#### EMOTIONAL EXPERIENCES OF INCESTUOUS FATHERS: A SOCIAL CONSTRUCTIONIST INVESTIGATION

by

#### WILHELMINA JOHANNA VAN NIEKERK

submitted in part fulfillment of the requirements for the degree of

# MASTER OF ARTS IN CLINICAL PSYCHOLOGY

at the

# UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: MR L J BALOYI

**SEPTEMBER 2005** 

Student number: 3391-330-7

I declare that **EMOTIONAL EXPERIENCES OF INCESTUOUS FATHERS: A SOCIAL CONSTRUCTIONIST INVESTIGATION** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE (Mrs W J van Niekerk) DATE

### ABSTRACT

This study aimed to relate the emotions of two fathers regarding their incestuous behaviour.

The epistemological framework is social constructionism. The 'case-study approach' was chosen as the most suitable method to gain access to the information. Qualitative in-depth interviews with the fathers were conducted to collect data about their emotional experiences regarding their incestuous behaviour and Hermeneutics was used as method of data analysis.

The emotional experiences of the participants regarding their incestuous behaviour were reconstructed in the form of prominent themes. Themes that seemed to re-occur in both participants' stories were identified and discussed as common themes. These themes included; ambivalence, powerlessness and guilt.

This study provides a rich understanding of the emotional experiences of incestuous fathers. These experiences seem to be unstated or insufficiently emphasised in the traditional empirical, cause and effect, linear modernist literature.

**Key words:** Ambivalence; Case study; Constructivism; Criterion-based sampling; Guilt; Hermeneutics; Incest; Modernism; Postmodernism;

iii

Powerlessness; Purposive sampling; Qualitative research; Research methodology; Social constructionism.

## ACKNOWLEDGEMENTS

My grateful thanks to:

God, to who all glory and praise belongs.

**Lesiba Baloyi**, my supervisor, for your enthusiasm, your exceptional insights, and your excellent supervision. Also for your commitment to this study during a difficult time for you and your family.

My parents, **Wilna and Hennie Lourens**, for your unconditional love, for believing in me, for the many sacrifices that you have made for me and for your unwavering support and prayers throughout my years of study.

My loving husband, **Dreyer**, for your incredible patience, your continuous support and most of all, your amazing love. Thank you for being the person with who I can intimately share my emotional experiences of my life.

My sister and my best friend, **Mercia Smith**, and my brother, **Lennik Lourens**, for your friendship, love and support throughout my years of study.

My brother in law, Hendrik Smith, for your practical and emotional support.

**Armand Smith**, my little nephew. I have learned so much from your love, congruence and enthusiasm for life.

My dear friend, **Ansonet**, for always believing in me, for your encouragement and unconditional friendship that have strengthened me many times and for opening your heart and your house to me when I needed it most.

My friend and colleague, **Deirdré**, for your friendship throughout my Masters, for your support when the going got tough and for the many laughs and fun times we had together.

My wonderful friend, Lispa, for your love and constant encouragement.

The rest of my family, family in law and friends, for your interest, love and encouragement.

Finally, **the participants** in this study. Thank you for sharing a part of your life with me. Without you and your special contributions, this study would not have been possible.

"<sup>1</sup> Jesus went to the Mount of Olives.<sup>2</sup> Early in the morning he came again to the temple; all the people came to him, and he sat down and taught them.<sup>3</sup> The scribes and the Pharisees brought a woman who had been caught in adultery, and placing her in the midst <sup>4</sup> they said to him, "Teacher, this woman has been caught in the act of adultery. <sup>5</sup> Now in the law Moses commanded us to stone such. What do you say about her?"<sup>6</sup> This they said to test him that they might have some charge to bring against him. Jesus bent down and wrote with his finger on the ground.<sup>7</sup> And as they continued to ask him, he stood up and said to them, "Let him who is without sin among you be the first to throw a stone at her." <sup>8</sup> And once more he bent down and wrote with his finger on the ground. <sup>9</sup> But when they heard it, they went away, one by one, beginning with the eldest, and Jesus was left alone with the woman standing before him.<sup>10</sup> Jesus looked up and said to her, "Woman, where are they? Has no one condemned you?" <sup>11</sup> She said, "No one, Lord." And Jesus said, "Neither do I condemn you; go, and do not sin again." <sup>12</sup> Again Jesus spoke to them, saying, "I am the light of the world; he who follows me will not walk in darkness, but will have the light of life." <sup>13</sup> The Pharisees then said to him, "You are bearing witness to yourself; your testimony is not true."<sup>14</sup> Jesus answered, "Even if I do bear witness to myself, my testimony is true, for I know whence I have come and whither I am going, but you do not know whence I come or whither I am going. <sup>15</sup> You judge according to the flesh, I judge no one."

> John 8: 1-15 (Bible, 1980, p. 1005)

# TABLE OF CONTENTS

	Page number
CHAPTER 1 INTRODUCTION	1
1. PERSONAL REFLECTIONS OF THE RESEARCHER ON	
THE TOPIC OF INCEST	1
2. GENERAL INTRODUCTION	2
3. DEFINITIONS OF TERMS	3
3.1 Emotional experiences	4
3.2 Incestuous father	4
3.3 Social constructionism	5
4. THE AIM OF THIS STUDY	5
5. THE DESIGN OF THIS STUDY	7
6. THE FORMAT OF THIS STUDY	8
CHAPTER 2 A LITERATURE REVIEW	10
1. INTRODUCTION	10
2. DEFINING INCEST	11
3. TYPES OF INCEST	13
3.1 Father-daughter incest	14
3.2 Father-son incest	15
3.3 Mother-son incest	16
3.4 Mother-daughter incest	18
3.5 Brother-sister incest	18
3.6 Incest by other family members	20
3.7 Multiple incest	21
4. GENERAL CHARACTERISTICS OF INCESTUOUS FATHER	S 22
5. TYPES OF INCESTUOUS FATHERS	23
5.1 The endogamic type	24

5.1.1 Th	e endogamic type with personality disorders	25
5.1.1.1	Emotional and sexual dependency	25
5.1.1.2	Economic dependency	26
5.1.1.3	Early emotional deprivation	26
5.1.1.4	Father-son relationship-ambivalence	27
5.1.1.5	Incest model	27
5.1.1.6	Dominance versus ineffectiveness	28
5.1.1.7	Sexual obsession	29
5.1.1.8	Paranoia	29
5.1.2 Th	e endogamic sub cultural type	30
5.2 The p	osychopathic type	30
5.3 The p	osychotic type	31
5.4 The a	alcoholic type	31
5.5 The p	pedophilic type	32
5.6 The r	nentally defective type	33
5.7 The s	ituational type	33
6. EMOT	IONAL NEEDS OF THE INCESTUOUS FATHER THAT	
MOTI	ATE THE INCESTUOUS BEHAVIOUR	34
7. THEO	RETICAL MODELS FOR THE OCCURRENCE (ETIOLOGY)	
OF FA	THER-CHILD INCEST	35
7.1 A Psy	choanalytic perspective	35
7.2 A Fei	ninist perspective	36
7.3 The F	Precondition model	37
7.4 A Sys	stems perspective	39
8. THE E	FFECTS OF FATHER-CHILD INCEST ON THE	
INCES	STUOUS FATHER	42
9. INTER	VENTIONS WITH INCESTUOUS FATHERS	43
10. CON	CLUSION	47
CHAPTE	R 3 A SOCIAL CONSTRUCTIONIST EPISTEMOLOGY	51
		<b>F</b> 4

Т.	INTRODUCTION	51
2.	MODERNISM	53

2.1 Reductionism	53
2.2 Linear causality	53
2.3 Neutral objectivity	54
3. CYBERNETIC EPISTEMOLOGY	55
3.1 First-order cybernetics	56
3.2 Second-order cybernetics	57
4. POSTMODERNISM	58
5. CONSTRUCTIVISM	61
6. SOCIAL CONSTRUCTIONISM	63
7. SOCIAL CONSTRUCTIONISM AND THE PRESENT STUDY	68
8. CONCLUSION	70
CHAPTER 4 RESEARCH METHODOLOGY	73
1. INTRODUCTION	73
2. A QUALITATIVE VERSUS A QUANTITATIVE RESEARCH	
APPROACH	74
2.1 Characteristics of qualitative research designs	76
2.1.1 Theory	76
2.1.2 Purpose and questions	76
2.1.3 Participants and the role of the researcher	77
2.1.4 Sampling and selection	78
2.1.5 Data collection	78
2.1.6 Data analysis	79
2.1.7 Results	79
2.1.8 Reporting	79
2.1.9 Reliability and validity	80
2.1.9.1 Reliability with reference to this study	81
2.1.9.2 Validity with reference to this study	82
2.2 Justification for choosing a qualitative research approach	83
3. SAMPLING AND SELECTION	84
4. DATA COLLECTION	86
4.1 The 'case study approach'	86

4.2 In-depth interviewing	86
5. DATA ANALYSIS	89
5.1 The Hermeneutic method of data analysis	89
5.2 Hermeneutics and the current research	91
6. ETHICAL CONSIDERATIONS	94
7. CONCLUSION	95

# CHAPTER 5 THE PARTICIPANTS' STORIES RE-STORIED 97

1. INTRODUCTION	97
2. DAVID1'S STORY RE-STORIED	98
2.1 Choosing a name	99
2.2 Background of David1	100
2.3 Research setting	103
2.4 Prominent themes from David1's story	104
2.4.1 A sense of self-worth	104
2.4.2 Ambivalence	109
2.4.3 Guilt	111
2.4.4 Powerlessness	113
2.4.5 Self-hatred	115
2.5 David1's reflections on the interviews	117
3. DAVID2'S STORY RE-STORIED	118
3.1 Choosing a name	118
3.2 Background of David2	120
3.3 Research setting	123
3.4 Prominent themes from David2's story	124
3.4.1 Feeling powerful	124
3.4.2 Ambivalence	126
3.4.3 Powerlessness	129
3.4.4 Guilt	131
3.5 David2's reflections on the interviews	135
4. REFLECTIONS OF THE RESEARCHER	136

# 5. CONCLUSION

# CHAPTER 6 CONCLUSION

1. INTRODUCTION	138
2. COMMON THEMES	138
2.1 Ambivalence	139
2.2 Powerlessness	140
2.3 Guilt	140
2.4 The significance of the names 'David1' and 'David2'	141
3. RELATED THEMES	142
3.1 A sense of self-worth	143
3.2 Self-hatred	143
3.3 Feeling powerful	144
4. REFLECTIONS ON THIS STUDY	144
5. RECOMMENDATIONS FOR FUTURE RESEARCH AND CLINICAL	
PRACTICE	149
6. CONCLUSION	150

REFERENCE LIST	152
APPENDIX A: LETTER OF CONSENT	166
APPENDIX B: TRANSCRIBED INTERVIEWS WITH DAVID1	168
APPENDIX C: TRANSCRIBED INTERVIEWS WITH DAVID2	201

137

138