# **RORSCHACH INDICATORS OF RESILIENCE IN ADOLESCENTS**

## I.E. ODENDAAL

B.A.(Ed); B.Ed. (Psych); M.Ed.; M.Ed. (Psych)

A thesis submitted in fulfillment of the requirements for the degree

## PHILOSOPHIAE DOCTOR

in

## EDUCATIONAL PSYCHOLOGY

NORTH-WEST UNIVERSITY

**Faculty of Humanities** 

(VAAL TRIANGLE CAMPUS)

**PROMOTER: PROF. DR L.C. THERON** 

**CO-PROMOTER: DR M. BRINK** 

VANDERBIJLPARK

2010

## DECLARATION

I wish to declare that this study, **Rorschach indicators of resilience in adolescents,** is my own work, that all sources used were acknowledged by means of complete references, and that this thesis was not previously submitted by me at another university.

Signed

Date

ii



#### Accredited Member: South African Translators' Institute

PO Box 2395 CRESTA 2118 Tel.: +27 (0)11 791 6924 Cell: +27 (0)84 779 5969 Email: <u>hencol@discoverymail.co.za</u> 18 October 2010

To whom it may concern

I hereby declare that I edited the thesis dealing with how the Rorschach Comprehensive System (RCS) could be interpreted to explore how personal constructions, consisting of latent and conscious schema, informed the transactional resilience of six Black South African adolescents, written by Isabel Odendaal. I am an accredited editor with the South African Translators' Institute (SATI Member No.: 1000193).

Yours sincerely

Hendia Baker APTrans (SATI) APEd (SATI)

## ACKNOWLEDGEMENTS

I wish to express my sincere thanks to:

- God for a life full of gifts, challenges and lessons to learn;
- Prof. L.C. Theron for her dedication and guidance;
- Dr M. Brink for years of serving as a mentor and enriching my life with her wisdom, knowledge and insight;
- Mrs Louise Kirchener who did more than just serving as the co-coder of my study by being a true friend at all times;
- Dr Gloria Marsay, my study partner of several years, for her support and guidance;
- My husband and children for their support and patience;
- Mmes M.Schaller and E. Pelser who were always available to check my language usage;
- The six participants who were willing to share their courage and life stories with me;
- Mmes H. Steenkamp and I. Lombard of the Human Resources Department and members of the advisory panel for identifying the participants in my study;
- Mr Bartie and staff for always being prepared to assist me.
- Mmes H. Pretorius, M. Esterhuizen and Y. Engelbrecht who were always available to find the sources that I needed;
- Mrs H. Baker who attended to the language in this study; and
- Mrs W. Brune for transcribing all the interviews.

#### SUMMARY

The main focus of this study was to explore how personal constructions, consisting of latent and conscious schema, and obtained from a culturally sensitive interpretation of the RCS, informed the transactional resilience of Black South African adolescents. This study was motivated in view of limited knowledge available about the (i) processes that are generic to the resilience-promoting transactions of Black South African adolescents and (ii) to potentiate insight into an adolescent's construction of personal meaning of her conscious and unconscious experiences that may not always be easily recognised in her overt behaviour or by self-report measures often used in South African resilience research.

Six Black South African adolescents aged 14 to 16 years volunteered to take part in this multiple case study. The participants were identified as resilient by an advisory panel consisting of learners and educators at an English-medium school in the Vaal Triangle area. In this essentially qualitative study, qualitative data obtained from an unstructured individual interview, unstructured observations, and a follow-up interview were integrated with the data obtained from a culturally sensitive, conceptual interpretation of these Black adolescents' Rorschach protocols. The structural, quantitative data obtained from specific indicators in Exner's Comprehensive System were interpreted in a culturally sensitive manner and integrated with the qualitative data obtained from the Rorschach protocols. A culturally sensitive, conceptual framework for interpreting Rorschach indicators associated with adolescents' transactional resilience was provided.

These findings indicated individual and ecological protective resources well known within South African resilience research. Findings that contributed new understanding of the transactional processes associated with Black South African adolescent resilience were also obtained. Four case-specific self-reflective strategies were identified, namely, emotional stoicism, frequent introspection, honouring the past, and adopting a new identity. These self-reflective strategies served as the participants' unique ways of compensating for their adversity-informed schema as well as encouraging them to navigate towards the sustained support of specific significant others and resilience-promoting ecological resources. The participants indicated that attachment challenges brought about repressed feelings and specific security needs, which shaped their resilience-promoting navigation and enabled them to self-knit in a resilient way.

**Keywords:** transactional resilience, resilience-promoting strategies, self-knitting, protective resources, Black adolescent, Rorschach Comprehensive System, culturally sensitive

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iv
SUMMARY	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
CHAPTER 1: ORIENTATION TO THE STUDY	1
1.1 INTRODUCTION	2
1.2 BACKGROUND TO STUDY	2
1.3 RATIONALE FOR STUDY	5
1.4 RESEARCH FOCUS	10
1.5 AIMS OF STUDY	10
1.6 THEORETICAL PERSPECTIVE	10
1.7 PARADIGMATIC PERSPECTIVE	14
1.8 RESEARCH METHODOLOGY	20
1.8.1 Literature overview	20
1.8.2 The empirical study of investigation	21
1.8.2.1 Multiple case studies as research strategy	21
1.8.2.2 Participant recruitment	23
1.8.2.3 Data collection	24
1.8.2.4 Data collection procedure	26
1.8.2.5 Data analysis and interpretation	27
1.8.2.6 Rigour	28
1.8.2.7 Ethical aspects	29
1.9 CONCEPT CLARIFICATION	29
1.10 CHAPTER DIVISION	33
1.11 CONCLUSION	35

CHAPTER 2: A SOUTH AFRICAN OVERVIEW OF ADOLESCENT	
TRANSACTIONAL RESILIENCE	36
2.1 INTRODUCTION	37
2.2 CONCEPTUALISING THE DYNAMICS OF ADOLESCENT	07
TRANSACTIONAL RESILIENCE	37
2.2.1 Two agents potentiate transactional resilience	38
2.2.2 Reciprocity shapes transactional resilience	38
2.2.3 Agents co-construct resilience-promoting schema	39
2.2.4 Adolescence potentiates asset-development in resilience-promo	
transactions	40
2.2.5 Knitting the self through negotiation and navigation	42
2.2.5.1 Inner organisation of the self	43
2.2.5.2 Self-knitting strategies	44
2.2.6 Summary of transactional resilience	46
2.3 PROTECTIVE AGENTIC PROCESSES ASSOCIATED WITH	
TRANSACTIONAL RESILIENCE IN SOUTH AFRICA	47
2.3.1 The adolescent as resilience-promoting agent	48
2.3.1.1 Emotional competence	48
2.3.1.2 Cognitive competence	50
2.3.1.3 Behavioural competence	52
2.3.1.4 Summary of the adolescent as transactional agent	53
2.3.2 Significant others as resilience-promoting agents	56
2.3.2.1 The mother as supportive agent	56
2.3.2.2 The family as primary support system	58
2.3.2.3 The extended family as supportive network	59
2.3.2.4 Educators as supportive networks	60
2.3.2.5 Peer groups as supportive networks	62
2.3.2.6 Summary of significant others as transactional agents	63
2.3.3 Resilience-promoting influence of context	63
2.3.3.1 Material and socio-economic resources	64
2.3.3.1.1 Potentially resilience-promoting and accessible material resour	<b>ces</b> 65
2.3.3.1.2 Contextual mediation for health-promoting material resources	66
2.3.3.2 Perennial support of communities	68
2.3.3.3 Summary of context as a health-promoting influence	69

2.3.4	Resilience-promoting influence of culture	71
2.3.4.1 Cultural values and rituals shape a resilience-promoting transaction		71
2.3.4.1.1 Collectivism and <i>ubuntu</i>		71
2.3.4.	1.2 Spirituality	72
2.3.4.	1.3 Cultural beliefs and traditions	73
2.3.4.	2 Cultural role models and mentors	74
2.3.4.	3 Summary of resilience-promoting influence of culture	74
2.4	CONCLUSION	76
CHAP	PTER 3: EMPIRICAL AND CONCEPTUAL APPROACHES TO RCS	
	INTERPRETATION	78
•		
3.1		79
	THE TRADITIONAL, EMPIRICAL APPROACH TO THE RCS	81
-	Administration of the RCS	81
	Coding the RCS	82
	Interpretation of the RCS	83
3.3	A CONCEPTUAL RCS APPROACH AND BLACK SOUTH AFRICAN	
	ADOLESCENT TRANSACTIONAL RESILIENCE	85
	Attachment experiences and object relations in personal constructions	89
	Developmental changes of adolescence and personal constructions	90
	Projection in personal constructions	93
3.4	A CULTURALLY-SENSITIVE FRAMEWORK FOR INTERPRETING	
	BLACK SOUTH AFRICAN ADOLESCENT TRANSACTIONAL	
	RESILIENCE IN A RCS PROTOCOL	95
3.5	CONCLUSION	103
	PTER 4: EMPIRICAL RESEARCH DESIGN	100
СПАН	TER 4: EMPIRICAL RESEARCH DESIGN	106
4.1	INTRODUCTION	107
4.2	RESEARCH AIMS	107
4.3	RESEARCH DESIGN	108
4.3.1	An exploratory approach in qualitative inquiry	108
4.4	RESEARCH STRATEGY	109
4.4.1	Literature study	109
	-	

4.4.2	Multiple case studies	110
4.5	PARTICIPANTS	111
4.5.1	Advisory panel (AP)	112
4.5.2	Ethical aspects acknowledged in study	114
4.5.3	Participant recruitment	118
4.5.3.	1 Resilience Scales for Children and Adolescents (RSCA)	118
4.6	DATA COLLECTION PROCEDURES	121
4.6.1	Unstructured interview	121
4.6.2	Unstructured observation	122
4.6.3	Follow-up unstructured interview	123
4.6.4	Rorschach Comprehensive System (RCS)	124
4.7	DATA COLLECTION PROCESS	124
4.8	DATA ANALYSIS	126
4.9	RIGOUR	131
4.9.1	Credibility	132
4.9.2	Transferability	133
4.9.3	Dependability	133
4.9.4	Confirmability	134
4.10	CONCLUSION	135
СНА	PTER 5: RESEARCH FINDINGS	137
5.1	INTRODUCTION	138
5.2	FINDINGS	139
5.2.1	Adversity-informed navigation	140
5.2.1.	1 Attachment-challenged schema	140
5.2.1.	2 Security needs	148
5.2.1.	3 Repressed feelings	151
5.2.1.	4 Conclusion	158
5.2.2	Ecological networking	158
5.2.2.	1 Sustained support from nurturing others	159
5.2.2.	1 Contextually-meaningful resourcing	170
5.2.2.	3 Conclusion	180
5.2.3	Self-protective knitting	181
5.2.3.	1 Personal protective resources	181

5.2.3.2 Self-reflective strategies		188
5.2.3.2.1 Emotional stoicism		188
5.2.3.2.2 Frequent introspection		191
5.2.3.2.3 Honouring the past		194
5.2.3.2.4 Adopting a new identity		197
5.2.3	.3 Conclusion	199
5.3	DISCUSSION OF FINDINGS	200
5.3.1	Personal and ecological protective resources well-known in	
	South African resilience studies	202
5.3.2	Findings contributing new understanding of Black South African	
	adolescent resilience	206
5.3.3	Summary of contributions made to understanding of Black	
	South African adolescent resilience	212
5.3.4	Contribution to the RCS interpretation of Black South African	
	adolescents	214
5.4	CONCLUSION	217
••••		
-	PTER 6: CONCLUSIONS AND RECOMMENDATIONS	218
-		218 219
CHAF	PTER 6: CONCLUSIONS AND RECOMMENDATIONS	
CHAF	PTER 6: CONCLUSIONS AND RECOMMENDATIONS	219
CHAF 6.1 6.2	PTER 6: CONCLUSIONS AND RECOMMENDATIONS INTRODUCTION AIMS RE-VISITED	219 219
CHAF 6.1 6.2 6.3	PTER 6: CONCLUSIONS AND RECOMMENDATIONS INTRODUCTION AIMS RE-VISITED CONCLUSIONS FROM LITERATURE STUDY	219 219 220
CHAF 6.1 6.2 6.3 6.4	PTER 6: CONCLUSIONS AND RECOMMENDATIONS INTRODUCTION AIMS RE-VISITED CONCLUSIONS FROM LITERATURE STUDY CONCLUSIONS FROM EMPIRICAL STUDY	219 219 220 225
CHAF 6.1 6.2 6.3 6.4 6.5 6.6	PTER 6: CONCLUSIONS AND RECOMMENDATIONS INTRODUCTION AIMS RE-VISITED CONCLUSIONS FROM LITERATURE STUDY CONCLUSIONS FROM EMPIRICAL STUDY CONTRIBUTIONS MADE BY THE STUDY	219 219 220 225 228
CHAF 6.1 6.2 6.3 6.4 6.5 6.6	PTER 6: CONCLUSIONS AND RECOMMENDATIONS INTRODUCTION AIMS RE-VISITED CONCLUSIONS FROM LITERATURE STUDY CONCLUSIONS FROM EMPIRICAL STUDY CONTRIBUTIONS MADE BY THE STUDY LIMITATIONS OF STUDY RECOMMENDATIONS FOR FURTHER STUDY AND PRACTICE	219 219 220 225 228 231
CHAF 6.1 6.2 6.3 6.4 6.5 6.6 6.7 6.8	PTER 6: CONCLUSIONS AND RECOMMENDATIONS INTRODUCTION AIMS RE-VISITED CONCLUSIONS FROM LITERATURE STUDY CONCLUSIONS FROM EMPIRICAL STUDY CONTRIBUTIONS MADE BY THE STUDY LIMITATIONS OF STUDY RECOMMENDATIONS FOR FURTHER STUDY AND PRACTICE	219 219 220 225 228 231 232
CHAF 6.1 6.2 6.3 6.4 6.5 6.6 6.7 6.8 BIBLI	PTER 6: CONCLUSIONS AND RECOMMENDATIONS INTRODUCTION AIMS RE-VISITED CONCLUSIONS FROM LITERATURE STUDY CONCLUSIONS FROM EMPIRICAL STUDY CONTRIBUTIONS MADE BY THE STUDY LIMITATIONS OF STUDY RECOMMENDATIONS FOR FURTHER STUDY AND PRACTICE CONCLUSION	219 219 220 225 228 231 232 232

Addendum A: Ethical clearance for study

Addendum B: Letter of invitation for advisory panel

Addendum C: Voluntary legal consent form for advisory panel

Addendum D: Letter of invitation for participants Addendum E: Voluntary legal consent form for participants

#### Folder 2: Participant selection

Addendum F: Adjusted RSCA Addendum G: Summarised scores of participants on RSCA Addendum H: Summarised scores of participants on adjusted RSCA Addendum I: Demographic background of participants

# Folder 3: Audit trail for unstructured and follow-up interviews, as well as unstructured observations

Addendum J: The Youth Interview Guide

- Addendum K: Preliminary content analysis of an unstructured and follow-up interview, as well as unstructured observations, of a participant
- Addendum L: Provisional themes obtained from emerging patterns of an unstructured and follow-up interview, as well as unstructured observations of a participant

#### Folder 4: Audit trail for culturally sensitive interpretation of Rorschach protocols

- Addendum M: Example of (i) Rorschach responses, (ii) Structural Summary, (iii) Constellations Table, and (iv) Location Sheet of a protocol
- Addendum N: Preliminary content analysis of a culturally sensitive, conceptual interpretation of a Rorschach protocol
- Addendum O: Provisional themes obtained from emerging patterns of the culturally sensitive, conceptual interpretation of a Rorschach protocol

## LIST OF TABLES

Table 3.4: RCS indicators associated with a culturally sensitive interpretation	
of Black South African transactional adolescent resilience	96
Table 4.5: Confirmation of resilient participants based on (i) an average and	
above RES and (ii) average and below VUL scores	
(Prince-Embury, 2007:30)	120
Table 4.6: Specific risks faced by participants	121
Table 4.7: Timetable of data collection procedures	126
Table 5.1: Reference guide for abbreviations and terminology used	
in the discussion of data presentation	139
Table 5.3: Visual summary of the process of participants'	
transactional resilience	207
Table 6.1: Aims of my study	219

## LIST OF FIGURES

Figure 1.1:	Overview of Chapter 1	1
Figure 2.1:	Visual overview of Chapter Two	36
Figure 2.2:	Visual summary of theoretical framework: holistic adolescent resilience-	
	promoting transactions	47
Figure 3.1:	Overview of Chapter 3	78
Figure 3.5:	Visual summary of Chapter 3	105
Figure 4.1	Overview of Chapter 4	106
Figure 4.5:	Sequential steps guiding the advisory panel's formation and role	112
Figure 4.8:	Steps in data analysis	128
Figure 4.10	: Visual summary of the research process	136
Figure 5.1:	Overview of Chapter 5	137
Figure 5.3:	Visual summary of Black adolescent transactional	
	resilience findings	201
Figure 6.1:	Visual overview of Chapter 6	218
Figure 6.3:	Black South African adolescent resilience in South African	
	resilience research	225
Figure 6.4:	Visual summary of study's findings according to known and	
	new understanding of Black South African adolescent resilience	227