Richardson 2002:55)

These concerns indicate that they tend to focus more on their futures.

As early as 1996 researchers quoted surveys that show that the youth of 1996 were more troubled emotionally than in previous generations (Aronstam 1996:48-51). It seems that there were more depression, anger, aggression and misbehaviour in classrooms. Obiakor (2001:321) further elaborates by stating that researchers emphasised the need for developing emotional intelligence in students in today's increasingly complex society. We have recently seen students, teachers, administrators, parents and community members engaging in outrageous, hateful behaviour such as sending hate mail and letter bombs, putting viruses on computers, discriminating on the bases of race an ethnicity and conspiring against or killing people who disagree with them. Some have defended such actions as signs of the times, while others have blamed them on the lack of moral imperatives in society. In reality, this inappropriate behaviour is a result of people's inability to control their emotions. This situation gives rise to an important question: Are standards not lowered for our children and youth when *adults* are unable to manage *their* emotions? Nearly a decade after the 1996 survey, as quoted above, it appears that our adolescents are still finding it difficult to cope. This also appears true for the adolescents in the private school mentioned in this research. As the adolescent has to function in different spheres we will now look at the risk factors or concerns the adolescent has to deal with in each of these spheres.

Fuller (2001:42) compiled a list of all the risk factors for adolescents that were identified in the different spheres of their lives namely, community, school, family and the individual and peer group. These risk factors make it more difficult for them to cope. The protective factors give an indication of what should be in place in the different spheres of adolescents' lives to ensure that they don't get involved with risk taking behaviour and can fulfil their full potential. In comparison to risk factors, less is known about factors that facilitate a child's ability to cope with stress and achieve positive outcomes (Bar-on & Parker 2000:394).

**TABLE 2.1: RISK AND PROTECTIVE FACTORS IN THE DIFFERENT SPHERES OF THE ADOLESCENT'S LIFE - Fuller (2001:42)**

<b>Level</b>	<b>Risk factors</b>	<b>Protective factors</b>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Availability of drugs.</li> <li>• Witnessing violence.</li> <li>• Transitions and mobility.</li> <li>• Low neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>• Cultures of co-operation.</li> <li>• Stability and connection.</li> <li>• Good relationship with an adult outside the family.</li> </ul>



	<p>attachment and community disorganisation.</p> <ul style="list-style-type: none"> <li>• Poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for meaningful contribution.</li> </ul>
<b>School</b>	<ul style="list-style-type: none"> <li>• Detachment from school.</li> <li>• Academic failure, especially in middle years.</li> <li>• Early and persistent antisocial behaviour.</li> <li>• Low parental interest in education.</li> </ul>	<ul style="list-style-type: none"> <li>• A sense of belonging and fitting in.</li> <li>• Positive achievements and evaluations at school.</li> <li>• Having someone outside your family who believes in you.</li> <li>• Attendance at pre-school.</li> </ul>
<b>Family</b>	<ul style="list-style-type: none"> <li>• History of problematic alcohol or drug usage.</li> <li>• Inappropriate family management.</li> <li>• Family conflict.</li> <li>• Alcohol/drugs interfere with family rituals.</li> <li>• Harsh/coercive or inconsistent parenting.</li> <li>• Marital instability or conflict.</li> <li>• Favourable parental attitudes towards risk taking behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• A sense of connectedness to family.</li> <li>• Feeling loved and respected.</li> <li>• Proactive problem solving and minimal conflict during infancy.</li> <li>• Maintenance of family rituals.</li> <li>• Warm relationship with at least one parent.</li> <li>• Absence of divorce during adolescence.</li> <li>• A 'good fit' between parents and child.</li> </ul>
<b>Individual / Peer</b>	<p>Constitutional factors, alienation, rebelliousness, hyperactivity, novelty seeking.</p> <p>Seeing peers taking drugs.</p> <p>Friends who engage in problem behaviour.</p> <p>Favourable attitudes towards problem behaviour.</p> <p>Early aggressive behaviour/cruelty to animals</p> <p>Early initiation of the problem behaviour.</p>	<ul style="list-style-type: none"> <li>• Temperament, activity level, social responsiveness, autonomy.</li> <li>• Reading abilities.</li> <li>• Developed a special talent and zest for life.</li> <li>• Work success during adolescence.</li> <li>• Demonstrates empathy and nurturance.</li> <li>• High intelligence (not when paired with sensitive temperament).</li> </ul>

When looking at the protective factors mentioned in this table, it appears that the adolescent will need a repertoire of skills to cope with life. It is also interesting to note that some adolescents seem to be more able to withstand the stresses of life than others and are thus considered to be more resilient and less vulnerable than many of their peers. Bar-on and Parker (2000:395) suggest that there are two categories of protective factors: those pertaining to personal characteristics of the child and those pertaining to positive features of the child's environment. Personal attributes of that child that serve as protective factors include social and emotional competencies such as strong interpersonal skills:

- A pleasant disposition – other people find them to be friendly
- Good problem-solving abilities
- Self-efficacy
- A positive sense of self
- Effective communication skills
- High aspirations

(Bar-on & Parker 2000:395), (Tarwater 1993:272)

Environmental factors that, according to Bar-on and Parker (2000:395) provide a supportive context and nurture the social and emotional development of children, include the following:

- A strong bond to at least one caring adult. It seems from the literature that healthy emotional responses are learned through interaction with other children and with caring adults (O'Neil 1996:8)
- Adequate parenting. Research done by Wootton (2001:219) concluded that emotional intelligence appeared to be higher in adolescents who have been exposed to a caregiver whose predominant style of parenting is that of an emotional coach
- Involvement in constructive organisations or activities
- Access to good schools

The Head of the Sixth Form was asked to indicate when, to her opinion, adolescent boys are adapting to the private school environment. Her answer was "*When they are staying out of trouble*". This also means that they should be mature enough to make the right decisions and not get involved with risk taking behaviour that could lead to a disciplinary hearing and possible expulsion or suspension.

To clarify or understand the concept of 'mature enough' we need to look at the emotional development of the middle adolescent.

### **2.2.1 Emotional Development of the Adolescent**

The amygdala, which is part of the limbic system in the brain and commonly associated with the regulation of emotional responses, does not mature until the age of 15 or 16 years (Pool 1997:14). Adolescents in the middle stage are beginning to develop more emotional stability (Wootton 2001:49). They may be able to cope with emotionally charged situations more easily and tend to be less defensive. However, these same adolescents are not always predictable in their emotional maturity and may experience lags, which lead to unpredictable behaviour.

Negativism becomes an active verbal way of expressing anger; adolescents may seize almost any opportunity to express their independence. Parents and adolescents may argue about adolescents' choice of friends, peer groups, school plans and course as well as points of philosophy and etiquette (Sadock & Sadock 2003:35). Rebellion or defiance becomes their way of coping with their lack of confidence (Vernon & Al-Mabuk 1995:125).

Sadock and Sadock (2003:35) quotes from literature that early psycho-analytical thinkers believed that a period of significant psychological upheaval, personality disorganisation and mood and behaviour changes – called adolescent turmoil – was not only widespread, but desirable as a necessary part of the process of adolescents separating from their parents. It is now recognised that adolescent turmoil is neither common nor normal. In an interview with Halimana in 2006 she stated that adolescent boys were not naughty just because they could be naughty. Most teenagers can negotiate the demands of school and family life with little disruption. Serious mood and behaviour disturbances during adolescence should be considered potential symptoms of psychopathology and be duly investigated.

Parker, Summerfeld, Hogan and Majeski (2004:163) suggest quite strongly that intra-personal, adaptability and stress management abilities are important factors in the successful transition from high school to university. The intra-personal dimension to which Parker *et al* refer to involves the ability to distinguish between and label feelings as well as the ability to use information about feelings to understand and guide behaviour. From the research it is clear that there is a general consensus that the emotional development of the adolescent plays an important role in the successful transition from adolescence to adulthood.

It appears from the review of the literature that the youth of today is more troubled emotionally than in previous generations (Aronstam 1996:48-51). It seems that there are more depression, anger, aggression and misbehaviour in the classrooms than before.

To understand this teenage turmoil the next section focuses on understanding anger and aggressive behaviour.

### **2.2.2 Aggressive Behaviour**

Although many definitions of aggression have been put forth, the term is not easily defined. Obiakor (2001:321) states that it is common knowledge that students who exhibit different behavioural patterns are sometimes misjudged. Anger, for example, is one of the most misunderstood emotions in any society. Much behaviour is aggressive even though they do not involve physical injury (Sadock & Sadock 2003:153). Verbal aggression is one example. There are others such as coercion, intimidation and certain managerial styles that result in harmful psychological consequences to some and premeditated social ostracism of others. This means that, whenever a person deals with a situation in an aggressive way, it can have a negative impact on that relationship, whether the relationship is that of husband/wife, father/child, manager/sub-ordinate or a friend/friend. The importance of this behaviour in day-to-day living should not be underestimated, nor should its effects on recipients' self-esteem, social status and happiness (Sadock & Sadock 2003:153). Exploring the process of anger may help us understand its full effects. Anger is characterised by intense feelings of displeasure; feelings such as irritation, annoyance or even rage may accompany it (Obiakor 2001:321). Anger may signal frustration arising from unmet goals, expectations or needs. According to Saddock and Saddock (2003:153) the single most potent means of inciting human beings to aggression is frustration. Sometimes fear or loss of self-respect is an anger trigger. Anxiety, the feeling of helplessness or loss of power, easily follows the onset of anger. Many symptoms can develop from extended feelings of anger such as depression, loss of appetite and inability to think (Obiakor 2001:321).

The adolescent appears to lack an adequate 'emotional vocabulary'. The importance of an emotional vocabulary is stressed by the English sociologist, Bernstein in his commentary on why the Liverpool dockworkers got into so many fights. He found that their lack of vocabulary to express themselves was a main contributing cause to such flare-ups and the violence that could easily follow (Cooper 2004:13).

Simpkins (2003:4) believes that we can conquer our anger – *'Bullets cannot be recalled. They cannot be uninvented, but they can be taken out of a gun'*. The author continues by stating that anger is the result of frustrated desire. Whether or not we are aware of it, any behaviour starts off with thought. That thought creates a second level of activity, which is feeling or emotion. That feeling or emotion can be verbalised as 'feeling' angry, depressed or humiliated (Simpkins 2003:4). Emotional intelligence means being self-aware enough to choose responses to situations (Simpkins 2003:5). Van Acker (1996) in Obiakor (2001:324) identify other crises related to anger, physical aggression and behaviour problems that occur in the school setting. These include cursing, grabbing one another, punching, slapping, teasing, threatening, harassing, intimidating and bullying. All detract from the learning environment and demonstrate the inability to manage personal emotions. These problems call for a concerted effort to incorporate emotional intelligence in school programming. Traditionally, teachers, parents, guardians and service providers, identify students as having problems when they find their behaviour in conflict with societal norms. It is no surprise that students who exhibit such behaviour are called violent students, bad kids and troublemakers (Obiakor 2001:323). From the above it becomes clear that the school has a very important role to play in the emotional development of the adolescent, or any child of school going age. The role of the school in the emotional development of the adolescent will be discussed in 2.5. Bodine and Crawford (1999:156) state that one generally accepts that which is termed 'misbehaviour' in schools, is rooted in conflict. An in-depth understanding of conflict is necessary to help students deal with it constructively. Without conflict there likely would be no personal growth or social change. When conflict is perceived as a positive life force, those in conflict become responsible for producing a result in which relationships are enhanced and individuals are empowered to control their own lives in ways that respect the needs of others.

Because aggression is viewed primarily as a learned behaviour, it can be unlearned and thus prevented by acquisition of more pro-social and positive behaviour (Sadock & Sadock 2003:35). A study undertaken by Bohnert, Crnic and Lim (2003:79) suggests that children with aggressive behaviour more often make errors interpreting intent in ambiguous social situations and attend selectively to hostile cues than do their non-aggressive peers.

According to Obiakor (2001:324), whether rich, poor, gifted or not so gifted, students should know that their emotions can dictate their ability to (a) survive in school and relate with peers, (b) be self-responsible and self-empowered, and (c) deal with issues of life and death. It is no surprise that managing anger and emotions relates to developing emotional intelligence. Emotional competence is a complex phenomenon consisting of a number of distinct, yet

interrelated component skills including emotion appraisal, emotion expression and emotion understanding (Obiakor 2001:324).

Lovitt (2000) as quoted by Obiakor (2001:323) suggests that the relationship between school failure and delinquency is strongly associated with learning problems and aggressive behaviour. Anger also contributes to inaccuracy in self-knowledge and a lessening of self-love and self-empowerment. When people are un-empowered, they engage in self-destructive behaviour that might have far-reaching effects on others (Holmes 1994). In addition, anger leads to an undervaluing of intra-individual and inter-individual differences among peers, teachers, parents, community and society. Students express their anger by engaging in gang-related activities, violent acts, alcohol consumption and drug dealing (both which can trigger anger) (Obiakor 2001:323). To clarify the concept of risk-taking behaviour the next section will look at risk taking behaviour or self-destructive behaviour by the adolescent boy.

### **2.2.3 Risk Taking Behaviour**

According to Sadock and Sadock (2003:38) risk-taking behaviour in adolescence can involve alcohol, tobacco and other substances, promiscuous sexual activity which is especially dangerous in view of the risk of contracting Acquired Immune Deficiency Syndrome (AIDS); and accident-prone behaviour, such as fast driving, skydiving and hang gliding. Most mortality statistics for teenagers cite accidents as the leading cause of death, with vehicular accidents accounting for about 40 % of all teenage deaths. The reasons for risk taking behaviour vary and relate to the fear of inadequacy, the need to affirm a sexual identity and group dynamics such as peer pressure. The behaviour may also reflect some adolescents' omnipotent fantasies in which they view themselves as invulnerable to harm and injury. Recently a genetic predisposition to risk-taking behaviour was identified: as adolescence proceeds, risk-taking behaviour abates and responsible decision-making activities occur. As the majority of adolescents who took part in this study all had disciplinary hearings because of substance abuse, the focus will now move to investigate the phenomenon of substance abuse amongst adolescents (Sadock and Sadock 2003:38).

#### **2.2.3.1 Substance Abuse amongst Adolescents**

According to Sadock and Sadock (2003:1287) substance use is related to a variety of high-risk behaviour, including the use of a weapon, suicidal behaviour, early sexual experimentation, risky driving, 'heavy metal' or alternative music and occasionally pre-occupation with cults of

Satanism. Adolescents with inadequate social skills may use a substance as a way to try to fit in with a peer group. In some cases, adolescents begin their substance use at home with their parents, who also use substances to enhance their social interactions. Although there is no evidence of a typical adolescent user of alcohol or drugs, many substance users seem to have underlying social skills deficits, academic difficulties and less than optimal peer relationships. With regards to risk factors, Sadock and Sadock (2003:1286) state that, during the past decade, several risk factors have been identified for adolescent substance abuse. These include high levels of family conflict, academic difficulties, co morbid psychiatric disorders (such as conduct disorder and depression), parental and peer substance use, impulsivity and early onset of cigarette smoking. The greater the number of risk factors, the more likely it is that an adolescent will be a substance user. After interviewing literally hundreds of adolescents and young adults, Searl (2002:101-106) gives the following reasons why young people use substances:

- **Experimentation and curiosity.** The desire to experiment is usually the prime reason why young people start using drugs, cigarettes and alcohol. They tell themselves that it is the 'in' thing to do and feel reassured by the knowledge that everyone else in their peer group is doing it too.
- **Peer group pressure.** Adolescents will in all likelihood be offered drugs by their friends. *"It is vital that parents prepare them for this eventuality by building up their self confidence and self-esteem, thereby giving them the support they need to resist drugs"* (Searl 2002:102). Adolescents who are isolated or rejected by peers suffer loss of self-esteem and other emotional distress, tend to dislike school and are at-risk for a wide range of destructive personal and interpersonal outcomes, including substance abuse, gang involvement, teen pregnancy and violence at school (Smith 2001:11).
- **Excitement.** Young people are intrigued by forbidden fruit. Although the quest for excitement is part of natural human behaviour, many adolescents do not realise that substances are very different from the exhilaration one derives from, for example, riding a motorbike, surfing, sky-diving or taking part in any other 'adrenalin' sport (Searl 2002:103).
- **Boredom.** Teenagers who lack a sense of purpose or who are disgruntled, isolated or unmotivated are particularly vulnerable to drugs and parents and educators should make every effort to stimulate their interests.
- **Rebellion and defiance.** Young people may start using drugs or alcohol as a way of rebelling against parents, teachers and the establishment.

- **Poor self-esteem.** Some youngsters believe that drugs make them feel confident and important, especially in awkward social situations. Young people who have low self-esteem and who feel a profound sense of inadequacy are vulnerable to drugs. The inter-connection between emotional intelligence, self-esteem and social competencies will be discussed in 2.3.5.

The review of the literature provides a very sombre picture of substance abuse and more specific alcohol dependency. Surveys have shown that alcoholism is the biggest substance abuse problem in the world today, affecting millions of people. The South African National Council on Alcohol and Drug Dependence (SANCA) estimates that there are presently more than a million alcoholics in South Africa, representing 5,8% of all South Africans over the age of 15 (Searl 2002). Sadock and Sadock (2003:38) quote statistics from studies that investigated substance abuse among high school students. In 2000, an overseas survey of high school students found that marijuana was the most popular illegal drug and about 40% of high school seniors reported having used it. Alcohol was reported by over 85% of seniors and binge drinking (defined as five or more drinks in a row on one or more occasions in one month) by 32% of high school students. The statistics are just as worrying for South Africa. In a survey done by the Medical Research Council, nearly 50% of students from grade 8 to grade 11 drank alcohol (Pienaar 2006:8). 12% of these students had their first drink before the age of 13. Binge drinking was also an area for concern. 23% of the students indicated that they had incidents of binge drinking. Dagga or marijuana is the most commonly abused illegal drug in South Africa (Searl 2002:181). Searl (2002:186) identifies the following psychological consequences of dagga abuse:

- It impairs concentration
- Dagga is de-motivating
- Dagga can aggravate an existing emotional problem. The adolescent is especially vulnerable as adolescence is a time when emotional problems begin to surface
- It can interfere with emotional growth. Many young people begin using dagga as a way of escaping from their problems and from numbing unpleasant emotions such as anger and uneasiness. Instead of facing up to these problems, they seek a temporary escape in the form of dagga. As a result, unresolved stresses and conflicts are buried deeper and the process of maturing is retarded
- Dagga causes antisocial behaviour



Searll (2002: 190) also warns that dagga is often referred to as 'the gateway drug' because it tends to lead people to experiment with other drugs such as LSD, cocaine and mandrax.

Before the relationship between emotional intelligence and risk taking behaviour is further investigated, the concept of emotional intelligence will be defined and explained.

## **2.3 EMOTIONAL INTELLIGENCE**

Kapp (2000:151) rightly notes that the concept of emotional intelligence has taken the world by storm. Goleman (1996:20) stresses the importance of EQ: *"even more important than IQ, (one's) emotional awareness and ability to handle feelings will determine (one's) success and happiness in all walks of life"*.

What is meant by EQ and what role does it play in the actualisation of an individual's full potential?

To understand the concept of Emotional Intelligence (EI) or Emotional Quotient (EQ) as it is also referred to in the literature, the starting point should be to explore the concept 'emotion'.

### **2.3.1 Emotions**

The *6 seconds website* ([www.eiconsortium.org](http://www.eiconsortium.org)) concludes that feelings are a complex, multi-layered aspect of every person. Self-awareness helps us identify and label our feelings and then to begin to understand their causes and effects. People are often expected to control their emotions, to suppress feelings like anger, joy or fear and cut them off from the decision-making process. However, feelings provide insight and energy and are the real basis for almost every decision. The ability to recognise, regulate and harness emotions has been found to be associated with such personality characteristics such as greater persistence at a challenging task, more positive mood and more resistance to negative mood induction, more empathy and better social skills as well as better relationships with others (Schutte, Malouff 2002:17).

According to Smith (2002:95), emotions are internally manifested and may include perceptual, psychological and cognitive components existing simultaneously on different levels – biochemical (cellular level), physiological (body system level), psychological (or individual level) and interpersonal (group or sociological level) within the system. Emotions are neurotransmitters with specific effects and structures. The human brain follows patterns or

neural pathways. Sets of ideas and feelings form that become our filters of how we interpret the world. Left unconscious, these patterns can inhibit optimal performance. Everyone has and follows patterns, some are functional and some are not, which means that it can have a negative affect on a person's ability to function (*6 seconds website*). Smith (2002:95) further explains that emotions appear to be connected to an event or a stimulus that yields a reaction – an expression or behaviour, a complex reaction pattern of changes in nervous, visceral and skeletal-muscle tissues in response to a stimulus. The type and intensity of the reaction is appropriate to the stimulus, which may be pleasurable, threatening or of another nature.

### 2.3.2 Emotional Intelligence

Merlevede, Bridoux and Vandamme (2000:179) quotes Abraham Maslow who has said: "*If you always do what you've always done, you'll always get what you've always got*".

According to Lynn (2002:1), emotional intelligence explains why, despite equal intellectual capacity, training or experience, some people excel while others of the same calibre lag behind. EQ is the distinguishing factor that determines if one makes lemonade when life hands one lemons or if one spends one's life stuck in bitterness. It is the distinguishing factor between finding and living one is life passions or just putting in time. EQ enables one to have wholesome, warm relationships or cold, distant contacts. EQ is the distinguishing factor that draws others to us or repels them. Maree and Ebersöhn (2002:261) continue by explaining that emotional intelligence includes concepts such as social deftness, emotional stability, compassion and integrity. It is defined by various researchers as the ability to motivate oneself; to persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods; to keep distress from interfering with the ability to think; to empathise; to hope; to perform; to be creative.

Jordan and Troth (2004:197) uses Mayer and Salovey's model of emotional intelligence that encompasses (a) perception, (b) assimilation, (c) understanding and (d) management of emotions.

**Perception** refers to an ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. A part of this self-awareness is the ability to distinguish between accurate and inaccurate as well as honest and dishonest expressions of emotions.

**Assimilation** refers to an individual's ability to use emotions to prioritise thinking by focusing on important information that explains why feelings are being experienced. This factor also includes the ability to adopt multiple perspectives to assess a problem from all sides, including pessimistic and optimistic perspectives.

**Understanding** refers to an individual's ability to understand complex emotions such as simultaneous feelings of loyalty and anger. This factor also refers to an ability to recognise the likely transitions between emotions for example, moving from feelings of betrayal to feelings of anger and grief.

Finally, **Emotional Management** revolves around the regulation of emotions that is, an individual's ability to connect or disconnect from an emotion depending on its usefulness in any given situation. Persons with high emotional intelligence would be aware of their anger, be able to connect to their anger and regulate it to motivate their behaviour constructively. On the other hand, individuals with low emotional intelligence may not be aware of their emotions or the source of these emotions and allow anger to consume their thoughts and dwell on the injustice that may have precipitated their anger in the first place. Each of these emotional abilities has implications for how individuals perform in teams and, in particular, how they resolve conflict.

Research by Goleman (in Smith 2001:11) identifies five domains of emotional intelligence that is important to overall functioning and success. These five domains are: self awareness, awareness of others, managing one's emotions, motivating oneself and skill in negotiating or resolving conflicts. They will be briefly discussed in the following paragraphs with specific reference to the school environment.

- **SELF AWARENESS** – can be defined as the ability to accurately sense and identify feelings and to understand and appraise them (Casper 2001:65). It refers to the ability to recognise and identify internal states of feeling such as anger, disappointment, fear and exhilaration (Smith 2001:11). According to Maree (2002:267) this implies the ability to observe, recognise and understand one's own emotions, to react appropriately to these emotions and to be able to identify causes of certain emotions, to appropriately acknowledge feelings when they occur and to understand how one's feelings affect people around you. Simpkins (2003:5) further states that 'self-aware' is what separates us from animals. We have the ability to think and choose from a series of options.
- **AWARENESS OF OTHERS** – Closely related, but at a higher developmental level, is awareness of others, which includes such skills as empathy or understanding others' feelings and role taking or understanding others' point of view. Both self-awareness and awareness of others are critical to positive interactions with others, resolving interpersonal conflicts and ultimately preventing and reducing the likelihood of violent, aggressive behaviour.
- **MANAGING ONE'S EMOTIONS** – Casper (2001:79) defines self-management as the ability to use one's understanding of feelings to reason well and act intentionally. It refers to the

ability to regulate and control potential troublesome emotions such as frustrations, resentment, guilt and despair. Anger management is an important skill in reducing violence potential at school. According to Maree & Eberhson (2002:267) and Smith (2001:11) self-regulation (or self-management) entails one's ability to control or handle (most of) one's emotions so that they are appropriate, the ability to understand and identify situations that can cause certain emotions to occur as well as to be aware of the factors behind emotions.

- **MOTIVATING ONESELF** – Casper (2001:101) defines self-motivation as the ability to focus the power of one's emotions and to use them toward a purpose. According to Smith (2001:12) this has particular relevance for students' performance in school. Students who have the ability and skill to motivate themselves, both extrinsically and intrinsically, are likely to view school as a positive experience, are less likely to engage in problematic or antisocial behaviour and generally achieve at higher levels than their less motivated counterparts.
- **SKILL IN NEGOTIATING/RESOLVING CONFLICT** is critical for reducing the probability of violent behaviour at school.

Cherniss and Goleman in Maree and Ebersöhn (2002:266) propose the following model of emotional intelligence that encompasses the five domains that were discussed in the previous paragraph.

**TABLE 2.2: A FRAMEWORK OF EMOTIONAL COMPETENCIES**

	<b>SELF</b>	<b>OTHER</b>
<b>RECOGNITION</b>	<b>Self-Awareness</b> - Emotional self-awareness - Accurate self-awareness - Self-confidence	<b>Social Awareness</b> - Empathy - Service orientation - Organisational awareness
<b>REGULATION</b>	<b>Self-Management</b> - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative	<b>Social Skills / Relationship Management</b> - Developing others - Influence - Communication - Conflict management - Leadership - Change catalyst - Building bonds - Teamwork & collaboration

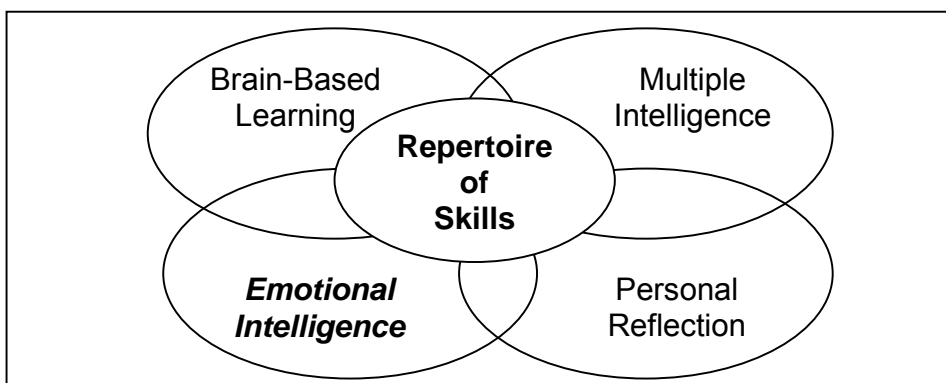
Self-actualisation implies that a person has fulfilled his or her full potential. This potential can also refer to one's intelligence or talents. Emotional intelligence is now seen as an intelligence that can be developed and help one reach one's full potential or, if one's emotional intelligence is poorly developed, can prevent one from reaching one's full potential (Maree and Ebersöhn 2002:266).

### 2.3.3 Emotional Intelligence as Part of a Repertoire of Skills

Gardner's (Dwyer 2002:268) work shows that we all have at least eight intelligences or talents. Some of our eight talents are more developed than others, but we all have the capacity to improve our weaker talents and learn throughout our lives. The eight intelligences are: Linguistic (word smart), Logical-mathematical (number smart), Spatial (picture smart), Body Kinesthetic (body smart), Interpersonal (people smart), Intrapersonal (self smart) and Music and Naturalistic (music and nature smart).

Cooper (2004:16) indicates that missing from Gardner's list of intelligences is one which Goleman (1998) sees not just as intelligence but **THE** intelligence. When Gardner was asked why emotions were not included in his eight intelligences, he explained that emotions were not 'an' intelligence – emotions are not modular ... they are everywhere. Although emotion is present in all intelligences from musical to verbal linguistic, it is particularly important in the personal intelligences. Emotional intelligence is now recognised as a very important part of our repertoire of learning skills (as seen in Figure 2.1). Dwyer (2002:265) continues by saying that, when one reflects on one's personal learning experiences it provides one with many insights into good and poor learning and training methods. Couple these experiences with the recent research on brain-based learning, multiple intelligence and emotional intelligence and trainers (and teachers) have a wonderful repertoire of skills and knowledge, bringing to the training environments an attitude that takes into account the unique abilities of all learners.

**FIGURE 2.1 REPERTOIRE OF SKILLS (Dwyer 2002:265)**



In Table 2.3 Cooper (2004:17) gives examples of how the multiple intelligences and emotional intelligences as part of our repertoire of skills are intertwined in all aspects and subjects of school life. He uses the example of the music class who had their first individual musical performance of the year. They had to survey what they could do to interact with the audience – the interpersonal things that would get the audience on their side. An introduction was required for each item; so the verbal linguistic was activated for this. The visual spatial was included because of how the performance looked was going to be important in the interpersonal – getting the audience to go with their performance. It is evident that emotional intelligence plays an important role in actualising potential – activating the key to intrapersonal intelligence, knowing one’s capabilities/capacities and proceeding accordingly.

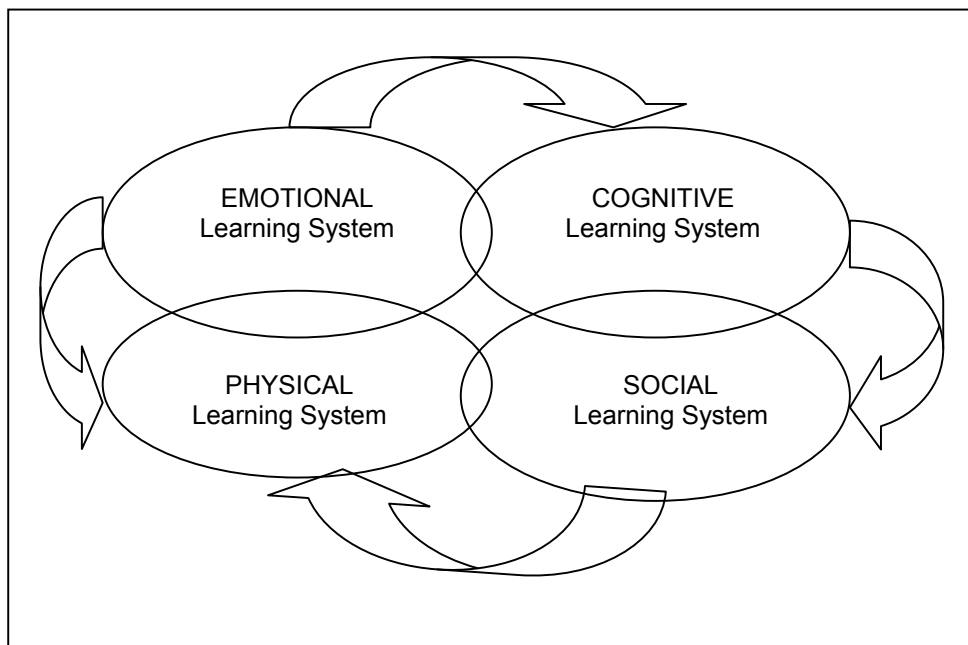
**TABLE 2.3: EMOTIONAL INTELLIGENCE AS PART OF MULTIPLE INTELLIGENCES**

<b>Multiple Intelligences</b>		<b>Emotional Intelligence</b>
<b>Intra-personal</b> <i>The KEY intelligence</i>	Knowing about oneself. Reflecting on one’s capacities to do better than before.	Self-awareness and self-management nestle within the intra-personal.
<b>Interpersonal</b> <i>The key to good teaching</i>	An ability to understand the motivation and abilities of other people and to respond to them in such a way that they do what one wants them to do.	Social awareness and relationship management nestle within the interpersonal.
<b>Verbal-Linguistic</b>	Sensitivity and skill with spoken and written language.	Emotion is present in all these intelligences as well.
<b>Logical-Mathematical</b>	An ability to analyse logically; to see and be aware of patterns; to carry out mathematical operations; to use scientific methods.	
<b>Body-Kinesthetic</b>	Using one’s whole body or parts of the body to solve problems or fashion articles.	

<b>Spatial</b>	To fashion and manipulate both wide and confined space; form navigators to graphic artists – in school visual organisers.	
<b>Musical</b>	Appreciation of musical patterns; skills in performance and composition.	

Based on this repertoire of skills (Figure 2.1), a new training model emerges, together with a sound understanding of learning requirements that makes learning meaningful for all learners. This new training model takes into account the diversity of learners and the environmental conditions essential for learning. The difference between the training model as suggested in Figure 2.2, and other training models is that many training models are content-centred and driven, where the main concern is to cover the curriculum in a specific time period. This process does not provide for optimum learning conditions because learning can only take place when the learner is emotionally, physically and socially comfortable in the learning environment.

**FIGURE 2.2 TRAINING MODEL** (Dwyer 2002:266)



Dwyer (2002:268) also points out that one of the qualities of a good learning environment is that it has to be 'emotionally' safe. The brain is unable to pay attention to all the information that it receives from the sensory senses, so it selects only the high contrast, personally meaningful information that has a link or an association with previous learning. When one reflects some of one's own bad learning experiences, one may recall possible feelings of low self worth, anxiety, dry throat, butterflies in the stomach and pounding heart when faced with unfamiliar and unfriendly learning environments. Norton (2003:40) explains how emotions (feelings) and the cognitive (thinking) work together. EQ is based on the fact that, in most situations, one feels before one thinks – one uses the emotional centre of one's brain (the amygdala) before the cognitive centre (the neocortex) kicks in. Often one finds oneself responding to a provocative situation 'spontaneously' where one 'loses it in the heat of the moment'. This can result in what Goleman (1995) in his groundbreaking book *Emotional Intelligence* calls an 'amygdala hijack', which refers to a sudden reaction involving strong emotions that leave the person with feelings of regret, guilt and/or embarrassment after the event. Such emotions include erupting, shutting down, doing something extraordinarily brave or acting irrationally.

To conclude this section on Emotional Intelligence, we will look at an emotional intelligence framework by Goldsworthy (2002:121) that will; "*allow designers and educators to understand the somewhat ambiguous and certainly complex concept*".

- Emotional intelligence is not static; it can and should be taught
- Emotion and cognition are highly interrelated and should be treated as such
- Emotional intelligence has roughly six components:
  - ◆ Self-awareness of emotion
  - ◆ The ability to handle emotion appropriately
  - ◆ The ability to motivate oneself by harnessing emotion
  - ◆ Awareness of emotional responses in others
  - ◆ The ability to relate to and manage emotional relations with others
  - ◆ Knowledge and practice of appropriate, situational and culturally appropriate social skills – such as negotiation, making eye contact, etc. – in support of the Emotional Intelligence Framework

The next section will deal with the question of how and if emotional intelligence can be measured.



#### **2.3.4 Measurement of Emotional Intelligence**

Emotional intelligence can be hard to measure – in fact; some psychologists doubt that it can be assessed at all (Davis 2004:12). According to Smith (2002:97) Bar-On distinguished IQ (cognitive intelligence) from non-cognitive intelligence (EQ). He states that cognitive intelligence attempts to indicate one's capacity to understand, learn, recall, think rationally, solve problems and apply what one has learned. Non-cognitive intelligence addresses the personal, emotional, social and survival dimension of intelligence, which is more important for daily functioning than is the cognitive aspects of intelligence. While cognitive intelligence is more strategic (i.e. one's capacity to function), non-cognitive intelligence is more tactical (i.e. one's ability for immediate functioning). What is more important in comparing emotional intelligence to cognitive intelligence is that IQ is static, it does not change over time, while non-cognitive intelligences can and do. Likewise, human behaviour and human interaction are rarely static; they are fluid, dynamic and very complex in context and content from birth to death. Austin, Saklofske, Huang, McKenney state that the assessment of Emotional Intelligence (EQ) is a topic of considerable current interest. EQ has been characterised by some researchers as a cognitive ability which should be assessed using problem-solving exercises whilst other researchers have developed an approach to EQ assessment based on self-report questionnaires (Austin, Saklofske, Huang, McKenney 2004:555).

Barchard and Hakstian (2004:438) focus on two main approaches to studying EQ that have evolved. The first, typified by the work of Mayer, Caruso and Salovey (2000), focuses exclusively on cognitive abilities related to emotions. The second approach, typified by the work of Petrides and Furnham (2001), focuses on personality traits related to emotions. These approaches or sub-domains of EQ are respectively referred to as Ability EQ and Trait EQ.

Petrides, Frederickson, Furnham (2004:278) explain that there is a clear conceptual distinction between two types of EQ namely, Trait EQ and Ability EQ. Trait EQ (or emotional self-efficacy) refers to a constellation of behavioural dispositions and self-perceptions concerning one's ability to recognise, process and utilise emotion-laden information. It encompasses various dispositions from the personality domain, such as empathy, impulsivity and assertiveness as well as elements of social intelligence and personal intelligence, the latter two in the form of self-perceived abilities. In table 2.4 some constructs are listed that are commonly seen as being related to each. With regards to Trait EQ, research done by Petrides, Frederickson, Furnham (2004:286) indicates that Trait EQ is significantly related to scholastic achievement, with its effects having noteworthy implications for low IQ pupils. There is however currently no agreement about the boundaries or dimensional structure of these sub domains of EQ.

**TABLE 2.4: CONSTRUCTS COMMONLY DESCRIBED AS RELATED TO ABILITY EMOTIONAL INTELLIGENCE (EQ) AND TRAIT EQ** - Barchard and Hakstian (2004:438)

<b>ABILITIES (Ability EQ)</b>	<b>PERSONALITY TRAITS (Trait EQ)</b>
Perception of emotions in the self	Attending to emotions
Perception of the emotions in others	Assertiveness
Perception of emotions in objects	Emotional expressiveness
Managing emotions in the self	Emotion-based decision making
Managing emotions in others	Impulse control
Understanding emotions	Motivation
Social competence	Optimism
Emotional integration	Responsive distress
	Responsive joy
	Self-esteem
	Stress management

Higgs and Aitken (2003:815) state that, while the concept of EQ is the subject of some controversy, there is an increasing stream of research providing clear support for its validity. While definitions of the construct vary, there appears to be consensus on two aspects, namely self-awareness and emotional management.

MacCann, Roberts, Matthews and Zeidner (2004:658) caution that popular interest notwithstanding, available evidence indicates that current EQ measures are not yet at a stage where their widespread use as psychological assessment devices are viable. In particular, they appear to lack acceptable degrees of reliability and are of limited utility in discriminating between individuals at high levels of skill. According to Hunt and Evans (2004:791) it has been suggested that EQ can be increased with tuition so, though it is often expressed as Emotional Quotient (to compare with Intelligence Quotient), it is not perceived as fixed ability. Barchard and Hakstian (2004:460) state that self-report measures are better understood as measures of self-perceptions of abilities than as measures of Emotional Intelligence abilities themselves. One of the questions researchers ask is whether EQ can be taught or not.

Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, Rhodes and Wendorf (2001:535) indicate that, although researchers have conceptualised emotional intelligence as relatively stable, it may be possible to increase emotional intelligence through intensive training. Supposedly, EQ is

apparent in an emotionally well-rounded young person who exhibits confidence and poise. On those grounds, EQ is a measure of the ability of an individual to orchestrate emotional rapport between himself and others. Some educators have gone as far as to call EQ the 4<sup>th</sup> 'R' – (relationships). (Meadmore and Burnett 2003: 37-38). Emotional intelligence can be nurtured in young adolescents by teaching them coping skills, how to acquire and use information, how to work with others and how to manage personal growth (Richardson 2002:58). Richardson (2002:58) further stresses that teaching young adolescent the above-mentioned skills are necessary components for transition success. Ironically, these skills are also components of emotional intelligence. There are a few concepts that are used in studies related to emotional intelligence that needs further explanation. The next section will focus on concepts such as self esteem, resilience, connectedness, empathy and life space and how these concepts are inter-related.

### **2.3.5 Emotional Intelligence as Prerequisite for Building Social Competencies**

The development of resilience, emotional intelligence and social competencies in young people are not only linked to long term occupational and life success but is also associated with the prevention of substance abuse, violence and suicide (Fuller 2001:40). An adolescent with one negative risk factor (Table 2.1) is more likely to have more risk factors. Both risk factors and protective factors can be contagious in that they establish chains of sequences or experiences. An example of a negative or risk chain would be an adolescent who grows up in violent circumstances and learns to distrust others, enters school and interprets the intentions of others as hostile. The child then acts warily or aggressively towards peers and develops peer relationship problems, resulting in the child feeling rejected by peers and reacting to this by bullying. An example of a positive or protective chain would be a child who grows up in violent circumstances, but learns on school entry, that there is a trustworthy adult who can be relied on to assist in the resolution of peer relationship difficulties. The child's positive attempts to react with others are acknowledged. The child begins to feel accepted, mixes more appropriately with peers and develops a diversity of friendships (Fuller 2001:40).

Resilience, emotional intelligence and social competencies can be best developed as a set of habits. Fuller (2001:40) pleads that social competency should be just as important to schools as academic competency. To understand how this set of habits can be developed we need to define the underlying concepts such as self-esteem, resilience and connectedness.

- SELF ESTEEM is not a new concept in education (Meadmore & Burnett 2003: 37-38). However, it has gained currency in the last century through progressive educational discourses that speak of educating the 'whole person.' Self-esteem has a history that shows both its social construction and its psychological underpinnings. Self-esteem is closely related to the amount of emotional awareness that is experienced, as well as how attuned we are to not only our own needs, wants and desires, but also those of other people (Wootton 2001:67). The contagious nature of the idea of self-esteem, supported by psychological discourse, has spread to all areas of human endeavour, including to the home and workplace. Such is the social and culture credence given to self-esteem that it is used to explain all manner of conditions and events, ranging from successful academic performance to youth suicide. According to Fuller (2001:41), self-esteem consists of global self-esteem (how good you feel about yourself as a person) and specific self-esteem (how capable you feel you are in accomplishing particular activities such as English, maths, driving a car, etc.) Self-esteem can be high or low, realistic or unrealistic. A healthy self-esteem will lead to confidence – not arrogance – which is easy for others to recognise (Vermeulen 1999:64). They read it in the way one carries oneself, one's body language, tone of voice and facial expressions.

According to Meadmore and Burnett (2003: 37-36) not all people with high self-esteem are resilient because the ability to bounce back from difficulty is dependent on a number of factors, some in the person's control, some not. This means that one can't just train young people in coping skills and optimistic thinking and expect that they will become resilient. One also needs to construct schools, communities and families in ways that promote resilience. While self-esteem protects against delinquent behaviour and depression and is associated with academic achievement and positive adaptation as an adult, findings are mixed with some aggressive and bullying children having high levels of self-esteem. The authors continue to warn that principals and educators, like parents, should not turn a blind eye to the building of self-esteem for fear that they might be overlooking the development of one of the most important personal attributes that any person might learn and possess. Self-esteem is seen as a personal attribute that can be carried into later life to enrich the individual and the community (Meadmore and Burnett 2003: 37-36).

Resilience is typically defined as the ability to recover rapidly after experiencing some adverse experience (Bar-On & Parker 2000:81). According to Fuller (2001:40) it is important to recognise that the skills and habits of resilience and emotional intelligence benefit all people, not just those who are marginalised or come from troubled backgrounds. (Fuller 2001:41) defines resilience as the happy knack of being able to bungee jump through the pitfalls of life. It is the

ability to rebound or spring back after adversity or hard times. The following factors promote resilience in young people: family connectedness; peer connectedness; fitting in at school. Resilience and emotional intelligence depend largely on a sense of connectedness and belonging as well as empathy with others (Smith 2001:10). Connectedness, according to the author is an important aspect of resilience. Students who feel connected to family, peers, school and the community experience greater levels of support and are better able to cope with a wide range of adverse conditions, including those that promote antisocial behaviour in school. Belonging implies being part of a group which in turn requires the development of moral actions such as honesty, altruism and caring. Researchers such as Fuller (2001) tells us that the factors of connectedness and belonging that lead to resilience are also the factors that reduce the level of problematic substance abuse in young people. When schools promote belonging and ensure high levels of involvement between staff and students, bullying is reduced (Fuller 2001:43).

- EMPATHY is defined by Campbell and Schalekamp (2001) as the ability to understand another's feelings. It means to put oneself in another person's shoes, so to speak – to feel what the person feels, to understand with one's heart. Empathy requires abilities like understanding another person's point of view, accurately identifying another's emotions, experiencing an appropriate emotion in response and to act and communicate on this internal experience. A prerequisite for empathy is self-awareness, recognising and dealing with one's own emotions. One cannot understand the feelings of others, if one does not understand one's own. According to Matthews *et al* (2002:355) empathy is central to most conceptions of EQ.

Fuller (2001:47) concludes by saying that the development of social competencies, connectedness and resilience provide a way to equip young people with the skills and resources that can assist in preventing violence, ongoing substance abuse and suicide and to prepare them for success in life. One of the suggested interventions is to develop the skills of emotional recognition, vocabulary of emotions and emotional regulation.

Studies done by Bracket, Warner and Mayer (2004:1398) validate the correlation between emotional intelligence and disruptive and risk taking behaviour.

### **2.3.6 The Relationship between Emotional Intelligence and Risk Taking Behaviour**

According to Smith (2002:94) the connection between emotions and behaviour is well documented. Bracket, Warner and Mayer (2004:1398) found that males with lower EQ reported having poor quality peer relations, suggesting that individuals with low EQ may have trouble

establishing meaningful social interactions. Furthermore, males with lower EQ demonstrated significantly more involvement in potentially harmful behaviour such as using illegal drugs, excessively drinking alcohol and engaging in more deviant behaviour than females. Their study supports an emerging pattern of correlations between lower EQ and larger amounts of alcohol consumption, illegal drug use and involvement in deviant behaviour (Brackett, Warner & Mayer 2004:1398). In agreement, Smith (2001:11) concurs that children who are isolated or rejected by peers suffer loss of self-esteem and other emotional distress, tend to dislike school and are at-risk for a wide range of destructive personal and interpersonal outcomes, including substance abuse, gang involvement, teen pregnancy and violence at school. Studies as quoted by Petrides, Frederickson & Furnham (2004:288) have shown that pupils with low EQ scores were significantly more likely to have been expelled from their school and the findings further suggests that trait EQ is relevant to scholastic achievement and deviant behaviour at school, especially for disadvantaged and vulnerable adolescents.

Brackett, Mayer and Warner (2004:1391) report that lower EQ has been related to higher levels of smoking, alcohol consumption and social deviance. Research done by Brackett, Warner and Mayer (2004:1400) concluded that EQ may protect males from engaging in potentially harmful behaviour such as drugs use and social deviance. Emotions are an integral and significant aspect of human nature and the motivation for behaviour. Their research suggests that when people understand their own emotions, they have a chance to act appropriately on that understanding, connect with other people emotionally and effectively interact to meet their needs and lives' goals. Given that trait EQ (as discussed in table 2.4) may be especially relevant to vulnerable groups, e.g. learning disabled or low IQ individuals, it might be expected to act as a moderator of the effects of cognitive ability on academic performance. Low trait EQ may be a key ingredient in a variety of deviant behaviour, many of which have been repeatedly linked to emotional deficits.

Moreover, there is evidence that negative self-perceptions are associated with both truancy and classroom disruption at secondary school level (Petrides, Frederickson & Furnham 2004:279). A low level of emotional self-efficacy, in combination with increased impulsivity and poor social skills, are likely to be implicated in various forms of antisocial behaviour (Bohnert, Crnic & Lim 2003:70-01) & (Trinidad, Unger, Choud, Azen & Johnson 2004:46). High EQ adolescents were more likely to intend to smoke in the next year if they had previously experimented with smoking. Those with low EQ were more likely to intend to smoke if their perceived ability to refuse a cigarette offer from a person they just met was low or hostility level was high.

Bracket, Warner and Mayer (2004:1399) report on a condition called alexithymia, which can be defined as a self reported difficulty in identifying and expressing emotions. According to them males with high scores on alexithymia measures reported increased alcohol consumption and drug use as well as psychoactive substance dependence. Trinidad, Unger, Choud, Azen and Johnson (2004:54) continue by elaborating that the evidence of the relationship between EQ and health behaviour is now starting to increase. With the emerging trend within tobacco research toward positive and protective factors, our findings regarding the protective role of EQ buffers the effect of several smoking risk factors on some adolescents' future smoking intentions.

Emotional competence is a complex phenomenon consisting of a number of distinct, yet interrelated component skills including emotion appraisal, emotion expression and emotion understanding. A study undertaken by Bohnert, Crnic and Lim (2003:79) suggests that children with aggressive behaviour more often make errors interpreting intent in ambiguous social situations and attend selectively to hostile cues than do their non-aggressive peers. The level of emotional intelligence also plays a role in whether or not an adolescent will seek professional help for emotional problems.

### **2.3.7 Relationship between Low Emotional Competence and Low Intention to Seek Help**

Research done by Ciarrochi, Deane, Wilson and Rickwood (2002:173) found that university students who were the least skilled at managing their emotions also had the lowest intention of seeking help from a variety of non professional sources (e.g. family and friends). They also had the highest intention of refusing help from everyone. However, low emotional competence was not related to the intention to seek help from professional sources (e.g. mental health professionals). Sadock and Sadock (2003:40) continue by elaborating on depressions in adolescents. The rate of depression may be as high as 1 in 8 adolescents. Adolescents often refuse health care because they fear the doctors will disclose confidential information to their parents about sensitivity issues. Ciarrochi, Deane, Wilson and Rickwood (2002:174) agree with the above and add that, while few young people seek professional psychological help, most will seek help from a variety of other sources such as family members, friends and teachers. Up to 90% of adolescents tell their peers rather than a professional of their distress.

Perhaps these results can be explained by assuming that adolescents who are low in emotional competence are too embarrassed by their lack of competence to seek help. The embarrassment explanation can also explain why adolescents who are low in emotional

competence have lower intention of seeking help from people they know, but do not generally have lower intention of seeking help from people that are relatively unknown to them. There may be less embarrassment about appearing emotionally confused or opening your emotional inadequacies to professionals, compared to people closer to you. For example, adolescents low in emotional identification skill may not realise the extent of their depression and may therefore be unclear about whether they need to seek help or not (Ciarrochi, Deane, Wilson & Rickwood 2002:184).

From the above it becomes clear that the school has a very important role to play in the emotional development of the adolescent, or any child of school going age. Students' beliefs and values about themselves are what drive their understanding of reality. Many of these beliefs and values are either based on or at least are influenced by emotions. Unless teachers understand this, too many students are doomed to failure (Cooper 2004:14).

#### **2.4 THE ROLE OF THE SCHOOL IN THE EMOTIONAL DEVELOPMENT OF THE ADOLESCENT**

Aronstam (1996:48) believes that families and schools should foster emotional intelligence in our adolescents. Society, which includes the school, must begin to shift paradigms and power. In addition, one has to be careful about how one evaluates intelligence, since traditional methods appear to have failed (Obiakor 2001:329). One of our greatest errors is the supposition that gifted students are those who come from good neighbourhoods with good schools. We must look at emotional intelligence as we evaluate general intelligence. In other words, the total person must be evaluated by incorporating into our evaluation how that individual uses common sense to solve intrinsic and extrinsic problems.

According to Obiakor (2001:321) the traditional emphasis on intelligence or academic achievement seems to downplay the emotional intelligence and resilience needed to survive in a complex and competitive society. Richardson (2002:57) continues by saying that if one can understand the schooling of young adolescents, then one must understand how they respond to their learning environment, and one must be aware that there are reasons why students respond differently. Educators should be aware of the existence of transition trauma and its sources and develop a method of communication in order to become more attuned to students' concerns. They should also be aware of the existence of emotional intelligence and how important it is to incorporate emotional reasoning and emotional development into the understanding of young adolescent learning.



According to Brown (2002:40) data collected on performance and critical incidents showed that they were related. Middle management of the school realised that it was foolish to separate behaviour management and curriculum. The under-achievers also proved to be the source of behavioural problems. There were a majority of boys in this group. The Gatehouse Project aimed to identify links between the students' experiences of school and health outcomes, with a particular focus on emotional health (Brown 2002:40). The intervention strategy focused on enhancing connectedness to school through improvements in the whole-school climate, the classroom climate and engagements of student. It included a classroom component which assisted young people to explore, understand and apply strategies for dealing with common challenging situations and the emotions associated with those (Brown 2002:40).

Unfortunately, the development of emotional intelligence is not a priority in most schools and educators are experiencing the ramifications. Feelings of frustration and hopelessness have become deeply ingrained among educators, who increasingly find themselves overwhelmed by students who are disruptive, disrespectful, irresponsible and violent (Bodine & Crawford 1999:17). The authors further remark that if youth are not in a supportive environment outside of school, and many are not, then schools must develop effective ways to compensate while other systems work toward changing problematic conditions. Schools must stop pretending that someone is sending them the wrong students and if better students would just start to show up, then schools could once again function as they were intended. The literature study also showed that although some of our adolescents are in an emotional crisis, they lack the confidence to seek help.

There are various strategies that the school can implement to develop the emotional competencies of the adolescent.

#### **2.4.1 Strategies Aimed at the Emotional Development of the Adolescent**

Researchers, as quoted by Bodine and Crawford (1999:28) have identified 40 developmental assets that have tremendous influence on young people's lives.

These assets can be grouped into eight categories:

- **SUPPORT:** Young people need to experience support, care and love from their families and from others. They need organisations and institutions that provide positive, supportive environments.
- **EMPOWERMENT:** They need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- **BOUNDARIES AND EXPECTATIONS:** Young people need to know what is expected of them and whether activities and behaviour are 'in or out of bounds'.
- **CONSTRUCTIVE USE OF TIME:** They need constructive enriching opportunities for growth through creative activities. These activities can include art and music programmes. Another invaluable and effective tool is youth programmes such as life skills programmes aimed at providing information on a variety of topics such as understanding anger, interpersonal relationships, lifestyle diseases to name but a few.
- **COMMITMENT TO LEARNING:** Youth need to develop a life-long commitment to education and learning.
- **POSITIVE VALUES:** Youth need to develop strong values that guide their choices. The present 'Ubuntu' campaign in South Africa is an example of a programme aimed at developing strong values in a community. 'Ubuntu' means to reach out (Websters online dictionary).
- **SOCIAL COMPETENCIES:** Young people need skills and competencies that equip them to make positive choices, to build relationships and to succeed in life.
- **POSITIVE IDENTITY:** Young people need a strong sense of their own power, purpose, worth and promise.

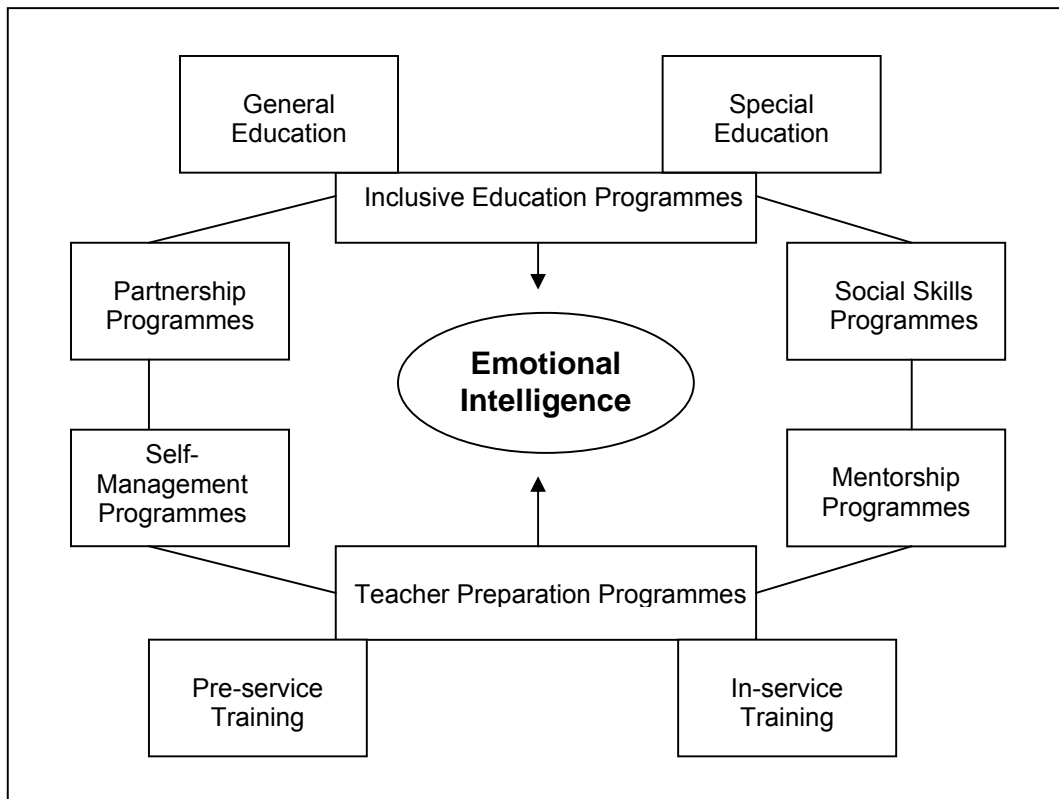
With regards to the individual level, Smith (2001:13) reports that available data suggest that cognitive behavioural strategies offer the most promise with specific training in impulse control and interpersonal problem solving receiving the most empirical support. These programmes seek to prevent and/or reduce the occurrence of aggressive behaviour by teaching children to recognise and utilise internal cues, develop a more reflective problem solving style and promote usage of alternatives to aggression. Given the pervasiveness of aggression in the typical school, comprehensive aggression management programmes should be a key component of all student support services plans. According to Bencivenga and Elias (2003:16) several fields have emerged in recent times, which challenge educators to think about the context and climate in which learning takes place. Character education, social-emotional learning and emotional intelligence, and safe, caring, and drug-free schools are four interrelated approaches to instruction that seek to make learning inspiring, meaningful, lasting and personally strengthening

for students. There are four underlying concerns that underlie these approaches – a) Caring relationships form the foundation of lasting learning, b) One’s emotions affect how and what one learns, c) Students must learn how to conduct themselves in socially and emotionally competent ways with other people if their knowledge is to be put to good use in the world, d) Goal setting and problem solving provide direction and energy for learning.

Goldsworthy (2002:129-131) also believes that the role of technology must be further investigated. Technology can become a focal point for the development of social skills and social problem solving as learners are engaged in accomplishing tasks at the computer. The innovative use of the computer as a guidance tool from which learners receive assistance is yet another potentially fruitful area of design, development and investigation towards using the computer to support emotional intelligence. Simulations can make it possible for students to practice tasks that might otherwise be too expensive and/or dangerous. Students may be encouraged in a simulated world to take risks and learn from them in this safer environment. Secondly, it is also possible for a computerised simulation to be suspended long enough so that instruction can be delivered at any point in the practice activity. In the real world, this is not possible. The use of video-based computer technology for directly assessing the social skills of children with disabilities; the use of interactive video technology to facilitate teacher completion of child behavioural rating scales; the emergence of tools that support researchers in gathering observational data about learners in social situations; the reliability, validity and efficiency of computer-based versions of standardised social assessment measures; and the potential for using unrestricted natural language input when learners respond to social scenarios are all embedded in computer-supported assessment environments (Goldsworthy 2002:138).

Bencivenga and Elias (2003:17) believe that excellence in academics can not only co-exist with social and emotional skill building, but can actually be catalysed by it if the four unifying concerns mentioned earlier become organising principles for school climate and instruction. Obiakor (2001:326) suggests an inclusive model (Figure 2.3) for building emotional intelligence that should be adopted by general and special educators in pre-service and in-service training programmes. Emotional Intelligence becomes the core competency that is the focus point of all the other programmes in all the different spheres of education – staff training and development, special education, life skills programmes, to name but a few.

**FIGURE 2.3: INCLUSIVE MODEL FOR BUILDING EMOTIONAL INTELLIGENCE**



Bodine and Crawford (1999:192) focus on the role of adults by using the example of when youths are in conflict with adults, the adults may think that the youth has made a poor choice of behaviour to satisfy his or her basic needs. Often the adult thinks that the youth is deliberately making a choice that is designed to cause a problem for the adult and at other times the adult may think the youth should have no choice but to do whatever the adult wants. The inclusive model, as suggested in figure 2.3, suggests that it is not only the student who is in need of emotional intelligence but that teacher training programmes should also have the building of emotional intelligence as one of its core aims.

### 2.4.2 Conclusion

Schools operating in a competitive environment are now routinely claiming that they can ‘add value’ to a student by enhancing his or her self-esteem, but Meadmore and Burnett (2003:37-35) warn that human qualities cannot be reduced by trendy theories or measured by checklists of who will be successful and who might not. Goldsworthy (2002:145) agrees and states that the field investigating the development of emotional intelligence is rife with possibility, awaiting those interested in pursuing the difficult and challenging endeavour of designing for an ill-defined

domain, one epitomising the complexity and potential of human development. Smith (2002:108) agrees and adds that through its various institutions, society certainly does have the critical obligation and responsibility of helping adults and children acquire, maintain and intensify compassion, honesty, self-discipline and other traits essential to good behaviour and strong character. Social emotional learning and the facilitation of emotional intelligence may facilitate an individual's ability to make appropriate emotional and behavioural choices that lead to effective daily interaction with people and circumstances.

## **2.5 SUMMARY**

There is now compelling evidence that emotional competence is indeed related to a range of positive outcomes both at school and in the larger community. More important, emotional competence is also generally regarded as an important protective factor and deterrent to violent behaviour at school. Successful prevention of school violence means not only seeking to reduce negative behaviour and effect but also to foster higher levels of social and emotional competence (Smith 2001:13). According to Maree (2002:267) emotional mentoring (coping with, handling or managing relationships) forms an important part of relationship management. Although one is unable to control the emotions of others, one should be able to realise when they are experiencing negative emotions (e.g. anxiety or distress) and to reach out and (try to) help such a person (to manage his or her emotions). This emotional mentoring of the adolescent is then the challenge for each teacher.

It seems pertinent to round off this section with a brief statement: an emotionally intelligent adolescent boy will be able to exercise self-control, persistence, motivation and a passion for life (Grieve 1997:50-512) and thus will adapt to a private school, but on the other hand, the adolescent boy who is deficient in emotional intelligence will be unable to recognise or regulate his own emotions or those of others and will thus be at risk of not fulfilling his full potential (Salovey & Mayer 1990:201) and will also be at risk of engaging in unacceptable behaviour that could lead to a disciplinary hearing.

In Chapter 3 there will follow a discussion of the research design and the measuring instruments used in an empirical investigation of the role of emotional intelligence in the adaptation of an adolescent boy in a private school. This chapter will also present the data as well as an analysis and interpretation of the results.

## CHAPTER THREE

### RESEARCH DESIGN AND RESULTS OF INVESTIGATION

#### 3.1 INTRODUCTION

In this chapter, the process and results of the empirical study will be discussed. The research problem and aims of the research will be mentioned followed by the discussion of the research methods.

The second part of this chapter will focus on the discussion of the results of this investigation.

#### 3.2 STATEMENT OF THE PROBLEM

In the preceding two chapters an overview was given of the emotional development of the adolescent boy and the role of emotional intelligence as part of a repertoire of skills. A major part of this study is the exploration of the issue of substance abuse amongst adolescents and the relationship between emotional intelligence and risk taking behaviour. The study also focuses on the adolescent boy with adaptation problems in the private school environment.

This study thus proposes to explore the following research question:

*What role does emotional intelligence play in the adaptation of the adolescent boy in a private boarding school environment?*

#### 3.3 AIMS OF RESEARCH

This study has two aims. The first aim is to do a study of the literature to investigate the concept of emotional intelligence and the development of emotional intelligence in the adolescent years. The second aim is to do an empirical study whereby the results of the adapted version of the Q-metrics measuring instrument will be used to compile emotional intelligence profiles of three adolescent boys. To complement the adapted Q-metrics measuring instrument the following expression and projection media will also be implemented in order to gain further insight into the different aspects of the emotional intelligence of each boy:

- Incomplete Sentences
- Draw a Person

Two sessions will be used to conduct an unstructured interview with the adolescent boys in order to explore their perceptions about their own emotional intelligence and to complete the DAP.

### **3.4 RESEARCH DESIGN**

The research design can be described as a plan or blueprint of how one intends conducting the research (Mouton 2001:55). This study follows the guidelines of an empirical study and can be defined as a participatory research/action research (PAR) using qualitative evaluation methods.

According to Mouton (2001:150) PAR is a study that involves the subjects of research (research participants) as an integral part of the design. These studies use mainly qualitative methods in order to gain understanding and insight into life worlds of research participants. Most types of PAR have an explicit commitment to the empowerment of participants and to changing the social conditions of the participants. Qualitative (or 'naturalistic') evaluation approaches involve the use of predominantly qualitative research methods to describe and evaluate the performance of programmes in their natural settings, focusing on the processes of implementation rather than on (quantifiable) outcomes.

This study uses qualitative research methods, such as interviewing by implementing questionnaires, to gather data. The questionnaire is analysed by allocating points to items in the questionnaire. The data obtained by the interpretation of the responses of the expression and projection media will be used to gain further understanding and insight into the life worlds of the adolescents who took part in this study. The different media used to gather data will be shortly discussed:

#### **3.4.1 The Questionnaire**

The New Dictionary of Social Work (1995:51) defines a questionnaire as a "*set of questions on a form which is completed by the respondent in respect of a research project*". Babbie and Mouton (2001:233) mention the fact that, although the term questionnaire suggests a collection of questions, a typical questionnaire will probably contain as many statements as questions, especially if the researcher is interested in determining the extent to which respondents hold a particular attitude or perspective. The basic objective of a questionnaire is to obtain facts and

opinions about a phenomenon from people who are informed on the particular issue. Of all instruments available, questionnaires are probably the most used instrument of data-collection.

In this research project, emotional intelligence is the main theme of the questionnaire. Various dimensions and aspects of emotional intelligence are covered and the adolescents are asked to describe their feelings, behaviour and experiences of certain situations. The adapted questionnaire of Strydom (1999) is used and a few items are adapted by the researcher for the adolescent boy in a boarding school environment.

The questionnaire consists of a number of closed questions that must be answered by the respondent. According to De Vos et al (2005:175) the degree, frequency and comprehensiveness of a phenomenon can be ascertained quite meaningfully by means of closed questions. The respondent has to choose one option from four possible answers for each item. In this questionnaire the Likert four-point scale is used to prevent respondents choosing the alternative middle option of a three or five point scale.

The advantages of closed questions are:

- The result of the investigation can become available fairly quickly
- Respondents find the questions easy and can complete it quickly (Neuman 1994:232-234)
- The respondents understand the meaning of the questions better
- Questions can be answered within the same framework
- Responses can be consequently better compared with one another
- Answers are easier to code and statistically analysed
- Response choices can clarify question meaning for respondents
- There are fewer irrelevant and confused answers to questions and replications are easier (De Vos 2005:175)

According to Neuman and Krueger (2003:273) the disadvantages of closed questions are:

- They can suggest ideas that respondents would not otherwise have
- Respondents may be frustrated because their desired answer is not a choice
- Misinterpretation of a question may go unnoticed
- Such questions may force respondents to give simplistic responses to complex issues



In an effort to minimise the possible negative aspects of the closed questions that are included in this questionnaire, Strydom (1999:39) suggests that the researcher does the following:

- Be present when the questionnaire is completed to clarify any ambiguous questions
- Observe and make notes of any behaviour, reactions and emotions that the questions evoke from the respondents
- Engage in a conversation with the respondent about the items or topics from the questionnaire that the respondent would like to discuss
- Make notes about opinions and meaning attributions that the respondent mentions

The purpose of the questionnaire is to compile a personal profile of the dimensions of the adolescent's emotional intelligence and to establish if there are any serious emotional shortcomings in his/her 'emotional development'. If there are any shortcomings, the seriousness of the shortcomings will determine whether or not therapy should be recommended.

This questionnaire is used as a qualitative measuring instrument (measuring of emotional intelligence) as well as a diagnostic medium (to establish if there is a need for therapy). Strydom (1999:40-44) gives a detailed explanation of the procedures that were followed to ensure the reliability and validity of the questionnaire. Strydom (1999: 42) also illustrates the relationship between the questionnaire and Educational Psychology concepts such as involvement, relationships, meaning attribution while the experience of the life world is also explained. Certain items in the questionnaire are rephrased for the target group of this study, namely adolescent boys who live in a boarding house at a private school. These boys have to stay in the boarding house for extended periods of time, and therefore the boarding environment replaces the home environment in many ways. The following items are rephrased:

- 'The road that I have to take to school causes stress' is changed to: ' My morning routine causes me stress'
- 'Have to spend time after school in an afternoon centre' is changed to: 'Conflict with other students in the boarding house'
- 'My relationship with my parents' is changed to: 'My relationship with the boarding house tutor' and 'My relationship with the boarding house parents.'
- 'To be alone' is changed to: 'The routine in the boarding house'.

### **The Compilation of the Questionnaire:**

The questionnaire consists of five main topics that describe a variety of aspects of the adolescent's life world. The five topics are:

- a Present environment
- b Emotional literacy
- c Emotional intelligence competencies
- d Emotional values and beliefs
- e EQ Outcomes

The complete questionnaire is attached in Appendix I. The main topics will be discussed shortly:

#### **a Present Environment**

This section refers to the adolescent's relations with objects and his experience of schoolwork, life's pressures and the joys of life. The following aspects are covered:

- Emotional pressures caused by homework and schoolwork and how the adolescent experiences these pressures.
- Personal pressure that is experienced by him as a unique individual living in his unique life world. An example of this is the illness of a family member.
- The individual experience of satisfaction with regards to school and daily life situations.

According to Strydom (1999:42) the adolescent's life world is determined by the way he experiences personal and general stress in life. The adolescent has more opportunities with regards to choice of subjects, friends, sport, cultural and recreational activities. There is also more pressure on our adolescent to achieve in the areas of academics, sport and culture. Section 1 aims to provide an indication of how the adolescent experiences this increasing pressure to achieve. The next section focuses on emotional vocabulary or emotional 'literacy'.

#### **b Emotional Literacy**

The questionnaire focuses on the following dimensions of emotional literacy:

- The adolescent's ability to become aware of his emotions
- The ability to express these emotions properly and in an acceptable manner
- The ability to become aware of other's emotions and to interpret these emotions 'correctly'.

#### **c Emotional Intelligence Competencies**

The adolescent has to master a variety of emotional competencies. These include the following:

- The motivation to see daily problems as challenges and to handle them accordingly
- The ability to use emotional energy for important issues and not to get side-tracked by unimportant issues

- Emotional creativity which implies that the force and energy of emotions be used optimally
- The ability to bounce back after a disappointment
- The ability to form and sustain warm, genuine and intimate relationships with others
- The ability to, when needed, disagree with others in order to reach a point where change and renewal can take place

**d Emotional Values and Beliefs**

In section 4 the emotional values and beliefs system of the adolescent is explored. This includes the following aspects:

- Personal empathy
- A positive outlook on life
- Intuition
- The ability to recognise and trust reliable people
- Personal strength and integrity

**e EQ Outcomes**

The final section of the questionnaire evaluates the manifestation of emotional intelligence in the life of the adolescent. The following manifestations are explored:

- Physical, behavioural and emotional symptoms
- Quality of life
- Quality of relationships
- Self actualisation

After the completion of the questionnaire the responses are marked and interpreted. An emotional profile is compiled for each adolescent. The results of the questionnaire are then used diagnostically. The SSCT (Sacks Sentence Completion Test) and DAP (Draw a Person) is used to further explore the life world of the adolescent boy.

The SSCT and DAP will be discussed briefly in the following section.

**3.4.2 Incomplete Sentences**

The SSCT (Sacks Sentence Completion Test) was designed by Joseph M. Sacks and other psychologists of the New York Veterans Administration Mental Hygiene Service to obtain

significant clinical material in four representative areas of adjustment. The four areas covered are family, sex, interpersonal relationships and self-concept. The SSCT may reflect conscious, pre-conscious or unconscious thinking and feeling. Other aspects of the SSCT responses can also be used to complement projective test findings with regard to a subject's needs and the environmental pressures to which he is responding (UNISA Tutorial Letter 000/2001). For the purpose of this study a profile of the four representative areas of adjustment is compiled. The complete incomplete sentences questionnaire is attached in Appendix II.

### **3.4.3 Draw a Person**

The DAP, as a standard technique of personality evaluation, is more than three quarters of a century old. The assumption that drawings and art reflect the personality of the drawer is old and long accepted. Until the 1930's most of the work in drawing analysis was confined to the art of production of children, normal and disturbed (Blau 1991:6). Kahill in Blau (1991:369) also point out that, rather than making futile attempts to turn itself into a scientific instrument, figure drawings should more appropriately take its place as a rich and potentially valuable clinical tool that can provide working hypotheses and a springboard for discussion with the patient. With regards to this study the DAP was used together with the SSCT, the EQ questionnaire and the unstructured interview to provide working hypotheses and a springboard for discussion with the adolescent.

### **3.4.4 Unstructured Interview**

Qualitative studies typically employ unstructured or semi-structured interviews. Unstructured interviews are also known as in-depth interviews (De Vos, Fouché & Delport 2005:292). It appears from the literature (De Vos 1998:297) that the interview is the most common method of data collection in qualitative research and that it helps in the understanding of the closed worlds of individuals, families, organisations and communities. In this regard, learning about these closed worlds, depends largely on how the interviewer is able to maximise the flow of valid and reliable information while at the same time minimising distortions in the way the interviewee recollects events.

Collins (1998:1) states that the dichotomy between 'structured' and 'unstructured' is misleading, as 'unstructured' interviews are structured in a number of ways. The researcher, in the very act of initiating the interview, necessarily determines the nature of the event. The unstructured one-to-one interview, also sometimes referred to as the in-depth interview, merely extends and

formalises conversation. It is referred to as a “*conversation with a purpose*”. Mouton (2001:293) states that, at the root of unstructured interviewing, is an interest in understanding the experience of other people and the meaning they make of that experience. It is used to determine an individual’s perceptions, opinions, facts and forecasts as well as his reactions to initial findings and potential solutions.

All unstructured interviews require a format and follow a process. Rubin and Rubin (1995:145) mention that an interview is built up of three kinds of questions prior to talking to the participant:

- Main questions where the researcher prepares a handful of main questions with which to begin and guide the conversation.
- Probing is used when responses lack sufficient detail, depth or clarity and the interviewer puts out a probe to complete or clarify the answer or to request further examples and evidence.
- Follow-up questions are used to pursue the implications of answers to the main questions.

The interview in this study covers the following topics:

- Personal image of the adolescent includes the self-concept of the adolescent, the intrapsychic dialogue or self-talk and the adolescent’s self-concept
- Relational image with significant others in his life. The adolescent’s relationships with his family, friends, teachers, housemaster, peers, objects and ideas and self are explored
- Exploring the adolescent’s involvement with his world, his experiences and his meaning attribution to his life world forms a central part of this interview
- To identify a possible irrational image that is preventing the adolescent from self-actualisation.
- The adolescent’s experiences of the boarding house system are also explored

The diagnosing model as designed by Jacobs (1982:140-153) is used as a broad framework within which the life world of the adolescent is explored in the unstructured interview. With regards to this study the following aspects of the diagnosing model is used as a broad framework namely the relational image of the adolescent. This includes his relationships with his parents, teachers, peers, objects and ideas and with the self. The adolescent’s allocation of meaning with all these different spheres of his life provides a personal image of the adolescent. This personal image of the adolescent is compiled by using information from the interview and the DAP together with the emotional intelligence profile and the representative areas of

adjustment profile, all of which provide valuable information to compile the table of risk and protective factors for each adolescent.

### **3.4.5 Sampling**

In this research adolescent boys are used. According to Sadock and Sadock (2003:35-40) adolescence is commonly divided into three periods: early (ages 11 to 14), middle (ages 14 to 17), and late (ages 17 to 20). Myers (1996:23) view adolescence as one stage, varying from 12 to 21 years of age and as incorporating all of the above but not in any particular sequence or stage. Sadock and Sadock (2003:36) stress the fact that the divisions of the three periods that they refer to are arbitrary and that growth and development occur along a continuum that varies from person to person.

This study includes 8 adolescent boys between the ages of 14 and 18 years. According to Strydom (1999:49) 8 participants will provide enough information and data and a saturation point is reached with regards to new data and tendencies that are discovered. Three case studies will be discussed in detail.

According to De Vos (1998:194) the major reason for sampling is feasibility. In this study target sampling is used. De Vos (1998:203) defines target sampling as a strategy for obtaining systematic information when random sampling is impossible and when accidental sampling cannot be implemented as a consequence of the hidden nature of the problem. Target sampling is a purposeful, systematic method by which controlled lists of specified populations within geographical districts are developed and detailed plans are designed to recruit adequate numbers of cases within each of the targets.

## **3.5 RESULTS OF INVESTIGATION**

For the purposes of confidentiality, the names of the participants are omitted. Instead, the participants are referred to as Adolescent A, Adolescent B, and Adolescent C. The results of participants A, B and C will be discussed in detail, and the results of the participants D, E, F, G, and H will be incorporated in the section where the results of all the participants are compared in an attempt to identify similarities and differences.

Background information (descriptive data) for each adolescent is summarised, followed with the adolescent's emotional profile and SSCT profile. The results of the EQ profile and the SSCT

profile are used together with the results of the DAP and the interview and will be discussed within the broad framework of the diagnosing model as discussed in 3.4.4 and the framework of emotional competencies (Table 2.2). Underlying risk factors and protective factors for each adolescent will be identified using Table 2.1 as framework. Possible themes that should be further investigated in counselling and or therapy is also identified.

The case study of Adolescent A will now be discussed in detail.

### 3.5.1 Adolescent A

<b>Age</b>	17
<b>Gender</b>	Male
<b>Reason for disciplinary hearing</b>	During a school outing in 2004 adolescent A and some friends decided to drink. When he returned to school he was caught. He was suspended for the rest of the year.
<b>Background information</b>	He has one older sister who is a top-achiever. She is currently studying in Canada. He feels that he could never be as good as she is in academics. He has above average cognitive abilities and achieved an A-average in 2004. His father is an engineer. His mother is on the board of various companies in Botswana. The family and extended family is very close and traditions are very important to them.

#### THE CALCULATION OF THE EQ PROFILE RESULTS OF ADOLESCENT A:

In Appendix 1 is an example of a complete EQ questionnaire and scores that was used to obtain the data to compile the EQ profile of each adolescent. The complete questionnaires for all the adolescents are available from the researcher.

The results of the EQ profile are used to interpret the profile of Adolescent A. The results are converted to percentages and are calculated as follows:

- There are 21 factors. The black dots are added and divided by 21 to obtain the percentage for a specific descriptive result e.g. optimal, capable, vulnerable and incapable.
- The profile of Adolescent A will be used as an example to illustrate the calculations that are used to obtain the percentages for the descriptive results: There are 21 dots in total. 5 of these dots are black. If the fraction 5 out of 21 is converted to percentage, the result

for emotionally vulnerable is 23, 8%. This indicates that adolescent A is 23,8 % emotionally vulnerable.

- For the descriptive result 'emotionally capable' there are 9 black dots out of 21 dots. If converted to percentage the result is 42, 8%. Adolescent A is functioning 42,8% on an emotionally capable level.
- For the descriptive result 'optimal emotional functioning' there are 7 black dots out of 21 dots. The result is 33, 3%.

### **EMOTIONAL PROFILE OF ADOLESCENT A**

Adolescent A's results are as follows:

- 23,8% emotionally vulnerable
- 42,8% emotionally capable
- 33,3% optimal emotional functioning

Adolescent A is especially vulnerable in the following problem areas of his emotional development:

- Interpersonal relationships (Field 10)
- Personal empathy (Field 12)
- Intuition (Field 14)
- Level of trust (Field 15)
- Realising of potential (Field 21)

Adolescent A is 76, 1% (33, 3 % + 42, 8%) emotionally capable. His score can be expressed as 77+; 23 - which indicate that he has an above average emotional intelligence.



adolescent a – eq profile

table 3.1

**TABLE 3.1 ADOLESCENT A: EQ PROFILE**

<b>EMOTIONAL INTELLIGENCE PROFILE - EQ PROFILE</b>																					
Field	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Functioning and experience	Life's experiences	School Pressure and satisfaction	Personal pressure and satisfaction	Emotional awareness	Emotional expression	Awareness of feelings of others	Intention	Creativity	Resilience	Interpersonal relationships	Healthy dissatisfaction	Personal empathy	Outlook on life	Intuition	Level of trust	Personal power	Integrity	General health	Quality of life	Relationship quotient	Realising of potential
OPTIMAL	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
CAPABLE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VULNERABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
INCAPABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Present environment		Emotional literacy			Emotional intelligence competencies					Emotional values and beliefs					EQ - Outcomes					

## SSCT PROFILE

In Appendix II the original SSCT questionnaire and raw scores obtained by Adolescent A is given. The SSCT profile uses the following key to describe Adolescent A's present areas of adjustment:

- *Severely disturbed* – It appears that the person will need therapeutic aid in handling conflict in the this area
- *Mildly disturbed* – The person has emotional conflicts in this area, but appears to handle it without therapeutic aid.
- *No significant disturbances* noted in this area.
- *Insufficient evidence* - The responses or lack of responses don't provide enough evidence to form a possible hypothesis about the adolescent's present functioning in that area of development.

The following areas of adjustment of the Adolescent A's life world are investigated:




















- *Family* - Relationships with his mother, father and the family as a unit is focused on.
- *Sex* – Perception of women and heterosexual relationships is explored.
- *Interpersonal relationships* – Interpersonal relationships with friends and acquaintances, peers, teachers at school and people whom they supervise are explored.
- *Self concept* – The focus here is on the adolescent's fears, guilt feelings, goals, perception of own abilities and attitude towards the past and the future.

Table 3.2 gives the SSCT profile of Adolescent A. The profile will then be discussed qualitatively.

**adolescent a ssct profile**

**table 3.2**

**TABLE 3.2 SSCT PROFILE OF ADOLESCENT A**

<h1 style="margin: 0;">INCOMPLETE SENTENCES</h1> <p style="margin: 10px 0;">Sack Sentence Completion Test (SSCT)</p> <p style="margin: 10px 0;"><i>Representative areas of adjustment</i></p>							
<b>FAMILY</b>		<b>SEX</b>		<b>INTERPERSONAL RELATIONSHIPS</b>		<b>SELF CONCEPT</b>	
Mother		Woman		Friends Acquaintances		Fears	
Father		Heterosexual relationships		Colleagues (peers)		Guilt feelings	
Family Unit				Superiors at school		Goals	
				People Supervised		Own abilities	
						Past	
						Future	
<b>RATING SCALE / KEY</b>							
Severely disturbed Appears to require therapeutic aid in handling conflict in this area		Mildly disturbed Has emotional conflicts in this area, but appears to handle them without therapeutic aid.		No significant disturbances noted in this area.		Insufficient evidence.	

## SSCT PROFILE OF ADOLESCENT A:

### Areas of adjustment:

- His self-concept appears to be a severely disturbed area of adjustment and he will require therapeutic aid in handling conflict in this area
- His interpersonal relationships are mildly disturbed and only relationships with friends seem to be disturbed at present. His relationships with his peers and teachers must be closely monitored as there appears to be some emotional conflict at present

After completion of the EQ questionnaire and the SSCT, an interview was held with the adolescent. This interview was unstructured. The adolescent was asked to tell the researcher about himself and his world. The following are some of the responses given by adolescent A:

- On how he sees himself: *"I am smart, funny, good personality, get along with other people, have some significant level of emotional intelligence – I hope". "I don't always deal with all situations in the best way possible"*
- About his expulsion he said the following: *"I didn't handle that situation properly, I didn't quite assess everything before making a decision". "I should have just left it and waited a few more days to go home."*
- When asked why he didn't come for voluntary counselling after his expulsion: *"I think counselling is something like this, first you have to decide on a problem, then you decide if you want to deal with that problem, and then you decide to talk about it. Now if you haven't said to yourself – OK, here's the problem and I want to deal with the problem – what are you then going to discuss?". "I couldn't or hadn't decided for myself what the problem was; it could have been many different problems. It's not that sure one has a drinking problem, or one has a problem making decisions or has a problem not stopping to think about things, logically and thoroughly, it's a lot of different things. I haven't even decided what the problem was and that I wanted to deal with it".*
- On peer pressure he said that it was testing at times, but that he is not afraid to tell people what he feels – he just says: *"Uh,uh no not for me"*.
- He did experiment with marijuana once when he was 15.
- On boarding school – *"Coming to ISSA is properly the best boarding school for a boy. It's not as tough as most other boarding schools in South Africa".* He further states that there is not physical bullying. *"ISSA is like living in a bubble – you are not exposed to a lot of things – reality outside"*.

- On surviving in a boarding school – *“I’ve learned to be enthusiastic in everything I do, to take the opportunities that come my way. Decide I am, what I stand for, which direction you go in life, have your own ideas.” “You have to make the connection yourself”*
- On his family – *“Frustration – Just sometimes dealing with strong personalities and someone set on their own ideas. It’s like if you have a situation where you have a whole lot of leaders.”*
- On the challenges society faces today – *“One of the problems might be that in a lot of families like the more well-off families, family values and stuff like that are not that strong. Time with parents isn’t that much, there’s too much disposable money – making it easier to buy drugs – they have the money.”*

From the DAP the following hypotheses were formed. (Responses by adolescent A are typed in Italics). The focus of the DAP was on the story that the adolescent told about the person.

- *He is fun loving and energetic.* Adolescent A can be described as a very energetic young man. He is actively involved in all areas of school life.
- *He wants to be an individual – he has dreadlocks.* Adolescent A is sometimes described by staff members as a rebel. He challenges the system by questioning rules and regulations.
- *His dreadlocks are not going to get him too far in his profession.* Although he challenges the system he realises that this could lead to unnecessary problems. In the interview he also stated that *‘I am skating on thin ice’*. He realises he can’t make another mistake.
- *He always loved money.* – He expresses a need to make money.
- There is a void in his life at the moment – *he is not very happy with life at the moment.*
- *His good point is that he is ambitious and optimistic.* – Adolescent A can be described as an ambitious young man with leadership potential.
- He expresses a fear that *he will not achieve in life.* In his interview, Adolescent A expresses the fear of dying young as well.

The results of the EQ profile, the SSCT profile and information obtained in the interview and DAP are used to compile a table of risk and protective factors for each adolescent. This will be followed by a short explanation of the present functioning of Adolescent A within the emotional intelligence framework.

**TABLE 3.3 ADOLESCENT A: RISK AND PROTECTIVE FACTORS**

Level	Risk factors	Protective factors
<p><b>Community</b></p>	<ul style="list-style-type: none"> <li>• <b>Availability of alcohol.</b> Alcohol is freely available at cultural functions and is seen as an integral part of socialising.</li> <li>• <b>Witnessing violence.</b> Close family members have been the victims of violent crimes. He has been the victim of mugging.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stability and connection.</b> He has a very good relationship with his mother and fathers family. He is very proud of his culture.</li> <li>• <b>Good relationship with an adult outside the family.</b> He is very popular with family members and there is a lot of pressure on him to achieve. He gets on very well with various family members.</li> <li>• <b>Opportunities for meaningful contribution.</b> He is treated as an important member of the family and can express his opinions freely.</li> </ul>
<p><b>School</b></p>	<ul style="list-style-type: none"> <li>• <b>Early and persistent antisocial behaviour.</b> Some teachers describe him as arrogant. He tends to get into verbal arguments with some staff. He questions the school's system and is not afraid to speak out. This is not always done in a non-confrontational manner. He is very opinionated and tends to get into situations where he defends his opinions and is not always open to listen to other opinions. This could indicate that he is unsure about himself.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A sense of belonging and fitting in</b> He is one of the top sportsmen in the school and he excels in swimming. He is a popular boy with his peers and most teachers.</li> <li>• <b>Positive achievements and evaluations at school.</b> He is actively involved in sport and cultural activities and received various awards for his contribution to school life.</li> <li>• <b>Having someone outside your family who believes in you.</b> His mother and father support him and financially he is given all the opportunities that are offered at</li> </ul>



		<p>school.</p> <ul style="list-style-type: none"> <li>• <b>Attendance at pre-school.</b></li> </ul>
<b>Family</b>	<ul style="list-style-type: none"> <li>• <b>Family conflict.</b> There are periods where the family members appear to disagree on issues which lead to conflict. His mother and sister both have very strong personalities and it appears that he must sometimes give in and this leads to feelings of frustration.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A sense of connectedness to family.</b> They are a very close knit family and he is proud to be part of what he calls a dynamic family.</li> <li>• <b>Feeling loved and respected.</b></li> <li>• <b>Proactive problem solving and minimal conflict during infancy.</b></li> <li>• <b>Maintenance of family rituals.</b> The family and extended family is very close and family rituals play a very important role in the lives of family members.</li> <li>• <b>Warm relationship with at least one parent.</b> He has a special bond with both parents but it appears as if he is closer to his dad at this stage of his life.</li> <li>• <b>Absence of divorce during adolescence.</b></li> <li>• <b>A 'good fit' between parents and child .</b></li> </ul>

<b>Individual / Peer</b>	<ul style="list-style-type: none"> <li>• <b>Rebelliousness</b> He can be described as a rebel. This is also evident in the DAP where he chooses to have an attention seeking hairstyle, and he knows it will get negative attention.</li> <li>• <b>Novelty seeking</b> He does tend to want to be</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Temperament, activity level, social responsiveness, autonomy.</b></li> <li>• <b>Reading abilities.</b> Adolescent A achieves above average results which is an indication of above average reading abilities.</li> <li>• <b>Developed a special talent and zest for life.</b></li> </ul>
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	<p>different and experiment for the sake of experimenting.</p> <ul style="list-style-type: none"> <li>• <b>Seeing peers taking drugs and alcohol.</b> He lives in an environment where alcohol use is synonym with socialising.</li> <li>• <b>Friends who engage in problem behaviour.</b> His friends engage in risk taking behaviour involving alcohol and other substance abuse and he tends to be very protective of his friends.</li> <li>• <b>Favorable attitudes towards problem behaviour.</b> He challenges the more conservative viewpoint with regards to substance use, especially the use of alcohol.</li> </ul>	<p>He is an enthusiastic and creative young man. He is ambitious and wants to achieve. He shows special talents on the sports field and on a variety of cultural areas.</p> <ul style="list-style-type: none"> <li>• <b>Work success during adolescence</b> He has used all the opportunities offered at the school. He has received various awards for his active involvement in all areas of school life.</li> <li>• <b>Demonstrates empathy and nurturance.</b> He has very good leadership abilities and can show a lot of empathy in situations where the expected response of an adolescent would have been intolerance.</li> <li>• <b>High intelligence</b> He achieves A symbols for his subjects.</li> </ul>
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To summarise the data obtained from the EQ profile, the SSCT profile, the interview and DAP, Adolescent A's functioning within the emotional intelligence framework will be discussed next.

## **PRESENT FUNCTIONING OF ADOLESCENT A WITHIN THE EMOTIONAL INTELLIGENCE FRAMEWORK**

### **Self-Awareness**

The SSCT and EQ profile indicate that there are contradictions with regards to his self-concept. Although he can be described as a self-confident person he has fears and guilt feelings that are preventing him from realising his potential.

### **Social Awareness**

Both the SSCT profile and the EQ profile indicate that Adolescent A will need help with interpersonal relationships. This is also confirmed by the interview as it appears that his relationships with some teachers can be stressed. It appears that he may become easily frustrated and this can lead to dissatisfaction. Although he is aware of the feelings he lacks the skills to deal with them. The relationship with his mother will need to be investigated further in therapy.

### **Social Skills/Relationship Management**

The SSCT profile and the EQ profile indicate that his interpersonal relationships can be described as vulnerable. The DAP also indicate that the mother/son relationship is stressful. It appears that the father tends to withdraw.

### **Self Management**

There is again a contradiction with regards to self-management. Although it appears that he has a lot of self-control, the DAP indicated that there could be underlying anger and frustration. He has an above average achievement drive and appears to be quite a conscientious young man. He is vulnerable with regards to levels of trust in himself and trusting others. It appears that he has a tendency to follow his own urges and to express irritability if things don't go his way. The DAP indicates that he has an underlying need to be different. All the risk factors are within the sphere of the self.

## **SUMMARY AND RECOMMENDATIONS FOR THERAPY**

Adolescent A has a lot of potential but he lacks certain emotional intelligence skills to realise his full potential. From the data obtained in the DAP it appears that he feels he can achieve more. He has above average intellectual, sport and cultural abilities. His lack of emotional intelligence in certain areas is preventing him from reaching his full potential and also has a negative effect on his relationships. This also negatively affects his self-concept. He is an ideal candidate for therapy aimed at raising his levels of emotional intelligence. He has the potential to be a leader and therapeutic intervention should be aimed at developing his leadership skills.

### 3.5.2 Adolescent B

<b>Age</b>	17
<b>Gender</b>	Male
<b>Reason for disciplinary hearing</b>	During a school outing in 2004 adolescent B was caught smoking marijuana. He was suspended for the rest of the year.
<b>Background information</b>	He is the third born of eight children. His father is a business person. He loves sport. He suffers from asthma and has to use chronic medication. He has average to above average cognitive abilities. He comes from a very big family.

#### EMOTIONAL PROFILE

Adolescent B's results are as follows:

- 9,5% emotionally incapable
- 33,3% emotionally vulnerable
- 19% emotionally capable
- 38,1% optimal emotional functioning

From the above it appears that 42,8% (9,5%+33,3%) of adolescent B's emotional development is in the fields of emotionally incapable and emotionally vulnerable. His score can be expressed as 42,8- ; 57+. This score puts him on the average emotional intelligence level. It can be further deduced that nearly half of his present functioning is on an emotionally vulnerable or incapable level.

Adolescent B is especially vulnerable in the following areas of his emotional development:

- Life's experiences (Field 1)
- Interpersonal relationships (Field 10)
- Intuition (Field 14)
- Personal power (Field 16)
- General health (Field 18)
- Quality of life (Field 19)
- Realising of potential (Field 21)

With regards to the following fields he is presently functioning on an emotionally incapable level:

- Interpersonal relationships
- Level of trust

In Table 3.4 is Adolescent B's EQ profile. This is followed by adolescent B's SSCT profile in table 3.5




















**3.4 B' eq profile**

**TABLE 3.4 ADOLESCENT B: EQ PROFILE**

<b>EMOTIONAL INTELLIGENCE PROFILE - EQ PROFILE</b>																					
Field	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Functioning and experience	Life's experiences	School Pressure and satisfaction	Personal pressure and satisfaction	Emotional awareness	Emotional Expression	Awareness of feelings of others	Intention	Creativity	Resilience	Interpersonal relationships	Healthy dissatisfaction	Personal empathy	Outlook on life	Intuition	Level of trust	Personal power	Integrity	General health	Quality of life	Relationship quotient	Realising of potential
OPTIMAL	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
CAPABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VULNERABLE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
INCAPABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Present environment		Emotional literacy			Emotional intelligence competencies					Emotional values and beliefs					EQ - Outcomes					

**3.5 b ssct profile**

**TABLE 3.5 SSCT PROFILE OF ADOLESCENT B**

<h1 style="margin: 0;">INCOMPLETE SENTENCES</h1> <p style="margin: 10px 0;">Sack Sentence Completion Test (SSCT)</p> <p style="margin: 10px 0;"><i>Representative areas of adjustment</i></p>							
<b>FAMILY</b>		<b>SEX</b>		<b>INTERPERSONAL RELATIONSHIPS</b>		<b>SELF CONCEPT</b>	
Mother		Woman		Friends Acquaintances		Fears	
Father		Heterosexual Relationships		Colleagues (peers)		Guilt feelings	
Family Unit				Superiors at school		Goals	
				People Supervised		Own abilities	
						Past	
						Future	
<b>RATING SCALE / KEY</b>							
Severely disturbed Appears to require therapeutic aid in handling conflict in this area		Mildly disturbed Has emotional conflicts in this area, but appears to handle them without therapeutic aid.		No significant disturbances noted in this area.		Insufficient evidence.	



## SSCT PROFILE OF ADOLESCENT B

Areas of adjustment:

- Although there is not one specific area that appears to be severely disturbed the profile does show that there is conflict in his relationships with his parents and more specific his dad. His relationship with his friends is also an area that causes stress.
- His relationships towards the opposite sex are mildly disturbed. There appear to be some emotional conflict at present with regards to sexual relationships.

The following areas of adjustment of the adolescent life world are investigated:

- *Family* - Adolescent B's relationships with his father appears to be severely disturbed. His relationship with his mother is mildly disturbed. It appears that the family unit is a protective factor for him.
- *Sex* – Adolescent B's perception of women and heterosexual relationships is mildly disturbed.
- *Interpersonal relationships* – Adolescent B's interpersonal relationships with friends and acquaintances are severely disturbed.
- *Self concept* – Adolescent B appears to have conflict with regards to fears and his perception of his own abilities. There are also mild disturbances with regards to guilt feelings.

During the interview the following aspects of adolescent B's life world were discussed:

- Adolescent B has fears and anxieties. He is afraid of small areas and public speaking. He tends to have an asthma attack when he is in small places or has to speak in front of a group of people.
- He experimented with marijuana, but only at school, never at home. Although he was caught out, he did not stop using marijuana after being suspended. He did stop a few months ago. He feels that he will start smoking again if he socialises with friends who smoke.
- He feels that he pushes the boundaries because of influences.
- He still uses alcohol and does not have specific boundaries with regards to alcohol use. He tends to binge drink and has been drunk on a few occasions. He started drinking at the age of 15.
- He doesn't like alcohol or smoking but peer pressure makes him do it.
- He is afraid of commitment with a girl.

- He is sexually active and that is why is trying not to have a steady girlfriend because it will be a sexual relationship and he is scared of an unplanned pregnancy.
- His parents' marriage went through a shaky patch but appears to be fine at the moment.

Adolescent B made the following comments during the interview.

- On being part of a big family: - *"I think it's very nice. I'd like to have such a family one day"*.
- *"During holidays spend time with your child so that you know what he gets up to."* He believes that a parent should take drastic steps if his child is experimenting with substances.
- On being suspended: *"It made me responsible. I felt very bad for my parents. I realised I was hanging out with the wrong crowd."*

**TABLE 3.6: ADOLESCENT B: RISK AND PROTECTIVE FACTOR**

<b>Level</b>	<b>Risk factors</b>	<b>Protective factors</b>
<b>Community</b>	<ul style="list-style-type: none"> <li>• <b>Availability of drugs and alcohol.</b> He has been using alcohol since the age of 15.</li> </ul>	<p>His community does not provide a lot of protective factors at present.</p> <p>He gets on better with his siblings than with his parents.</p>
<b>School</b>	<ul style="list-style-type: none"> <li>• <b>Academic failure, especially in middle years.</b> He has a history of learning difficulties in his middle high school years.</li> <li>• <b>Early and persistent antisocial behaviour.</b> He started experimenting with substances at a very young age.</li> <li>• <b>Low parental interest in education.</b> His father is a very busy man and not always there to help him.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A sense of belonging and fitting in.</b> He gets on very well with his friends.</li> <li>• <b>Positive achievements and evaluations at school.</b> He is an excellent soccer player and has achieved on provincial level. It is his dream to become a professional soccer player. He is acknowledged by his peers and coaches as an above average player.</li> </ul>

<p><b>Family</b></p>	<ul style="list-style-type: none"> <li>• <b>History of problematic alcohol or drug usage.</b> There is a history of alcoholism in the family. In the interview it also appears that the father uses alcohol to relax after a stressful day. Presently the relationships between adolescent B and his parents appear to be stressful. Although he enjoys being part of a big family it appears that there is favouritism in the family.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A sense of connectedness to family.</b> He gets on very well with his siblings. He is one of 8 children and he has a special bond with a few of his siblings.</li> </ul>
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<p><b>Individual / Peer</b></p>	<ul style="list-style-type: none"> <li>• <b>Seeing peers taking drugs.</b> He has been exposed to marijuana since he was thirteen.</li> <li>• <b>Friends who engage in problem behaviour.</b> Most of his friends tend to engage in risk taking behaviour.</li> <li>• <b>Favourable attitudes towards problem behaviour.</b> It is acceptable in his circle of friends to engage in risk taking behaviour and you are frowned upon if you do not take part.</li> <li>• <b>Early initiation of the problem behaviour</b> He started experimenting with substances at a very young age.</li> </ul>	<p>He lacks the confidence to be an individual and finds it very difficult to cope with peer pressure.</p>
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To summarise the data obtained from the EQ profile, the SSCT profile, the interview and DAP, Adolescent B's functioning within the emotional intelligence framework will be discussed next.

## **PRESENT FUNCTIONING OF ADOLESCENT B WITHIN THE EMOTIONAL INTELLIGENCE FRAMEWORK**

### **Self-Awareness**

Adolescent B lacks confidence and has a low self-esteem. He needs the approval of friends to fit in. He expresses a need to be acknowledged by his father. He projects an image of being relaxed and easy-going, but he lacks the ability to identify internal feeling states. His EQ profile indicates that he lacks intuition and that he doesn't believe in himself. The DAP and the interview indicated that he tends to be very impulsive. He is very insecure.

### **Social Awareness / Awareness of other**

Adolescent B's EQ profile and SSCT profile indicate that interpersonal relations with friends cause a lot of stress.

### **Self-Management**

He expresses a need to change but he is not sure of his potential and how he should change. He cannot express his own frustrations and feel guilty that he succumbs to peer pressure to partake in risk taking behaviour although he understands the dangers thereof. Although he can identify situations that he knows he can't handle he doesn't have the confidence to stand up for what he believes in.

### **Social Skills / Relationship Management**

He has a fear of public speaking and this fear is preventing him from reaching his full potential. This could also be an underlying factor that makes him more vulnerable to partake in risk taking behaviour such as drinking.

## **SUMMARY AND RECOMMENDATIONS FOR THERAPY**

Adolescent B is still engaging in risk taking behaviour and has not yet developed the emotional and social skills to handle peer pressure. Acceptance by his peers causes him to engage in behaviour that has serious health risks. It appears that he drinks to be socially accepted or to give him the courage to socialise. This could lead to possible alcohol dependency. He is not yet focused on the future and lacks ambition and motivation to fulfill his potential. He expresses a need to be acknowledged by his father. From the data obtained in the DAP it appears that his father doesn't understand him. The DAP also indicates that acceptance by friends can sometimes cause him to engage in risk taking behaviour.

He lacks certain emotional intelligence skills to realise his full potential. From the data obtained in the DAP it appears that he feels he can achieve more. He has a low self-concept and his interpersonal relationships prove to be very stressful. He will need intensive therapy to help him with identifying his strong and weak points and to help him develop socialising and coping skills.

The focus will now move to Adolescent C.

### 3.5.3 Adolescent C

<b>Age</b>	17
<b>Gender</b>	Male
<b>Reason for disciplinary hearing</b>	When he was 15 he was caught stealing. He was expelled from school.
<b>Background information</b>	He is the third born of four children. His father is an accountant. His two older brothers are top achievers. He has above average cognitive abilities. He excels in drama and acting. His expressive language skills are excellent.

### EMOTIONAL PROFILE

Adolescent C's results are as follows:

- 42,9% emotionally incapable
- 28,6% emotionally vulnerable
- 19% emotionally capable
- 9,3% optimal emotional functioning

Adolescent C is especially vulnerable in the following problem areas of his emotional development:

- Personal power (Field 16)
- Personal empathy (Field 12)
- Intuition (Field 14)
- General health (Field 18)
- Quality of life (Field 19)
- Relationship coefficient (Field 20)

Adolescent C is emotionally incapable in the following areas of his emotional development:

- Life's experiences (Field 1)
- Emotional awareness (Field 4)
- Emotional expression (Field 5)
- Resilience (Field 9)
- Interpersonal relationships (Field 10)
- Healthy dissatisfaction (Field 11)
- Outlook on life (Field 13)
- Level of trust (Field 15)
- Realising of potential (Field 21)

Adolescent C is 72% (42, 9 % + 26, 8%) emotionally incapable. His score can be expressed as 77-; 28+ which indicates that he has a very low emotional intelligence.

### 3.7 c eq profile




















**TABLE 3.7 ADOLESCENT C: EQ PROFILE**

<b>EMOTIONAL INTELLIGENCE PROFILE - EQ PROFILE</b>																					
Field	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Functioning and experience	Life's experiences	School Pressure and satisfaction	Personal pressure and satisfaction	Emotional awareness	Emotional expression	Awareness of feelings of others	Intention	Creativity	Resilience	Interpersonal relationships	Healthy dissatisfaction	Personal empathy	Outlook on life	Intuition	Level of trust	Personal power	Integrity	General health	Quality of life	Relationship quotient	Realising of potential
OPTIMAL	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAPABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VULNERABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
INCAPABLE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Present environment		Emotional literacy			Emotional intelligence competencies					Emotional values and beliefs					EQ - Outcomes					



**3.8 ssct profile c**

**TABLE 3.8 SSCT PROFILE OF ADOLESCENT C**

<h2 style="margin: 0;">INCOMPLETE SENTENCES</h2> <p style="margin: 10px 0;">Sack Sentence Completion Test (SSCT)</p> <p style="margin: 0;"><i>Representative areas of adjustment</i></p>							
<b>FAMILY</b>		<b>SEX</b>		<b>INTERPERSONAL RELATIONSHIPS</b>		<b>SELF CONCEPT</b>	
Mother		Woman		Friends Acquaintances		Fears	
Father		Heterosexual Relationships		Colleagues (peers)		Guilt feelings	
Family Unit				Superiors at school		Goals	
				People Supervised		Own abilities	
						Past	
						Future	
<b>RATING SCALE / KEY</b>							
Severely disturbed Appears to require therapeutic aid in handling conflict in this area		Mildly disturbed Has emotional conflicts in this area, but appears to handle them without therapeutic aid.		No significant disturbances noted in this area.		Insufficient evidence.	

## SSCT PROFILE OF ADOLESCENT C:

Areas of adjustment:

- His relationship with his father, his mother and the family as a unit appears to be severely disturbed and will require therapeutic aid in order for him to handle conflict in this area.
- His self-concept also appears to be a severely disturbed area of adjustment and will require therapeutic aid in handling conflict with regards to his fears, his guilt feelings and his attitude towards the future.
- Interpersonal relationships are mildly disturbed and only relationships with friends seem to be severely disturbed at present. His relationships with his peers and teachers must be closely monitored as there appear to be some emotional conflict at present.

From the interview the following observations were made:

- Adolescent C is obsessed with his outward appearance. *"I have this identity that I have to establish"*.
- He tends to use strong language to express himself.
- He feels that he has to suppress his feelings of anger. When asked how he handles his anger he responded as follows: *"I hate it when I am angry, I just start to mess up the situation – I become narrow minded, I am right and they are wrong I justify being angry."*
- He feels that he makes a very bad 'first impression'.
- According to him people have told him that he shows antisocial behaviour.
- He tends to be revengeful. He describes the feelings he often has as confused, annoyed, angry and depressed.
- He feels that his dad does not treat his mum right.
- He feels that he is a fake that he pretends to be something he is not. *"Everybody thinks there is that crisp nice image of me, nice guy, quiet, that is nonsense, and I think that it is real nonsense that I have to live up to this image"*.
- He feels that his dad shouts about everything all the time.
- He feels that his family is always on his case – *"They always start about me – it is always me, me, me."*
- He expresses the need to still push boundaries and partake in risk taking behaviour: *"I would like to do something really bad. Like all-night drinking spree, just kissing as many girls as I could possibly kiss, something really bad, you know what I am saying. Something they wouldn't expect me to do."*
- On his own boundaries with regards to alcohol: *"To the point where I am messed up I can't drink anymore"*.

- On why he was expelled: *“I was caught stealing – you see but I didn’t steal because I needed it – but I stole because I wanted to lead my life. I was just following a bad crowd of people.”*
- On how he sees himself and how others see him: *“The way people would say I am always high, always high, always high, Myself I will be the opposite of it , down, always down, always down.”*
- On how he sees himself: *“I am short and I hate it”*.
- On how he will score his own self-confidence: *“I will say about a four or five”* (out of ten).

The DAP revealed the following possible hypotheses that should be investigated further:

- Adolescent C started out by saying that the person he drew was himself aged between 25 – 35 years old.
- He is very insecure about the future. He describes himself as a focused, kind and happy, but also a very shrewd guy. His morals and values are non-negotiable but he will not be afraid of corruption. He has a sensitive and insensitive side.
- He feels that he is always going to HATE somebody. He has some secrets. He feels misunderstood. He worries deep down; he is quite vulnerable and emotional. He can be emotional about anything and everything.

The results of the EQ profile, the SSCT profile and information obtained in the interview and DAP are used to compile a table of risk and protective factors for adolescent C. This will be followed by a short explanation of the present functioning of Adolescent C within the emotional intelligence framework.

**TABLE 3.9: ADOLESCENT C: RISK AND PROTECTIVE FACTORS**

<b>Level</b>	<b>Risk factors</b>	<b>Protective factors</b>
<b>Community</b>	Adolescent C does not focus on his community or culture at all.	There is no information available with regards to this sphere of his life.
<b>School</b>	<ul style="list-style-type: none"> <li>• <b>Detachment from school.</b> He mistrusts everybody at school. He has a history of early and persistent antisocial behaviour.</li> <li>• <b>Low parental interest in education.</b> He feels that his parents are not</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Positive achievements and evaluations at school.</b> He does exceptionally well in cultural activities and this can be something that could give him an achiever identity.</li> </ul>

	<p>really interested in his results. As he put it – “<i>it is difficult to shine in a house full of stars.</i>”</p>	
<b>Family</b>	<ul style="list-style-type: none"> <li>• <b>Inappropriate family management.</b> It appears from the interview that dad tends to be an ‘emotionally absent’ father and that his parenting style tends to be very autocratic.</li> <li>• <b>Family conflict.</b></li> <li>• <b>There is a history of inconsistent parenting.</b> He got into trouble at a very young age and this could be an indication of lack of parenting skills. From the interview it appears that there is favouritism in the family. He feels that he is always picked on.</li> <li>• <b>Marital instability or conflict.</b> He mentions that his parents do not necessarily get along. It appears that there is a lack of communication between family members and some stress between the parents.</li> </ul>	<p>He lacks protective factors within his family structure.</p>
<b>Individual / Peer</b>	<ul style="list-style-type: none"> <li>• <b>Constitutional factors, alienation.</b> He feels that he is not accepted by the group. He feels left out and sometimes the victim of verbal bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading abilities.</b> He achieves above average academic results.</li> <li>• <b>Work success during adolescence.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Rebelliousness.</b> He expresses a need to partake in risk taking behaviour to rebel against always having to impress.</li> <li>• <b>Friends who engage in problem behaviour.</b> He has a very low self-concept and this makes him very vulnerable to peer-pressure.</li> </ul>	
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**ADOLESCENT C's PRESENT FUNCTIONING WITHIN THE EMOTIONAL INTELLIGENCE FRAMEWORK**

**Self-Awareness**

He lacks confidence in his own abilities. He expresses fear of not being accepted. He has a low self-esteem and has a lot of anger inside of him. He also shows signs of being depressed. He lacks the emotional vocabulary to express himself. He is emotionally very vulnerable.

**Social Awareness**

He is extremely self-centred and this causes him not to be able to be aware of the emotions and feelings of others.

**Self-Management**

He has a lot of underlying fears, resentment and guilt. There is underlying anger and he keeps on suppressing this anger. He finds it very difficult to regulate and control these potential troublesome emotions.

**Social Skills / Relationship Management**

He lacks the skills to resolve conflict in such a way that it relieves the tension it caused. He tends to use humour as a defence mechanism to cope with these situations. There is a lot of negative self-talk and frustrations with being himself. This internal conflict has a negative affect on his ability to handle conflict with others.

## **SUMMARY AND RECOMMENDATIONS FOR THERAPY**

Adolescent C has a very low emotional intelligence. He appears to be very immature for his age. Although he has this 'image' that he tries to develop, he has a lot of issues that he needs to deal with. His interpersonal relationships are stressful and he is presently experiencing a lot of anxiety and stress about a variety of issues. His relationships with parents, family, girls and friends appear to be severely disturbed. His behaviour tends to become obsessive – especially his need to 'dress' according to an image. There is a lot of negative self-talk and his self-concept is very low. Therapy will have to focus on interpersonal relationships, building of a positive and realistic self-esteem and teaching him coping skills. There is however a question on whether he is ready for therapy.

There were 8 adolescents who participated in this study. The data for all of them is available on request. One of the aims of this study was to identify the emotional needs of adolescent boys in a private international boarding school and to establish whether emotional intelligence plays a role in the adolescent boys adapting to the private international boarding school environment. A comparison of the emotional intelligence profiles and SSCT profiles of all 8 adolescent boys will be given.

### **3.6 COMPARISON OF DATA**

The EQ profiles and SSCT profiles of the other 5 adolescent boys will be discussed briefly.

#### **3.6.1 ADOLESCENT D**

In table 3.10 is the EQ profile of Adolescent D.

#### **EMOTIONAL PROFILE OF ADOLESCENT D**

Adolescent D's results are as follows:

- 66,6% emotionally vulnerable
- 19% emotionally capable
- 914,3% optimal emotional functioning

Adolescent D is 33, 3% (19 % + 14, 3%) emotionally capable. His score can be expressed as 33+; 66, 6- which indicates that he has a low average emotional intelligence.

**table 3.10 eq profile adolescent d**



**TABLE 3.10 ADOLESCENT D: EQ PROFILE**

<b>EMOTIONAL INTELLIGENCE PROFILE - EQ PROFILE</b>																					
Field	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Functioning and experience	Life's Experiences	School pressure and satisfaction	Personal pressure and satisfaction	Emotional awareness	Emotional Expression	Awareness of feelings of others	Intention	Creativity	Resilience	Interpersonal relationships	Healthy dissatisfaction	Personal empathy	Outlook on life	Intuition	Level of trust	Personal power	Integrity	General health	Quality of life	Relationship quotient	Realising of potential
OPTIMAL	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAPABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
VULNERABLE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
INCAPABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Present environment		Emotional literacy			Emotional intelligence competencies					Emotional values and beliefs					EQ - Outcomes					

### **3.6.2 ADOLESCENT E**

In table 3.11 is the EQ profile of adolescent E.

#### **EMOTIONAL PROFILE OF ADOLESCENT E**

Adolescent E's results are as follows:

- 23.8% emotionally incapable
- 33% emotionally vulnerable
- 33% emotionally capable
- 9,5% optimal emotional functioning

Adolescent E is 42, 5% (33, 3 % + 9, 5%) emotionally capable. His score can be expressed as 42+; 57- which indicates that he has a low emotional intelligence.

### **3.6.3 ADOLESCENT F**

In table 3.12 is the EQ profile of adolescent F.

#### **EMOTIONAL PROFILE OF ADOLESCENT F**

Adolescent F's results are as follows:

- 4,8% emotionally incapable
- 42,8% emotionally vulnerable
- 14,3% emotionally capable
- 38% optimal emotional functioning

Adolescent F is 52, 3% (38% + 14, 3%) emotionally capable. His score can be expressed as 53+;47- which indicates that he is not presently functioning on emotionally high or low level, but his functioning can be described as borderline.

### **3.6.4 ADOLESCENT G**

In table 3.13 is the EQ profile of adolescent G.

#### **EMOTIONAL PROFILE OF ADOLESCENT G**

Adolescent G's results are as follows:

- 4,8% emotionally incapable
- 52,4% emotionally vulnerable
- 28,6% emotionally capable
- 14,3% optimal emotional functioning

Adolescent G is 42, 9% (28, 6 % + 14, 3%) emotionally capable. His score can be expressed as 43+; 57- which indicates that he has a low emotional intelligence.

### **3.6.5 ADOLESCENT H**

In table 3.14 is the EQ profile of adolescent H

#### **EMOTIONAL PROFILE OF ADOLESCENT H**

Adolescent H's results are as follows:

- 29,6% emotionally incapable
- 42,8% emotionally vulnerable
- 23,8% emotionally capable
- 4,8% optimal emotional functioning

Adolescent H is 28, 6% (23, 8 % + 4, 8%) emotionally capable. His score can be expressed as 29+; 72- which indicates that he has a very low emotional intelligence.

### **3.6.6 EMOTIONAL INTELLIGENCE PROFILES**

In Table 3.15 the EQ profiles of all 8 adolescent boys are summarised. It is clear from this profile that there are definite areas where adolescents' emotional development and functioning can be described as optimal or capable, and where their emotional development and functioning are vulnerable or incapable.

In table 3.11 is the EQ profile of adolescent E.

**TABLE 3.11 ADOLESCENT E: EQ PROFILE**

<b>EMOTIONAL INTELLIGENCE PROFILE - EQ PROFILE</b>																					
Field	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Functioning and experience	Life's experiences	School pressure and satisfaction	Personal pressure and satisfaction	Emotional awareness	Emotional expression	Awareness of feelings of others	Intention	Creativity	Resilience	Interpersonal relationships	Healthy dissatisfaction	Personal empathy	Outlook on life	Intuition	Level of trust	Personal power	Integrity	General health	Quality of life	Relationship quotient	Realising of potential
OPTIMAL	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAPABLE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
VULNERABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INCAPABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	Present environment		Emotional literacy			Emotional intelligence competencies					Emotional values and beliefs					EQ - Outcomes					

In table 3.12 is the EQ profile of adolescent F.

**TABLE 3.12 ADOLESCENT F: EQ PROFILE**

<b>EMOTIONAL INTELLIGENCE PROFILE - EQ PROFILE</b>																					
Field	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Functioning and experience	Life's experiences	School Pressure and satisfaction	Personal pressure and satisfaction	Emotional awareness	Emotional expression	Awareness of feelings of others	Intention	Creativity	Resilience	Interpersonal relationships	Healthy dissatisfaction	Personal empathy	Outlook on life	Intuition	Level of trust	Personal power	Integrity	General health	Quality of life	Relationship quotient	Realising of potential
OPTIMAL	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAPABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
VULNERABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
INCAPABLE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Present environment		Emotional literacy			Emotional intelligence competencies					Emotional values and beliefs					EQ - Outcomes					

In table 3.13 is the EQ profile of adolescent G.



**TABLE 3.13 ADOLESCENT G: EQ PROFILE**

<b>EMOTIONAL INTELLIGENCE PROFILE - EQ PROFILE</b>																					
Field	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Functioning and experience	Life's experiences	School pressure and satisfaction	Personal pressure and satisfaction	Emotional awareness	Emotional expression	Awareness of feelings of others	Intention	Creativity	Resilience	Interpersonal relationships	Healthy dissatisfaction	Personal empathy	Outlook on life	Intuition	Level of trust	Personal power	Integrity	General health	Quality of life	Relationship quotient	Realising of potential
OPTIMAL	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAPABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VULNERABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
INCAPABLE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Present environment		Emotional literacy			Emotional intelligence competencies					Emotional values and beliefs					EQ - Outcomes					

In table 3.14 is the EQ profile of adolescent H

**TABLE 3.14 ADOLESCENT H: EQ PROFILE**

<b>EMOTIONAL INTELLIGENCE PROFILE - EQ PROFILE</b>																					
Field	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Functioning and experience	Life's experiences	School Pressure and satisfaction	Personal pressure and satisfaction	Emotional awareness	Emotional expression	Awareness of feelings of others	Intention	Creativity	Resilience	Interpersonal relationships	Healthy dissatisfaction	Personal empathy	Outlook on life	Intuition	Level of trust	Personal power	Integrity	General health	Quality of life	Relationship quotient	Realising of potential
OPTIMAL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAPABLE	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VULNERABLE	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
INCAPABLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	Present environment		Emotional literacy			Emotional intelligence competencies					Emotional values and beliefs					EQ - Outcomes					

table 3.15 comparison of EQ profiles

**TABLE 3.15**

**COMPARISON OF EQ PROFILES**

**EMOTIONAL INTELLIGENCE PROFILES - EQ PROFILES**

Field	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Functioning and experience	Life's experiences	School Pressure and satisfaction	Personal pressure and satisfaction	Emotional awareness	Emotional expression	Awareness of feelings of others	Intention	Creativity	Resilience	Interpersonal relationships	Healthy dissatisfaction	Personal empathy	Outlook on life	Intuition	Level of trust	Personal power	Integrity	General health	Quality of life	Relationship quotient	Realising of potential
Adolescent A	OPTIMAL	OPTIMAL	OPTIMAL	CAPABLE	CAPABLE	OPTIMAL	CAPABLE	CAPABLE	CAPABLE	VULNERABLE	OPTIMAL	VULNERABLE	CAPABLE	VULNERABLE	VULNERABLE	CAPABLE	OPTIMAL	CAPABLE	OPTIMAL	OPTIMAL	VULNERABLE
Adolescent B	VULNERABLE	OPTIMAL	OPTIMAL	CAPABLE	OPTIMAL	OPTIMAL	CAPABLE	OPTIMAL	OPTIMAL	INCAPABLE	VULNERABLE	CAPABLE	OPTIMAL	OPTIMAL	INCAPABLE	VULNERABLE	CAPABLE	VULNERABLE	VULNERABLE	CAPABLE	VULNERABLE
Adolescent C	INCAPABLE	OPTIMAL	OPTIMAL	INCAPABLE	INCAPABLE	CAPABLE	CAPABLE	CAPABLE	INCAPABLE	INCAPABLE	INCAPABLE	VULNERABLE	INCAPABLE	VULNERABLE	INCAPABLE	VULNERABLE	CAPABLE	VULNERABLE	VULNERABLE	VULNERABLE	INCAPABLE
Adolescent D	VULNERABLE	OPTIMAL	OPTIMAL	VULNERABLE	VULNERABLE	VULNERABLE	VULNERABLE	CAPABLE	VULNERABLE	VULNERABLE	VULNERABLE	VULNERABLE	VULNERABLE	VULNERABLE	CAPABLE	VULNERABLE	OPTIMAL	VULNERABLE	VULNERABLE	CAPABLE	VULNERABLE
Adolescent E	CAPABLE	OPTIMAL	OPTIMAL	VULNERABLE	VULNERABLE	CAPABLE	VULNERABLE	INCAPABLE	CAPABLE	VULNERABLE	VULNERABLE	INCAPABLE	CAPABLE	INCAPABLE	INCAPABLE	VULNERABLE	VULNERABLE	CAPABLE	CAPABLE	CAPABLE	INCAPABLE
Adolescent F	INCAPABLE	OPTIMAL	OPTIMAL	VULNERABLE	OPTIMAL	OPTIMAL	OPTIMAL	OPTIMAL	OPTIMAL	VULNERABLE	VULNERABLE	VULNERABLE	CAPABLE	CAPABLE	VULNERABLE	OPTIMAL	VULNERABLE	VULNERABLE	CAPABLE	VULNERABLE	VULNERABLE
Adolescent G	INCAPABLE	OPTIMAL	OPTIMAL	VULNERABLE	VULNERABLE	OPTIMAL	CAPABLE	CAPABLE	CAPABLE	CAPABLE	CAPABLE	VULNERABLE	VULNERABLE	VULNERABLE	VULNERABLE	VULNERABLE	CAPABLE	VULNERABLE	VULNERABLE	VULNERABLE	VULNERABLE
Adolescent H	VULNERABLE	CAPABLE	OPTIMAL	VULNERABLE	INCAPABLE	CAPABLE	VULNERABLE	CAPABLE	CAPABLE	INCAPABLE	VULNERABLE	INCAPABLE	VULNERABLE	INCAPABLE	VULNERABLE	CAPABLE	INCAPABLE	VULNERABLE	VULNERABLE	VULNERABLE	INCAPABLE
	Present environment		Emotional literacy			Emotional intelligence competencies				Emotional values and beliefs					EQ - Outcomes						

<b>KEY</b>	OPTIMAL		CAPABLE		VULNERABLE		INCAPABLE	

The following key is used:

- Red – Indicates that the adolescent is emotionally incapable.
- Yellow – Indicates that the adolescent is emotionally vulnerable.
- Blue – Indicates that the adolescent is emotionally capable.
- Green – Indicates that the adolescent's emotional functioning is optimal.

A short discussion of Table 3.15 will follow.

- It is significant that all 8 adolescents are emotionally coping optimally with personal pressures (field 1).
- It is significant that 7 out of the 8 adolescents are coping optimally with school pressure (field 2) and school life in general.
- 6 out of the 8 adolescent boys are emotionally vulnerable or incapable of coping with life's experiences (field 3).
- 5 out of the 8 boys find it very difficult to understand their own emotions (field 5). Adolescent C's results indicate that he is incapable of understanding his own emotions. This was also confirmed by the interview and the DAP results.
- 5 out of the 8 boys are emotionally vulnerable when they have to express how they feel (field 6). Adolescent C is incapable of expressing his emotions. In the interview he expressed that he struggles with all these different emotions.
- Only Adolescent D isn't aware of other people's feelings.
- Only 3 of the adolescent boys have a low intrinsic motivation (field 7)
- Only Adolescent E shows a low emotional creativity (field 8). This could be an indication of a possible underlying depression. During the interview there were signs that Adolescent E is presently finding it difficult to cope with all the pressures. His parents are considering moving him to another school due to financial difficulties. The other 7 adolescent boys have the ability to deal with disappointment.
- Field 10 is a clear indication of the impact that low emotional intelligence can have on interpersonal relations. 3 of the adolescent boys indicated that they are incapable of forming emotionally meaningful relationships. 5 of the adolescent boys are vulnerable when having to form relationships.
- It is also significant that 5 out of the 8 adolescent boys find it very difficult to express their dissatisfaction in a constructive and positive manner. Adolescent C is incapable of showing his dissatisfaction and concerns in a socially acceptable manner. His use of strong language during the interviews confirms this.




















- Adolescents tend to be self-centred and this is confirmed by the fact that 5 out of the 8 adolescent boys lack personal empathy and 2 of them are incapable of showing personal empathy. Only Adolescent B is capable of showing personal empathy. From the interview it was evident that he is a people's pleaser and will do anything to be accepted by the crowd. He does not like conflict.
- 3 of the adolescent boys are negative about life. Adolescent C expresses an extreme negative outlook on life. This was evident in his interview where he questioned everything and saw everything as being fake.
- The results of field 14 indicate that the adolescent boys have not yet developed the ability to rely on their 'sixth sense'.
- Only Adolescent D has had positive life experiences where his trust in people and situations were developed. 4 of the adolescent boys are emotionally vulnerable when they have to trust people. 3 of the adolescent boys can be described as incapable of trusting other people.
- Only 3 of the adolescent boys feel that they are in control of their lives.
- Adolescent H is presently emotionally incapable of being honest with himself and others. During the interview it became clear that he will need therapy to deal with his relationships and with discovering who he is and who he wants to become. He has not yet established an own identity. Adolescents A and D are the only two that have developed an inner integrity that guides them in making decisions. This was also evident from the interviews. Adolescent D has strong morals and convictions that guide him. This was also identified as one of the strengths of Adolescent A.
- 6 of the adolescent boys are experiencing health problems. Adolescents A and E have very strong feelings with regards to smoking and takes their sport very serious.
- Adolescent A is functioning optimally with regards to quality of life. He knows where he comes from and where he would like to go. He has a very strong personality and sees his disciplinary hearing as the result of an error in judgment and not as a serious underlying dependency problem. 4 of the adolescent boys feel that they do not have a good quality of life at present.
- It is significant that none of the adolescent boys are presently realising their full potential.

The focus will now move to the areas of adjustment of the adolescent boys as measured by the SSCT. The SSCT profile of Adolescent D is in table 3.16, Adolescent E in table 3.17, Adolescent F in 3.18, Adolescent G in 3.19 and Adolescent H in 3.20. These profiles will not be discussed in detail but referred to in the comparison of the data in table 3.21

ssct adol d 3.16






















**TABLE 3.16 SSCT PROFILE OF ADOLESCENT D**

<b>INCOMPLETE SENTENCES</b>							
Sack Sentence Completion Test (SSCT)							
<i>Representative areas of adjustment</i>							
<b>FAMILY</b>		<b>SEX</b>		<b>INTERPERSONAL RELATIONSHIPS</b>		<b>SELF CONCEPT</b>	
Mother		Woman		Friends Acquaintances		Fears	
Father		Heterosexual relationships		Colleagues (peers)		Guilt feelings	
Family Unit				Superiors at school		Goals	
				People Supervised		Own abilities	
						Past	
						Future	
<b>RATING SCALE / KEY</b>							
Severely disturbed Appears to require therapeutic aid in handling conflict in this area		Mildly disturbed Has emotional conflicts in this area, but appears to handle them without therapeutic aid.		No significant disturbances noted in this area.		Insufficient evidence.	




















ssct adol e 3.17

**TABLE 3.17 SSCT PROFILE OF ADOLESCENT E**

<b>INCOMPLETE SENTENCES</b>							
Sack Sentence Completion Test (SSCT)							
<i>Representative areas of adjustment</i>							
FAMILY		SEX		INTERPERSONAL RELATIONSHIPS		SELF CONCEPT	
Mother		Woman		Friends Acquaintances		Fears	
Father		Heterosexual Relationships		Colleagues (peers)		Guilt feelings	
Family Unit				Superiors at school		Goals	
				People Supervised		Own abilities	
						Past	
						Future	
<b>RATING SCALE / KEY</b>							
Severely disturbed Appears to require therapeutic aid in handling conflict in this area		Mildly disturbed Has emotional conflicts in this area, but appears to handle them without therapeutic aid.		No significant disturbances noted in this area.		Insufficient evidence.	




















ssct adol f 3.18

**TABLE 3.18 SSCT PROFILE OF ADOLESCENT F**

<b>INCOMPLETE SENTENCES</b>							
Sack Sentence Completion Test (SSCT)							
<i>Representative areas of adjustment</i>							
<b>FAMILY</b>		<b>SEX</b>		<b>INTERPERSONAL RELATIONSHIPS</b>		<b>SELF CONCEPT</b>	
Mother		Woman		Friends Acquaintances		Fears	
Father		Heterosexual relationships		Colleagues (peers)		Guilt feelings	
Family Unit				Superiors at school		Goals	
				People Supervised		Own abilities	
						Past	
						Future	
<b>RATING SCALE / KEY</b>							
Severely disturbed Appears to require therapeutic aid in handling conflict in this area		Mildly disturbed Has emotional conflicts in this area, but appears to handle them without therapeutic aid.		No significant disturbances noted in this area.		Insufficient evidence.	

ssct adol g 3.19




















**TABLE 3.19 SSCT PROFILE OF ADOLESCENT G**

<h2 style="margin: 0;">INCOMPLETE SENTENCES</h2> <p style="margin: 10px 0;">Sack Sentence Completion Test (SSCT)</p> <p style="margin: 0 0 10px 0;"><i>Representative areas of adjustment</i></p>							
Mother		Woman		Friends Acquaintances		Fears	
Father		Heterosexual Relationships		Colleagues (peers)		Guilt feelings	
Family Unit				Superiors at school		Goals	
				People Supervised		Own abilities	
						Past	
						Future	
<b>RATING SCALE / KEY</b>							
Severely disturbed Appears to require therapeutic aid in handling conflict in this area		Mildly disturbed Has emotional conflicts in this area, but appears to handle them without therapeutic aid.		No significant disturbances noted in this area.		Insufficient evidence.	

ssct adol h 3.20



**TABLE 3.20 SSCT PROFILE OF ADOLESCENT H**

<b>INCOMPLETE SENTENCES</b>							
Sack Sentence Completion Test (SSCT)							
<i>Representative areas of adjustment</i>							
<b>FAMILY</b>		<b>SEX</b>		<b>INTERPERSONAL RELATIONSHIPS</b>		<b>SELF CONCEPT</b>	
Mother		Woman		Friends Acquaintances		Fears	
Father		Heterosexual relationships		Colleagues (peers)		Guilt feelings	
Family Unit				Superiors at school		Goals	
				People Supervised		Own abilities	
						Past	
						Future	
<b>RATING SCALE / KEY</b>							
Severely disturbed Appears to require therapeutic aid in handling conflict in this area		Mildly disturbed Has emotional conflicts in this area, but appears to handle them without therapeutic aid.		No significant disturbances noted in this area.		Insufficient evidence.	

### **3.6.7 SSCT PROFILES – REPRESENTATIVE AREAS OF ADJUSTMENT**

Table 3.21 gives a comparison of the profiles of the 8 adolescent boys and gives a holistic image of adjustment with regards to family, sex, interpersonal relationships and their self-concepts.

- Only 3 adolescent boys had no significant problems in their relationship with their mothers. 3 of the adolescent boys' relationships with their mothers are severely disturbed.
- It is significant that 5 out of the 8 adolescent boys have severely disturbed relationships with their fathers. This means that not one of the boys have a positive father-son relationship.
- 3 of the adolescent boys feel that their relationships with their families are severely disturbed.

- table 3.21 ssct profiles

TABLE 3.21

COMPARISON SSCT PROFILES

**INCOMPLETE SENTENCES**

**Sack Sentence Completion Test (SSCT)**

*Representative areas of adjustment*

	FAMILY			SEX		INTERPERSONAL RELATIONSHIPS				SELF CONCEPT						
	Mother	Father	Family Unit	Woman	Heterosexual Relationships	Friends /Acquaintances	Peers	Superiors at school	People supervised	Fears	Guilt Feelings	Goals	Own abilities	Past	Future	
Adolescent A	●	◐	◑	◐	◑	●	◐	◐	◑	●	●	◐	◐	●	●	
Adolescent B	◐	●	◑	◐	◐	●	◑	◑	◑	●	◐	◑	●	◑	◑	
Adolescent C	●	●	●	◑	◐	●	◐	◐	◐	●	●	◐	◐	◐	●	
Adolescent D	◑	◐	◑	●	◐	◐	◑	◑	◐	●	◐	◑	◑	◑	◑	
Adolescent E	◑	◐	◐	◐	◐	◐	●	◐	◐	●	◑	◐	◐	◑	◐	
Adolescent F	◐	●	●	◐	◐	◐	◐	◐	○	◑	●	◐	●	◐	○	
Adolescent G	◑	●	◑	◑	◑	◑	◑	◑	◑	◐	◐	◑	◑	◑	◑	
Adolescent H	●	●	●	◐	●	◑	◐	◐	◐	●	◐	◐	◐	●	◐	
	<b>RATING SCALE / KEY</b>															
	Severely disturbed <i>Appears to require therapeutic aid in handling conflict in this area</i>			●	Mildly disturbed <i>Has emotional conflicts in this area, but appears to handle them without therapeutic aid.</i>			◐	No significant disturbances noted in this area.			◑	Insufficient evidence.			○

- It is also significant that 5 out of the 8 boys' perception of women are mildly disturbed.
- Adolescent H has a severely disturbed perception of heterosexual relationships. His parents are divorced and he has no contact with his father.
- 3 of the adolescent boys find interpersonal relationships with friends difficult. Only 2 adolescent boys do not have significant disturbances in this regard.
- Adolescent E's relationships with his peers are severely disturbed.
- 5 of the adolescent boys expressed their relationship with the teachers and management of the school as mildly disturbed.
- It is significant that 6 out of the 8 boys have underlying fears that can be described as severely disturbed and will need therapeutic aid to handle this conflict.
- 3 of the boys had severely disturbing guilt feelings that they haven't dealt with, and 4 have guilt feelings that could lead to more serious emotional problems if not sorted out.
- Adolescents B and F have strong reservations about their own abilities. 5 of the other adolescent boys also question their own abilities. This could indicate low self-esteem.
- Adolescent A's attitude towards his past and his future is severely disturbed and can have a negative effect on his self-actualisation. Due to a serious illness in his past he is afraid that he will die young and not fulfil his potential. Adolescent C's attitude towards the future is severely disturbed. He is very negative about his future.

From the data obtained from the EQ profile, the SSCT profile, the interview, the DAP, a summary of the risk and protective factors for each adolescent will now be given.

### **3.6.8 COMPARISON OF RISK AND PROTECTIVE FACTORS**

In table 3.22 the risk and protective factors for all 8 adolescent boys are summarised. The letters A to H indicate the adolescents. This table was compiled from all the information obtained from the EQ profile, the SSCT, the DAP and the interview. The risk and protective factors are indicated in the left hand column. The following key was used:

- ✓ This risk or protective factor is present for this adolescent.
- × This risk or protective factor is absent for this adolescent.
- An empty cell indicates that there is not enough information available to indicate whether a risk of protective factor is available or not.

**TABLE 3.22**

**COMPARISON OF RISK AND PROTECTIVE FACTORS**

**TABLE 3.22**

**COMPARISON OF RISK AND PROTECTIVE FACTORS**

RISK FACTORS	ADOLESCENT							
	A	B	C	D	E	F	G	H
<b>COMMUNITY</b>								
Availability of alcohol	✓	✓	✓	✓	✓	✓	✓	✓
Witnessing of violence								
Community disorganisation								
Poverty	x	x	x	x	x	x	x	x
<b>SCHOOL</b>								
Detachment from school								
Academic failure ( <i>academic difficulties</i> )	x	✓	x	x	✓	x	✓	x
Early and persistent antisocial behaviour ( <i>aggressive behaviour</i> )	x	✓	x	✓	x	x	x	✓
Low parental interest	x	x	✓	x	x	✓	✓	✓
<b>FAMILY</b>								
History of problematic alcohol or drug use	x	x	x	x	x	x	✓	x
Inappropriate family management	x	✓	✓	x	x	✓	x	✓
Family conflict	x	x	✓	x	x	x	x	✓
Harsh or inconsistent parenting	x	x	✓	x	x	✓	x	✓
Marital instability or conflict	x	✓	✓	x	x	x	x	✓
Favourable parental attitudes towards risk taking behaviours	x	✓	✓	x	x	✓	x	✓
<b>INDIVIDUAL / PEER</b>								
Rebelliousness	✓	✓	✓	✓	✓	✓	✓	✓
Friends who engage in problem behaviours	✓	✓	✓	✓	✓	✓	✓	✓
Early aggressive behaviour	x	✓	x	✓	x	x	x	✓
Early initiation of problem behaviour	x	✓	x	✓	x	x	x	✓
<b>PROTECTIVE FACTORS</b>								
<b>COMMUNITY</b>								
Stability and connection	✓							
Good relationship with adult outside family	✓	✓		✓			✓	
Opportunities for meaningful contribution	✓	✓		✓	✓		✓	
Cultures of co-operation	✓			✓	✓		✓	
<b>SCHOOL</b>								
A sense of belonging and fitting in	✓	✓	x	✓	✓	x	✓	✓
Positive achievements and evaluations at school	✓	x	✓	✓	x	✓	✓	✓
Having someone outside the school who believes in you	✓	x	✓	✓	x	x	✓	x
Attendance at pre-school								
<b>FAMILY</b>								
A sense of connectedness to family	✓	✓	x	✓	✓	x	✓	x
Feeling loved and respected	✓	✓	x	✓	✓	x	✓	x
Proactive problem solving and minimal conflict during infancy								
Maintenance of family rituals	✓	x	x	✓	✓	x	✓	x
Warm relationship with at least one parent.				✓	✓		✓	
Absence of divorce during adolescence.	✓	✓	✓	✓	✓	✓	✓	x
A 'good fit' between parents and child.								
<b>INDIVIDUAL / PEER</b>								
Temperament, activity level, social responsivity	✓	✓	✓	✓	✓	✓	✓	✓
Reading abilities	✓	x	✓	✓	x	✓	x	x
Developed a special talent and zest for life	✓	x	✓	✓	x	x	✓	x
Work success during adolescence	✓	x	x	✓	x	x	✓	x
Demonstrates empathy and nurturance.								
High intelligence	✓	x	✓	✓	x	✓	x	x
<b>KEY</b>		YES	✓	NO		x	Information not available	

- From the data obtained it is clear that Adolescent A is presently functioning on a higher emotional intelligence level than the other 7 adolescent boys. From table 3.22 it is evident that Adolescent A not only has more protective factors than the other boys, but he also has less risk factors than the rest of the adolescent boys.
- Adolescent H is presently functioning on a low emotional intelligence level and he has more risk factors and less protective factors.
- All the adolescent boys can be described as rebellious.
- All also have friends who engage in problem behaviour.
- Alcohol is freely available in their communities.
- None of the boys come from a poor home.
- Low parental interest is a risk factor for 4 of the boys.
- Aggressive behaviour and early initiation of problem behaviour are risk factors for Adolescents B, D and H.
- Connectedness to the family unit and feeling loved and respected are protective factors for 5 of the adolescents.

### **3.7 SUMMARY**

This chapter focused on the results of the empirical study. The final chapter of this research will deal with the résumé of findings, implications, recommendations and suggestions for future studies.



## CHAPTER FOUR

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 INTRODUCTION

In this chapter a résumé of the research that was undertaken as well as findings derived from both the literature study and the empirical research will be outlined. This will be followed by conclusions, recommendations and suggestions for further research.

The researcher defined the research question in chapter one (1.2) as follows:

*What role does emotional intelligence play in the adaptation of adolescent boys in a private international boarding school environment?*

The first aim was to do a literature study to investigate the concept of emotional intelligence and the development thereof in the adolescent years. The second aim was to assess the emotional intelligence of the adolescent boy in a private international boarding school environment. A more specific aim was to compile profiles that could be used to identify adolescent boys with adaptation problems in this specific private international boarding school environment.

The next section will focus on the first aim of this study namely the literature study.

#### 4.2 SUMMARY OF LITERATURE STUDY

Relevant literature (such as books, articles in subject-related publications and newspaper articles) were studied to investigate the above research question. The literature study clearly showed that the concept of emotional intelligence has taken the world by storm. In terms of this study the focus of the literature study was to clarify and investigate the following concepts – adaptation, adolescence, emotional intelligence and more specific, the development of emotional intelligence in the adolescent years.

The literature study and interview with the Pastoral Board, the body responsible for the social and emotional well-being of the students at the school, provided a comprehensive definition of adaptation and more specifically what adaptation in a private school environment means.

The literature study provided in-depth information with regards to the concept of adolescence and the risk and protective factors during adolescent years that could have either a negative or positive influence on the adolescent's emotional development. It also provided typical problem areas related to the emotional development of the adolescent, such as anger, risk taking behaviour and substance abuse.

The suppositions from the literature with regard to the concept of emotional intelligence and the development thereof in the adolescent years will now be discussed in more detail.

#### **4.2.1 Findings and Recommendations**

Adaptation can be defined as the effectiveness in which a person handles an emotional laden situation and therefore the concept of adaptation implies an emotional component, as it indeed became clear from the literature study. The literature study further identified factors that play a role in whether students will adapt or not. With regards to the adolescent, the Pastoral Board of the school identified the following as factors that play a role in whether an adolescent will adapt to the boarding school environment or not:

- relationship with parents
- acceptance by peer group
- his intellectual capacity
- his bonding with one specific caregiver.

The literature study further showed that there are common concerns during the different phases of adolescence. The School Body stated that the adolescent had to deal with specific issues during middle adolescence such as trying to be an individual but also fitting in with a group, experimenting with substances and sex and developing a special talent. It also became evident that there are specific risk factors (Table 2.1) in the different spheres of an adolescent's life. These risk factors can be divided among the different spheres of the adolescent's life, namely community, school, family and individual and peer group. One of the dangers with regards to the community in which the adolescent grows up in is that the risk of getting involved in gang-related activities are higher in communities with more socio-economic problems.

The literature study also focused intensively on the concept of emotional intelligence. Various researchers agreed that emotional intelligence is part of a repertoire of learning skills. It became evident that emotional intelligence plays an important role in actualising potential as it activates

the key to intra-personal intelligence, knowing one's capabilities and capacities. Emotional intelligence is thus also seen as part of the 'multiple intelligences' concept.

The literature study provided ample research on whether emotional intelligence can be measured or not. From the studies done it appears that, although EQ measures are not yet at a stage where their widespread use as psychological assessment devices is viable, research shows that measuring instruments focus on either Ability EQ or Trait EQ.

An important aspect on the topic of emotional intelligence, found in numerous studies and books, is that it is a prerequisite for building social competencies. The underlying concepts of importance here are self-esteem, resilience, empathy and social competencies that can be best developed as a set of habits. It also indicated that there is a definite relationship between emotional intelligence and risk taking behaviour. Literature has shown that lower EQ has been related to higher levels of smoking, alcohol consumption and social deviance.

It also became evident that the school plays an important role in the emotional development of the adolescent. The literature study identified 40 development assets that can be grouped into eight categories that have tremendous influence on young people's lives. These include support, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identity.

The literature study has shown that there is a definite link between emotional intelligence as part of a repertoire of skills and as a possible protective factor to counteract the risk factors in an adolescent's life. It also focused on the role the school plays in the development of emotional intelligence of the adolescent. To conclude the summary of the literature study, it is clear that the role of EQ in the adolescent's optimal self-actualisation is a topic that is intensively investigated. It provided a clear framework to investigate in more detail the role of emotional intelligence in the adaptation of adolescent boys in a private school with boarding facilities.

In the following paragraph the focus will be on details about the empirical investigation.

#### **4.3 SUMMARY OF EMPIRICAL INVESTIGATION**

After having gone through the literature, the researcher undertook an empirical study. The literature study provided an in-depth understanding of the main concepts - adaptation, adolescence and emotional intelligence.

The first aim of the empirical investigation was to investigate the concept of emotional intelligence and the role it plays in the adaptation of the adolescent boy in a private school with boarding facilities. A more specific aim of the empirical investigation was to provide more information on the adolescent boy with adaptation problems this specific environment. This will assist the counsellor at the school to identify boys with high risk profiles earlier and to possibly design and implement a programme aimed at developing the emotional intelligence of the adolescent boy.

The sample consisted of eight boys who participated in this research project. All eight boys had disciplinary hearings and could thus be described as having problems 'adapting' to a private school with boarding facilities. All eight boys were between the ages of 14 and 18 years of age.

An adapted version of the Q-metrics measuring instrument to measure the different aspects of emotional intelligence, was used. To complement the Q-metrics measuring instrument the following expression and projection media were also implemented to gain further insight into the different aspects of the emotional intelligence of each boy:

- Sacks Incomplete Sentences (SSCT)
- Draw a person

A semi-structured interview was conducted with the adolescent boys taking part in this research to explore their perceptions about their own emotional intelligence and their life worlds.

These measuring instruments provided a framework of emotional intelligence to explain the five domains of emotional intelligence, namely present environment, emotional literacy, emotional intelligence competencies, emotional values and beliefs and EQ outcomes (3.4.1) as measured by the adapted version of the Q-metrics measuring instrument. The SSCT focused on the four representative areas of adjustment namely family, sex, interpersonal relationships and self-concept.

The adapted Q-metrics questionnaire provided 5 different domains of emotional intelligence that can be differentiated – Section 1 looked at the adolescent's present environment and the emotional experience thereof, section 2 focused on the emotional literacy of the adolescent, section 3 looked at emotional intelligence competencies, section 4 investigated the emotional values and beliefs and section 5 focused on EQ outcomes.

The interview, together with the DAP and the results of the EQ questionnaire as well as the SSCT, identified the risk and protective factors for each adolescent. These factors were also indicated in the four sub-areas of community, school, family, self and peer group.

The following section will focus on the findings and recommendations of the empirical investigation.

#### **4.3.1 Findings and Recommendations of the Empirical Investigation**

From the empirical study it became evident that there are different aspects of emotional intelligence that can influence an adolescent's ability to adapt to a private international boarding school. It further provided valuable information with regards to the adolescent's level of adjustment and themes for further therapy and counselling could be identified.

The results of the adapted version of the Q-metrics instrument indicated that adolescents have specific risk and protective factors that play a role in their emotional and overall adjustment during the adolescent phase. There also seems to be a relationship between health problems and the adolescent's emotional development as six of the adolescent boys are experiencing health problems. Only two of the adolescent boys have very strong feelings towards not smoking and it is significant that they also take their sport very serious. It appears that sport can be seen as a possible protective factor against smoking. Six out of the eight adolescent boys can be described as emotionally vulnerable or incapable of coping with life's experiences (field 3 – personal pressure and satisfaction). The question arises whether this would change if they were included in a counselling programme helping them to cope with negative experiences.

A significant and probably surprising finding is that all eight adolescents boys are coping optimally emotionally coping optimally with personal pressures (field 1 – life's experiences). Seven out of the 8 adolescent boys are also coping optimally with school pressure (field 2 – school pressure and satisfaction) and school life in general. School pressure should then perhaps not be seen as a negative aspect but as a positive one in an adolescent boy's life. When the data of Field 10 (interpersonal relationships) is compared, there is a clear indication of the impact that low emotional intelligence can have on interpersonal relations. Three of the adolescent boys indicated that they are incapable of forming emotionally meaningful relationships. Five of the adolescent boys are vulnerable when having to form relationships. One of the significant findings of this study is that low emotional intelligence has a direct impact on an adolescent boy's ability to form emotionally meaningful relationships.

The adolescents present functioning was also described within the four representative areas of adjustment (family, sex, interpersonal relationships and self-concept) as measured by the SSCT (Sacks Incomplete Sentences). From the data obtained it is significant that six out of the eight boys have underlying fears that can be described as severely disturbed and who will need therapeutic aid to handle this conflict. It is significant that five out of the eight adolescent boys had severely disturbed relationships with their fathers. This means that not one of the boys had a positive father-son relationship. This is a topic that needs to be investigated further. Five of the adolescent boys expressed their relationship with the teachers and management of the school as mildly disturbed. This implies that the school should look at programmes aimed at improving the relationship between management, teachers and the adolescent boys.

When focusing on the risk and protective factors as set out in table 3.21, it is significant that Adolescent A is presently functioning on a higher emotional intelligence level than the other seven adolescent boys. Adolescent A not only has more protective factors than the other boys, but he also has less risk factors than the rest of them. Contrary to this, Adolescent H's is presently functioning on a low emotional intelligence level and he has more risk factors and less protective factors. This implies that the balance between risk and protective factors can give an indication of the possible level of emotional intelligence functioning. Another significant finding is that all eight adolescent boys can be described as rebellious.

With regards to emotional literacy as set out in table 3.21, the research showed that five out of the eight boys are emotionally vulnerable when they have to express how they feel (field 6 – awareness of feelings of others). Adolescent boys, who engage in problem behaviour early and who have friends who engage in problem behaviour, also had a lower emotional intelligence. The important role the family plays in the emotional development of the adolescent boy also became clear. Low parental interest was a risk factor for four of the boys. Connectedness to the family unit and feeling loved and respected are protective factors for five of the adolescents.

Probably the most significant, but not surprising finding, is that none of the adolescent boys are presently realizing their full potential. Therefore the findings of this research clearly supports the statement that emotional intelligence plays an important role in the adaptation of adolescent boys in a private international boarding school.

The data obtained from the emotional intelligence profile, the SSCT profile, the interview and the projection media provided information about the adolescent boy's present functioning within the

emotional intelligence framework. Specific functioning with regards to self-awareness, social awareness, self-management and relationship management of each adolescent were described. It appears from the study that emotional intelligence, as measured by the adapted version of the Q-metrics measuring instrument and the four areas of adjustment as measured by the SSCT, provides a holistic picture of the adolescent's level of emotional functioning and also provides hypotheses for future therapy sessions.

In summary, the findings of this study show that emotional intelligence does play a role in the adaptation of boys in an international private school with boarding facilities.

#### **4.4 PROBLEMS ENCOUNTERED**

##### **4.4.1 Literature Study**

There is no literature available on factors that play a role in the adaptation of adolescent boys in private boarding schools. There is also no comparative data available in the literature to compare the level of emotional intelligence of adolescent boys who never had disciplinary hearings.

##### **4.4.2 Empirical Study**

The measuring instruments that were used, namely the Q-metrics questionnaire and the SSCT, imply that this research can only be duplicated by a professional who has the qualifications to administer and interpret the results. The use of the interview and DAP also restricts the possible duplication of this research to other similar institutions.

Generalisations can not be made from this research as the adolescents that were used do not represent the full populations of adolescents with emotional problems. Only adolescents who had disciplinary hearings were used in this research.

By identifying the limitations of this study it also brings opportunities for future studies.

#### **4.5 RECOMMENDATIONS FOR FUTURE RESEARCH**

From this research the following question comes to mind and needs to be researched:

- What impact does the relationship between the adolescent and his father has on the emotional development of the adolescent boy.

The following topics/themes for further studies will provide more comparative data on the emotional development of adolescent boys in different educational institutions:

- A comparative study on the emotional development of adolescent boys in *non-private* and non-boarding schools.
- A comparative study to measure the impact of an *emotional intelligence* development programme' on the adolescent boys' emotional intelligence.
- A comparative study to measure the impact of an *emotional intelligence* intervention programme' on the adolescent boy's emotional intelligence.
- A comparative study on the emotional development of adolescent *girls* in private boarding schools.

The next section will conclude this research.

#### **4.6 CONCLUDING REMARKS**

The final chapter provided a summary of findings of the literature and empirical study and the conclusions and recommendations made. In this research a small sample was used in order to evaluate the role that emotional intelligence plays in the adaptation of adolescent boys in a private international boarding school.

It is hoped that the findings of this small investigation will point the way for further investigation into the very real importance of emotionally intelligent behaviour and on the well-being of our adolescent boys, as well as the important influence that our educators, in the form of primary caregivers, have on the development of emotional intelligence in our adolescents.

Following this research, the most important impression that the researcher is left with, is that the focus of a school should be on early identification of the level of emotional intelligence of the boys and to have programmes in place aimed at raising the boys' level of emotional intelligence. Gifted adolescent boys who experience emotional problems can very easily become self-destructive and engage in risk-taking behaviour. These adolescent boys should receive intensive counselling and/or therapy to help them identify their strengths and weaknesses in their emotional profile and development.



To conclude this research on a positive note is to mention that two of the adolescent boys who took part in this research became part of the prefect body – actualising their full potential as individuals and as leaders, after being included in a counselling programme aimed at developing their emotional intelligence. To experience the moment when these two boys received the vote of confidence by the staff and pupils of the school and got their prefect ties, made this research project so much more valuable and worth-while. To see adolescent boys who had to have disciplinary hearing for seriously contravening school rules before, turning their lives around and become self-actualized young adults.

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**APPENDIX I: EQ Questionnaire**

## EMOTIONAL INTELLIGENCE QUESTIONNAIRE

It will take approximately 35 minutes to complete the questionnaire. Start at Section 1 and circle a number 3, 2, 1, or 0 that describes your answer to that question or statement the best.

<b>SECTION A</b>				
<b>Present environment: Experiences, Life's Pressures, Satisfaction</b>				
<b>1. CHANGES IN YOU LIFE</b>				
<i>Think of the last year. Please indicate to which extent the following changes caused you stress and worries.</i>	A lot	Average	A bit	Not at all
<b>a. Schoolwork</b>				
Repeated a Grade or Form				
New school or teacher				
New subjects or subject contents				
New routine or school timetable				
Other changes in schoolwork				
<b>b. Personal</b>				
Decrease of pocket money (Reduced or Less)				
Death of a close family member or friend				
Relocating to another town or country				
Parents divorce				
My intimate relationship				
More financial expenses				
Victim of violence				
Birth of a new baby or a new person in the house				
Accused of a criminal act				
Serious illness or injury				
Serious illness of a friend or family				
Any other changes				

<b>2. PRESSURE AT SCHOOL AND ASPECTS OF THE SCHOOL ENVIRONMENT THAT I AM SATISFIED WITH</b>				
<b>a. Satisfied with schoolwork</b>				
<i>Think of the last term. Read each of the following statements and indicate to what extent is this true for you.</i>	Very true	True	A bit true	Not true at all
I enjoy my schoolwork				
There is a teacher that I like and whom I trust				
I wish I could get more pocket money even if I had to do boring schoolwork to earn it.				
I believe in the value of my school				
I like the physical environment of the school				
I get enough recognition for the schoolwork that I do				
I feel that the people at school like me and that they think I am important				
I get feedback about the quality of my schoolwork				
I use all my talents and abilities in my schoolwork				
I participate in the decision making processes at school				
I am respected for the quality of the schoolwork I produce				
I go to a lot of trouble with my schoolwork, but I don't get the recognition I deserve				
I don't have enough teaching aids to help me with my homework				

<b>b. Pressure at school</b> <i>Think of the last term. For each of the following statements indicate to what extent did it cause stress or worry.</i>	A lot	Average	A bit	Not at all
My schoolwork is often wrong				
I sometimes clash with my teacher				
My priorities at school is changing				
I sometimes clash with the students in my class				
I get the opportunity to participate in more activities at school and get to grow as a person				
I get too much schoolwork				
I can manage my schoolwork				
My schoolwork interferes with the time that I can spend with my friends				
The teachers tend to be unfair and have teacher's pets.				
My schoolwork is monitored very closely by the teachers				
My schoolwork is boring and uninteresting				
Deadlines cause too much stress				
I get commendations for my schoolwork				
I am not very dedicated to my schoolwork				
I can do my work when it suits me				
My morning routine causes stress				

<b>3. PERSONAL STRESS AND SATISFACTION</b>				
<b>a. Personal stress</b> <i>Think of the last month. Think of the personal stress you experienced and indicate to what extent each of the following caused stress and worry.</i>	Always	Mostly	Some-times	Not at all
Financial problems				
Have to care for ill, disabled or aging family member				
Conflict with brother or sister				
To be away from home				
Poor health				
Conflict with other students in the hostel				
Don't spend enough time with the people close to me				
My relationship with my parents				
I worry about my family at home				
My sexual frustrations				
My relationship with the hostel tutor				
My relationship with the hostel parents				
The routine in the hostel				
My private parts				

<b>b. Personal satisfaction</b> <i>Think of the last month. Indicate to which extent the following statements are true for you.</i>	Very true	True	A bit true	Not true at all
The people around me will make time for me if it is necessary				
The people close to me understand when I am upset and give the necessary attention				
I feel that the people close to me love me and accept me				
The people close to me motivate me to try new things and to make changes in my life				
I spend quality time with my friends and family				
I am in the position to give whatever I want to my family and friends				
If I need help I can ask my friends and family and they will help				
I know that others are there for me				

**SECTION 2  
EMOTIONAL VOCABULARY**

<b>4. EMOTIONAL AWARENESS</b> This statement describes me: <i>For each of the following statements indicate how you think at the moment and how you feel about yourself.</i>	Always	Mostly	Some times	Not at all
I can name my feelings				
I have learnt a lot about myself by listening to my feelings				
I am mostly aware of my feelings				
I can say when I get upset				
If I am sad I know why				
I tend to judge myself by thinking how others see me				
I am satisfied with my emotional life				
People who show strong emotional feelings scare me				
I often wish I were someone else				
I listen to my body's messages and understand my feelings by doing this				
I accept my emotions as my own				

<b>5. EMOTIONAL EXPRESSION</b> This statement describes me: <i>Indicate to what extent the following statements describe how you feel and think about yourself.</i>	Always	Mostly	Some-times	Not at all
I compliment others when they do something good				
I express my emotions even when they are negative				
I inform others about my needs and wants				
My best friends know that I appreciate them				
I keep my feelings to myself				
I let people know when negative feelings have a negative impact on my work				
I find it difficult to reach out to others when I need help				
When I deal with other people I can read their emotional state – how they feel				
I will do anything not to look like a fool in front of my friends				

<b>6. AWARENESS OF OTHER PEOPLE'S FEELINGS</b>				
This statement describes me: <i>Indicate to what extent the following statements describe how you feel and think about yourself.</i>	Very Good	Good	Only partly	Not at all
I can recognise other people's feelings by looking at their eyes				
I find it difficult to talk to other people who has a different philosophy on life than me				
I focus on other people's positive points				
I seldom feel the need to put arrogant people in their place				
Before I give my opinion I think of how the other person must feel.				
I don't mind listening to any other person				
When I walk into a room I can sense the atmosphere				
When I meet new people I can get them to talk about themselves				
When someone talks I can easily read between the lines				
I can normally say how other people feel about me				
I can sense other people's feelings even when it is not expressed.				
I find it difficult to express my emotions to some people				
I can sense when someone close to me is upset				

SECTION 3 EMOTIONAL INTELLIGENCE COMPETENCIES				
<b>7. INTENSIONS</b> <i>Think about the last three months. Indicate for each item to what extent the item describes your behaviour.</i>	Always	Most of the times	Only Some-times	Not at all
If I have to concentrate, I don't find it difficult to ignore the things that distract me.				
If I start with an activity or assignment, I complete it.				
If necessary I know how to say NO				
I know how to reward myself if I have achieved a goal				
I can resist a reward that I can get immediately and rather pay attention to my long term goals.				
If necessary, I can focus all my attention on a specific task				
I sometimes do things that I later regret				
I accept responsibility for the management and control of my emotions				
When I encounter a problem I prefer to give attention to it immediately				
I think of what I would like to have or achieve before I do something				
I can postpone a personal reward for the achievement of a bigger goal				
I can talk myself out of a bad mood				
I get angry when someone criticizes me				
I get unreasonably angry in certain situations				

<b>8. CREATIVITY</b> <i>Think about the last three months. Indicate for each item to what extent the item describes your behaviour.</i>	I agree	Partially agree	Neither agree or disagree	I disagree
I suggest creative projects to my friends				
I like to share information and ideas with others				
I fantasise about the future so that I can plan my way to reach my goals				
I get the best ideas when I am not thinking about anything in particular				
I have had brilliant ideas that were carefully thought of and planned				
I have a good idea of which of my ideas will work and which can't work				
I am amazed at new ideas and inventions				
I have executed creative plans at school				
I get excited about new ideas and solutions.				
I am good in brainstorming sessions where solutions must be found for a problem				

<b>9. THE ABILITY TO BOUNCE BACK</b> <i>The following statements describe me: Think about the last three months. Indicate for each item to what extent the item describes your behaviour.</i>	I agree	Partially agree	Neither agree or disagree	I disagree
I can recover from a disappointment				
I can perform well if I really want to				
Certain disappointments in my life brought a positive change				
I can wait patiently if I have to				
There is always more than one possible answer				
I know how to satisfy myself fully				
I complete a task immediately				
I am hesitant to try something again if I failed in it previously				
I have decided that it is unnecessary to worry myself about certain problems				
If I get stressed I make a point to relax				
I can see the humorous side in a situation				
I sometimes put a case aside to get perspective about it				
If I encounter a problem, I tend to focus on the solution of the problem				

<b>10. INTERPERSONAL RELATIONSHIPS</b> <i>The following statements describe me: Think about the last three months. Indicate for each item to what extent the item describes your behaviour.</i>	I agree	Partially agree	Neither agree or disagree	I disagree
If I lose a precious friendship I mourn it				
I get uncomfortable if somebody gets emotional where I am present				
I have a few friends I can rely on if I am in an emergency				
I show a lot of love for my family and friends				
If I have a problem I know where I must go for help				
My values and beliefs guide my daily living				
My family is always there for me if I need them				
I doubt it if my friends really care for me as a person				



I find it difficult to make new friends				
I seldom cry in front of other people				

<b>11. HEALTHY DISSATISFACTION</b>				
<i>The following statements describe me: Think about the last three months. Indicate for each item to what extent the item describes your behaviour.</i>	I agree	Partially agree	Neither agree or disagree	I disagree
I can explain to someone why I disagree with him in such a way that the situation can change				
I show my feelings even though it leads to an argument				
At the end I can only rely on myself to get things done				
I stay calm in situations where others get angry				
I ignore problems				
I find it difficult to reach consensus with my friends				
I expect feedback from my friends about my progress in my schoolwork				
I can motivate and organise groups of people easily				
I see it as a challenge to solve problems at school				
I listen with an open mind to criticism and accept it when it is true				
I let things build up to a critical point before I talk about it				
When I criticise I focus on the behaviour and not on the person				
I avoid confrontations				

<b>SECTION 4 EMOTIONAL VALUES AND BELIEFS</b>				
<b>12. EMPATHY WITH OTHERS</b>				
<i>The following statements describe me: Think about the last three months. Indicate for each item to what extent the item describes your behaviour.</i>	Always true	Mostly true	Sometimes true	Not at all
I can sense other's pain even if they do not talk about it				
I can read someone's emotions by looking at their non-verbal language				
I behave in an ethical/correct manner with all other people				
I will go out of my way to help someone in trouble				
When I deal with other people I take their feelings into consideration				
I can put myself in someone else's shoes				
There are people that I find it difficult to forgive				
I can forgive myself for my own faults				
If I achieve success I feel that I could have done better				
I help others to overcome an embarrassing situation				
I worry about my shortcomings				
I am jealous of people who have more than me				

<b>13. OUTLOOK ON LIFE</b>				
<i>The following statements describe me: Think about the last three months. Indicate for each item to what extent the item describes your behaviour.</i>	Always true	Mostly true	Sometimes true	Not at all
I always look for the positive side of everything				
I enjoy life				
I know I can find solutions for difficult problems				
I believe that things will work out for the best				
I am frustrated because I had to make negative changes in my life				
I like who I am				
I see a challenge as a learning opportunity				
I can find solutions when under pressure				

<b>14. INTUITION</b>				
<i>The following statements describe me: Think about the last three months. Indicate for each item to what extent the item describes your behaviour.</i>	Always true	Mostly true	Sometimes true	Not at all
Sometimes I have the right answer in my head but I can't explain how it got there				
My intuition is usually right				
I visualise my future goals				
I can see a picture in my head of the end result of a task				
I believe in my dreams although others don't understand them				
If I have to make a difficult decision I listen to what my heart tells me				
I concentrate extra hard when something doesn't feel right to me				
If I have decided to do something I go ahead with it even though it feels wrong				
People say I can see in the future				
When someone else feels different about something I find it difficult to accept it				
I rely on my sixth sense when I have to make decisions				

<b>15. LEVEL OF TRUST</b>				
<i>The following statements describe me: Think about the last three months. Indicate for each item to what extent the item describes your behaviour.</i>	Always true	Mostly true	Sometimes true	Not at all
People will misuse me if I allow it				
I trust someone till that trust is broken				
I am careful who I trust				
I respect my friends				
Students in other schools who are like me are treated better				
A person can trust the other students that I associate myself with				
I always get the shortest end				
Life is unfair				

If something doesn't work out I usually come up with another plan.				
I say little about myself when I meet new people				

16. PERSONAL POWER				
<i>The following statements describe me: Think about the last three months. Indicate for each item to what extent the item describes your behaviour.</i>	Always true	Mostly true	Sometimes true	Not at all
I can make things happen				
Fate plays a big role in my life				
I find it difficult to work with the 'cool' students				
Circumstances are outside my control				
I need the recognition of others to make me feel worthy				
It is easy for others to like me				
I find it difficult to accept a compliment				
I have the ability to get what I want				
I feel that I am in control of my life				
If I look back on my life I realise that I am basically very unhappy				
If things change too quickly, it feels as if my life is out of control				
I like it to take control of my life				
I know what I want and I try my best to achieve this goal				

17. INTEGRITY				
<i>The following statements describe me: Think about the last three months. Indicate for each item to what extent the item describes your behaviour.</i>	Always true	Mostly true	Sometimes true	Not at all
I am prepared to acknowledge when I make a mistake				
I feel fake				
If I don't enjoy my schoolwork anymore I will make a dramatic change				
The school is an extension of my personal value system				
I am honest				
Even if I don't believe in something I get caught up in a situation				
I brag about my competencies and accomplishments in order for me to get ahead in life.				
Even under difficult situations I tell the truth				
I have done things at school that go against everything I believe				

<b>SECTION 5</b>				
<b>EMOTIONAL INTELLIGENCE MANIFESTATIONS</b>				
<b>18. GENERAL HEALTH</b>				
<i>The following statements describes me: Think about the last three months. Indicate how often you experience the following symptoms.</i>	Never	1 or 2x per month	Every week	Nearly every day
<b>PHYSICAL SYMPTOMS</b>				
Back pain				
Weight problems				
Tension headaches				
Migraine				
Colds and other breathing problems				
Stomach aches				
Pain in the chest				
Unexplained pains				
Any other chronically pains that is not mentioned here				
<b>BEHAVIOURAL PROBLEMS</b>				
Eating problems				
Smoking				
Drinking of alcoholic beverages				
Taking calming tablets				
Taking painkillers				
Taking any drugs				
Withdrawal from friends				
Criticising, blaming and ridiculing others				
Feeling that I am being used by others or that I am getting blamed for everything				
Watch television for more than 2 hours per day				
Play video / play station / computer games / on the internet for more than two hours per day				
Despise certain people				
Accidents and injuries				
<b>EMOTIONAL SYMPTOMS</b>				
Find it difficult to concentrate				
Overwhelmed by my workload				
Attention is easily distracted				
Worry about things and happenings				
Feel depressed, hopeless and rejected				
Feelings of being alone				
Feel 'Blank'				
Feel tired and overwhelmed				
Problems to make decisions				
Problems to get started and to switch off – to calm down				

19. QUALITY OF LIFE				
<i>The following statements describe me: Think about the last three months. Indicate for each item to what extent the item describes how you feel and think about yourself.</i>	Always true	Mostly true	Sometimes true	Not true at all
I am very happy with my life				
I feel energetic, happy and healthy				
I have a feeling of inner peace				
I will have to make a few changes in my life if I want to be really happy				
My life brings fulfillment to all my inner needs				
I got less out of life so far than what I expected				
I like myself just the way I am				
I like to work and be busy				
I find my schoolwork meaningful				
I am on a path that brings me satisfaction				
So far I have made the most of my abilities				

20. RELATIONSHIPS				
<i>The following statements describe me: Think about the last three months. Indicate for each item to what extent the item explains how you presently feel and think about yourself.</i>	Always true	Mostly true	Sometimes true	Not at all
There are people with whom I can discuss serious issues				
I am honest with the people close to me and they are honest with me				
I have loved and cared for someone				
I can usually get someone to do things with me				
I can walk a long road with someone				
I know that I am important to the people close to me				
I find it easy to tell the people who I am close to how I feel about them				

21. ACTUALISING OF POTENTIAL				
<i>The following statements describe me: Think about the last three months. Indicate for each item to what extent the item describes how you feel and think about yourself.</i>	Always true	Mostly true	Sometimes true	Not at all
I am satisfied with my schoolwork				
My friends will agree that I can communicate successfully and meaningfully				
I feel absent and distant from my schoolwork				
I find it difficult to concentrate on my schoolwork				
When we have to work in a group I participate in the decision making process				
I have problems to complete tasks				
The work that I produce is my best effort.				

**APPENDIX II: Sacks Sentence Completion Test (SSCT)**



## Sentence Completion Test

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Age: \_\_\_\_\_

RATING SCALE			
2 – Severely disturbed	1 - Mildly disturbed	0 – No significant disturbance noted in this area	X – Insufficient evidence
OTHER SCALE USED			

<b>I. ATTITUDE TOWARDS MOTHER</b>		<i>Rating:</i>	
14	MY MOTHER		
29	MY MOTHER AND I		
44	I THINK THAT MOST MOTHERS		
59	I LIKE MY MOTHER BUT		
<b>INTERPRETATIVE SUMMARY</b>			
<b>II. ATTITUDE TOWARDS FATHER</b>		<i>Rating:</i>	
1	I FEEL THAT MY FATHER SELDOM		
16	IF MY FATHER WOULD ONLY		
31	I WISH MY FATHER		
46	I FEEL THAT MY FATHER IS		
<b>INTERPRETATIVE SUMMARY</b>			
<b>III. ATTITUDE TOWARD FAMILY UNIT</b>		<i>Rating:</i>	
12	COMPARED WITH MOST FAMILIES, MINE		
27	MY FAMILY TREATS ME LIKE		
42	MOST FAMILIES I KNOW		
57	WHEN I WAS A CHILD, MY FAMILY		
<b>INTERPRETATIVE SUMMARY</b>			

<b>IV. ATTITUDE TOWARD WOMAN</b>		<i>Rating:</i>	
10	MY IDEA OF A PERFECT WOMAN		
25	I THINK MOST GIRLS		
40	I BELIEVE MOST WOMEN		
55	WHAT I LIKE LEAST ABOUT WOMEN		
<b>INTERPRETATIVE SUMMARY</b>			
<b>V. ATTITUDE TOWARDS HETEROSEXUAL RELATIONSHIPS</b>		<i>Rating:</i>	
11	WHEN I SEE A MAN AND A WOMAN TOGETHER		
26	MY FEELINGS ABOUT MARRIED LIFE IS		
41	IF I HAD SEXUAL RELATIONS		
56	MY SEX LIFE		
<b>INTERPRETATIVE SUMMARY</b>			
<b>VI. ATTITUDE TOWARD FRIENDS AND ACQUAINTANCES</b>		<i>Rating:</i>	
8	I FEEL THAT A REAL FRIEND		
23	I DON'T LIKE PEOPLE WHO		
38	THE PEOPLE I LIKE BEST		
53	WHEN I'M NOT AROUND, MY FRIENDS		
<b>INTERPRETATIVE SUMMARY</b>			
<b>VII. ATTITUDE TOWARD SUPERIORS AT WORK OR SCHOOL</b>		<i>Rating:</i>	
6	THE MEN OVER ME		
21	IN SCHOOL, MY TEACHERS		
36	WHEN I SEE THE BOSS COMING		
51	PEOPLE WHOM I CONSIDER MY SUPERIORS		
<b>INTERPRETATIVE SUMMARY</b>			

<b>VIII. ATTITUDE TOWARD PEOPLE SUPERVISED</b>		<i>Rating:</i>	
4	IF I WERE IN CHARGE		
19	IF PEOPLE WORK FOR ME		
34	THE PEOPLE WHO WORK FOR ME		
48	IN GIVING ORDERS TO OTHERS, I		
<b>INTERPRETATIVE SUMMARY</b>			
<b>IX. ATTITUDE TOWARD COLLEAGUES AT WORK OR SCHOOL</b>		<i>Rating:</i>	
13	AT WORK I GET ALONG BEST WITH		
28	THOSE I WORK WITH ARE		
43	I LIKE WORKING WITH PEOPLE WHO		
58	PEOPLE WHO WORK WITH ME USUALLY		
<b>INTERPRETATIVE SUMMARY</b>			
<b>X. FEARS</b>		<i>Rating:</i>	
7	I KNOW IT IS SILLY BUT I AM AFRAID OF		
22	MOST OF MY FRIENDS DON'T KNOW THAT I AM AFRAID OF		
37	I WISH I COULD LOSE THE FEAR OF		
52	MY FEARS SOMETIMES FORCE ME TO		
<b>INTERPRETATIVE SUMMARY</b>			
<b>XI. GUILT FEELINGS</b>		<i>Rating:</i>	
15	I WOULD DO ANYTHING TO FORGET THE TIME I		
30	MY GREATEST MISTAKE WAS		
45	WHEN I WAS YOUNGER, I FELT GUILTY ABOUT		
60	THE WORST THING I EVER DID		
<b>INTERPRETATIVE SUMMARY</b>			

<b>XII. ATTITUDE TOWARD OWN ABILITIES</b>		<i>Rating:</i>	
1	WHEN THE ODDS ARE AGAINST ME		
17	I BELIEVE THAT I HAVE THE ABILITY TO		
32	MY GREATEST WEAKNESS IS		
47	WHEN LUCK TURNS AGAINST ME		
<b>INTERPRETATIVE SUMMARY</b>			
<b>XIII. ATTITUDE TOWARD PAST</b>		<i>Rating:</i>	
9	WHEN I WAS A CHILD		
24	BEFORE THE WAR, I		
39	IF I WERE YOUNG AGAIN		
54	MY MOST VIVID CHILDHOOD MEMORY		
<b>INTERPRETATIVE SUMMARY</b>			
<b>XIV. ATTITUDE TOWARD FUTURE</b>		<i>Rating:</i>	
5	TO ME THE FUTURE LOOKS		
20	I LOOK FORWARD TO		
35	SOME DAY I		
50	WHEN I AM OLDER		
<b>INTERPRETATIVE SUMMARY</b>			
<b>XV. GOALS</b>		<i>Rating:</i>	
3	I ALWAYS WANTED TO		
18	I COULD BE PERFECTLY HAPPY IF		
33	MY SECRET AMBITION IN LIFE		
49	WHAT I WANT MOST OUT OF LIFE		
<b>INTERPRETATIVE SUMMARY</b>			

<b>GENERAL SUMMARY</b>
<b>1. PRINCIPAL AREAS OF CONFLICT AND DISTURBANCE:</b>
<b>2. INTERRELATIONSHIPS AMONG THE ATTITUDES:</b>
<b>3. PERSONALITY STRUCTURES:</b>

APPENDIX III: Letter to parents

*International School of South Africa*  
*Educational Support Services*

Petro Erasmus  
Remedial Therapist / Counsellor

**MEd** (*Guidance and Counselling*)(UP)  
**BEd** (*Educ. Management*)(Guidance & Counselling)(UNISA),  
**Dipl. Spec. Ed**(UNISA), **BA Ed**(*School Guidance*)(UP)  
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Mafikeng  
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21 July 2005

Dear Mr and Mrs \_\_\_\_\_

The ESS Department is running a project aimed at identifying the emotional needs of the adolescent boy in a boarding school. The findings of this program will enable us to compile a program aimed at developing our male student's emotional intelligence.

**All information will be treated confidentially. The study leader for this project is Dr. Irene Strydom (Educational Psychologist)(University of South Africa)**

Your son has been selected to participate in this project. Enquiries will be answered.

Yours sincerely

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**PETRO ERASMUS**  
**HOD: ESS Department**

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**MR JAMES HAUPT**  
**HEADMASTER**

I, \_\_\_\_\_ the parent / guardian of \_\_\_\_\_  
*Student's name*

hereby gives permission that he/she participates in this project.

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**PARENT / GUARDIAN**