

**The effect of an adapted personal growth
training programme on female victims of
domestic violence in Potchefstroom**

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The effect of an adapted Personal Growth Training Programme on female victims of domestic violence in Potchefstroom

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SUMMARY

THE EFFECT OF AN ADAPTED PERSONAL EMPOWERMENT TRAINING PROGRAMME ON FEMALE VICTIMS OF DOMESTIC VIOLENCE IN POTCHEFSTROOM

Key words:

Training, personal growth group, effect, victim, and domestic violence

Problem statement:

Violence against women in cohabiting and marital relationships is, at present, a prominent phenomenon in South Africa. Domestic violence against women and children in South Africa is widespread and on the increase, also in Potchefstroom. Yet limited interventions are available. The interventions that are available include the SAPS, the court for the protection order, NGO's and social workers. Female victims need measures that focus on building and empowering them with skills. Therefore the researcher adapted the Personal Growth Programme of FAMSA in Welkom to cater for the needs of female victims of domestic violence who are currently or were previously in an abusive relationship. The newly formulated Personal Empowerment Training Programme (PETP) is a tool that provides the female victims with the opportunity to deal with poor self-image, emotional demoralisation, loss of selfhood, self-blame and shame.

Aim

The aim of the research was to determine the effect of the PETP on the knowledge, attitude and behaviour of female victims of domestic violence in Potchefstroom.

Method

The main core of the research can be depicted as programme evaluation in which an evaluative research design was used. In the main study an experimental group was subjected to the PETP, while the control group was not. However, both experiential group and control group had to complete the pre-post questionnaire.

Results

The results proved that the PETP had a positive impact on the knowledge, attitude and behaviour of female victims affected by domestic violence.

OPSOMMING

DIE UITWERKING VAN 'N AANGEPASTE OPLEIDINGSPROGRAM VIR PERSOONLIKE BEMAGTIGING OP VROULIKE SLAGOFFERS VAN HUISHOUDELIKE GEWELD IN POTCHEFSTROOM

Sleutelwoorde:

Opleiding, persoonlike groeigroep, effek, slagoffer en huishoudelike geweld

Probleemstelling:

Geweld teen vroue in saamwoon- en huweliksverhoudings is tans 'n prominente fenomeen in Suid-Afrika. Huishoudelike geweld teen vroue en kinders in Suid-Afrika is wyd verspreid en aan die toeneem, ook in Potchefstroom. Nietemin is beperkte intervensieprogramme beskikbaar. Die intervensies wat beskikbaar is sluit in die SAPS, die hof vir die beskermingsbevel, NRO's en maatskaplike werkers. Vroulike slagoffers het maatstawwe nodig wat fokus daarop om hulle op te bou en toe te rus met vaardighede. Die navorser het die Persoonlike Groeiprogram van die FAMSA in Welkom aangepas om te voorsien in die behoeftes van vroulike slagoffers van gesinsgeweld wat tans in 'n afbrekende verhouding is of in een was. Die nuutgeformuleerde Persoonlike Groeiprogram (PGP) is 'n hulpmiddel wat vroulike slagoffers voorsien van die geleentheid om aandag te gee aan swak selfbeeld, emosionele demoralisasie, verlies aan self, selfblaam en skaamte.

Doelwit

Die doel van die navorsing was om vas te stel wat die effek van die PGP was op die kennis, houding en gedrag van vroulike slagoffers van gesinsgeweld in Potchefstroom.

Metodes

Die sentrale spil van die navorsing kan beskryf word as progamevaluasie waarvoor 'n evaluatiewe navorsingsontwerp gebruik is. In die hoofstudie is 'n eksperimentele groep blootgestel aan die PGP, terwyl 'n kontrolegroep nie blootgestel is nie. Beide groepe het egter 'n pre-post vraelys voltooi.

Resultate

Die resultate het bewys dat die PGP 'n positiewe impak gehad het op die kennis, houding en gedrag van vroulike slagoffers van gesinsgeweld.

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THE PRESENTATION OF RESEARCH RESULTS

This manuscript is presented in an article format in accordance with rule A.1.58 and A.13.17.3 as set out in the year book of the North-West University (Potchefstroom Campus) (2009). The content requirements of the South African Journal Social Work/Maatskaplike Werk (see Appendix 12) was used as basis in the formulation of the article. The article would have to be shortened to meet the length requirements of the journal before being considered for submission for possible publication.

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SECTION 1:
ORIENTATION AND METHODOLOGICAL OVERVIEW

1. PROBLEM STATEMENT

Intimate partner abuse is a universal phenomenon prevalent in most countries, occurring across all demographic, ethnic, cultural and economic lines (Keeling & Mason, 2008: 37). According to the Domestic Violence Act No. 116 of 1998 the term domestic violence refers to a situation where a person involved in an intimate relationship is subject to abuse by a person they are closely involved with. Domestic violence can be violence between a husband and wife, or two people involved in a romantic relationship where they are not married. It can also refer to violence against children, elderly people, and other people who live together in one home. It includes physical abuse, sexual abuse, emotional, verbal and psychological abuse, economical abuse, intimidation, harassment, stalking, damage to property, entry into a person's residence without consent where people do not share a residence, and any other controlling or abusive behaviour that harms or may cause imminent harm to the safety, health or well-being of the person. For the purpose of this research the focus was on female victims in cohabiting and marital relationships. The researcher is aware of the fact that the female victim is not the only member of the family system who needs attention. Focusing on all the family members affected might even yield better results. However, for the purpose of this research the focus will be adult female victims of domestic violence.

Intimate partner violence is an important problem because it is global and violates the fundamental human rights of women. It is also the most common form of violence against women (Karamagi, Tumwine, Tylleskar & Heggenhougen, 2006:2). In Ikageng the South African Police Service (SAPS, 2011: 1-6) reports the following statistics for the period January 2011 to September 2011. This is evidence of the prevalence of domestic violence:

- Cases received from court: 1077
- Cases served: 1013
- Protection orders not served: 13
- Number of domestic violence incidents registered: 1190
- Contravention (cases where perpetrator violated the interdict): 108
- Number of incidents where members of SAPS were involved in the domestic violence: 3

The above statistics indicate that domestic violence is a serious problem locally. The question arises what interventions are available to people challenged by domestic violence, more specifically women.

The researcher found the following interventions in Potchefstroom:

- The police, who are responsible for arresting the perpetrator and providing the victims with temporary shelter at a house of safety;
- The court, which provides the female victims with protection orders against the perpetrator;
- Social work services, for example the social workers in the SANDF who provide counselling for their military members and their dependants; FAMSA Potchefstroom that provides individual and couple counselling and also violence awareness programme in schools. No other specialised services could be identified in the Potchefstroom area.
- Tertiary level interventions enforced by the government in South Africa, e.g. the awareness campaign of “16 days of Activism for Non-Violence against Women and Children”.

The above-mentioned interventions have limitations. They only attend to the personal problems of victims partially and on a temporary basis. Yet, female victims suffer a great deal emotionally. Kearney (2001:275) found that emotional problems, demoralisation, immobilisation, shame, loss of selfhood, and fear of catastrophic injury root them in abusive relationships. National Centre for Victims of Crime (2004:1) in the USA highlights that domestic violence is usually not a single event, and often becomes more severe and frequent over time. The repeated violence in these relationships results in poor self-image. Even the national programme of the government seems to have a limited impact. Since the 16 Days of Activism Campaign started in 1999, South Africa continues to face unacceptable high levels of violent crime directed at women and children (Msibi & Lefko-Everrett, 2006:14). The before mentioned authors further highlight shocking police statistics for 2004/5 showing 55 114 reported cases of rape and 10 123 cases of indecent assault. In the week leading up to the “16 Days of Activism” of 2006 campaign, government was presented with a sobering assessment from the African Peer Review Mechanism, which identified crime against women and children as amongst the foremost challenges facing South Africa today (Msibi & Lefko-Everrett, 2006:14).

It can be concluded from above argument that domestic violence is serious problem that female victim are faced with. Secondly, limited interventions are available to address domestic violence against female victims. Therefore female victims need other measures that focus on building and empowering the self with skills. The Personal Empowerment Training

Programme can be a tool that can bridge the gap and address domestic violence. The Personal Growth Training Programme (PGTP) of FAMSA, Welkom, is a tool that was designed to enable individuals to gain self-knowledge and self-awareness in order to acquire self-acceptance and better their life skills. The programme was developed for the training of all motivated persons seeking personal growth, volunteers for basic counsellors, caregivers and people in helping professions PETP (FAMSA, *s.a.:1*). This programme was adapted for female victims of domestic violence as a target group and consequently titled the Personal Empowerment Training Programme (PETP). The programme provided the female victims with the opportunity to deal with poor self-image, emotional demoralisation, loss of selfhood, self-blame and shame. This programme was adapted to include domestic violence education. The researcher wishes to prove that female victims exposed to the intervention move from victims to victors. They gained a positive self-image and were in a better position to assert themselves where needed. They were empowered to implement the learned information. The training also linked them to other resources that assisted them in coping with the challenge of abuse.

The researcher was previously employed by FAMSA Welkom office; where there were high case load of domestic violence cases. Faced by all this broken women, the researcher started to utilise the PGTP material during individual counselling sessions for female victims. This assisted some of the women to better their self esteem, but the results were not measured. The researcher joined the South Africa National Defense Force in 2006; domestic violence was also high in Potchefstroom. The research then decided to introduce the PGTP on female victims in Potchefstroom. Similarly with Welkom women, their attitude toward themselves change and towards the abuser. This was just observation of few cases not a study. It was from these observations that the researcher wanted to adapt and test if PGTP will have positive impact on knowledge, attitude and behavior of female victim of domestic violence.

The research was steered by the following research questions:

- To what degree is the content and the presentation of the adapted PETP theoretically sound?
- What is the effect the PETP on female victims regarding empowering them to deal with challenges of domestic violence?
- Does the quality of the presentation have an effect on the impact of the programme?

- What guideline can be provided for the improvement of the PETP?

2. AIM AND OBJECTIVES OF RESEARCH

The aim of the research was to determine the effect of the PETP on the knowledge, attitude and behaviour of female victims of domestic violence in Potchefstroom.

In order to achieve this aim, the following four objectives were pursued:

- To ascertain the degree to which the content and the presentation package of the PETP is theoretically grounded;
- To ascertain whether the training has a practically significant effect on the knowledge, attitudes and behaviour of female victims of domestic violence in Potchefstroom;
- To determine to what extent the quality of the presentation of the training affects the impact of the programme; and
- To provide guidelines for the improvement of the PETP.

3. HYPOTHESIS

In this study two hypotheses were tested, namely

- That the PETP has a practically significant effect on the knowledge, attitudes and behaviour of female victims of domestic violence, and
- That it enables victims to change from victim of abuse to being empowered to deal with challenges of abuse.

4. RESEARCH DESIGN

The researcher conducted an empirical research study. In the empirical research the experimental randomised pre-test - post-test control group design was used (Fouché, Delport & De Vos, 2011:150).

4.1 Experimental subjects

The experimental group and control group consisted of 28 participants each. The participants were primarily selected on a stratified random basis, but the process also included an element of quota sampling (Strydom, 2011:230,232).

In addition to the experimental and control groups, one focus group consisting of 8 participants was mobilised two months after training. The purpose of this step was to ascertain the extent to which the participants have utilised knowledge, and acquired a change in attitude and behaviour. It also helped the researcher to identify and record the strengths and weaknesses of the programme.

4.2 Measuring instrument

The three categories of the measuring instrument, viz. the knowledge, attitude and behaviour (KAB) questionnaire, programme value scale and presentation evaluation questionnaire, were utilised during the research process.

- The researcher, with the help of a panel of experts, designed the KAB questionnaire. The questionnaire was based on the unique outcomes and content of the training programme. It was aimed at measuring the programme's impact on the participant's knowledge, attitude and behaviour; it was completed before and after the intervention.
- A programme value scale was included in the post-test, enabling the experimental group to share their experience of the programme. In order to bridge potential shortcomings in the instruments, the data produced by the various instruments was triangulated (*cf.* Bryman, 2003; Hilton, 2002; Patton, 2002).
- The facilitation assessment scale (FAS) was used in this research project (Weyers & Rankin, 2007: 92-112). The scale covered the participants' experience of the facilitator and her presentation, as well as the learning experience and programme content.

4.3 Methods of Investigation

The research procedure consisted of four basis steps.

4.3.1 Literature study

A comprehensive literature study was conducted as part of the study. The topics that were covered on personal growth included intrapersonal, interpersonal skills and domestic violence and programme development. The relevant South African and international publications concerning personal growth and emotional intelligence, relevant local and international publications on domestic violence and other documents, namely the FAMSA Personal Growth Manual, and the Domestic Violence Act No.116 of 1998, were consulted.

The following concepts that are used throughout the research are defined below:

Training: “Systematic instruction and practice by which an individual acquires competence in a specific discipline, talent, or vocational or recreational skills or activity” (VandenBos, 2007:950).

Personal growth group: “A small group of individuals that uses “encounter” methods, such as games, confrontation, and re-enactment, for self-discovery and the development of the members’ potential” (VandenBos, 2007:689).

Effect: “A change which is a result or consequence of an action or other cause” (COED, 2009:456).

Victims: According to the Domestic Violence Act (116/1998) the term victim refers to an individual who is the target of another person’s violent, discriminatory, harassing, or assaultive behaviour.

Domestic violence: According to the Domestic Violence Act No.116 of 1998 the term domestic violence refers to a situation where a person involved in an intimate relationship is subject to abuse by a person they are closely involved with. Domestic violence can be violence between a man and wife, or two people involved in a romantic relationship where they are not married. It can also refer to violence against children, elderly people, and other people who live together in one home. It includes physical abuse, sexual abuse, emotional, verbal and psychological abuse, economical abuse, intimidation, harassment, stalking, damage to property, entry into a person’s residence without consent where people do not share residence, and any other controlling or abusive behaviour that harms or may cause imminent harm to safety, health or well-being of the person.

4.3.2 Pilot study

The next phase in the research was the pilot study. It entailed the development of the questionnaires, their evaluation by experts, and finally the pilot testing. The questionnaire was tested randomly on women at the researcher’s office. These women were clients of the researcher at the military. The idea was to ascertain whether the questions were understood by others.

4.3.3 The main study

In the main study 28 women were exposed to the PETP. At the beginning of the training the experimental group (28 women) completed the pre-test questionnaire. After the training the experimental group completed the post-test questionnaire. The control group (28 women) also completed the pre- and post-questionnaires without being exposed to the PETP. The control group did not complete the programme evaluation questionnaire. A focus group (8 women) was conducted two months after the completion of the training. The results of all the measurements were analysed and interpreted.

4.3.4 Completion of the research report

After all the data had been analysed and interpreted, the research articles were compiled. These reports include guidelines on improving the programme and how to deliver it. The report also included the results of the study.

4.4 Data analysis

The researcher utilised the services of the North-West University's Statistical Consultation Services for the development and verification of the instruments, as well as the processing and interpretation of the main study. The Cohen's *effect sizes* (Steyn, 1999:3) were utilised to determine whether there has been a practically significant difference between the experimental group and the control group. When evaluating the presentation, descriptive statistics was used (e.g. totals, means, standard deviations and simple rankings).

4.5 Ethical aspect

Written permission to use the FAMSA programme was obtained from FAMSA Welkom (see Appendix 13 and 14). The Ethics Committee of the North-West University (Potchefstroom Campus) also approved the research (NWU 00125-11-51).

The important ethical aspect to which the researcher paid attention was that of informed consent. Participation was absolutely voluntary (Fouché, Delpont & De Vos, 2011:117). The researcher briefed all the participants of the nature and implication of the study prior to the study. It was explained that by completing the pre- and post-questionnaires the participants give consent to be part of the study. The participants were made aware beforehand that they would remain anonymous.

Following the completion of the study, the researcher still has to expose the control group to the intervention so that they may also be empowered.

5. LIMITATIONS OF THE STUDY

The following are the limitation of the study experienced by the researcher during research:

The PGTP of FAMSA, Welkom was compiled from different programmes, without references to original sources. This made it difficult for the researcher to obtain the necessary material to explain the theoretical foundation of the programme.

Secondly, getting subjects for the research was initially a challenge. The women did not want to be associated with domestic violence, since they regarded it as a private matter. They feared being labelled if they participate. Some of the initial subjects who volunteered to be part of the research withdrew after their partners became aware of their participation. Others withdrew because they felt their colleagues labelled them. After the first group was trained, however, there was a snowball effect. The members of the first group spread the word, and as a result women started to volunteer to participate in the programme.

6. STRUCTURE OF THE DISSERTATION

The research report structure is as follows:

- Section 1: Introduction of the study and an overview of the research methodology that was used.
- Section 2: Three articles
 - Article 1: The nature of the Personal Empowerment Training Programme for female victims of domestic violence.
 - Article 2: The presentation of Personal Empowerment Training Programme for female victims of domestic violence.
 - Article 3: The effect of the Personal Empowerment Training Programme on female victims of domestic violence.
- Section 3: Conclusion and recommended improvements resulting from the research.
- Section 4: Appendixes.

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SECTION 2: THE ARTICLES

ARTICLE 1

THE THEORETICAL FOUNDATION OF THE PERSONAL EMPOWERMENT TRAINING PROGRAMME (PETP)

ABSTRACT

***Background:** In view of the limited intervention for female victims of domestic violence, the researcher decided to adapt the Personal Growth Training Programme (PGTP) of FAMSA, Welkom, to the needs of abused females. The original PGTP is a tool that was designed to enable individuals to gain self-knowledge and self-awareness in order to acquire self-acceptance and improve their life skills. It was used to train volunteers, caregivers, members of the helping professions and all others seeking personal growth. Because of its positive impact on these groups, the researcher decided to adapt it to meet the special needs of women who are victims of domestic violence and to empirically test its effect on this client system. The results achieved with this study will be dealt with in another article, whilst this article will primarily focus on the theoretical foundations on which the newly formulated Personal Empowerment Training Programme (PETP) is based.*

1.1 INTRODUCTION

Violence against women in cohabiting and marital relationships is, at present, a prominent phenomenon in South Africa (Ferreira & Schoeman, 2002:30). In spite of a high incidence rate, the response of the human services professions has thus far focused more on the individual, therapeutic level, and these services has been, to say the least, somewhat patchy. A more group orientated and empowering approach would therefore fill an existing void in service delivery. The utilisation of the Personal Empowerment Training Programme (PETP) could form part of this response.

This article is part of a research project that aimed to determine the effect of the PETP on the knowledge, attitude and behaviour of female victims of domestic violence. In this study 28 female attendees between the ages of 21 to 55 formed part of the research group. Three groups were trained, and all the attendees were female and residents of Potchefstroom. The groups were composed of different ethnic groups, and approximately 98% of the group members were employed. The purpose of this article is to elaborate on the theoretical foundation of the PETP.

1.2 AN OVERVIEW OF THE PERSONAL EMPOWERMENT TRAINING PROGRAMME (PETP)

The PETP was adapted by the researcher from the Personal Growth Training Programme (PGTP) (Family and Marriage South Africa (FAMSA), s.a.:1) to meet the needs of female victims of domestic violence who are currently or were previously in an abusive relationship, whether married, unmarried or divorced. The programme aims to provide female victims with the opportunity to deal with poor self-image, their different emotions, demoralization, loss of selfhood, self-blame and shame. The attendees are taught how repeated violence affects self-esteem and how they can break the cycle of violence. The aim of the PETP is to give attendees a learning opportunity during which they can discover and participate in a process of learning to understand who they are, while they gain the opportunity to obtain alternative ways of dealing with their feelings and behaviour.

At the completion of the training attendees should have reached the following outcomes:

- Better self-awareness and self-knowledge;
- The ability to understand others and to accept them as they are;
- The ability to recognize and accept their own strengths and weaknesses;
- Skills for better self-management;
- Awareness of the feelings and behaviour of the self and others;
- Knowledge and insight on domestic violence;
- Knowledge regarding the resources available to victims of domestic violence, and
- The ability to utilize the information gained from the training.

The PETP is divided into three themes, each with different sub-themes. Specific outcomes will be reached from each theme. The programme is presented in five sessions of eight hours each, with one and half hour for tea and lunch. It can be completed in five consecutive days for eight hours per day, or alternatively once a week in an eight hour session over a period of five weeks. Each session consists of presentations and group activities. See Table 1 for an outline of the themes and sub-themes of the programme.

Table 1.1: Outline of the PETP’s themes and subthemes

| THEMES | SUB-THEMES |
|--------------------------------------|---|
| Theme 1: Intrapersonal skills | 1.1 Self-awareness 1.2 Sexuality 1.3 Developmental stages 1.4 Needs 1.5 Feelings 1.6 Past and present family experiences 1.7 Values and beliefs 1.8 Self-esteem 1.9 Temperament |
| Theme 2: Interpersonal skills | 1.1 Listening and attending 1.2 Verbal communication 1.3 Assertiveness 1.4 Problem solving 1.5 Conflict resolution |
| Theme 3: Domestic violence education | 3.1 Domestic violence defined 3.2 Forms of domestic violence and relationships within domestic violence 3.3 Why women stay with abusive partners 3.5 Characteristics of victims and perpetrators 3.6 How to move from victim to victor 3.7 The protection order 3.8 Role players in combating domestic violence and resource list |

The theoretical grounding of each of these themes will be presented in the paragraphs to follow.

1.3. THEME 1: INTRAPERSONAL SKILLS

In this section of the programme the focus is on the internal factors of attendees that would assist them to gain self-understanding, self-insight and self-regulation. Nine sub-themes are covered, namely self-awareness, sexuality, developmental stages, needs, feelings, past and current family experiences, values and beliefs, self-esteem and temperament.

1.3.1. Self-awareness

The first sub-theme is self-awareness. The purpose of this sub-theme is for the attendees to obtain self-awareness and gain insight of self. On completion of this sub-theme the attendees would have reached the following outcomes: understanding the importance of self-awareness, gaining knowledge of different aspects of self, and how to better your self-awareness.

Self-awareness is very important skill in life in terms of accepting and loving yourself, but also for creating and maintaining relationships. VandenBos (2007:833) describes self-

awareness based on a definition of self-understanding as the attainment of insight into one’s attitude, motives, reactions, defences, strength and weaknesses. According to both Johnson (2006:52-53) and De Janasz, Dowd and Schneider (2009:5-6) some of the major benefits of self-awareness includes the fact that it help people take control of their behaviour, increase their social sensitivity, improve their ability to communicate effectively, enhance their personal problems solving ability, and behave in a manner that is consistent with their personal values and socially acceptable ideals. The authors also emphasise that self-awareness is so central to one’s life that it affects almost everything one does.

Considering the above benefits, it is therefore vital that attendees achieve self-awareness. De Janasz *et al.* (2009:5-6) and Johnson (2006:55-57) describe a number of ways of becoming self-aware such as: introspection; self-observation; verbalising your feelings, perceptions, reactions, and experiences to others; comparing yourself to others; interacting with diverse people and situations (for example by facing life threatening illness, losing your loved one); and by requesting feedback from others.

According to Johnson (2006:58) the “Johari Window” is a useful tool to increase self-awareness. The tool is based on two premises. The first premise is that there are certain things only you know about yourself and certain things unknown to you but known by others. The second premise is that there are certain things both you and others know about yourself and some things are unknown to both self and others. The “Johari Window” is illustrated in Figure 1.

Figure 1.1: The Johari Window

| | |
|---|--|
| Open area: Known to self and others | Blind area: Unknown to self but known to others |
| Hidden area: Known to self and unknown to others | Unknown area: Unknown to self and others |

According to the “Johari Window” a person begins a relationship with a large unknown area (what is unknown to yourself and others). As the relationship develops, a person discloses more and more, enlarging their open area (what it’s known to self and what is known to others) and reducing their hidden area (what is known to you and unknown to others). By receiving feedback from others regarding their blind area (what is known to others, but unknown to you) the open area is enlarged. By reducing the hidden area, you give other

people information to react to, thus enabling them to give more informed and precise feedback, which in turn reduces your blind area. Reduction of your blind area increases your self-awareness. This development helps you to be even more self-disclosing with others. The unknown area (what is unknown to you and others) is reduced by tapping unknown potential and abilities, by doing things that you have never tried before. This will result in reducing the unknown area and increase the open area.

The principles behind the “Johari Window” are that self-disclosure reduces the hidden area, seeking feedback reduces the blind area and together they reduce the unknown area. Seeking feedback and disclosure should occur with people you trust. The purpose of feedback and self-disclosure is to provide constructive information to help a person to become aware of how others perceive their behaviour and how they are affected by it.

Theoretical constructs such as self-concept, ideal-self and social identity are also very important in enhancing the attendees’ understanding of the importance of self-awareness. Self-concept refers to the image or picture people have of themselves, including their own identity, body image, personality traits, and evaluation of self (Barker, 2003: 387). According Rogers (quoted by Corey, 1977:59) the discrepancy between how a person sees herself (self-concept) and how the person would like to view herself (ideal-self) results in anxiety and personal vulnerability. Therefore, if a person strives to become more like the ‘ideal self’ and the closer one is to their ideal self, the happier one will be. How one fits in socially also influences one’s self-identity. Therefore self-concept can alternate rapidly between personal and social identity (Guimond, Chatard, Martinot, Crisp & Redersdorff, 2006: 223).

Self-awareness is a central concept when it comes to developing intrapersonal skills and is linked to all the consequent sub-themes in Theme 1.1. The programme starts off by introducing attendees to the concept of self-awareness and then enforces it by developing self-awareness in terms of specific aspects of the self, such as for instance ‘sexuality’, as discussed below.

1.3.2 Sexuality

The objective of this sub-theme is to explore sexual attitudes in order to increase self-awareness and develop insight concerning relationships with the self and members of the opposite gender. According to the Masibambisane Training Manual (2003: 29) sexuality can be defined as “an expression of who we are as human beings. Sexuality includes all the

feelings, thoughts, and behaviours of being male or female, being attractive and being in love, as well as being in a relationship that includes intimacy and physical sexual activity.”

The Masibambisane Training Manual continues to say that sexuality begins before birth and lasts throughout the course of a person’s life span. A person’s sexuality is shaped by his or her values, attitudes and beliefs; the person’s behaviour, physical appearance, emotions, personality, likes and dislikes, spiritual self, and all the ways in which he or she has been socialised. Consequently, the ways in which individuals express their sexuality are influenced by ethical, spiritual, cultural, and moral factors (Masibambisane Training Manual, 2003: 29).

Our sexuality influences our relationships. Males and females respond to each other differently in their intimate relationships, and their needs differ. This may also lead to conflict in marriages and relationships. The theme focuses on gender differences and similarities. The emphasis is on helping attendees to understand and embrace their sexuality, to understand male and female sexuality and encourage them not to compete with the other gender, but to strive towards complementing each other. In addition to sexuality, the developmental stages form an integral part of self-awareness, as can be seen in the next paragraph.

1.3.3 Developmental Stages

Erik Erikson’s theory of developmental stages (Louw, Van Ede & Louw, 1998:51-54) is introduced to attendees in order to continue their development of intrapersonal skills. The emphasis of this sub-theme is that every attendee progressed through a series of developmental stages and will currently be at a certain developmental stage. According to Erik Erikson’s theory (Louw, *et al.*, 1998:51-54) there are eight developmental stages, each with its own developmental task and challenges. These tasks and challenges constitute life lessons from which people can learn and grow.

In the first stage, named *basic trust versus mistrust* (occurs during the first year of the child’s life) the quality of the relationship between the mother and child is of prime importance in the development of trust. A healthy synthesis between basic trust and mistrust will equip children well in dealing courageously but carefully with new situations. Erikson called the synthesis hope. The second stage, called *autonomy versus shame and doubt*, covers roughly the second year of life. The child has to develop a sense of autonomy (independence), at the same time overcoming a feeling of shame and doubt. Erikson stated that there should be a

balance between autonomy and the feeling of doubt and shame. He also emphasised that parents should deal sympathetically with their children's failures so that their self-confidence is not shattered and they are able to achieve the synthesis called will power.

A stage called *initiative versus guilt*, the third stage, lasts approximately from ages three to six years. It is characterised by learning to show initiative while at the same time overcoming feelings of guilt. As children grow and exercise their autonomy they function in a society with rules. They consequently sometimes land themselves in situations in which they act against society's rules and trespass on other people's domain. Such acts lead to the feeling of guilt with which children have to cope. This stage is therefore important in the development of superego. The synthesis of this stage is called purpose, it is characterised by the ability to strive for goals purposely and confidently, without feeling guilty about it.

Fourthly, a stage called *industry versus inferiority* lasts from six until the beginning of puberty. According to Erikson, the opportunity to achieve success is an important part of education since it helps the child to avoid feelings of inferiority. The child wants to play and compete with friends, preferably of the same sex. Success will lead to the synthesis called competence. The fifth stage covers adolescence and is called *identity versus role confusion*. Erikson stated that the ideal solution to this identity crisis lies in the synthesis of the two poles, namely identity and role confusion, called reliability. This means that individuals should be sure of their identity, but should also know and accept that there are other identity choices that they could have made and that they have other possibilities within themselves.

Sixth, a stage called *intimacy versus isolation*, occurs during early adulthood. The individual's developmental task is to acquire a feeling of intimacy, and at the same time overcoming the feeling of isolation. The synthesis between the feeling of intimacy and isolation is love. Seventh, a stage called *generativity versus stagnation*, a stage that covers most of adulthood. In this stage an individual task is to acquire a sense of generativity and to avoid stagnation and self-preoccupation. This can be done in variety of ways, for example, by educating children, by proving meaningful work and creating cultural products. Generativity presupposes faith in the meaningfulness of life, in the value of the human race, and in the future of human kind. Finally, in a stage called *integrity versus despair*, an individual accomplishes integrity or acquire the feeling of despair. Knowledge of the developmental stages will enable the attendees to improve their self-awareness. It will also assist the attendees to evaluate which stage they are in, to evaluate which tasks in the developmental stages have been achieved. Developmental stages are closely related to needs

in that in each developmental stage an individual has certain needs that should be met. The next section pays attention to this aspect.

1.3.4 Needs

Another key area of intrapersonal skill is a strong awareness of one's needs. According to Barker (2003: 291) needs is defined as "The physical, psychological, economic, cultural, and social requirements for survival, well-being, and fulfilment". Abram Maslow explained needs according to a hierarchy. Huizinga (1970:21-24) explained Maslow's theory of needs as human desires that are innately given and exist in an ascending hierarchy. Basic physiological needs: food, sleep, and protection from extreme hazards of the environment, must first be met. Then the needs for safety and security become paramount: we need some kind of order, certainty, and structure in our lives. Once these are met, the third need, to belong and to love, comes into play. Fourth in the hierarchy is the need for self-esteem: for both self-respect and esteem from other people. When all these needs have been met, the fifth and highest need emerges: namely, the need for self-actualization, or the desire to become everything that one can become.

The emphasis of this sub-theme is that unmet needs affect people negatively, that one needs to understand one's own needs and take responsibility for meeting any unmet needs.

1.3.5 Feelings

To be in touch with your own feelings is a key intrapersonal skill. The point of departure of this sub-theme is that people need to understand their feelings and learn to manage them. VandenBos (2007: 371) defines feelings as "a self-contained phenomenal experience. Feelings are subjective, evaluative, and independent of the sensory modality of the sensations, thoughts, or images evoking them. They are inevitably evaluated as pleasant and unpleasant but they can have more specific intrapsychic qualities, so that, for example, the affective tone of fear is experienced as different from that of anger. The core characteristic that differentiates feelings from cognitive, sensory, or perceptual intrapsychic experiences is the link of affection to appraisal. Feelings differ from emotions in being purely mental, whereas emotions are designed to engage with the world."

Niemeier and Dirven (1997:58-59) suggest that feelings are physiological reactions to one's experiences. For example a person may start to tremble and sweat when angry. Although feelings are internal reactions, they do have outward signs. For instance, one feels sad inside, but one manifests crying on the outside. It is not only difficult to manage one's feelings, but

also to express them, because there's a possibility of being rejected. Yet feelings are natural and a joyful part of being alive and being a human being. It is important for attendees to understand their intrapsychic reaction.

According to Miller, Nunnally and Wachman quoted by Johnson (2006:170, 178) five steps can be distinguished in the internal emotional reaction: firstly, one gathers information about what is going on around through your five senses (seeing, hearing, touching, tasting and smelling); secondly, one interprets the information; thirdly, one experience feelings based on one's interpretation; fourthly, one decides how to express these feelings; and finally, the feeling is expressed. The author mentions that these five steps happen very quickly and often outside your awareness. The author further states that there are two ways of expressing one's feelings, namely verbally and non-verbally. He mentions that your verbal and non-verbal expression of feelings should be congruent. Many communication difficulties occur as a result of contradicting messages. Attendees are taught the importance of the alignment of verbal and non-verbal communication.

Johnson (2006:169) states that feelings act as cement in relationship, as well as the means to deepen relationships. Attendees are taught that accurate and constructive expression of feelings is one of the most difficult aspects of building and managing relationships with others. He also mentions that feelings promote an urge to think and to take action. This means that feelings activate the physiological systems within your body so that they are ready for action. Johnson (2006:173) highlights that not expressing ones feelings is unhealthy, both physically and psychologically. He further expresses that an individual who represses and denies feelings, such as anger, can develop physiological problems caused by their inability to take action. He mentions that ulcers and headaches are common symptoms of repressed anger. Attendees are warned of the danger of not expressing their feelings.

It was mentioned earlier that acknowledging one's feelings in an appropriate manner is an ability that builds on self-awareness. People who do not have this ability are constantly battling with feelings of distress, while those who excel in it can bounce back far more quickly from life's setbacks. Attendees are furnished with steps that help them to handle feelings. According to the PGTP (FAMSA, *s.a.*:55) and Johnson (2006:169) these steps include: acknowledging the feeling; identifying the feeling; giving it a name (anger, sad or disappointment); expressing this feeling, preferably through verbalization by saying "I feel... (angry, sad, disappointed) about...; ascertaining where the feeling is coming from.

Attendees are taught that to accept one's feelings, one has to be aware of them, and has to accept and own them. Next, one has to communicate them effectively. The information about feelings will help attendees to become aware of how feelings work, and it is expected that it will assist them in the process of improving their level of intra-personal skill.

1.3.6 Past and current family experiences

Past family experiences are an important source of information for every individual, and if explored this information can assist attendees to improve their level of self-awareness. One's past can influence one's current experiences. The theoretical foundation of this theme entails exploring family relationships based on the "Genogram", the "Map of Life" exercise and, finally the "Tree of Life".

A "Genogram" is "a diagram in family therapy to depict family relationships extended over at least three generations. The diagram uses circles to represent females and squares for males, with horizontal lines indicating marriages. Vertical lines are drawn from the marriage lines to other circles and squares to depict the children. The diagram may contain other symbols or written explanations to indicate critical events, such as death, divorce, and remarriage, and to reveal recurrent patterns of behaviour" (Barker, 2003:178).

In this sub-theme attendees are given an opportunity to explore family relationships, patterns and behaviour. Secondly the effect of unresolved traumas by means of the "Map of Life" exercise is explored. The objective of this exercise is to help attendees to understand and revisit their own traumas; to understand the influence of pain, crises and trauma in the participant's life and other people's lives; to help attendees to understand and have the opportunity to become aware of their own needs in relation to their past history.

The "Tree of Life" exercise is included to help attendees to recognise their own achievements, ideals and strengths, to help them to understand and have the opportunity to become aware of their own needs in relation to their achievements and ideals. The tree is explained as follows: roots represent your strengths (e.g. God, things, people, values, morals, etc). These things or people enable attendees to withstand life storms. These are the things that attendees consider as their foundation. The branches represent the attendees' achievements in their life (e.g. passing matric, driver's license, career, children, etc). The blossoms/fruit represents the things that attendees aspire to have (e.g. big house, car, education, to be a good mother, get married, etc).

Past and present family experiences are linked to values and beliefs, in that one's past lessons can be translated into values or sets of beliefs, and both are part of self-awareness. Consequently, the next sub-theme to be discussed is values and beliefs.

1.3.7 Values and beliefs

De Janasz *et al.* (2009:52) suggest that identifying one's values will assist an individual in answering the question, "What do I want to achieve with my life?" This question is an important path to self-awareness and to developing intrapersonal skill. Seedhouse (2005: xxiii) defines values as a human preference for a thing, a state, or a process. Broodryk (2006: 26) states that values are closely related to norms or social rules. It is codes laid down by society, stipulating what constitutes acceptable behaviour. Values are about what should be done or how a person should behave. Belief is defined as something accepted as the truth, as reality or the validity of something (e.g. a phenomenon, a person's veracity, theory or religious faith) (VandenBos, 2007: 112). Broodryk (2006:27) continues to suggest that values can also be seen as the basic foundation of each person's view of how life should be lived. He highlights that values influence one's choices, attitude as well as one's goal in life. The aim of this sub-theme is to alert the attendees with the importance of values in one's life as part of self-awareness.

De Janasz *et al.* (2009:51) suggest that one's set of values is the result of learning and personal experiences. It is highlighted to the attendees that as an individual travels the journey of life, he/she learns lessons of life that may be translated into a set of values. De Janasz *et al.* (2009:51) point out that one's values are influenced by family, friends, peers, religious beliefs, community and even organisations we associate with. The authors furthermore highlight that many values are deeply set and that people make decisions or judgements without consciously reflecting on the source. Values can become a matter of habit. In earlier communities, values were transferred through storytelling from one generation to the other (Broodryk, 2006:87). Values are derived from beliefs (Broodryk, 2006:158), which give meaning to life. What you believe, you turn to value. Some people believe in God, so they value their Christianity. Others believe in money, therefore they value material goods.

The attendees come from societies and communities where gender violence has a deep cultural root. The control of women by men is central to the structure and functioning of African homesteads (Burman, 1990). Beliefs such as "a man is an axe and must be shared",

within the Sotho and Zulu cultures (Island of Spice, 2011) promotes infidelity by a man, which may result in domestic violence. This belief can be deeply embedded in the system when it is transferred from generation to generation by, for example, storytelling, moral lessons, customs, rituals and taboos. Men follow the path of their fathers and women their mothers before them (Broodryk, 2006:87). Therefore attendees need to become aware of how these beliefs and values influence their personal belief system.

Broodryk (2006:28) states that living according to certain values provides some sort of satisfaction or happiness. It means that if people conduct themselves according to the stipulation of their values; it yields feelings of satisfaction and happiness. The opposite of the former statement can also be true. When people choose to ignore their own values, they often find them in a sticky dilemma. Broodryk (2006:27) highlights that people can revisit their personal values. This suggests that as people grow, they revisit their values and change them according to their life lessons. People can also learn from national values such as those contained in the Constitution of the Republic of South Africa (particularly the section on Human Rights) and decide if they associate themselves with such values or not.

This sub-theme is aimed at revisiting the negative beliefs that imprison females in abusive relationships. It was mentioned earlier that if people live according to their values it can become a source of satisfaction and happiness. This implies that living true to your own values will feed into a positive self-esteem. Values can also be a source of pain and sorrow; for example, when a certain cultural group holds a value or belief that disadvantages women (the example of male is an axe, he can be shared), this negative belief can contribute to a low self-esteem, which is the next theme to be discussed.

1.3.8 Self-esteem

Self-esteem is a component of self-awareness and links to self-concept. Self-concept is the cognitive or thinking aspect of self (related to one's self-image), while self-esteem is the affective or emotional aspect of self and generally refers to how we feel about or how we value ourselves (one's self-worth) (Huitt, 2009). The purpose of this sub-theme is to empower the attendees with knowledge regarding their self-esteem. The attendees have to gain knowledge of the following: a definition of self-esteem, discovering their current level of self-esteem, how low self-esteem is formed, characteristics of poor and healthy self-esteem, and how to better one's self-esteem.

Self-esteem “is the degree to which the qualities and characteristics contained in one’s self-concept are perceived to be positive. It reflects a person’s physical self-image, view of his or her accomplishments and capabilities, and values and perceived success in living up to them, as well as the ways in which others view and respond to that person. The more positive the cumulative perception of these qualities and characteristics, the higher one’s self-esteem will be. A high or reasonable degree of self-esteem is considered an important ingredient of mental health, whereas low self-esteem and feelings of worthlessness are common with depressive symptoms” (VandenBos, 2007: 830). When attendees are exposed to the PETP, they will attain knowledge on how to strive for a healthy self-esteem.

From the above definition the following components of self-esteem are emphasised: physical appearance, physical and mentally abilities, past failure and successes and interpersonal relationships. Schiraldi (2001:19) suggests that our self-esteem is fashioned by the balance of the information and input we receive from our parents and others in our environment. He also indicates that self-esteem is not stable, but can fluctuate, even day by day according to the thought pattern, physical health, chemistry, appearance and relationships. Positive self-esteem is formed by receiving balanced input. It is also true that if a person always receives negative input, this will result in low self-esteem.

It is very important for attendees to know the characteristics of a poor and healthy self-esteem. This knowledge will assist them with introspection and self-monitoring. According to PGTP (FAMSA, *s.a.*:38), the characteristics of a poor self-esteem are: withdrawal and self-humiliation, need of approval and acceptance of others, an attitude of superiority or inferiority, being critical and fault finding, poor self-knowledge and self-acceptance. Whereas the list of characteristics of a healthy self-esteem includes: being realistic about own abilities, focusing on others rather than preoccupation with self, do not need to prove yourself, accept others as they are, and accept and assimilate criticism constructively.

Schiraldi (2001:19) suggests that self-esteem is based on three sequential factors, namely unconditional human worth, love and growing. He highlights that in order to change one’s self-esteem, understanding these factors are essential, but the sequence is crucial. Self-esteem is based first on unconditional worth, then love and finally, growing. *Growing* means to move in a desired direction. According to the PGTP (FAMSA, *s.a.*:38), the following are ways to better your self-esteem: work towards enhanced self-knowledge and self-awareness, change your self-talk and self-evaluation from negative to positive and employ positive affirmation and visualization, obtain a “so what” attitude when making a mistake, manage

your stressful attitudes, manage and plan your daily tasks and allow people to get to know you. According to Van Heerden (2005: 62) self-esteem can be developed in many ways, such as being treated as lovable and worthwhile from a very early age. Although this is beyond one's control, people can overcome the disadvantage of an unhappy childhood; secondly, people need to be praised for becoming successful. One cannot guarantee that people will praise you, but one can ensure that you do praise-worthy things. Thirdly, people need to be treated with respect. One cannot guarantee that this will happen, but you can ensure that you are worthy of respect. Fourthly, involvement in close and loving relationships builds self-esteem. Fifthly, helping others and in the sixth place having religious beliefs that emphasise your intrinsic worth increases self-esteem. Finally, living in harmony with your values and beliefs is crucial for self-esteem.

The development of one's self-esteem has certain benefits such as: we have positive feelings about ourselves; it improves our interaction with the world; it improves perception of reality; it leads to more pleasant, rewarding and mutually satisfying relationships (Minchinton, 1993: 27-29). By improving our self-esteem, we eliminate many unhelpful traits both we and others dislike; therefore we set the stage for a positive change. Minchinton (1993:29) states that a sound self-esteem is the basis for all self-improvement. One step towards improving our lives outwardly is to improve our self-esteem inwardly. Van Heerden (2005: 62) adds that when your self-esteem is healthy it enables you to face conflicts and threats without excessive anxiety. However, a person's temperament will also play a role in how you react to the external world. The sub-theme temperament will be discussed next.

1.3.9 Temperament

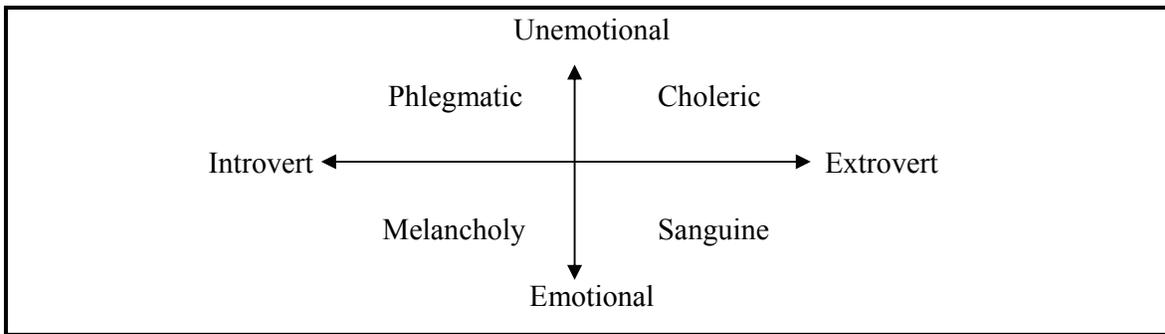
The objective of this sub-theme is for the attendees to gain knowledge and acceptance of the weaknesses and strengths of both their own temperament, but also of others in their social environment. The point of departure of this sub-theme is that: We are all different; we all have different strengths and weaknesses and that knowing your weaknesses and strengths is the first step to maturity.

VandenBos (2007:928) defines temperament as "The basic foundation of personality, usually assumed to be biologically determined and present early in life, including such characteristics as energy level, emotional responsiveness, response tempo, and willingness to explore." The PGTP (FAMSA, *s.a.*:16) works according to the four basic temperaments as identified by the ancient Greeks, namely sanguine, choleric, phlegmatic and melancholic (Chamorro-

Premuzic, 2005:4). David W. Keirsey also drew upon the early models of temperament when developing the Keirsey Temperament Sorter (Keirsey & Bates, 1984).

Figure 2 represents the four temperaments according to PGTP (FAMSA, *s.a.*:43-44). The first quadrant, unemotional and extrovert is called choleric. The second quadrant, emotional and extrovert is called sanguine. The third quadrant, emotional and introvert is called melancholic. The fourth quadrant, unemotional and introvert is called phlegmatic.

Figure 1.2: The four quadrants of temperaments



PGTP (FAMSA, *s.a.*:16)

Each temperament has strengths and weaknesses. Table 2 describes the strengths and weakness of each temperament.

Table 1.2: The strengths and weakness of the four temperaments

| CHOLERIC STRENGTHS | CHOLERIC WEAKNESSES |
|--|---|
| <ul style="list-style-type: none"> - Confident - Pioneering - Purposeful - Strong-willed - Self-disciplined - Natural leader - Organizer | <ul style="list-style-type: none"> - Emotionally deficient - Unsympathetic - Domineering - Impatient - Self-sufficient - Want things done their way - Stubborn |
| SANGUINE STRENGTHS | SANGUINE WEAKNESSES |
| <ul style="list-style-type: none"> - Warm-hearted - Spontaneous - Enthusiastic - Sociable - Lively - Enjoys lots of friends - Expresses emotions freely | <ul style="list-style-type: none"> - Impulsive - Talkative - Weak-willed - Compromises easily - Moody - Loves limelight - People pleaser |

| MELANCHOLY STRENGTHS | MELANCHOLY WEAKNESSES |
|---|--|
| <ul style="list-style-type: none"> - Analytical - Gifted - Creative - Self-sacrificing - Avoids limelight - Loyal - Maintains high standards | <ul style="list-style-type: none"> - Introspective - Touchy - Moody - Self-pity - Suspicious - Easily angered - Pessimistic - Perfectionist - Self-deprecating |
| PHLEGMATIC STRENGTHS | PHLEGMATIC WEAKNESSES |
| <ul style="list-style-type: none"> - Calm - Easy going - Controlled emotions - Peacemaker - High stress tolerant - Think before acting - Dry humour - Faithful friend - Reliable | <ul style="list-style-type: none"> - Lethargic - Indecisive - Fearful - Self-centred - Reluctant leader - Unmotivated - Unenthusiastic - Unresponsive - Sarcastic |

PGTP (FAMSA, *s.a.*:43-44)

Intrapersonal skill is essential for the development of the self, because it enables people to capitalise on their strengths and to develop a plan to manage their weaknesses. Intrapersonal skill includes being able to monitor one's behaviour. In order to increase intrapersonal skill the following aspects were discussed: self-awareness, sexuality, developmental stages, needs, feelings, past and present family experiences, values and beliefs, self-esteem and temperament. By focusing on self-improvement attendees are provided with the opportunity to learn and to grow. This growth will benefit their relationships. Intrapersonal skill is closely related to interpersonal skill and is a prerequisite for developing interpersonal skill. The second theme of the PETP, interpersonal skill, will be discussed next.

1.4. THEME 2: INTERPERSONAL SKILL

In the second section of the programme the focus is on interpersonal skill that would enable attendees to establish high-quality relations with others. Interpersonal skill is defined as “an aptitude enabling a person to carry on effective relationships with others, such as an ability to cooperate, to communicate thought and feelings, to assume appropriate social

responsibilities, or to exhibit adequate flexibility” (VandenBos, 2007: 494). The following topics are covered in this section: listening and attending skills, verbal communication, assertiveness, problem solving, and conflict resolution. Hayes (2006:12) states that to improve your interpersonal skills, you need to know yourself. It is emphasised to the attendees that the better they know themselves, the better their understanding of how others perceive them. Listening and attending is the first sub-theme to be discussed.

1.4.1 Listen and attending

Listening and attending are basic interpersonal skills of communication (Cournoyer, 2005:125) and applies to all aspects of human social interaction. Therefore the attendees need to know and master these skills in order for them to have meaningful relationships.

Cournoyer (2005:142) suggests that listening involves the use of your sensory capacities to receive and capture the messages expressed by others, both verbally and non-verbally. This includes hearing/receiving others’ words, speech and language; observing their non-verbal gestures and postures; encouraging them to express themselves fully; and remembering what they communicated. Hayes (2002:48) adds that listening goes beyond mere hearing the other person, but includes constructing a meaningful message from all the verbal and non-verbal signals of the speaker.

According to De Janasz *et al.* (2009:115) listening can be passive, attentive and/or active. Passive listening occurs when a person tries to absorb as much information as possible, with little or no attempt to process the information as sent by the speaker, whereas attentive listening occurs when the listener is interested in the speaker’s point of view. Here the listener is aware that something can be learned from the interaction. Yet the listener fills any gaps in the relayed message with assumptions. These assumptions are based on what the listener wants to hear rather than what the speaker is actually saying. Often listeners do not check with speakers to verify what has been heard and what has been said. Active listening involves verifying with the speaker and is therefore a powerful level of listening. It requires the largest amount of work on the part of the listener. Here the communication is a vibrant, two-way process that involves the highest level of attentiveness, clarification and message processing.

Attendees are alerted to the benefits of and barriers to active listening. Cournoyer (2008:145) describes the benefits of active listening as follows: It encourages further communication; it has potential to enhance relationships; it can sometimes calm down a person who is feeling

upset about a situation; it invites others to listen to you; and it leads to better cooperation and problem solving. According to De Janasz *et al.* (2009:118) the barriers to active listening are: physiological limitations (during communication process all our senses should be active and operate together); inadequate background information (most of the listeners do not admit that they have not heard all of the information necessary to engage in the conversation); selective memory (people have a tendency to hear and remember what they want); boredom (the thought processes are four to five times the usual speed of speech and when people can guess what the other is going to say seconds before they are going to speak, their thoughts wonder). Attendees are warned to watch tendencies that might be barriers to their listening. This might have a huge impact on their relationships.

Finally, attendees are empowered with skills on how to achieve active listening. Robbins and Hunsaker (2006:69-71) discusses the characteristics of an active listener. The active listener avoids distractions; uses direct eye contact; do not interrupt; reads both the verbal and non-verbal signals of the speaker; is empathetic; paraphrases to correct misinterpretations; evaluates the message after hearing all the facts; concentrates on the message as well as the messenger; gives feedback to check accuracy; listens with his/her entire body; and doesn't talk too much. Listening is therefore closely related to attending, another basic communication skill.

The PGTP (FAMSA, *s.a.*:47) as well as Hayes (2002:48) describe attending as involving physical and psychological involvement on the part of the listener, namely to be attentive to the speaker. It includes letting the person know that you are available, interested and focused, and involves that the environment of communication should be suitable. You also need to be facing the person you are communicating with, without barriers, and both should be on the same height (e.g. both sitting on chair facing each other without a table in between). Hayes (2002:58) discusses the acronym SOLER which summarises the micro skills for attending. S -To face the person squarely, this describes your availability and your involvement. O -To adopt an open posture, this tells the speaker that you are open to the person. L - Lean towards the person, this shows your attentiveness and lets people know that you are with them. E - To maintain good eye contact, but do not stare, this shows your interest and concern. R - Remain relatively relaxed with people as you interact with them. This indicates your confidence.

The listening and attending skills are powerful and useful skills that attendees can utilise in their day-to-day encounter. It can have a positive impact in the relationships they have with others.

1.4.2 Verbal communication

Verbal communication builds on attending and listening and is also a very important skill in relationships (De Janasz *et al.*, 2009:131). It is not just the exchange of words and factual information; it involves interaction, feelings, thoughts and ideas. The above authors also suggest that effective communication requires the use of a large array of intrapersonal and interpersonal skills.

The communication sub-theme of the PETP aims to empower attendees with verbal communication skill. This skill enables the attendees to have meaningful relationships. The following topics are covered: communication styles, how to improve marital and family communication and the importance of selective communication. It is emphasised that verbal communication, coupled with other skills such as listening, attending and empathy, could add value to attendee's relationships. The discussion of communication styles follows next.

According to PGTP (FAMSA, *s.a.*:66-67), there are four different communication styles, namely

- Style 1: Simple, straight forward conversation

This style is used in ordinary everyday conversation on a relatively superficial level. Style 1 remarks includes: "How are you?", "lovely to see the sun after the rain", "How was your work today?" Communication may be superficial, but nevertheless serves as a very important purpose for communication. It promotes contact with each other; it encourages people to convey interest and warmth and it opens the door for further conversation. This style is safe, non-threatening and pleasant. However, it will never take the relationship to any deeper level of intimacy. It is also useless for handling important issues (such as marital problems) and inadequate for problem solving.

- Style 2: A negative dialogue

This style is characterised by accusations, put downs, sarcasm and manipulation. There is usually a sting in the tail of every Style 2 remark and frequently a deliberate misinterpretation of a response. Two things to remember about Style 2: The receiver will determine whether conversation will be style 2 or not. For example, if a receiver

interprets a remark as being style 2, then it is, even if the sender did not intend it to be. Secondly, style 2 begets more style 2. If one person attacks, the other raises his or her defence and attacks back. This sets up a vicious circle of destruction. However, there are some occasions when the use of style 2 is appropriate. It is used in many teaching, preaching and disciplining situations. In these situations one person tries to bring another to his/her way of thinking. But, if a sting in the tail is used it results in non-compliance.

- Style 3: The intellectual approach

This style is characterised by using skills such as probing and exploring. The people using this style focus on the problem situation and possible solutions to it. However, they disregard feelings. In this style if people are confronted with a problem situation, they sit down and discuss it reasonably together. There is no attacking each other, however, they analyse the problem situation and explore all solutions to a problem. The following remarks are characterised as Style 3: “perhaps if...” “Lets us consider...” “People say that...” and “I think we should...” This remark sounds sensible and leaves the receiver with a good impression. The drawback of this style is that it disregards feelings. It functions entirely on an intellectual level. Many families take pride in functioning in this style, but feelings that are continually repressed eventually find expression either in an unexpected outburst, in acting out or in psychosomatic illness.

- Style 4: The emotional style

This style is characterised with exploration of each other’s feelings without accusations and defences. There is an underlying good will and commitment to seek a solution. This is an open style in which feelings are expressed and ownership of feelings is accepted without blame. An underlying spirit of goodwill is essential for Style 4 to be possible, as a high level of trust must be present before a person is able to risk revealing herself fully to another. However, there is no guarantee that Style 4 remarks will not be met with a Style 2 response. However, it is less likely to, as it starts with an invitation to work together on a problem. A Style 4 remark usually starts with, “I feel...” and not “you may feel...” which is Style 2 opening. After Style 4 has been used and both people clearly understand each other’s feelings, it is possible to revert to Style 3 and discuss various solutions. This will involve willingness to compromise and comply by both the partners

involved. Style 4 is the only suitable style for effectively handling family issues. Unfortunately very few people are skilled in it.

Emotional communication is characterised by the verbalization of emotions. A communicating pair reflects each other's emotions to make sure that they are correctly understood. Emotions are not criticised, but accepted. We cannot say we understand how a person feels, but we can only reflect the understanding. In emotional communication the focus is on being positive and giving recognition. It also helps with development of mutual understanding, self-awareness and self-image.

Knowledge of the attendees is enhanced by teaching them about these styles. They are encouraged to reflect on their communication styles. The facilitator encourages them to use Style 4.

It is important that attendees are empowered with tips on how to improve their marital and family communication. According to PGTP (FAMSA, *s.a.*:68), the following tips on how to improve marital and family communication are suggested:

- Learn to listen. Listening calls for care and attention, so that you know what is said, not what you expect to hear. Give each other time to say what should be said without interrupting. True listening implies readiness to give your full attention to the other person, so that you can really understand what they're trying to say.
- Learn to listen with the 'inner ear': Ask yourself "what is he/she trying to tell me?" Further ask yourself "What feelings are underlying these words?" Search for the hidden meaning in what is not explicitly said.
- Learn to observe: Watch the person while he/she is talking and take note of their facial expression and body gestures.
- Remove your "blocks" to good communication, for example your prejudgment, lack of forgiveness and refusal of facts.
- By asking the right questions we can learn to interpret what we hear.
- Spend time talking to each other. The level of marital satisfaction is related to the amount of time a couple spends each day talking to each other.

The PGTP (FAMSA, *s.a.*:68) emphasises the importance of selective communication. It states that due to the reciprocal nature of the marital relationship, each partner bears a level of

responsibility for his or her partner's feelings towards himself or herself. The following tips are highlighted:

- Consider the timing of the message. The communicator must observe the receiver's state of mind. If the receiver is already under severe stress, he or she may become overburdened by difficult or threatening communication.
- The method of conveying the message is very important. Things like tone of the voice and choice of words may contribute to how the message is perceived, for example as an attack or as a genuine statement.
- The use of "I" statements is safer than a "you" statements. For example, if you compare the following statements: "You don't give a dam about me!" and "I feel as if you are totally uninterested in my feelings" it is clear the latter is more constructive.
- Communicate in a clear and open manner. However, at times withholding certain facts or feelings may prove to be beneficial to the relationship.

The objective of this topic is to not only increase the attendees' knowledge of communication, but also to help them become aware of their own communication behaviour. Therefore, a basis is set for them to change their attitude towards relationships and to acknowledge the role of their communication style in the process. They are put in a situation where they can consider more constructive communication options.

1.4.3 Assertiveness

Attendees are taught the skill of assertiveness because it is essential in every day live, but also specifically for victims of domestic violence. Domestic violence strips the attendees of their ability to stand up for their rights, beliefs, and values. Thompson (2002: 38) highlights that it is difficult to strike a balance between the two extremes of being submissive and being aggressive. Being assertive involves a number of skills that can be developed through practice over time. The discussion begins by exploring definitions of assertiveness, the advantages of being assertive, exploration of four assertiveness patterns, and techniques of assertive behaviour.

The following definition of Weisinger (2000:122) is used: "*Assertiveness is the ability to stand up for your rights, opinions, ideas, beliefs, and desires while at the same time respecting those of others.*"

Thompson (2002: 38) outlines the benefits of assertiveness as follows: one gains self-respect and the respect of others; one decreases the likelihood of hurting him/herself and others; one expresses feelings and thoughts honestly and in a direct way; relationships are preserved in the long run; relationships become more authentic and satisfying; and, others are taught not to take advantage of you. By being assertive and telling others how their behaviour is affecting you, you give people an opportunity to grow.

The PGTP (FAMSA, *s.a.*:76-77) addresses assertiveness from the perspective of four communication patterns namely: aggressive communication, passive communication, passive-aggressive communication and assertive communication.

- Aggressive communication is characterised by fighting behaviour. Aggressive people try to get their way by being hurtful towards others (example: “why didn’t you do it, are you stupid?”). Weisinger (2000:122) describes aggressive communication as a communicator who ignores the needs of the other person.
- Passive communicators act as though their feelings and needs are not important. Passive communicators do not love themselves. They do not stand up for themselves. They try to please everybody (for example would say “okay” because they are afraid to say “no”).
- Passive aggressive behaviour is characterised by people who in the presence of others do not stand up for themselves (they act submissive). Nevertheless, in the absence of the other (authority figure or partner) they act aggressively.
- Assertive communicators are able to stand up for themselves without feeling uncomfortable. They express their feelings honestly and say what they want without hurting others or putting them down. Assertive people take responsibility for their own needs. The communication is two ways and the attitude is “I am okay and so are you”. According to Weisinger (2000:125) when using assertiveness effectively you strive for a compromise. Your goal should be mutual satisfaction with the resolution. Attendees are encouraged to strive to achieve assertive behaviour.

According to the PGTP (FAMSA, *s.a.*:77), the following techniques for assertive behaviour are suggested: (1) if you are angry, upset, anxious before you start talking, first calm down, because being assertive is about being calm and in control; (2) decide and know what it is you want or feel; (3) verbalise your wants and feelings specifically, clearly and directly; (4) stick to your statement, repeat it, if necessary over and over again; (5) acknowledge the response of the other person without getting side tracked or hooked into an argument; (6) be

aware of your body language, it should be congruent with your words; (7) use “I messages”, do not blame.

The above-mentioned assertive techniques will empower and enable attendees to be assertive. However, attendees should be warned that assertiveness can be received negatively by an abuser and can lead to more violence. It should also be acknowledge that being passive could be one of a victim’s coping skills. Problem solving skills is discussed next, which is one of the skills that will provide women with alternative solutions for abuse women, such as having a safety plan.

1.4.4 Problem solving

Weisinger (2000: 49) points out that generally distressful emotion are caused by a problem situation. To effectively manage these emotions, you need to develop good problem solving skills, the goal being to determine the most effective course of action to take to resolve the problem. Women in abusive relationships find themselves faced with challenges every day. Problem solving skills enables them to deal with different challenges by themselves. The need to cope and solve problems is imperative, but due to the damage cause by effects of domestic violence (such as low self-esteem) they often cannot solve their problems. Problem solving skills based on Wiesinger (2000:49-54) as adapted by the researcher are explored together with the attendees. These eight problem solving steps/skills are: (1) identify and define the problem situation; (2) change your perception of the situation; (3) brainstorm on possible alternative solution; (4) explore the advantages and disadvantages of all possible solutions, (5) choose the best solution, (6) break down your best solution into small attainable steps; (7) implement, and (8) evaluate the outcome.

1.4.5 Conflict resolution

The PETP works from the point of departure that conflict is normal in any relationship, such as marital relationship, families, organisations and communities (De Janasz *et al.*, 2009:226). Attendees are taught conflict resolution skills in order to better their interrelations with others. Being empowered with conflict resolution skills assists attendees in handling conflict positively. The topics included in this sub-theme are: a definition of conflict, feelings that arise during conflict, what causes conflict, different styles of conflict and positive and negative outcomes of conflicts.

Unresolved conflict in relationships can create tension. It is essential that attendees explore the feelings surrounding conflict. Since one’s feelings are an important component of the

self, it may have an influence on how conflict is perceived. The above authors define conflict as any situation in which there are incompatible goals, cognition, or emotions within or between individuals or groups that lead to opposition or antagonistic interaction. It is a struggle between incompatible and opposing needs, wishes, ideas, interest, perceptions, goals, values, or approaches to problems.

The definition suggests that conflict is a struggle between two interdependent parties who perceive incompatible goals. They suggest that during conflict situations certain feelings such as uncertainty, anger, anxiety, and sadness may arise. They state that these feelings may make it difficult to act rationally, and as the feelings escalate the negativity grow.

The causes of conflict suggested by Folger, Poole and Stutman (2001:5, 9) are, firstly, incompatible goals or interest. They state that majority of conflict would not exist without some real difference of interest. Secondly, they indicate that conflict can be a result of communication problems. Thirdly, they point out the different values those interdependent parties hold may result in conflict. For example if a couple holds different values on how to raise children in their marriage, it might result in conflict. Fourthly, they point out that limited resources can result in conflict, and finally, they point out that a common source of conflict is differences in personal style or personality.

Different styles of conflict management can be distinguished. Folger *et al.*, (2001:69) and Insenhart and Spangle (2000:26-27) identify five distinct types of conflict. Their classification is based on two independent components of conflict, namely assertiveness and cooperativeness. Furthermore, they link these styles with the behaviour of animals to point out the nature of the value placed on the relationship and the specific goals of the person. The styles are:

- Competing style

It is a style high in assertiveness and low in cooperativeness. The party places a great emphasis on his or her own concerns and ignores those of others. There is a desire to defeat the other party. It can also be called a forcing or dominating style. The competing style is similar to the behaviour of the shark. Sharks try to overpower their opponents by forcing them to accept their solution to the conflict. Sharks' goals are highly important to them and relationships are of minor significance. They seek to achieve their goals at all costs. Sharks assume that conflict is settled by one person winning and the other losing. They try to win by attacking, overpowering, overwhelming, and intimidating.

- Accommodating style

It is a style characterised by unassertiveness and cooperativeness. A person gives to others at the cost of his or her own concern. This style is also called appeasement or smoothing. It attempts to achieve and maintain the relationship and avoid conflict. It is self-sacrificing, but is also viewed as being weak and retracting. The accommodating style is similar to the behaviour of the teddy bear (smoothing). For teddy bears relationships are of great importance while their own goals are of little importance. Teddy bears want to be accepted and liked by others. They think that conflict should be avoided in favour of harmony. They believe that people cannot discuss conflict without damaging relationships. So they give up their goals to preserve the relationship.

- Avoiding style

This person is unassertive, uncooperative, withdraws and refuses to deal with the conflict. In this style the person is indifferent to the outcome of the conflict and can be described as apathetic, isolated, or evasive. This style is also called flight. The avoiding style is similar to the behaviour of the turtle. Turtles withdraw into their shells to avoid conflict. They give up their personal goals and their relationship. They stay away from the issues over which the conflict is taking place and from the person they are in conflict with. Turtles believe that it is hopeless to try to resolve conflicts. They also believe that it is easier to withdraw (physically and psychologically) from a conflict than to face it.

- Compromising style

This style is intermediate in both assertiveness and cooperativeness. Both parties give up some of their goals and split the differences to reach an agreement. In this style both are expected to give up something and keep something. It is also called sharing or horse trading. The compromising style is likened to the behaviour of the fox. Foxes are moderately concerned with their own goals and their relationships with others. Foxes seek a compromise: they give up part of their goals and persuade the other person in a conflict to give up part of their goals. They are willing to sacrifice part of their goals and relationship in order to find common good.

- A collaborating style

This person is high in both assertiveness and cooperativeness and works to attain a solution that will meet the needs of both parties. In this style full satisfaction for all is sought. It is

also called problem solving and the integrated style. The collaborating style is likened to that of the behaviour of an owl. Owls highly value their own goals and relationships. They view conflict as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person. They view conflict as means of improving relationships by reducing tension between two persons. Owls are not satisfied until a solution is found that achieves their own goals and the other person's goals. They are also not satisfied until the tension and negative feelings are fully resolved.

The above-mentioned styles are explored with the attendees with the aim to increase self-awareness and to empower them with more options. Linking styles with behaviour of animals solidifies the learning of the attendees. It is highlighted that the collaborative style is more useful than the other styles (Isenhart & Spangle 2000:7). The attendees are encouraged to adopt a collaborative style characterised by active listening and a focused emotional communication style that seeks to satisfy the interests and concerns of all parties.

The facilitator enhances the attendee's learning by giving various guidelines for effective conflict resolution. It includes taking responsibility for your own thoughts and feelings, being specific, using "I messages", maintaining good eye contact and respecting each other's views. According to Van Heerden (2005: 46), the following tools are important in managing conflict: (a), start with a right attitude; (b), understand both sides of the problem, conflict, needs and preferred outcomes; (c), brainstorm several options and plans to satisfy shared interests; (d), both parties need to present plans for resolving the conflict.

Van Heerden (2005:46) highlights that conflict can have both a positive and a negative impact on people. The attendees are taught the following negatives and positives of conflict in order to enhance their knowledge and understanding of conflict:

- It can destroy our sense of self, our confidence and self-value;
- It can hurt those who are dear to us and damage friendships, work relationships and partnership;
- It can bring forth our most vulnerable moments, leading to states of fear and anxiety;
- It can encourage growth and understanding, allowing us to become aware of our opinions, values and beliefs;
- It allows us to question where we get these values and beliefs from and why and how we use them;

- It demonstrates how people differ from us;
- It can open up other ways of seeing the world;
- It can encourage us to be understanding, giving us the opportunity of putting our feet in someone else’s shoes;
- It can facilitate healthy competition, resulting to productivity and improvement;
- It has the potential to intensify our experiences, as aptly put in the statement “the sweet isn’t as sweet without the sour”.

Listening and attending, verbal communication, assertiveness, problem solving skill, and conflict resolution are skills that can benefit one personally and better relationships. The ability to see the world with the eyes of another person is powerful skill. This skill enables a person to reflect on the feelings of the other. When a person realises that he or she is understood, listened and attended to, it improves self-esteem and results in better relationships. The skill of verbal communication serves as a bridge between two or more people. Assertiveness is usually misunderstood as rudeness. Societies have taught people to be polite and not hurt other people’s feelings. However, this is at the expense of people. Attendees are taught the skill of assertiveness and how to apply it in their lives. Problem solving skills enable attendees to solve all sorts of problems they encounter in their lives. Attendees are also empowered with conflict resolution skills. Understanding conflict resolution skills empowers attendees to resolves conflict in better way. Different conflict management styles assist attendees with different approaches in resolving conflict. Furthermore, attendees are given an opportunity to evaluate which style they tend to use. It is emphasised that these skills needs to be practised all the time, so that attendees can master them.

The last theme that will be discussed is domestic violence education. The intra- and interpersonal skills empowers attendees to handle domestic violence better than before.

1.5. THEME 3: DOMESTIC VIOLENCE EDUCATION

Since the PETP was designed for victims of domestic violence, this section of the programme focus on specific issues related to domestic violence. During the previous two themes reference was made to domestic violence, but it was not the core focus. The aim of this third and last theme of the PETP is to educate attendees on domestic violence issues such as the definition of domestic violence, forms of domestic violence, causes of domestic violence,

exploring why women stay with their abusive partners, characteristics of victims and perpetrators of domestic violence, moving from victim to victor, the protection order, role players in combating domestic violence and the formal support systems in Potchefstroom.

Domestic violence is not a private matter. It is a serious crime and public health concern that includes physical, sexual, psychological or emotional abuse of one current or former intimate partner by another (Pima Country Attorney, 2004:1). The point of departure for this session is to enable attendees to realise that domestic violence is a crime; to empower them to implement skills learned during the first two sessions of the PETP when confronted with domestic violence; to provide them with domestic violence education in order for them to take informed decisions with regard to their circumstances; and to provide attendees with an opportunity to learn from one another in a group.

1.5.1 Domestic violence defined

The programme provides an opportunity for attendees to explore the Domestic Violence Act No. 116 of 1998. The knowledge of what domestic violence is enables the attendees to understand their circumstances better. The concept domestic violence describes situations where a person involved in an intimate relationship is subject to abuse by a person they are closely involved with. Domestic violence can take different forms. It can be violence between a husband and wife, or two people involved in a romantic relationship where they are not married. It can also refer to violence against children, elderly people, and other people who live together in one home. It includes physical abuse, sexual abuse, emotional, verbal and psychological abuse, economical abuse, intimidation, harassment, stalking, damage to property, entry into a person's residence without consent where people do not share residence, and any other controlling or abusive behaviour that harms or may cause imminent harm to the safety, health or well-being of the person (South Africa, 1998) and it takes different forms.

1.5.2 Forms of domestic violence and relationships within domestic violence

During domestic violence education the following forms of abuse are defined: physical abuse, sexual abuse, emotional abuse, verbal abuse, psychological abuse, economic abuse, intimidation, harassment and stalking. This information assists attendees to evaluate what kind abuse has been happening to them. It will also serve as warning of other forms of abuse that exists.

According to Harne and Radford (2008:3-4) *physical abuse* refers to actions that cause bodily harm such as being punched, slapped, hit, bitten, pinched, kicked, pushed, shoved, burnt, strangled, and beaten. It can involve the use of weapons and objects, such as knives, belts, scissors, furniture, hot irons, cigarettes or anything that comes to hand, while *sexual abuse* refers to unwanted, pressured and coerced sex, for example rape by a spouse. The authors add that sexual abuse is linked to physical abuse, since often perpetrators immediately after physical assault, forcefully have sex with their victims.

According to the Domestic Violence Act No. 116 of 1998 *verbal, emotional and psychological abuse* means a pattern of degrading or humiliating conduct towards a complainant, including repeated insults, ridicule or name calling; repeated threats to cause emotional pain; or the repeated exhibition of obsessive possessiveness or jealousy, which is such as to constitute a serious invasion of the complainant's privacy, liberty, integrity or security.

The Domestic Violence Act No. 116 of 1998 refers to *economic abuse* as the unreasonable deprivation of economic or financial resources to which a complainant is entitled under law or which the complainant requires out of necessity, including household necessities for the complainant, and mortgage bond repayments or payment of rent in respect of the shared residence; or the unreasonable disposal of household effects or other property in which the complainant has an interest. *Intimidation* refers to the uttering or conveying a threat, or causing a complainant to receive a threat, which induces fear.

Harassment signifies engaging in a pattern of conduct that induces the fear of harm to a complainant including: repeatedly watching, or loitering outside of or near the building or place where the complainant resides, works, carries on business, studies or happens to be; repeatedly making telephone calls or inducing another person to make telephone calls to the complainant, whether or not conversation ensues; repeatedly sending, delivering or causing the delivery of letters, telegrams, packages, facsimiles, electronic mail or other objects to the complainant (Domestic Violence Act No. 116 of 1998). *Stalking* refers to repeatedly following, pursuing, or accosting the complainant. The next paragraph will cover the causes of domestic violence (Domestic Violence Act No. 116 of 1998).

In order to distinguish between criminal and domestic violence offences it is important to explore on the relationships within the domestic violence. According to Fedler, Pantazis, Goldblatt (1999: 165) any domestic relationship can be plagued by violence, for example a

husband and wife married according to any law, custom or religion whether they are still married or not; a gay lesbian whether they are still couple or separated; parties to a couple who lived together but who are not and have never been married to each other (cohabiters); parents of a child or people who have had parental responsibility for a child whether or not at the same time; family members whether the family relationship is blood, marriage or adoption; people involved in a dating or customary relationship whether the relationship is romantic, intimate or sexual in nature irrespective of how long the relationship has been going on; people who share or have shared the same residence (housemates, family members, people who live together in residences at boarding schools or universities, institutions for the elderly or disabled).

1.5.3 Causes of domestic violence

Domestic violence has different causes; the knowledge of these causes will assist attendees to evaluate their own circumstance in order for them to seek intervention. Women's Aid (2009:7) highlights that domestic violence is caused by the dynamics of power and control in relationships. They state that male privilege operate on an individual and societal level to maintain a situation of male dominance where men have power over women and children. Societal and cultural beliefs/perceptions such as blaming the victim for violence, putting family before the safety of the women and privileges that men have over women and children can also be grounds for domestic violence. Domestic violence is however rather a learned behaviour than a consequence. Alcohol and/or drug abuse and financial and work problems are often contributing factors. The sub-theme why women stay with their abusive partner is discussed next.

1.5.4 Why women stay with abusive partners

Women often stay in abusive relationship and are blamed for it. Women's Aid (2009:11) as well as Harne and Radford (2008:46-54) outline a few reasons why women stay with their abusive partners: namely hope that her partner will change; she may still care for her partner; she may feel ashamed about what has happened or believe that it is her fault; financial dependence; fear due to being threatened; low-self-esteem; staying because of children; she may not know where to go; she may be isolated from her family or friends or be prevented from leaving the home or reaching out for help. The cycle of violence can also play a role in her staying and will be discussed next.

Domestic violence is characterised by a cycle of violence with the following three distinguishable progressive phases (Fedler *et al.*, 1999: 113):

- **The tension-building phase:** during this time there are minor fights and incidents in the relationship, where the man becomes progressively more abusive and violent.
- **The acute battering phase:** the man assault the woman severely enough for her to seek some kind of intervention, either at the hospital, police station or some women's group.
- **The honeymoon phase:** in this phase the man claims that he is sorry for what he has done and tries to win her affection and trust again by buying her expensive gifts and promising he will never do it again.

The domestic violence cycle makes it difficult to deal with domestic violence. It is difficult because the perpetrator during the repeated abuse blames the victim; the perpetrator belittles the victim so that she believes that she is worthless without the perpetrator. Therefore, the victim stays in this abusive relationship. If women are empowered by this information it empowers them to seek intervention when confronted by abuse.

1.5.5 Characteristics of female victims and perpetrators of violence

The programme explores the characteristics of abused women and the characteristics of perpetrators. This information serves as a platform of introspection or a mirror for the attendees' past or current circumstances. They can also use this information to empower others and even signal warning for the future.

The Domestic Violence Overview (2009:2) states that the majority of adult victims of domestic abuse are women. They state that domestic violence occurs regardless of race, age, socio-economical status, sexual orientation, mental or physical ability, or religious background. They suggest that female victims are not psychologically impaired nor do they suffer from personality disorder. Women's Aid (2009:10) states that women can be affected by domestic violence in a number of ways, for example they may experience and present with isolation, loss of income or work, homelessness, emotional/psychological effects such as anxiety and depression, poor health, physical injury or ongoing impairment, if pregnant, miscarriage, time off work (which might result to career vulnerability).

According to the Royal College of Psychiatrists (2002:16) most domestic violence is perpetrated by men against women. They state that characterisation and typologies of perpetrators must be applied with caution because of the generally selective and probably

unrepresentative nature of the populations studied. Hence domestic violence does not arise as a consequence of mental illness, although patients with mental illness may become violent towards family members. A perpetrator can be a normal guy next door. They continue to state that men who batter their partners are characterised as extremely hostile towards them, although highly dependent on them; they have low self-esteem; lack assertiveness; are emotionally inexpressive and tend to be socially and sexually inadequate. They use violence, often accompanied by psychological and sexual abuse as a way of controlling their partners. They also state that men who witnessed domestic violence as a child or who have experienced abuse themselves are at increased risk of repeating that pattern in their adult relationship.

1.5.6 How to move from victim to victor

An abused woman is not doomed to be a victim. The PETP works from the premise that women can move from being a victim to a victor. In order for that to happen, attendees' active involvement within a supportive environment is necessary. They should first acknowledge that they have a problem that needs to be solved. Unless they realise that they need help, they will not seek assistance. Secondly, they need to externalise the problem: this assists attendees in looking at violence as crime external to themselves that has a solution. They need to speak out to somebody they trust. There are several interventions that women can utilise in dealing with domestic violence, such as for example the South African Police Services (SAPS). Women can report their cases to SAPS and they can utilise the safety house at the Potchefstroom police station. However, most women do not call the police (Nangolo & Peltzer, 2003:26) because they fear being killed or hurt by the perpetrator or because the police sometimes regard domestic violence as a private matter. However, women are encouraged to report their cases to SAPS. Another intervention that women can consider is the protection order, which will be discussed later. They can also visit Non-Governmental Organisations such as FAMSA to receive counselling. Female victims should familiarise themselves with Government initiatives such as "16 Days of activism of no violence against women and children". They should learn and educate themselves about such interventions and how they can benefit from it.

1.5.7 The protection order

The protection order is a court order that instructs an abuser to stop committing acts of domestic violence. In the old Act, this order was referred to as an interdict (Fedler *et al.*,

1999: 162). The Act provides, in terms of section 13, for financial assistance to any party who does not have money to pay for the services of any documentation in terms of the Act. Women are required to state in their affidavit that they have no money.

It is important that attendees know where they can get this order. The protection order can be given by the magistrate of the court. According to Fedler *et al.*, (1999:171) there is no need to prove that the abuse has been going on for a long time. Only one incident would justify her obtaining the order. The victim can also use the following supporting documents to make the case strong: medical reports, photographs of her injuries, supporting affidavits from children, neighbours or family members who knows about the abuse and have witnessed its effect, the case number of police files where she has laid charges against him on previous occasions.

Fedler *et al.*, (1999: 168) summarise the procedure as follow: A client has to go to court on two separate occasions to obtain a protection order. The first appearance is to apply for the order at which time the magistrate will do one of the following things:

- Refuse to grant the order because there are not sufficient grounds to believe any act of domestic violence have occurred;
- Grant an interim order because he/she believes undue hardship may be suffered by the complainant if the order is not issued immediately, and set a returned date, or
- Not grant an interim order because he/she believes that no undue hardship will be suffered by the complainant and will notify the respondent and set a return date.

The second date is called the return date - the abuser will be called to appear in court on this day too. If the order is breached, the woman may have to come to court for the third time. The attendees are empowered with information of places where they can get help. Such as the police stations, NGO's, social workers and courts.

1.5.8 Role players involved in combating domestic violence and resource list

It is important for attendees to be knowledgeable about all the role players who are involved in combating domestic violence. This information can assist when confronted with domestic violence. The following are the role players in combating domestic violence: family members, the SAPS; the court; churches; NGO's within the community such as FAMSA, support groups; and social workers. It is important that attendees are empowered with a resource list (appendix 15).

This final part of the programme covered domestic violence, its forms and relationships within domestic violence, causes, the reasons why women stay with their abusive partners, characteristics of victims and perpetrators, how to move from victim to victor, protection order and role players in combating domestic violence and its resource list. At the beginning of this article it was highlighted that domestic violence in cohabiting and marital relationships is prominent. Hence it is then important to empower women with PETP, with the aim to move from victim to victor.

1.6 CONCLUSION

The aim of this article was to provide an overview of the theory on which the original and adapted training programme is based, as well as the information required to interpret the results of the different potential effects of the intervention. At the beginning of the article an overview of the PETP was given. It was highlighted that the PETP was divided into three core themes namely: intrapersonal skill, interpersonal skill and domestic violence education. Intrapersonal skill entailed the following themes: self-awareness, sexuality, developmental stages, needs, feelings, past and present experiences, values and beliefs self-esteem and temperament. Interpersonal skills covered the following themes: listening and attending, verbal communication, assertiveness, problem-solving and conflict resolution. The domestic violence education focused on the definition of domestic violence, forms of abuse, causes, the reason why women stay with their abusive partners. Then the exploration of how attendees can be empowered to move from victim to victor and information regarding protection order was given. Finally, the theme concludes with information and sharing on role players that can assist in combating domestic violence.

This manuscript provides a theoretical background of each of the three themes and its sub-themes of the PETP. The presentation of the PETP will be presented on the next article.

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ARTICLE 2

THE PRESENTATION OF THE PERSONAL EMPOWERMENT TRAINING PROGRAMME (PETP)

ABSTRACT

In view of the limited interventions for female victims of domestic violence, the researcher decided to develop and evaluate a Personal Empowerment Training Programme (PETP) to fit the needs of abused females. The primary aim of this article is to provide information on how the PETP can be presented in practice.

2.1 INTRODUCTION

An alarming number of woman of all races and cultures both nationally and internationally, have lost their lives to various types of violence delivered by the hands of their spouses and partners (Williams-Jackson, 2010: ii). The PETP was adapted by the researcher from the PGTP (FAMSA, *s.a.*:1) for female victims of domestic violence who are currently or were previously in an abusive relationship, whether married, unmarried or divorced. The programme aims to provide female victims with the opportunity to deal with the psychosocial consequences of the abuse (poor self-image, emotions of demoralization, loss of selfhood, self-blame and shame). The attendees are taught how repeated violence affects self-esteem and how they can break the cycle of violence. The PETP is designed for adult learning, and experiential learning is emphasised. In this programme both the learning process and learning context is of importance. The role of the facilitator is also essential, since it brings value to the programme. The article covers how the programme has been designed and how it should be presented.

2.2 BACKGROUND TO THE PETP

2.2.1 Core assumptions

The core assumption of the programme is that female victims exposed to the intervention will move from victims to victors. They will gain a positive self-image and will be in a position to assert themselves where needed. They will be empowered to implement the learned information. The training will also link them to other resources that will be of help to them in coping with the challenge of abuse.

2.2.2 Core nature of the programme

The PETP focuses on both knowledge content and experiential learning. VandenBos (2007:354) defines experiential learning as the learning that occurs by actively performing and by participating in an activity. The experiential learning process consists of four steps: (1) effectively involving the attendees in the experience, (2) letting the attendees reflect on the experience, (3) letting the attendees use their use their analytic skills to conceptualise the experience, (4) letting the attendees use their decision-making and problem solving skills in order to use the new ideas gained from the experience.

In order for the learning process to be effective, the process must enable attendees to create, acquire and transfer knowledge and to reflect on new knowledge and insight they have gained (Osland & Kolb, 2001:42). The trainer's role is of importance in each stage. The role of the trainer in the first phase is to provide structure. The trainer presents the objective of the activity and clarifies norms and time limits. Information is presented in a way that is meaningful and interesting (e.g. with visual aids and by asking questions). In the second phase the trainer's role is to help the attendees to reflect on their experience. Here the attendees have an opportunity to share their ideas and reactions. In phase three the trainer's role is to guide the attendees to reflect on the implication of the experience. It is important that attendees feel that the training is significant and that the new learning relates to their life situation. Therefore, during phase four the trainer guides the attendees to find a link between the training setting and the real world.

The attendees are presented with learning material and then involved in a process of experiential learning by means of sharing and evaluation; participating in role plays and exercises; completing questionnaires and work sheets. It follows that through this process the attendees do not only increase their knowledge, but also change their perceptions/attitude and develop some level of skill.

2.2.3 The outcomes of the programme

On completion of the training, attendees should have obtained the following outcomes:

- Better self-awareness and self-knowledge;
- The ability to understand others and to accept them as they are;

- The ability to recognize and accept their own strengths and weaknesses;
- Skills of self-management;
- Awareness of the feelings and behaviour of self and others;
- Knowledge of and insight into domestic violence;
- Knowledge regarding the resources available to victims of domestic violence, and
- The ability to utilize the information gained from the training.

The programme is divided into three themes, each with different sub-themes. Specific outcomes will be gained from each theme. The PETP should be presented in five sessions of eight hours each, with one and half hour for tea and lunch per session. The programme can be completed in five consecutive days for eight hours per day, or alternatively once a week in an eight hour session over a period of five weeks.

The activities for realizing the outcomes include: to list, explain, formulate, draw, complete, brainstorm, discuss in small groups, role-play, watch movies, self-study and assessment. The PETP can expose group members to painful memories, therefore attendees will be encouraged to utilise interventions such as counselling. The programme structure is discussed next.

2.2.4 The programme structure

The programme structure consists of three main themes, namely intrapersonal skill, interpersonal skill and domestic violence education. VandenBos (2007: 494, 498) defines intrapersonal skills as components operating or occurring within the person, such as attitudes, decisions, self-concept, self-esteem, or self-monitoring, whereas, interpersonal skills enable individuals to have effective relationships. Domestic violence education, the third theme, focuses specifically on issues of domestic violence.

Table 2.1 gives an outline of the work schedule for the PETP according to themes, time, dates and tasks.

Table 2.1: Work schedule of the PETP

| THEME | TIME | DATE | TASK |
|---|-------------|-------------|---|
| Contracting | 1 hour | Day/Week 1 | - Introduction, Norms, Expectations (<i>group work</i>) |
| Theme 1: Intrapersonal skills | 4 hours | Day/Week 1 | |
| 1. Self-awareness | | | - Why is it important to know yourself? (<i>brainstorm</i>) - Definition of concepts (<i>presentation</i>) - Outline the objectives of the theme - Ice breaker: Name game (<i>group work</i>) - Wheel of personal growth (<i>presentation</i>) - I am questionnaire (<i>individual work</i>) - Physical and mental ability/limitation exercise (<i>individual work</i>) - Exercise: Imaginary bag (<i>group work</i>) - Johari window (<i>presentation followed by individual work</i>) |
| 2. Sexuality | | | - Input (<i>presentation, group discussion & individual work</i>) |
| 3. Developmental stages | | | - Input (<i>presentation, group discussion & individual work</i>) |
| 4. Needs | | | - Input (<i>presentation</i>) - Maslow theory of needs (<i>presentation</i>) - Need exercise (<i>individual work</i>) |
| 5. Feelings | | | - Input (<i>presentation</i>) - Music exercise (<i>group work</i>) - Input (<i>presentation</i>) - Work questionnaire (<i>individual work</i>) |
| Theme 1: Intrapersonal skills (continue) | 5 hours | Day/Week 2 | |
| 6. Past and & present family experiences | | | - Family of origin exercise (<i>individual work followed by group discussion</i>) - Map of Life exercise (<i>individual work followed by group discussion</i>) - Tree of Life (<i>individual work followed by group discussion</i>) |
| 7. Values and beliefs | | | - Definition (<i>brainstorm</i>) - Exercise (<i>individual work</i>) - How to form one's values (<i>presentation</i>) |
| 8. Self-esteem | | | - Index of self-esteem questionnaire (<i>individual work</i>) - Temperament questionnaire (<i>individual work</i>) |

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|---|---------|---------------|---|
| Theme 1: Intrapersonal skills (continue) | 5 hours | Day/Week 3 | |
| 8. Self – esteem (continue) | | | <ul style="list-style-type: none"> - Input on self-esteem (<i>presentation</i>) - Interpretation of questionnaire - How self-image is formed: (Exercise of Alice), - Characteristic of poor self-image and positive self-image; and how to better your self-image (<i>group discussion</i>) |
| 9. Temperament | | | <ul style="list-style-type: none"> - What is temperament? (<i>group work</i>) - Temperament weaknesses and strengths (<i>presentation followed by open group discussion</i>) |
| Theme 2: Interpersonal skills | | | |
| 1. Listening and attending | | | <ul style="list-style-type: none"> - Listening exercise (<i>group work</i>) - Definitions (<i>brainstorming</i>) - Input characteristics of a good listener (<i>presentation</i>) - Exercise (<i>group work</i>) |
| 2. Verbal communication | | | <ul style="list-style-type: none"> - Definition (<i>group work</i>) - What is the value and implication of communication? (<i>group work</i>) - Different styles (<i>role play</i>) - Input on communication styles (<i>presentation</i>) |
| 3. Assertiveness | | | <ul style="list-style-type: none"> - Definition (<i>brainstorming</i>) - Recap on values and beliefs, linking with assertiveness by role (<i>presentation</i>) - Demonstrating communication styles (<i>role play</i>) - Input techniques of assertiveness (<i>presentation</i>) |
| 4. Problem solving | | | <ul style="list-style-type: none"> - Scenario (<i>group discussion</i>) - Steps of problem solving (<i>presentation</i>) |
| 5. Conflict resolution | | | <ul style="list-style-type: none"> - Definition (<i>brainstorm</i>) - The emotional impact of conflict (<i>buzz group</i>) - Conflict management styles (<i>presentation</i>) |
| Theme 3: Domestic violence education | 5 hours | Day/Week 5 | |
| 1. Domestic violence | | | <ul style="list-style-type: none"> - Definition (<i>brainstorm</i>) - Video (watching movies, followed by group discussion) - Forms of abuse, relationships, cycle of violence (<i>group discussion</i>) |

| | | | |
|--|--|--|--|
| | | | <ul style="list-style-type: none"> - Causes of domestic violence, why women stay with their abusive partners and characteristics of abused women and perpetrators (<i>group discussion</i>) - How to move from victim to victor (<i>brainstorm</i>) - Protection order (<i>presentation</i>) - Stake holders and resources (<i>presentation</i>) |
| | | | <ul style="list-style-type: none"> - Termination process: - Sharing feelings and saying goodbyes |

The presentation of the elements outlined in Table 2.1 will be discussed next in order to provide a clear overview of the programme and the activities that are associated with each element/component.

2.3 CONTRACTING

The programme commences with an introduction of the trainer and attendees. The trainer leads the introduction, and then each attendee is requested to take part by introducing themselves in three sentences. The trainer hands them nametags and then introduces the training programme, the rationale, and the aim of the training, the outcome, and the methodology.

The next step is the laying out of ground rules that create a safe environment for attendees throughout the training. The attendees are to set their own norms and regulations on a consensus basis. The norms are written on the flipchart and placed where it's visible for all group members to see. The group members are invited to add to the norms as the training proceeds. The trainer assists the attendees by processing the norms in terms of specificity and by modelling the norms. The focus is on confidentiality, language, punctuality, attendance and sharing as much or as little as attendees feel comfortable to share.

The programme then proceeds to verification of the trainee's expectation. Each member is given an opportunity to think of two to three things they hope to learn from this programme and the expectations are listed on the flipchart. This gives the trainer an opportunity to outline what is covered by this programme. The trainer discusses what is expected from the attendees.

2.4 THEME 1: INTRAPERSONAL SKILLS

The content of the programme starts with intrapersonal skills, the component that occurs within the individual. Attainment of insight of self and self-knowledge is one of the important objectives of the PETP; therefore it is vital that intrapersonal skills take a huge portion of this training programme. De Janasz *et al.* (2009:3, 6) add that intrapersonal skills assist in reaching self-understanding. This benefits attendees in terms of how they interact with others, how they respond to others and so on. The following are sub-themes that are covered: self-awareness, sexuality, developmental stages, needs, feelings, past and present family experiences, values and beliefs, self-esteem, and temperament.

2.4.1 Self-awareness

The first sub-theme to be covered is self-awareness. The purpose of this sub-theme is for the attendees to obtain self-awareness and gain self-insight. On completion of this sub-theme the attendees should have reached the following outcomes: understanding the importance of self-awareness, gaining knowledge regarding different aspect of self, importance of names and how to better your self-awareness.

The trainer begins the session by asking the attendees the question: “Why is it important to know yourself?” This is an open question that encourages attendees to answer broadly and aims to get them thinking about the topic. The importance of knowing yourself is then summarized based on Johnson (2006:52-53) as something that helps you control your behaviour, create impression, to be socially sensitivity, to increase problem solving skills.

The trainer also provides a definition of the concepts self-awareness, self-concept and ideal self. VandenBos (2007:833) describes self-awareness as self-understanding, which includes understanding of one’s feelings, motives, weakness and strengths. Barker (2003: 387) describes self-concept as a picture one has of him/herself. VandenBos (2007:463) defines ideal self as the image of self that a person aspires to be. To enhance attendees’ understanding the trainer explains the difference between self-concept and self-ideal by drawing a diagram on the flip chart. The trainer then outlines the objective of the sub-theme as: To help attendee’s to come in contact with who they are; to have a personal experience of being confronted with one’s negatives and positives qualities and how to better their self-awareness.

The ice-breaker called “The Name Game” follows. The objective of this ice-breaker is to introduce attendees to the journey of personal growth. This is followed by the unpacking of “The Wheel of Personal Growth”. The objective of “The Wheel of Personal Growth” is to introduce all aspects of personal growth that will be covered throughout the training programme.

The programme then moves to completing the “I Am Questionnaire”. The objective of this exercise is to explore how well the attendees know themselves, to gain self-awareness, and to encourage attendees to know themselves better. The trainer gives the attendees the questionnaire and then requests them to complete it within a short period of time. Then the trainer processes the learning of the attendees. The next activity is the physical and mental ability exercise.

The knowledge of self involves knowledge of one’s physical and mental abilities and limitations. This exercise begins with individual work. Each individual is given an A4 paper and then requested to write down five to ten physical and mental abilities. On the other side of the page they write down five to ten limitations, both physical and mental (the trainer will give an example to model for the members). The attendees are given 10-15 minutes to complete the exercise, then processing and an open group discussions follows. Processing of the exercise consists of asking the following questions: “Was it easy or difficult to do this exercise?” “Who found it easy?” “Who found it difficult?” “What does it say about you?” “What have you learned about yourself and others?” The group discussion, facilitated by the trainer, is based on the following two questions: “Why should I know my physical and mental abilities and limitations?” “What are the implications of knowing my abilities and limitations?” The aim of this portion of the session is for the attendees to explore their physical and mental abilities and limitations. The emphasis of this exercise is self-acceptance and self-improvement (Schiraldi, 2001:21).

The next activity is the “Imaginary Bag” exercise. “Imaginary Bag” is an exercise that can be explained as follows: each and every individual is born with an imaginary bag. This bag is packed with messages from birth by our parents and later in life, by grandparents, siblings, teachers and friends. This bag is filled with messages from people around us. It could be negative and positive messages. As a child you had no control over whom and what is packed in your bag, but as you grow older you become aware of messages and can choose to refuse some of these negative messages. However, sometimes you get used to accepting negative

messages. Attendees are taught how to explore their imaginary bag and also to re-park messages they have accepted to be part of their bag.

The sub-theme is concluded with a short presentation on the “Johari Window”. According to Johnson (2006:58) the “Johari Window” is used as a tool to better self-awareness. The outcome of this exercise is to obtain self-awareness, to encourage attendees to seek feedback, to continuously do self-evaluation and self-disclosure, and to encourage the attendees to take risks in order to discover their unknown potential.

2.4.2 Sexuality

The sub-theme is introduced by the trainer and then the attendees are requested to write a paragraph on how they feel about themselves with regard to their femaleness and how these feelings influence their behaviour and relationships. The trainer gives the attendees 10 minutes and then allows them to share in the open group. The first objective of this activity is to allow attendees to come in contact with their feelings as females and secondly, to explore how being female affects their behaviour towards their partners. As the group members share their views, the trainer models empathy. A summary of the definition of sexuality according to Masibambisane Training Manual (2003: 29) is provided, namely that who we are as human beings is based on our femaleness or maleness, which includes feelings, thoughts, and behaviours, being attractive and being in love, as well as intimate relationships.

A brainstorm on the difference between male and females follows, including how these differences can influence conflict in relationships. The trainer summarizes the discussion. The attendees are encouraged to recognise that they are special and unique. The trainer closes the sub-theme by emphasising that males and females are created differently, but need each other and can learn to complement each other without competing. The best thing that each person can do is to try to understand his/her own sexuality and his/her own needs based on sexuality. Every individual, regardless their gender, will be at a certain developmental stage at some point in their lives. It is important that the sub-theme of “developmental stages” is presented next.

2.4.3 Developmental stages

The sub-theme begins by directing the following questions to the attendees: “What do you understand by the term ‘developmental stages’”? “At which developmental stage do you think you are?” After the feedback, the trainer gives input on developmental stages according

to Erik Erikson's theory (Louw, Van Ede & Louw, 1998:51-54). The emphasis of this sub-theme is that every person will be at a certain developmental stage. Each stage has developmental task and challenges. If the particular developmental task at a certain stage is not properly concluded, it will create a problem in the future. Attendees are encouraged to learn about their developmental stages and its challenges, and how they cope currently. Needs are linked with developmental stages in that each developmental stage of each individual has certain needs. As part of the journey of self-awareness the sub-theme of "needs" will be presented next.

2.4.4 Needs

The trainer begins this sub-theme by explaining that all people have needs. The emphasis is that needs are normal. Each and every individual have needs based on their life stage. The point of departure of this sub-theme is that unmet needs yields certain emotions such as frustration, anger and disappointment and can also negatively affect one's self-esteem. For example, a teenager whose need for friendship is not met may experience low self-esteem. Every individual must be aware of their needs and explore how to meet these needs. Knowledge of one's need is another way of developing self-awareness.

The trainer uses the theory of an American psychologist, Abram Maslow as discussed by Huizinga (1970:21-24) to explain the sub-theme of needs. The trainer draws the triangle of the hierarchy of needs and explains it according to Maslow. The trainer moves to the need exercise. The exercise opens with a relaxation exercise and is followed with an instruction to reflect on their personal needs. The trainer then hands out the "My own needs" questionnaire. The attendees have to list their current personal needs on the questionnaire. Attendees are requested to rate the extent to which those needs are met and to give the reason why some needs are not met. Lastly, they are instructed to explore options and alternatives how to address their unmet needs.

The trainer concludes the sub-theme by seeking feedback: "What have you learned about yourself and others regarding needs?" Attendees are encouraged to consistently evaluate their needs. Needs are closely related to feelings. The researcher earlier indicated that unmet needs yield certain feelings. Therefore it is essential that feelings are discussed as a sub-theme, and therefore feelings will be presented next.

2.4.5 Feelings

Feelings are a huge part of the self. Everything that happens to a person's life affects their feelings either negatively or positively. It is therefore very important to discuss the sub-theme "feelings" as an aspect of the self. The trainer introduces this sub-theme by means of the definition according to VandenBos (2007: 371), namely that feelings are self-contained phenomenal experiences. Feelings are subjective, evaluative and are independent of sensations, and they could be either positive or negative. It is emphasised that we are all born with feelings, though we react to feelings in different ways based on our temperament (a sub-theme that is still to be covered).

The trainer plays 4 different pieces of music (1 minute each) and asks the attendees to identify how they feel while listening to the different tunes. Each attendee gives a feeling word (e.g. sad or glad). These responses are consequently explored by means of brainstorming: "Where do these feelings come from?" The trainer draws a diagram to explain what causes feelings, how feelings are related to needs, and feelings as a physical reaction and the different levels of feelings.

The attendees are given steps on how to handle their feelings, and then a discussion follows. The PGTP (FAMSA, *s.a.*:55) provides the following steps:

- Acknowledge the feeling;
- Identify the feeling;
- Give it a name (anger, sad or disappointment);
- Express this feeling, preferably through verbalization by saying "I feel ... (angry, sad, disappointed) about ...";
- Ascertain where the feeling comes from.

This sub-theme is concluded by giving each individual a work questionnaire where attendees are asked questions such as: "To whom can you communicate your feelings?" "How do you do it?" "When do you communicate these feelings?" "What happens when you communicate these feelings?" "Which feeling do you find difficult to communicate and why?" A few volunteers are asked for feedback, after which the sub-theme is concluded and the next sub-theme, "past and present family experiences" is introduced.

2.4.6 Past and current family experiences

Past family experiences are important sources of information for every individual for developing self-awareness. One's past can influence one's current experiences. The trainer begins with the "Family of Origin" exercise. The objective of this exercise is to give the attendees the opportunity to draw their family "Genogram" and to consider some pattern in their family of origin that might have had an influence on their lives and actions.

The trainer explains what a "Genogram" is according to Barker (2003:178), namely that it is a diagram that represents one's family structure extended over at least three generations. Then, an example of a "Genogram" is shown to the attendees. The trainer hands out flip chart papers, pens, crayons and felt pens to everyone, and then instructs the attendees to each draw their family "Genogram". When the attendees are finished the trainer asks for feedback: "What happened to them while they were doing the task?" "What does that make you aware of in yourself?" "Which relations have influenced you and why?" "How do you feel about that?" "How is that influencing you today?" The trainer will continually respond with empathy while receiving feedback.

The trainer requests the attendees to move from personal sharing and asks them what they learned in general from the exercise and follows up with the following question: "How can you cope with old inheritance/baggage?" The trainer encourages the attendees who still have issues with their past to deal with them by consulting with a therapist. The trainer provides attendees with references to therapists. The trainer reminds the attendees that this training is a tool that assists them to become aware of issues of the past that they still need to deal with. Attendees are reminded that some of the skills that they learn in this programme can empower them to deal with these issues if they dedicate themselves to growth. The purpose of this exercise is to show that the family of origin has an influence on the attendees and to determine the attendees' coping mechanism of their old baggage.

The next exercise is called "The Map of Life" PGTP (FAMSA, *s.a.*:15) and focuses on understanding the influence of traumas in life. This exercise is usually emotional; it allows the attendees to "re-walk" traumatic moments of their lives. The objective of this exercise is for the attendees to revisit and understand where they are with their past traumas. The trainer instructs the attendees to draw a map of their life. They are given flip charts and crayons and 15 minutes to draw their maps. The focus of this exercise is on the bad, traumatic, critical experience attendees have had from to the present day. The trainer requests the attendees to

choose a quiet spot where they can work unhindered. On the map they only indicate the age at which they experienced the trauma and a symbol (e.g. if attendee's mother died when they were 10 years old, they will draw a cross next to 10 years).

When the attendees are done drawing their maps, they are requested to share with the bigger group. The trainer models how the attendees should share. The trainer closes by giving an empathic response followed by asking the attendees what they have learnt from this exercise. This leads to the next exercise that is more lovely and relaxing, namely the "Tree of Life".

The objective of the "Tree of Life" exercise is to alert attendees that life is knitted together from good and bad patches. This exercise helps the attendees to focus and enlarge the good things that they have and that they aspire to achieve. The trainer has a flip chart with the structure of the tree already drawn on it. The roots of the tree represent the foundation of their lives; the branches represent their achievements and the blossoms their aspirations.

The attendees are encouraged not to be afraid to acknowledge their good points; this can also build on their positive self-esteem. The attendees are requested to share with the bigger group. The trainer ends by processing the experiences by asking the following questions: "How did you experience the exercise?" "Who feels differently?" "Was it more positive than the map of life exercise?" "What did you learn about yourself?" "What did you learn about people in general?" The trainer closes by a positive reinforcement.

De Janasz *et al.* (2009:51) highlight that one's set of values is the result of learning and personal experiences. "Values and beliefs" will be presented next as component of self-awareness

2.4.7 Values and beliefs

The sub-theme begins by the group brainstorming on what they think values and beliefs are. Seedhouse (2005: xxiii) describes values as individual preference or a personalised view that guides a person. The trainer asks the group where they think values and beliefs come from. It is highlighted that most of the values are based on culture, society and religion.

The trainer writes a list of values and beliefs on the flip chart with the help of the attendees. The attendees are given a few minutes to write down on an A4 page their personal values, beliefs and the ones they aspire to have. They are requested to answer the following questions: "Do you value your values and beliefs?" "How do you feel when you break your own value system and beliefs?" "Where does your value come from?"

The attendees are given an opportunity to give feedback. They are divided into small groups. The trainer explains that there are different symbols that are used in our society, community and country to express values and beliefs. The country uses a flag, communities sometimes use banners during for instance a strike, and schools use shields. The trainer has an example of these symbols ready to illustrate. The small groups are requested to choose one symbol (flag, shield or banner) to express their values or beliefs. The attendees have to present their values to the bigger group. Then the facilitator concludes by asking what they have learned. It is stated that living according to certain values provides some sort of satisfaction or happiness (Broodryk, 2006:28). When attendees are happy and satisfied, their self-esteem will be healthy. However, attendees are alerted that values can also be a source of pain and sorrow; for example, when a certain cultural group holds a value or belief that disadvantages women (the example of male is an axe he can be share). This negative belief can contribute to a low self-esteem. The next sub-theme to be presented is “self-esteem”.

2.4.8 Self-esteem

The attendees have already filled in the index of self-esteem, and the trainer has calculated the scores the previous day. The trainer starts off by giving input on self-esteem, (based on the questionnaire), before handing it to the attendees. The focus of the input is what self-esteem is and the levels of self-esteem. According to VandenBos (2007: 830) self-esteem is described as how you present yourself to others, how you feel about yourself and what you think about yourself based on physical appearance, achievements and failures, and how you relate to others. Then the index of self-esteem is handed to the attendees to check their scores. The trainer emphasises the objective of the exercise, which is to measure the level of self-esteem with the intention to continuously work on one’s self-esteem. The trainer then gives attendees one to two minutes to reflect. The trainer asks them how they feel. The trainer asks the attendees what they have learned from the exercise about themselves and others.

The exercise called “Alice” follows. The objective of this exercise is to alert the attendees how low self-esteem is formed. The exercise of “Alice” demonstrates how a low self-esteem is formed. The trainer introduces the exercise by means of a scenario of a female known as Alice. The trainer prepares a picture (with all positive attributes) of Alice before the training. The scenario highlights that Alice starts her day on a negative note, and that it moves from bad to worse. She also receives negative massages from her partner, children, colleagues and boss. She eventually believes all these negative messages about her. The basis of this

exercise is that the negative messages that people continually hear from others (parents, spouses, friends, teachers and siblings) can result in a low self-esteem. If a person continually hears that she is useless, she comes to a point of believing that. She can then start to act that way as well. The attendees are then encouraged to evaluate every criticism and choose how they are going to respond to it. It is emphasised that even if the critique is true they are still in charge of changing and doing better.

Building on the exercise of “Alice”, the trainer gives input on self-esteem. The trainer explains that our self-esteem is based on what we think about ourselves based on the following: physical appearance, intellect, interpersonal relationship and past successes and failures. The trainer elaborates on each point, linking to life experiences familiar to the attendees. To further enhance their understanding of self-esteem, characteristics of the healthy self-esteem are discussed, namely: self-knowledge, self-acceptance, self-respect, and self-concept.

The trainer divides the group into small groups for a discussion. The discussion is based on the following questions: “What are the characteristics of the person with a negative self esteem?” “What are the characteristics of a person with healthy self-esteem?” and, “How can I improve my self-esteem?” After receiving feedback from all the groups the trainer gives input adding to the group’s feedback. The attendees are encouraged to implement suggestions and input discussed in their personal lives. The next sub-theme to be presented as a component of self-awareness is “temperament”.

2.4.9 Temperament

The sub-theme commences by the trainer outlining the objectives of this sub-theme, namely to become more aware of the different temperaments, to get to know your own basic temperament, to learn more about the strengths and weaknesses of each temperament, to work on your own temperament’s strengths and weaknesses in order to grow and to gain more understanding of your temperaments and those of others.

The trainer continues by asking the group “What do you understand about the word temperament?” The trainer allows the attendees to give their responses, and then a definition according to VandenBos (2007:928) is provided. Temperament is defined as the basic foundation of personality, usually assumed to be biologically determined and present early in life, including such characteristics as energy level, emotional responsiveness, response tempo,

and willingness to explore. The trainer highlights that there are several ways to classify different temperaments. For the purpose of the PETP the four classical temperaments namely melancholic, phlegmatic, sanguine and choleric are used (Chamorro-Premuzic & Furnham, 2005:4).

The attendees were given the temperament questionnaire the previous day and the trainer has already done the calculations. The trainer gives input on the temperaments to enhance their understanding of the subject. The temperament questionnaires are given back to the attendees. The trainer gives attendees an opportunity to reflect on the information and to ask questions. The trainer facilitates an open discussion within the group.

This sub-theme is concluded by emphasising the purpose of PETP, which is attaining self-awareness and self-knowledge; to gain the ability to understand others and to accept them as they are; be able to recognize and accept own strengths and weaknesses; to acquire skills to better self-management; to be aware of the feelings and behaviour of the self and others. The second theme to be presented next is “interpersonal skills”, as part of the journey of gaining self-insight.

2.5 THEME 2: INTERPERSONAL SKILLS

Interpersonal skills enable the individual to have high-quality relations. The following sub-themes are covered in this section of the programme: listening and attending skills, verbal communication, assertiveness, problem-solving and conflict resolution.

2.5.1 Listening and attending

This sub-theme commences with an activity. The trainer asks for a volunteer to leave the training room. The trainer then reads a message once to a volunteer, who is then instructed to give the same message to the next person sent out. The message is passed up to the last member of the group. The last person to receive the message is requested to give the message to the whole group. Thereafter, the trainer asks the first volunteer who was first given the message to tell the group what she heard from the trainer. The trainer reads the original message given to the first volunteer to the group. The trainer processes the learning by asking what they think happened and why. Here the power of listening and barriers of listening is emphasised, such as information overload, trust and credibility, time, filtering, emotions and message congruency (De Janasz *et al.*, 2009:117,135-138).

The trainer asks the group what they understand by the words “listening” and “attending”. The trainer afterwards summarizes the definitions of both terms. It is emphasised that listening and attending are critical components of the communication process that goes beyond just hearing what is said. It is constructing meaning from both verbal and non-verbal communication (De Janasz *et al.*, 2009:115). The PGTP (FAMSA, s.a.:47) highlights the importance of the listener to be physically available and be attentive to the speaker. A demonstration of the skill with the help of the co-trainer or a volunteer within the group follows. The group is divided into pairs to practice the skill of listening and attending. The practice of the skill solidifies the attendee’s understanding.

The trainer proceeds with the lesson by describing what a good listener is according to PGTP (FAMSA, s.a.:47), namely that good listeners are attentive to non-verbal cues, e.g. facial expressions, energy levels, grooming, posture, unconscious habits or gestures and silences. It is pointed out that these observations should not be taken as a valid basis for making judgments, but taken as observations to be confirmed or denied over time by the person’s behaviour.

The sub-theme is concluded by an exercise. The trainer divides the group into pairs and then requests one in each pair to go outside. The listener is instructed not to pay attention when the other partner has a conversation with them. The other partner is instructed to have a conversation with the first. Afterwards the learning is processed by asking the following questions: “How did you feel when you were ignored?” “What have you learned from this exercise?” “What have you learned about yourself and others?” The sub-theme is concluded with the statement: “Do to others as you wish them to do unto you”. The emphasis is on the importance of listening to others. The attendees who have been ignored will share their feelings with the group. Listening and attending skills are components of communication. Another component of communication is “verbal communication”.

2.5.2 Verbal communication

This sub-theme starts by asking the attendees what they understand by the word communication. Together a definition of verbal communication is constructed based on (De Janasz *et al.* (2009:131), which includes the following: communication is the exchange of information between two or more persons; there’s a sender and the receiver of information; the receiver should understand the information as intended by the sender; communication has a non-verbal aspect - body language; facial expression, gestures, posture and sign language.

This is followed by an open group discussion based on the following questions: “What does communication mean to you?” “What is the value of communication?” “What is the implication of communication?” The trainer summarizes the discussion and then moves to a role play. The trainer requests three volunteers to read a social drama (role play). The trainer briefs the role players on the different styles as they move from style to style of communication. The rest of the attendees are instructed to observe. After each style the facilitator assists the attendees to process what they have observed by asking the following questions: “How would you describe this style of communication?” “What is the tone of the communication and feelings?” “What did you observe about this style regarding the tone of the voice, length of the sentences, speed of talking?” Then the trainer gives input on each style based on PGTP (FAMSA, s.a.:66-67) to solidify the learning of the attendees. The volunteers are de-rolled afterwards.

The trainer concludes the sub-theme by giving input on the use of selective communication PGTP (FAMSA, s.a.:68) and furthermore on how to improve marital and family communication. This information helps attendees in their marital relationship and also in relationships in general. The trainer processes their learning by asking the attendees what they have learned. “Assertiveness” is presented next as part of attaining self-awareness.

2.5.3 Assertiveness

Attendees are taught the skills of assertiveness because it is essential in every day live. Domestic violence often strips the attendees of their ability to stand up for their rights, beliefs, and values. This sub-theme begins by brainstorming on what assertiveness is. The trainer summarizes assertiveness as the ability of the person to say “no” when they mean “no” and to say “yes” when they mean “yes”, without comprising their feelings and the feelings of others. The trainer refers to Weisinger’s (2000:122) definition that states assertiveness as the ability to stand up for oneself.

The trainer recaps on values and beliefs (point 4.7) and then asks the group to list their personal rights. The emphasis is that for a person to be assertive they need to understand their values, beliefs and rights. It is difficult to assert oneself on something one does not believe.

Four different role-plays follow. These role-plays assist attendees to see four different types of behaviour namely: aggressive, passive, passive aggressive and assertive communication. The trainer asks three volunteers to role-play and the remaining group members to take notes

of the verbal and non-verbal behaviour they observe. After the four role-plays are concluded, the trainer continues to de-role the volunteers. The following questions are asked to process the learning: “How was the verbal behaviour?” “How was the non-verbal behaviour?” “What happened?” “What about the feelings?” Then trainer requests attendees to share what they have learned about themselves and other people in general? The trainer gives input on the different style of behaviour reflected in the role play based on the PGTP (FAMSA, s.a.:76-77).

Then the trainer explores examples of assertive communication with the group. The attendees are alerted to the importance the message non-verbal communication gives regarding how assertive or unassertive you are when exercising assertiveness and that we could use our body language to help reinforce our assertiveness (Weisinger, 2000:125).

Input by the trainer on techniques of assertiveness is given according to the PGTP (FAMSA, s.a.:77). This information enhances the attendee’s understanding of the importance of assertiveness. Recap on the role-play done early on the assertive behaviour to further elaborate on the techniques of assertiveness. The trainer then processes the learning and summarizes. The next sub-theme to be presented is “problem solving”.

2.5.4 Problem solving skills

This sub-theme begins with the scenario that the trainer narrates to the group: Your car stops in middle of your journey and refuses to restart. “What would you do?” As the attendees answer the questions the trainer explores with them the steps in problem solving adapted from Weisinger (2000: 49-54) namely specifically identifying and defining the problem situation; changing your perception of the situation; brainstorming on possible alternative solutions; exploring the advantages and disadvantages of all possible solutions; choose the best solution; breaking down your best solution into small attainable steps; implementing the solution; and evaluating success. Implementing these steps will enable the attendees to solve their problems. The trainer confronts them with different scenarios, so that the attendees can practise these steps. The sub-theme is concluded by emphasising the importance of practising and mastering skills and the final sub-theme of the interpersonal skill to be presented next is “conflict resolution”.

2.5.5 Conflict resolution

This programme departs from the point of view that conflict is normal in all relationships, including marital relationships (De Janasz *et al.*, 2009:227). Attendees are taught conflict resolution skills in order to better their interrelations with others. Being empowered with conflict resolution skills will assist in handling conflict positively.

This sub-theme opens with an open group discussion on a definition of conflict. Attendees are requested to define conflict in their own words. The attendee's definition is then summarized according to De Janasz *et al.* (2009:226) as an expression of a struggle between at least two interdependent parties who perceive incompatible goals, scarce rewards and interference from the other party in achieving their goals.

The group is divided into small buzz groups (pairs) and each is requested to briefly share a conflict situation they have recently had. Thereafter feedback to the bigger group is facilitated by asking the group member the feelings they have experienced while discussing conflict situations. According De Janasz *et al.* (2009:226) feelings such as anxiety, sadness, anger, hostility, frustration, tension and annoyance might be experienced. A discussion on how our feelings influence how we handle conflict situation follows. The discussion is prompted by questions such as: "Is it normal to find it scary to be confronted with anger?" "Is conflict good, bad or both?" The trainer writes the responses on a flip chart. Once the group agrees on the feelings surrounding conflict, the causes of conflict are explored. The group brainstorms the causes of conflict and in the process they are made aware of the role values, procedures, interest, data, communication and relationships play in conflict (Isenhart & Spangle 2000:14-16).

The trainer then explores different conflict management styles, namely competing, avoiding, compromising, accommodating and or collaborating styles (Folger et al., 2001:69; Isenhart & Spangle, 2000:26-27). It is highlighted that the collaborative style is more useful (Isenhart & Spangle, 2000:7) and is characterised by active listening and focused empathic communication that seeks to satisfy the interests and concerns of all parties. The facilitator solidifies the attendees' learning by summarising the guidelines for effective conflict resolution according to Van Heerden (2005: 46): such as starting with a right attitude and understanding both sides of the problem, conflict, needs and preferred outcomes. Several options and plans to satisfy shared interests are brainstormed.

The sub-theme is concluded by reflecting on conflict styles, while the trainer ascertains whether the attendees are able to link their conflict styles with their temperament (point 2.4.9). The next portion of the presentation is the last theme, namely “domestic violence education”.

2.6 THEME 3: DOMESTIC VIOLENCE EDUCATION

In theme 3 the following sub-themes are covered: definition of domestic violence, forms of domestic violence, causes of domestic violence, why women stay with their abusive partners, the characteristic of victims and perpetrators of domestic violence, how a female victim can move from victim to victor, the protection order, role players in combating domestic violence and resource list.

2.6.1 Domestic violence defined

The session opens with a group discussion on domestic violence. The attendees are allowed to describe domestic violence in their own words. Attendee’s inputs are then summarized according to Domestic Violence Act, 1998 (Act 116 of 1998). “Forms of abuse and relationships within the domestic violence” are presented next.

2.6.2 Forms of abuse and relationships within domestic violence

To further enhance the attendees’ understanding, a movie called *Madia’s reunion* is shown for 105 minutes. The attendees are instructed to observe and learn from the movie. This activity is followed with a group discussion and the following topics are covered: types/forms of abuse and the relationships that exist during domestic violence according to Violence Act, 1998 (Act 116 of 1998). The knowledge gained empowers attendees to determine what forms of abuse they have experienced as individuals. For example, most married women do not consider forced sex by spouse as rape. Attendees also need to differentiate domestic violence from criminal offences; hence the knowledge of relationships within the domestic violence should be outlined.

2.6.3 Causes of domestic violence

The trainer point out that domestic violence is ongoing and repetitive. Violence in homes usually occurs in a cyclical pattern called the domestic violence cycle (Fedler, Pantazis, Goldblatt & Tshwaranang legal advocacy, 1999: 113) and then requests the group to divide into smaller groups to discuss the causes of domestic violence. A summary is outlined

according to Women's Aid (2009:7) highlights that domestic violence is caused by the dynamics of power and control in relationships. Societal and cultural beliefs/perceptions such as blaming the victim for violence, putting family before the safety of the women and privileges that men have over women and children can also be grounds for domestic violence. Domestic violence is however rather a learned behaviour than a consequence. Alcohol and/or drug abuse and financial and work problems are often contributing factors.

2.6.4 Why women stay with their abusive partners

In the 8 years the researcher have been practising social work, she has observed the struggle women face in deciding to leave their abusive partner. This has been a combination of many factors, which will be elaborated on next. The trainer facilitates an open group discussion on why women stay with their abusive partners. The feedback is summarised according to (Women's Aid, 2009:11); and Harne and Radford, (2008:46-54): namely hope that her partner will change; she may still care for her partner; she may feel ashamed about what has happened or believe that it is her fault; financial dependence; fear due to being threatened; low-self esteem; staying because of children; she may not know where to go; she may be isolated from her family or friends or be prevented from leaving the home or reaching out for help (Royal College of Psychiatrists, 2002:9), and cycle of violence.

2.6.5 Characteristics of female victims and perpetrators of violence

The trainer divides the group into groups of three. The attendees are requested to discuss characteristics of abused women and characteristics of perpetrators. The feedback of the characteristics of the female victim is summarised according to Women's Aid (2009:10) and Domestic Violence Overview (2009:2), feedback of the characteristics of perpetrators are summarised based on the Royal College of Psychiatrists (2002:16). The trainer then links their discussion to the movie watched earlier and the sub-theme is closed.

2.6.6 How to move from victim to victor

Consequently the group brainstorm the question: "How can victims of domestic violence moves from victim to victor?" This exercise alerts the attendees to alternatives when they are confronted with domestic violence. The following can be considered by victims when seeking assistance: They first have to acknowledge that they need help, have to gain self-motivation to seek help, and have to identify support systems, which could be a family member the woman trusts, a Priest, social workers, the SAPS and the court. It is however

appreciated that female victim finds it difficult to call the police because of the fear of being killed by the perpetrator (Nangolo & Peltzer, 2003:26).

2.6.7 The protection order

The trainer gives input on the protection order according to (Fedler *et al.*, 1999: 162) as one of the interventions provided by the government. This includes the following: what the protection order is, who it is meant for, where you can get it, the fees involved, the procedure and process.

2.6.8 Role players involved in combating domestic violence

The theme is concluded by a discussion of the role players involved in combating domestic violence. The family of the victim can play a significant role of support in combating domestic violence. The following role players can be of assistance in combating domestic violence, namely: Family members, SAPS; Court; Churches; NGO's within the community such as FAMSA, support groups; Social workers. The resource list is made with the assistance of the trainer (see attached appendix 15). This information enables the attendees to make informed decisions on where to get assistance when needed. The trainer summarizes the whole session, and then encourages the attendees to take responsibility for their own lives. It is emphasised that self-knowledge is powerful tool and that it is not a once-off incident, but rather a lifetime journey that opens doors of possibilities.

2.7 TERMINATION PROCESS

The trainer ends the programme by engaging the attendees in a termination process. The group bonds and connects with each other and also with the trainer; hence it is essential to conduct a termination process. The termination process will assist the attendees to detach from the group and the trainer. It also assists them in planning their way forward with regard to what the member has gained from training. The trainer prepared the attendees during contracting that day five will be the last day of the training. On completion of the group session the trainer requested the attendees to review the programme and also to look back at the expectations of the group. The trainer also explores the feelings of the attendees. The group was facilitated for five days. The attendees formed bonds with one another and they have learnt to share information and personal information with one another. The trainer asks attendees how they feel about the termination of the group. Members usually respond that it is not easy to end the training due to the bond that has been formed with other group members

and with the trainer. They usually indicate feelings of sadness, loss, and anxiety, while others express positive feelings such as hope, love and optimism. The trainer allows the attendees to express these feelings and to explore why they felt that way. The SANDF members who needed further intervention are referred to their Unit Social Workers, while those from the Ikageng community to relevant community social workers.

The trainer credits attendees on the great work they have done by being part of the programme. The trainer also emphasizes that she has learned much from interacting with the group. She pointed out the progress throughout the training. The trainer explored with attendees what issues they have sorted out for themselves and what issues they still need to work on. The trainer voices her gratitude on the opportunity given to her by attendees and wished the all well and they said their goodbyes.

2.8 PRINCIPLES UNDERLYING THE PRESENTATION OF THE PROGRAMME

The success of a training programme does not depend only on the content of the training programme, but also on the competence of the presenter. The presenter should be knowledgeable of the subject matter and able to present it skilfully as part of an effective learning process (Kleingeld, 2004:29). The other factors that influence the success of the training programme are the learning process and the learning context. The underlying principles are briefly discussed.

2.8.1 The trainer

The role of the trainer is to guide each attendee through a learning process and to facilitate the internalisation of new knowledge, attitude and behaviour. The trainer provides the structural role in training programmes. The trainer guides the group to a predetermined goal, providing a structured working process by using experiential learning. The group will attain its goal while individual growth is also achieved.

The trainer has the following role to play: Observation – A trainer looks at and listens to what takes place in group; plays the role of recording – she mentally or visually records, and analyses and interprets what she has seen or heard; a trainer seeks for feedback from the group; provides guidance to the group and uses various techniques and skills to guide the group to the desired goal.

2.8.2 The learning context

In this training programme both the learning process and the learning context is essential. Kleingeld (2004:31) states “The concrete context in which a programme is presented could have a positive or negative impact on its effectiveness. The context includes the quality of the learning material and the teaching media (transparencies and handouts), the suitability of the venue and the relevance of the themes addressed”.

2.9 CONCLUSION

The aim of this article was to explore on how the PETP programme was designed to be presented. In this article the background of the programme was covered, which entailed the core assumptions, the nature of the programme, the outcomes and structure of the programme. The elements regarding structure of the programme were outlined and the clear overview of the programme and its activities were provided. Attendees were engaged in the programme through experiential learning. The programme was divided into three main themes namely: intrapersonal skills, which was concerned with components inside the self; and interpersonal skills, which was focused on skills that assist attendees on improving their interaction with others and finally domestic violence education, which provided the presentation of domestic violence information. The principles underlying the presentation of the programme were also covered and it entailed the role of the facilitator and the importance of the learning context. In the next article will look at interpretation of results of the PETP.

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ARTICLE 3

THE EFFECT OF THE PERSONAL EMPOWERMENT TRAINING PROGRAMME (PETP)

ABSTRACT

Background: The Personal Empowerment Training Programme (PETP) is a tool that was designed to enable female victims of domestic violence to use constructive ways to deal with the effects of such violence on their self-image, emotions, morale and self-esteem. The aim of the PETP is to give attendees a learning opportunity during which they can discover and participate in a process of self-understanding so that they master alternative ways of dealing with their feelings, behaviour and situation. The PETP is an adaptation of the FAMSA Welkom Personal Growth Training Programme (PGTP). The primary aim of this article is to report the results of the effect of this programme on this client system based on an empirical measurement.

Aim: The primary aim of the study was to determine what effect the PETP has on the knowledge, attitude and behaviour of female victims of domestic violence in Potchefstroom.

Methods: The research made use of a comparison group, a pre-test and post-test design and triangulation. Five measurement scales and a presenter's evaluation questionnaire were developed and used. The research involved 28 experiential group respondents, 28 comparison group members, a focus group and one presenter.

Results: The programme, for the most part, had a practically significant effect on the knowledge, attitudes and behaviour of the attendees and could, consequently, be deemed as an effective tool to address a number of issues related to domestic violence.

3.1 INTRODUCTION

The Personal Empowerment Training Programme (sometimes abbreviated with "PETP") was adapted by the researcher from the Personal Growth Training Programme (PGTP) of FAMSA in Welkom in order to meet the specific needs of female victims of domestic violence. It targeted those who are currently or were previously in an abusive relationship. The programme aimed to provide female victims with the opportunity to deal with the poor self-image, negative emotions, demoralization and loss of selfhood, self-blame and shame that most often accompany domestic violence. This was done by providing them with a learning

opportunity through which they could discover and participate in a process of self-understanding in order to master alternative ways of dealing with their feelings and behaviour. The PETP was implemented by the researcher over a period of three weeks with three groups. The primary aim of this article is to report the results of the measurement of the effect of this programme on this client system.

3.2 THE BACKGROUND AND NATURE OF THE PETP

The researcher was a social worker at FAMSA Welkom during the period 2004 to 2006. FAMSA had a policy that every new employee should undergo the FAMSA Welkom Personal Growth Training Programme (PGTP). The PGTP is a tool that was used by the organization to enable individuals to gain self-knowledge and self-awareness, in order to acquire self-acceptance and to better their skills. The PGTP was inspired by the high divorce rate, which stemmed from problematic relationships (FAMSA, s.a.: 1). The researcher also underwent this training, and it changed her life for the better. Later, the researcher became a PGTP trainer. The researcher also used the content of the PGTP during her counselling sessions and, as a result, became familiar with the programme and its application possibilities. Although the effect of the PGTP was never formally measured, the researcher witnessed not only its impact on her own life, but also in the lives of numerous client systems such as female victims of domestic violence.

The researcher relocated to Potchefstroom and since worked for SANDF. It soon became clear that domestic violence made up a significant share of the case load, and that many women were challenged by its negative effects. The question arose whether the PGTP could benefit these women. This became the inspiration for the researcher to test if the PGTP would have a positive impact on female victims of domestic violence.

The PGTP was adapted to suit the specific needs of this new target system. Due to its unique features and new focus, the title of the programme was changed to the “Personal Empowerment Training Programme” (PETP). It is divided into three primary themes namely, intrapersonal skills, interpersonal skills and domestic violence. The section on intrapersonal skills focuses on self-understanding and self-development. It covers sub-themes such as self-awareness, sexuality, developmental stages, needs, feelings, past and present family experiences, values and beliefs, self-esteem and temperament. The second theme deals with interpersonal skills. Here women are empowered with skills such as listening and attending; verbal communication; assertiveness; problem-solving and conflict resolution skills. The

final theme is domestic violence education. This theme covers the following: a definition of domestic violence, forms of domestic violence, causes of domestic violence, exploring why women stay with their abusive partners, characteristics of victims and perpetrators of domestic violence, moving from victim to victor, the protection order, role-players in combating domestic violence, and resources in Potchefstroom.

The programme targets both married, unmarried or divorced women who may currently be in an abusive relationship or who were previously in one. It provides female victims with the opportunity to deal with a poor self-image, emotions and demoralization, as well as a loss of selfhood, self-blame and shame. The participants are taught how repeated violence affects a person's self-esteem and how they can break the cycle of violence. The aim of the PETP is to give participants a learning opportunity through which they can discover and participate in a process of self-understanding in order to develop alternative ways of dealing with their feelings and behaviour. The PETP runs for five days and is presented preferably to no more than 15 persons per group.

The content and main activities of the programme are summarised in Table 3.1.

Table 3.1: The themes and presentation of the PETP

| THEME | SUB-THEME | METHODS |
|--|---|---|
| Theme 1: Intrapersonal skills | <ol style="list-style-type: none"> 1. Self-awareness 2. Sexuality 3. Developmental stages 4. Needs 5. Feelings 6. Past and & present experiences 7. Values and beliefs 8. Self-esteem 9. Temperament | Presentation Group work Group discussions Individual work Brainstorming Questionnaires |
| Theme 2: Interpersonal skills | <ol style="list-style-type: none"> 1. Listening and attending 2. Verbal communication 3. Assertiveness 4. Problem solving 5. Conflict resolution | Presentation Group work Buzz groups Group discussions Individual work Brainstorming Role play |

| | | |
|---|---|---|
| Theme 3: Domestic violence education | <ol style="list-style-type: none"> 1. Domestic violence defined 2. Forms of abuse 3. Causes of domestic violence 4. Why women stay with their abusive partners 5. Characteristics of abused women and perpetrators 6. How to move from victim to victor 7. Protection order 8. Role players and resources | Presentation Watching a film Group discussions Brainstorming Group discussions Group discussions Presentation Group discussion |
|---|---|---|

3.3 AIM AND OBJECTIVES

The primary aim of the study was to determine the effects of Personal Empowerment Training Programme (PETP) on the knowledge, attitude and behaviour of female victims of domestic violence in Potchefstroom.

In order to achieve this aim, the following four objectives were pursued:

- To ascertain the degree to which the content and the presentation package of the PETP is theoretically grounded;
- To ascertain whether the training has a practically significant effect on the knowledge, attitudes and behaviour of female victims of domestic violence in Potchefstroom;
- To determine to what extent the quality of the presentation of the training affected the impact of the programme; and
- To provide guidelines for the improvement of the Personal Growth Training Programme.

The first objective was already covered elsewhere, and therefore the focus of this article will primarily fall on the later three.

3.4 RESEARCH DESIGN

The empirical study primarily made use of an experimental pre-test - post-test control group research design (Fouché & De Vos, 2002:147). This was augmented with a focus group study.

3.4.1 Participants

Both the experimental group and control group consisted of 28 participants each. The participants were primarily selected on a stratified random basis, but the process also included an element of quota sampling (Strydom, 2011:230,232).

In addition to the experimental and control group, one focus group consisting of 8 participants was mobilised two months after training. The primary purpose of this step was to ascertain to what extent the participants had utilised their newly acquired knowledge, attitude and skills in practice. It also helped the researcher to identify and record the strengths and weaknesses of the programme itself.

3.4.2 Measuring instruments

- Three categories of measuring and data collecting instruments were utilised during the study. These included a set of knowledge, attitude and behaviour (KAB) questionnaires, a presentation evaluation questionnaire and a focus group interviewing schedule.
- The following basic procedure was followed in the design of the instruments: The researcher, with the help of a panel of experts, designed the KAB questionnaires (see Appendix 1-10). These were primarily based on the unique outcomes and content of the training programme. Their aim was to measure the programme's effect on the participant's knowledge, attitude and behaviour. They were completed before and after the intervention.
- A programme value scale (see Appendix 11) was included as part of the post-intervention measurement package that were completed by the experimental group. It enabled them to give feedback on each of the themes that were covered by the training.
- The facilitation assessment scale (FAS) (Weyers & Rankin, 2007: 92-112) was also used in the research (see Appendix 11, section 5 to section 8). It covered the participants' experience of the facilitator and his/her presentation, as well as the learning experience and programme content.
- The presenter evaluated the programme throughout and noted every observation in order to write comments and recommendations.
- A focus group session was conducted two months after the completion of the training to evaluate the longer term effect of the programme on the knowledge, attitude and behaviour of attendees. Feedback about the relevance and value of sub-themes was

obtained, as well as on the presentation itself. See Appendix 17 for the focus group protocol.

- In order to bridge potential shortcomings in the instruments, the data produced by the various instruments was triangulated (cf. Bryman, 2003; Hilton, 2002; Patton, 2002).

3.4.3 Methods of investigation

The research procedure consisted of four basis steps.

3.4.3.1 Literature study

A comprehensive literature study was conducted as a basis for the study. The topics that were covered included personal growth, emotional intelligence, self-awareness, aspects of self, feelings, self-esteem, temperament, developmental stages, sexuality, needs, values and norms, physical and mental abilities, spiritual aspects, social awareness, social skills, programme development and evaluation, and domestic violence. The sources included relevant South African and international publications with regard to personal growth and emotional intelligence, relevant local and international publications on domestic violence, as well as other documents such as the FAMSA Personal Growth Manual, the Domestic Violence Act and other policies related to domestic violence.

Databases consulted: Ferdikat, Nexus, ILL, EBSCO Host, Social Work Abstracts, Social Sciences Index and Psychilit: Psychology database.

3.4.3.2 Pilot study

The next phase in the research involved a pilot study. This entailed the development of the questionnaires, their evaluation by experts and finally the pilot testing. The pilot study was conducted during November and December 2009. The result of this process was used to improve the measurement instruments and the programme itself.

3.4.3.3 The main study

The experimental group (28 women) completed the pre-test questionnaire on the first day before they were exposed to the PETP. After the training the experimental group completed the post-test questionnaire. The control group (28 women) completed the pre- and post-questionnaires without being exposed to the PETP. The control group did not complete the programme evaluation questionnaire. The follow-up of the focus group (8 women) was done two months after the completion of the training. The results of the focus group will be

reported as per theme and will also be incorporated in the final findings and recommendations. See Appendix 18 for a summary of the focus group findings. The results of all the measurements was analysed and interpreted.

3.4.3.4 Analysis and interpreting

The fourth step entailed the analysis of research results and interpretation.

In order to measure the practically significant change, Cohen's formula for calculating the effect size was used. This type of effect size is also known as Cohen's d-value (Cohen, 1988:20-7; Steyn, 2000:1-3).

A four step procedure was followed in order to calculate the size of the effect that the programme had on the respondents. The first step entailed the calculation of the d-value of the scales and questions that were administered to experimental group only. The following formula was used for this purpose:

$$d = \frac{\mu \text{ diff}}{\sigma \text{ diff}}$$

Where:

d = effect size

$\mu \text{ diff}$ = average of scores in the experimental group (abbreviated with " $\mu 1$ ")

$\sigma \text{ diff}$ = standard deviation of difference score

The second step was to determine if there were any significant differences between the pre-tests and post-tests scores of the experimental group and comparison groups.

To compute the net difference per scale, Cohen's formula for calculating the effect size between two groups were used. The formula is as follows (Cohen, 1988:20-7; Steyn, 2000:1-3):

$$d = \frac{\mu 1 - \mu 2}{\sigma}$$

Where:

d = effect size

$\mu 1$ = average score in experimental group (e)

$\mu 2$ = average score in comparison group (c)

$\mu 1 - \mu 2$ = difference between average difference

σ = maximum standard deviation of difference score.

The following guidelines can be used to judge all d-values:

- $d = 0.2$: This indicates a small effect, implying that research should be repeated in order to confirm if there is an effect.
- $d = 0.5$: This indicates a medium effect, implying that result can be viewed as significant, but also that better planned research could produce even more significant results.
- $d = 0.8$: This indicates a large effect that is of practical significance.
- There are no absolute boundaries between the three d-values, and therefore concepts such as ‘small to medium effect’ and ‘large effect’ can be used (Spatz, 2001:74-5).

The last step was to perform an effect size-analysis of the scale to determine the respondents’ experience of the value and relevance of the programme, and the influence of the quality of the presentation. The same formula that was used to determine the effect size within the group was used for this purpose. It was:

$$d = \frac{\mu_{diff}}{\sigma_{diff}}$$

Besides effect sizes (d-value), descriptive statistics such as totals, percentages, averages and standard deviation was used in some scales and questions.

3.4.4 Problems encountered in the research

The research process and results were impeded by especially three factors.

Firstly, the trainer was in an advanced stage of pregnancy during the presentation of the programme. This affected her energy levels during the day and she experienced contractions during training, which was a concern to both her and the trainees. On the positive side, the pregnancy contributed to bonding in the group because the trainees were all female and they identified with the trainer and as a result became very involved.

Secondly, the majority of the first group consisted of unemployed females. As a result half of the group did not complete the training due to lack of transport. One participant was forbidden to complete the course by her partner. The third problem was that the questionnaires were difficult for some participants to understand. As a result some participants rated themselves as excellent even before the training. This affected the results of the impact of the programme.

It was at first difficult to recruit group members for training. However, groups two and three

included group members who had been recommended by persons who had already completed the training.

3.4.5 *The composition and reliability of the measurement instruments*

A total of 23 separate scales were used to measure the effect, value, relevance and quality of the presentation of the programme. In the research, it was first necessary to ascertain to what extent each of these scales could be viewed as reliable. For this purpose, each scale's Cronbach alpha coefficients (abbreviated with "α") (Gravetter & Foranzo, 2003:455) was calculated. Due to the non-clinical nature of the scales/subscales, α = 0.5-0.79 was viewed as acceptable and α ≥ 0.8 as highly reliable (cf. Jackson, 2003:87-91).

The scales, their themes and sub-themes, as well as each one's α is summarised in Table 3.2.

Table 3.2: Composition and reliability of the measurement instruments

| THEMES AND SCALES | SUB-THEMES | A |
|---|---|--------|
| THEME 1: INTRAPERSONAL SKILLS | | |
| Day 1 | | |
| Scale 1: Intrapersonal skills: Objective knowledge 1 | <ul style="list-style-type: none"> • Self-awareness • Sexuality • Past and present family experiences and needs | 0.76* |
| Scale 2: Intrapersonal skills: Attitudes 1 | <ul style="list-style-type: none"> • Self-awareness • Sexuality • Developmental stages and feeling | 0.63* |
| Scale 3: Intrapersonal skills: Subjective knowledge 1 | <ul style="list-style-type: none"> • Self-awareness • Sexuality • Developmental stages • Needs and feelings | 0.93** |
| Scale 4: Intrapersonal skills: Behaviour 1 | <ul style="list-style-type: none"> • Self-awareness • Needs and • Feelings | 0.51* |
| Day 2 | | |
| Scale 5: Intrapersonal skills: Objective knowledge 2 | <ul style="list-style-type: none"> • Values and beliefs • Past and present family experiences | 0.63* |
| Scale 6: Intrapersonal skills: Attitudes 2 | <ul style="list-style-type: none"> • Values and beliefs • Past and present family experiences | 0.73* |

| | | |
|---|---|--------|
| Scale 7: Intrapersonal skills: Subjective knowledge 2 | <ul style="list-style-type: none"> • Values and beliefs • Past and present family experiences | 0.93** |
| Scale 8: Intrapersonal skills: Behaviour 2 | <ul style="list-style-type: none"> • Values and beliefs • Past and present family experiences | 0.78* |
| Day 3 | | |
| Scale 9: Intrapersonal skills: Objective knowledge 3 | <ul style="list-style-type: none"> • Self-esteem • Temperament | 0.81** |
| Scale 10: Intrapersonal skills: Attitudes 3 | <ul style="list-style-type: none"> • Self-esteem • Temperament | 0.85** |
| Scale 11: Intrapersonal skills: Subjective knowledge 3 | <ul style="list-style-type: none"> • Self-esteem • Temperament | 0.93** |
| Scale 12 Intrapersonal skills: Behaviour 3 | <ul style="list-style-type: none"> • Self-esteem • Temperament | 0.76* |
| THEME 2: INTERPERSONAL SKILLS | | |
| Day 4 | | |
| Scale 13: Interpersonal skills: Objective knowledge | <ul style="list-style-type: none"> • Listening and attending • Verbal communication • Assertiveness • Problem solving skills • Conflict resolution | 0.58* |
| Scale 14: Interpersonal skills: Attitudes | <ul style="list-style-type: none"> • Verbal communication • Assertiveness • Conflict resolution | 0.65* |
| Scale 15: Interpersonal skills: Subjective knowledge | <ul style="list-style-type: none"> • Listening and attending • Assertiveness • Problem solving • Conflict resolution | 0.88** |
| Scale 16: Interpersonal skills: Behaviour | <ul style="list-style-type: none"> • Listening and attending • Verbal communication • Assertiveness • Problem solving skills • Conflict resolution | 0.73* |
| THEME 3: DOMESTIC VIOLENCE EDUCATION | | |
| Day 5 | | |
| Scale 17: Domestic violence: Objective knowledge of domestic violence | <ul style="list-style-type: none"> • Domestic violence • Forms of abuse • Protection order | 0.88** |

| | | |
|--|---|--------|
| Scale 18: Domestic violence: Attitudes | <ul style="list-style-type: none"> • Forms of abuse • Causes of domestic violence • Resources in Potchefstroom | 0.796* |
| Scale 19: Domestic violence: Subjective knowledge | <ul style="list-style-type: none"> • Definition of domestic violence • The protection order • How to move from victim to victor • Why women stay with their abusive partners • Role players in combating domestic violence | 0.91** |
| Scale 20: Domestic violence: Behaviour | <ul style="list-style-type: none"> • Forms of abuse • How to move from victim to victor • Role players in combating domestic violence | 0.54* |
| THE PROGRAMME'S VALUE, RELEVANCE AND PRESENTATION | | |
| Scale 21: The value of the programme | | 0.74* |
| Scale 22: The relevance of the programme | | 0.87** |
| Scale 23: Quality of the programme's presentation | | - |
| <ul style="list-style-type: none"> • Subscale 23.1: Evaluation of the presenter | | 0.60* |
| <ul style="list-style-type: none"> • Subscale 23.2: Evaluation of the presenter's presentation skills | | 0.69* |
| <ul style="list-style-type: none"> • Subscale 23.3: Evaluation of the learning process | | 0.65* |
| <ul style="list-style-type: none"> • Subscale 23.4: Evaluation of the presentation context | | 0.77* |

* $\alpha = 0.5-0.79$: *Reliable*

** $\alpha \geq 0.8$: *Highly reliable*

Table 3.2 indicates that all the scales that were used in the study complied with the minimum reliability requirement of $\alpha = 0.5+$. Of these, nine proved to be highly reliable (i.e. $\alpha \geq 0.8$). This finding implies that all the results/data produced by the scale could be used with confidence.

The following should be noted regarding the contents and context of the scales:

- The scales were designed in such a way that they would make provision for all the contents that were covered during a particular day. Because the first theme (intrapersonal skills) stretched across three days, it resulted in three scales for each KAS component.
- The scales dealt with two dimensions of knowledge, viz. so-called “objective” and “subjective knowledge. Knowledge can be referred to as the comprehension of the facts with regard to a specific phenomenon. The concept “objective knowledge” will refer to the participants’ actual comprehension of the facts regarding a certain subject that can be measured by means of typical true/false questions. “Subjective knowledge” will designate the participant’s (subjective) perceptions regarding the extent to which he or she has mastered a certain subject matter (Jarvis, 1990:323).

3.5 THE EFFECT OF THE PROGRAMME

In measuring the effect of the programme, it was accepted that they would already have possessed certain knowledge, attitudes and skills prior to their exposure to the programme/intervention. These levels were measured by means of the pre-tests. The effect of the programme would then be measured by analysing the difference in the scores produced by this pre-test and those of the post-test. The results of this process are discussed next.

3.5.1 *Repeated measures ANOVA*

Repeated measures (ANOVA) were done over the whole 5 day programme in order to determine differences between the experimental group (e) and control group (c). The P = 0.007 in Table 3.3 shows that the experimental group and control group did not react in the same way over this time period. This result could be expected. Figure 3.1 also shows that there is a consistent difference between the experimental group and control group over time. This implies that you cannot compare these two groups and that, in further analysis, the pre-tests and post-tests *differences* within each of the groups should be the primary focus.

Figure 3.1: Graph representing the interaction of experimental group and control group over time

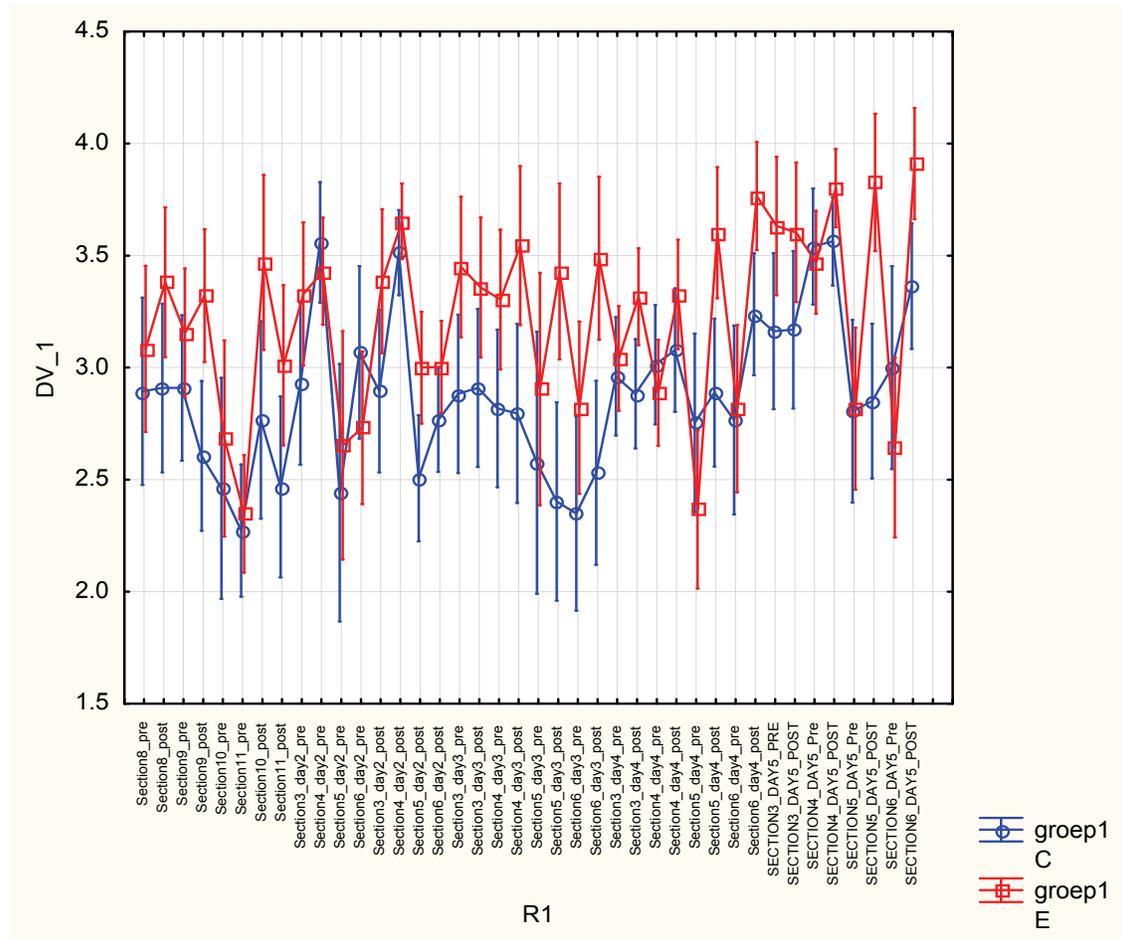


Table 3.3: Repeated measures analysis of variance

| Repeated Measures Analysis of Variance (Merged.sta) | | | | | |
|---|----------|------------------|----------|----------|----------|
| Sigma-restricted parameterization | | | | | |
| Effective hypothesis decomposition | | | | | |
| Effect | SS | Degr. of Freedom | MS | F | p |
| Intercept | 9170.125 | 1 | 9170.125 | 2837.487 | 0.000000 |
| "groep1" | 28.060 | 1 | 28.060 | 8.683 | 0.007241 |
| Error | 74.331 | 23 | 3.232 | | |
| R1 | 101.421 | 39 | 2.601 | 9.666 | 0.000000 |
| R1**"groep1" | 28.921 | 39 | 0.742 | 2.756 | 0.000000 |
| Error | 241.322 | 897 | 0.269 | | |

3.5.2 Theme 1: Intrapersonal skills

This section of the programme ran for three days and focused on the internal factors of respondents that would assist them in gaining self-understanding, self-insight and self-regulation (cf. Vandebos, 2007:498). Nine sub-themes were covered, namely self-awareness, sexuality, developmental stages, needs, feelings, past and current experiences, values and beliefs, self-esteem, and temperament. The effect of the programme on these sub-themes will be covered next.

3.5.2.1 The effect of the programme on the respondents' objective knowledge of intrapersonal skills

Over the three days, three scales were used to measure the effect of the intervention on the attendees' levels of (objective) knowledge. These were Scale 1, Scale 5 and Scale 9. The different scores that were obtained for the experimental and comparison group, as well as the *eventual effect size*, are summarized in Table 3.4.

Table 3.4: Intrapersonal skills: the effect of the programme on objective knowledge

| SCALE | CONTROL GROUP ("C") | | | | EXPERIMENTAL GROUP ("E") | | | |
|---------|---------------------|-----------|--------------------------|-------------|--------------------------|-----------|-------------------------|-------------|
| Scale | Mean pre | Mean post | Dep. t-test/ P- value | Effect size | Mean pre | Mean post | Dep. t-test/ P-value | Effect size |
| Scale 1 | 3.27 | 3.11 | .184 | 0.25 | 3.16 | 3.36 | .019 | 0.39 |
| Scale 5 | 2.93 | 2.99 | .279 | 0.14 | 3.26 | 3.44 | .018 | 0.41 |
| Scale 9 | 2.94 | 2.93 | .876 | 0.01 | 3.33 | 3.43 | .316 | 0.21 |

The effect sizes for Scale 1 and Scale 5 indicate that the programme had a small to medium effect on the respondents' level of objective knowledge. In the case of Scale 9, it fell in the "small" category.

The primary implication of the above is that at least some of the respondents already possessed substantial knowledge of intrapersonal skills before the commencement of the programme. For others the increase would have been more substantial. Although the overall increase in knowledge is of importance within the context of this study, further studies would be required to confirm the extent to which these results are of practical significance (Spatz, 2001:74-75).

3.5.2.2 The effect of the programme on the respondents' subjective knowledge of intrapersonal skill

Scale 3, Scale 7 and Scale 11 dealt with the extent to which the respondents *felt* that their knowledge had increased or that they had mastered certain new subject matter. The different scores that were obtained for the experimental and comparison groups, as well as the eventual effect size, are summarized in Table 3.5.

Table 3.5: Intrapersonal skills: the effect of the programme on subjective knowledge

| SCALE | CONTROL GROUP (“C”) | | | | EXPERIMENTAL GROUP (“E”) | | | |
|----------|---------------------|-----------|----------------------|-------------|--------------------------|-----------|----------------------|-------------|
| Scale | Mean pre | Mean post | Dep. t-test/ P Value | Effect Size | Mean pre | Mean post | Dep. t-test/ P value | Effect size |
| Scale 3 | 2.65 | 2.82 | .255 | 0.18 | 2.69 | 3.38 | .001 | 0.67 |
| Scale 7 | 2.71 | 2.65 | .550 | 0.08 | 2.61 | 2.98 | .014 | 0.49 |
| Scale 11 | 2.61 | 2.498 | .348 | 0.12 | 2.48 | 3.38 | .001 | 1.03* |

* A practical significant effect size/d-value

Scale 3 and Scale 7 produced a medium effect size, whereas that of Scale 11 was very large and of practical significance. This result has a number of implications:

- It is firstly clear that the vast majority of the respondents *felt* that their general knowledge of intrapersonal skills had increased significantly.
- The biggest change occurred in Scale 11, which covered the sub-themes of self-esteem and temperament. From an analysis of the questions that were included in this scale, it seems as though the concept of human temperaments were especially new to them and that they probably felt that they had gained knowledge that few others possess.
- An interesting phenomenon is the marked difference between the measurements of “objective” and “subjective” knowledge. It would seem as though the respondents *felt* that they had learned more from the programme than they *actually* did. This is in itself not negative because the *perception* of knowledge empowerment is often more important for behavioural change than real increase in knowledge levels.

3.5.2.3 The effect of the programme on the respondents' attitudes towards intrapersonal skill

A group of three scales, each administered on separate days, dealt with the effect of the programme on the respondents' attitude towards intrapersonal skills. The scales especially focused on the respondents' views on intrapersonal skills and included the willingness to

allow new experiences to modify their attitude. The scores obtained with Scale 2, Scale 6, and Scale 10 are summarized in Table 3.6.

Table 3.6: Intrapersonal skills: the effect of the programme on attitudes

| SCALE | CONTROL GROUP (“C”) | | | | EXPERIMENTAL GROUP (“E”) | | | |
|----------|---------------------|-----------|------------------|-------------|--------------------------|-----------|-------------|-------------|
| Scale | Mean pre | Mean post | Dependant P-test | Effect size | Mean pre | Mean post | Dep. t-test | Effect size |
| Scale 2 | 3.040 | 2.86 | .124 | -0.35 | 3.12 | 3.32 | .010 | 0.47 |
| Scale 6 | 3.48 | 3.51 | .645 | 0.08 | 3.28 | 3.57 | .001 | 0.57 |
| Scale 10 | 2.91 | 2.92 | .811 | 0.01 | 3.17 | 3.58 | .001 | 0.79 |

It is evident from Table 3.6 that the programme generally had a medium to large effect on the attitudes of respondents. The biggest change was measured by Scale 10 and this, again, focussed on the sub-themes of self-esteem and temperament.

It is clear that the effect size of Scale 2 and Scale 6 had a small to medium effect on the respondents’ attitude. Within the context of the nature and the aim of the programme, these results are viewed as important. The effect size of Scale 10 indicates a large effect that is of practical significance. Based on Table 3.6, it can be concluded that change was effected on the experimental group and no change was noted in the control group.

3.5.2.4 The effect of the programme on the respondents’ intrapersonal behaviour

Scales 4, 8 and 12 dealt with the respondents’ current (in the case of the pre-test) and envisaged new intrapersonal behaviour (in the case of the post-test). In measuring the effects of the programme, the focus was on both the individual’s current and intended or envisaged action/responses (McCormack & Hill, 1997:69). The results are summarised in Table 3.7.

Table 3.7: Intrapersonal skills: the effect of the programme on behaviour

| SCALE | CONTROL GROUP (“C”) | | | | EXPERIMENTAL GROUP (“E”) | | | |
|----------|---------------------|-----------|----------------------|-------------|--------------------------|-----------|----------------------|-------------|
| Scale | Mean pre | Mean post | Dep. t-test/ P-value | Effect size | Mean pre | Mean post | Dep. t-test/ P-value | Effect size |
| Scale 4 | 2.32 | 2.44 | .453 | 0.27 | 2.30 | 3.09 | .001 | 0.66 |
| Scale 8 | 3.20 | 2.80 | .003 | 0.88 | 2.697 | 3.07 | .012 | 0.61 |
| Scale 12 | 2.67 | 2.81 | .004 | 0.19 | 2.65 | 3.53 | .001 | 1.44* |

* A practical significant effect size/d-value

It is evident from Table 3.7 that the programme generally had a medium to large effect on the behaviour of respondents. The biggest change was measured by Scale 12 and this, again, focussed on the sub-themes of self-esteem and temperament. The reason for this could be that these sub-themes are of a more concrete nature and that attendees could easily relate to it, because it explained who they are in an interesting manner. Another reason could also be that by day 3 they were more relaxed and familiar with each other and, therefore, in a more positive frame of mind. However, from the answers to the questions of this scale it seems as if the attendees still struggled with the idea of learning from criticism. This result implies that dealing with and learning from criticism is something that needs more attention during the future presentation of the programme.

3.5.2.5 Feedback from the focus group

The focus group members rated intrapersonal skills as highly relevant and valuable. They stated that it gave them the opportunity to learn about themselves. The following sub-themes were especially pointed out as helpful: self-awareness, sexuality, developmental stages, past and present experiences and temperament.

The focus group seemed to remember much about the sub-theme of self-awareness and the exercises that they did during its completion. These included the “imaginary bag”. They reported that their attitude toward themselves had changed for the better. They also mentioned that, because of the programme, they are constantly working on their self-concept, but found it difficult to be positive all the time. There was general consensus that the self-awareness component is relevant and valuable and should remain part of the PETP.

Regarding sexuality as sub-theme, they felt it was not covered in enough detail. They stated that understanding your own and your partner’s sexuality could be a key to reducing conflict and domestic violence. One attendee said that the programme made her aware that she doesn’t like to be a woman because of the hurtful things she has gone through. Most of the attendees highlighted that they realised that there is still much to be learned, and that the journey is not over yet. They stated that more time and depth is needed on this sub-theme of the programme.

The focus group enjoyed the developmental stages sub-theme. They stated that it had value regarding their parental skills. They mentioned that they are currently raising their children better because of this sub-theme. They recommended that it should remain part of the programme as it is.

Past and present family experience was rated as highly relevant and valuable in their lives. It made them aware of past issues that still had a negative effect in their lives. Some group members expressed that after the training they wanted to confront their abusers. However, they realised that things might become worse since the abuser did not receive this training. They are now focusing on their own healing and putting the past where it belongs, in the past.

Most of the focus group members enjoyed the temperament sub-theme. They also voiced its relevance and value in their lives. They stated that they now understand themselves and others better. It also puts into perspective why their partners and they behave the way they do. So it should remain part of the programme. They generally value intrapersonal skills and regarded it as highly relevant even after training. However, they suggested that there should be an advance training programme, because they need to reinforce the changes that are starting to take place. They also need support in the process of changing their attitude and behaviour. They recommended similar training for perpetrators of violence and men in general.

From the above it can be deduced that attendees rated Theme 1 high in terms of value and relevance. It is also clear that they gained knowledge and a change of attitude towards themselves and the way they relate to others. However, they generally experienced it as difficult to implement their gained knowledge, therefore to change their behaviour.

The following conclusions can be drawn for Theme 1:

- The attendees already had a certain level of knowledge when they started the programme. It was consequently expected that their objective knowledge would only increase with a small to medium change. The presentation of the programme as a result needs to be adapted to the level of knowledge of the specific group, while keeping in mind that everyone is not necessarily on the same level.
- Subjective knowledge, attitude and behaviour resulted in a medium to large change on the KAB scales. The focus group confirmed the change in subjective knowledge and attitude, but not on behaviour. After two months they reported having gained knowledge and a change of attitude, rather than behavioural change. The realities of the challenges in their lives proved more difficult to handle differently than was anticipated during the programme.
- On the KAB the largest change occurred regarding the sub-themes self-esteem and temperament. The focus group confirmed the relevance and value of the temperament

sub-theme, but not specifically self-esteem. However, self-awareness, development stages and past and present family experiences were sub-themes that seemed to have had value and relevance in the longer term. Their reason why the sub-theme dealing with developmental stages had so much value was that it had a positive effect on their parental skills. Although improving parental skills was not an objective of the programme, it could be argued that improved parental skills can prevent the occurrence of domestic violence in future.

The individual questions and the focus group feedback reveal that the following sub-themes and aspects need further investigation and development in the programme:

- The content of the sub-theme dealing with sexuality should improve in terms of value and relevance.
- It seems the attendees are not open to go for counselling, even after the training. This issue should be discussed more openly to address any resistance and misperceptions that may be present.
- Within the sub-theme self-esteem, how to learn from criticism was not addressed sufficiently.

3.5.3 Theme 2: Interpersonal skills

The second primary theme that was covered during the programme, viz. “Interpersonal skills”, took up all of day 4. It dealt with issues such as listening and attending, verbal communication, assertiveness, problem solving, and conflict resolution. The changes that the programme brought about in the attendees’ interpersonal related knowledge, attitudes and behaviour will be covered next.

3.5.3.1 The effect of the programme on the respondents’ objective knowledge of interpersonal skill

The questions in ‘Scale 13: objective knowledge regarding interpersonal skills’ are focused on determining the respondent’s level of objective knowledge regarding interpersonal skills and what this entails. The scores obtained with questions asked, as well as the eventual effect size, are summarized in Table 3.8.

Table 3.8: Interpersonal skills: the effect of the programme on objective knowledge

| SCALE | CONTROL GROUP (“C”) | | | | EXPERIMENTAL GROUP (“E”) | | | |
|----------|---------------------|-----------|------------------|-------------|--------------------------|-----------|-------------|-------------|
| Scale | Mean pre | Mean post | Dependant P-test | Effect size | Mean pre | Mean post | Dep. t-test | Effect size |
| Scale 13 | 2.73 | 2.73 | 1.000 | 0.00 | 2.89 | 3.35 | .001 | 1.10* |

* A practical significant effect size/d-value

The effect size for Scale 13 on Table 3.8 indicates that the programme increased the attendees’ interpersonal skills related (objective) knowledge by a significant margin. From the responses to individual questions the biggest changes occurred with regard to the ‘observing of non-verbal communication of others’ and to ‘conflict resolution’.

3.5.3.2 Effects of the programme on the respondents’ subjective knowledge of interpersonal skills

The questions in ‘Scale 15: subjective knowledge regarding interpersonal skills’ focused on the respondents’ level of subjective knowledge of interpersonal skills and what it entails. The different scores that were obtained for the experimental and comparison groups, as well as the effect size, are summarized in Table 3.9.

Table 3.9: Interpersonal skills: the effect of the programme on subjective knowledge

| SCALE | CONTROL GROUP (“C”) | | | | EXPERIMENTAL GROUP (“E”) | | | |
|----------|---------------------|-----------|----------------------|-------------|--------------------------|-----------|----------------------|-------------|
| Scale | Mean pre | Mean post | Dep. t-test/ P-value | Effect size | Mean pre | Mean post | Dep. t-test/ P-value | Effect size |
| Scale 15 | 2.54 | 2.65 | .184 | 0.14 | 2.29 | 3.63 | .001 | 2.22** |

** A practical significant effect size/d-value

Scale 15 produced a large effect on the respondents’ level of subjective knowledge and is of practical significance. The biggest changes occurred with regard to the meaning of the acronym “SOLAR”, the concept “assertiveness”, as well as the nature of the conflict resolution strategies.

3.5.3.3 The effect of the programme on respondent’ attitudes towards interpersonal skills

The questions in ‘Scale 14: attitudes towards interpersonal skills’ were focused on respondents’ particular views on interpersonal skills and what it entails, as well as their willingness to alter their attitude. The scores obtained with the questions asked, as well as the effect size, are summarized in Table 3.10.

Table 3.10: Interpersonal skills: the effect of the programme on attitudes

| SCALE | CONTROL GROUP (“C”) | | | | EXPERIMENTAL GROUP (“E”) | | | |
|----------|---------------------|-----------|-------------------------|-------------|--------------------------|-----------|-------------------------|-------------|
| Scale | Mean pre | Mean post | Dep. t-test/ P-value | Effect size | Mean pre | Mean post | Dep. t-test/ P-value | Effect size |
| Scale 14 | 2.86 | 2.95 | .111 | 0.18 | 2.84 | 3.30 | .001 | 1.27* |

* A practical significant effect size/d-value

It is evident from Table 3.10 that the programme had a large effect on the respondents’ attitude and is of practical significance. The change was consistent in terms of all the sub-themes, namely verbal communication, assertiveness, problem-solving and conflict resolution. Nothing in particular stood out.

3.5.3.4 The effect of the programme on interpersonal skills related behaviour

The questions that were used in ‘Scale 16: interpersonal skills related behaviour’ focused on the respondents’ willingness to change behaviour. The results that were achieved are summarised in Table 3.11.

Table 3.11: Interpersonal skills: the effect of the programme on behaviour

| SCALE | CONTROL GROUP (“C”) | | | | EXPERIMENTAL GROUP (“E”) | | | |
|----------|---------------------|-----------|-------------------------|-------------|--------------------------|-----------|-------------------------|-------------|
| Scale | Mean pre | Mean post | Dep. t-test/ P-value | Effect size | Mean pre | Mean post | Dep. t-test/ P-value | Effect size |
| Scale 16 | 2.73 | 3.05 | .027 | 0.50 | 2.56 | 3.74 | .001 | 1.98* |

* A practical significant effect size/d-value

In Table 3.11 an effect size of 1.98 is reported, which is a large effect size and a significant result. The biggest changes occurred for the following behaviours: evaluating communication styles, apologising when at fault, anticipating being assertive in future and ability to choose the relevant conflict-resolving strategy.

3.5.3.5 Focus group feedback

The focus group pointed out the following sub-themes as still fresh in their minds after two months: verbal communication (specifically the emotional style of communicating), assertiveness and conflict resolution.

The focus group indicated that they had difficulty in practicing the emotional communication style with their partners. They stated it would have more value if both parties were present for this kind of training. Only one group member reported that it worked wonders for her

marriage and that her husband was grateful that she went for the training. A few also indicated that this communication style had the added value of improving their relationships with their children.

The sub-theme assertiveness raised different views. One member stated that she used to be passive but that she can now stand up for herself. However, she mentioned that her family were surprised by this change in behaviour, and some now think she is rude. Another member indicated that it helped her to be less rude. She only realised through this programme that she tended to be rude. The rest of the group indicated that they are still passive. These members are of the opinion that it would worsen their situations if they started to be assertive at home. However, they do try to be more assertive in other relationships. They valued this sub-theme, though they indicated they need time and more training in order for them to get to a point of being assertive.

The members rated the theme of conflict resolution as important and relevant. Although they realise that each conflict style depends on the situation, they became aware of their tendency to fall back on old habits when confronted with a threatening situation. They still need to practice this skill. However, they indicated that this theme has the potential to change lives, and therefore this sub-theme needs to remain in the programme.

The following conclusions can be drawn for Theme 2:

- The KAB indicated that there has been a huge impact on the interpersonal knowledge, attitude and behaviour of the attendees. The focus group reflected that over time the effect of the programme was more powerful in terms of their knowledge and attitude, but that in real life they struggled with changing their behaviour.
- An advanced version of the PETP could help to reinforce these skills and assist attendees to change their behaviour over time.
- It is interesting to note that there was a much larger effect on interpersonal than intrapersonal skills as measured by the KAB. The reasons for this difference can only be speculated about and need further investigation. It could be that it is just more difficult working with internal issues than working on relationships. Relationships are more concrete to focus on, because the attendees are taught basic formulas. Furthermore, the self is present in the training, while relationships are only talked about in the abstract. The attendees are only confronted with the realities of their everyday relationships after the

training. This was confirmed by the focus group feedback, in that after two months respondents said that they had realised how hard it is to form new habits.

The following sub-themes and aspects are identified as needing further investigation and development based on the individual questions and the focus group feedback:

- More time should be allocated to practicing interpersonal skills.
- Attention should be paid to how and when to be assertive within the abusive relationship, as well as personal safety in this regard.

3.5.4 Theme 3: Domestic violence education

The last theme that was covered in the programme is “domestic violence education”. This theme took most of day 5, and it included the following sub-themes: domestic violence defined, forms of abuse, causes of domestic violence, why women stay with their abusive partners, characteristics of abused women and perpetrators, how to move from victim to victor, the protection order, role players and a resource list. The changes that the programme brought about in the attendees’ knowledge, attitude and behaviour regarding domestic violence will be covered next.

3.5.4.1 Effect of the programme on the respondents’ objective knowledge of domestic violence

‘Scale 17: subjective knowledge of domestic violence’ focused on determining respondents’ levels of objective knowledge of domestic violence and what it entails. The different scores that were obtained for the experimental and control groups, including the eventual effect size, are summarized in Table 3.12.

Table 3.12: Domestic violence: the effect of the programme on objective knowledge

| SCALE | CONTROL GROUP (“C”) | | | | EXPERIMENTAL GROUP (“E”) | | | |
|----------|---------------------|-----------|------------------------|-------------|--------------------------|-----------|-----------------------|-------------|
| Scale | Mean pre | Mean post | Dep. t-test / P- value | Effect size | Mean pre | Mean post | Dep. t-test/ P- value | Effect size |
| Scale 17 | 2.97 | 2.99 | .840 | 0.02 | 3.44 | 3.61 | .053 | 0.38 |

The primary implication of the small (0.38) effect size for Scale 17 (see Table 3.12) is that most of the respondents already possessed substantial knowledge of the nature of domestic violence *before* the commencement of the programme. For some the increase would probably have been more substantial.

3.5.4.2 Effect of the programme on the respondents’ subjective knowledge of domestic violence

The questions on ‘Scale 19: Subjective knowledge of domestic violence’ dealt with the extent to which the respondents felt that their knowledge of domestic violence and what it entails had increased. The different scores that were obtained for the experimental and the comparison group, including eventual effect size, is summarised in Table 3.13.

Table 3.13: Domestic violence: the effect of the programme on subjective knowledge

| SCALE | CONTROL GROUP (“C”) | | | | EXPERIMENTAL GROUP (“E”) | | | |
|----------|---------------------|-----------|--------------------------|-------------|--------------------------|-----------|-------------------------|-------------|
| Scale | Mean pre | Mean post | Dep. t-test/ P- value | Effect size | Mean pre | Mean post | Dep. t-test/ P-value | Effect size |
| Scale 19 | 2.71 | 2.79 | .525 | 0.10 | 2.61 | 3.76 | .001 | 1.83* |

* A practical significant effect size/d-value

Scale 19 produced a large effect size. This indicates that these results are significant and of practical significance. Like in Theme 1 there is a marked difference between the measurements of “objective” and “subjective” knowledge. Going back to the pre-test it is again clear that their objective knowledge tested high to start with. The effect was therefore small on the post-test results. However, the *perception* of the increase of knowledge is often more essential for behavioural change than real increases in knowledge levels.

3.5.4.3 The effect of the programme on respondents’ attitudes towards domestic violence

The score obtained from ‘Scale 18: Attitudes towards domestic violence’ focused on the respondents’ particular view of domestic violence and what it entails, including their willingness to allow new experiences to alter their attitude. The scores obtained with the questions, as well as the eventual effect size, are summarised in Table 3.14.

Table 3.14: Domestic violence: the effect of the programme on attitudes

| SCALE | CONTROL GROUP (“C”) | | | | EXPERIMENTAL GROUP (“E”) | | | |
|----------|---------------------|-----------|-------------------------|-------------|--------------------------|-----------|--------------------------|-------------|
| Scale | Mean pre | Mean post | Dep. t-test/ P-Value | Effect size | Mean pre | Mean post | Dep. t-test/ P- value | Effect size |
| Scale 18 | 3.32 | 3.44 | .120 | 0.20 | 3.33 | 3.78 | .001 | 1.10* |

* A practical significant effect size/d-value

The effect size of Scale 18 (see Table 3.14) was 1.10, which is regarded as a large effect of the programme on respondents’ attitude on domestic violence and it is therefore of practical

significance. The biggest changes were regarding the questions that dealt with the contribution of cultural factors to domestic violence and the cycle of violence. Although it did not show on the scale measure, it was observed during the presentation that the attendees were extremely negative about the protection order because of previous negative and unhelpful experiences in court.

3.5.4.4 The effect of the programme on domestic violence related behaviour

The purpose of ‘Scale 20: domestic violence related behaviour’ was to determine if there was a change of envisaged behaviour of respondents with regard to domestic violence. The results that were achieved with these questions are summarised in Table 3.15.

Table 3.15: Domestic violence: the effect of the programme on behaviour

| SCALE | CONTROL GROUP (“C”) | | | | EXPERIMENTAL GROUP (“E”) | | | |
|----------|---------------------|-----------|-----------------------|-------------|--------------------------|-----------|-----------------------|-------------|
| | Mean pre | Mean post | Dep. t-test / P-value | Effect size | Mean pre | Mean post | Dep. t-test / P-value | Effect size |
| Scale 20 | 2.74 | 3.30 | .001 | 0.64 | 2.68 | 3.94 | .001 | 2.22* |

* A practical significant effect size/d-value

Table 3.15 shows that the effect size of Scale 20 was large (2.22) and had significant effect on the respondents’ behaviour regarding domestic violence. Although the effect size is very large for all the items in this section of the scale, it should be stressed again that it only measured envisaged behaviour.

3.5.4.5 Focus group feedback

The focus group indicated that they had gained knowledge from the programme. One group member indicated she realised only after this part of the programme that she had been exposed to more forms of abuse than she always thought. A significant feedback was that they came to realise that by definition they also had abused their partners in the past. Hence they regard this portion of the programme as extremely relevant and highly valuable. They regarded it as informative and practical. They also highlighted that interpersonal skills (theme 2) linked to domestic violence (for example conflict resolution). They said that they now understand that the conflict style one uses will determine whether the couple will fight or not. Some group members specifically said that they used to be victims, but thanks to the

programme they are now victors, picking up from one of the sub-themes. Two confessed that they had not used the information, and that as a result nothing changed.

It is a concern that the respondents again reported that there is much uncertainty and distrust regarding the protection order, with the implication that it becomes an ineffective intervention from their perspective.

The following can be concluded with regard to Theme 3:

- The KAB scales show that the effect of the programme on objective knowledge was, like in Theme 1, lower than that of subjective knowledge, attitude and behaviour. The trend is repeated that over time, as was reported by the focus group, the effect on behaviour decreased, while their perception of their knowledge increased and their attitudes changed by comparison.
- The content on the forms of abuse, conflict resolution styles, and the role of cultural factors in domestic violence and the cycle of violence contributed the most to their attitude change regarding domestic violence.
- The protection order is not seen as an effective intervention as a result of negative experiences in court.
- Difficulty in dealing with life challenges and an inability to implement the knowledge and skills gained from the programme are two factors that have the potential to negatively impact on attendees' attitude and subjective experience of what they gained from the programme in the long run. A follow-up programme and support groups can curb this problem, and this should be investigated.

The following sub-themes and aspects are identified as needing further investigation and development in the programme based on the individual questions and the focus group feedback:

- Ways in which the protection order can become an effective intervention should be explored. Inviting an expert from the SAPD or the court can be considered.
- More time needs to be allocated to strategies to support change in your personal situation.

3.5.5 The value and relevance of the programme

The post-test questionnaires that were administered to the experimental group contained additional Likert-type questions that were specifically aimed at determining what value the

programme held for the attendees. With this scale respondents rated the overall value of each theme on a four-point scale that ranged from: “It had no or little value” to “It had a lot of value.”

The rationale for including this dimension in the measurements was to identify how the attendees viewed the contribution of each theme to their personal growth subjectively. Comparison of these results to those produced by the KAB questionnaires would indicate if any discrepancies existed. Such discrepancies could, for example, entail that a theme that produces high effect sizes would only get a low value rating and *visa versa*.

The data that was collected, including the α of the scales, the number of responses and their equivalent percentages, are contained in Table 3.16.

Table 3.16: Value of the programme

| Questions | n | Choices and responses [□] | | | |
|---|----|------------------------------------|----------------------------------|----------------------------------|-----------------------------|
| | | 1. It had little or no value | 2. It had below average value | 3. It had above average value | 4. It had a lot of value |
| 1. How would you rate the value of the section: Intrapersonal skills | 27 | 0 (0%) | 0 (0%) | 4 (14.8%) | 23 (85.2%) |
| 2. How would you rate the value of the section: Interpersonal skills | 27 | 0 (0%) | 0 (0%) | 5 (18.5%) | 22 (81.5%) |
| 3. How would you rate the value of the section: Domestic Violence education | 27 | 0 (0%) | 0 (0%) | 5 (18.5%) | 22 (81.5%) |
| <i>Average %</i> | 27 | 0% | 0% | 17.27% | 82.73% |

Cronbach alpha: $\alpha = 0.738$

Table 3.16 clearly indicates that the attendees felt that the entire programme was of great value. According to the d-value, on average 82.73% felt that it had “...a lot of value”, a further 17.27% that it had “...above average value” and none gave it a below average rating.

Another interesting trend was that there were no significant differences between the value of the three themes. This would imply that they saw all three as of equal importance and as indispensable. This result should be kept in mind when any changes to especially Theme 1 (and its lower effect measurements) are considered.

The inclusion of a ‘relevance scale’ was primarily intended to ascertain to what extent the attendees could utilise their new KAB in their daily lives. This scale consisted of 11 questions and their results are contained in Table 3.17.

Table 3.17: Relevance of the programme

| Questions | n | Choices and responses [□] | | | |
|---|----|------------------------------------|-----------------------|--------------------|-----------------------------|
| | | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 1. The course will have a positive impact on my attitude towards relationships. | 27 | 0 (0%) | 0 (0%) | 3 (11.1%) | 24 (88.9%) |
| 2. I will be able to apply my new knowledge in my relationships. | 27 | 0 (0%) | 0 (0%) | 4 (14.8%) | 23 (85.2%) |
| 3. I will be able to apply my new skills in my relationships | 26 | 0 (0%) | 0 (0%) | 2 (7.7%) | 24 (92.3) |
| 4. This programme will enable me to manage my relationships more effectively. | 27 | 0 (0%) | 0 (0%) | 4 (14.8%) | 23 (85.2%) |
| 5. All victims of domestic violence should attend the PETP | 27 | 0 (0%) | 0 (0%) | 2 (7.4%) | 25 (92.6%) |
| 6. The programme stimulate my problem solving skills | 27 | 0 (0%) | 0 (0%) | 7 (25.9%) | 20 (74.1%) |
| 7. The programme increased my self-awareness | 26 | 0 (0%) | 0 (0%) | 3 (11.5%) | 23 (88.5) |
| 8. I will be able to apply the new knowledge and insight that I have gained in my relationships | 27 | 0 (0%) | 0 (0%) | 4 (14.8%) | 23 (85.2%) |
| 9. I feel that the programme will help the trainees to deal with the challenges of abuse | 27 | 0 (0%) | 0 (0%) | 2 (7.4%) | 25 (92.6%) |
| 10. The attendees will be able to apply the new knowledge and insights that they have gained in their daily lives | 27 | 0 (0%) | 0 (0%) | 12 (44.4%) | 15 (55.6%) |
| 11. I feel that the programme will help the participants to cope better with challenges of life | 27 | 0 (0%) | 0 (0%) | 8 (29.6%) | 19 (70.4%) |
| <i>Average</i> | | 0 (0%) | 0 (0%) | 17.22% | 82.78% |

Cronbach alpha: $\alpha = 0.869$

Scale 22 could be viewed as highly reliable with its Cronbach Alpha (α) of 0.869. It is consequently important to note the following three trends that emerged from the analysis of the data:

It is firstly clear from Table 3.17 that the programme was generally viewed as highly valuable. The average of 82.78% respondent who gave a “Strongly agree score” attests to this, and the lack of any dissenting voices confirms it.

The most relevant elements of the programme seemed to be those that dealt directly with domestic violence. In this regard 92.6% of the attendees recommended that all female

victims of domestic violence should attend the PETP, while another 92.6% felt that this programme will assist the respondents in dealing with the challenges of abuse.

The programme also seemed to have had a big impact on the respondents' attitude towards relationships and the way in which they could utilize new knowledge and skills. In this regard:

- 88.9% of 27 respondents indicated that the programme had a large impact on their attitude;
- 85.2% indicated that they will apply the new knowledge in their relationships; and
- 92.3% indicated that they will apply their new skills in their relationships.

The slightly weaker elements of the programme entailed:

- The programme stimulated my **problem solving skills**;
- I feel that the programme will help the participants to **cope** better with challenges of life;
- The attendees will be able to **apply** the new knowledge and insights that they have gained in their **daily lives**.

3.5.6 The presentation evaluation questionnaire

The presentation evaluation questionnaire was administered to the attendees directly after the completion of the five-day presentation of the PETP. Its main purpose was to ascertain whether the nature and quality of the presentation might have had an influence on the effect of the programme. If any pertinent deficiencies were identified, it would imply that these 'external factors' could have had a detrimental influence on the ultimate outcome of the intervention. The opposite would, of course, also be true.

The questionnaire focused on four components of the presentation. These were the presenter's abilities and presentation skills, the nature of the presentation process and the context within which the programme was conducted.

3.5.6.1 Evaluation of the presenter's abilities

The first scale of the questionnaire dealt with the presenter's training related abilities. Its results are summarised in Table 3.18

Table 3.18: Evaluation of the presenter

| Questions | n | Choices and responses [□] | | | |
|--|----|------------------------------------|-----------------------|--------------------|-----------------------------|
| | | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 1. The presenter is knowledgeable about the subjects that he/she taught | 27 | 0 (0%) | 0 (0%) | 1 (3.7%) | 26 (96.3%) |
| 2. The presenter could link the material to the trainees' level of knowledge | 27 | 0 (0%) | 0 (0%) | 3 (11.1%) | 24 (88.9%) |
| 3. The presenter was able to explain difficult and abstract concepts | 27 | 0 (0%) | 0 (0%) | 2 (7.4%) | 25 (92.6%) |
| 4. The presenter succeeded in keeping me interested in the subjects | 27 | 0 (0%) | 0 (0%) | 1 (3.7) | 26 (96.3%) |
| 5. The presenter was enthusiastic about the subjects he/she taught | 27 | 0 (0%) | 0 (0%) | 2 (7.4%) | 25 (92.6%) |
| <i>Average</i> | | 0 (0%) | 0 (0%) | 6.66% | 93.34% |

Cronbach alpha: $\alpha=0.602$

The total average of the presenters' evaluation was 93.34%, which can be considered very high. Almost all the questions in scale 23 were rated above 90%. The only slightly lower evaluation (see Question 2) pertained to her ability to link the material to the trainees' level of knowledge.

3.5.6.2 Evaluation of the presenter's presentation skills

The evaluation of the presenter's presentation skills aimed to establish if the ability of the presenter to present the programme had any specific impact on the attendees' evaluation of the programme. The results achieved with this scale are contained in Table 3.19. Scale 23.1 is reliable.

Table 3.19: Evaluation of the presenter's presentation skills

| Questions | n | Choices and responses [□] | | | |
|---|----|------------------------------------|-----------------------|--------------------|-----------------------------|
| | | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 1. I could clear hear what the presenter was saying (e.g. it was loud enough and in an accent that I could understand) | 27 | 0 (0%) | 0 (0%) | 2 (7.4%) | 25 (92.6%) |
| 2. The presenter was skilful in the use of the teaching media (e.g. CD, whiteboard, video clips, handouts) | 27 | 0 (0%) | 0 (0%) | 1 (3.7%) | 26 (96.3%) |

| | | | | | |
|---|----|--------|--------|----------|------------|
| 3. The presenter encouraged participant involvement (e.g. by asking questions and or encouraging discussion) | 27 | 0 (0%) | 0 (0%) | 1 (3.7%) | 26 (96.3%) |
| 4. The presenter prepared himself/herself thoroughly for the presentation | 27 | 0 (0%) | 0 (0%) | 2 (7.4%) | 25 (92.6%) |
| <i>Average</i> | | 0 (0%) | 0 (0%) | 5.55% | 94.45% |

| Question | n | 1. Poor | 2. Fair | 3. Average | 4. Good | 5. Very good/ excellent |
|---|----|---------|---------|------------|-----------|-------------------------|
| 5. What is your overall rating of the presenter's presentation skills | 27 | 0 (0%) | 0 (0%) | 1 (3.7%) | 5 (18.5%) | 21 (77.8%) |

Cronbach alpha: $\alpha = 0.693$

Table 3.19 indicates that the total average of the presenter's presentation skills was 94.45%, which again can be considered very high. The overall rating of her presentation skills was lower at 77.8%, but this can still be regarded as excellent.

3.5.6.3 Evaluation of the learning process

How the attendees' experience the learning context could also influence the effect of the programme on their knowledge, attitude and behaviour. A scale was included to measure their experience for this reason. Table 3.20 contains the results achieved with the rating of the learning process of the respondents.

Table 3.20: Evaluation of the learning process

| Questions | N | Choices and responses [□] | | | |
|---|----|------------------------------------|-------------|------------|-------------------|
| | | 1. Strongly disagree | 2. Disagree | 3. Agree | 4. Strongly agree |
| 1. At the beginning of the programme, the presenter gave us a clear view of what we could expect during the programme | 26 | 0 (0%) | 1 (3.8%) | 10 (38.5%) | 15 (57.7%) |
| 2. At the beginning of each module, the learning objectives for that module were adequately explained | 26 | 0 (0%) | 0 (0%) | 7 (26.9%) | 19 (73.1%) |
| 3. The presenter made sure that trainees understood a subject before continuing on to the next one | 26 | 0 (0%) | 0 (0%) | 2 (7.7%) | 24 (92.3%) |

| | | | | | |
|--|----|--------|--------|-----------|------------|
| 4. The presenter was able to present on my level | 26 | 0% | 0% | 2 (7.7%) | 24 (92.3%) |
| 5. At the end of a module, the presenter gave a summary of the material that was covered | 26 | 0 (0%) | 0 (0%) | 3 (11.5%) | 23 (88.5%) |
| Average | | 0 (0%) | 0.76% | 18.46% | 80.78% |

| Question | n | 1. Poor | 2. Fair | 3. Average | 4. Good | 5. Very good/ excellent |
|---|----|---------|---------|------------|------------|-------------------------|
| 6. What is your overall rating of the learning process? | 24 | 0 (0%) | 0 (0%) | 3 (12.5%) | 21 (87.5%) | 0 (0%) |

Cronbach alpha: $\alpha = 0.653$

Table 3.20 shows that the overall rating of the learning process fell in the ‘good’ category (87.5%). The Only two questions rated significantly lower than generally high scores. The presenter did not give a clear enough overview of what to expect during the programme, and also did not explain sub-theme objectives clearly enough.

3.5.6.4 Evaluation of the presentation context

In order to establish the influence that the presentation context had on the outcomes of the programme, a scale was included to measure it. Table 3.21 provides the summary of the results achieved on this scale (scale 23.3).

Table 3.21: Evaluation of the presentation context

| Questions | n | Choices and responses [□] | | | | |
|--|----|------------------------------------|--------|------------|-----------|--------------|
| | | 1. Very bad | 2. Bad | 3. Average | 4. Good | 5. Very good |
| 1. How would you rate the quality of the learning material that was presented? | 26 | 0 (0%) | 0 (0%) | 1 (3.8%) | 6 (23.1%) | 19 (73.1%) |
| 2. How would you rate quality of the teaching media (e.g. CD, whiteboard, video clips, and handouts)? | 25 | 0 (0%) | 0 (0%) | 0 (0%) | 4 (16.0%) | 21 (84.0%) |
| 3. How well was the programme organised ? | 25 | 0 (0%) | 0 (0%) | 1 (4.0%) | 2 (8.0%) | 22 (88.0%) |
| 4. How would you rate the venue ? | 26 | 0 (0%) | 0 (0%) | 0 (0%) | 7 (26.9%) | 19 (73.1%) |
| Average | | 0 (0%) | 0 (0%) | 1.95% | 18.5% | 79.55% |

Cronbach alpha: $\alpha = 0.77$

The presentation context rated high as is shown in Table 3.21. On two questions the rating was slightly lower, namely the quality of the learning material and the venue.

3.5.6.5 Other general influences

The presentation evaluation questionnaire also covered other issues that could have had a positive or negative impact on the programme’s effect. These influences include the length of the programme, the pace of the programme and the balance between the presentation and group involvement. The presenter’s evaluation is also incorporated in the results. The questions on the scales are not one way directions, and therefore the data will be interpreted by means of descriptive statistics. The respondents rated the length of the programme by completing a five-point scale. The results are provided in Table 3.22.

Table 3.22: The length of the programme presentation

| QUESTIONS | n | 1. <i>It was much too long</i> | 2. <i>It was a little too long</i> | 3. <i>The length was just right</i> | 4. <i>It was a little too short</i> | 5. <i>I was much too short</i> |
|--|----|-----------------------------------|---------------------------------------|--|--|-----------------------------------|
| 1. How will you rate the length of the programme? | 26 | 0 (0%) | 1 (3.8%) | 6 (23.1%) | 12 (46.2%) | 7 (26.9%) |

Table 3.22 indicates that most felt that the programme was too short while only 23.1% rated it as just the right length. However, the presenter observed that the respondents were experiencing information overload. Rather than the length of the programme being too short, the results can be interpreted as meaning that too much information was covered in five days. Respondents also had to rate the pace of the presentation of the programme. A five-point scale was used. The results are provided in Table 3.23.

Table 3.23: The pace of the presentation

| QUESTIONS | n | 1. <i>It was much too long</i> | 2. <i>It was a little too long</i> | 3. <i>The length was just right</i> | 4. <i>It was a little too short</i> | 5. <i>I was much too short</i> |
|---|----|-----------------------------------|---------------------------------------|--|--|-----------------------------------|
| 2. How will you rate the pace of the presentation? | 26 | 0 (0%) | 0 (0%) | 20 (76.9%) | 5 (19.2%) | 1 (3.8%) |

The results of Table 3.23 indicate that 76.9% of the respondents stated that the pace was just right. However, slightly smaller percentage indicated between a little too short and much too short. This might imply that the other respondents were quite sharp in grasping the information, so that they experienced the pace as a bit slow.

The respondents were required to complete a scale on the balance between the presentation of the information and the group involvement. The results are reflected in Table 3.24

Table 3.24: The balance between the presentation of the information and group involvement

| QUESTIONS | n | 1. <i>It was much too long</i> | 2. <i>It was a little too long</i> | 3. <i>The length was just right</i> | 4. <i>It was a little too short</i> | 5. <i>I was much too short</i> |
|---|----|-----------------------------------|---------------------------------------|--|--|-----------------------------------|
| 1. How will you rate the balance between the <i>presentation and group involvement</i> ? | 26 | 1 (3.8%) | 0 (0%) | 25 (96.2) | 0 (0%) | 0 (0%) |

Table 3.24 clearly indicates that there was a good balance between the presentation of information and group involvement. 96.2% of 26 respondents indicated good balance. However, 3.8% indicated a lack of balance. The presenter also observed that some respondents were much more involved than others. A balance was brought about by the presenter consciously involving the quiet respondents.

3.5.6.6 Focus group feedback

The focus group reported the following regarding other influences on the programme:

- The ideal length caused a heated discussion. All felt it was a full programme, but seeing that they don't want anything to be dropped from the programme, the only solution they could come up with is the make the programme longer. However, they could not agree on the ideal length. In the end they agreed that the programme's length should perhaps remain the same.
- They indicated that the pace was too fast considering that the programme deals with emotional issues. The trainer needs to bring about a balance in the pace to accommodate all the attendees.
- They stated that the programme was balanced in terms of presentation and group involvement.
- The group added that the programme could also be of value to the following groups: perpetrators of violence, matriculants, university students, new recruits in the army and leaders.

3.6 TRENDS, FINDINGS AND IMPLICATIONS

A number of important trends emerged from the results of the 20 KAB scales that were used to measure the effect of the programme. Only the most important of these will be highlighted.

It was firstly clear that the programme generally had a medium to a practically significant effect on most of the dimensions that were measured. The smallest improvements seemed to have occurred in the increase of (objective) knowledge. This should not necessarily be seen in a negative light because it is not the core purpose of the programme to increase attendees' knowledge, but rather to provide them with sufficient knowledge to support a change in attitudes and especially behaviour.

A second trend was that changes to the respondents' intrapersonal related KAB (see Theme 1) was markedly lower than that for the other two themes that were covered by the programme. Because Theme 1 took up three of the five 'presentation days', this indicates that the theme and its presentation needs some revision.

A third trend that somewhat bucks the previous, was that the sub-themes of self-esteem and temperament clearly produces a larger change than the others. This was evident as far as both "objective" and subjective" knowledge is concerned, as well as in the case of attitudes and behaviour. This indicates that these sub-themes should be retained as core components of intrapersonal skills.

The changes in the respondents' interpersonal and domestic violence related KAB tended to be significantly higher than that for Theme 1. Within the context of the purpose and nature of the programme, especially the respondents' intended behavioural change as far as interpersonal relations and domestic violence is concerned, should be viewed as highly important. This should be viewed as the strongest indication that the PETP had succeeded in its primary purpose.

It can be concluded that from the twenty KAB scales that there has been a significant effect and change. However, there was a medium effect on objective and subject knowledge on intrapersonal skills. There was also small effect on respondents' objective knowledge of domestic violence. We can also conclude that the experimental group has shown some improvement based on the results. It has shown to be better than the control group, which is the result that was expected. It is also important to explore what value the programme had, this is discussed next.

The findings and the implications of the research will be discussed next. The focus of the findings is based on the reliability of the measurement scale and the impact of the programme on respondents' knowledge, attitude and behaviour; the value of the programme and evaluation of the presenter.

The newly developed scale and subscale that were used in the research has proven to be reliable and a Cronbach Alpha that is acceptable was achieved. Some of the scales only had a medium effect though. The reliability of the scale made it possible to measure respondents' knowledge, attitude and behaviour. The data generated by the scales proved that there was indeed a practically significant impact on the respondent's knowledge, attitude and their behaviour. It has to be taken into account that the scales were to measure both objective and subjective knowledge.

The programme was divided into three main themes namely intrapersonal skills, interpersonal skills and domestic violence education. Based on the data generated from the scales the following was found:

- The intrapersonal skills, which entailed self-awareness, rated a lower effect size on the respondents' objective and subjective knowledge and attitude. However there was a better effect size for behaviour.
- Interpersonal skills generally had a huge effect size for respondents' knowledge, attitude and behaviour compared to intrapersonal skill and domestic violence.
- Domestic violence education had a lesser impact on the objective knowledge and had a higher impact on subjective knowledge. It seems as if the change on attitude and behaviour enjoyed higher effect size on the respondents.
- The analysed data reflected that respondents valued the programme highly and also indicated that the programme had relevance.
- The overall rating of the presenter was generally very high. However, there's always room for improvement.
- The programme was also measured on influences such as the length, pace and balance. The generated data indicated that respondents rated the length of the programme as too short. Even though the programme had five days for presentation; the programme cannot be presented longer than five days. On the other hand, no section of the content of the programme can be dropped without compromising the programme.
- The pace of the programme was rated just right by the majority of the respondents. However, a smaller portion of the group indicated that the pace was slow. This could imply that one third of the group was fast in grasping the information. There is a good balance between the presentation information and group involvement.

3.7 GUIDELINES FOR IMPROVING THE PROGRAMME

The following are guidelines that will assist with the improvement of the PETP.

3.7.1 Guidelines for improving the structure of the programme

It would benefit both the facilitator and the respondents if the programme structure could be altered to achieve a better integration between domestic violence and the first two themes, namely intrapersonal and interpersonal skills. This can be achieved by a simple change such as moving the introductory activity of Day 5 (the the movie on domestic violence) to Day 1. The advantage of this change will not only be a better link between domestic violence and the two core themes, but could help to focus programme content to such a degree that the content will be less of an overload to attendees.

3.7.2 Guidelines for improving the content of the programme

The content of the programme is very important for the success of the reaching the goal. If the content of the programme is not relevant and not clear this impacts the whole programme negatively.

The sub-theme *sexuality* was under-discussed and not sufficiently linked to domestic violence. As a result the theme did not reach its optimal effect on the attendee's growth. The time allocated for this theme was also too short. During the presentation of this theme a short video clip could also facilitate more discussion and depth.

The sub-theme *developmental stages* should be re-visited; the current content is not that relevant for achieving the goal of the programme. One possible suggestion is that a new angle should be explored that links this theme to domestic violence and personal growth. Combining the sub-theme *past and present experiences* with *developmental stages* might improve the relevance of this sub-theme. The other alternative is to drop it from the programme. These options need to be investigated further.

In order to comply with the principle of experiential learning all the activities, exercises, checklist and examples should be re-evaluated and improved.

3.7.3 Guideline for improving the presentation of the programme

The presentation of the programme could improve with the help of a co-facilitator or assistant. Since the programme is long and intense, it is not only demanding for attendees', but also for the presenter. A co-facilitator could take over the presentation of certain sub-themes or activities and help with tasks such as handing out of questionnaires.

The facilitator should frequently attend other work sessions related to personal growth and emotional intelligence; this will assist with self-improvement and also the evaluation and updating of the programme.

The facilitator should only be responsible for the presentation during the actual period of presentation. Tasks such as organising meals and transport for respondents should be outsourced.

The length of the programme should remain the same, because it is impractical to present it in more than five days.

3.8 CONCLUDING REMARKS

The evaluation of the effect of the PETP on female victims of domestic violence was an exciting and interesting research project conducted in Potchefstroom. It would present female victims of domestic violence with the possible alternative intervention in their struggle against domestic violence. The question that was asked at the beginning of the research was “will the PETP have a positive impact on female victims of domestic violence?” The results of the findings of this research proved that this programme is a highly effective intervention for female victims of domestic violence. It became clear that respondents valued the programme and with added reinforcement it has the potential to change their lives for the better.

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**SECTION3: CONCLUSIONS, GUIDELINES AND
RECOMMENDATIONS**

4.1 INTRODUCTION

The Personal Empowerment Training Programme (abbreviated with “PETP”) was inspired by the Personal Growth Training Programme (PGTP) of FAMSA, Welkom. The researcher adapted the PGTP to suit the needs of female victims of domestic violence. It targeted those who are currently or were previously in an abusive relationship. The programme aimed to provide female victims with the opportunity to deal with the poor self-image, negative emotions, demoralization and loss of selfhood, self-blame and shame that result from domestic violence. This was achieved by engaging an experiential group with the PETP for a period of five days. The PETP offered the attendees the opportunity to explore their circumstances and learn from each other. Participants were afforded an opportunity to discover who they are and to attain self-understanding.

The overall aim of the study was to determine the effect that the programme had on the knowledge, attitude and behaviour of female victims of domestic violence. In this study two hypotheses were tested, namely that the PETP has a practically significant effect on the knowledge, attitudes and behaviour of female victims of domestic violence, and that it enables victims to change from victims of abuse to being empowered to deal with the challenges of abuse.

The nature and presentation of the programme, as well as the results obtained from the empirical research has already been extensively covered in three articles (see section2). Consequently only the main conclusions and recommendations are discussed next.

4.2 CONCLUSIONS REGARDING THE RESEARCH DESIGN AND PROCEDURE

The scales and sub-scale developed for this study proved to be reliable, and a Cronbach Alpha that is acceptable was achieved, even though some of the scales only had a small to medium effect size. The reliability of the scale made it viable to measure respondents’ knowledge, attitude and behaviour. The analysis of the data proved that there is a practically significant impact on the respondent’s knowledge, attitude and behaviour.

The research results obtained from the repeated measures (ANOVA) showed that the experimental group and control group did not react the same way over the period of five days, which was the expected result. This consistent difference between the experimental group and control group over time implies that you cannot compare these two groups. During further analysis focus shifted to the pre-test and post-test *differences* within each of the

groups. The results also showed that the pre-test and post-test were appropriate points of departure in determining the effect the PETP on female victims. Its combination with triangulation ensured that the risks inherent to the use of non-standardised measurement instruments could be dealt with successfully. It can be concluded that this type of procedure can be effectively applied in the measurement of the effect of any type of intervention.

4.3 CONCLUSION REGARDING THE EFFECT OF THE PROGRAMME

The effect of the programme refers to the changes that have been brought about in the attendees' knowledge, attitude and behaviour, as well as the experience the attendees' had of the value and relevance of the intervention. The effect that the programme had on attendees' knowledge, attitude and behaviour and the value and the relevance of the programme is discussed below.

The effect of the programme will be discussed according to the three core themes namely intrapersonal skills, interpersonal skills and domestic violence education. The analysis of the programme revealed that the programme ought to, in principle, have a significant effect on the attendees. The hypothesis was empirically tested with the help of 23 scales and sub-scales and a presenter's evaluation questionnaire.

The attendees had a certain level of objective knowledge of intrapersonal skills before the PETP. They therefore experienced a small effect on their objective knowledge. However, it is significant that the vast majority of the respondents *felt* that their general knowledge of intrapersonal skills had increased significantly. The biggest change was with regard to the themes of self-esteem and temperament. The results reflected that attendees' attitude had a medium to large effect on intrapersonal skills such as self-awareness, sexuality, developmental stages, needs, feelings, past and present family experiences and values and believes. However self-esteem and temperament enjoyed the largest effect change. Regarding the impact of the programme on behaviour, the attendees experienced a large effect change. Since the programme had a larger effect change on self-esteem and temperament, these two sub-themes should be kept as the core components of the section on intrapersonal skills.

The results showed that intrapersonal skills enjoyed a lesser effect change than the other two themes that were covered by the programme. It can be speculated that the content and presentation needs some revision.

From the analysis it is clear that attendees experienced a large impact with regard to knowledge, attitude and behaviour related to interpersonal skills. However, the focus group indicated that implementing the skill of assertiveness was a challenge.

Attendees experienced a large impact on knowledge, attitude and behaviour on domestic violence education. Once again, the focus group reflected that behaviour change over time was difficult. The focus group suggested that advance training would assist attendees to re-enforce behaviour change.

The large effect change on theme 2 and theme 3 should be viewed as the strongest indication that the PETP had succeeded in its primary goal. The experimental group has also experienced improvements reflecting the results, which was one of the expected outcomes.

The results showed that the entire programme had great value. Attendees indicated balance between the three themes, with intrapersonal skills enjoying a little bit of a lower rating than interpersonal skills and domestic violence education.

The data was analysed and the programme was rated as relevant. The most relevant elements of the programme seemed to be those that dealt directly with domestic violence. Most of the attendees felt that this programme will assist the respondents in dealing with the challenges of abuse. The programme had an impact on attendees' knowledge, attitude and behaviour throughout the programme, with self-esteem and temperament enjoying a high rating. It was also rated as relevant.

4.4 CONCLUSION REGARDING THE QUALITY OF THE PRESENTATION

The results of the empirical research indicated that the presentations were generally of a high standard. However, there were some deficiencies.

Data analysis indicated that the presenter's skills were rated highly and as excellent without any opposing voice. The programme was presented very well, but there is always room for improvement. The programme structure should be altered to achieve a better link between the three themes. This can be done by moving the introduction part of day 5 (film on domestic violence) to day 1. Attendees also indicated satisfaction in the area of teaching media. The venues were rated good and excellent. However, the presenter observed that the first venue (FAMSA Ikageng) for group 1 had some challenges. There were many interruptions from clients and staff of the FAMSA office during the presentation.

4.5 FINDINGS

All the research data brought the following findings to the fore:

- The PETP did have a practically significant impact on the knowledge, attitude and behaviour of female victims of domestic violence. Therefore, the programme succeeded fully in the purpose it was originally designed for. However, the following sub-themes should be revisited: Sexuality, developmental stages and assertiveness. Attention should be paid to how and when to be assertive within the abusive relationship, as well as personal safety in this regard.
- Within the sub-theme self-esteem, how to learn from criticism was not addressed sufficiently.
- It suggested that more time should be allocated to practicing interpersonal skills.
- It seems that attendees are not open to go for counselling, even after the training. This issue should be discussed more openly to address any resistance and misperceptions that may be present.
- The presentation of the programme was of high quality and it enhanced the programme's effect.
- Finally, it has been proven beyond reasonable doubt that the stated hypothesis was indeed correct.

In light of the above-mentioned findings, it could be concluded that the PETP study succeeded in its aim.

4.6 GUIDELINES AND RECOMMENDATIONS

The PETP study was a success; however, it had its short comings. Therefore, the research results were used as a basis to formulate guidelines and recommendations for its further improvement. These will be summarised next.

4.6.1 Proposed improvements to the programme

The programme should be altered to suit both the attendee and the facilitator. The structure of the programme should be altered; the first theme should be domestic violence education, then intrapersonal skills and the interpersonal skills. This will make the link between domestic violence and the two core themes better throughout the presentation.

4.6.2 Guidelines for improving the content of the programme

The content of the programme is very important for reaching the goal of the programme. If the content of the programme is not relevant and not clear this impacts the whole programme negatively:

- The sub-theme sexuality has the potential to improve the impact of the programme. It should be investigated more and a clear link between sexuality and domestic violence should be highlighted. During the presentation of this theme a short video clip would facilitate more discussion and depth.
- The sub-theme developmental stages had an indirect impact on attendees' parental skills. It had no impact on the core aim of the programme. It is recommended that it is dropped, which will give an open slot for increasing sexuality's content.
- It seems as if the focus group struggled with assertive behaviour over time. It could be that what was measured was anticipated behaviour change, which is different when faced with reality. During the programme presentation on assertiveness attendees should be warned that assertive behaviour might not decrease domestic violence, but on the contrary might increase it. The content of assertiveness should be offered in context, so that it does not increase the chances of violence in the already vulnerable situation.
- The length of the programme should remain the same. The programme cannot be presented in more than five days.
- In order to comply with the principle of experiential learning all the activities, exercises, checklist and examples should be re-evaluated and improved.

4.6.3 Guidelines to improving the presentation of the programme

- It would benefit both the attendee and the trainer if there could be a co-trainer.
- The trainer should attend advance training in facilitation and presentation skills. This will ensure that presenter's skills are sharpened and this will increase on the impact of the programme. Attending work session related to personal growth and emotional intelligence and domestic violence will assist in improving the impact of the programme.

4.7 CONCLUSION REMARKS

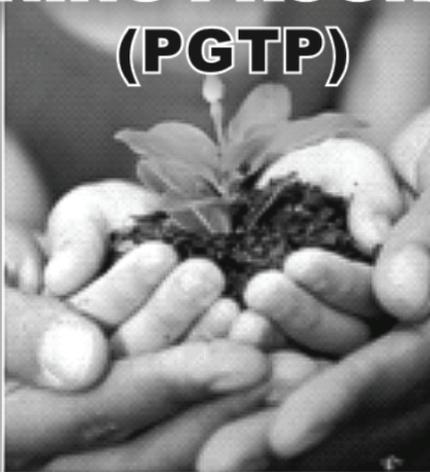
The evaluation of the adapted PETP for female victims of domestic violence will contribute in bringing dignity to the life of females traumatised by domestic violence. This programme

needs to be coupled with other interventions within the community such as counselling, 16 days of activism for no violence against women and children, intervention by the SAPS, court support groups and women's organisation within the community and churches. The researcher will continually refine the programme until it reaches its maximum potential. The improvement of the programme will result in bettering the quality of life of female victims of domestic violence.

SECTION 4 : APPENDICES

APPENDIX 1: DAY 1(A) PRE TEST

**EVALUATION OF THE
PERSONAL GROWTH
TRAINING PROGRAMME
(PGTP)**



**DAY 1:
PRE-SESSION QUESTIONNAIRE**

PGTP D1-Pre

Valentia Puleng Koeshe

**THIS QUESTIONNAIRE MUST BE COMPLETED ON DAY 1 BEFORE THE
START OF THE PERSONAL GROWTH TRAINING PROGRAMME**

1. INTRODUCTION

You are about to start with day 1 of the Personal Growth Training (PGTP) programme.

In order to know if this part of the programme is effective and, where necessary to improve it, we need **your** help. Please complete the following questionnaire **before** the start of today's proceedings. You will also be asked to complete a similar one at the end of today.

2. INSTRUCTIONS FOR COMPLETING THIS QUESTIONNAIRE

Please complete the following questionnaire **honestly** and **in full**, and please **don't guess**. We need *your* honest and personal views.

- 2.1 Mark the answers **on this questionnaire** by making a **cross** ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** questions.
- 2.4 Complete the questionnaire **on your own**.

This questionnaire contains several personal questions. *Don't write your name anywhere on it.* However, for research purposes we need you to generate a **secret identification code**. This code will be used to *match this questionnaire to others* that you will complete. **It will not identify you as a person.**

When you have completed the questionnaire, please return it to the presenter, who will seal it in an envelope. By completing this questionnaire you give permission that the data may be used for research purposes.

3. HOW TO START

Parts 1 to 4 are designed to link you with a specific training centre, etc. In addition, these answers will be generating the **secret identification code** that only **you** will know.

4. SECTION 1: MODULE PARTICULARS

Write the **date** on which the programme was presented below.

Date:

| |
|--------------------|
| ____ / ____ / 2011 |
|--------------------|

| Office Use | |
|------------|--|
| | |

5. SECTION 2: BIRTH DATE AND SECRET CODE

In the next six blocks, indicate your birth date.
*For example, if you were born on
16 December 1975, indicate it as follows:
161275*

| | | | | | |
|---|---|---|---|---|---|
| D | D | M | M | Y | Y |
| | | | | | |

6. SECTION 3: EMPLOYMENT STATUS AND SECRET CODE

| | | |
|--|--------------------|----------------------|
| Please make a cross <input checked="" type="checkbox"/> in the appropriate block | 1. <i>Employed</i> | 2. <i>Unemployed</i> |
|--|--------------------|----------------------|

7. SECTION 4: RANK/POSITION

| | | | | | |
|--|--|---------------------------|---------------------------|-----------------------------|---|
| Please make a cross <input checked="" type="checkbox"/> in the appropriate block | 1. <i>LCpl/LBdr/Cpl / Bdr - Sgt</i> | 2. <i>SSgt- WO</i> | 3. <i>Lt- Capt</i> | 4. <i>Maj-Lt Col</i> | 5. <i>Not a member of the military</i> |
|--|--|---------------------------|---------------------------|-----------------------------|---|

8. SECTION 5: PRESENT POSITION (*military participants only*)

| | | | | | |
|--|-----------------------------------|-----------------------|-------------------------|--------------------------------|---------------------------------|
| Please make a cross <input checked="" type="checkbox"/> in the appropriate block | 1. <i>Staff officers</i> | 2. <i>Managers</i> | 3. <i>Supervisor</i> | 4. <i>Company commander</i> | 5. <i>Battery commanders</i> |
| | 6. <i>Other (Please specify):</i> | | | | |

9. SECTION 6: PRESENT POSITION (*civilian participants only*)

| | | | | | | |
|--|-----------------------------------|-------------------------|----------------------|----------------------|--------------------|-------------------------|
| Please make a cross <input checked="" type="checkbox"/> in the appropriate block | 1. <i>Clerk</i> | 2. <i>Supervisor</i> | 3. <i>Manager</i> | 4. <i>Teacher</i> | 5. <i>Nurse</i> | 6. <i>Unemployed</i> |
| | 7. <i>Other (Please specify):</i> | | | | | |

10. SECTION 7: MARITAL STATUS

| | | | | |
|--|----------------------|-----------------------------------|---|------------------------|
| Please make a cross <input checked="" type="checkbox"/> in the appropriate block | 1. <i>Single</i> | 2. <i>Married</i> | 3. <i>Divorced</i> | 4. <i>Separated</i> |
| | 5. <i>Widowed</i> | 6. <i>Traditional marriage</i> | 7. <i>Cohabiting (Living together)</i> | |

11. SECTION 8: AGREE OR DISAGREE (*Self-Awareness 1*)

Instructions: To what extent do you agree or disagree with each of the following statements?

| Question | 1. | 2. | 3. | 4. |
|---|----------------------------------|-------------------------|----------------------|-------------------------------|
| 1. I am satisfied with my physical appearance | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 2. I know myself | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |

| | | | | |
|---|----------------------------------|-------------------------|----------------------|-------------------------------|
| 3. I except myself for what I am | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 4. I am comfortable with my sexuality | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 5. You are the product of your childhood | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 6. I am satisfied with what I have achieved in life | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 7. All needs are equally important | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |

12. SECTION 9: TRUE OR FALSE (Self-Awareness 1)

Instructions: To what extent is each of the following statements true or false?

| Questions | 1. | 2. | 3. | 4. |
|--|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| 1. Everyone has a talent that he or she is not aware of | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 2. A person's sexuality can also be shaped by the way he/she is socialised | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 3. A person's sexuality cannot influence his/her relationship with others | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 4. Men and women are different in the way that they respond to each other in an intimate relationship | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 5. Parents who only focus on their child's failures and not successes destroy their child's confidence | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 6. Feelings come in different levels of intensity | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |

13. SECTION 10: MOST RELEVANT RESPONSE (Self-Awareness 1)

Instructions: Choose the most relevant response to each question. Use the following as a criterion for your answers.

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge of this area.
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people)

| Question | 1. | 2. | 3. | 4. |
|--|-------------------|------------------|----------------|-----------------|
| 1. My knowledge of what “self-awareness” means can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 2. My knowledge of “mental abilities” can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 3. My knowledge of female sexuality can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 4. My knowledge of the concept “developmental stage” can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 5. My knowledge of the concept “competence” can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 6. My knowledge of how to evaluate needs can be described as..... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 7. My knowledge of how to deal with feelings can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |

13. SECTION 11: HOW OFTEN (Self-Awareness 1)

Instructions: How often has each of the following ‘things’ occurred in the past?
(Please answer these questions absolutely honestly)

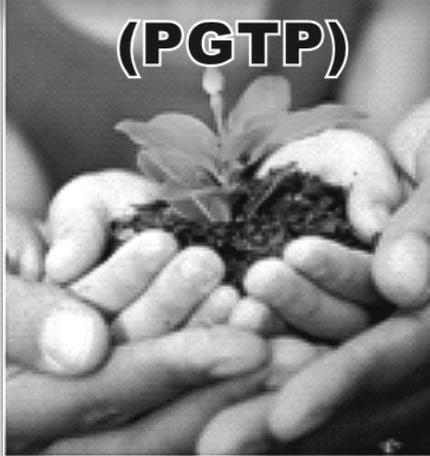
| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 1. I asked my friends how they experienced me | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 2. I shared my “personal stuff” with my partner | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 3. I allowed others closer by sharing personal details about myself | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |

| | | | | |
|--|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 4. I attended self-awareness courses/seminars in order to develop myself | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 5. I took notice of my physical limitations | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 6. I placed other people's needs before my own | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 7. I expressed my feelings freely | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |

Thank you for completing this questionnaire

APPENDIX 2: DAY 1(B) POST TEST (F1)

**EVALUATION OF THE
PERSONAL GROWTH
TRAINING PROGRAMME
(PGTP)**



**DAY 1:
POST-SESSION QUESTIONNAIRE**

PGTP D1-Post

Valentia Puleng Koeshe

THIS QUESTIONNAIRE MUST BE COMPLETED ON DAY 1 AFTER THE COMPLETION OF THE PERSONAL GROWTH TRAINING PROGRAMME

SECTION 1: MODULE PARTICULARS

Write the **date** on which the programme was presented below.

Date:

| Office Use | |
|------------|--|
| | |

SECTION 2: BIRTH DATE AND SECRET CODE

| | | | | | | |
|--|---|---|---|---|---|---|
| <p>In the next six blocks, indicate your birth date. <i>For example, if you were born on 16 December 1975, indicate it as follows: 161275</i></p> | D | D | M | M | Y | Y |
| | | | | | | |

[SECTIONS 3-7: OPEN]

SECTION 8: AGREE OR DISAGREE (Self-Awareness 1)

Instructions: To what extent do you agree or disagree with each of the following statements?

| Question | 1. | 2. | 3. | 4. |
|--|----------------------------------|-------------------------|----------------------|-------------------------------|
| 8. I am satisfied with my physical appearance | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 9. I know myself | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 10. I except myself for what I am | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 11. I am comfortable with my sexuality | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 12. You are the product of your childhood | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 13. I am satisfied with what I have achieved in life | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 14. All needs are equally important | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |

SECTION 9: TRUE OR FALSE (Self-Awareness 1)

Instructions: To what extent is each of the following statements true or false?

| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| 7. Everyone has a talent that he or she is not aware of | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 8. A person's sexuality can also be shaped by the way he/she is socialised | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 9. A person's sexuality cannot influence his/her relationship with others | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 10. Men and women are different in the way that they respond to each other in an intimate relationship | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 11. Parents who only focus on their child's failures and not successes destroy their child's confidence | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 12. Feelings come in different levels of intensity | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |

SECTION 10: MOST RELEVANT RESPONSE (Self-Awareness 1)

Instructions: Choose the most relevant response to each question. Use the following as a criterion for your answers.

1. *Poor* = I am totally lost in this area.
2. *Inadequate* = I know a little but not enough to feel comfortable.
3. *Adequate* = I am fairly comfortable with my knowledge of this area.
4. *Excellent* = I have mastered this area (i.e. I know 75% more than most people)

| Question | 1. | 2. | 3. | 4. |
|--|-------------------|------------------|----------------|-----------------|
| 8. My knowledge of what "self-awareness" means can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 9. My knowledge of "mental abilities" can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 10. My knowledge of female sexuality can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |

| | | | | |
|---|-------------------|------------------|----------------|-----------------|
| 11. My knowledge of the concept “developmental stage” can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 12. My knowledge of the concept “competence” can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 13. My knowledge of how to evaluate needs can be described as..... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 14. My knowledge of how to deal with feelings can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |

SECTION 11: HOW OFTEN (*Self-Awareness 1*)

Instructions: How often will each of the following ‘things’ occur in the future?
(Please answer these questions *absolutely honestly*)

| Questions | 1. | 2. | 3. | 4. |
|--|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 8. I will ask my friends how they experience me | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 9. I will share my “personal stuff” with my partner | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 10. I will allow others closer by sharing personal details about myself | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 11. I will attend self-awareness courses/seminars in order to develop myself | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 12. I will take notice of my physical limitations | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 13. I will place other people’s needs before my own | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 14. I will express my feelings freely | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |

Thank you for completing this questionnaire

APPENDIX 3: DAY 2(A) PRE TEST

**EVALUATION OF THE
PERSONAL GROWTH
TRAINING PROGRAMME
(PGTP)**



**DAY 2:
PRE-SESSION QUESTIONNAIRE**

PGTP D2-Pre

Valentia Puleng Koeshe

This questionnaire must be completed on Day 2 *before* the start of the
Personal Growth Training Programme

SECTION 1: MODULE PARTICULARS

Write the **date** on which the programme was presented below.

Date:

| |
|----------------------|
| _____ / _____ / 2011 |
|----------------------|

| Office Use | |
|------------|--|
| | |

SECTION 2: BIRTH DATE AND SECRET CODE

In the next six blocks, indicate your birth date.
For example, if you were born on
16 December 1975, indicate it as follows:
161275

| | | | | | |
|---|---|---|---|---|---|
| D | D | M | M | Y | Y |
|---|---|---|---|---|---|

SECTION 3: AGREE/DISAGREE (SELF-AWARENESS 2)

Instructions: To what extent do you agree or disagree with each of the following statements?

| Question | 1. | 2. | 3. | 4. |
|--|---------------------------------|---------------------|--------------------|--------------------------------|
| 1. My past determines my future* | 1. strongly disagree | 2. disagree | 3. I agree | 4. I strongly agree |
| 2. Unresolved past issues can interfere with my current relationship | 1. strongly disagree | 2. disagree | 3. I agree | 4. I strongly agree |
| 3. Counselling can contribute to the healing process | 1. strongly disagree | 2. disagree | 3. I agree | 4. I strongly agree |
| 4. I live my life according to specific beliefs | 1. strongly disagree | 2. disagree | 3. I agree | 4. I strongly agree |
| 5. People have both rights and responsibilities | 1. strongly disagree | 2. disagree | 3. I agree | 4. I strongly agree |

SECTION 4: TRUE OR FALSE (SELF-AWARENESS 2)

Instructions: To what extent is each of the following statements true or false?

| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| 1. If people are assertive they will stand up for their values/beliefs | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 2. Values are formed by the way we have been socialised | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 3. Love, peace, and freedom are examples of values | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 4. It helps to share hurtful experiences with others | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 5. People feel less alone when they share their hurtful experiences with each other | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 6. Sharing with others can help people to learn more about themselves | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 7. Both positive and negative life experiences have value | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |

SECTION 5: MOST RELEVANT RESPONSE (SELF-AWARENESS 2)

Instructions: Choose the most relevant response to each question. Use the following as a criterion for your answers.

- | |
|---|
| <ol style="list-style-type: none"> 1. <i>Poor</i> = I am totally lost in this area. 2. <i>Inadequate</i> = I know a little but not enough to feel comfortable. 3. <i>Adequate</i> = I am fairly comfortable with my knowledge of this area. 4. <i>Excellent</i> = I have mastered this area (i.e. I know 75% more than most people) |
|---|

| Question | 1. | 2. | 3. | 4. |
|--|-------------------|-------------------------|-----------------------|------------------------|
| 1. My knowledge of the concept "Tree of life" can be described as | 1. <i>Poor</i> | 2. <i>Inadequate</i> | 3. <i>Adequate</i> | 4. <i>Excellent</i> |
| 2. My knowledge of the concept "Family of origin" can be described as..... | 1. <i>Poor</i> | 2. <i>Inadequate</i> | 3. <i>Adequate</i> | 4. <i>Excellent</i> |
| 3. My knowledge of the concept "Nuclear family" can be described as.... | 1. <i>Poor</i> | 2. <i>Inadequate</i> | 3. <i>Adequate</i> | 4. <i>Excellent</i> |

| | | | | |
|---|-------------------|-------------------------|-----------------------|------------------------|
| 4. My knowledge of the concept "Values" can be described as..... | 1. <i>Poor</i> | 2. <i>Inadequate</i> | 3. <i>Adequate</i> | 4. <i>Excellent</i> |
| 5. My knowledge of the concept "Beliefs" can be described as..... | 1. <i>Poor</i> | 2. <i>Inadequate</i> | 3. <i>Adequate</i> | 4. <i>Excellent</i> |
| 6. My ability to stand up for my values can be described as.... | 1. <i>Poor</i> | 2. <i>Inadequate</i> | 3. <i>Adequate</i> | 4. <i>Excellent</i> |
| 7. My ability to stand up for my beliefs can be described as..... | 1. <i>Poor</i> | 2. <i>Inadequate</i> | 3. <i>Adequate</i> | 4. <i>Excellent</i> |

SECTION 6: HOW OFTEN (SELF-AWARENESS 2)

Instructions: How often has each of the following 'things' occurred in the past?
(Please answer these questions absolutely honestly)

| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 1. I asked my family about our family history | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 2. I went for counselling to deal with my painful past | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 3. I blamed my parents for my failures* | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 4. When I thought about my past painful experiences, I have cried | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 5. I learned from my past experiences | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 6. I stood up for my rights | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 7. I expressed my values and beliefs openly and freely | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 8. I respected other peoples' values and beliefs | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |

Thank you for completing this questionnaire

APPENDIX 4: DAY 2(B) POST TEST (F1)

**EVALUATION OF THE
PERSONAL GROWTH
TRAINING PROGRAMME
(PGTP)**



**DAY 2:
POST-SESSION QUESTIONNAIRE**

PGTP D2-Post

Valentia Puleng Koeshe

THIS QUESTIONNAIRE MUST BE COMPLETED ON DAY 2 AFTER THE COMPLETION OF THE PERSONAL GROWTH TRAINING PROGRAMME

SECTION 1: MODULE PARTICULARS

Write the **date** on which the programme was presented below.

Date:

| | | | | | |
|--|---|--|---|--|--------|
| | / | | / | | / 2011 |
|--|---|--|---|--|--------|

| Office Use | |
|------------|--|
| | |

SECTION 2: BIRTH DATE AND SECRET CODE

| | | | | | | |
|--|---|---|---|---|---|---|
| <p>In the next six blocks, indicate your birth date. <i>For example, if you were born on 16 December 1975, indicate it as follows: 161275</i></p> | D | D | M | M | Y | Y |
| | | | | | | |

SECTION 3: AGREE/DISAGREE (Self-Awareness 2)

Instructions: To what extent do you agree or disagree with each of the following statements?

| Question | 1. | 2. | 3. | 4. |
|--|----------------------------------|-------------------------|----------------------|-------------------------------|
| 1. My past determines my future* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 2. Unresolved past issues can interfere with my current relationship | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 3. Counselling can contribute to the healing process | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 4. I live my life according to specific beliefs | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 5. People have both rights and responsibilities | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |

SECTION 4: TRUE OR FALSE (Self-Awareness 2)

Instructions: To what extent is each of the following statements true or false?

| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| 1. If people are assertive they will stand up for their values/beliefs | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 2. Values are formed by the way we have been socialised | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 3. Love, peace, and freedom are examples of values | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 4. It helps to share hurtful experiences with others | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 5. People feel less alone when they share their hurtful experiences with each other | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 6. Sharing with others can help people to learn more about themselves | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 7. Both positive and negative life experiences have value | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |

SECTION 5: MOST RELEVANT RESPONSE (Self-Awareness 2)

Instructions: Choose the most relevant response to each question. Use the following as a criterion for your answers.

- | |
|---|
| <ol style="list-style-type: none"> 1. <i>Poor</i> = I am totally lost in this area. 2. <i>Inadequate</i> = I know a little but not enough to feel comfortable. 3. <i>Adequate</i> = I am fairly comfortable with my knowledge of this area. 4. <i>Excellent</i> = I have mastered this area (i.e. I know 75% more than most people) |
|---|

| Question | 1. | 2. | 3. | 4. |
|--|-------------------|------------------|----------------|-----------------|
| 1. My knowledge of the concept "Tree of life" can be described as | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 2. My knowledge of the concept "Family of origin" can be described as..... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 3. My knowledge of the concept "Nuclear family" can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |

| | | | | |
|---|-------------------|------------------|----------------|-----------------|
| 4. My knowledge of the concept "Values" can be described as..... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 5. My knowledge of the concept "Beliefs" can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 6. My ability to stand up for my values can be described as.... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 7. My ability to stand up for my beliefs can be described as..... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |

SECTION 6: HOW OFTEN (*Self-Awareness 2*)

Instructions: How often will each of the following 'things' occur in the future?
(Please answer these questions *absolutely honestly*)

| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 1. I will ask my family about our family history | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 2. I will go for counselling to deal with my painful past | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 3. I will blame my parents for my failures* | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 4. I will cry, when I think about my past painful experiences | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 5. I will learn from my past experiences | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 6. I will stand up for my rights | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 7. I will express my values and beliefs openly and freely | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 8. I will respect other peoples' values and beliefs | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |

Thank you for completing this questionnaire

APPENDIX 5: DAY 3(A) PRE TEST (F1)

**EVALUATION OF THE
PERSONAL GROWTH
TRAINING PROGRAMME
(PGTP)**



**DAY 3:
PRE-SESSION QUESTIONNAIRE**

PGTP D3-Pre

Valentia Puleng Koeshe

**THIS QUESTIONNAIRE MUST BE COMPLETED ON DAY 3 BEFORE THE
START OF THE PERSONAL GROWTH TRAINING PROGRAMME**

SECTION 1: MODULE PARTICULARS

Write the **date** on which the programme was presented below.

Date:

| |
|----------------------|
| _____ / _____ / 2011 |
|----------------------|

| Office Use | |
|------------|--|
| | |

SECTION 2: BIRTH DATE AND SECRET CODE

In the next six blocks, indicate your birth date.
For example, if you were born on
16 December 1975, indicate it as follows:
161275

| | | | | | |
|---|---|---|---|---|---|
| D | D | M | M | Y | Y |
|---|---|---|---|---|---|

SECTION 3: AGREE/DISAGREE (SELF-AWARENESS 3)

Instructions: To what extent do you agree or disagree with each of the following statements?

| Question | 1. | 2. | 3. | 4. |
|--|----------------------------------|-------------------------|----------------------|-------------------------------|
| 1. I am worthy to be loved | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 2. You are what people say you are* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 3. I'm helpless to change my situation* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 4. It's better to keep your feelings and thoughts to yourself* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 5. Every individual is different and unique | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 6. It's better to express your thoughts and feelings | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 7. If people cry, it's better to change the topic* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |

SECTION 4: TRUE OR FALSE (SELF-AWARENESS 3)

Instructions: To what extent is each of the following statements true or false?

| Questions | 1. | 2. | 3. | 4. |
|--|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| 1. People with low self-esteem blame themselves when something goes wrong | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 2. If people constantly receive negative feedback, it will lower their self-esteem | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 3. People who know themselves well are in a better position to understand others | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 4. There are different personality types | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 5. If I know my partner's personality type, I will know how to approach him | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 6. If I know my partner's personality type, I will understand him better | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 7. Empathy is a skill that one can learn | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 8. Empathy means feeling sorry for someone | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |

SECTION 5: MOST RELEVANT RESPONSE (SELF-AWARENESS 3)

Instructions: Choose the most relevant response to each question. Use the following as a criterion for your answers.

- | |
|---|
| <ol style="list-style-type: none"> 1. <i>Poor</i> = I am totally lost in this area. 2. <i>Inadequate</i> = I know a little but not enough to feel comfortable. 3. <i>Adequate</i> = I am fairly comfortable with my knowledge of this area. 4. <i>Excellent</i> = I have mastered this area (i.e. I know 75% more than most people) |
|---|

| Question | 1. | 2. | 3. | 4. |
|--|-------------------|------------------------|-----------------------|------------------------|
| 1. My knowledge of improving my self-esteem can be described as... | 1. <i>Poor</i> | 2. <i>Inadequat</i> | 3. <i>Adequate</i> | 4. <i>Excellent</i> |
| 2. My knowledge of my temperament type can be described as.... | 1. <i>Poor</i> | 2. <i>Inadequat</i> | 3. <i>Adequate</i> | 4. <i>Excellent</i> |

| | | | | |
|--|-------------------|-----------------|----------------|-----------------|
| 3. My knowledge of the concept "empathy" can be described as.... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellent |
| 4. My knowledge of how to show empathy can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellent |
| 5. My knowledge of the difference between the concepts "sympathy" and "empathy" can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellent |
| 6. My knowledge of how to implement "I" messages can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellent |

SECTION 6: HOW OFTEN (SELF-AWARENESS 3)

Instructions: How often has each of the following 'things' occurred in the past?
(Please answer these questions absolutely honestly)

| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 1. I got my way by showing others that I was angry | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 2. I have tried to learn from criticism | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 3. I dominated others | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 4. I tried to improve my self-esteem | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 5. I accepted criticism positively | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 6. I showed empathy to my partner | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 7. I tried to improve my ability to understand my partner | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |

Thank you for completing this questionnaire

APPENDIX 6: DAY 3(B) POST TEST (F1)

**EVALUATION OF THE
PERSONAL GROWTH
TRAINING PROGRAMME
(PGTP)**



**DAY 3:
POST-SESSION QUESTIONNAIRE**

PGTP D3-Post

Valentia Puleng Koeshe

THIS QUESTIONNAIRE MUST BE COMPLETED ON DAY 3 AFTER THE COMPLETION OF THE PERSONAL GROWTH TRAINING PROGRAMME

SECTION 1: MODULE PARTICULARS

Write the **date** on which the programme was presented below.

Date:

| |
|----------------------|
| _____ / _____ / 2011 |
|----------------------|

| Office Use | |
|------------|--|
| | |

SECTION 2: BIRTH DATE AND SECRET CODE

In the next six blocks, indicate your birth date.
 For example, if you were born on 16 December 1975, indicate it as follows:
 161275

| | | | | | |
|---|---|---|---|---|---|
| D | D | M | M | Y | Y |
| | | | | | |

SECTION 3: AGREE/DISAGREE (SELF-AWARENESS 3)

Instructions: To what extent do you agree or disagree with each of the following statements?

| Question | 1. | 2. | 3. | 4. |
|--|----------------------------------|-------------------------|----------------------|-------------------------------|
| 1. I am worthy to be loved | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 2. You are what people say you are* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 3. I'm helpless to change my situation* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 4. It's better to keep your feelings and thoughts to yourself* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 5. Every individual is different and unique | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 6. It's better to express your thoughts and feelings | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 7. If people cry, it's better to change the topic* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |

SECTION 4: TRUE OR FALSE (SELF-AWARENESS 3)

Instructions: To what extent is each of the following statements true or false?

| Questions | 1. | 2. | 3. | 4. |
|--|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| 1. People with low self-esteem blame themselves when something goes wrong | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 2. If people constantly receive negative feedback, it will lower their self-esteem | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 3. People who know themselves well are in a better position to understand others | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 4. There are different personality types | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 5. If I know my partner's personality type, I will know how to approach him | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 6. If I know my partner's personality type, I will understand him better | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 7. Empathy is a skill that one can learn | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 8. Empathy means feeling sorry for someone | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |

SECTION 5: MOST RELEVANT RESPONSE (SELF-AWARENESS 3)

Instructions: Choose the most relevant response to each question. Use the following as a criterion for your answers.

- | |
|--|
| <p>1. <i>Poor</i> = I am totally lost in this area. 2. <i>Inadequate</i> = I know a little but not enough to feel comfortable. 3. <i>Adequate</i> = I am fairly comfortable with my knowledge of this area. 4. <i>Excellent</i> = I have mastered this area (i.e. I know 75% more than most people)</p> |
|--|

| Question | 1. | 2. | 3. | 4. |
|--|-------------------|-----------------------|-----------------------|------------------------|
| 1. My knowledge of improving my self-esteem can be described as... | 1. <i>Poor</i> | 2. <i>Inadequa</i> | 3. <i>Adequate</i> | 4. <i>Excellent</i> |

| | | | | |
|--|-------------------|----------------|----------------|-----------------|
| 2. My knowledge of my temperament type can be described as.... | 1. <i>Poor</i> | 2. Inadequa | 3. Adequate | 4. Excellent |
| 3. My knowledge of the concept "empathy" can be described as..... | 1. <i>Poor</i> | 2. Inadequa | 3. Adequate | 4. Excellent |
| 4. My knowledge of how to show empathy can be described as... | 1. <i>Poor</i> | 2. Inadequa | 3. Adequate | 4. Excellent |
| 5. My knowledge of the difference between the concepts "sympathy" and "empathy" can be described as... | 1. <i>Poor</i> | 2. Inadequa | 3. Adequate | 4. Excellent |
| 6. My knowledge of how to implement "I" messages can be described as... | 1. <i>Poor</i> | 2. Inadequa | 3. Adequate | 4. Excellent |

SECTION 6: HOW OFTEN (SELF-AWARENESS 3)

Instructions: How often will each of the following 'things' occur in the future?
(Please answer these questions absolutely honestly)

| Questions | 1. | 2. | 3. | 4. |
|--|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 1. I will get my way by showing others that I am angry | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 2. I will try to learn from criticism | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 3. I will try to improve my self-esteem | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 4. I will accept criticism positively | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 5. I will show empathy to my partner | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 6. I will try to improve my ability to understand my partner | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |

Thank you for completing this questionnaire

APPENDIX 7: DAY 4(A) PRE TEST (F1)

**EVALUATION OF THE
PERSONAL GROWTH
TRAINING PROGRAMME
(PGTP)**



**DAY 4:
PRE-SESSION QUESTIONNAIRE**

PGTP D4-Pre

Valentia Puleng Koeshe

**THIS QUESTIONNAIRE MUST BE COMPLETED ON DAY 4 BEFORE THE
START OF THE PERSONAL GROWTH TRAINING PROGRAMME**

SECTION 1: MODULE PARTICULARS

Write the **date** on which the programme was presented below.

Date:

| Office Use | |
|------------|--|
| | |

SECTION 2: BIRTH DATE AND SECRET CODE

In the next six blocks, indicate your birth date.
For example, if you were born on 16 December 1975, indicate it as follows: 161275

| | | | | | |
|---|---|---|---|---|---|
| D | D | M | M | Y | Y |
|---|---|---|---|---|---|

SECTION 3: AGREE/DISAGREE (SKILLS)

Instructions: To what extent do you agree or disagree with each of the following statements?

| Question | 1. | 2. | 3. | 4. |
|---|---------------------------------|---------------------|---------------|---------------------------|
| 1. Listening also involves observing the non-verbal communication of others | 1. strongly disagree | 2. disagree | 3. agree | 4. strongly agree |
| 2. The “silent treatment” is a good tool to punish others* | 1. strongly disagree | 2. disagree | 3. agree | 4. strongly agree |
| 3. One should show one’s feelings when communicating with others | 1. strongly disagree | 2. disagree | 3. agree | 4. strongly agree |
| 4. I have the right to openly express my feelings | 1. strongly disagree | 2. disagree | 3. agree | 4. strongly agree |
| 5. Problems are bad for you* | 1. strongly disagree | 2. disagree | 3. agree | 4. strongly agree |
| 6. If you leave a problem alone, it will ultimately resolve itself* | 1. strongly disagree | 2. disagree | 3. agree | 4. strongly agree |
| 7. It’s best to avoid conflict* | 1. strongly disagree | 2. disagree | 3. agree | 4. strongly agree |

SECTION 4: TRUE OR FALSE (SKILLS)

Instructions: To what extent is each of the following statements true or false?

| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| 1. Talking about the weather and traffic is a meaningful level of communication | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 2. Assertive people get what they want by being offensive | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 3. Assertive people have a tendency to tell others "no" in a rude way* | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 4. People must be aware of their problems before they can select an appropriate solution | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 5. A person must first identify all the possible solutions to a problem before selecting one | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 6. A person must first explore the advantages and disadvantages of all the possible solutions to a problem before selecting one | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 7. Differences in people's perceptions are often a major cause of conflict | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |

SECTION 5: MOST RELEVANT RESPONSE (SKILLS)

Instructions: Choose the most relevant response to each question. Use the following as a criterion for your answers.

- | |
|---|
| <ol style="list-style-type: none"> 1. <i>Poor</i> = I am totally lost in this area. 2. <i>Inadequate</i> = I know a little but not enough to feel comfortable. 3. <i>Adequate</i> = I am fairly comfortable with my knowledge of this area. 4. <i>Excellent</i> = I have mastered this area (i.e. I know 75% more than most people) |
|---|

| Question | 1. | 2. | 3. | 4. |
|--|-------------------|-----------------|----------------|-----------------|
| 1. My knowledge of what "listening skills" entail can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellent |
| 2. My knowledge of what "attending skills" means can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellent |
| 3. My knowledge of what the acronym "SOLER" means can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellent |

| | | | | |
|---|-------------------|-----------------|----------------|-----------------|
| 4. My knowledge of what the concept “assertiveness” means can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellent |
| 5. My current knowledge of the problem-solving process can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellent |
| 6. My knowledge of the definition of “conflict” can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellent |
| 7. My knowledge of the “five animals” that are used to illustrate the conflict resolution strategies can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellent |

SECTION 6: HOW OFTEN (SKILLS)

Instructions: How often has each of the following ‘things’ occurred in the past?
(Please answer these questions absolutely honestly)

| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 1. I listened attentively when people spoke to me | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 2. I evaluated my communication styles | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 3. I apologised when I was at fault | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 4. I behaved assertively | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 5. When I was faced with a problem that involved my partner, I preferred to keep quiet | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 6. When I had chose a solution to a problem, I was afraid to implement it | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 7. When confronted with a conflict situation, I knew which conflict-resolving strategies to use | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |

Thank you for completing this questionnaire

APPENDIX 8: DAY 4(B) POST TEST (F1)

**EVALUATION OF THE
PERSONAL GROWTH
TRAINING PROGRAMME
(PGTP)**



**DAY 4:
POST-SESSION QUESTIONNAIRE**

PGTP D4-Post

Valentia Puleng Koeshe

THIS QUESTIONNAIRE MUST BE COMPLETED ON DAY 4 AFTER THE COMPLETION OF THE PERSONAL GROWTH TRAINING PROGRAMME

SECTION 1: MODULE PARTICULARS

Write the **date** on which the programme was presented below.

Date:

| |
|----------------------|
| _____ / _____ / 2011 |
|----------------------|

| Office Use | |
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| | |

SECTION 2: BIRTH DATE AND SECRET CODE

| | | | | | | |
|---|---|---|---|---|---|---|
| In the next six blocks, indicate your birth date. <i>For example, if you were born on 16 December 1975, indicate it as follows: 161275</i> | D | D | M | M | Y | Y |
| | | | | | | |

SECTION 3: AGREE/DISAGREE (SKILLS)

Instructions: To what extent do you agree or disagree with each of the following statements?

| Question | 1. | 2. | 3. | 4. |
|---|---------------------------------|---------------------|---------------|---------------------------|
| 1. Listening also involves observing the non-verbal communication of others | 1. I strongly disagree | 2. I disagree | 3. I agree | 4. I strongly agree |
| 2. The "silent treatment" is a good tool to punish others* | 1. I strongly disagree | 2. I disagree | 3. I agree | 4. I strongly agree |
| 3. One should show one's feelings when communicating with others | 1. I strongly disagree | 2. I disagree | 3. I agree | 4. I strongly agree |
| 4. I have the right to openly express my feelings | 1. I strongly disagree | 2. I disagree | 3. I agree | 4. I strongly agree |
| 5. Problems are bad for you* | 1. I strongly disagree | 2. I disagree | 3. I agree | 4. I strongly agree |
| 6. If you leave a problem alone, it will ultimately resolve itself* | 1. I strongly disagree | 2. I disagree | 3. I agree | 4. I strongly agree |
| 7. It's best to avoid conflict* | 1. I strongly disagree | 2. I disagree | 3. I agree | 4. I strongly agree |

SECTION 4: TRUE OR FALSE (SKILLS)

Instructions: To what extent is each of the following statements true or false?

| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| 1. Talking about the weather and traffic is a meaningful level of communication | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 2. Assertive people get what they want by being offensive | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 3. Assertive people have a tendency to tell others “no” in a rude way* | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 4. People must be aware of their problems before they can select an appropriate solution | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 5. A person must first identify all the possible solutions to a problem before selecting one | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 6. A person must first explore the advantages and disadvantages of all the possible solutions to a problem before selecting one | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 7. Differences in people’s perceptions are often a major cause of conflict | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |

SECTION 5: MOST RELEVANT RESPONSE (SKILLS)

Instructions: Choose the most relevant response to each question. Use the following as a criterion for your answers.

- | |
|---|
| <ol style="list-style-type: none"> 1. <i>Poor</i> = I am totally lost in this area. 2. <i>Inadequate</i> = I know a little but not enough to feel comfortable. 3. <i>Adequate</i> = I am fairly comfortable with my knowledge of this area. 4. <i>Excellent</i> = I have mastered this area (i.e. I know 75% more than most people) |
|---|

| Question | 1. | 2. | 3. | 4. |
|--|-------------------|-----------------|----------------|----------------|
| 1. My knowledge of what “listening skills” entail can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellen |
| 2. My knowledge of what “attending skills” means can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellen |
| 3. My knowledge of what the acronym “SOLER” means can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellen |

| | | | | |
|---|-------------------|-----------------|----------------|----------------|
| 4. My knowledge of what the concept “assertiveness” means can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellen |
| 5. My current knowledge of the problem-solving process can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellen |
| 6. My knowledge of the definition of “conflict” can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellen |
| 7. My knowledge of the “five animals” that are used to illustrate the conflict resolution strategies can be described as... | 1. <i>Poor</i> | 2. Inadequat | 3. Adequate | 4. Excellen |

SECTION 6: HOW OFTEN (SKILLS)

Instructions: How often will each of the following ‘things’ occur in the future?
(Please answer these questions *absolutely* honestly)

| Questions | 1. | 2. | 3. | 4. |
|--|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 1. I will listen attentively when people speak to me | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 2. I will evaluate my communication styles | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 3. I will apologise when I am at fault | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 4. I will behave assertively | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 5. When I am facing with a problem that involves my partner, I will prefer to keep quiet | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 6. When I choose a solution to a problem, I will be afraid to implement it | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 7. When confront with a conflict situation, I will know which conflict-resolving strategies to use | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |

Thank you for completing this questionnaire

APPENDIX 9: DAY 5(A) PRE TEST (F1)

**EVALUATION OF THE
PERSONAL GROWTH
TRAINING PROGRAMME
(PGTP)**



**DAY 5:
PRE-SESSION QUESTIONNAIRE**

PGTP D5-Pre

Valentia Puleng Koeshe

**THIS QUESTIONNAIRE MUST BE COMPLETED ON DAY 5 BEFORE THE
START OF THE PERSONAL GROWTH TRAINING PROGRAMME**

SECTION 1: MODULE PARTICULARS

Write the **date** on which the programme was presented below.

Date:

| |
|----------------------|
| _____ / _____ / 2011 |
|----------------------|

| Office Use | |
|------------|--|
| | |

SECTION 2: BIRTH DATE AND SECRET CODE

In the next six blocks, indicate your birth date.
For example, if you were born on 16 December 1975, indicate it as follows:
161275

| | | | | | |
|---|---|---|---|---|---|
| D | D | M | M | Y | Y |
| | | | | | |

SECTION 3: AGREE/DISAGREE (DOMESTIC VIOLENCE)

Instructions: To what extent do you agree or disagree with each of the following statements?

| Question | 1. | 2. | 3. | 4. |
|---|----------------------------------|-------------------------|----------------------|-------------------------------|
| 1. Domestic violence is a private matter* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 2. Only illiterate women are victims of domestic violence | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 3. Abused women like to be abused | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 4. A man has a right to discipline his wife because he paid <i>lobola</i> | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 5. If my partner forces me to have sex, I view it as rape | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 6. A protection order gives women power to manipulate their partners | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 7. Physical abuse is the <u>only</u> serious form of abuse* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |

SECTION 4: TRUE OR FALSE (DOMESTIC VIOLENCE)

Instructions: To what extent is each of the following statements true or false?

| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| 1. A person can be abused physically | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 2. A person can be abused financially | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 3. Cultural factors can contribute to domestic violence | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 4. The cycle of violence can contribute to women staying in abusive relationships | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 5. Domestic violence can not affect children* | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 6. Alcohol can not contribute to domestic violence | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 7. A person can be abused emotionally | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 8. There is a safe-house at the Potchefstroom police station | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |

SECTION 5: MOST RELEVANT RESPONSE (DOMESTIC VIOLENCE)

Instructions: Choose the most relevant response to each question. Use the following as a criterion for your answers.

- | |
|---|
| <ol style="list-style-type: none"> 1. <i>Poor</i> = I am totally lost in this area. 2. <i>Inadequate</i> = I know a little but not enough to feel comfortable. 3. <i>Adequate</i> = I am fairly comfortable with my knowledge of this area. 4. <i>Excellent</i> = I have mastered this area (i.e. I know 75% more than most people) |
|---|

| Question | 1. | 2. | 3. | 4. |
|---|-------------------|-------------------------|-----------------------|------------------------|
| 1. My knowledge of the definition of "Domestic violence" as contained in the Domestic Violence Act can be described as... | 1. <i>Poor</i> | 2. <i>Inadequate</i> | 3. <i>Adequate</i> | 4. <i>Excellent</i> |

| | | | | |
|--|-------------------|------------------|----------------|-----------------|
| 2. My knowledge of the concept “Cycle of violence” can be described as... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 3. My knowledge of the purpose of a protection order can be described as... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 4. My knowledge of the role of counselling in domestic violence situations can be described as... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 5. My knowledge of the different forms of domestic violence can be described as... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 6. My knowledge of the reason why women stay with their abusive partners can be described as... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 7. My knowledge of where to get help when confronted with domestic violence can be described as... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |

SECTION 6: HOW OFTEN (DOMESTIC VIOLENCE)

Instructions: How often has each of the following ‘things’ occurred in the past?
(Please answer these questions absolutely honestly)

| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 1. I reported domestic violence to a social worker | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 2. I reported domestic violence at the police station | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 3. I allowed my partner to kick, push and beat me | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 4. I left my abusive partner | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |

Thank you for completing this questionnaire

APPENDIX 10: DAY 5(B) POST TEST (F1)

THIS QUESTIONNAIRE MUST BE COMPLETED ON DAY 5 AFTER THE COMPLETION OF THE PERSONAL GROWTH TRAINING PROGRAMME

SECTION 1: MODULE PARTICULARS

Write the **date** on which the programme was presented below.

Date:

_____ / _____ / 2011

Office Use

SECTION 2: BIRTH DATE AND SECRET CODE

In the next six blocks, indicate your birth date.
 For example, if you were born on
 16 December 1975, indicate it as follows:
 161275

| | | | | | |
|---|---|---|---|---|---|
| D | D | M | M | Y | Y |
|---|---|---|---|---|---|

SECTION 3: AGREE/DISAGREE (DOMESTIC VIOLENCE)

Instructions: To what extent do you agree or disagree with each of the following statements?

| Question | 1. | 2. | 3. | 4. |
|---|----------------------------------|-------------------------|----------------------|-------------------------------|
| 1. Domestic violence is a private matter* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 2. <u>Only</u> illiterate women are victims of domestic violence* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 3. Abused women like to be abused | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 4. A man has a right to discipline his wife because he paid <i>lobola</i> | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 5. If my partner forces me to have sex, I view it as rape | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 6. A protection order gives women power to manipulate their partners* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |
| 7. Physical abuse is the <u>only</u> serious form of abuse* | 1. <i>I strongly disagree</i> | 2. <i>I disagree</i> | 3. <i>I agree</i> | 4. <i>I strongly agree</i> |

SECTION 4: TRUE OR FALSE (DOMESTIC VIOLENCE)

Instructions: To what extent is each of the following statements true or false?

| Questions | 1. | 2. | 3. | 4. |
|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|
| 1. A person can be abused physically | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 2. A person can be abused financially | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 3. Cultural factors can contribute to domestic violence | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 4. The cycle of violence can contribute to women staying in abusive relationships | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 5. Domestic violence can not affect children* | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 6. Alcohol can not contribute to domestic violence | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 7. A person can be abused emotionally | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |
| 8. There is a safe-house at the Potchefstroom police station | 1. <i>I know that it is false</i> | 2. <i>I think it may be false</i> | 3. <i>I think it may be true</i> | 4. <i>I know that it is true</i> |

SECTION 5: MOST RELEVANT RESPONSE (DOMESTIC VIOLENCE)

Instructions: Choose the most relevant response to each question. Use the following as a criterion for your answers.

- | |
|---|
| <ol style="list-style-type: none"> 1. <i>Poor</i> = I am totally lost in this area. 2. <i>Inadequate</i> = I know a little but not enough to feel comfortable. 3. <i>Adequate</i> = I am fairly comfortable with my knowledge of this area. 4. <i>Excellent</i> = I have mastered this area (i.e. I know 75% more than most people) |
|---|

| Question | 1. | 2. | 3. | 4. |
|---|-------------------|-------------------------|-----------------------|------------------------|
| 1. My knowledge of the definition of "Domestic violence" as contained in the Domestic Violence Act can be described as... | 1. <i>Poor</i> | 2. <i>Inadequate</i> | 3. <i>Adequate</i> | 4. <i>Excellent</i> |

| | | | | |
|--|-------------------|------------------|----------------|-----------------|
| 2. My knowledge of the concept “Cycle of violence” can be described as... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 3. My knowledge of the purpose of a protection order can be described as... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 4. My knowledge of the role of counselling in domestic violence situations can be described as... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 5. My knowledge of the different forms of domestic violence can be described as... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 6. My knowledge of the reason why women stay with their abusive partners can be described as... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |
| 7. My knowledge of where to get help when confronted with domestic violence can be described as... | 1. <i>Poor</i> | 2. Inadequate | 3. Adequate | 4. Excellent |

SECTION 6: HOW OFTEN (DOMESTIC VIOLENCE)

Instructions: How often will each of the following ‘things’ occur in the future?
(Please answer these questions *absolutely* honestly)

| Questions | 1. | 2. | 3. | 4. |
|--|--------------------------------|------------------------|---------------------------|-------------------------------------|
| 1. I will report domestic violence to a social worker | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 2. I will report domestic violence at the police station | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 3. I will allow my partner to kick, push and beat me | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |
| 4. I will leave my abusive partner | 1. <i>Seldom/ Never</i> | 2. <i>Sometimes</i> | 3. <i>Periodically</i> | 4. <i>Frequently/ Always</i> |

Thank you for completing this questionnaire

APPENDIX 11: DAY 5(C) EVALUATION OF PRESENTER 1 (C)

PERSONAL GROWTH TRAINING PROGRAMME

EVALUATION OF THE VALUE, RELEVANCE AND QUALITY OF THE TRAINING PROGRAMME

SCALE 11

THIS QUESTIONNAIRE MUST BE COMPLETED ON DAY 5 *AFTER THE* COMPLETION OF THE PERSONAL GROWTH TRAINING PROGRAMME

1. INTRODUCTION

You have just completed the Personal Growth Training Program (PGTP). We would like to know what value this programme had for you, personally, and if it was relevant to your life and situation. So, please provide *your* honest and personal views – it will help us to serve others like you better.

2. INSTRUCTIONS FOR COMPLETING THIS QUESTIONNAIRE

Please complete the following questionnaire **honestly** and **in full**, and please **don't guess**. We need *your* honest and personal views.

- 2.1 Mark the answers **on this questionnaire** by making a **cross** ☒ in the appropriate blocks. The cross must not touch the outline of the block.
- 2.2 Mark only **one** answer per question.
- 2.3 Answer **all** questions.
- 2.4 Complete the questionnaire **on your own**.

When you have completed the questionnaire, please return it to the presenter, who will seal it in an envelope and hand it to the researcher. By completing this questionnaire you give permission that the data may be used for research purposes.

3. HOW TO START

Sections 1 and 2 are designed to link you with a specific training centre, etc. In addition, these answers will be generating the **secret identification code** that only **you** will know.

SECTION 1: MODULE PARTICULARS

Write the **date** on which the programme was presented below.

Date:

| |
|----------------------|
| _____ / _____ / 2011 |
|----------------------|

| Office Use | |
|------------|--|
| | |

SECTION 2: BIRTH DATE AND SECRET CODE

In the next six blocks, indicate your birth date.

For example, if you were born on 16 December 1975, indicate it as follows:
161275

| | | | | | |
|---|---|---|---|---|---|
| D | D | M | M | Y | Y |
|---|---|---|---|---|---|

SECTION 3: VALUE OF THE PROGRAMME

Instructions: Please evaluate the value of the course content by completing each of the following questions.

| | | | | |
|---|--|---|---|------------------------------------|
| 1. How would you rate the value of the section: Self-awareness | 1. <i>It had little or no value</i> | 2. <i>It had below average value</i> | 3. <i>It had above average value</i> | 4. <i>It had a lot of value</i> |
| 2. How would you rate the value of the section: Skills | 1. <i>It had little or no value</i> | 2. <i>It had below average value</i> | 3. <i>It had above average value</i> | 4. <i>It had a lot of value</i> |
| 3. How would you rate the value of the section: Domestic Violence | 1. <i>It had little or no value</i> | 2. <i>It had below average value</i> | 3. <i>It had above average value</i> | 4. <i>It had a lot of value</i> |

SECTION 4: RELEVANCE OF THE PROGRAMME

Instructions: Please evaluate the relevance of the course by completing each of the following questions.

| | | | | |
|---|--------------------------------|-----------------------|--------------------|-----------------------------|
| 1. The course will have a positive impact on my attitude towards relationships. | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 2. I will be able to apply my new knowledge in my relationships. | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 3. I will be able to apply my new skills in my relationships. | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |

| | | | | |
|--|--------------------------------|-----------------------|--------------------|-----------------------------|
| 4. This programme will enable me to manage my relationships more effectively. | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 5. All victims of domestic violence should attend the Personal Growth Training Programme. | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 6. The programme stimulated my problem solving skill | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 7. The programme increased my self-awareness | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 8. I will be able to apply the new knowledge and insights that I have gained in my relationships | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 9. I feel that the programme will help other participants to deal with the challenges of abuse | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 10. Other participants will be able to apply the new knowledge and insights that they have gained in their daily lives | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 11. I feel that the programme will help other participants to cope better with the challenges of life | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |

SECTION 5: EVALUATION OF THE PRESENTER

| | | | | |
|--|--------------------------------|-----------------------|--------------------|-----------------------------|
| 1. The presenter is knowledgeable about the <i>subjects</i> that he/she taught | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 2. The presenter could link the material to the trainees' <i>level of knowledge</i> | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 3. The presenter was able to explain difficult and abstract <i>concepts</i> | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 4. The presenter succeeded in keeping me interested in the subjects | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |
| 5. The presenter was enthusiastic about the subjects that he/she taught | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> |

SECTION 6: EVALUATION OF THE PRESENTER'S PRESENTATION SKILLS

| | | | | | |
|---|--------------------------------|-----------------------|----------------------|-----------------------------|----------------------------------|
| 1. I could clearly hear what the presenter was saying (e.g. <i>it was loud enough and in an accent that I could understand</i>) | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> | |
| 2. The presenter was skilful in the use of the teaching media (e.g. <i>CD, whiteboard, video clips, handouts</i>) | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> | |
| 3. The presenter encouraged participant involvement (e.g. <i>by asking questions and or encouraging discussions</i>) | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> | |
| 4. The presenter prepared himself/herself thoroughly for the presentation | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> | |
| 5. What is your overall rating of the presenter's presentation skills? | 1. <i>Poor</i> | 2. <i>Fair</i> | 3. <i>Average</i> | 4. <i>Good</i> | 5. <i>Very good/excellent</i> |

SECTION 7: EVALUATION OF THE LEARNING PROCESS

| | | | | | |
|--|--------------------------------|-----------------------|----------------------|-----------------------------|----------------------------------|
| 1. At the beginning of <i>the programme</i> , the presenter gave us a clear overview of what we could expect during the programme | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> | |
| 2. At the beginning of <i>each module</i> , the learning objectives for that module were adequately explained | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> | |
| 3. The presenter made sure that trainees understood a subject before continuing on to the next one | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> | |
| 4. The presenter was able to communicate on my level | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> | |
| 5. At the end of a module, the presenter gave a summary of the material that was covered | 1. <i>Strongly disagree</i> | 2. <i>Disagree</i> | 3. <i>Agree</i> | 4. <i>Strongly agree</i> | |
| 6. What is your overall rating of the learning process? | 1. <i>Poor</i> | 2. <i>Fair</i> | 3. <i>Average</i> | 4. <i>Good</i> | 5. <i>Very good/excellent</i> |

SECTION 8: EVALUATION OF THE PRESENTATION CONTEXT

| | | | | | |
|--|-----------------------|------------------|----------------------|-------------------|------------------------|
| 1. How would you rate the quality of the learning material that was presented? | 1. <i>Very bad</i> | 2. <i>Bad</i> | 3. <i>Average</i> | 4. <i>Good</i> | 5. <i>Very good</i> |
| 2. How would you rate quality of the teaching media (e.g. CD, whiteboard, video clips, handouts)? | 1. <i>Very bad</i> | 2. <i>Bad</i> | 3. <i>Average</i> | 4. <i>Good</i> | 5. <i>Very good</i> |
| 3. How well was the programme organised ? | 1. <i>Very bad</i> | 2. <i>Bad</i> | 3. <i>Average</i> | 4. <i>Good</i> | 5. <i>Very good</i> |
| 4. How would you rate the venue ? | 1. <i>Very bad</i> | 2. <i>Bad</i> | 3. <i>Average</i> | 4. <i>Good</i> | 5. <i>Very good</i> |

SECTION 9: GENERAL

| | | | | | |
|--|---|---|---|--|--|
| 1. How will you rate the length of the programme? | 1. <i>It was much too long</i> | 2. <i>It was a little too long</i> | 3. <i>The length was just right</i> | 4. <i>It was a little too short</i> | 5. <i>I was much too short</i> |
| 2. How will you rate the pace of the presentation? | 1. <i>The pace was much too slow</i> | 2. <i>The pace was a little too slow</i> | 3. <i>The pace was just right</i> | 4. <i>The pace was a little too fast</i> | 5. <i>The pace was much too fast</i> |
| 3. How will you rate the balance between the <i>presentation</i> and <i>group involvement</i> ? | 1. <i>Much too much time was spent on the presentation</i> | 2. <i>A little too much time was spent on the presentation</i> | 3. <i>The balance was just right</i> | 4. <i>A little too much time was spent on group involvement</i> | 5. <i>Much too much time was spent on group involvement</i> |

Thank you for completing this questionnaire

APPENDIX 12

GUIDELINES FOR AUTHORS

INSTRUCTIONS TO AUTHORS: SOCIAL WORK/ MAATSKAPLIKE WERK

The South African journal for social work "*Social Work/Maatskaplike Werk*" (ISSN – 0037-8054) provides the following instructions to authors:

INSTRUCTIONS TO AUTHORS

The Journal publishes articles, short communications, book reviews and commentary on articles already published from any field of social work. Contributions relevant to social work from other disciplines will also be considered. Contributions may be written in English or Afrikaans. All contributions will be critically reviewed by at least two referees on whose advice contributions will be accepted or rejected by the editorial committee. All refereeing is strictly confidential. Manuscripts may be returned to the authors if extensive revision is required or if the style or presentation does not conform to the Journal practice. Commentary on articles already published in the Journal must be submitted with appropriate captions, the name(s) and addressee(s) of the author(s) and preferably not exceed 5 pages. The whole manuscript plus one clear copy as well as a diskette with all the text, preferably in MS Windows (Word or WordPerfect) or ASCII must be submitted. Manuscripts must be typed, double spaced on one side of A4 paper only. Use the Harvard system for references. Short references in the text: When word-for-word quotations, facts or arguments from other sources are cited, the surname(s) of the author(s), year of publication and page number(s) must appear in parenthesis in the text, e.g. "... (Berger 1967:12). More details about sources referred to in the text should appear at the end of the manuscript under the caption "References". The sources must be arranged alphabetically according to the surnames of the authors. Note the use of capitals and punctuation marks in the following examples.

VOORSKRIFTE AAN OUTEURS

Die Tydskrif publiseer artikels, kort mededelings, boekbesprekings en kommentaar op reeds gepubliseerde artikels uit enige gebied van die maatskaplike werk asook relevante bydraes uit ander dissiplines. Bydraes mag in Afrikaans of Engels geskryf word. Artikels in Afrikaans moet vergesel wees van 'n Engelse opsomming van ongeveer 200 woorde. Alle bydraes sal krities deur ten minste twee keurders beoordeel word. Beoordeling is streng vertroulik. Manuskripte sal na die outeurs teruggestuur word indien ingrypende hersiening vereis word of indien die styl nie ooreenstem met die tydskrif se standaard nie. Kommentaar op artikels wat in die Tydskrif gepubliseer is, moet van toepaslike titels, die naam(name) en adres(se) van die outeur(s) voorsien wees en verkieslik nie langer as 5 bladsye wees nie. 'n Disket met die hele teks, verkieslik in MS Windows of ASCII moet die hele manuskrip en een duidelike kopie daarvan vergesel. Manuskripte moet slegs op een kant van die bladsy in dubbelspasiëring getik word. Verwysings moet volgens die Harvard-stelsel geskied. Verwysings in die teks: Wanneer woordelike sitate, feite of argumente uit ander bronne gesiteer word, moet die van(ne) van die outeur(s), jaar van publikasie, en bladsynommers tussen hakies in die teks verskyn, bv. "... (Berger, 1967:12). Meer besonderhede omtrent bronne moet alfabeties volgens die vanne van die outeurs aan die einde van die manuskrip onder die opskrif "Bibliografie" verskyn. Let op die gebruik van hoofletters en leestekens by die volgende voorbeelde.

APPENDIX 13: REQUEST FOR USING FAMSA'S PERSONAL GROWTH PROGRAMME AS PART OF MA RESEARCH

26 March 2009

FAMSA WELKOM

ATTENTION: EXCO MEMBERS

REQUEST FOR USING FAMSA'S PERSONAL GROWTH PROGRAMME AS PART OF MA RESEARCH

I Puleng Koeshe request to utilize the FAMSA Personal growth programme as instrument during the presentation for female victims of domestic violence. The aim of the research is evaluate the impact of the personal growth on female victims after being exposed to the programme. I am currently doing my MA in Social Work with North Work University.

I was exposed to FAMSA personal growth training when I was staff member during 2004 to 2006 it had a great impact on my personal growth. I also used its theory during my counselling session for individual and marital counselling and it had positive impact on individuals. I am of opinion that it would have great impact on victim's personal growth and development. Why FAMSA personal growth? Because it's practical and user friendly; it can be modified to all types of women according to their educational level and it can empower and develop female victims as group.

I hope that my request will receive positive consideration.

Thanking you



Mrs. V.P. Koeshe

0835808326

APPENDIX 14: PERMISSION FOR USING FAMSA'S PERSONAL GROWTH PROGRAMME AS PART OF MA RESEARCH



Families South Africa

P.O.Box 57204
PANSIG, 9465

Tel: 057 3525191
Fax: 057 3534804
fam.wel@absamail.co.za

13th May 2009

Mrs V.P.Koeshe

RE: REQUEST TO UTILISE THE FAMSA PERSONAL GROWTH PROGRAMME

The above request has been approved in principal by the Executive Committee of Famsa – Welkom with the condition that when you have done your final draft we will be entitled to read it to ensure that we have been correctly represented.

We wish you well with your studies and should we be able to be of assistance please do not hesitate to contact us.

Yours sincerely,

A handwritten signature in black ink, appearing to read "J. Swart", is written over a dotted line.

J.Swart (Mrs)
Director

APPENDIX 15: LIST OF ORGANISATIONS

| SNR | NAME OF THE ORGANISATION | CONTACT DETAILS |
|-----|---|--|
| 1 | CHILD WELFARE | 018 297 0128 |
| 2 | COURT | 018 294 1600 |
| 3 | FAMSA TOWN | 018 293 2272 |
| 4 | FAMSA IKAGENG | 018 295 4833 |
| 5 | HOSPITAAL | 018 293 4554 |
| 6 | LEGAL AID | 018 299 1919 |
| 7 | N.G WELFARE | 018 297 7347 |
| 8 | SANDEF SWDEPT | 018 289 1312/ 018 289 1155/ 018 289 1157/ 018 289 1136/ 018 289 1086 |
| 9 | SAPS IKAGENG DOMESTIC VIOLENCE IKAGENG UNIT | 018 295 1731 |
| 10 | SAPS POTCH | 018 299 7457 |
| 11 | SOCIAL DEVELOPMENT | 018 297 0133 |

APPENDIX 16:

OFFICIAL LETTER OF THE LANGUAGE EDITOR

CHRISTIEN TERBLANCHE LANGUAGE SERVICES

BA (Pol Sc), BA Hons (Eng), MA (Eng), TEFL

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Mieder Park
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DECLARATION OF LANGUAGE EDITING

I, Christina Maria Etrechia Terblanche, id nr 771105 0031 082, hereby declare that I have edited the masters degree dissertation of Puleng Koeshe entitled **THE EFFECT OF AN ADAPTED PERSONAL GROWTH TRAINING PROGRAMME ON FEMALE VICTIMS OF DOMESTIC VIOLENCE IN POTCHEFSTROOM**, without viewing the final product.

Regards,

CME Terblanche

APPENDIX 17: FOCUS GROUP AGENDA

Introduction

The attendees are going to be welcomed and the aim of the group work will be outlined. The facilitator will hand out the programme themes and sub-themes. A quick review to refresh the attendee's memory on the programme. The facilitator explains what is going to happen: During the group work a video camera will be used. The purpose of the video camera is to capture all the answers accurately. The video camera will be focus at the facilitator. It will be explained that a scribe will be utilised, the purpose of the scribe is to take notes for the facilitator. The facilitator will ask permission for the scribe and the video camera persons to be present.

1. Intrapersonal Skills

1.1 Self-awareness

- What relevance did this theme “self-awareness” had in your life?
- What did you take for yourself (value)?
- Should this theme remain part of the programme? Why?

1.2 Sexuality

- What relevance did this theme “sexuality” had in your life?
- What did you take for yourself?
- Should this theme remain part of the programme? Why?

1.3 Developmental stages

- What relevance did this theme “Developmental stages” had in your life?
- What did you take for yourself?
- Should this theme remain part of the programme? Why?

1.4 Past and present experiences

- What relevance did the theme “Past and present experiences” had in your life?
- What did you take for yourself?
- Should this theme remain part of the programme? Why?

1.5 Temperament

- What relevance did the theme “Temperament” had in your life?
- What did you take for yourself?
- Should this theme remain part of the programme? Why?

2. Interpersonal skills

2.1 Empathy

- What relevance did the theme “empathy” had in your life?
- What did you take for yourself?
- Should this theme remain part of the programme? Why?

2.2 Assertiveness

- What relevance did the theme “assertiveness” had in your life?
- What did you take for yourself?
- Should this theme remain part of the programme? Why?

2.3 Conflict resolution

- What relevance did the theme “conflict resolution” had in your life?
- What did you take for yourself?
- Should this theme remain part of the programme? Why?

3. Domestic violence

3.1 Forms of abuse

- What relevance did the theme “forms of abuse” had in your life?
- What did you take for yourself?
- Should this theme remain part of the programme? Why?

3.2 Causes of domestic violence

- What relevance did the theme “causes of domestic violence” had in your life?
- What did you take for yourself?
- Should this theme remain part of the programme? Why?

3.3 Why women stay with abusive partners

- What relevance did the theme “why women stay with abusive partners” have in your life?
- What did you take for yourself?
- Should this theme remain part of the programme? Why?

3.4 How do you move from victim to victor

- What relevance did the theme “How to move from victim to victor” have in your life?
- What did you take for yourself?

- Should this theme remain part of the programme? Why?

3.5 Protection order

- What relevance did the theme “Protection order” had in your life?
- What did you take for yourself?
- Should this theme remain part of the programme? Why?

4. Presentation issues

What are your thoughts regarding the following issues regarding the presentation of the programme?

- Length
- Pace
- Balance

5. General questions:

- Did the programme as a whole had any relevance in your life? If yes, please specify in what way?
- What value did the programme have in your life?
- Looking back to the whole presentation of the programme what lesson or message have you learnt that you took for yourself that will always remain part of the programme?

APPENDIX 18: RESULTS OF THE FOCUS GROUP DISCUSSION

The following information was generated by means of a focus group discussion. The information is summarised and the interpretation of the data is provided. The discussion was based on the agenda (see Appendix 17). These questions covered three main themes, namely:

- Intrapersonal skills: self-awareness, sexuality, developmental stages, past and present experiences, temperament;
- Interpersonal skills: listening and attending, assertiveness and conflict resolution;
- Domestic violence education: forms of abuse, causes of domestic violence, why women stay with abusive partners, how to move from victim to victor and protection order.

The core questions that were covered during the focus group discussion addressed the following:

- What value did the programme have in your life;
- What relevance did the programme have; and
- What attendees took for themselves from the whole programme.

The feedback is divided into four sections namely: identification of particulars (Section1); standard introductory statement (Section2); the results of the discussion (Section 3), and the nature and implications of the responses on individual questions (Section 4).

The session commenced with an introductory statement.

Section 1: Basic introductory statement

Welcome once again!

Two months ago the group completed the Personal Empowerment Training Programme (PETP). The aim of the training programme was to empower you with knowledge and skills in order for you to gain self-insight and handle domestic violence better. Now you have been chosen as a member of a discussion group in the research project to ascertain the effectiveness of the PETP. The programme has the potential to better the lives of female victims of domestic violence. It is therefore important to know how effective the programme is in meeting the needs of the target group. For this we need your help. I also need your permission to allow the scribe to be part of this feedback, since your answers will enable us to better the programme. This session is also going to be video-taped as a backup for the scribe. However, the camera will be on the researcher's face. Although the discussion will be taped,

all names of the attendees will be kept confidential. The results of the discussion may be published in a MA dissertation at North-West University.

You will help us in this process by completing the following questions, which summarises the discussions that we had on the topics.

Thank you very much for your cooperation.

Section 2: Identifying particulars

| | | | | |
|-------------------------|----------------------|-------|----------|-------|
| Place of the session: | 4 Artillery Regiment | | | |
| Date of the session | 04/10/2011 | | | |
| Number of respondents | 8 | | | |
| Gender | Females | | | |
| Race of the respondents | Asian | Black | Coloured | White |
| | - | 7 | 1 | - |

Section 3: Summary of the results

Narrative summary of the discussion

Below is a narrative summary of the focus group discussion and the responses to individual core questions, namely the value and relevance of the programme theme and sub-themes and what attendees personally found meaningful (see Section 4).

1. Intrapersonal Skills

The following sub-themes were explored: self-awareness, sexuality, developmental stages, past and present family experiences and temperament. The respondents shared with confidence that their knowledge regarding self-awareness has increased. They remembered almost all the activities completed during the session on this sub-theme e.g. imaginary bag. They also mentioned that, because of the programme, they are constantly working on their self-concept, but they found it difficult to be positive all the time. Sexuality was one of the sub-themes that they felt is valuable, but it was too short and was not thoroughly explored. They were of the opinion that it should be kept as part of the programme. Respondents stated that they enjoyed developmental stages as a sub-theme. They stated that it has helped them with their parental skills. They felt that it should be kept as it is, even though it had no direct effect on the core aim of the programme. Past and present family experience was rated as

highly relevant and valuable in their lives. It made them aware of past issues that still had a negative effect in their lives. Temperament was one of the highly rated sub-themes, respondents enjoyed it very much. They could relate to the sub-theme and it dealt with the self in a practical way.

2. Interpersonal skills

The focus group pointed out the following sub-themes as still fresh in their minds after two months: verbal communication (specifically the emotional style of communicating), assertiveness and conflict resolution. The group voiced their frustration regarding failure to implement emotional style of communication with their partners. It seemed to be a general feeling that this training should be organised for their partners as well. They suggested that this will have a significant impact on the programme. A few also indicated that this communication style had the added value of improving their relationships with their children. The sub-theme assertiveness raised different views. One member stated that she used to be passive but that she can now stand up for herself. However, she mentioned that her family were surprised by this change in behaviour, and some now think she is rude. Regarding conflict resolution, the focus group members rated the theme as important and relevant. They furthermore added that all conflict management styles are relevant to a certain situation. They indicated that they still fall back on old habits when confronted with a threatening situation.

3. Domestic violence

The focus group indicated that they have gained much from this theme with regard to knowledge. They pointed out the difficulty of implementing the knowledge gained. One group member realised that she has been abused in more than one way and did not even realise. It was the group feeling that they were also abusers in certain instances in the relationship. Some members of the group indicated that they did not use the information gained. Although has not been any change in their behaviour, they still regarded the sub-theme has valuable and relevant. The focus group generally felt that the protection order was not effective.

Section 4: Responses to core questions

Below is a summary of the responses to the core questions, namely the value and relevance of the programme theme and sub-themes.

Below is a summary of the responses to the core questions, namely the value and relevance of the programme theme and subthemes.

4.1 Self-awareness

4.1.1 What relevance did this theme “self-awareness” had in your life?

4.1.1.1 For me self-awareness is relevant, because if I know myself I can predict my behaviour.

4.1.1.2 In the sub-theme self-awareness I found “imaginary bag” to be relevant and it taught me to reject what I don’t want to be part of bag.

4.1.1.3 After the “I am questionnaire” I realised that I don’t know myself.

4.1.1.4 I found “Johari Window” interesting and relevant. It helped me to explore on bettering myself esteem.

4.1.1.5 To me “Johari Window” made realise that I do not know my potential and have lots of secrets

4.1.1.6 I realised that I know myself when completing the “I am questionnaire”.

4.1.2 What did you take for yourself? (value)

4.1.2.1 I realised that self-awareness is a journey.

4.1.2.2 I will attend self-development programmes to improve on my self-knowledge.

4.1.2.3 I recommend that every victim of violence should undergo self-awareness.

4.1.3 Should this sub-theme remain part of the programme? Why?

4.1.3.1 It should remain part of the PETP, since it assisted me to increase self-insight and self-understanding.

4.1.3.2 The presentation of this sub-theme was interesting including exercises such as “imaginary back”, “Johari window” and “name game”.

4.1.3.3 It should remain part of the programme it is practical.

4.2 Sexuality

4.2.1 What relevance did this theme “sexuality” had in your life?

4.2.1.1 I realised that women are self-sacrificing.

4.2.1.2 I realised that I do not like to be a women since I went through hurtful things in my life.

4.2.1.3 The sub-theme is relevant, however was not thoroughly done. There is a lot that it can bring to our lives if investigated in depth.

4.2.1.4 I realise that men do not communicate the way women do

4.2.1.5 I realised that I should embrace my partners differences

4.2.2 What did you take for yourself? (value)

4.2.2.1 I need to work on myself, since I realised that I do not like to be a women.

4.2.2.2 This sub-theme has great value; it improved my relationship with my partner.

4.2.2.3 I realise why men act the way they do and as well as why women act the way they do.

4.2.2.4 I have realised that men and women are different and I need to learn more of this differences in order to get along with my partner.

4.2.3 Should this theme remain part of the programme? Why?

4.2.3.1 Yes! It will help me work on myself, since I realised that I do not like to be a women.

4.2.3.2 Yes! Because this sub-theme has great value, it improved my relationship with my partner.

4.3 Developmental stages

4.3.1 What relevance did this theme “developmental stages” had in your life?

4.3.1.1 It is relevant to my parenting style.

4.3.1.2 Informative and has increased my knowledge on developmental stages.

| |
|---|
| 4.3.2 What did you take for yourself? (value) |
| 4.3.2.1 It improved my parenting skills. |
| 4.3.2.2 My relationship with my son has improved. |
| 4.3.3 Should this theme remain part of the programme? Why? |
| 4.3.3.1 Yes, it improve my parenting skills |
| 4.3.3.2 it improved my relationship with my son |

4.4 Past and present family experiences

| |
|--|
| 4.4.1 What relevance did this theme “past and present family experiences” had in your life? |
| 4.4.1.1 It is highly relevant; it dealt with my past in a practical way. |
| 4.4.1.2 Learning from each other in a group. |
| 4.4.1.3 It assisted me to share freely and getting help. |
| 4.4.2 What did you take for yourself? (value) |
| 4.4.2.1 I realise that I am not the only person with problems. |
| 4.4.2.2 I realised that other respondents have more issues than me. |
| 4.4.2.3 I realised that I am stronger that I have realised. |
| 4.4.3 Should this theme remain part of the programme? Why? |
| 4.4.3.1 Yes, it helped me to deal with my scares. |
| 4.4.3.2 Yes, it helped to realised issues from my past that is still bothering me. |
| 4.4.3.3 Yes, the exercises are practical and easy to follow. |

4.5 Temperament

4.5.1 What relevance did this theme “temperament” had in your life?

4.5.1.1 It is highly relevant; it deals with self, weakness and strengths.

4.5.1.2 It helped to demonstrate understanding to others.

4.5.1.3 It is enjoyable, but yet informative

4.5.2 What did you take for yourself? (value)

4.5.2.1 It has confirmed things that I knew about myself.

4.5.2.2 It made me realise why I act the way I do.

4.5.2.3 I realised why my partner acts the way he does.

4.5.2.4 I realised that I am sarcastic.

4.5.3 Should this theme remain part of the programme? Why?

4.5.3.1 Yes! Temperament should remain as core subtheme of the programme.

4.5.3.2 Yes! It was easy to absorb the information and enjoyable.

4.5.3.3 Yes! It helped to come to contact with my weaknesses and strengths.

4.6 Emotional communication style

4.6.1 What relevance did this theme “emotional communication style” had in your life?

4.6.1.1 I was able to emotional communication style with my child.

4.6.1.2 It was difficult to implement emotional communication style with my partner

4.6.1.3 I struggle with to communicate on a emotional level

4.6.2 What did you take for yourself? (value)

4.6.2.1 It improved my relationship with my son

4.6.2.2 Its valuable skill, however I realised that needs practising because I really struggle to use it

4.6.3 Should this theme remain part of the programme? Why?

4.6.3.1 Yes, it should remain on the programme, but there should be advance training to assist in enforcing the skills

4.7 Assertiveness

4.7.1 What relevance did this theme “assertiveness” had in your life?

4.7.1.1 I was passive before, but know now I can assert myself

4.7.1.2 I am assertive now, but other people experience me as rude

4.7.1.3 I struggle with assertiveness when coming to my partner

4.7.1.4 Assertiveness helped me to be less rude

4.7.1.5 People that were not exposed to PETP do not understand assertiveness

4.7.2 What did you take for yourself? (value)

4.7.2.1 Assertiveness is not easy skill to implement

4.7.2.2 I realised that I have been rude instant of being assertive, so I have been less rude and more assertive

4.7.2.3 What I took for myself is that assertiveness is saying no not in a rude way

4.7.3 Should this theme remain part of the programme? Why?

4.7.3.1 Yes, but we should be warned that it might increase violence.

4.8 Conflict resolution

4.8.1 What relevance did this theme “conflict resolution” had in your life?

4.8.1.1 It is relevant, since it provides alternatives of solving problems.

4.8.1.2 Each conflict calls for a different style.

4.8.1.3 Conflict at work is different than conflict at work

| |
|--|
| 4.8.2 What did you take for yourself? (value) |
| 4.8.2.1 Advance training should be done to re-enforce the skills |
| 4.8.2.2 I enjoyed the use of animals to explain different conflict resolution skills |
| 4.8.3 Should this theme remain part of the programme? Why? |
| 4.8.3.1 Yes, because it provides skills to handle conflict. |
| 4.8.3.2 It adds value to the programme. |

4.9 Domestic violence

| |
|--|
| 4.9.1 What relevance did this theme “domestic violence” had in your life? |
| 4.9.1.1 It’s extremely relevant. |
| 4.9.1.2 Women has been exposed to different forms of violence. |
| 4.9.2 What did you take for yourself? (value) |
| 4.9.2.1 I realised that I was exposed to more domestic violence than I knew. |
| 4.9.2.2 There are different kinds of domestic violence. |
| 4.9.2.3 It made to realise not to envy other women with permanent relationship |
| 4.9.3 Should this theme remain part of the programme? Why? |
| 4.9.3.1 Yes, because its relevant |
| 4.9.3.2 It adds values to the programme |

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